

## 2022 Web Professional Program Review

practice at the college. Most programs at the college have PLO targets of 70%. We will revisit the targets and make them consistent.

Additional positive impacts have been the start of regular dual-enrollment courses at two high schools, one of which is interested in adding two more courses to allow students to complete the Digital Media and Marketing certificate in two years. We have also been able to reduce textbook costs by using LinkedIn Learning, paid for by the regional consortia.

An adverse impact has been the assignment of DMA C113 and DMA C117 to alternating years in the long-term schedule. They are both required courses in the Web Fundamentals Certificate, which is a one-year program. Completions are not as high as they could be, and counselors confirmed this schedule has discouraged students and adversely impacted completion.

The 2020-21 academic year reflected dips in performance across several metrics, likely owing to the COVID pandemic. These dips also correlate with college data. We had hoped to start offering selected on-ground offerings, but it appears it is still too soon with new COVID variants emerging and continued surges in cases.

A continued threat to the program is competition with other training options, including other community college programs, subscription training, and free training. Early in this program's history, we had little competition. We recognize that to set ourselves apart now, our instruction, regular and effective contact with students, and substantive feedback must be excellent. That said, we are tied for first place among online associate degree program completions and tied for seventh place among all California Community College programs for associate degree completions. Most web developers and interface designers have a Bachelor's degree, but 26% have some college or an Associate's degree.

An additional on-going challenge is accurately capturing employment data. Only approximately 15% of web developers and designers work for information technology employers, and another 18% are self-employed. The remainder are dispersed across all industries.

### 3.2.3 Response to Previous Goals

The following were the goals of the 2017 Program Review

#### *1. Close equity gaps among at-risk students. In Progress.*

At-risk students in the Digital Media Arts courses and programs have been African American, Native American, Hispanic/Latino, males, and students of ages 29 and younger. Strategies have included

- Seeking OEI course alignment
- Marketing to reach diverse populations
- Use of Early Alert
- Informing students of services and communities like Umoja
- Syllabus quizzes in every course

Improvements in retention and success have been seen in all of these groups, however enrollment growth has been less consistent. We would like to retain this as a goal in the next cycle.

#### *2. Increase enrollment. Completed.*

Total enrollments were 187 in 2016-17. Enrollments have been increasing steadily with total enrollments of 376 in 2020-21. Strategies have included curriculum revision to appeal to a greater diversity of student interests, social media marketing, and community presentations. These strategies will continue, but this goal is marked complete.

### 3. Improve Retention and Success. Completed.

In addition to retention and success improving among at-risk students, these markers have shown improvements overall. The same strategies that accommodate at-risk students also benefit all students. These strategies will continue, but this goal is marked complete.

### 4. Evaluate Adoption of Lynda.com. Completed.

Since the last Program Review, Lynda.com was acquired by LinkedIn and is now LinkedIn Learning. The California Community College Association for Occupational Education, Central Valley and Mother Lode Region has funded student access to LinkedIn Learning, and students can access this free of charge. They are able to search the library freely, and instructors can also curate pathways of video content to directly link within their courses. We have been able to forego required textbooks in many DMA courses, providing cost savings to students. This goal is marked complete.

### 5. Embed oral presentations within the program. Dropped.

There was discussion in the advisory committee about the value of students developing oral communication skills, in addition to written communication skills. We explored the idea of embedding oral presentations in several courses. A significant obstacle to implementation was securing equivalence of access for students with hearing impairments. We routinely make instructional video accessible with captions, but this is a one-time effort for the content – at least until instructional content changes. It would be unsustainable to caption oral presentations of every student in the class, every semester, and across multiple courses. This is also a skill that students acquire in SPCH C101 if they pursue the Web Professional Associate Degree. This goal has therefore been dropped.

## Part 4: Looking Ahead

### 4.1 Goals

#### 4.1.1 Two-Year Goals

##### *Action Plan for 2-Year Strategy 1*

<b>Concise Description of Strategy</b>	Increase program completions by 20%
<b>Measurement of Completion</b>	Institutional research data
<b>Timeline</b>	2022-24
<b>Responsible Person</b>	Department faculty

##### *Action Plan for 2-Year Strategy 2*

<b>Concise Description of Strategy</b>	Explore expansion of dual enrollment at THS to allow Digital Media and Marketing Certificate completion.
<b>Measurement of Completion</b>	Communications with CC Dual Enrollment Coordinator, THS Principal, and THS instructor
<b>Timeline</b>	2022-24
<b>Responsible Person</b>	Department faculty

##### *Action Plan for 2-Year Strategy 4*

<b>Concise Description of Strategy</b>	Revise long term schedule to restore DMA C113 and DMA C117 to annual offerings.
<b>Measurement of Completion</b>	Long term schedule document
<b>Timeline</b>	2022-24
<b>Responsible Person</b>	Department faculty