# Assessment: Program Review Updates prior to Fall 2018

**Shasta College**

## Program (CIS) - Web Design Cert CL.3115

**Program Catalog Summary:**
Certificate:
SC Program: CL.3115

PROGRAM DESCRIPTION: This program is designed to be an introduction to the basics of designing and building simple Web pages. The curriculum assists students, small business owners, office and IT workers, and hobbyists to design and maintain a presence on the Web.

This is a locally approved certificate. Upon satisfactory completion of the listed requirements and application for completion of the certificate to Admissions and Records, the student will receive a certificate of completion. This certificate program is not approved through the California Community College Chancellor's Office; therefore, completion of the certificate will not be listed on the student's transcript.

PROGRAM LEARNING OUTCOMES:
Upon successful completion of this certificate, the student should be able to:
1. Use a computer and the internet for daily needs.
2. Build dynamic web pages for personal and business use.
3. Incorporate graphics and photos into web pages.
4. Understand e-commerce basics and how to design a marketable website.

GAINFUL EMPLOYMENT INFORMATION: For information about our graduation rates, the median debt of students who completed this certificate, and other important information, please visit our website at http://www.shastacollege.edu/bait_cis_gainful_employment/.

CERTIFICATE REQUIREMENTS:
ART 80A Graphic Design 3
BUAD 71 Introduction to E-Commerce 1
CIS 2 Introduction to Computer Science 4
CIS 64 Web Programming Using Java/PHP/Flash 3
CIS 73 Photoshop 1
CIS 83 Web Design Using Dream Weaver 2
CIS 86 HTML 3
TOTAL UNITS FOR CERTIFICATE 17

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## *Fall 2017*

**Prepared By:** Lew Schmitt. Tom Martin, Dhabih Hendershot & Jeff Hendrickson
**What improvements are needed?  Please reference items from any associated program reviews as needed.:** To improve student outcomes this program needs one additional full-time faculty with a graphic design a web development background. The program needs to update hardware and software to current industry standards, collaborate with local high schools to communicate our updated curriculum and develop guided pathways, develop a student success plan with our new student success coordinator, send CIS faculty for professional development to keep our skills current and develop a marketing plan with EWD. This program operates both night and day and online classes and needs large blocks of time in computer labs with updated hardware. It is important that we maintain sufficient computer lab classrooms in order to schedule courses when students need them and provide open lab time for our students to get help on their classwork. Currently our CIS students are not supported by any other supervised tutoring lab. Technology is part of many classes and programs beyond our department and student need a

place to go for help.

**Who completed this form?:** Lew Schmitt. Tom Martin, Dhabih Hendershot & Jeff Hendrickson

**Participation in the report:** Area Faculty (list in the next box), Advisory Committee (if one exists), Other (such as counselors-outside area faculty-deans)

**Summarize Participation comments:** Technology in our labs is trailing behind industry standards

New faculty and para-professional needed

New equipment and software needed

**Recommendation for Discontinuance?:** No

**Analyze Overall PLO achievement:** PLO achievement is very high. 100% of students earning the certificate have achieved the PLO's. CIS Faculty are currently developing additional PLO's for this program which will be updated shortly.

**What changes could be (or have been) made to improve the program?:** CIS faculty along with advisory committee have restructured this certificate to align with current industry standards and to align within a stackable certificate and degree pathway that leads from the high schools and on to four year institutions. Each course has been reviewed and updated as well. Faculty have successfully applied for funding for a partial upgrade to some equipment but additional funding is needed to bring us in line with mandated industry changes and to adequately prepare our student for the workforce.

**Resources needed to implement the changes noted above:** One additional faculty with graphic design and web development background. Updated classroom computers and the adobe master suite loaded on all labs, web hosting space  USB drives, ssd drives, wireless access in the computer labs, dual monitors in the lab, new classroom projectors, NetOp software, Classroom display devices and high end pc's and laptops, classroom color printers with wireless printing, scanners, and other devices that improve our ability to deliver quality education.

Professional Development for CIS faculty to update skills and knowledge

Additional computer lab classrooms as it is difficult to schedule courses when students need them and we are already offering sections in the evening.

Open lab with paraprofessional to support CIS students with course work

**Labor Market Demand:** LMI data shows technology industry jobs are increasing every year across the nation and particularly in California. Local demand is also very strong with many positions remaining open. Our advisory committee reports that they do not bother to list many of their IT related jobs because of the lack of response of qualified workers and rely instead on their social networks to provide references. CIS faculty have referred more than ten students who have been hired this past year at local business. CIS Faculty has also created a LinkedIn group for current and former students where new jobs are posted. Currently we have over 800 members.

**Duplication of training:** Similar program at Butte

**Program effectiveness:** This program measures its effectiveness by Perkins Core Indicators as reported  by the Chancellor's office and college generated data read with Tableau.

**Other data indications for program improvement:** Our Tableau data shows that our success (77%) and retention (92%) rates are higher than the college goals of 70% and 80%.

Perkins Core Indicators show good success rates as well and also show we need to help students fill out the college paperwork to officially "complete" certificates and degrees which will be addressed in our student success plan.

**Replicating community college programs north of Sacramento?:** Butte college has a similar program.

**CSU and UC Transfer impact analysis::** Few of our students in this program transfer as their goal is employment or promotions. We do keep in contact with CSU Chico and Southern Oregon University where we have developed pathways to four year degrees. Those student who do transfer tend to favor those locations.

**Influence on related programs and services:** This certificate is one step in a series of stackable certificates and degrees.

**Specific additional program reflections:** Our advisory committee has long indicated that an improvement on student social job skills is needed. We have added team projects and presentations into our courses which has shown to be somewhat effective and are currently developing modules from the 21st Century Job Skills and Growth Mindset curriculums to incorporate into several classes

**Other factors for consideration:** This program has sections scheduled during the day and night and requires large block of time in computer lab classrooms. As we plan for new buildings it will be important that we maintain a higher number of labs than we currently have to allow for growth and an open tutoring lab focused on technology related courses. Most courses in this program have an online component.

**\*\*TO BE COMPLETED BY THE PROGRAM REVIEW COMMITTEE\*\* PRC Action::** PRC recommends the program continue with qualification

**Summary Date:** 04/03/2019

**Summary of findings:** The PRC recommends this program continue with qualification.  The program has a five-year average of 1.8 completers (2013/14 to 2017/18).  The 5-year average success rate (2012/13-2016/17) for all degree classes listed was

78.92%, which is above the Institution-set Standard of 70%. Retention rates are strong with a five-year average of 91.06% for classes in the certificate. Enrollments have a 5-year average of 20.4 students per section. There has been an increase in enrollments from 494 in year 2012/13 to 695 in year 2016/17 which is a 53.08% gain. The increase in sections for the same time period increased from 18 to 33 which is a 88.33% gain. The PLO's have been mapped to ISLO's, SLO's to PLO's and SLO's to ISLO's for classes in the certificate.

There were two program review reports listed for the same time period for 2017. While we appreciate the enthusiasm for program review documentation, we do ask for a single document per program in the future. It is not clear which has the current information and one of the documents seems to duplicate other program reviews for different certificates. However, what seems clear is that faculty are making changes to certificates to stay current and meet industry expectations. We applaud this effort.

The reason for the qualification is that it appears, according to both program review doumcents that changes to strengthen program outcomes are in the works. With few certificates earned, but changes afoot it seems warranted to check back on the progress.

The PRC recommends the following:
Considering the low numbers of certificate earners, verify that this certificate has industry value.
Market this certificate and assist students in filing necessary paperwork.

**Summary review date:** 04/03/2019
**Date summary sent to program faculty and/or counselors:** 04/09/2019
**Program faculty response:** No faculty response. Counselors, Sue Loring and Carolyn Borg, agree with PRC findings.
**Date summary sent to College Council:** 05/14/2019
**Date reviewed by College Council:** 05/21/2019
**College Council response or additional action:** CC acknowledged review of PR.
**Superintendent/President reponse/additional action:** N/A

## *Fall 2017*

**Prepared By:** Tom Martin
**What improvements are needed?  Please reference items from any associated program reviews as needed.:** We have been working on updating this program for two years and after looking at changes in technology and after speaking with industry we have changed our web design course to include Word Press and You Tube videos. We have increased our Photoshop course to three units and have added Illustrator and In-design. We have added the web programming and mobile apps course to our certificate

 We have created the next level certificate with advanced courses and have worked with the Art Department to add a digital graphic design program that started this Fall.
**Who completed this form?:** Tom Martin, Matt Morgan, Ron Deardorf
**Participation in the report:** Area Faculty (list in the next box), Advisory Committee (if one exists), Other (such as counselors-outside area faculty-deans)
**Summarize Participation comments:** Advisory Committee made the above recomendations recomentations
**Recommendation for Discontinuance?:** No
**Analyze Overall PLO achievement:** High achievement rates indicate SLO's and PLO's are effective, we will re-evaluate after the next cycle with the new content.
**What changes could be (or have been) made to improve the program?:** Updated software used, included new technologies currently used in the industry, recruited part time faculty from the industry
**Resources needed to implement the changes noted above:** Support from Dean was very helpful in making changes and hiring faculty. We will need a new full-time faculty soon!
**Labor Market Demand:** We are seeing high demand in this area and across the state with wages over $15.00/hr to start and lots of potential for wage increase
**Duplication of training:** No training duplication withing three hundred miles
**Program effectiveness:** Good completion rates and demand that drove a program update a new CIS and ART certs
**Other data indications for program improvement:** Program is growing, we need a full time faculty in this area
**Replicating community college programs north of Sacramento?:** none
**CSU and UC Transfer impact analysis::** Transfer to CSU & SOU is possible
**Influence on related programs and services:** Unknown
**Specific additional program reflections:** There is a growing need in this industry and a full time faculty would increase completers
**Other factors for consideration:** ART cert started this Fall

| Course Name | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|---|
| | | | | Academic Year | | |
| ART-80A | # of Sections | 2 | 2 | 1 | 2 | 2 |
| | Enrollment | 46 | 62 | 33 | 52 | 49 |
| | FTES | 5.6 | 9.0 | 5.8 | 9.0 | 8.8 |
| | FTEF | 0.44 | 0.33 | 0.16 | 0.33 | 0.33 |
| | WSCH | 168 | 270 | 174 | 270 | 264 |
| | Avg Enrl/Section | 23 | 31 | 33 | 26 | 25 |
| | Avg FTES FTEF | 8.62 | 13.85 | 17.85 | 13.85 | 13.54 |
| | Avg WSCH FTEF | 258 | 415 | 535 | 415 | 406 |
| BUAD-71 | # of Sections | 1 | 1 | 1 | 1 | 1 |
| | Enrollment | 35 | 34 | 35 | 36 | 34 |
| | FTES | 1.1 | 1.0 | 1.1 | 1.2 | 1.0 |
| | FTEF | 0.07 | 0.07 | 0.07 | 0.07 | 0.07 |
| | WSCH | 34 | 32 | 34 | 37 | 32 |
| | Avg Enrl/Section | 35 | 34 | 35 | 36 | 34 |
| | Avg FTES FTEF | 16.49 | 15.44 | 16.49 | 17.99 | 15.44 |
| | Avg WSCH FTEF | 510 | 480 | 510 | 555 | 480 |
| CIS-2 | # of Sections | 8 | 8 | 8 | 11 | 12 |
| | Enrollment | 264 | 261 | 237 | 302 | 326 |
| | FTES | 32.7 | 31.9 | 30.0 | 38.1 | 41.5 |
| | FTEF | 2.14 | 2.14 | 2.14 | 1.87 | 1.87 |
| | WSCH | 990 | 968 | 910 | 1,130 | 1,224 |
| | Avg Enrl/Section | 33 | 33 | 30 | 27 | 27 |
| | Avg FTES FTEF | 15.31 | 14.94 | 14.07 | 15.86 | 17.00 |
| | Avg WSCH FTEF | 464 | 454 | 427 | 482 | 516 |
| CIS-64 | # of Sections | 1 | 1 | 1 | 1 | 1 |
| | Enrollment | 31 | 29 | 33 | 27 | 30 |
| | FTES | 5.2 | 4.5 | 4.8 | 4.0 | 4.5 |
| | FTEF | 0.28 | 0.28 | 0.28 | 0.28 | 0.28 |
| | WSCH | 155 | 135 | 145 | 120 | 135 |
| | Avg Enrl/Section | 31 | 29 | 33 | 27 | 30 |
| | Avg FTES FTEF | 18.25 | 15.88 | 17.05 | 14.12 | 15.88 |
| | Avg WSCH FTEF | 547 | 477 | 512 | 424 | 477 |
| CIS-73 | # of Sections | 3 | 4 | 5 | 9 | 11 |
| | Enrollment | 76 | 80 | 103 | 184 | 253 |
| | FTES | 3.5 | 5.2 | 6.4 | 12.3 | 13.5 |
| | FTEF | 0.22 | 0.43 | 0.11 | 0.11 | 0.22 |
| | WSCH | 105 | 154 | 174 | 332 | 368 |
| | Avg Enrl/Section | 25 | 20 | 21 | 20 | 23 |
| | Avg FTES FTEF | 15.70 | 11.93 | 17.27 | 19.67 | 10.30 |
| | Avg WSCH FTEF | 485 | 355 | 536 | 609 | 416 |
| CIS-83 | # of Sections | 2 | 5 | 4 | 5 | 4 |
| | Enrollment | 48 | 102 | 67 | 70 | 88 |
| | FTES | 4.0 | 7.7 | 5.9 | 6.6 | 7.4 |
| | FTEF | 0.35 | 0.35 | 0.18 | 0.18 | 0.18 |
| | WSCH | 120 | 232 | 160 | 193 | 228 |

# Fall 2017 Program Review
## Program Awards

| | | | | | | |
|---|---|---|---|---|---|---|
| | Avg Enrl/Section | 24 | 20 | 17 | 14 | 22 |
| | Avg FTES FTEF | 11.43 | 10.29 | 8.00 | 9.14 | 11.83 |
| | Avg WSCH FTEF | 343 | 309 | 240 | 274 | 514 |
| CIS-86 | # of Sections | 1 | 4 | 4 | 2 | 2 |
| | Enrollment | 26 | 67 | 82 | 43 | 47 |
| | FTES | 2.3 | 5.6 | 6.6 | 4.1 | 4.4 |
| | FTEF | 0.20 | 0.80 | 0.20 | 0.20 | 0.20 |
| | WSCH | 69 | 166 | 179 | 113 | 126 |
| | Avg Enrl/Section | 26 | 17 | 21 | 22 | 24 |
| | Avg FTES FTEF | 11.50 | 7.04 | 8.50 | 8.00 | 10.50 |
| | Avg WSCH FTEF | 345 | 208 | 255 | 240 | 315 |
| Grand Total | # of Sections | 18 | 25 | 24 | 31 | 33 |
| | Enrollment | 454 | 478 | 436 | 583 | 695 |
| | FTES | 54.3 | 65.0 | 60.6 | 75.3 | 81.1 |
| | FTEF | 3.69 | 4.39 | 3.13 | 3.03 | 3.14 |
| | WSCH | 1,641 | 1,957 | 1,776 | 2,195 | 2,377 |
| | Avg Enrl/Section | 25 | 19 | 18 | 19 | 21 |
| | Avg FTES FTEF | 14.13 | 12.50 | 14.12 | 14.83 | 14.69 |
| | Avg WSCH FTEF | 429 | 377 | 429 | 450 | 470 |

# Fall 2017 Program Review
## Success and Retention

| Course Name | Title | | Academic Year | | | | |
|---|---|---|---|---|---|---|---|
| | | | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| ART-80A | Graphic Design | Success | 77.78% | 53.33% | 96.55% | 86.67% | 81.25% |
| | | Retention | 85.19% | 80.00% | 96.55% | 93.33% | 87.50% |
| BUAD-71 | Introduction to E-Commerce | Success | 79.31% | 74.19% | 87.50% | 86.11% | 90.91% |
| | | Retention | 82.76% | 77.42% | 96.88% | 97.22% | 93.94% |
| CIS-2 | Intro to Computer Science | Success | 70.49% | 70.29% | 64.32% | 68.52% | 72.29% |
| | | Retention | 87.30% | 91.21% | 85.46% | 89.84% | 91.87% |
| CIS-64 | Web Prog Using Java/PHP/Flash | Success | 62.07% | 59.26% | 65.52% | 62.50% | 65.52% |
| | | Retention | 89.66% | 81.48% | 79.31% | 91.67% | 93.10% |
| CIS-73 | Photoshop | Success | 86.15% | 92.68% | 92.00% | 90.67% | 91.14% |
| | | Retention | 90.77% | 97.56% | 96.00% | 95.56% | 97.42% |
| CIS-83 | Intro to Web Design | Success | | | | | 95.60% |
| | | Retention | | | | | 96.70% |
| | Web Design Using Dreamweaver | Success | 89.47% | 90.00% | 95.31% | 93.59% | |
| | | Retention | 92.11% | 97.00% | 98.44% | 96.15% | |
| CIS-86 | HTML | Success | 65.00% | 88.41% | 94.94% | 68.75% | 98.04% |
| | | Retention | 80.00% | 98.55% | 98.73% | 85.42% | 98.04% |
| Grand Total | | Success | 74.56% | 77.23% | 80.18% | 79.37% | 83.27% |
| | | Retention | 87.61% | 91.91% | 91.61% | 92.51% | 94.39% |

| Award Type | Program Type - TOP61 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|---|---|
| Certificate requiring 6 to < 18 semester units | World Wide Web Administration-070900 | 1 | 3 | 2 | 2 |
| Grand Total | | 1 | 3 | 2 | 2 |