Comprehensive Program

Of

Web Design & Development Associate of Applied Science and Certificate

For

AY 2017-2020

Prepared by

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2/27/2020



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# 1.0 Program Data and Resource Repository

1.1 Program Summary

The program should provide a descriptive summary of the program.

Narrative:

**Web Design and Development**

Degree: Associate of Applied Science or Technical Certificate

Students who elect to pursue an AAS degree in Web Design and Development will prepare themselves for entry-level work in the design, creation, and maintenance of websites. Web Design students will obtain both creative and technical skill sets in Web Design, HTML, CSS and JavaScript alongside structural knowledge of web marketing, web animation, e-Commerce, the social and mobile web. Students may also elect to continue with their bachelor’s degree where we have several 2+2 programs in place at area universities.

Web Design artists find varied careers in the design, creation, and maintenance of websites in the promotion, film, broadcast, visual effects, mobile, and Internet industries. Job titles may include: Web Designer, Web Project Manager, Media Designer, Web Developer, Content Developer, Front-End Developer, Social Media Strategist, UI Designer, Interaction Designer, Art Director, UX Designer, Web Master, SEO Specialist, Digital Marketing Manager, Content Manager, Web Manager, Web Strategist, Web Marketing Director, Web Animator.

Students who elect to pursue a Technical Certificate in Web Design and Development will prepare themselves with the knowledge they need to design and implement effective, dynamic websites.

**Web Design and Development**

Degree: Associate of Applied Science

 **Suggested Four-Semester Plan**

**First Semester:**

***Course Title Credit Hours***

Intro to Electronic Commerce (CIT 2073) 3

Animation & Multimedia (CIT 1043) 3

Small Business Web (MDM 2133) 3

Computer Concepts & Apps (CIT 1003) 3

English Composition I (ENG 1003) 3

Term Total 15

 **Second Semester:**

***Course Title Credit Hours***

Adobe Illustrator (CIT 1053) 3

Intro to Video Game Design (GME 1003) 3

HTML/HTML5 (CSE 1063)/(CSE 1023) 3

Microeconomics (BUS 2023) 3

Public Speaking (COM 1203) 3

Term Total 15

 **Third Semester:**

***Course Title Credit Hours***

Web Design & Development (CIT 2013) 3

Adobe PhotoShop (CIT 1423) 3

JavaScript (CSE 1153) 3

English Composition II (ENG 1013) 3

Design I (AED 1003) 3

Term Total 15

 **Fourth Semester:**

***Course Title Credit Hours***

Adv Web Design & Development (CIT 2143) 3

Adobe InDesign (CIT 1052) 3

Mobile/Web App Design (CSE 1033) 3

Internship Web Design (CSE 2133) 3

Macroeconomics (BUS 2033) 3

Term Total 15

**TOTAL 60**

 **Web Design and Development**

Degree: Technical Certificate

 **Suggested Two-Semester Plan**

 **First Semester:**

***Course Title Credit Hours***

Intro to Electronic Commerce (CIT 2073) 3

Animation & Multimedia (CIT 1043) 3

Small Business Web (MDM 2133) 3

Adobe PhotoShop (CIT 1423) 3

Web Design & Development (CIT 2013) 3

JavaScript (CSE 1153) 3

Computer Concepts & Apps (CIT 1003) 3

Term Total 21

 **Second Semester:**

***Course Title Credit Hours***

Adobe Illustrator (CIT 1053) 3

Intro to Video Game Design (GME 1003) 3

HTML/HTML5 (CSE 1063)/(CSE 1023) 3

Adv Web Design & Dev (CIT 2143) 3

Adobe InDesign (CIT 1052) 3

Mobile/Web App Design (CSE 1033) 3

Internship/Seminar (CSE 2133) 3

Term Total 21

**TOTAL 39**

1.2 Quantitative and Qualitative Data

All programs are provided with the most recent two years of data by the Office of Institutional Research (IR) as well as two-year budget data provided by the Business Office.

The data sets provided by the Office of Institutional Research include the following elements for the most recent two (completed) academic years:

* Number of Faculty (Full Time; Part Time; Total)
* Student Credit Hours by Faculty Type
* Enrollment by Faculty Type
* Faculty Name by Type
* Average Class Size, Completion, and Attrition
* Course Completion, Success and Attrition by Distance Learning v Face-to-Face
* Number of Degrees/Certificates Awarded
* Number of Graduates Transferring (if available from IR)
* Number of Graduates Working in Related Field (technical programs only)
* Expenditures and Revenues

Additional data may also be available for reporting from the Office of Institutional Research, as applicable. Requests for additional data must be made through a data request.

*(See Section 1.2 in the Program Review Handbook for more information.)*

### Narrative:WDD Assessment Data AY 2018

**Number of Faculty:**

3 Full time (Coy, Ashford, Blaes)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 94 total credit hours taught, 334 with total students enrolled

Part time: 0 credit hours taught; 0 total students enrolled

**Average Class size:**

11.24 students in Face-to-Face classes

13.25 students in online classes

11.52 students across all courses

**CCA Completion rates:**

99.03% face-to-face

90.38% online

97.30% all CCA classes

**CCA Pass (‘D’ or better) rates:**

90.73% face-to-face

82.98% online

89.29% all CCA classes

**Other GME, CIT, & CSE Course Completion rates:**

93.24% face-to-face

100% online

93.33% all courses

**Other GME, CIT, & CSE Course Pass (‘C’ or better) rates:**

85.51% face-to-face

100% online

85.71% all courses

**Number of Majors:** 2 AAS WDD (2 returned in Fall 2018), 0 Cert WDD

**Degrees Awarded:** 0 AAS WDD, 0 Cert WDD

WDD Assessment Data AY 2019

**Number of Faculty:**

3 Full time (Coy, Ashford, Blaes)

0 part time

**Enrollment & Student credit hours by Faculty type:**

Full time: 94 total credit hours taught, 334 with total students enrolled

Part time: 0 credit hours taught; 0 total students enrolled

**Average Class size:**

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**CCA Completion rates:**

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97.30% all CCA classes

**CCA Pass (‘D’ or better) rates:**

90.73% face-to-face

82.98% online

89.29% all CCA classes

**Other GME, CIT, & CSE Course Completion rates:**

93.24% face-to-face

100% online

93.33% all courses

**Other GME, CIT, & CSE Course Pass (‘C’ or better) rates:**

85.51% face-to-face

100% online

85.71% all courses

**Number of Majors:** 2 AAS WDD (2 returned in Fall 2019), 0 Cert WDD

**Degrees Awarded:** 0 AAS WDD, 0 Cert WDD



# 2.0 Student Success

##  2.1 Define Student Success

The program faculty should provide a definition of how student success is defined by the program.  *(See Section 2.1 in the Program Review Handbook for more information.)*

### Narrative:

Student success is defined as the successful completion of an Associates of Applied Science in Web Design & Development or Certificate. It is intended that most students with these degrees go directly into the workforce upon graduation from ICC. For those students in, or seeking entrance into the workforce, success is defined as gaining knowledge and skills to help achieve employment or greater responsibility in their present positions. Students may also elect to continue with their bachelor’s degree where we have several 2+2 programs in place at area universities.

##  2.2 Achieve/Promote Student Success

The program faculty should describe how the program achieves and promotes student success.  *(See Section 2.2 in the Program Review Handbook for more information.)*

### Narrative:

The intention of the Faculty teaching Web Design classes is to make the curriculum interesting, timely and to promote the desire on the part of the students to continue to increase their knowledge of the computer industry in the future. Most of the classes provide an interactive, hands on, project-oriented learning environment. We also address the ethical nature of the subject and encourage student to be well informed in this area for whatever career they choose. We are currently making these programs completely available on ground as well as online to help students from diverse backgrounds and life situations the ability to achieve their degree.

# 3.0 Assessment of Student Learning Outcomes

3.1 Reflection on assessment

The program faculty should provide a narrative reflection on the assessment of program curriculum. Please provide data gathered for outcomes at both program, course, and general education levels.  Please review the Assessment Handbook for resources on gathering this information provided by the Assessment Committee.

### Narrative:

The AAS in Web Design & Development program outcomes currently focus on design, web coding classes and assignments for assessment of study readiness for the next level. Each semester faculty reflect on assessment data for the semester and determine if there are high priority changes that need made or if changes will be implemented in the new semester.

Individual course outcome data can be found in Appendix A. Capstone projects and assignments for each of the program courses (not necessarily the general education courses) are used to determine overall success in the program when a student graduates. Below is a summary of findings at the program level. In the future faculty will be tying these capstone projects to Program Outcomes in Canvas so graphs and charts can be shared to provide an easy visual representation of student success at the program level.

The institution is currently revamping how General Education Data is collected and reported. In the past General Education Outcomes have been assessed via the Liberal Studies degree. In the future it is possible that the course assignments will be tied to General Education Outcomes in Canvas. That decision will be made in collaboration with faculty, VPAA, and the Assessment Committee.

Program Level Outcomes:

1. Students will be able to apply critical thinking and problem-solving skills required to successfully design and implement a web site.
2. Students will be able to demonstrate the ability to analyze, identify and define the technology required to build and implement a web site.
3. Students will be able to demonstrate knowledge of artistic and design components that are used in the creation of a web site.
4. Students will be able to utilize and apply the technical, ethical and interpersonal skills, needed to function in a cooperative environment.

96% of our Web Design students passed program specific courses (Web Design, Adobe PhotoShop, Animation & Multimedia, Small Business Web, Intro to E-Commerce, JavaScript, Computer Concepts & Applications, Intro to Video Game Design, Adobe Illustrator, Adv Web Design, Adobe InDesign, Mobile/Web App Design, and HTML or HTML5) with a C, 70%, or better.

Reflection: Material currently covered, assignments, project, exams are adequate for preparing student to move to the next level or to obtain entry level employment as a web designer, entry level graphic designer, start their own web/graphic design business, or web developer.

3.2 Significant Assessment Findings

The program faculty should provide a narrative overview of the program's significant student learning outcomes assessment findings, any associated impact on curriculum, as well as any ongoing assessment plans. The program may attach data charts, assessment reports or other relevant materials. *(See Section 3.2 in the Program Review Handbook for more information.)*

### Narrative:

The following is an example of the summary sheet for assessment data in our classes. The information shown, shows how accurately the students completed outcomes, and what changes were made for the next semester. As you look through each outcome you will find that most of the assessment data shows that only small changes had to be made. This is a representative of assessment data. Each assessment report for the past two years is in the appendix.

Assessment Report for ***Computer Concepts & Applications CIT1003***

Term: Fall 2019

Summary Table

|  |  |  |
| --- | --- | --- |
| Learning Outcome  | Met/    Partially Met/ Not Met  | Summary of Future  Planned Action(s)  |
| 1. Identify the specifications and configurations of computer hardware.   |   Met  | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.  |
| 2. Identify the role of an operating system.   |  Met  | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.  |
| 3. Use the Internet to find information and determine its credibility.   |  Met   | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.   |
| 4. Use word processing software to create, edit, and produce professional documents.  |  Partially Met   | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.   |
| 5. Create spreadsheets and charts for problem-solving.  |  Partially Met   | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.   |
| 6. Utilize a database.  |  Not Met   | We did not have time to thoroughly cover Access this semester. |
| 7. Use presentation software to create, edit, and produce professional presentations.  |  Partially Met   | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.   |
| 8. Identify the ethical and social standards of conduct regarding the use of information and technology.  |  Met   | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.   |
| 9. Identify security threats and solutions.  |  Met   | We have transitioned to a new type of software, Cirrus, being used in our CCA classes. This was a slow learning curve this semester and we have several tweaks that have been made and still need to be made.   |

3.3 Ongoing Assessment Plans

The program faculty should describe ongoing assessment plans and attach any new assessment progress reports for the current or past academic year.

### Narrative:

Assessment continues to be an important part of understanding student success. Starting with the Fall semester (2019) all faculty were to include their outcomes within at least one of their courses in Canvas. Beginning with the Spring semester (2020) all faculty were to include their outcomes within all their courses in Canvas. These outcomes and measures are recorded and reported so faculty can make good decisions on improvements. Faculty reflect and make changes each semester or each year depending on course and need.



The top line is Course Average and the second line is Learning Outcome. These could not have been included in the screen clipping because student names would have been clipped in as well.



Above is an example of the same Learning Outcomes on the previous page with a detailed chart that is available for viewing, coping or printing.

4.0 External Constituency and Significant Trends

An important component of maintaining a superior program lies in awareness and understanding of other possible factors that may impact the program and/or student outcomes. After consideration of these other factors, program faculty should document the relevant information within this section. As applicable, this should include the following.

## 4.1: Program Advisory Committee:

### Narrative:

* Include Advisory Member Name/ Title/ Organization/ Length of Service on committee; note the Committee Chair with an asterisk (\*).
* Upload meeting minutes from the previous spring and fall semesters and attach in the appendices section (10.0).

**Fall 2017 Meeting Minutes:**

Present: Tamara Blaes, Chance, Mike\*, and Tim with MicroWare.

Here are the outcomes for our Computer Science Program:

Program Outcomes:

1. The student will be able to analyze a variety of complex information systems.

2. The student will be able to apply and demonstrate power usage of computer science

skills.

3. The student will be able to organize and prepare a system for solving problems.

4. The student will be able to demonstrate effective collaboration and communication

skills.

We would like to know:

Are students being prepared for the future job market?

This is a tricky question for us. We hire people to work with us who fit in with us so the

answer to this question for us is yes, we have had extremely good luck with prepared young individuals working for us.

What should the training include?

We all agreed this should be an equal amount of hardware, software, and people skills. Even though many computer technicians do not feel like they may need people skills, they will. We interact with people all the time to find out what is wrong with their item and what needs to be done to fix or replace it. We also do a small amount of our own on the job training that is concentrated on our business needs when we hire a new technician.

Do you think our curriculum adequately addresses industry needs?

For the most part yes, there could be more software class added to reach that more equal status. Also, there is a huge demand in this area for website construction. We have customers asking us all the time if we know how or know anyone who can create a website. This area of Kansas is lacking in this technology.

Do course and program outcomes and performance levels meet industry standards?

Okay, this is what took us so long to get back to you, as we are not teachers. So, looking at

what you have and your programs, everything seems to fit and flow well together. We really did look at all of it.

What industry validated credentials (include certificates or licenses) are necessary for

industry success?

Having these certifications is always nice but not always required: A+, CISCO, Windows and Microsoft Office.

These are a few questions to get us talking.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion?

Our experience with kids in school is that they know how to use their phones, but they do not know how to operate at computer. If you put them in front of one they can probably do a simple Google search but that is it, no other skills unless they are someone who is very interested in computers themselves.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions?

Oh yes! We think this is very important and should never go away from education.

Computers and technology are not going anywhere except bigger, better, faster, or different. But we will have computers around for a very long time and in more commonly used items. Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well. Students could possibly benefit from this type of class information. We believe the more they get the better off they will be.

**Spring 2018 Meeting Minutes:**

Present: Tamara, Blake, Drew\*, and Mick

*Here are the outcomes for our Computer Science Program:*

*Program Outcomes:*

1. *The student will be able to analyze a variety of complex information systems.*
2. *The student will be able to apply and demonstrate power usage of computer science skills.*
3. *The student will be able to organize and prepare a system for solving problems.*
4. *The student will be able to demonstrate effective collaboration and communication skills.*

I would like to know:

1. Are students being prepared for the future job market? Drew: I don’t think they are at this point. They need more hands-on experience. Blake: Yes and no Mick: I was, but I already had a large knowledge base going in.
2. What should the training include? Drew: Actual experience they will need in a real job. Blake: More real-world experience. Mick: Everything that could go wrong will go wrong and how to fix it.
3. Do you think our curriculum adequately addresses industry needs? Drew: there needs to be more soft skills and hands-on practices. Blake: For me yes, others probably not. Mick: There probably needs to be more technical classes.
4. Do course and program outcomes and performance levels meet industry standards? Drew: Well, that is a tough one, let me think on it. Blake: I’m sure it does. Mick: You guys are the ones checking on it, so I am guessing it is all okay.
5. What industry validated credentials (include certificates or licenses) are necessary for industry success? Drew: Just an IT Associates degree for me. Blake: I’m not completely for sure yet, I do my own work. Mick: I’ll leave that up to my boss.

These are a few questions to get us talking. Like I told you on the phone, we are not required this semester to meet face-to-face, which is nice. We just should communicate with each other at least digitally. In the Fall of 2018, we will try to meet as a whole group with the guys from MicroWare to discuss further options.

Another important issue facing us this year is how prepared are the students we get when they arrive to ICC in general? What I mean by that is, are they already trained and know how to use a computer and computer software, in your opinion? Drew: I have interviewed a few students straight out of high school that are self-taught and are by far, very knowledgeable. In general, the overall student population is not well educated in high school. Unless a person takes the initiative and teaches themselves, they will not receive this type of knowledge from the high school setting. Now, with that being said, I have hired and fired 13 people to work in my store in Independence, two of them who said they had an AAS from ICC. Blake: I did not get my knowledge from high school, I was self-taught and furthered my education at ICC. Mick: I was self-taught and then went on to Neosho County Community College.

Is there a need for them to learn the basic class we teach which is a class that covers how to use Microsoft Word, Excel, Access & PowerPoint and then concepts of hardware, software and how a computer functions? Drew: Yes, sure. Blake: In my opinion, no, but I know how to use them. Mick: Yes, I use them on a daily basis.

Also covered are the Internet, social media, security, data, and careers. Now, they may think they know all there is to know about social media, but they are always surprised in class to learn more. Anyway, just your thoughts on this type of class as well.

Drew: It seems to me that anyone younger than me has their face stuck in their phone and that is the only thing they know. If we could get their classes and lessons on their phone, that might work, but the world does not revolve only on their phones. Blake: all of this information is important. Mick: I feel like some of this is the most important of computer information.

**Fall 2019 Meeting Minutes:**

Present: Tamara, Chance, Mike, Tim, Blake, Drew\*, and Mick

This meeting we all were able to get together, so we talked about employment, students, business, employees, employers, clients, job requests, everything. It seems there is a great need for students who can work on computers, troubleshoot, build web sites, and exhibit good customer service.

We talked extensively about these and soft skills that many potential employees lack. They all find it difficult to find employees with acceptable math and social skills to work with customers. Plus, the ability to work on their device.

The two of them who had been through our AS programs mentioned not being prepared for work after graduation. So, I explained to them the difference between the AS and AAS programs. They both said they had not been explained that when they initially enrolled at ICC. This is definitely a problem if students are not being asked if they plan to attend a 4-year university or if they plan to go to work after completing a program at ICC.

## 4.2: Specialized Accreditation:

* Include Accrediting Agency title, abbreviation, ICC contact; Agency contact, Date of Last Visit, Reaffirmation, Next Visit, FY Projected Accreditation Budget.
* Upload the most recent self-study and site visit documents.
* Upload agency correspondence which confirm accreditation status.

### Narrative:

These programs do not require specialized accreditation; however, it is a KBOR technical approved program and WIOA approved for Kansas Works, Workforce Development.

## 4.3:  Other:

Discuss any external constituencies that may apply to the program.  *(See Section 4.3 in the Program Review Handbook for more information.)*

### Narrative:

The AAS Web Design and Development degree program follows our 2+2 articulation agreement for students transferring to Kansas State university. If this program is followed, students should be able to seamlessly transfer to the Kansas State Polytechnic Technology Management. All the core classes for the Web Design and Development degree and Technical Certificate have met KBOR requirement for alignment. Both facts show alignment with KBOR and HLC’s accreditation requirements. This is a degree in which students can choose to go directly into the work force or transfer to a university. If they decide to transfer, they will have to a few extra general education courses.

The following are HLC goals that are being addressed in this review:
Core Components

3. A. The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
* This program meets this core component by offering the first two years of a 4-year degree to K-State Polytechnic 2+2 program (we are working on others).

This program also meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

* Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
* Responsiveness: Addressed the changes for Web Design and Development by updating this program to meet the KBOR guidelines, which meets the program requirements for the K-State 2+2 articulation agreement.
* Diversity/Enrichment: Students are exposed to International issues with Web Design and Development and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Web Design and Development is a degree that offers several possibilities for students entering many different computer related fields for work or transfer. Currently, one faculty instructor teaches all the core Web Design classes for this program and some of those same classes are requirements in several other degrees. This keeps the cost of all the programs at a minimum.

I worked closely with ICC Now to develop programs (WDD AAS & Technical Certificate) geared toward the area high school students. The idea was that students would be bussed here to campus to enroll in the Web Design programs. These programs have also been setup online for students unable to utilize the on-campus offerings. Other ICC students can take advantage of this course design as well.

ICC has a 2+2 Web Design & Development agreement with K-State. We would like to create this type of 2+2 with other universities.

According to GetEducated.com Web Developer is #8 of the 24 Highest Paying Associate Degree Jobs in 2019-2020. This job is also expected to grow by 15%, one of the largest fields other than the health care fields:

<https://www.geteducated.com/careers/highest-paying-associate-degree-jobs/>

We just revised our programs so that they are more hands on and project oriented. The classes are very heavy technical based and only those courses required for transfer and AAS graduation requirements. The Web Design & Development transfers to KSU’s 2+2 Polytech program seamlessly.

<https://global.k-state.edu/affiliations/2plus2/independence/>

<http://polytechnic.k-state.edu/documents/academics/studyguides/WebDevelopment.pdf>

Other jobs students could pursue with an Associates of Web Design and Development: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, and Desktop Publishing.

# 5.0 Curriculum Reflection

 5.1 Reflection on Current Curriculum

The program faculty should provide a narrative reflection that describes the program’s curriculum holistically. The following are prompts formulated to guide thinking/reflection on curriculum. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that programs specifically answer each and every question.

* Is the curriculum of the program appropriate to the breadth, depth, and level of the discipline?
* How does this program transfer to four-year universities? (give specific examples)
* What types of jobs can students get after being in your program? (Please use state and national data)
* How dynamic is the curriculum? When was the last reform or overhaul?
* In the wake of globalization, how “internationalized” is the curriculum?
* How does the program assess diversity?
* Does the program have any community-based learning components in the curriculum?

### Narrative:

The Web Design & Development AAS degree is aligned with the 2+2 program at K-State. This is a seamless transfer program for students wanting to continue to their Polytechnic Technology Management Department. The plan is to create similar 2+2 programs with other universities. This is a program was updated the end of the Spring 2018 semester. The first full year was AY18, 2018-2019.

Jobs students could acquire with an AAS or Technical Certificate in Web Design are: Graphic Designers, Multimedia Artists & Animators, Assistant Designer, Layout Artist, Assistant Art Director, Production Artist, Digital Media, Programming, Website Design, Front-End Developer, Social Media Strategist, UI Designer, UX Designer, Web Master, Web Manager, Web Animator, Web Marketing Director, and Desktop Publishing.

This is a program that can be accessed on online as well as on campus so a person in another state or country has the option to enroll. Currently, the setup of the courses allows interaction of online students with enrolled on campus students.

These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stemtech world. We received a grant provided STEM camp for 6th, 7th and 8th grade **girls** for 3 years by Verizon Innovative Learning (VIL) along with our ICC Fab Lab. The camp was 3 weeks where the girls learned design thinking and a variety of technology in order to help solve a problem, they came up with themselves or in a group. The camp was continued throughout the year by workshops once a month on the 1st Saturday of every month for the girls to come together and work on a community activity. The grant was renewed for another 3 years.

The AAS and Certificate program each have an Internship course in which the students seek a position on campus or within the community. This Internship allows students to gain exposure to a profession or field and more in-depth knowledge of a career in their field of study.

5.2 Degree and Certificate Offerings or Support

Program faculty should list what degrees and certificates are offered and/or describe how the program curriculum supports other degrees and/or certificates awarded by the college.

### Narrative:

AAS in Web Design and Development and a Technical Certificate in Web Design and Development

There are a few general education, business, Fab Force and art courses in the AAS Web Design and Development degree. The Technical Certificate has a few Fab Force courses in it as well.

6.0 Faculty Success

6.1 Program Accomplishments

The program faculty should highlight noteworthy program accomplishments.

### Narrative:

This degree was revised in the Spring of 2018. These programs are typically male dominated, however there has been a concentrated effort to encourage females to enter the stemtech world. The past three summers a grant was provided by Verizon Innovative Learning (VIL) and ICC Fab Lab where we hosted a STEM camp for 100-6th, 7th, and 8th grade girls. The camp was held for three weeks each July on ICC campus where the girls learned design thinking and a variety of technology in order to help solve a problem they come up with themselves or in a group. It is continued throughout the school year once a month on the first Saturday of each month. The girls are presented with issues from our community.

This program is in its third year and has not had much advertisement or recruitment. There has been a promise to make a concentrated effort to advertise and recruit as these programs are KBOR approved to receive Perkins funding, WIOA funding, Workforce Development funding, as well as SB155 funding.

The Web Design program can be completed completely online. Every class in the degree plan is offered on ground and online.

6.2 Faculty Accomplishments

The program faculty should highlight noteworthy accomplishments of individual faculty.

### Narrative:

The lead Web Design faculty member (Tamara Blaes) has been teaching in the Business and Computer technology department for almost 11years. Professor Blaes has an MS is Business Education with additional graduate hours in Instruction Design and Teaching with Technology. She has spent the past three summers working with the VIL STEM summer camp that has been hosted here at ICC through a grant with Verizon and our very own Fab Lab. She has also served in several leadership positions at ICC. Serving as a Division Chair (1 year), Faculty Senate President (1 year), Faculty Senate Vice President (1 year), Assessment Committee Chair (1 year), Assessment Academy (3 years), Faculty Association Treasurer (2 years) and a member of Council of Chairs. During the years Professor Blaes served on the Assessment Committee and Assessment Academy, her and Professor Ashford took the initiative to host assessment training every Friday afternoons for an entire year for any Faculty and Staff who needed help or just wanted to come and work on their assessment.

The newest full-time faculty to our department, Jody Coy, has been with the department for almost 3 years however, she has worked at ICC for nearly 17 years. Associate Professor Coy has a BS in Computer Information Systems and is currently working on her MA in Business Education, Information Systems/Operations Management. She has been the chair of the Events Committee for 10 years and a member of Faculty Association. She was a member of Professional Development for 5 years and is a member of Council of Chairs.

6.3 Innovative Research, Teaching and Community Service

The program faculty should describe how faculty members are encouraged and engaged in promoting innovative research, teaching, and community service.

### Narrative:

Professor Blaes has been working with the Verizon Innovative Learn Science, Technology, Education & Math (VIL STEM) Camp for the past 3 years providing innovative ways of teaching design thinking to 6th, 7th & 7th grade girls from all around. They have been using creative ideas to solve problems in their lives and their communities. This learning continues year-round as monthly workshops provide a space where the girls come to together at the Fab Lab or another location and learn something new, they can use to help them continue to grow and experiment usually with issues in our community. Professor Blaes attended a STEM conference/learning institute spring 2020 to learn more skills and ideas to bring back the STEM leadership team.

Professor Blaes is also on the Cherryvale High School Alumni Board where she serves as Scholarship Committee Chair. Her role as chair of the scholarship committee means organizing the yearly group with dates for the scholarship review, interviews, placement of students to scholarships, board approval meeting and Senior Night where Cherryvale High School student are presented the scholarships. In addition to these duties she also collects all the scholarship applications and acquires copies to be hand delivered to all the committee members prior to the interviews. It is a very gratifying to meet each of the scholarship applicants and to hear their stories. Then to be a part of helping them with their post high school education. Many make their way to ICC, through concurrent classes and/or full-time attendance.

# 7.0 Program Planning & Development for Student Success

7.1 Narrative Reflection on Qualitative and Quantitative Data and Trends

Provide a thoughtful reflection on the available assessment data.*(See Section 7.1 in the Program Review Handbook examples.)*

### Narrative:

Assessment data provided by the institutional researcher shows a completion rate of 93% during AY2018 for students who enrolled in face-to-face web design classes. The same group completion rate for AY2019 was 94%. Students passing with a C or better in AY2018 was 86% and in AY2019 the rate was 87%.

In the Academic Year 2018 there were a total of 2 Associates of Applied Science Web Design majors where both students returned in 2019. Several students attend classes with the intention of never finishing their AAS Degree by getting certain classes out of the way before they try to obtain a job. An issue that I don’t seem to understand is that Web Design & Graphic Design majors who declare as Liberal Studies or General Studies majors in order to fulfill their graduation requirements to get to the next step or level only to find out they needed so many more courses they could have taken if they would have declared as a Web Design major. There was one such student enrolled for his 2nd or 3rd semester this spring and he had never heard of or met Tamara Blaes or JD McGuire.

All the core classes offered by ICC for the AAS Web Design degree transfer seamlessly to K-State’s Polytech 2+2 program.

The number of instructors which taught Web Design degree related classes (AY 2017-2018 to 2018-2019) has gone from three full-time instructors to one full-time instructor. One of the instructors has been moved to a new position of instruction and the other is over two other programs that are being revamped (AOM & CIT).

7.2 Academic Program Vitality Reflection, Goals and Action Plans

The program vitality assessment, goals and action planning are documented by completing the Program Summative Assessment form.

Programs should use previous reflection and discussion as a basis for considering program indicators of demand, quality, and resource utilization and a program self-assessment of overall program vitality. *(See Section 7.2 in the Program Review Handbook for more information.)*

### Narrative:

Vitality assessment falls under category 2: Maintain Current Levels of Support/Continuous Improvement

This assessment is based on the following information:

* Courses are offered on a regular rotation to fulfill student need in the AAS Web Design degree.
* Student to teacher ratio remains manageable.
* Students are completing the courses successfully and entering the workforce or transferring on to another degree program.
* Costs for the Web Design program are kept low with only one full-time instructor and low-cost equipment and material needs.
* This degree is still highly sought after, and web design majors are needed at various levels.
* The program provides students with opportunities to grow academically. It aligns well with our goals to provide academic excellence and economic development.
* Costs are low due to the fact many of the courses taught by the Web Design instructor are also taken by non-majors. There needs to be more marketing and institutional support specifically for the Web Design & Computer Science degree programs if there is a hope of retaining and increasing enrollment.

This program should be continued as presented. Web Design is a degree that opens several possibilities for students and there is always a strong demand for those entering the field. At the time only one instructor teaches all the core classes for this program and those same classes are requirements in several other degrees. This keeps the cost of the program at a minimum.

Note: Study in computer science leads to a variety of opportunities in organizations in the public and private sectors of the economy. Upon completion of the associate of applied degree, students will be prepared for entry-level positions within organizations, able to transfer to a baccalaureate program, or possess the rudimentary information necessary to start their own businesses.

In addition to those students who are pursuing degrees, many others enroll in computer science courses to master specific skills in order to improve employment opportunities. This is an area where the job force is increasing by 15% in the next several years. The is a higher than expected rate.

## 7.3 Academic Program Goals and Action Plans

Programs will also establish or update 3 to 5 long-term and short-term goals and associated action plans which support student success. These goals should include consideration of co-curricular and faculty development activities. Long-term goals are considered to be those that extend 3 to 5 years out, while short-term goals are those that would be accomplished in the next 1 to 2 years.  Additionally, programs should update status on current goals. Programs should use S.M.A.R.T. goal setting for this purpose. *(See Section 7.3 in the Program Review Handbook for more information.)*

### Narrative:

Goal 1: Increase student engagement in program specific courses during the next 3-4 years (2020-2023) by increasing experiential learning opportunities for students. To help achieve this goal program faculty should attend professional development opportunities specializing in this type of learning within Web Design/Graphic Design programs. Student engagement can/will be measured by student survey questions specific to engagement with material.

Goal 2: Maintain or improve student academic performance in technical web design/graphic design skills during the next 3-4 years (2020-2023). The student performance will be evidenced by passing scores on final exams or final projects in programming and program elective courses. Accomplishing this goal will help ensure students are work read and/or ready for upper level Computer Science course work.

Goal 3: Student improvement of soft skills (critical thinking, problem solving, communication, leadership) during the next 3-4 years (2020-2023). The improvement will be evidenced by successful completion of class projects in programming and program elective courses. This goal will help prepare students for the workplace and/or ready for upper level Web Design/Graphic Design course work.

7.4 Mission and Strategic Plan Alignment

### Narrative:

Program faculty should indicate the ways in which the program's offerings align with the ICC mission. Also, in this section program faculty should provide narrative on the ways that initiatives may be tied to the ICC Strategic Plan and to HLC accreditation criterion. It is not necessary to consider an example for each HLC category, but program faculty are encouraged to provide one or two examples of initiatives in their program that are noteworthy.  These examples may be helpful and included in future campus reporting to HLC. (Refer to section 4.3 for HLC categories)

The Web Design program aligns with the ICC mission and ICC Strategic Plan by providing academic excellence. Cultural enrichment is circumstantial with interaction between students with diverse backgrounds and discussions of international web and network use in the web design/computer science field.

This program meets the ICC Core Values of Excellence, Responsiveness, and Diversity/Enrichment:

* Excellence: Academic excellence of this program has been met through the completion of this review and working to improve the courses offered through assessment of student learning and making modifications as needed to continue improvement.
* Responsiveness: Addressed the changes for Web Design by updating this program to meet the KBOR articulation agreement, which meets the program requirements for Perkins funding, SB155, WIOA, and Workforce Development.
* Diversity/Enrichment: Students are exposed to International issues with Web Design and exposed to the difference between policies of other countries. Students are also informed of the male/female career ratio unbalance.

The following are HLC goals that are being addressed in this review:
Core Components

3. A. The institution’s degree programs are appropriate to higher education.

Category 1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

* This program meets this core component by offering a certificate in one year or an AAS degree in 2 years. Students may choose to continue their education or enter the work force.

Category 2: Maintain current levels of support/continuous improvements. This program should be continued as presented. Web Design is a degree that offers several possibilities for students entering many different related fields for work or transfer.

Earning an AAS degree in Web Design can prepare students for entry-level employment or further education. While students can learn the basics of web design, jobs they could be looking for include web designer, web developer, game developer, multimedia specialist, system analyst, software tester, and even starting their own business.

#  8.0 Fiscal Resource Requests/Adjustments

8.1 Budget Requests/Adjustments

Based on program data review, planning and development for student success, program faculty will complete and attach the budget worksheets to identify proposed resource needs and adjustments. These worksheets will be available through request from the college’s Chief Financial Officer.  Program faculty should explicitly state their needs/desires along with the financial amount required.

Programs should include some or all of the following, as applicable, in their annual budget proposals:

* Budget Projections (personnel and operation)
* Position Change Requests
* Educational Technology Support
* Instructional Technology Requests
* Facilities/Remodeling Requests
* Capital Equipment
* Non-Capital Furniture & Equipment
* New Capital Furniture & Equipment
* Replacement Capital Furniture & Equipment
* Other, as applicable
* Accreditation Fee Request
* Membership Fee Request
* Coordinating Reports

 Resource requests should follow budgeting guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the division Dean and other decision-makers and to inform financial decisions made throughout the year.

### Narrative:

Budget requests are as follows:

1. Provide $2,000 in instructional supplies to Microcomputer Supplies. This can help defray costs associated with materials/supplies for the hands-on projects for classes.

2. Provide funding for faculty to continue education and attend conferences, for example the annual iTRAC Teaching & Learning conference, Wichita, $30; ACTE Conferences $565 plus travel and hotel, attendance centers vary, (however these at times land on or just before finals week in the fall); The Teaching Professor Annual Conference, $699 plus travel and hotel (usually the first of June each year).

3. Remove the carpet in AC108 as the carpet in the lab is very worn and has holes in several spots. It does not look nice when giving tours to prospective students and their parents. Removing the carpet and replacing it with a product that has a high traffic tolerability that will last much longer than carpeting. Like that placed in AC107. There is also carpeting in AC106 that is newer, so it doesn’t need to be replaced until it shows wear.

4. Replacement chairs in two of the three computer labs ($60-$80 each, 24+17=65, in total about $3,900-5,200).

5. Laptops with higher bandwidth need to replace the ones that are currently being used in AC107 for computer classes and other classes when not in use by computer classes. This is an issue that our IT department is aware of and the current laptops will be placed in service elsewhere on campus.

# 9.0 Program Planning and Development Participation

9.1 Faculty and Staff

Program faculty will provide a brief narrative of how faculty and staff participated in the program review, planning and development process. List the preparer(s) by name(s).

### Narrative:

This program review was written by Tamara Blaes. The data for student information on enrollment and completion rates was provided by the Institutional Research office, Anita Chappuie.

9.2 VPAA and/or Administrative Designee Response

After review and reflection of the *Comprehensive Program Review* or the *Annual Program Review*, the Division Chair and VPAA will write a summary of their response to the evidence provided. The Division Chair and VPAA’s response will be available to programs for review and discussion prior to beginning the next annual planning and development cycle.

### Narrative:

Program review committee appreciates the work and insight provided in this program review. We agree that the program has shown success and should continue to be offered at ICC. As pointed out by the head professor, there is a problem with students not being introduced to the program early in their advising and therefore not being able to complete the full coursework. This program should be supported and promoted as we have all essential elements and faculty and continuing costs remain minimal while job growth and student interest remain high.

# 10.0 Appendices

Any additional information that the programs would like to provide may be included in this section.

Appendix A:

**Spring 2017 Internship Assessment**

70% of the students, as a part of their program requirements, will create a resume they can immediately have in hand to use for a job interview as they enter the work force or continue their education.

All of the students in the Internship class completed this task. It seems some will have a easier or better chance of finding employment after this assignment and the interview role play scenarios.

Strengths:

This is a great tool for students to use going forward whether they look for work or continue their education.

**Spring 2017 HTML Assessment**

70% of the students, as a part of their program requirements, will create a complete website using only HTML coding. This includes a home page and at least two other pages.

All of the students in the HTML class completed this task with at least 80% accuracy. Many exceeded expectations by adding extra elements.

Strengths:

This is a great tool for students who are considering any type of programming, coding or designing career.

Weakness:

If the student would be unable to complete the website, it might deflate their self-esteem.

**Spring 2017 Video Game Design Assessment**

80% of the students, as a part of their program requirements, will create a working video game model, by the end of the semester by following the steps presented throughout the course.

All the students in the class completed this assignment with their version of video game model.

Strengths:

Many students found what is really involved in creating a video game.

Weakness:

Students found out it is very difficult to develop and produce a video game all by themselves.

**Spring 2017 Advanced Web Design Assessment**

70% of the students, will complete a Website design using the properly designated approach and structures after completing the sample lessons 1-12. This will be a culminating final project.

All the students in the class completed this assignment. Many exceeded expectations by adding dynamic web elements.

Strengths:

Students get true life practice building websites to use themselves or for others to use.

Weakness:

The possibility of the client not liking their work.

**Fall 2018 Web Design & Development Assessment**

Students will score at least 70% on Chapter 7 Case Study Assignment

The 12 students in the class all created their websites beautifully and scored at least 70% on the assignment. 11 of the 12 students scored 100% on the assignment.

Students will score at least 70% on Chapter 7 Case Study Assignment. This assignment is to actually self-test publish or pre-publish their websites they have created; they also need to create a team of testers within the class to test their websites; next they need to choose an appropriate web hosting service or content management system if they are not going live; determine online and traditional promotional techniques to promote their website; develop a regular schedule for website maintenance, updating and retesting; and identify the methods they will use to analyze their website's performance against its stated goals and purpose.

The 12 students in the class all created their websites. They all look and function wonderful. However only 11 of the 12 students completed the assignment. Those who completed the assignment did so with 100% accuracy. With the one person who did not complete the assignment added in the percent is lower a bit to 92%, still higher than the 70% expectation.

**Fall 2018 HTML Assessment**

Students will complete Project 6 in Chapter 7 with 70% accuracy. This is completing a webpage/website on their own after learning the coding and techniques throughout the semester.

4 of the 5 students completed this project with 100% accuracy. That is 80% figuring in the zero for the one student who did not complete the assignment. The one student who did not complete the project had stopped coming to class.

Strengths: This is a culminating project to see how much HTML/CSS coding students can apply to their websites.

Weakness: When students do not attend class regularly and do not keep up on missed work they fall behind and tend to stop instead of trying to figure it out.

**Fall 2018 JAVA Assessment**

80% of the students will design and create a program that animates a story using Java, by the end of the semester by following the steps presented throughout the course.

All 7 of the students in the class completed this assignment using Alice, a Java editing software.

Strengths:

Programming and problem solving through the use of Java, Alice and editing software.

Weakness:

We installed new computers where the software is housed on servers in the IT building and this seemed to cause issues for this class trying to use Java and Alice. Going forward there are other ways that we might be utilizing software for the computer classes.

**Spring 2019 Internship Assessment**

70% of the students, as a part of their program requirements, will create a resume they can immediately have in hand to use for a job interview as they enter the work force or continue their education.

All the students in the Internship class completed this task with 100% accuracy.

Strengths:

This is a great tool for students to use going forward whether they look for work or continue their education.

**Spring 2019 HTML5 Assessment**

70% of the students, as a part of their program requirements, will create the bubble shooter program using the coding learned throughout the semester.

All of the students in the HTML5 class completed this task with 100% accuracy. Many exceeded expectations by adding extra gaming elements.

Strengths:

This is a great tool for students who are considering any type of programming, coding or designing career.

Weakness:

If the student would be unable to complete the bubble shooter game, it might deflate their self-esteem.

**Spring 2019 Video Game Design Assessment**

80% of the students, as a part of their program requirements, will create a working video game model, by the end of the semester by following the steps presented throughout the course.

All the students in the class completed this assignment with their version of video game model.

Strengths:

Many students found what is really involved in creating a video game.

Weakness:

Students found out it is very difficult to develop and produce a video game all by themselves, it is much better with a team.

**Spring 2019 Advanced Web Design Assessment**

70% of the students, will complete a Website design using the properly designated approach and structures after completing the sample lessons 1-12. This will be a culminating final project.

All the students in the class completed this assignment. Many exceeded expectations by adding dynamic web elements.

Strengths:

Students get real practice building websites to use themselves or for others to use.

Weakness:

The possibility of the client not liking their work, this can be a real learning experience for the students.

**Fall 2019 Web Design & Development Assessment**

Students will score at least 70% on Chapter 7 Case Study Assignment

The 12 students in the class all created their websites beautifully and scored at least 70% on the assignment. 11 of the 12 students scored 100% on the assignment.

Students will score at least 70% on Chapter 7 Case Study Assignment. This assignment is to actually self-test publish or pre-publish their websites they have created; they also need to create a team of testers within the class to test their websites; next they need to choose an appropriate web hosting service or content management system if they are not going live; determine online and traditional promotional techniques to promote their website; develop a regular schedule for website maintenance, updating and retesting; and identify the methods they will use to analyze their website's performance against its stated goals and purpose.

The 7 students in the class all created their websites. They all look and function wonderful. However only 6 of the 7 students completed the assignment. Those who completed the assignment did so with 100% accuracy. With the one person who did not complete the assignment added in the percent is lower a bit to 92%, still higher than the 70% expectation.

**Fall 2019 HTML Assessment**

Students will complete Project 6 in Chapter 7 with 70% accuracy. This is completing a webpage/website on their own after learning the coding and techniques throughout the semester.

4 of the 5 students completed this project with 100% accuracy. That is 80% figuring in the zero for the one student who did not complete the assignment. The one student who did not complete the project had stopped coming to class.

Strengths: This is a culminating project to see how much HTML/CSS coding students can apply to their websites.

Weakness: When students do not attend class regularly and do not keep up on missed work they fall behind and tend to stop instead of trying to figure it out.

**Fall 2019 JavaScript Assessment**

80% of the students will design and create a program that animates a story using HTML, CSS & JavaScript, by the end of the semester by following the steps presented throughout the course.

All 7 of the students in the class completed this assignment using the coding they learned through the semester.

Strengths:

Programming and problem-solving using HTML, CSS and JavaScript.

Weakness:

We installed new computers where the software is housed on servers in the IT building and this seemed to cause issues for this class trying to use JavaScript. We moved to another computer lab to use the older computer however there were only 5 to rotate using if everyone was in attendance. We have since added 3 more to have 8 total.