Interactive Media

Cycles included in report:
Cycle #3 8/1/14 to 7/31/15

Program Name: Interactive Media
Program Cycle: #3 8/1/14 to 7/31/15

1 Program Summary

Note: We encourage you to examine the entire Interactive Media Program Review document at https://docs.google.com/document/d/1WylIfb4KTMhPcPb9PFy2a3QW4qag3IwH46TwwpJ7xJE/edit?usp=sharing where you will find further information through hyperlinks. The responses are copy and pasted here for your information. Thank you.

This program review occurred at a moment in time when the Interactive Media (CIM) curriculum was already beginning the transition into a new program (WEB), combining the strengths of our content creation coursework with the increasing popularity of the Web Technologies (CWEB) program. As a result, the responses to this program review will focus on the plans developed to streamline and improve that combined curriculum. The WEB program is planned to be effective as of the Fall 2015 semester.
Interactive media is the integration of text, graphics, animation, video and sound that responds to the users actions. Anytime you visit a website, use a smartphone or tablet, or even watch a digital video, you make choices that change your media experience. These clicks, swipes and scrolls are the essence of interacting with media in the 21st century. Our program focuses not only on the media itself, but the optimal patterns and processes for interacting with that media and delivering it to users.

Johnson County Community Colleges Interactive Media program offers a comprehensive background in interactive media design and creation. JCCCs facilities and coursework in digital audio and video, experience design and website design prepare students for in-demand positions as media specialists, multimedia authors, content creators, multimedia programmers, interface designers and web designers. Our coursework culminates in a portfolio development course, a capstone course that puts students in contact with clients and internship opportunities that begin the transition from the classroom to the workplace.
The CIM program is currently merging with the CWEB program into a single Associate of Applied Science (AAS) degree that will be called "Web Development and Digital Media" (WEB). The streamlined program will allow our students to take advantage of the myriad opportunities and high demand for web-related skills in both creative and technical organizations.

In addition to the WEB AAS degree, students will have the ability to earn three different certifications in specialized skill sets. These certificates provide students greater opportunities to complete a program at JCCC and allow them to better identify their areas of specialization to potential employers. The following certificates are included in the new degree:

Web Technologies: 16 credits of core Web technology and professional skills classes
Digital Media: 30 credits of Web digital content and media creation courses
Web Development: 30 credits of Web technology and programming courses

The magnitude of this combined effort is significant. This is a complete overhaul of both programs. The new program is the best fit for current market conditions. The process began with a blank slate and built from there. This merger includes 13 retired courses, two retired certificates, one retired degree, one new degree, 43 updated or new courses and three new certificates.

The faculty and financial needs of the new WEB program are met by combining the current resources of the CIM and CWEB programs. This blended faculty approach has served our programs well since 2011. By streamlining the processes and combining our resources, we will continue to build on the advantages weve discovered through this process. Currently, the technology and software offered in our programs are up-to-date and sufficient to support this plan. No new faculty or equipment are necessary at this time.

HandbookProgramReviewFall2014 [PDF 2,136 KB 9/2/14]
Interactive Media [PDF 683 KB 9/2/14]

1.1 Degree Offerings Interactive Media AAS

Interactive Media AAS (Currently offered by CIM -- this is being replaced by the new WEB AAS degree)

The Interactive Media program provides instruction in the design and development process for the

many types of interactive media, acquiring and managing media assets, the history and theory behind the various forms of communication, the code required to make media interactive, screen design, interface design, and project management. This program is designed to build a common foundation of experience while allowing students to select both Interactive Media and general electives that best serve the students individual needs. Depending on individual choices and talents, students who complete the interactive media program should be prepared for employment in a variety of positions in the interactive media field.

1.2 Certificate Offerings Interactive Media Certificate

Interactive Media Certificate (Currently offered by CIM -- this is being replaced by the new WEB certificates)

This certificate prepares students to open their own business providing Web design services. The Interactive Media certificate provides the student with instruction in the design and development process needed to deliver information and media, primarily via the World Wide Web. This includes acquiring and managing assets (i.e., text, graphics, sound and video), the history and theory of communication forms, screen design, multimedia authoring, interface design, and project management.

Business Plan Certificate (Currently offered by CIM -- this is being replaced by the new WEB certificates)

This certificate is designed for students who are interested in opening their own service business providing administrative assistance to businesses. Coursework focuses on fundamental knowledge necessary to own and operate an entrepreneurial venture, evaluating the feasibility of the business idea, and concludes with writing a business plan to start, grow and sustain a business venture. The business plan certificate is recommended for students to add to their Family Business certificate.

2 Program Resources

James Hopper - Full Time
Patrick Lafferty - Full Time
Arti Deshpande - Adjunct
Jeremy Walla - Adjunct

3 Reflection on Institutional Data

The enrollment in the historical CIM program has not been trending in the right direction. (see chart here https://docs.google.com/document/d/1Wylffb4KTMhPcPb9PFy2a3QW4qag3IwH46TwwpJ7xJE/edit?usp=sharing)

After consulting with the Web Development and Digital Media Advisory Board, our industry partners, high school advisors, as well as current and prospective students, the reorganization of the CIM and CWEB programs into the unified Web Development and Digital Media program became the obvious answer to the situation. This new, streamlined AAS degree and three stackable certificates bring our program more inline with the needs of the marketplace and employment opportunities for graduates of the program.

Among the key advantages of the new WEB degree are:
A common starting point for students pursuing careers in both the Digital Media and the Web Development spheres. These essential web technologies result in a step out point after successfully completing 16 credits, improving the Student Satisfaction key performance indicator, as well as increasing the number of completers in the program. This will be known as the Web Technologies certificate (Type A). This certificate is designed to provide students with the skills needed for their first internship or job opportunity in the industry. Likewise, it creates a bridge for students with existing college credentials to enter the field.

Specialization for students continuing beyond the first semester, at which point they will choose to pursue either a Digital Media certificate or a Web Development certificate (Type B). These certificates are both awarded after successful completion of 30 credits.

Upon successful completion of 34 more credits (64 total credits), students will earn the Associate of Applied

Science in Web Development and Digital Media. This stackable format dramatically improves the flexibility of our course offerings for our students, allowing them to tailor the WEB program to their aspirations and needs.

By creating the degree with 64 credits, the WEB program is positioned to take advantage of new opportunities for transfer to four-year institutions.

Our courses are not duplicated in any other area of the college. Students commute from as far as Wichita, Kansas, to take our courses. The demand for our new degree is supported by surveys with new and prospective students, our Advisory Board and the developments seen in the web development and digital media industries.

4 Student Success

4.1 Define Student Success

As a career program, our definition of student success is when one of our students achieves gainful employment in the field of their choice. For that to happen, our students will possess the following skill sets:

Technical skills
Front-End Development: Coding valid HTML, CSS, JavaScript, and jQuery
Visual Design: Understanding the use of color, grid, layout, and typography
Mobile: Creating consistent experiences across platforms through responsive layouts, touch interactions, and input techniques
Project Management: Incorporate iterative design while applying best practices throughout the software development life cycles
Information Architecture: Plan experiences through site mapping, modelling, and wireframes
Interaction Design: Build flow, form design, micro-interactions, and transitions
Copywriting and Content Strategy: Write copy of all types, engage in content streams, conduct content modelling, and content inventories
User Research: Conduct field research, usability studies, research synthesis, and data analysis

Soft skills
Presentation: Present thoughts and design concepts alone and with peers to clients and stakeholders
Facilitation: Extract design requirements and project direction from peers, clients and stakeholders, while creating shared understanding
Critique: Accept, give, and train peers and stakeholders on constructive feedback
Storytelling: Communicate and affirm how decisions were made to peers and stakeholders, how principles were decided, and how the design will improve the lives of the users
Sketching: Communicate design ideas quickly while exploring problem space with peers and stakeholders
Leadership: Provide vision, direction, and passion to peers and stakeholders

4.2 Achieve/Promote Student Success

Students enter the current CIM and CWEB programs with a wide range of creative and technical experience. We expect this to continue under the new WEB program. Given this broad starting point, we first try to establish a solid foundation in the language, technology and thought processes inherent to the creation of digital media on the internet. Once this foundation is provided, we begin to build up the advanced skills needed for success through hands-on content creation, both in the classroom and in professional client work. Our faculty work hard to bring industry professionals, as speakers and clients, into the classroom to provide our students with realistic experiences before they graduate. Though our certificate and AAS students are not required to have an internship (many of our students have full-time jobs), they are strongly encouraged to do so and can earn credit if they so choose.

Our faculty are frequently approached by businesses in need of employees with the skill set we are providing to our students. The department begins the process of helping our students find work from the time they enroll in the program. We put them directly in touch with businesses when appropriate and showcase the campus-wide job search assets in our courses. Most importantly in our industry, heavy emphasis is placed on professional use of social media as a networking and job search tool.

Former students have gone on to create their own businesses, establish careers with industry leaders such as DEG, Entercom, Cerner, Sprint and non-profit organizations such as the Mid-America Regional Council.

4.3 Successful Transfer

The CIM program does not have any transfer agreements with four year institutions, though we are currently working to develop such agreements for the new WEB program.

5 Assessment of Student Learning Outcomes

https://drive.google.com/file/d/0B0fkCPosEJS8Ni1RV2ZtMjQ2X3M/view?usp=sharing

The following student learning outcomes have been assessed in CIM 130, Interactive Media Concepts, since the Fall 2011 semester.
1. Access and evaluate information from credible sources.
3. Communicate effectively through the clear and accurate use of language.
5. Process numeric, symbolic and graphic information.
6. Read, analyze, and synthesize written, visual and aural material.
8. Use technology efficiently and responsibly.

Assessment&CurriculumChart [XLS 41 KB 9/2/14]

5.1 Reflection on table provided on assessment.

As stated above, based on the recommendation of our advisory board the CIM program is being merged with the CWEB program. The new WEB program is slated to be effective fall 2015.

5.2 Significant Assessment Findings

Assessment was conducted in CIM 130 and filed with the Office of Assessment by Associate Professor Patrick Lafferty. The result indicated students need additional instruction on quality internet research skills.

5.3 Ongoing Assessment Plans

Our ongoing assessment effort is to create a plan that focuses on SLO #8: Use technology efficiently and responsibly.

6 Curriculum Reflection

The merger results in a major revision to the Interactive Media program, which currently offers 22 courses. This number will change based on the needs of the new WEB curriculum. Currently the Interactive Media program has one Professor and one Associate Professor, who also teach in the Web Technologies AAS and Web Applications Certificate program, and two Adjunct Assistant Professors.
As a part of the merger process, the faculty have been reevaluating several pieces of the program curriculum. Since these changes represent an important shift in the degrees offered, a detailed description of the revised program and the rationale for these changes follow.

Interactive Media AAS (current)
The Interactive Media degree program currently has the following outline:

Required Courses
CIM 130 Interactive Media Concepts
CIM 133 Screen Design
CIM 135 Digital Imaging and Video
CIM 140 Interactive Media Assets
CIM 156 Interactive Authoring II
CIM 200 Interactive Communications Form
CIM 230 Interactive Media DEvelopment

CIM 250 Interface Design
CIM 254 Interactive Authoring II
CIM 270 Interactive Media Project
CIM 273 Career Preparation

Elective Courses
CIM 120 Conceptual Art of Animation
CIM 145 Introduction to 3D Animation
CIM 152 Interactive Authoring I: Authorware
CIM 235 Advanced Digital Imaging and Video
CIM 245 Character Animation
CIM 255 Advanced Animation and Effects
CIM 271 Career Preparation
CIM 272 Interactive Media Internship
CIM 291 Independent Study

Interactive Media Certificate (current)
The Interactive Media certificate program currently has the following outline:

Required Courses
CIM 130 Interactive Media Concepts
CIM 133 Screen Design
CIM 140 Interactive Media Assets
CIM 156 Interactive Authoring II
CIM 200 Interactive Communications Form
CIM 230 Interactive Media DEvelopment
CIM 250 Interface Design
CIM 254 Interactive Authoring II
CIM 270 Interactive Media Project

Merging the Web Technologies and Interactive Media degrees allows the new WEB program to focus on web site design and digital content creation, including digital image manipulation, digital audio and digital video. This provides students a broad range of design and technology competencies. While in the WEB program, students will have an opportunity to build individual web portfolios, allowing them to showcase the practical and technical skills they have acquired to potential employers at the graduation portfolio review.
The WEB degree provides current and potential students with a clear and direct path to certificates and or degrees, while still allowing us to follow the observed trends and necessary skills and techniques in the industry. U.S. Department of Labor statistics show employment of web developers is projected to grow 20 percent from 2012 to 2022, faster than the average for all occupations. Demand will be driven by the growing popularity of mobile devices and e-commerce.

The revised program, Web Development and Digital Media has the following outline:

Web Development and Digital Media AAS (proposed)

Required Courses
WEB 110 HTML and CSS
WEB 112 Professional Skills for the Digital Developer
WEB 114 Web Scripting: JavaScript I
WEB 116 Digital Media Concepts
WEB 120 Web Analytics
WEB 121 Digital Media Assets
WEB 122 CSS Techniques and Projects
WEB 123 Content Management Systems Strategies
WEB 124 Web Scripting: JavaScript II
WEB 125 Digital Video Tools: Premiere
WEB 126 Technical Interface Skills
WEB 128 Server Scripting: PHP with MySQL

WEB 230 AJAX
WEB 231 Experience Design
WEB 232 XML
WEB 233 Visual Storytelling
WEB 236 Web Apps I
WEB 235 Digital Communications Technologies
WEB 238 Content Management Systems Development
WEB 244 Interactive Scripting: JQuery
WEB 240 HTML and CSS II
WEB 241 Digital Management Methods
WEB 243 Search Engine Optimization
WEB 245 Motion Graphics Tools: After Effects
WEB 246 Web Apps II
WEB 290 Web Development and Digital Media Capstone

Elective Courses
WEB 150 Essential Web Concepts and Techniques I
WEB 152 Web Pages: Expression Web I
WEB 154 Web Pages: Dreamweaver I
WEB 156 JavaScript I
WEB 158 Flash I
WEB 160 Essential Web Concepts and Techniques II
WEB 162 Web Pages: Expression Web II
WEB 164 Web Pages: Dreamweaver II
WEB 166 JavaScript II
WEB 168 Flash II
WEB 172 WordPress I
WEB 178 Flash III
WEB 188 ActionScript for Flash
WEB 190 E-Commerce Applications I
WEB 192 E-Commerce Applications II
WEB 292 Web Development and Digital Media Special Topics
WEB 294 Web Development and Digital Media Internship

6.1 Honors Contract(s)

Honors contracts are not currently offered as a part of the CIM program.

6.2 New Course Offerings

We will be offering 7 new courses as a part of the new WEB program. You can find those course outlines linked from the Google Doc.

WEB 123: Content Management Systems Strategies
WEB 124: Web Scripting: JavaScript II
WEB 125: Digital Video Tools: Premiere
WEB 172: WordPress I
WEB 238: Content Management Systems Development
WEB 240: HTML and CSS II
WEB 245: Motion Graphics Tools: After Effects

7 Faculty Success

See 7.2

7.1 Departmental Accomplishments

Both the Interactive Media and Web Technologies departments have established themselves as viable options for local organizations in the digital media and web development communities to find skilled work and potential employees with the skill sets needed to succeed. The merger of these programs will

only serve to enhance our reputation by bringing these considerable skills to bear in a complete package. Our students have advanced the work of non-profit and profit-seeking organizations, both on campus and off. In addition to designing the departmental website, interactive.jccc.edu, our external clients include:

Kansas Progress Institute

This project was a complete rebranding of the organization, including a full site redesign and social media strategy development.

eCav Radio

Another complete rebranding of the organization. This project had the added usability complexity of incorporating a streaming radio channel in the design.

Affinity Asset Management

Aid and Attendance online video. Veterans and survivors who are eligible for a VA pension and require the aid and attendance of another person, or are housebound, may be eligible for additional monetary payment. These benefits are paid in addition to monthly pension, and they are not paid without eligibility to Pension.

Digital Lagoon

Online video for iPhone and Android phone app. Digital Lagoon has been integrating the latest technologies with highly skilled personnel and creative talent in order to produce innovative multimedia solutions.

7.2 Faculty Accomplishments

Professor James Hopper

Invited Lectures:
Blue Valley High Schools train the trainer
HTML and CSS
Dreamweaver
Olathe High Schools train the trainer
Dreamweaver
Host, WordPress BootCamp - Kansas City
American Marketing Association - Kansas City
An Overview of Mobile Technology
National Association of Government Web Professionals
Kansas City, MO - HTML 5 Presentation
Louisville, KY - HTML 5 Forms Presentation
St. Paul, MN - Digital Storytelling Presentation
American Society of Business Press Editors Conference
Digital Storytelling
Hands-On Adobe Premiere Pro Webinar
Designer to Developer and Workflow Conference
Kansas City, MO - HTML 5 Forms Presentation
League of Innovation Conference
Podcasters Guide to the Galaxy Presentation
Agency Model to Promote Technical Skills

Summer Institute on Distance Learning and Instructional Technology (SIDLIT)
Digital Storytelling

Advisory Board Member:
Blue Valley School District
Lawrence School District

Louisburg School District
Olathe School District
Olathe NorthWest 21st Century Program
JCCC Web Technologies and Digital Communication

Professional Development and Organizations
An Event Apart Conference (annually)
User Experience Professional Association (UXPA)
WordPress Users Group - Kansas City
Adobe Dreamweaver Group
Adobe Photoshop Group
AIGA - Kansas City
CSS Linked
Design Educators Sharing and Networking
Kansas City Interactive
Kansas City Web Professionals
The Teaching Professor
Web Design and Development Professionals
Web Designer HTMLVCSS Developer
WordPress Web Designers
Social Media Club of Johnson County

Featured Blogger LinkedIn

Associate Professor Patrick T. Lafferty

Johnson County Community College sought to establish a social media policy and guidelines to prevent similar situations from recurring in the future. After initially being asked to join the Social Media Policy Committee, Associate Professor Patrick T. Lafferty co-authored the Colleges Social Media Policy 520.00 and Social Media Guidelines Operating Procedure 520.01 with the Colleges General Counsel, Tanya Wilson. These policies and guidelines aid the college daily in managing the often unwieldy social media landscape. They were drafted to achieve optimal protections for students and faculty, while allowing the College to provide necessary guidance to the campus community.

Invited Lectures:

Summer Institute on Distance Learning and Instructional Technology (SIDLIT), Overland Park, KS
Twitter: Evolution, Not Revolution, Featured Presenter, August 1, 2013

Johnson County Community College, Overland Park, KS

Honors Symposium
Privacy, Hacking and Things Left Unsaid, Featured Lecturer, November 6, 2013

Technology Brown Bag Lecture Series:
Managing a Facebook Page: Three Pros and Cons, Featured Lecturer, March 21, 2012
Engaging Students with Twitter, Featured Lecturer, May 6, 2011
Digital Media: New Learners of the 21st Century, Panelist, March 2, 2011

The University of Kansas, Edwards Campus, Overland Park, KS
Twitter 101: A Hands-On Primer, JOUR 840: Communicating Social and Environmental Initiatives, March 18, 2011

Kansas Journalism Institute, Lawrence, KS
Free your mind (and your content), Featured Speaker, June 15, 2010

San Francisco State University, San Francisco, CA
What is the one skill that a journalist of the near-future should possess?, JOUR 226: Digital Newsgathering, March 24, 2010

College Service:
JCCC Hare and Bell Academic Journal - Digital Media Editor
JCCC Reading Readiness Taskforce
JCCC Emerging Technologies & Communications Curriculum Development Committee
JCCC Secular Student Alliance Faculty Adviser
JCCC Campus Civility Campaign Committee
JCCC Social Media Policy Committee
JCCC Educational Technology Advisory Board
JCCC Web and Digital Communications Advisory Board
JCCC Technology Innovations Grant Committee
JCCC Interactive Media Advisory Board

Community Service:
Interactive Design Program Adviser, Center for Advanced Professional Skills (CAPS), Blue Valley School District

Grant Work:
Created and led the Innovation Incubator for The University of Kansas as a part of a $230,000 grant from the John S. and James L. Knight Foundations 21st Century News Challenge. The project was designed to foster creative thinking about solutions to digital news problems. The project began with five KU students engaging in the design and development process. Next, the group critiqued and presented their news innovation, VoxPop, to the other Incubator groups from across the country before moving on to a broader audience. Thirty-five students from the other institutions ultimately joined the KU team. The national team was mentored by Professor Lafferty through their eventual presentation to the Online News Association convention in Toronto, Ontario, Canada.

Partnered with The University of Kansas Department of Design, the KU School of Business Entrepreneurship Program and the William Allen White School of Journalism and Mass Communications, under corporate grants from telecommunications industry leaders Nokia and Cingular (now AT&T) on an international, multi-disciplinary project examining the usability of the hardware and software of the high-end Nokia N73 and N93 camera phones from the perspective of multimedia newsroom implementations, design and overall product viability.

Produced a video under a grant from The University of Kansas Center for Teaching Excellence in collaboration with The University of Kansas Center for Research and the Kansas Energy Office of Assistant Professor Kristen Swains Science and Medical Writing students highlighting new facilities and projects underway at the Multidisciplinary Research Building on KUs West Campus.
Developed a new user interface and experience for the Associated Press Managing Editors National Credibility Roundtables Project web site. The site is the repository of research and reports of this Ford Foundation-funded project that promotes continuing communication between the public and the press, encouraging journalists to build better news practices.

Developed the Covering Communities project web site (coveringcommunities.org) in partnership with John Harwood of The Harwood Institute for Public Innovation and Professor Peggy Kuhr of The University of Kansas as a part of a $200,000 grant from the John S. and James L. Knight Foundation seeking improved community contact and representation via web tools for journalists and community leaders.

Professional Awards:
Best Station Website, tv.ku.edu, Kansas Association of Broadcasters (2007)
Best Online In-Depth Reporting, "Drought affects Kansans"
Society of Professional Journalists Mark of Excellence National Finalist; Region 7: 1st place (2007)
Best Online Sports Reporting, "Evolution of KU cheerleading"
Society of Professional Journalists Mark of Excellence National Finalist; Region 7: 1st place (2007)
Best Affiliated Website, tv.ku.edu
Society of Professional Journalists Mark of Excellence Region 7: 2nd place (2007)
Best Online News Reporting, "Seniors dance to their health"
Society of Professional Journalists Mark of Excellence Region 7: 2nd place (2007)

Best Online Opinion and Commentary, "eHub"

Adjunct Assistant Professor Arti Deshpande

Employment
Experience Design Manager for DST Financial Services
Adjunct Professor of Interactive Media at JCCC

Advisory Board Member:
JCCC Web and Digital Communications

Memberships:
UXPA International
UXPA Kansas City
IxDA
Golden Key National Honor Society

Presenter:
Advance 2010, 2011, 2012, 2014, 2015
UXPA Kansas City 5/14 & 9/14
Big Data KC Summit 11/14

Adjunct Assistant Professor Jeremy Walla

Employment
Owner of ImageGrinder
Adjunct Professor of Interactive Media at JCCC
Vice President and Director of Interactive for SPIDERtel
Associate Professor of Art at William Jewell College
Creative Director at Cephas
Executive Director of Design and Creative Director at BlairLake

Advisory Board Member:
JCCC Web and Digital Communications

7.3 Innovative Research, Teaching or Community Service

Twitter

From the moment he arrived at JCCC, Associate Professor Patrick Lafferty pushed social media into the CIM curriculum. A vocal proponent of Twitter as a tool for expanding the classroom beyond the limitations of four walls, his students have found their horizons expanded and their professional networks strengthened as a result. By creating Twitter accounts for most of his courses and maintaining his own account, Professor Lafferty welcomed outside insight into his class discussions from colleagues at JCCC, at other institutions of higher education and members of the community at-large.
In addition to this influx of information, the inclusion of social media in the classroom removes communication barriers between professor and student. This may sound scary to some, and at times it can be. But by positioning himself where his students are already communicating amongst themselves and their peer groups, Professor Lafferty has been able to help guide students to greatly improved levels of professionalism online.

Google Docs
Professor Lafferty welcomes any opportunity to increase collaboration in the classroom. Serendipitously, Google released its Docs product just as Lafferty was beginning his tenure at Johnson County Community College. Though a bit clunky at first, this product showed great potential as he piloted the use of Google Docs in the classroom. Though the technology has been available for four years now, students and faculty alike still marvel at the power inherent in having multiple editors able to

work in a single document simultaneously. In fact, this entire program review process has been conducted in what is now known as Google Drive, with all involved commenting on the importance of this tool to the success of the endeavor.

As a member of the Educational Technology Advisory Board, Lafferty worked with Educational Technology Center Director Vincent Miller to roll out the impressive collaborative opportunities to the entire College community. Again, anecdotal evidence suggests that the benefit of this interactive tool is felt across campus.

8 Goal Setting and Action Plan

The WEB Advisory Board has provided the feedback and insight on several key initiatives that will support the development of our new program goals.:

Instructor qualifications
The Advisory Board made recommendations for instructor qualifications based on industry trends and what the WEB program will need to teach students in order to be competitive in the Kansas City metropolitan marketplace.

Adjustments to the course composition for the WEB AAS degree and certificates
The Advisory Board made recommendations on how students might use degree/certificate requirements and electives to build a strong educational foundation in order to be competitive in the Kansas City metropolitan marketplace.

Working to improve student soft skills
The Advisory Board expressed the importance of students possessing soft skills, such as written and verbal communication, critical thinking skills and the like.

8.1 Long-term Goals

1) Develop a succession plan for full-time and adjunct faculty to ensure quality course coverage and growth

2) Increase enrollment

3) Clarify course objectives and competencies to ensure teaching industry standards.

8.1.1 Actions/Resources Required

1) Actions:
Document current faculty resources
Develop the plan

1) Resources:
Database of program courses
Database of faculty skills
Faculty desire to teach a given course

2) Actions:
Improve scheduling of classes to optimize student enrollment.
Offer classes at high schools.
Build articulation agreements with high schools
Continue involvement with JCCC CTE event.
Marketing (external and internal)
Identify key target audiences
Collaborate with admissions and counseling

2) Resources:
Faculty time

3) Actions:
Program review
Curriculum process
Advisory Board and Industry input

3) Resources:
External and internal professional voices

8.1.2 Updates on Long-Term Goals

Annually

8.2 Short-Term Goals

1) Merge CIM and CWEB

2) Develop Marketing Strategies

3) Manage and improve attrition rate by course

8.2.1 Actions/Resources Required

1) Actions:
Develop a combined curriculum
Complete JCCC curriculum approval process

1) Resources:
Faculty time
IS data
Advisory Board input

2) Actions:
Upon the completion of the merger of Interactive Media and Web Technologies, develop marketing strategies for the new degree/certificate program
Use social networks to increase engagement with students
Review school and departmental web sites, ensuring content is current
Create brochure for Web Development and Digital Media
Arrange for an article on the JCCC home page announcing the WEB program
Create a Web Development and Digital Media marketing video

2) Resources:
Access to marketing and document services, Ed Tech, Web Communications and Desktop Publishing areas

3) Actions:
Identify the course with the highest attrition rate
What needs to be fixed?
Develop plan to address issue(s)

3) Resources:
Data from IR

8.2.2 Updates on Short-Term Goals

Annually

9 Accreditation Standards

There is no accrediting body for interactive media.

9.1 Specialized Accreditation

There is no accrediting body for interactive media.

10 Resource Request/Adjustment

As this document illustrates, both the Interactive Media and Web Technologies programs have undertaken major curriculum review during the Fall 2014 semester. This process culminated in the decision to merge all resources of the CIM and CWEB programs. The new WEB program provides students with three new certificate options and a new, streamlined two year AAS degree that focuses on web development, web design, digital media creation and experience design. Currently, the technology and software offered in our programs are up-to-date and sufficient to support this plan. No new faculty or equipment are necessary.

Budget spreadsheet available here:
https://docs.google.com/spreadsheets/d/1m4WJVTs4bsLhs9prG90yhSLqB-uQkG6masTg2eSS6dE/edit?usp=sharin

10.1 Long-range Adjustment to Resources

Additional full time faculty

The Bureau of Labor Statistics projects 20.1 percent employment growth for Web developers between 2012 and 2022. During that period, about 28,500 new jobs will need to be filled in an industry that already has roughly 141,400 positions. The continued expansion of e-commerce is expected to be the main driver of Web developer growth in the next decade. As more companies offer, or greatly expand, their online retail presence, more Web developers will be needed to build the websites consumers will visit to purchase their favorite products. Increased reliance on mobile search is another reason the industry's employment growth should remain strong in the near future, since this should lead to new opportunities to create sites for mobile devices.

Based on BLS statistics and anticipated enrollment growth we project the need to hire additional full time faculty in the foreseeable future.

Tutoring

Beginning in mid-November 2014, the CWEB and CIM programs began providing a dedicated tutor for all students in both programs. Thus far, 14 students have taken advantage of the this service. The tutor is available to our students 10 hours a week. As the merger progresses, we intend to continue to offer this service to the students of the combined WEB program.

Chair Release Hours

The department is requesting additional release time for the department chair. Combining the Interactive Media and Web Technologies degrees will increase responsibilities for resources. Chair duties will need to be reassessed with an eye toward increasing release time.

10.2 Educational Technology Support

The current level of support from educational technology is sufficient to support the new program.

End of report