Cecil College Academic Program Review

CECIL COLLEGE
REAL STUDENTS. REAL SUCCESS.

Visual Communications: WEB Programs

July 2014

CECIL COLLEGE

VISUAL COMMUNICATIONS: WEB PROGRAM REVIEW
SPRING 2014

AAS Degrees
Web Design and Multimedia
Web Development

Certificates
Web Design and Multimedia
Web Development

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Executive Summary

The Web degrees continue to attract students to Cecil College who are seeking a future in media-related careers. Our skilled staff of industry professionals propels students to create work that aligns with current trends in technology, and lead students to create successful approaches to craft, concepts, and techniques. After completion of the a Web degree, students are prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification. Furthermore, students are equipped with the skills for initial employment, career advancement, and transfer to four-year colleges and universities.

Students are aligned with current trends through industry-professional, hands on instruction with equipment available through the Visual Communications Lab. This equipment not only supports the Cecil College students, but is also exercised by a growing number of Cecil County Public School students through VCP workshops, summer camps, and Tech-Prep days held by our instructors and staff.

Equipment is continually strained with the additional students entering our program through traditional and non-traditional classes, and VCP lab staff is also being affected through cuts in funding and new restrictions due to the Affordable Healthcare Act. In turn, this creates a larger, less skilled lab staff with less ability to support classroom instruction.

Space frequently becomes an issue as the program grows and changes with new technological developments. Several years ago the college master plan acknowledged the need to move our program to the technology building; however that move continues to be delayed. If we are to remain in our current location, renovations will be imperative for storage, security, instructional space, and a general face-lift to facilities.

Overall, this innovative field continues to be relevant as the need for capable media professionals grows in industries dealing with advertising, marketing, social media and simulation environments. Through alumni stories, feedback, and statistics, this program has proven to be an educational leader in the field.

1.0 Program Description

Web Design and Multimedia
This program option provides professional quality, hands-on, creative and technical skills for applying principles of web design and multimedia production. Students will develop a strong foundation in web site planning and design, digital image manipulation, multimedia systems, current web technologies and standards, sound, video, and animation. The program helps students transfer to four-year colleges and universities, as well as, initial employment and career advancement. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.

Web Developer

This program option provides professional quality, hands-on education and technical skills for applying principles of web design using HTML, scripting languages, program languages and database integration. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.

1.1 Program History

The idea for a career oriented visual communications program began in 1970 at the end of the first Cecil College photography course when the instructor asked students for feedback. One young man said, "We need more photography courses so I can get a job in photography." The instructor answered, "No, we can't do that. Professional photography is a very competitive field. We can only offer fine art courses for personal enrichment." The student replied, "That is fine for you to say, you have a job you love, but I work in the Bata Shoe factory, and I want to be a photographer." Thus the instructor lost the argument. Several years later the Dean suggested developing a degree in photography. The instructor agreed with the understanding that it be career oriented and that advanced courses be taught by working professionals to ensure that students learn competitive career skills.

In later years it became apparent that photography students also needed to learn some video production so a video course was added to the program. This course was then the basis for creating a certificate, then a degree, in video production.

As time progressed and web presence became an important part of visual communications a web design course was added to the options for the photography and video programs. The industry continued to grow and many of our students were returning to say they needed more web skills. At that time it was decided to build not one but two degree paths one in web design and one in web development.

Cecil College Mission Statement

"Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence."

CC Strategic Plan 2010-15

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's web program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by maintaining an open-admission, learner centered program. We take pride in accepting everyone and trying to help them to achieve their educational goals. We maintain an advanced lab and cadre of equipment to support the program and make every effort to put that equipment into student's hands along with the training necessary to use it so that they are empowered with the skills they need to for workforce entry or college transfer.

1.2 Faculty Profile

> Provide a brief listing of credentials, courses taught, committee participation, [past and present] other College activities and other professional endeavors. Also include the credentials of adjunct faculty members who are the only instructor teaching a specific discipline. [See sample Table at Appendix E]

Appendix E – Faculty Profile

Faculty Member	Credentials	Courses Taught	Other College Activities	Other Professional Endeavors
Brandon Boas	B.S. in Simulation and Digital Entertainment, 2013 The University of Baltimore	VCP 212, ART 180		Currently pursuing M.S. in Applied Technology in Education, 2013–present Wilmington University, Wilmington, Delaware
Barry Gorrell	B.A. Fine Art Dickinson College	Lab Manager/Faculty		Photography & Consulting Business, Real Estate Renovation & Rentals
Adam Jacono	M.F.A. East Carolina University B.F.A Photography Kutztown University of Pennsylvania	Faculty/VCP 101,114,115,233, 270,279, 189, 289		Artist, Curator, Online Magazine Editor, Production and Artist Assistant,
Dr. Edward E. Boas, Jr.,	Professor, Computer Science	CSC 202		President/CEO Internal Computer Associates, Inc.
Jane Clark	Associates Degree, visual communications/professional photography, Cecil College			President/CEO Teakaticca Designs
David Oldewurtle	Multimedia Specialist at Jacob's Technology	VCP 210/116		
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	DAP 119, VCP 151 VCP 218		
Jennie Campbell	AA Photography (Cecil College)	VCP111, 116,140		Jennie Campbell Photography Business
Richard Meagher	Masters Information Technology and Software Development - RIT	VCP 244		Webmaster Boeing industries
Kelly Diggins		VCP 116/117 224/234		Business Owner
Daniel Krukosky	M.S in Internet and networking Wilmington University	VCP 116/117/210	Director of VCP & Chair of Fine and Performing Arts	

1.3 Program Curriculum

Visual Communications—Communication Arts and Technology Option
Web Design and Multimedia
Associate of Applied Science

General Program Information: 410 287-1000 or information@cecil.edu

This program option provides professional quality, hands-on, creative and technical skills for applying principles of web design and multimedia production. Students will develop a strong foundation in web site planning and design, digital image manipulation, multimedia systems, current web technologies and standards, sound, video, and animation. The program helps students transfer to four-year colleges and universities, as well as, initial employment and career advancement. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.
The computer literacy requirement will be met throughout the course work in the degree program.

	General Education Requirements	GenEd Code	Credits
ART 180	Basic Photography	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	Elective		3
MAT	Math Elective	M	3
SCI	Science Electives (1 lab science is required)	S/SL	4
SOC SCI	Social Science Electives1	SS	3
	Program Requirements		
VCP 144	Web Design I—Design Fundamentals		3
VCP 244	Web Design II—Advanced Design		3
CSC	Programming elective		3
CSC 140	Introduction to Networking		3
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
VCP 118	Digital Imaging III		4
VCP 119	Digital Imaging IV		4
VCP 136	Multimedia Production I		4
	Program Electives		Select 10 Credits
CSC 132	Data Base Management		3
CSC 148	Server-Side Scripting with ASP		3
CSC 182	Scripting Languages		3
CSC 202	Creative Design	I	3
VCP 151	Introduction to Game Design		4
VCP 210	*Video Production I*		4
VCP 279 or VCP 289	*Professional Portfolio Production Internship I*		4

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[1] Courses must be from two different disciplines.

Visual Communications—Communication Arts and Technology Option
Web Development
Associate of Applied Science
General Program Information: 410 287-1000 or information@cecil.edu

This program option provides professional quality, hands-on education and technical skills for applying principles of web design using HTML, scripting languages, program languages and database integration. The program helps students prepare for initial employment, career advancement, and transfer to four-year colleges and universities. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification. The computer literacy requirement will be met throughout the course work in the degree program.

	General Education Requirements	GenEd Code	Credits
ART 180	Basic Photography	H	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
GEN ED	General Education Elective		3
MAT	Math Elective	M	3
SCI	Science Electives (1 lab science required)	SL	4
SOC SCI	Social Science Electives	SS	3
	Program Requirements		
VCP 144	Web Design I- Design Fundamentals		3
CSC 132	Data Base Management		3
CSC 148	Server-Side Scripting with ASP		3
CSC 182	Scripting Languages		3
CSC 202	Creative Design	I	3
VCP 244	Web Design II—Advanced Design		3
DAP 109	Introduction to Programming		3
DAP 140	Introduction to Networking		3
VCP 279 or VCP 289	Professional Portfolio Production Internship I		4
	Program Electives	*Select 10 Credits*	
ART 101	*Fundamentals of Design*	H	3
ART 181	*Introduction to Movie Making*	H	3
BUS 103	*Introduction to Business*		3
BUS 212	*Principles of Marketing*		3
CIS 101	*Introduction to Computer Concepts*	I	3
CIS 102	*Operating Systems*		3
CIS 201	*Human Computer Interaction*		3
DAP 131	*Visual Basic Programming*		3
DAP 202	*C Programming Language*		3
VCP 116	*Digital Imaging I*		2
VCP 117	*Digital Imaging II*		2
VCP 118	*Digital Imaging III*		4
VCP 136	*Multimedia Production I*		4
VCP 210	*Video Production I*		4

Total Credits Required in Program: 60

Visual Communications—Communications Arts and Technology
Web Design and Multimedia
Certificate

General Program Information: 410 287-1000 or information@cecil.edu

The web design and multimedia certificate provides high quality, hands-on, creative and technical skills for applying principles of web design using HTML, scripting languages, web management tools and digital multimedia. The program helps students prepare for initial employment and career advancement. Students are also prepared to test for WOW Certification and CIW Designer Certification.

	Certificate Requirements	*Credits*
CIS 124	Web Design I-Design Fundamentals	3
CIS 202	Creative Design	3
CIS 224	Web Design II-Advanced Design	3
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 118	Digital Imaging III	4
VCP 119	Digital Imaging IV	4
VCP 136	Multimedia Production I	4

Total Credits Required in Certificate: *25*

Visual Communications—Communication Arts and Technology
Web Development
Certificate

General Program Information: 410 287-1000 or information@cecil.edu

This certificate concentrates on computer technologies that are used to create interactive web sites. The program provides high quality, hands-on education and technical skills for applying principles of web design using HTML, scripting languages, program languages and database integration. The program helps students prepare for initial employment and career advancement. Students are also prepared to test for Network+ Certification, iNet+ Certification, WOW Certification, and CIW Designer Certification.

	Certificate Requirements	*Credits*
CIS 124	Web Design I-Design Fundamentals	3
CIS 224	Web Design II-Advanced Design	3
CIS 132	Data Base Management	3
CIS 148	Server-Side Scripting with ASP	3
CIS 182	Scripting Languages	3
DAP 109	Introduction to Programming	3

Total Credits Required in Certificate: *18*

2.0 Statistical Data *[Program Level]*

2.1 Provide enrollment rates for the degree for each of the past five years;

Program Review - Web Design and
Multimedia – CAWM
Degree
Enrollment

	Total Enrollment
FY 2008/2009	11
FY 2009/2010	11
FY 2010/2011	14
FY 2011/2012	15
FY2012/2013	16

Program Review - Web
Development – CAWD
Degree
Enrollment

	Total Enrollment
FY 2008/2009	3
FY 2009/2010	3
FY 2010/2011	6
FY 2011/2012	6
FY2012/2013	7

Program Review - Web Design and
Multimedia – CDMC
Certificate
Enrollment

	Total Enrollment
FY 2008/2009	6
FY 2009/2010	4
FY 2010/2011	2
FY 2011/2012	3
FY2012/2013	3

Program Review - Web
Development - CWDC
Certificate
Enrollment

	Total Enrollment
FY 2008/2009	2
FY 2009/2010	3
FY 2010/2011	2
FY 2011/2012	2
FY2012/2013	2

2.2 The number of degrees awarded for each of the past five years;

Program Review - Web Design and
Multimedia - CAWM
Degree
Number of Degrees Awarded

	Total Degrees
FY 2008/2009	0
FY 2009/2010	1
FY 2010/2011	1
FY 2011/2012	2

FY2012/2013	2
Total	6

Program Review - Web
Development - CAWD
Degree
Number of Degrees Awarded

	Total Degrees
FY 2008/2009	0

FY 2009/2010	0
FY 2010/2011	1
FY 2011/2012	1
FY2012/2013	0
Total	2

Program Review - Web Design and
Multimedia - CDMC
Certificate
Number of Degrees Awarded

	Total Degrees
FY 2008/2009	0
FY 2009/2010	1
FY 2010/2011	0
FY 2011/2012	0

FY2012/2013	0
Total	1

Program Review - Web
Development - CWDC
Certificate
Number of Degrees Awarded

	Total Degrees
FY 2008/2009	0
FY 2009/2010	0
FY 2010/2011	1
FY 2011/2012	1
FY2012/2013	0
Total	2

2.3 The number degrees awarded to Pell recipients for each of the past five years;

Program Review - Web Design and Multimedia - CAWM
Degree
Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	1	0	0%
FY 2011/2012	2	1	50%
FY 2012/2013	2	0	0%
Total	6	1	17%

Program Review - Web Development - CAWD
Degree
Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	0	0	0%
FY 2010/2011	1	0	0%
FY 2011/2012	1	0	0%
FY 2012/2013	0	0	0%
Total	2	0	0%

Program Review - Web Design and Multimedia - CDMC
Certificate
Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	0	0	0%
FY 2012/2013	0	0	0%
Total	1	0	0%

Program Review - Web Development - CWDC
Certificate
Number of Degrees Awarded to Pell Recipients

	Total Degrees	Pell Recipients	% of Total
FY 2008/2009	0	0	0%
FY 2009/2010	0	0	0%
FY 2010/2011	1	1	100%
FY 2011/2012	1	0	0%
FY 2012/2013	0	0	0%
Total	2	1	50%

2.4 The number of declared majors that transferred with a minimum 15 credits;

Program Review - Web Design and Multimedia - CAWM

Students starting in FY 2008-2009 and completed 15-29 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
0	0

Program Review - Web Development - CAWD
Students starting in FY 2008-2009 and completed 15-29 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
0	0

Students starting in FY 2008-2009 and completed 15-29 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
0	0

Program Review - Web Development - CWDC
Students starting in FY 2008-2009 and completed 15-29 credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
0	0

2.5 The number of declared majors that transferred with a minimum 30 credits;

Program Review - Web Design and Multimedia - CAWM
Students starting in FY 2008-2009 and completed 30+ credits that Transferred Out (Headcount)
Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	0	1

In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	1

Program Review - Web Development - CAWD
Students starting in FY 2008-2009 and completed 30+ credits that Transferred Out (Headcount)
Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	0	0

In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	0

Program Review - Web Design and Multimedia - CDMC
Students starting in FY 2008-2009 and completed 30+ credits that Transferred Out (Headcount)

Type of Higher Institutions

In-State Transfer		Out-of-State Transfer	
2-year institution	4-year institution	2-year institution	4-year institution
0	0	0	0

In-State Transfer		Out-of-State Transfer	
Public	Private	Public	Private
0	0	0	0

Program Review - Web Development -
CWDC
Students starting in FY 2008-2009 and completed 30+ credits that Transferred Out
(Headcount)

Type of Higher Institutions

In-State Transfer	
2-year institution	4-year institution
0	0

Out-of-State Transfer	
2-year institution	4-year institution
0	0

In-State Transfer	
Public	Private
0	0

Out-of-State Transfer	
Public	Private
0	0

2.6 Percent of students who were enrolled in the first fall term and were enrolled in the next full academic term – five year history

Program Review - Web Design and Multimedia – CAWM Degree
First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	5	4	80%
FY 2009/2010	2	0	0%
FY 2010/2011	2	2	100%
FY 2011/2012	5	3	60%
FY 2012/2013	3	3	100%

Program Review - Web Development – CAWD Degree
First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	2	1	50%
FY 2009/2010	1	0	0%
FY 2010/2011	1	1	100%
FY 2011/2012	0	0	0%
FY 2012/2013	1	0	0%

Program Review - Web Design and Multimedia – CDMC Certificate
First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	3	0	0%
FY 2009/2010	1	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	0	0	0%
FY 2012/2013	2	1	50%

Program Review - Web Development – CWDC Certificate
First-time Students in the Fall Semester who Enrolled in the Next Fall Semester

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2008/2009	1	1	100%
FY 2009/2010	1	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	0	0	0%
FY 2012/2013	0	0	0%

2.7 Number of students earning their first 30 semester credit hours of college level course work – five year

Program Review - Web Design and Multimedia – CAWM Degree
First-time Students Who Have Completed 30 College Level Credits or more

	Total First-time Students	Students WHO HAVE NOT COMPLETED College-Level Credits	% of Total	Students Who Have Completed 15 College-Level Credits or less	% of Total	Students Who Have Completed 16-29 College-Level Credits or more	% of Total	Students Who Have Completed 30 College-Level Credits or more	% of Total
FY 2008/2009	6	0	0%	2	33%	0	0%	4	67%
FY 2009/2010	5	0	0%	3	60%	2	40%	0	0%
FY 2010/2011	4	0	0%	1	25%	1	25%	2	50%
FY 2011/2012	7	0	0%	3	43%	1	14%	3	43%
FY 2012/2013	4	0	0%	2	50%	2	50%	0	0%
TOTAL	26	0	0%	11	42%	6	23%	9	35%

2.8 Full-time/part-time

Program Review - Web Design and Multimedia – CAWM Degree
Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2008/2009	Summer 2008	0	0	0%	0	0%
	Fall 2008	9	5	56%	4	44%
	Spring 2009	9	6	67%	3	33%
FY 2009/2010	Summer 2009	2	0	0%	2	100%
	Fall 2009	8	6	75%	2	25%
	Spring 2010	10	5	50%	5	50%

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2010/2011	Summer 2010	4	0	0%	4	100%
	Fall 2010	11	5	45%	6	55%
	Spring 2011	11	5	45%	6	55%
FY 2011/2012	Summer 2011	1	0	0%	1	100%
	Fall 2011	12	7	58%	5	42%
	Spring 2012	13	9	69%	4	31%
FY 2012/2013	Summer 2012	4	0	0%	4	100%
	Fall 2012	14	8	57%	6	43%
	Spring 2013	14	7	50%	7	50%

Program Review - Web Development – CAWD Degree
Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2008/2009	Summer 2008	1	0	0%	1	100%
	Fall 2008	2	2	100%	0	0%
	Spring 2009	1	1	100%	0	0%
FY 2009/2010	Summer 2009	0	0	0%	0	0%
	Fall 2009	3	2	67%	1	33%
	Spring 2010	3	2	67%	1	33%
FY 2010/2011	Summer 2010	1	0	0%	1	100%
	Fall 2010	3	1	33%	2	67%
	Spring 2011	6	2	33%	4	67%
FY 2011/2012	Summer 2011	0	0	0%	0	0%
	Fall 2011	5	2	40%	3	60%
	Spring 2012	6	2	33%	4	67%
FY 2012/2013	Summer 2012	0	0	0%	0	0%
	Fall 2012	5	3	60%	2	40%
	Spring 2013	7	3	43%	4	57%

Program Review - Web Design and Multimedia – CDMC Certificate
Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2008/2009	Summer 2008	1	0	0%	1	100%
	Fall 2008	6	3	50%	3	50%
	Spring 2009	4	3	75%	1	25%
FY 2009/2010	Summer 2009	1	1	100%	0	0%
	Fall 2009	2	1	50%	1	50%
	Spring 2010	3	1	33%	2	67%
FY 2010/2011	Summer 2010	0	0	0%	0	0%
	Fall 2010	2	0	0%	2	100%
	Spring 2011	1	1	100%	0	0%
FY 2011/2012	Summer 2011	1	0	0%	1	100%
	Fall 2011	3	1	33%	2	67%
	Spring 2012	2	1	50%	1	50%
FY 2012/2013	Summer 2012	0	0	0%	0	0%
	Fall 2012	3	0	0%	3	100%
	Spring 2013	2	0	0%	2	100%

Program Review - Web Development – CWDC Certificate
Full-time/Part-time Students

		Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
FY 2008/2009	Summer 2008	0	0	0%	0	0%
	Fall 2008	1	1	100%	0	0%
	Spring 2009	2	1	50%	1	50%
FY 2009/2010	Summer 2009	0	0	0%	0	0%
	Fall 2009	3	2	67%	1	33%
	Spring 2010	3	2	67%	1	33%
FY 2010/2011	Summer 2010	1	0	0%	1	100%
	Fall 2010	2	2	100%	0	0%
	Spring 2011	2	2	100%	0	0%
FY 2011/2012	Summer 2011	1	0	0%	1	100%
	Fall 2011	2	1	50%	1	50%
	Spring 2012	2	1	50%	1	50%
FY 2012/2013	Summer 2012	0	0	0%	0	0%
	Fall 2012	1	1	100%	0	0%
	Spring 2013	2	1	50%	1	50%

2.9 Age, Gender, Race

Program Review - Web Design and Multimedia – CAWM Degree
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	11	8	73%	3	27%
FY 2009/2010	11	6	55%	5	45%
FY 2010/2011	14	9	64%	5	36%
FY 2011/2012	15	10	67%	5	33%
FY 2012/2013	16	11	69%	5	31%

Cecil College
Program Review - Web Design and Multimedia – CAWM Degree
Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	11	2	18%	0	0%	0	0%	0	0%	9	82%	0	0%	0	0%
FY 2009/2010	11	1	9%	0	0%	0	0%	0	0%	10	91%	0	0%	0	0%
FY 2010/2011	14	3	21%	0	0%	0	0%	0	0%	11	79%	0	0%	0	0%
FY 2011/2012	15	4	27%	0	0%	0	0%	0	0%	10	67%	1	7%	0	0%
FY 2012/2013	16	3	19%	0	0%	0	0%	0	0%	12	75%	1	6%	0	0%

Cecil College
Program Review - Web Design and Multimedia – CAWM Degree
Students by Age

	Total Enrollment	Less than 25	% of Total	26 - 30	% of Total	31 - 40	% of Total	41 - 50	% of Total	51 & over	% of Total
FY 2008/2009	11	8	73%	1	9%	1	9%	0	0%	1	9%
FY 2009/2010	11	9	82%	1	9%	1	9%	0	0%	0	0%
FY 2010/2011	14	9	64%	1	7%	3	21%	0	0%	1	7%
FY 2011/2012	15	10	67%	0	0%	3	20%	1	7%	1	7%
FY 2012/2013	16	11	69%	0	0%	3	19%	0	0%	2	13%

Program Review - Web Development – CAWD Degree
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	3	2	67%	1	33%
FY 2009/2010	3	2	67%	1	33%
FY 2010/2011	6	2	33%	4	67%
FY 2011/2012	6	3	50%	3	50%
FY 2012/2013	7	4	57%	3	43%

Cecil College
Program Review - Web Development – CAWD Degree
Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	3	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%
FY 2009/2010	3	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%
FY 2010/2011	6	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%
FY 2011/2012	6	0	0%	0	0%	0	0%	0	0%	6	100%	0	0%	0	0%
FY 2012/2013	7	0	0%	0	0%	0	0%	0	0%	6	86%	1	14%	0	0%

Cecil College
Program Review - Web Development – CAWD Degree
Students by Age

	Total Enrollment	Less than 25	% of Total	26 - 30	% of Total	31 - 40	% of Total	41 - 50	% of Total	51 & over	% of Total
FY 2008/2009	3	2	67%	0	0%	1	33%	0	0%	0	0%
FY 2009/2010	3	2	67%	1	33%	0	0%	0	0%	0	0%
FY 2010/2011	6	2	33%	3	50%	0	0%	0	0%	1	17%
FY 2011/2012	6	2	33%	2	33%	1	17%	0	0%	1	17%
FY 2012/2013	7	3	43%	1	14%	2	29%	0	0%	1	14%

Program Review - Web Design and Multimedia – CDMC Certificate
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	6	4	67%	2	33%
FY 2009/2010	4	2	50%	2	50%
FY 2010/2011	2	0	0%	2	100%
FY 2011/2012	3	1	33%	2	67%
FY 2012/2013	3	1	33%	2	67%

Cecil College
Program Review - Web Design and Multimedia – CDMC Certificate
Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	6	0	0%	0	0%	0	0%	1	17%	5	83%	0	0%	0	0%
FY 2009/2010	4	0	0%	0	0%	0	0%	0	0%	4	100%	0	0%	0	0%
FY 2010/2011	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%
FY 2011/2012	3	1	33%	0	0%	0	0%	0	0%	2	67%	0	0%	0	0%
FY 2012/2013	3	0	0%	0	0%	0	0%	0	0%	3	100%	0	0%	0	0%

Cecil College
Program Review - Web Design and Multimedia – CDMC Certificate
Students by Age

	Total Enrollment	Less than 25	% of Total	26 - 30	% of Total	31 - 40	% of Total	41 - 50	% of Total	51 & over	% of Total
FY 2008/2009	6	4	67%	0	0%	1	17%	0	0%	1	17%
FY 2009/2010	4	1	25%	1	25%	0	0%	0	0%	2	50%
FY 2010/2011	2	1	50%	0	0%	0	0%	0	0%	1	50%
FY 2011/2012	3	1	33%	0	0%	1	33%	0	0%	1	33%
FY 2012/2013	3	2	67%	0	0%	0	0%	1	33%	0	0%

Program Review - Web Development – CWDC Certificate
Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2008/2009	2	1	50%	1	50%
FY 2009/2010	3	1	33%	2	67%
FY 2010/2011	2	1	50%	1	50%
FY 2011/2012	2	1	50%	1	50%
FY 2012/2013	2	1	50%	1	50%

Cecil College
Program Review - Web Development – CWDC Certificate
Students by Ethnicity

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Unknown	% of Total
FY 2008/2009	2	1	50%	0	0%	0	0%	0	0%	1	50%	0	0%	0	0%
FY 2009/2010	3	0	0%	0	0%	0	0%	0	0%	2	67%	0	0%	1	33%
FY 2010/2011	2	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	1	50%
FY 2011/2012	2	0	0%	0	0%	0	0%	0	0%	1	50%	0	0%	1	50%
FY 2012/2013	2	0	0%	0	0%	0	0%	0	0%	2	100%	0	0%	0	0%

Cecil College
Program Review - Web Development – CWDC Certificate
Students by Age

	Total Enrollment	Less than 25	% of Total	26 - 30	% of Total	31 - 40	% of Total	41 - 50	% of Total	51 & over	% of Total
FY 2008/2009	2	1	50%	0	0%	1	50%	0	0%	0	0%
FY 2009/2010	3	1	33%	1	33%	1	33%	0	0%	0	0%
FY 2010/2011	2	1	50%	0	0%	0	0%	1	50%	0	0%
FY 2011/2012	2	1	50%	0	0%	0	0%	1	50%	0	0%
FY 2012/2013	2	2	100%	0	0%	0	0%	0	0%	0	0%

3.0 General Education Objectives

- Indicate the degree to which the program under review demonstrates achievement of the following General Education Objectives:
  - Written communication
  - Oral communication
  - Scientific reasoning
  - Technological competence
  - Critical analysis and reasoning
  - Information literacy
  - Enhanced awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.

Written communication

As part of pre-production students are required to write documents describing the technical, aesthetic and emotional content of each of their sites.

Oral communication

Students present themselves and their work to class during critique sessions that consists of orally representing information about websites on a formal, contextual, and cultural level.

Scientific reasoning

In addition to the scientific reasoning students are exposed to in general education courses, students make scientific decisions about interface usability.

Technological competence

A high level of technology is used throughout the web program students use advanced computer software, programing and scanning equipment.

Critical analysis and reasoning

Students make critical decisions throughout the web design process. While creating sites, students consistently make decisions that use application, analysis, synthesis, evaluation, problem solving, decision-making, as well as creative thinking metacognition and productive habits of the mind.

Information literacy

During the web design process, students obtain information to critically evaluate relevance and learned information to solve problems and answer questions. They must use information legally and ethically.

Enhanced awareness of ethics, cultural diversity, artistic expression, health and wellness issues, and the physical and social environment.
Through designing different sites throughout their various courses students are exposed to a great number of cultural, ethical, and artistic situations. In particular making websites that are ADA compliant and culturally aware.

3.1 Program Strengths
The review of program strengths must not be limited to statistical data, but should include information from other sources, such as student learning outcomes, assessment data, (course level assessments) evaluations, recommendations from accreditation reports, and data from student surveys.

- Up to date software and technology. Focus on web design with degrees.
- Our program provides students with considerable hands-on learning opportunities.
- Small class sizes. With an average of 14 students each per class, students receive firsthand experience with equipment and one-on-one time with instructors.
- The web program has an excellent reputation as a program that produces students who are both creative and technically skilled.
- Adjuncts are experienced professionals working in the field of web design.

3.2 Program Weaknesses
The review of program weaknesses must not be limited to statistical data, but should include information from other sources, such as student learning outcomes assessment data, (course level assessments) evaluations and recommendations from accreditation reports, and data from student surveys

- **Facilities**
Facilities space is now a major issue affecting the Visual Communications Program. Several years ago the college master plan identified a need to move our program to the technology building for increased visibility and additional space. That move continues to be delayed further and further into the future. If we are to remain in our current location for a few more years, some renovations are needed.
- **Budget**
A change in the way we purchase and repair computers has significantly impacted the ability of our lab manager to efficiently maintain the computers in our lab. It may potentially erode our overall budget by losing funds from our academic programs budget to the IT budget.

• **Staffing**

There has been a major change in the way we staff our lab due to the Affordable Care Act. We have to schedule more part time workers for fewer hours and have had to move skilled adjuncts out of lab staff time. The result is a greater number of less skilled staff who may not always be best equipped to help students with web design.

Due to not having a full time web person on staff there is some lack of continuity between courses within the degree. Some of the courses need to be updated to meet current industry standards.

3.3 Program Opportunities
Provide information as to how the program might be expanded to address the needs of students.

☐ Develop additional articulation agreements with four-year institutions.
☐ Re-evaluate technology to bring current industry standards into the classroom.
☐ Explore new technologies.
☐ Better market career path opportunities for this degree program.

3.4 Program Threats
Provide information regarding any threats to student enrollment such as historically low enrollments; lack of qualified adjuncts, budget, etc.

There are a number of threats to this program
• A change in the way we purchase and repair computers has significantly impacted the ability of our lab manager to efficiently maintain the computers in our lab. It may potentially erode our overall budget by losing funds from our academic programs budget to the IT budget.
• Lack of funding for qualified lab support and a constantly changing curriculum make this a very difficult program to maintain.
• Maintaining sufficient and skilled lab staff and hours is also imperative to make sure that students are getting the hands-on tutorial support they need to learn this complex software and equipment.
• Competition from other schools in the area. Many local schools have added web programs in adjacent counties and states.

4.0 Other Program Information

Advisory Council/Board

Has an Advisory Board been established for the program?
If yes, describe the membership, frequency of meetings and meeting objectives. Also, include a copy of the most recent meeting minutes.
If no, explain why not.

4.1 Advisory Board

The visual communications program does maintain an advisory board that consists of a group of working professionals and instructors from other visual communications programs in the region. This advisory board meets once a year as a group and then as needed with individual members. The group consists of:

Member	Occupation	Contact Information
Barry Gorrell	Lab manager/faculty Cecil college visual communications program	410-642-6682 bgorrell@cecil.edu 1447 Clayton St. Perryville, MD 21903
Adam Jacono	M.F.A. East Carolina University B.F.A. Photography, Kutztown University of Pennsylvania	Adam Jacono 370 Walnut Lane North East MD 21901 jaco2921@cecil.edu 410-287-1000 x.314 adamjacono.com
Richard Meagher	Masters Information Technology and Software Development - RIT	richard.meagher@verizon.net
Jerry Arnold	Freelance Graphic Designer	443-528-7895 3110 Tucker Road, Street, Maryland 21154
Kevin Seldomridge	BA UMUC Computer Science **Senior software engineer Lockheed Martin**	410-398-1399 700 Heritage Lane / Apt. D Bel Air, MD 21014
Greg Newswanger	B.S Game Design & Art (Art Institute of Pittsburgh)	410-642-2761 168 Chestnut Pt. Rd. Perryville MD 21903
Jane Clark	Owner Teacaticka Design	

4.2 Adequacy of Available Technology
Provide an assessment of the technology assets available to support this program.

Technology is a constant battle within the web program current funding does not allow for investment in new technology and maintaining current equipment. We are routinely forced to choose between replacing outdated equipment and investing in new technologies.

4.3 Adequacy of Facilities
Provide an assessment of the facilities available to support this program.

The college's Master Plan established that the Visual Communications Program should move out of the Arts and Science building's basement. The program was to be relocated to the first and second floor of the technology building providing more space. This Increase in space and visibility is necessary because of the expanded growth of the program over the last five years. This move has not taken place and the current facilities are not adequate to contain the expanding program. There is a need for more storage space, studio space, and classroom space. It was also discussed that the visual communications program needs to be more visible, not hidden away in the basement of the arts and science building.

4.4 Articulation Agreements

Cecil College Degree	Partner College/University	Effective date of the Articulation Agreement	Current status of the Articulation Agreement
Visual Communications / Web design option.	Wilmington University	2004	Continued

5.0 Program Goals and Objectives
Provide a summary of the status of goals and objectives provided in the previous Program Review.

  • *Explore developing more on-line learning, including pod casts.*
  VCP Notes was created to support online course support.

• Explore articulations/cohort VCP bachelor degrees taught at least partially at CC with WU, UB, and UMBC. A meeting with WU is scheduled for this semester. Enthusiasm from individual program leaders is high but movement from administration at these schools is slow and sometimes unsupportive.
• Update marketing materials with graduates' success stories.
Not done.

Provide program goals and objectives for the next five years using the chart provided below.

Goal(s)	Timetable	Required Resources	Obstacles to Completion (if any)
Leadership (Mentor new full time web faculty member to utilize their expertise.) **Update** (Review courses and programs to make sure they are reflecting industry standards) **Expand** (increase recruitment efforts)	1-4 Years (2015-2018)	Time to complete	state wide shrinking enrollment

6.0 Recommendations

Provide your recommendations for the program. Should it be expanded, eliminated, retain as is, etc.
What can be done to make the program more meaningful to the students or to meet the needs of business/industry and the local economy?

• Return computer repair and replacement control to VCP lab manager, recent changes in policy have made it difficult to replace computers.

• Increase Lab Staff budget so we can hire more qualified staff. Alternatively and more effectively, turn the part time positions into a full time position so we can hire a qualified lab assistant.

• Move the visual communications program to the first and second-floor of the technology building as described in the master plan. To provide the much needed space and visibility.

• Have full time web faculty revaluate web curriculum and update.

• Develop a stronger tie to the surrounding community, and working professionals to allow for greater student notoriety, job placement, and events.
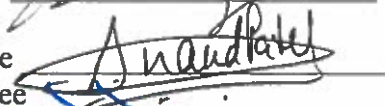
Approvals

Signature of Division Chair   Date 7-10-14

Signature of the Chair of the   Date 7-11-14
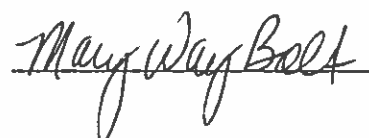Academic Affairs Committee

Signature of the Dean of   Date 7-15-14
Academic Programs

Signature of the Chief   Date 7/22/14
Academic Officer