

**Minutes of the Web Development Program
Advisory Committee Meeting: Fall 2024**

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Date: September 26, 2024

Time: 3:00pm (Pacific time)

Place: Online conference via Zoom; Zoom Meeting ID is: 698 266 936;
<https://santarosa-edu.zoom.us/j/698266936>; telephone dial-in: +1 669 900 6833.

Members in Attendance:

- Brian Kreck
- Terri Gutierrez
- Ellen Lanzone (proxy for Cole Lewis)

Members Absent:

- Cole Lewis
- Wyatt Williams

Faculty, Staff, and Administrators in Attendance:

- Mackenzie Galindo
- Megan Rhodes
- Rachel Smith
- Ethan Wilde

Was there a quorum?

- Yes



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Transcript:

Ethan Wilde:

Welcome everybody. It's our annual web Industry Advisory meeting for the Santa Rosa Junior College Web Development program. I'm going to go ahead and call the meeting to order. We've got our standard kind of agenda outline. You should have received a copy of the agenda. And copy of the minutes the members of the committee previously. Our committee is got a new member who's not currently in attendance. But I want to go ahead and welcome our members in attendance, Teresa Gutierrez, and Brian Kreck, and we have Ellen Lanzone, our proxy today for Cole Lewis. I had expected our new member, Wyatt Williams might be able to join us today, based on previous correspondence. But I imagine something is capturing Wyatt's attention right now. It's keeping him from us. I'm the program coordinator, Ethan. I'm glad to be back with you all, and happy to give everybody here a moment to acknowledge. We have a number of other Santa Rosa Junior College colleagues of mine joining us today: Rachel Smith, Megan Rhodes, and Mackenzie Galindo. You'll see in our participant panel that they are here as our special guests. I would be happy if any or all of you would like to say "Hello" and let the advisory members know what you do at the JC. I will give you all a moment. Whoever wants to go first can unmute.

Brian Kreck:

Thank you. My name is Brian Kreck. I have a small design agency. We've been in business for 25 years now. Maybe even a little bit longer. and essentially have staff scattered now around the country since Covid. We had an office down off the airport business park. and have since shut it down and essentially have about 300 clients all told, a good amount in the wine, industry, or hospitality industry about half in other industries.

Ethan Wilde:

Brian is one of our longest serving members of the committee, and I'm very grateful to him for being a big supporter of our program. Thanks for being here. Brian.

Brian Kreck:

It's nice to see Wyatt signed up. I've worked with him before.

Ethan Wilde:

I was wondering if you might know him. Well, hopefully, we'll get him to one of these meetings soon.



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Brian Kreck:

Sounds good.

Megan Rhodes:

I work at the JC, I'm Megan Rhodes. I'm a job developer. I'm sort of a connection between employers and students and I always come to career fairs, but it's especially exciting, because I have a career fair coming up that you guys might be interested in. But I'll give you details on that later.

Ethan Wilde:

Welcome, Megan. Glad to have you here. Glad you're going to be able to talk about the fair that's coming up Mackenzie or Rachel. Did you want to introduce yourselves at all? You're welcome to.

Mackenzie Galindo:

Yeah, I can chime in. I'm a career counselor at SRJC, so I meet directly with students who are interested in this program and help connect them with employers in the community as well.

Ethan Wilde:

Glad that you're here with us. Thanks for being here.

Rachel Smith:

Hello! All thanks for taking the time to meet with us today. My name is Rachel Smith. I'm over in Career Education. I am one of your Career Ed reps today. If there are any questions specific to grant funding, I can help with that.

Ethan Wilde:

Rachel is a big supporter and has helped the web program stay in business, so to speak, as a Career Ed program. Thank you, Rachel, for coming and being here. Did you want to say "Hello," Terri?



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Terri Gutierrez:

Yes. I was just going to pop in. Hi, everyone. I'm Terri Gutierrez. I work at the Santa Rosa Junior College. I am the web design specialist there. I build new sites for the various departments, and provide support, training, and troubleshooting.

Ethan Wilde:

Thanks for being here, Terri. Terri's also an alum of our program. So it's great to have somebody working in the field on campus. I shared with the members of the committee that last year's meeting minutes. At this point in the agenda, I'm going to ask for a motion to approve the minutes.

Brian Kreck:

I have one small adjustment. It's not that big of a deal, I think.

Ethan Wilde:

Oh, good! Thank you.

Brian Kreck:

Yeah, no problem. You just don't have anyone down from the college's attendance, and I think you were there at the very minimum. But other than that, I would move to approve with those corrections.

Ethan Wilde:

Thank you for catching that, Brian. Do we have a second motion for approving the modified minutes with Brian's correction?

Terri Gutierrez:

I second that.



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Ethan Wilde:

Thank you, Terri. Anybody opposed? I'll take that there are zero votes against as a sign of affirmation. Thank you for that correction, Brian. I'll make a note to add that in there. I definitely was there. I'm pretty sure I remember being there.

Brian Kreck:

You have our vote. I think we remember, too.

Ethan Wilde:

This is a moment for any announcements from anybody in attendance today. By the way, I just have one to share, which is that our studio class that runs every spring has client applications open now for small nonprofits to get help with their web or mobile projects. So that's something I'm always pleased to announce. But I think this might be a good time, Megan, to share news about your job fair, if you don't mind.

Megan Rhodes:

I would love to, thank you. We are planning a career fair on November 7 that is geared towards employers related to business services and computer studies. We would love any employers who are in attendance, if they want to participate. We'd love for them to sign up, and then also for faculty. If faculty could make any effort to encourage attendance, maybe make it an assignment or extra credit that would be great. I'm talking to Michael McKeever about coming to a program meeting, but if you even have other meetings for me to attend to, spread the word, I would be happy to do so. I'm going to put the link and my contact information in the chat. If anyone has any questions or wants to check it out, they can do so.

Ethan Wilde:

Great. Thank you, Megan, for all the work to make that event happen. I hope we'll be able to send some more folks, employers and students, your way. I'm glad to hear you're going to come to our department meeting, too, through Michael. That's great.

Megan Rhodes:

Fabulous! Thanks for having me here.

Ethan Wilde:

Wonderful! Any other announcements anybody like to share? I have a slot here for public comments. I guess this is a public meeting. I never thought about that word public before, and I've done these for a number of years now. But I guess it's just another chance for anybody here to say something. Any comments?

We do have some new topics that we'll get to talk about in a moment. The new items I have to bring to the Advisory's attention for consideration and recommendations about what we do are 2 new things, plus one update on what we all talked about last year.

The Graphic Design program at Santa Rosa Junior College is part of the Computer Studies department, the same department our program resides in. Graphic Design has had some recent new faculty join. Those new faculty members and some of the other faculty members in Graphic Design would like to bring back a Web Design pathway at SRJC. I been in discussion with them, and we have worked to revive what used to be an active pathway at the JC.

I would like to share some larger context for the revival of the Web Design pathway. There are currently some constraints on our ability to offer new classes right now at SRJC. This is, of course, related to money and funding. So the conversations with Graphic Design and myself, representing the Web Development program, have focused on how we can build something that would suit design-oriented students who want to work in the field of Web with our existing curriculum, to avoid adding new classes, and to synergize our existing offerings.

We also have a second new certificate to consider, but "new" is a strong word to use for it, since it is really just a new way to offer our existing entry-level certificate. Our Web and Mobile Front-End Development certificate is a three-course nine-unit pathway. It includes an introduction to HTML, CSS, and JavaScript, as well as visual design, interaction design, and some introductory experience with user experience. Students can then pursue more advanced pathways after that foundational certificate. To date, all of our certificates and all of our classes in our program have always been offered as college credit courses. This means that students earn college credit, and get a transcript with a letter grade that becomes of part of their higher education record.

Recently, the State has authorized community colleges to offer some of our career courses in a noncredit, zero cost, form. We now have an opportunity to mirror – build an analog parallel version – of Web and Mobile Front-End Development certificate as a free noncredit offering. That's got some interesting potential for serving some of our Sonoma County students in a different way, likely in a better way for some special audiences.

Finally, I have a brief update on the Mobile Application pathway we discussed, worked on together, and approved in our last meeting. That pathway is right now being postponed for launch, due to the same budget issues I mentioned. We're not adding new courses to our department offerings, because otherwise we have to cut something existing, because there's no opportunity to add more dollars for more teaching time. Therefore, the Mobile Application pathway has been included in a bigger department curriculum review plan that might take another year to resolve before we could start offering it.

Moving back the two new pathways, first let's look at the Web Design pathway. At its heart is the idea of marrying appropriate graphic design and web courses together. I have on the screen right now the draft of the curricular outline, with a course requirement set that was developed between myself and faculty in the graphic design program. It marries together introductory knowledge to both fields. In the first semester, with our existing GD 51 class giving introductory foundational knowledge of graphic design in the same semester that students might take our 1st web development course CS 50A. The graphic design knowledge builds in the second semester with our dedicated user experience, UX, class GD 90, while they're also taking our second web development semester CS 50B, which also introduces UX concepts, so there's some synergy there. In what would be a three-semester sequence, our final sequence includes the third web development course CS 50C along with our team-based Web Projects studio class CS 50.33. The Web Projects class is where they get to be a designer on a project on a student team working for some nonprofit. There's also a selection of electives that you'll notice are exclusively from the Graphic Design program to try and balance out the instructional units across the two disciplines. You'll see that in the first two semesters we have kind of parallel offerings for the students to learn graphic design and web, then in the third semester a focus on the web projects class and the conclusion of the Web development cycle. Students would take those electives in their second or third semester of their sequence.

Does anybody have any recommendations about how we might tweak this curriculum or questions about whether this would even be good for students to pursue this if they're looking to work in the field?

Terri Gutierrez:

I think this is great that you're bringing back this program. I think user experience is very important. I think it's awesome. I'll probably actually take that class.

Ethan Wilde:

The GD 90 class is getting revitalized right now. I think it's going to turn out to be a great class. We just got a new tenure track faculty member in computer studies, Kendra Morning. She brings some really deep industry experience from working in UX and so I'm excited. She's teaching the GD 90 section this semester and has been thinking about how to enhance and update it. I'm excited about that. Thanks for that feedback, Terri. Any other thoughts from anybody?

Brian Kreck:

I'll just throw in a couple of comments here. I think that it all looks great. I would say that looking into the future, I could see a class which is really non-programming and almost maybe even just a higher-



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level class like the user experience, typography, color theory, all that stuff. But the day is going to come here, sooner rather than later, where we probably don't need people who can write HTML or JavaScript. I mean, that's going to happen. What I am finding is that there is still an important skill set of taking information and organizing it, and knowing how to interact with clients. I mean, clients don't know what information to put on the website. They need this a process where you inspire them, prompt them, give them homework, and have a back and forth. For example, teach them how to get photography done, and a hundred other things. It's an important skill set that that we do need.

Ethan Wilde:

That's a great point, Brian. Let's have Mackenzie offer her perspective, and then I'll try to share something about what you were saying, Brian. Go ahead, Mackenzie.

Mackenzie Galindo:

Oh, you can go first, Ethan, if it's right off what Brian was saying, absolutely.

Ethan Wilde:

I'll try and keep it short, because I'd love to hear from you.

I wanted to say that you're right, Brian. The Web Projects class, CS 50.33, is the real-world studio class where those important skills you shared get introduced in our program, because students are really working with clients. That class is included in this Web Design curriculum. Go ahead, Mackenzie.

Mackenzie Galindo:

I was just going to ask if the person completing this pathway would end up being a freelancer? How likely is it for them to get you know a regular W-2 position? If it's not very common, would it be helpful to have electives from entrepreneurship?

Ethan Wilde:

Great question. Great suggestion for elective additions, too. I like what you're suggesting. I think the answer might be conditioned on what radius you cast for employability in the region. Looking at LMI data, I think there's more W-2 positions in the greater Bay Area than in the Northern Bay Area. I think you're very right. I think our program alum have demonstrated a propensity and success in freelancing. It is a good way to work locally for a lot of students who come out of our program. I'm encouraged by your suggestion. I will take that up and revise this elective grid to address the idea of preparing them to put their own shingle out, so to speak.

Mackenzie Galindo:

Awesome, and if you need ideas, let me know. I don't know if anyone has the answer to this question. I just had this question from a student: "How AI might impact these particular programs?" I don't know how to answer that.

Ethan Wilde:

There's a lot of opinions that you can find online with different people's perspective on that. I think one of the reassuring things most people say is that clients often don't really know what they need. There will still be human-to-human relationships necessary to help clients understand better what they need before AI can do it for them. I'm not entirely sure how quickly things will change in the industry myself. If you look at the large, high-profile companies that announced layoffs like the FAANG group – Google and Apple and Meta and people like that – they're shifting a huge amount of their corporate resources into AI research and development and away from paying salaries. There are definitely some correlations between layoffs in tech and the decisions about where money is spent in some of those larger organizations. Most people locally, from the reports of our program alum, are hiring freelance web developers and web designers to build their independent business websites and things like that. We'll see what happens. I appreciate everybody's comments on this.

I'd like to incorporate into the group's consideration this evening the additions that Mackenzie suggested: some foundational course or courses from our entrepreneurship, our e-ship program. With the consideration included to amend the outline here, I hope to ask everybody for a vote. We have three voting members here tonight, Brian, Terri, and Ellen, our proxy for Cole tonight.

Could I ask somebody to make a motion to oh, excuse me, I'm out of order. I apologize. We don't vote yet. I have to look at my agenda. Apologies! We'll come back to the idea of voting on this after we talk about the other new business.

This next new offering is unusual for me. This is my ninth year at SRJC. Before I came to here, I was a part-time professor in the graduate Web and New Media program at Academy of Art University in San Francisco. Everywhere I've taught before had programs built around college credit-earning studies and coursework. It's been a revelation – brought to me by my Dean and some state level community college documents and meeting materials that he shared with me – that it's possible for us to offer some of our programs without cost.

Our Web and Mobile Front-End Development certificate is a perfect candidate for noncredit because it is only three courses. The State has budgets for the community college system to offer people who aren't regular college students – who don't care about college credit and who might otherwise not be able to afford the cost that we charge for our units – noncredit version of existing courses bundled as a noncredit certificate. In one classroom, there may be students in the classroom who are both regular credit-earning students as well as noncredit students. Both would be taking the same curriculum and be



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evaluated in the same manner. The noncredit students are expected to more likely be working professionals, people who want to do career building and add skills.

In addition, there are some special audiences to be served by the noncredit offering. I want to do a little personal spotlight on this for a moment, because it was really something that moved me to want to do this. The most important thing to remember is that this is a zero-cost opportunity for people in our community to take these classes.

Last year at the graduation activities in the football field on the Santa Rosa campus, one of our students – Josy Mendez – graduated with an Associates of Science degree from our program's Web Full-Stack Development pathway. I was sitting there with all my faculty colleagues in the chairs where they seat us, behind the students who are receiving their diplomas. Dr. Angelica Garcia, the president of our school was up at the podium, and she's talking. Suddenly, she calls out Josy! Dr. Garcia announces to the entire audience that Josy Mendez is the first person to ever graduate with a degree from SRJC while they were in Juvenile Hall. It was really a moving experience for me. I knew that she had been incarcerated. I have a number of incarcerated students in my classes. It's one of the advantages of having the online modality for our classes that people who would never otherwise be able to attend the class in person can enroll in it. This is the same with high school students. Josy is now going off to a four-year school. She got accepted to Cal State Fullerton with a scholarship. And she's getting a computer science degree. She is a very real example of the special audiences who need access to what we can offer without the ordinary hurdles. It was very difficult for Josy to enroll in the classes, making sure that they got paid for, and so on, and so forth.

The noncredit pathway is a chance to reach some special audiences. I spoke to my colleagues at the JC who work in the Second Chance program, which is the outreach we have to people who are incarcerated and formerly incarcerated. She let me know that this new no-cost pathway to get web skills would be extremely desirable if we could offer it to people who just got out of jail. They often have very limited financial resources, and just coming up with the money we charge for our credit classes can be a challenge. There are some special audiences that this noncredit certificate would reach. That is really important for everybody to know. Otherwise, it's the same program we already have but without college credits and without the cost. I'm hoping people will be able to support this when we get to the action item vote. I will also happily take any comments or suggestions about this as well.

Brian Kreck:

Definitely sounds good to me.

Ethan Wilde:

Thank you, Brian.

I think there's a lot of people in our community who want to advance their skills, and maybe get a local job or freelance.



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So there are these two new things. I'd like to ask the voting members of our advisory group to consider, allowing us to move forward with the Web Design pathway, with the modifications that I have captured in the transcript. Would anybody be willing to make a motion to approve the Web Design certificate, and degree pathway?

Terri Gutierrez:

I make a motion to approve.

Ethan Wilde:

Thank you, Terri. Can I ask for a second?

Brian Kreck:

I second.

Ethan Wilde:

Thank you, Brian. Any opposition to that? None noted. Thank you.

Now, on to the noncredit courses and certificate as another way to offer our existing three-course front end certificate. Could I ask again for a motion for somebody to approve our pursuit of the noncredit Web and Mobile Front-End Development certificate?

Terri Gutierrez:

I make a motion to approve.

Ethan Wilde:

Thank you. Terri.

Brian Kreck:

I second.



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Ethan Wilde:

Thank you, Brian. Any opposition to that? None noted. Thank you for supporting our pursuit of trying to keep our curriculum evolving. I don't have any other business.

We'll come back next year! I'm extremely grateful to people's participation. Thanks to this committee's advisory members and SRJC colleagues for taking the time out of your busy schedules to be here and help our students. Thank you, everybody, for the good ideas that were shared. I will certainly get the Web Design pathway plan augmented with the suggestions today and I'll be in touch with everybody. I hope you all have a great fall and a cozy winter. Let's hope we have the right amount of rain. All right, everybody take care.

Brian Kreck:

Thank you all very much.

Terri Gutierrez:

Thank you, Ethan. Take care.

Megan Rhodes:

Thank you.