

# 2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: WEB DESIGN - AAS-T DEGREE CERTIFICATE

DATE: 1 FEBRUARY 2008

**DEMONSTRATION OF LEARNING:** *What assignments or projects demonstrate student learning outcomes are achieved?*

*[Note: evidence of learning contained in Assessment methods and Findings sections.]*

Web Design students complete the program prepared to become independent free lance designers or employees of a firm in which they play a supporting role in web design. The program develops students' basic skills in web design through a series of courses that teach all facets of web design. In some cases the Web Design students work collaboratively with Web Development students. Each course requires a final project that implements the course outcomes and goals. The projects recreate real world web design tasks and projects and result in hands-on application of the theory and skills taught in each class. Student work is evaluated for completeness, complexity, presentation and timeliness. Key projects in the program include:

- WEB 105 (Working on a web team) this course is effectively a crash course in how to run your own business. Students interview a client and go through the steps of designing a website to client specifications. Students learn project management skills with an emphasis on the communications aspect of the project.
- WEB 112 (Typography for the Web) - Students create a professional quality logo to be posted on a website.
- WEB 110/120 (Web Authoring I & 2) - Students develop web skills using HTML and CSS.
- WEB 200 (Theory of Web Design) and ITC 200 (User Interface Design) ask students to do the work of investigating a client's needs and use that information to create a web page to the client's specification. The projects include the planning and paper work that define business goals, describes user needs, and turns that information into a successful website. The tasks lead students through the project development continuum. The curriculum and assignments are turned into a case study & presented to the employer.
- WEB 205 - Career Strategies - Students learn how to create resume, cover letter, develop contacts, network, contact agencies, and they create portfolio website.
- WEB 210 (Advanced Web Design) - Students collaborate with Web Development students (ITC 210) to complete live-client projects. Students gain teamwork skills as they are paired with Web Developers. Students are evaluated both by faculty and client.
- ITC 197 (Work Experience) - Student projects are self directed by the students. Each student develops a position in industry or finds a client project. The student begins by interviewing the client, and then develops the interface. The project demonstrates students' skill in the design and management of the project, using time sheet that logs hours spent on the tasks associated with the project as well as the final product. The final product demonstrates their skill using XHTML, CSS, Adobe Photoshop & Adobe Illustrator, JavaScript and PHP. A Faculty advisor provides support and feedback and the student is also evaluated by the client or employer who signs off on an evaluation form.
- ITC 285 (Capstone Project) - Students develop and complete a project that brings together all they have learned in the program. The project represents the culmination of learning and demonstrates skills and is intended to be used as a portfolio piece for potential employers. Student projects are evaluated for completeness, complexity, presentation and

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timeliness. The following example includes most of the key products that result from the program courses:  
<http://debbielouie.com/portfolio.php>

## **EXTERNAL EVIDENCE?** *Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?*

- Post graduate (alumni) surveys and anecdotal alumni feedback demonstrate learning for program outcomes as they detail how the skills students learned at Seattle Central Community College are being applied in the work place. Current students are surveyed twice per year.
- Anecdotal evidence can be retrieved from LinkedIn.com. Students post resumes and ask faculty for references. Faculty can see current employment status and contact information for former students. [ <http://www.linkedin.com/> ]
- The Technical Advisory Committee offers feedback on current course offerings and program learning outcomes, making recommendations of changes needed. Committee members stress modeling real world experience and professional certifications. In 2005 the TAC prepared a white paper on "The Future of IT" to build a case for IT program support.
- The Northwest Center for Emerging Technologies and the Washington State Board's IT Center for Excellence provide data for industry and employment trends.
- Curriculum Review Committee: The IT Programs were reviewed collectively in Fall 2007. They were commended for the collaborative relationships between the programs and for frequent curriculum revisions to reflect changes in hardware and software.
- Students receive internship feedback from external clients through internship assignments.

## **FINDINGS:** *What have you learned from your outcomes assessment activities?*

- Students lack programming fundamental background to succeed well in WEB 150 (JavaScript).
- Alumni surveys and call backs give evidence that students are well prepared for entry level employment in the IT industry.
- Industry expectations of high levels of skill in many areas.
- The Curriculum Review report documents that faculty substantially rewrote the curriculum over the last year in response to the TAC's "White Paper on the Future of IT." The curriculum is frequently updated to reflect changes in standard software, hardware and protocols.
- Pre- and post-testing in program courses and student self-assessment would provide helpful information for curriculum development.
- Introductory courses open to all might draw new students into the IT programs.
- Since the 2005 PAVS report, program enrollments have been climbing. The IT programs have been recruiting non-

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traditional students, including high school girls and the IBEST program.

- Need to teach project management skills - WEB 105
- Students are getting jobs and making \$60,000 - 70,000 a year

## **ACTIONS TAKEN:** *What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?*

- Removed JAVA 2 course because it was not web oriented.
- 2006: created MIC 102 Programming Fundamentals course that is meant to supplement programming concepts in WEB 150 JavaScript.
- 2007: Previously, we required 2-3 courses specifically ITC 134/140/136 but found many students had vast work experience in one or more of the courses and we'd do many substitutions. We implemented a "core" set of courses to replace the prior ones where students can choose from 5 courses ITC 134 Operating Systems/136 Unix/140 Intro to Hardware/150 Intro to Security or NET 120 Network Essentials knowing students are aware of their own knowledge gaps and can choose which need filling. This core is called "Restricted IT Elective" and IT programs vary from requiring 1-3 of those electives.
- Spring 2007 - ITC 210 has been created to couple with WEB 210 where teams are made across both courses to accomplish a real-client, project-based course made up of all components of this arena. Teams will have the skill sets to accomplish functional and design requirements of specific clients in the non-profit arena.

## **ACTIONS PLANNED:** *What program changes or new assessment activities are you planning for next year?*

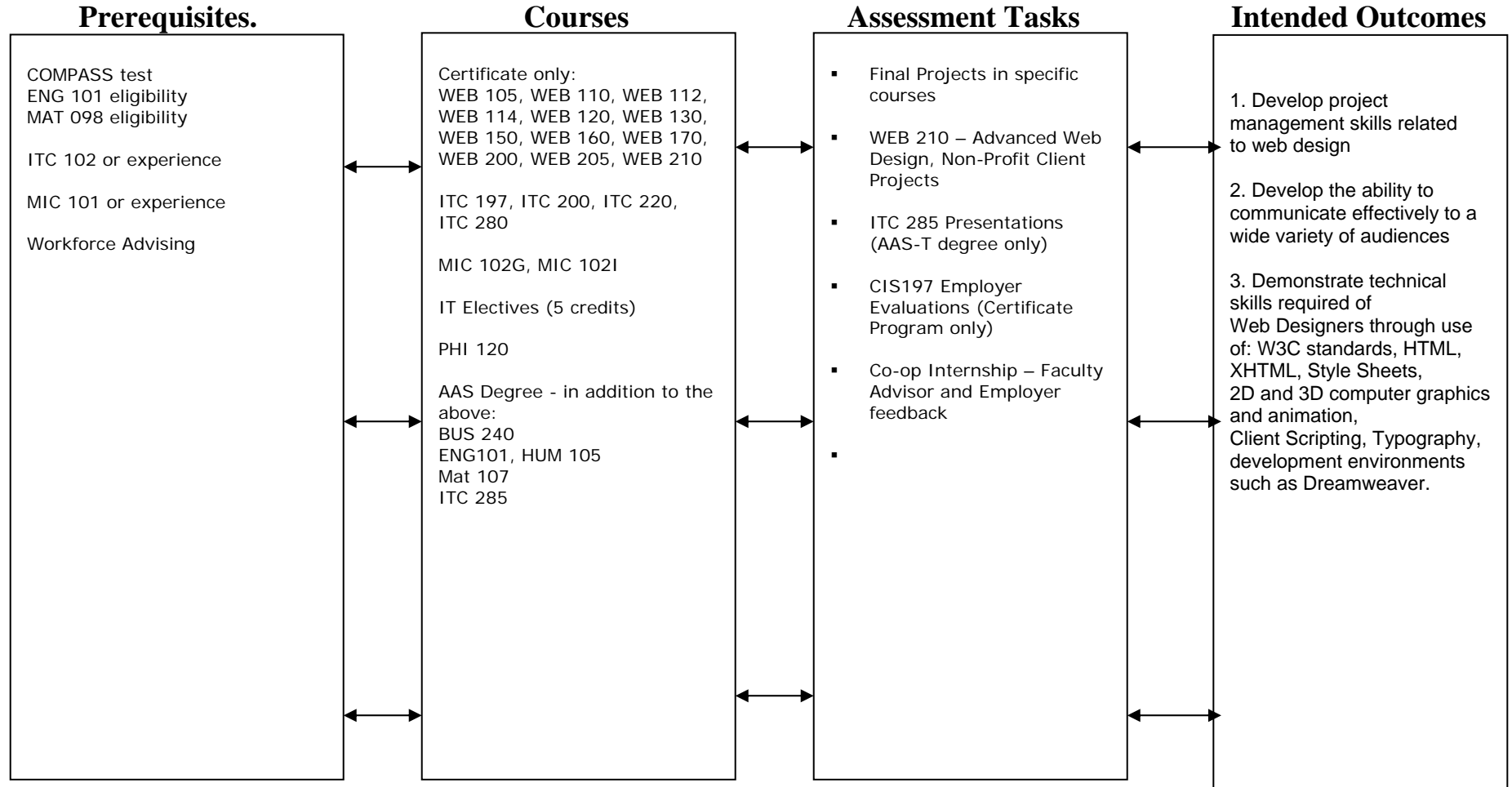
- Analyze MIC 102G and WEB 150 Javascript to develop a Javascript course specific to designers' needs course surveys for needed curriculum revisions
- Implement program entrance/exit surveys
- Develop course pre/post surveys

Program Name:

**Web Design – AAS-T Degree & Certificate**

Revised 14, April, 2008

**Theme(s):** Expertise in Web Design, color/layout and usability theory, customer or employee service, problem solving and communication.  
**Program Role:** Prepare students to work in business, public sector and IT environments designing and maintaining web sites.



*What must students understand to demonstrate the intended outcome?*

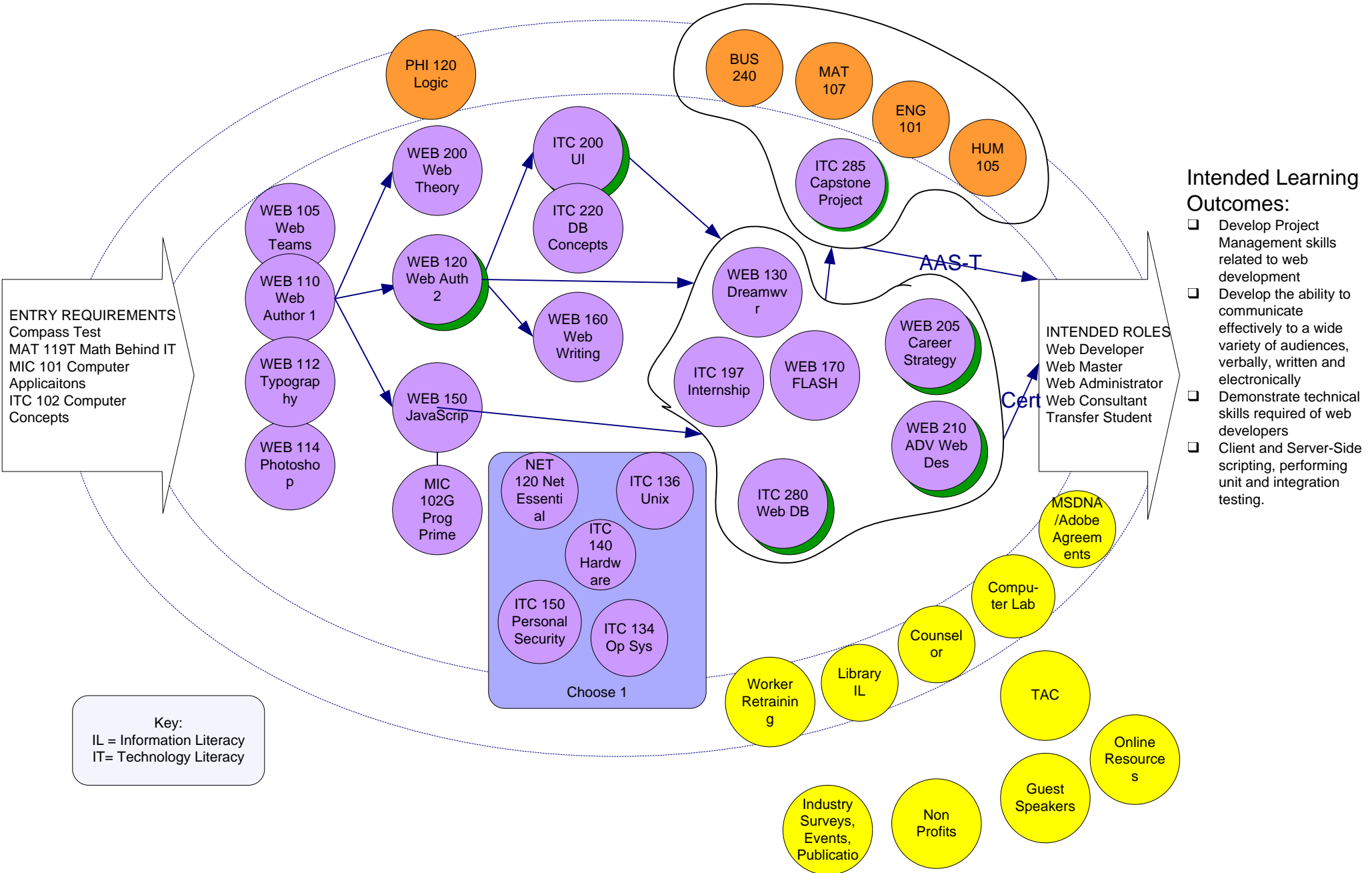
*What skills must students master to demonstrate the intended outcome?*

*What will students do in here to demonstrate evidence of the outcome?*

*What do students need to be able to DO “out there” that we’re responsible for “in here”??*

# Program: Web Design AAS-T Degree & Certificate

Snapshot on: 4, February 2008



## Program Assessment Inventory

Program: Web Design – AAS-T and Certificate

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

	<i>Early program</i>	<i>Mid program</i>	<i>End of program</i>
<b><i>Students are prepared to learn (prerequisites)</i></b>			
ASSET test scores			
COMPASS test scores	X		
SLEP test scores	X		
ITC 102 Computer Concepts or Demonstrated Computer Experience	X		
MIC 101 Microsoft Office or Demonstrated MS Office Skills	X		
<b><i>Students are assessed as they move through the program</i></b>			
Competencies assessment (By Course)	<i>quarterly</i>		
Internship feedback			X
Pre-Mid-Post assessment (N/A)			
Service Learning experience feedback (N/A)			
Student course evaluations	<i>quarterly</i>		
Student focus groups			X
Student grades	<i>quarterly</i>		
Student interviews (N/A)			
Student self assessment (N/A)			
Student surveys			X
<b><i>Students are assessed as they complete the program</i></b>			
Completion statistics			
Capstone projects			X
Graduation statistics			
Portfolios			X
Presentations	X	X	X
<b><i>External assessment data is collected</i></b>			
Transfer rates			<i>by college</i>
Employer surveys			
Technical Advisory Committee	<i>meets quarterly</i>		
License certification success rates			<i>by college</i>
Performance in 4 year programs			
Employment rates			
Salary statistics			
Survey of former students			
Other?			

## **Web Design – AAS-T and Certificate – Learning Outcomes**

1. Develop project management skills related to web design, such as:
  - Gather data to identify customer requirements.
  - Develop and present design specifications and concept alternatives.
  - Create and refine preliminary design mockup.
  - Plan and coordinate customer acceptance testing.
  - Plan rollout.
2. Develop the ability to communicate effectively to a wide variety of audiences, verbally, in writing and electronically by:
  - Documenting application/site changes.
  - Recommending web site improvements.
  - Creating or adapting web site content.
  - Updating web page content, integrating customer feedback.
  - Developing and implementing usability testing.
3. Demonstrate technical skills required of Web Designers through use of W3C standards, HTML, XHTML, Style Sheets, 2D and 3D computer graphics and animation, Client Scripting, Typography, and development environments such as Dreamweaver, Databases.

**AAS-T** degree outcomes include those of the Web Design certificate as well as the following general course outcomes:

1. Demonstrate the ability to communicate effectively in various formats including written documentation, email, spoken word and address communication to an audience of differing knowledge and listening levels by utilizing appropriate terminology, schematics, electronic presentation and technical documentation; as taught in ENG 101 Composition and ENG 106 Technical Writing.
2. Demonstrate computational and problem solving skills as applied to the computing industry; as exemplified in MAT 107 Math Applications or MAT 116 Math, A Practical Art.
3. Demonstrate knowledge of human relations and team work as applied to the work environment of information technology industry in America and around the world; as taught in BUS 140 Customer relations, ITC 197 Internship.