

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Web Design and Development	115	WEB 115 02/21/2019-Interface Design I
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts	Kelley Gottschang
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Create and manipulate graphic elements to create basic Web pages focusing on masthead, navigation and content development.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections from two semesters
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 70% of students will score 75% or higher

- Who will score and analyze the data: Full-time WEB faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
87	78

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I am assessing four different classes: F17-M01, F17-M02, F18-M01, F18-M02. When I go in to Blackboard, it tells me that my total was 82 students.

I am assessing all students who turned in the assignments, in this case, 78.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We only offer this course mixed mode. I have captured data over two semesters. Per semester, a day course and an evening course were evaluated.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students had to turn in a project that required them to create and manipulate graphic elements to create basic Web pages focusing on masthead, navigation and content development. I graded the project using criteria that included these points. I took the four grading items that map to this outcome and created a score sheet for the assessment. I then went student by student and dug into each grade to see if they scored 75% or better per rubric item.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

On this outcome, students did very well. This is a project that we have two critiques before they turn in the final project so I expected the outcome to be very good.

Item 1: Masthead, navigation and content are designed to the Dominant Photo Style.

75 of 78 students scored 75% or better

Item 2: File is set up properly for Web.

78 of 78 students scored 75% or better

Item 3: High quality, immersive photo used in interface.

76 of 78 students scored 75% or better

Item 4: Fonts are appropriate for site topic and are Web fonts.

78 of 78 students scored 75% or better

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, this is working well. Students are beginning to pick up on the subtleties of design, layout and composition in Web interfaces. The two critiques are very helpful as students start to develop their creative eye. It also allows for experimentation and conversation around technology considerations as they design.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Everything seems to be working well here. Nothing needs to change.

Outcome 2: Create a banner ad set.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections from two semesters
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of students will score 75% or higher
- Who will score and analyze the data: Full-time WEB faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2017, 2018		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
87	79

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I am assessing four different classes: F17-M01, F17-M02, F18-M01, F18-M02. When I go in to Blackboard, it tells me that my total was 82 students.

I am assessing all students who turned in the assignments, in this case 79.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We only offer this course mixed mode. I have captured data over two semesters. Per semester, a day course and an evening course were evaluated.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students had to turn in a project that required them to create a banner ad set which is a typical industry deliverables.

I graded the project using criteria that included these points. I took the four graded items that map to this outcome and created a score sheet for the assessment. I then went student by student and dug into each grade to see if they scored 75% or better per rubric item.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
On this outcome, students did very well. This is a project that we have one critique before they turn in the final project so I expected the outcome to be very good.
Item 1: Ad design maps to parent site layout, composition and graphic elements. 79 of 79 students scored 75% or better
Item 2: Content is the same across both banner ads. 78 of 79 students scored 75% or better
Item 3: Ads reflect best practices for banner ads. 78 of 79 students scored 75% or better
Item 4: Ads reflect excellent design principles. 76 of 79 students scored 75% or better

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students seem to be able to design and co-brand well within the framework they are given. They have to take a previously designed interface and create the banner ad set for that design. They are able to create visually appealing ads that reflect both the parent site and contemporary ad layout.
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Nothing seems to be amiss here. No changes will be made.
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Outcome 3: Create a mobile Web interface focusing on graphic and content reduction, user preferences and co-branding principles.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections from two semesters
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 70% of students will score 75% or higher
- Who will score and analyze the data: Full-time WEB faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
87	71

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I am assessing four different classes: F17-M01, F17-M02, F18-M01, F18-M02. When I go in to Blackboard, it tells me that my total was 82 students.

I am assessing all students who turned in the assignments, in this case, 71.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We only offer this course mixed mode. I have captured data over two semesters. Per semester, a day course and an evening course were evaluated.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students had to turn in a project that required them to create a responsive design set focusing on graphic and content reduction, user preferences and co-branding principles.

I graded the project using criteria that included these points. I took the four graded items that map to this outcome and created a score sheet for the assessment. I then went student by student and dug into each grade to see if they scored 75% or better per rubric item.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
<p>On this outcome, students did well. This is a project that we have two critiques on before they turn in the final project. Students had a bit of a harder time with this project as they were juggling many principles and many layouts at once.</p> <p>Item 1: Deliverables present as a coordinated design and have all the same content as parent site. 65 of 71 students scored 75% or better</p> <p>Item 2: Deliverables adhere to current responsive design standards. 64 of 71 students scored 75% or better</p> <p>Item 3: Deliverables correctly use the grid structure, using alignment and correct sizing. 62 of 71 students scored 75% or better</p> <p>Item 4: Fonts are appropriate for site topic and are Web fonts. 64 of 71 students scored 75% or better</p>

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

<p>Students, generally, were able to translate a Web interface to a responsive design set of four different layouts. They are able to use the responsive grid, make good design decisions and maintain the same content across all four deliverables.</p>

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

<p>A few students did struggle more with this topic. When I dug deeper, most of the students who fell below on all of the grading criteria were all from the same class. This class scored the lowest on all items, far beyond the other three classes. I still think that simplifying the project will help have the students juggle less complications to be able to focus on really shoring up the details of each criteria.</p>

Outcome 4: Prepare digital designs for production.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2019

- Course section(s)/other population: All sections from two semesters
- Number students to be assessed: All
- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 70% of students will score 75% or higher
- Who will score and analyze the data: Full-time WEB faculty

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2018, 2017		

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
87	69

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

I am assessing four different classes: F17-M01, F17-M02, F18-M01, F18-M02. When I go in to Blackboard, it tells me that my total was 82 students.

I am assessing all students who turned in the assignments, in this case, 69.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

We only offer this course mixed mode. I have captured data over two semesters. Per semester, a day course and an evening course were evaluated.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

The students had to turn in a project that required them to prepare digital designs for production. I graded the project using criteria that included those points. I took the four graded items that map to this outcome and created a score sheet for the assessment. I then went student by student and dug into each grade to see if they scored 75% or better per rubric item.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
On this outcome, students did very well. This is a project that we have a critique before they turn in the final project so I expected the outcome to be very good.
Item 1: Correct decisions made as to which elements would be sliced. 65 of 69 students scored 75% or better
Item 2: .psd organized correctly for slicing. 63 of 69 students scored 75% or better
Item 3: All slices named and optimized to the correct format. 62 of 69 students scored 75% or better
Item 4: Slices saved correctly in images folder. 63 of 69 students scored 75% or better

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Overall, students made good decisions on what to slice, how to organize, how to optimize and how to correctly save Web assets from a Photoshop document. They were surprised how this actually worked and had fun making their designs "real".
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8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

There are a few places that clarity may help the few who didn't get some of this. This is less about design and more about technical detail. It is a detail oriented process that requires very careful, thoughtful time on task. I'm not sure some students get how tedious this can be and got bogged down in the process. I will add another critique to this assignment so they can get a better grasp of the process.
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III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This is the first time this class has been assessed.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

Overall, the course is working fine. One thing that came to light was the fact that students did well on the design portion of the course but a few hit the wall in the technical side of the course.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

I am the lead faculty and as this is a MM course, I will update the online course and pass the information along to any part-timer who teaches the course in the future.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	I will add another critique to the asset generation project so students can firm up their technical skills.	Based on the data that showed a few students struggled with these concepts.	2019
Course Assignments	I will simplify the Responsive set project by uncomplicating the amount of things they have to juggle. By eliminating one layout, students can focus on nailing down the concepts in the three other layouts.	Based on assessment data that showed a few students didn't grasp the complicated technical and design process that responsive design requires.	2019

5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[WEB 115 data](#)

Faculty/Preparer:	Kelley Gottschang	Date: 03/05/2019
Department Chair:	Ingrid Ankerson	Date: 04/11/2019
Dean:	Eva Samulski	Date: 04/15/2019
Assessment Committee Chair:	Shawn Deron	Date: 05/17/2019