Assessment Data is from what semester? _____FA 2014______________________

Faculty Name(s): _____Isabel Reichert_______________________________

1. Course Name and Number:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Days/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>MM-105-01</td>
<td>(060515) Web Site Design (Tue/Th)</td>
<td></td>
</tr>
<tr>
<td>MM-105-02</td>
<td>(061064) Web Site Design (Sat)</td>
<td></td>
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</tbody>
</table>

I am assessing both sections in an effort to compare the assessment data.

2. List all Course SLOs from the Course Outline of Record:

1. Explain the techniques and steps involved in creating web sites.
2. Employ software to develop websites independent of viewing devices to increase accessibly of content.
3. Apply design principles to complete web sites.
4. Create web sites that are accessible for people with disabilities.
5. Demonstrate an aesthetic understanding by analyzing and critiquing websites created in a wide range of fields and various cultures.
6. Analyze websites for design, speed and structure.

3. Specific Course SLO(s) assessed as part of this project:

The project assessed is the final website assignment. Students were asked to design a web site containing at least 8 different web pages. Part of the assignment asks student to script CSS media queries for different media output. Media Queries is a CSS3 module allowing content rendering to adapt to a specific device (e.g. Smartphone vs. high definition screen). Media queries determine the capability of the device, it’s device width and height, orientation and resolution and render content accordingly.

The SLOs assessed in this assignment:
SLO 2: Employ software to develop websites independent of viewing devices to increase accessibly of content.
SLO 3: Apply design principles to complete web sites.
SLO 4: Create web sites that are accessible for people with disabilities.
SLO 6: Analyze websites for design, speed and structure.

4. Is this course on GE Plan A?    ___X__Yes  ____ No (See Catalog pages 49-51 & page 55)

If Yes, identify what area. (All GE course assessments count as GE assessments.)

___Area I Natural Sciences
___Area II Social and Behavioral Sciences
__X_Area III Fine Arts/Humanities
___Area IV Language and Rationality
___Area V Physical Education/Wellness
___Area VI Intercultural/International Studies
5. How did you assess the SLO(s)? (Attach any related documents at end of form.)

The following methods were used to assess the SLO's:

1. In class critique
2. Blackboard rubrics (technical skills, CSS, design, site structure, workmanship, completeness, media queries, usability. Please see attached rubric statistic report.)


6. Results and analysis of the data. (Attach any related documents at end of form.)

<table>
<thead>
<tr>
<th>MM-105-01 (060515) Web Site Design:</th>
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<tbody>
<tr>
<td>Of the 19 students enrolled in the class, 15 students submitted a final website. Only the 15 students that submitted the assignment were assessed.</td>
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<tr>
<td>After reviewing the rubric statistic report, the overall results were encouraging although one finding deserves to be noted and adjustments need to be made: Of the 15 students assessed, only 40% of the students tested proficient in the design category. This number is in stark contrast to the level of proficiency that assesses the student’s technical skills.</td>
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<tr>
<th>MM-105-02 (061064) Web Site Design:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the 16 students enrolled in the class, 14 students submitted a final website and were assessed.</td>
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<tr>
<td>In comparison, the students in the Saturday class tested 50% proficient in design, slightly higher but there is room for improvement. Two findings that are significant is the low success rate in the website structure category (only 29% proficiency) and the completeness section (only 29% turned their completed projects in on time, most of the projects were either submitted late or incomplete).</td>
</tr>
</tbody>
</table>

7. What are you going to do based on the results of the data? (Any planned revisions?)

| Some of the low numbers is most likely due to the different timeframes of the class. The Saturday class was compressed into 13 weeks (there were two holidays and finals week did not extend to Saturday). Therefore, I wasn’t able to cover as much material as I did in my Tue/Thu section. In addition the students didn’t have the same amount of time to complete the assignments, consequently turning work in late or incomplete. |
|Improvements need to be made to allow students to improve their design skills. More time needs to be dedicated to critique and discussions in class. Because of the density of material, this will be more of a long term goal for the class. |

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

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yyysemster-sloa-courseid.doc
Example: 2014spring-sloa-engl101c.doc
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