

**WEB DESIGN & DEVELOPMENT ADVISORY COMMITTEE - Meeting Minutes**

**Tuesday, May 15, 2018\* 6:00—8:00 p.m.**

**AA4 101**

**Members Present:** Aaron Johnson, Committee Chair, Intel; Troy Uyan, Vice Chair, Clark County; Gus Torres, US Digital; Christine Watson, Formations Design Group

**Members Absent:** Jeff Hawkins, Mill-A-School District; Kate Scrivner, Robin Murray and the CGT&206 student web team

**Clark College:** Kristl Plinz, Professor/Computer Graphics/Web Department Head; Robert Hughes, Professor/CTEC Department Head; Bruce Elgort, Instructor; Fellene Gaylord, Instructor; Cathy Sherick, Assoc. Dir. Instructional Planning & Innovation; SueAnn McWatters, Program Specialist - Advisory Committees

Committee Chair Aaron Johnson called the meeting to order at 6:04pm and introductions were made.

**Minutes of the Previous Meeting**

*The minutes of November 7, 2017 were presented: Aaron a motion to approve, Christine seconded and was unanimously approved.*

**Next Meeting Date**

The committee will next meet on **Tuesday, November 6th, 6:00pm.**

**Office of Instruction Announcements**

Cathy Sherick made the following announcements:

**Welcome SueAnn McWatters,** for those who may not have met SueAnn, she is the new Advisory Coordinator. The position was formerly held by Nicola Farron, and she started in January of this year providing meeting coordination and support to the twenty-seven Career and Technical Education Advisory Committees in addition to administrative support in the Office of Instruction. Sue Ann comes to us most recently from WSU Vancouver where she worked in the College of Business, Finance and Operations, and Development and Alumni. She is a former Clark student and graduate of WSUV, attaining a Bachelor’s in Business Administration.

**Career and Technical Education Insert** was sent in February, unfortunately we were not able to produce the insert as a focus on the high school partnerships as we had originally envisioned. It is however, a very nice look at our professional technical education programs and the students they serve.

**Healthy Penguin Walkabout** Saturday June 2, 2018, registration opens at 9:00 with the event beginning at 10. Community members and anyone interested in good health are invited to participate in this FREE event to stroll the beautiful campus and receive free health assessments.

**Spring Recognition event** planned for Wednesday, June 13th. The event will be held in the somewhere on campus PUB 161. Our opportunity to share some refreshments and acknowledge and thank each of our community advisory members for their service to the college. Watch for a save the date, coming to your email soon.

**Need for new Advisory Members** we are asking our advisory members to think about others in the community that you know that might be interested in being a part of building student success at the college. Our committees are shrinking and we are in need of folks to provide that employee as well as employer perspective.

**AAT Changes (Appendix A – PowerPoint)**

**Slide 4: Comparison of Fall 2017 vs. Fall 2018**

Bob indicated that there was steady growth.

**Slide 5: Web Development (AAT)**

This shows the general educations requirements as well as the major area requirements.

**Slide 6: Changes to Web Development AAT Programming Classes**

Bob explained that the program wants to put in CTEC&112 and CTEC&121 as requirement option classes. The CTEC&121 class is very popular and in high demand. It has a healthy running start population and a lot of students who are looking into it end up transferring.

**Slide 4: Changes to Web Development AAT Career Prep and Experience**

Adding CTEC&199 as an option for CTEC&265 will hopefully help create more options for internships.

**Slide 5: Changes to Web Development AAT Programming Classes (Overview)**

* Programming classes will be clearly listed in the program not as a Computational Gen Ed and less-visible prerequisite
* CTEC&112 – Programming Essentials *or* CTEC&121 – Introduction to Programming and Problem Solving will be listed as a part of the degree requirements
* PTCS&110 will now be listed as the Math Gen Ed. Another 100 Math class can also be utilized.

**Slide 6: Proposed Web Development AAT**

Red shows what was dropped. Green shows what was added or changed.

**Guided Pathways 18-19 (Appendix A – PowerPoint)**

**Slide 7: Web Development AAT Guided Pathway**

First Year

1st quarter: students will be able to get their computational requirement.

2nd quarter: requirement for communications.

3rd quarter: students will have a foundation and the PHP classes under their belt.

Second Year

1st-3rd quarters: much heavier with web design I and II. There is a portfolio course at the end.

Cathy mentioned that the college is working very hard with high schools so that students can already come into the college and be ready to go. We are looking to try and get 2-3 classes in the pathways taken care at the high school level. This pathway is a great example of what we’re doing across campus; putting students through the program and building on what they need to continue

**Curriculum Changes**

Bob discussed the possible changes for ENGL&160: Writing for the Web. It used to be an interactive model however it wasn’t sustained and disappeared. About 5-10 years ago, there was a lot of discussion about content strategy and trying to deal with composition directly for the web. Kate pioneered the IBest Program. The course project was for students to find magazines of interest to write about and each was responsible for a certain level of writing standard that included pictures. It is a great opportunity for students to go and write about what they are passionate about, but also teaches them about content strategy. The requirement is that the students have to illustrate it with at least 3 but no more than 10 sources of information. It shows us how the students use WordPress and fulfill their final project.

**Slide 9: ENGL&160: Writing for the Web (Course Outcomes)**

6093: Create reader-centered communications that utilize the appropriate technology or platform based on an understanding of how readers consume and interpret web-based material

6094: Write web-deliverable content with appropriate style for setting and purpose to foster engagement and interactivity.

6095: Identify and solve content-related problems at conceptual and technical levels, emphasizing the characteristics present in web publishing, as well as standard rules of written communications.

6096: Communicate ethically with regard to contemporary laws, policies, and best practices pertaining to intellectual property, netiquette, defamation, libel, privacy, and accessibility.

6097: Understand, interpret, and implement systems and data designed to effectively measure statistics, analytics, A/B testing, search engine optimization, and other empirical evidence as it pertains to the goals of the project or site.

**Slide 10: English Requirements**

The right side shows all the requirements for the professional/technical degrees. It would be very helpful if students could take ENGL&160 as a communications class rather than have to take multiple before. They will get experience writing content for other people as well as be able to assess content written for you.

**Slide 11: Comparative Outcomes for ENGL with the three other classes that meet AAT Communications requirements.**

BUS &211, BTEC&107, PTWR&135, and ENGL&160 all have similar outcomes.

**Slide 12: Tonight’s Discussion**

* Would like your informal feedback/support regarding having ENGL&160 be expanded to five credits and serve as a communication requirement for AATs
* Our next steps are to work with English faculty for possible 2019-2020 curriculum changes
* As a five credit course, it will create more opportunities for other courses at Clark to consider it for their programs as a program course or AAT Communications requirement – Business, BTEC or Business Technology, Journalism.

Kristl mentioned that most students take ENGL&101 over technical writing. Teaching business correspondence would be beneficial across the campus. It is much more relevant to today’s communication context. In the pathway, advising would determine what was needed for the student’s benefit.

**CGT Creative Media Program**

Kristl explained The Creative Media Feasibility Report which researched the job market and identified needs for next steps. She noted that although students and college administrators frequently ask about 3D animation or game design/development, the research indicated lower demand in our region for those specialties (Seattle and California are stronger markets for these areas).

Creative media doesn’t fit into “one” category, but actually in three occupational category codes: multimedia/artists/animators, film and video, and web development. Entry level jobs exist, but students a bachelor’s degree have greater job potential and can transfer so that there is continued growth for content development and all digital context. The program is currently look for grants to help with funding.

A combination of art, digital media, web design, and professional practices courses make up the proposed Creative Digital Media curriculum. Back in November, the focus was on the transfer, but various funding sources (Worksource, Veteran’s programs, Unemployment training, etc.) will only fund career technical. The new goal is to KEEP the vocational degree, and develop transfer options for the bachelor skills. If we are declaring career technical, funding sources have to know that the students are job ready, so that is why we are keeping web design skills in our program for now.

Kristl spoke with Dene Grigar at WSU Vancouver. It is the only 4-year institution locally that has a Creative Media and Digital program. WSU Pull man prefers MOU agreements, however we will work towards developing an articulation. WSU Vancouver does have concentrations/certificates in their program. If students decide to transfer to WSU Vancouver, they will have a 90% job placement. Students are primarily getting jobs in the web design and development market, but also get exposed to augmented/virtual reality.

The Portland Art Institute is a non-profit and costs about $100,000 for four years. The foundation, with grants and funding sources, will try to cut it in half. If the students transfer, this amount will be cut in half if they get on the right pathway. All programs are degrees (Bachelor’s in Fine Arts).

Clackamas and Portland Community College focus on film. Mt. Hood has integrated media, but all are separate programs.

The feasibility study did not look at contacting high schools, however Kristl has been in contact with them for Photoshop Illustrator. Once there is a curriculum, they will look at which courses they can articulate. Aaron: did your feasibility study contacting local high schools?

**Old Curriculum vs. New Curriculum**

Kristl explained the new curriculum. They are getting rid of graphic design. Conceptually, the program will be adding more advanced classes in motion graphics, animation and video/sound production. There is currently a Photoshop and Illustrator class, but there has always been a request for more digital painting and illustration. After year 1, we will take students into professional practices, build their portfolio and do small client work. Right now, students are about 50% prepared in our single professional practices class, so we are adding a sequence of three professional classes. We want to provide students with focus and exposure in year 1. Then, in year 2, hopefully results will be better for readiness for jobs and transfer. Their work will require a studio experience (individual, teams, or small class – depends on the client) or a co-op. The students need real world experience before they leave.

If a student does want to focus on graphic design and print, those courses will still be available but on the Art department side. ART will continue to offer the Graphic Design AFA transfer degree.

Kristl stated this program will prioritize the need for a new tenure-track faculty, and identified the following long-term needs to sustain the future growth of the Creative Media program. These needs will be presented at the IPT committee at the end of fall. We currently have a surplus of student fees budgeted to support the program launch.

* Tenure track faculty (hard to work with only adjuncts)
* More instructional space
* Video/sound studio for editing
* Instructional tech
* Design center to work with clients

**Student Web Design Projects 2018**

Students presented their work for Fire District 5. One of the students stated that the site is easy to use and is professional looking with all the information right there. The client wanted to keep the community updated on what was happening and important, but also present the history and information of what they do. The group kind of went off on their own directions, but took aspects from all designs and combined it into one. They focused on colors and usability of the website. In the end, they made the logo larger, text cleaner, and included a larger image. The next step was coding the design into reality. They had to use a lot of JavaScript. Details were very important. The site also works with mobile phones.

The group distributed a survey in order to focus on what their audience thought of their website, including what they were using to access it. They worked with the Fire District admin to make sure she knew how to change and update the website. The website is currently live and in workable use.

The committee was very impressed and happy that the students had the experience to work with a client. Taking on the roles and website documentation is important. The students did a great job handing it off to the client.

The meeting adjourned at 8:05pm.

Prepared by SueAnn McWatters

**APPENDIX A**



 

 

 



 

 

 