MCDM REDESIGN

Redesigning the web site for:
The Masters of Communication in Digital Media
University of Washington

Armin Ausejo

Tina Conley

Jac de Haan

Joe Hallock

J.J. Wright

This acknowledges that the work contained in this package is a product of the work of the following individuals; it reflects the work of everyone, not just one or two individuals.

Team Member Name	Team Member Role	Signature/Date
Armin H. Ausejo	Member 1	
Tina Conley	Member 2	
Jac de Haan	Member 3	
Joe W. Hallock	Member 4	
J.J. Wright	Member 5	

INTRODUCTION

The Masters of Communication in Digital Media (MCDM) at the University of Washington offers a comprehensive program which focuses on digital media content creation, management and policy. The graduate program is intended to appeal to tech savvy communication professionals interested in the technical, legal and executive challenges that companies face when "delivering sound, pictures, text and video in a digital format." While the graduate program provides exclusive training in production and management of digital media to address these issues, the program's website presents a program that has not used its own areas of expertise to create a strong online impression.

The big idea driving the redesign of the MCDM website is to showcase the sophisticated teachings offered by the program, primarily appealing to prospective students interested in pursuing a graduate degree in technology or communications. Beyond prospective students, the site must act as a catalyst for current students, faculty, alumni and industry leaders to interact through the lens of new media. The site should also serve to manage the wealth of digital information related to the program.

While the objectives for the redesign of the MCDM website seem straightforward, to deliver on this vision will require a dedicated team of designers, managers, and implementers willing to revitalize the program site through content improvements and a complete facelift. The team will need to develop a website with an intuitive interface to host compelling content which compliments the program as well as the communication school and university. The site will need to appeal to specific audiences interested in diverse aspects of digital media. In order to deliver a well-designed site, the team will need to overcome several barriers: system requirements, maintenance updates, style guidelines, and expenses may each affect plans for the final version of the site.

After extensive research, a well-organized team comprised of Armin Ausejo, Tina Conley, Jac de Haan, Joe Hallock and J.J. Wright offers the following proposal for the redesign of the MCDM website.

THE CURRENT MCDM SITE
March 2nd, 2005

CURRENT SITE BACKGROUND

**Objectives**: Recruitment - To allow prospective students to request more information or apply.

Audience: Prospective Students

Launched: July 2001

CURRENT SITE SNAPSHOT

VISION FOR REDESIGN

The MC Digital Media web site will reflect the program's level of excellence through its clean design, high level of usability, and high caliber content. This site will serve as an informational hub for program faculty as well as current, past, and prospective students.

From the STP: To develop a web site for the Digital Media program which reflects the excellence of the program, showcases students and student projects, and complements current and future promotional efforts of the Department, the College, and the University.

Primary Objective for Redesign
- Recruitment - To be an informational destination for prospective students.
- Image Building - To be the centerpiece for branding efforts within the university community and beyond
- Informational - To be the starting point for current students for all their school-related online activity

Additional Objectives for Redesign
- A unique redesign that reflects the professionalism of the program
- Design changes are needed to inject "life" into the page (current events, student profiles, special projects)

Team Objectives
- Task Goals: Implement plans for web site, develop plans and strategies, conduct through research, meet deadlines
- Process Goals: Have fun, meet in person at least once a week, and communicate status on deliverables
- Personal Goals: Produce quality work, learn something new, share something valuable with team

COMPETITIVE ANALYSIS

COMPETITIVE REVIEW

After creating a coding sheet and thoroughly analyzing 11 new media graduate school programs, we have found several common characteristics that could be incorporated into the MCDM site. The following components are segmented by applicable audience:

Prospective Students

- **Detailed curriculum** – Overview of the entire program, including instructors, subject matter, and when classes are offered
- **International student information** – Detailed information for international students including visa information, deadlines, and required test scores
- **Admission options/details** – This section would detail the options for prospective students when applying, such as financial aid, methods for applying, and deadlines
- **Video testimonial** – Current and past students discuss the benefits of the MCDM program

Prospective Students and Industry

- **Teaching credentials** – Details about the instructors; experience, education, biography, and contact information
- **Faculty pictures and profiles** – Allows prospective students and industry to see who they will be investing in, to show that the program is credible
- **Overview of facilities** – Pictures and descriptions of all the available multimedia equipment and facilities devoted to the program

Industry

- **Affiliate programs** – Programs related to MCDM, whether at UW or off site
- **Sponsors** – Acknowledge corporate sponsors of the program that provide funding for equipment and facilities
- **Company profiles** – Profiles of associated companies, whether they be sponsors or potential employers
- **Offsite links** – Links to offsite organizations and employers
- **Board members** – Overview of the MCDM board of directors, to affiliate the program's reputation with knowledgeable leaders and decision makers

Industry and Current Students

- **Student opportunities/outreach center** – Place for students to find employment or internships
- **Career services** – Programs for students to help start careers based on their studies
- **Job internship database** – Database of internships for credit and/or payment
- **Student discounts** – Discounts on software and other items offered to students

COMPETITIVE REVIEW CONTINUED

Current Students

- **Intranet system** – Allows current students to access secure content within a password-protected intranet site
- **Message boards** – Means of communication for students and faculty to interact without the use of inbox-filling mailing lists
- **Student handbook** – Guidelines and rules for students all in an easy-to-find place
- **Alumni directory** – Means of networking with former students to keep in touch or help find jobs in related fields
- **Email system** – Directory for students to get in touch with other current students, easing communication
- **Thesis database** – Repository of theses by past and current students to allow for peer reviews and knowledge sharing
- **Student gallery** – Place for students to show off their work

Current Students and Faculty/Staff

- **Calendar system** – Easy-to-use calendar with important program-specific dates
- **Faculty/student directory** – Provides easy way for students and faculty to contact each other
- **Current projects** – Current projects of both students and faculty
- **Research/library links** – Links make it easy for students and faculty to look up articles, scholarly journals, etc.

Faculty

- **Faculty intranet** – Password-protected site for faculty only
- **Forms and guidelines** – Repository of essential faculty items

General

- **Site simplicity** – Site is simple to use, both in usability and in design
- **Well-designed/good colors** – Make the site attractive and usable
- **Media theme** – Ensure the site reflects the fact that the program is media-oriented
- **Flash** – Use of Flash in a tasteful way, showing that the program is forward-thinking
- **Contact info on all pages** – Useful for all visitors so that anyone can contact the program without having to find a link
- **Streaming news and events** – Up-to-date news, in keeping with the media theme
- **Feedback form** – Means to provide feedback for additional features that could be added to the site

CODING FORM

This is the coding form used to evaluate competitor program websites.

Instructions: Please review the site given by clicking on the link below and answer the following inquiries. The inquiries are measured by a five to zero scale so please read each section carefully to answer the inquiries correctly. Thank you in advance for your cooperation.

CODE	5	4	3	2	1	0
(5) Strongly Agrees (4) Agrees (3) Somewhat Agrees (2) Mostly Disagrees (1) Strongly Disagrees (0) Not Sure						
My initial impression about this site is favorable						
A dominate theme for this site relates to digital media						
The site is easy to navigate through						
The content is interesting						
I can view all text and graphics on the site						
The site is visually appealing						
The text is understandable						
The links to additional pages are comprehendible						
I can easily determine the purpose for this program						
I would consider the site to be user friendly						
I would come back to this site						
(5) Yes (4) No (0) Not Sure						
The site showcases student projects						
The site has a calendar						
The site bridges students with employers						
The site has a site map						
The site enables its audience to network						
Blogging can be done on the site						
The program's courses and course plans are accessible						
The site has a site map						

AUDIENCE OVERVIEW

AUDIENCE OVERVIEW

The Masters Program in Digital Media at the University of Washington requires a website which is a focal point for delivering, collecting and sharing information related to the program. The following chart identifies key audiences expected to visit the graduate program website for digital media.

Audience	Description	Demographics	Digital Media Competence
Prospective Students	1) Holds baccalaureate degree from an accredited college or university in the U.S. or its equivalent from a foreign institution 2) Interested in digital media as a means for communication 3) The MCDM website will influence this audience's interest in the program	1) Our largest demographic 2) Prospective students, whether male or female, represent a very broad and diverse group with various backgrounds, professional experience and social status 3) Mostly likely between the ages of 22 – 40 years old	1) Access to computer and internet is anticipated. 2) Has at least a moderate interest towards digital media 3) Possibly working in a media related field where technological exposure is high
Current Students	1) Currently enrolled in the program or plan on completing their degree requirements within the timeframe required 2) The MCDM website will be the main hub for current students to obtain up-to-date information, opportunities and resources 3) The website will be a management tool for current students seeking course information, course websites, program calendar, etc...	1) Similar to prospective students, the program's cohorts range in ages, gender, nationality, and residences 2) Current students live near campus or commute from distant locations to attend class	1) Immediate access to computers and internet through work, home or access through the University 2) The program fosters growth for various technologies available to current students, who will use the website to checkout equipment/media software 3) Desires to strengthen understanding of various software programs as well as the ecosystem of digital media

AUDIENCE OVERVIEW CONTINUED

Audience	Description	Demographics	Digital Media Competence
Faculty	1) Faculty teaching courses in the digital media program as well as administrative advisors who contribute to the program through other related services (e.g. admissions) 2) The website will be a forum where faculty can communicate with each as well as other audiences and effectively manage and perform course plans	1) Employed by UW, either full-time or part-time 2) Between the ages of 32 – 65 3) Previous experience in the digital media industry 4) Financially stable and probably living in the Seattle area	1) Passionate about digital media and new technology 2) Involved in digital media initiatives which extend beyond the classroom. 3) Mostly likely to have broadband access 4) Strong understanding for the importance of digital media
Alumni	1) Completed the graduate program in digital media at UW and received their Masters degree from the communication department 2) Interested in networking with the program's key audiences	1) Consistent with the demographics of current students as age, gender, living, etc. varies 2) Considered to be working professionals with careers which digital media provides some value	1) Strong understanding about the digital media industry and various technology which are used by professionals 2) In addition internet access, this group will most likely be familiar with sophisticated desktop applications
Industry/Employers	1) Represents corporations interested in experienced digital media communicators and wish to offer career opportunities to current students and alumni 2) Affiliated with the program and willing to make contributions through guest speakers, donations, etc. 3) Interested in research materials available on the digital media website	1) The audience identifies the overall industry in which demographics would consist of small to large companies, many of which would be in the Pacific Northwest area and perhaps extending into the Silicon Valley 2) Companies with a department focusing on digital media	1) Individuals and/or businesses involved are highly skilled in technology, communication, and digital media message design

PERSONAS

Prospective Student - #1
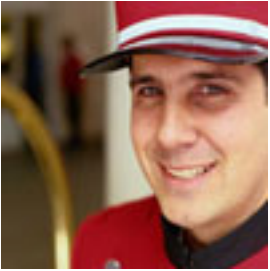
David Cooper

- Age: 25
- Location: St. Cloud, Minnesota
- Occupation: Bell Boy (Double Tree Hotel)

Persona Description:

David knows his $25,000 salary is barely enough to pay for his studio apartment, bills, and his trips to the ice rink to watch hockey. The Double Tree has its perks-the discounted rooms and the ability to brag that he works at the best hotel in the city. Dave's spending his free time trying to understand HTML or constructing his latest poem to share at his coffee shop's weekly "Poetry Night." David has become a natural storyteller to his friends. He thinks his talent comes from hearing all the juicy gossip of hotel clientele. Dave recently purchased a TiVo since his late-night shifts prevent him from catching his favorite show – The Apprentice.

Summary of Technical Skill:

David has a Dell laptop his parents gave him upon graduating college. He has dial-up access at his apartment but usually sneaks over to his friend Alan's to use his DSL. David doesn't view himself as being too computer-savvy. He's a regular on Yahoo! Games; he just can't get enough of Yahoo Pool. David checks his email about once or twice every two days. He's pretty tired by the time he gets home from work and usually just goes bed. David just bought a cell phone with Internet capability but he hasn't taken the time to figure out how to use it.

PERSONAS

Prospective Student - #2

Ainsley MacCall

- Age: 28
- Location: Portland, Oregon
- Occupation: Junior Manager – Immersive Media

Persona Description:

Ainsley is a double threat. She currently works her "mojo" [her favorite word] on daily office crises at Immersive Media and at her usual performance spot – Aladdin's Theater. She's been spreading her soulful voice and acoustic sounds there for the past 2 years. Her dedication when at work and at play has slowly begun to pay off. Ainsley eventually turned her internship into a full-time position and continued to work her way up to a highly sought-after junior manager spot. Six years ago she packed up and permanently moved to the U.S., calling Portland her new home [Scotland being her original]. Here, she still gets the same response for her ability to put liquor down! When Ainsley is relaxing, she's usually sharpening her video-editing skills or putting together some folk beats with her beloved iMac. And if you ask her what she loves best about Oregon you'll get the same answer every time – the guys!

Summary of Technical Skill:

Ainsley has some serious hatred towards PC people and business trying to take over the world. In fact, she once attended a rally against such corporate giants like Microsoft and Wal-Mart. Does she love technology? That's an understatement. Her love of everything Apple and extensive use of the phone [for calling mom and pops back home] has her constantly looking for the latest trends and technologies to make life better. And if you ask Ainsley about her shopping fetish she'll just use the line, "I'm accessorizing [another favorite word]."

PERSONAS

Current Student

Tyler Mendez

- Age: 31
- Location: Seattle, Washington
- Occupation: Part time student – Also works part time for Pop Cap Games

Persona Description:

Tyler is an office manager with Pop Games. The entire office knows when the Mariners win a game because Tyler is usually making a scene. Tyler is one of those people who always wants more as soon as he gets something. Being promoted to office manager still isn't where Tyler wants to be. He's interested in more of the media positions available at Pop Cap. On the weekends Tyler and his girlfriend are usually spotted at one of the numerous live music hotspots downtown. When he needs to get away he'll take a bike ride through Discovery Park or along Alki Beach. The digital media program at UW was just "cool" to Tyler so he jumped at the chance. Recently, he got caught downloading some tunes at work so his Kazaa is now permanently inoperable.

Summary of Technical Skill:

Tyler's uncle works at Microsoft, making Tyler a PC supporter even though he thinks Macs are still cool. He just purchased a Sony VAIO with a 19" Flat Panel Display. He doesn't get many creative assignments with Pop Cap so Tyler feeds his hunger by designing flyers and promo material for bands he's friends with. Tyler couldn't live without his Comcast cable modem access. Seeing that his girlfriend needed to have access to, he purchased a wireless router and set up a wireless home network. Now she won't complain and can surf whenever she wants.

PERSONAS

Alumni

Samantha Washington

- Age: 37
- Location: New York, New York
- Occupation: Copywriter for McCann Erickson

Persona Description:

Samantha, who graduated last spring, feels her graduate degree has served her well, especially since she is responsible for the advertising copy of many Fortune 500 media companies. Handling big clients all day gives Samantha the excuse for her caffeine addiction. Take away her Starbucks and you'll see Samantha's bad side. She loves going to work everyday; her view of Manhattan is incredible. Her new apartment suits her well – urban and chic. Of course, the no-pet rule has been depressing. When Samantha has time, she likes to read novels by Kimberla Lawson Roby. Samantha would also like to spend more time outside the city. She finds it hard to get away from her busy lifestyle. Her new boyfriend is jealous of her new Blackberry.

Summary of Technical Skill:

Samantha has T3 Internet access in the building she lives. She uses a Mac G4 along with her Epson RX600 All-In-One Printer. Samantha's main use of the computer is email. She constantly has to keep in touch with clients and be informed of any project updates. Samantha tells her girlfriends she checks her email 2 or 3 times every 30 minutes. When she's away from home and work, her Blackberry is right there. After a long day, it's not unusual for Samantha to jump online and order a pizza from the delivery place down the street. Before attending graduate school, Samantha knew little about technology or how vital it would be in her career. Nowadays, Samantha thanks herself for all the time she spent learning about wireless handhelds, networks, etc. from friends she made in the program.

PERSONAS

Industry (Prospective Employers)

Ryan Peterson

- Age: 46
- Location: Seattle, WA
- Occupation: Account Manager for
  Washington Mutual at Sedgwick Rd. Advertising

Persona Description:

Ryan's been with Washington Mutual for the past 10 years. Working for a bank isn't exactly the most inspiring job. Making $75,000 isn't something to complain about though. Ryan recently joined the Audi Club of America. Ryan's philosophy: work hard – play hard. He has a wife and two kids. His son and daughter both love soccer and have practice on the weekends. Loving baseball, Ryan likes going to Seattle Mariners games and collecting baseball pennants, all of which are proudly displayed in his den downstairs. Lately his responsibility of hiring for new entry-level positions has been stressful. Washington Mutual and UW's good relationship made it a prime location for recruiting.

Summary of Technical Skill:

Ryan's computer use stays mostly with his office. Okay, now and again, Ryan is looking for tickets to Mariner's games on Ticketmaster or Ebay. Also, he can't pass up bidding on a collectible he's interested in. However, when he gets home, he likes to relax and get away from anything that reminds him of work. So their Gateway Desktop is usually occupied by the kids or his wife. He wants to keep up with technology so he had Quest install wireless DSL in their home. The family enjoys using the net for booking flights whether for Ryan's business trip, a visit to grandma and grandpa's, or a vacation.

PERSONAS

Faculty

Michael Rodgers

- Age: 58
- Location: Mountlake Terrace, WA
- Occupation: Instructor: Digital Media Program

Persona Description:

Mr Rodgers has been an instructor with the Digital Media Program for the past 3 years. After a long day, he's likely at home messing around on his G5 Mac (thanks to his useful instructor discount) or at his favorite brewery. His teaching style is pretty unorthodox; he likes to keep things interesting. He's infamous for taking his classes out of the classroom. Mr. Rodgers likes to have communication with his students and will deliver daily messages to them through his personal blog. Also, he is contributor to Seattle Magazine, giving his two cents on media and it's cultural impact. He lately criticized the Digital Media's Program for its lack of credibility and networking opportunities. He's hoping to change that. Recently divorced, Mike has had more time to scour the city for paintings. His love of art is known throughout the Department of Communication.

Summary of Technical Skill:

Mr. Rodgers is an Apple fanatic. Even at 58, he just had to have an iPod Shuffle. He thought it would be a great device to take with him on his walks or adventures. Mr. Rodgers continues to brag about his Mac G5 and feels technology helped him get over his divorce. As crazy as that sounds, that's just Michael. Mr. Rodgers has been having a hard deciding which browser is right for him – Apple Safari or Mozilla Firefox. He still can't understand why UW Digital Media Program won't make the switch to Macs. That's when he remembers Bill Gates runs the entire city. Oh well.

PERSONAS

Other Institutions (Competitors)
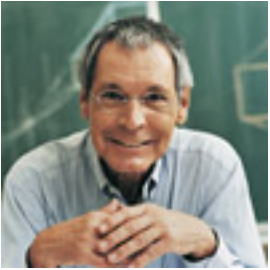
Straton Spyropolous

- Age: 48
- Location: Philadelphia, Pennsylvania
- Occupation: Professor at University of Pennsylvania

Persona Description:

Most people would describe Straton as a happy guy. Straton says his happiness comes from being Greek. If only he could teach his courses in his native language! Straton learned quickly that Philadelphia doesn't always live up to "The City of Brotherly Love." Within his first week at Penn State, he was mugged after getting off the train. He has been an important player in the development of the Mediated Communications Program at University of Pennsylvania. He's just happy he can teach. After working in many media industries, he knew it wasn't what he wanted. Straton thought the chance to influence young minds topped an $80,000 programming gig. "Time to pass on my skills," Straton says. Straton is a pretty competitive guy, whether it's rowing or making the program one of the leading in the country. You won't find Straton home too often, he's usually of on some adventure with his wife, Melanie, or helping some colleague with HTML. When he is home, he's watching the latest cooking show, getting tips for making Melanie and their daughter a fine dinner.

Summary of Technical Skill:

Straton is a computer geek. It's ok – he actually finds it endearing. He uses Linux and has a hardware setup any programmer would be proud of. He has wireless access at home and surfs the web on his Samsung Phone. Straton spends quite a bit of time checking on websites of competing programs. He always wants an edge and knows that a well constructed website can be an indication of a good program. Straton's talents also include photography and video editing. With these skills and his sense of humor, he's often putting together gag reels or promotional videos for the department.

PERSONAS

Other - Random Visitor

Dorothy Milliman

- Age: 72
- Location: Calimesa, California
- Occupation: Retired Nurse

Persona Description:

Dorothy has enjoyed retirement. She now can catch up on her gardening. Since the death of her husband, gardening has been like therapy to her. Her three children and seven grandchildren all live in metropolitan cities and have very busy lives. Unfortunately, communication with them has been minimal since they all prefer email. Dorothy hasn't touched the computer since Harold died. He was always better with that stuff anyway. She just left him to do it. She wishes she could talk more or they would just call like "the old days." Even her bank has been pushing her to use online banking. "I don't what I'm doing, or what's what," she tells them. Her anxiety to technology has bothered all her relatives. Dorothy also loves watching the nightly news, gossiping with her friends at the local country club and bragging about her grandchildren.

Summary of Technical Skill:

Persona description with tech specs included: Dorothy has a 56K modem and 5 year old Compaq with 128 MB of RAM. Of course, Dorothy can't tell you what any of that means. Lately, her son has been trying to help her with the computer through phone calls and when he visits. She has been getting very angry with people telling her she needs to "get with the times." At 72, she still feels youthful but can't understand all the technology "mumbo jumbo." She and her husband were getting pretty good at checking their email up until Harold started getting sick. Two years ago, Dorothy and Harold were given a DVD player for Christmas and it never has come out of the box.

TASKS

Industry	Students		Faculty/Staff
		University of Washington	
	Prospective	**Current**	
prof. credentials	prof. credentials	prof. credentials	
curriculum	curriculum	curriculum	
current events	current events	current events	
board members	board members	board members	
acceptance rates	acceptance rates		
association	association		
	retention rates		
	testimonials		
		current events	current events
	cost		
	academic calendar	academic calendar	academic calendar
	financial aid	financial aid	
		register for classes	
		grading policy	grading policy
	admissions		
		research resources	
		syllabi	syllabi
		class websites	
			build class website
			student projects
	email professors	email professors	
		file repository	file repository
		student projects	
	webcasts		
	information sessions		
		98145.451	
		blog	
		contact alumni/jobs	
		see class schedules	

SCENARIOS

These scenarios focus on the primary and secondary audiences only, as these are the groups that are scoped out in the first three implementations mapped within this proposal.

Prospective Students:

1. David Cooper is a bellboy in St. Cloud, Minnesota. He is at his friend Alan's house and is surfing the web via DSL. While he plays online games, he is listening to a streaming feed of KEXP, a Seattle-based college radio station. The DJ takes a break and an advertisement for the MCDM program catches David's attention. The ad mentions things he is interested in: technology, management, and business. David stops for a second to imagine life with such a degree and the announcer mentions a web address for more information. David is highly skeptical of advertisements for learning – he is familiar with all the technical school commercials on daytime television – but he trusts KEXP so he goes to mcdm.com.washington.edu to investigate further. His first impression is that this program might be legitimate; the site looks clean, well organized, and functional. There aren't advertisements or pop-ups and there seems to be a lot of good information on the site. One of the most prominent features of the homepage is an announcement mentioning that there will be a live webcast of an information session next week. David already has Windows Media Player on his computer, so will be able to watch and participate without any extra hardware or software. He enters his email and physical address and clicks a submit button. Within 5 seconds David receives an email thanking him for his interest, mentioning that he has requested more information be sent to his home address which will arrive within one week, and letting him know that he will receive an email reminder the day before the webcast.

2. Jenni Cho has spent the last two years as a production assistant at a web design firm in Kangyang, South Korea. She is ready to go back to school but doesn't really want to live in Seoul, where many of her friends go to the university. Ideally, Jenni would like to go somewhere completely different to learn a new language and culture. Her parents, who run a small export company, are keen for her to speak English as they believe the language is useful for business. Jenni has a cousin who lives in San Francisco and he loves it there. Jenni has found a few technology-based programs in that city, but she really wants to live somewhere by herself for a while. Jenni googles a map of the United States and looks for places close to SF. Looking at the map, Jenni sees Seattle – it seems like a big city and it is fairly close to her cousin. She then googles "Seattle university school technology design business management" and finds a few programs. A little more research leads her to believe that the University of Washington is a popular and reputable school in Seattle so she starts to search the school's site. There are a few programs that interest her at the school, particularly the MBA program and the MCDM program. Both have professional looking web sites and information specific to prospective students. Jenni sees that the MBA program will take longer than the MCDM program, and it will also cost more money. Both programs accept international students along the same guidelines that other students are judged by. She decides to email both programs to ask about the percentage of the students that are international, and to find out if she can contact students to talk about the programs. Jenni also notices that the head of the MCDM program has worked in Asia, so she emails him directly to ask about how this degree might specifically address business practice in the East.

SCENARIOS

Current Students:

1. Tyler Mendez is a second-year MCDM student at the University of Washington. Since he started the program, he has been consciously integrating newly learned tools into his job at Pop Cap Games. The company is doing well and Tyler's boss has noticed his dedication and increased productivity. The company is designing a booth for a conference on new media trends to be held in Boston next week. The Pop Cap media producer that was to attend has a family emergency and won't be able to make the trip. Tyler's boss needs someone to fill in and fly to Boston. Tyler volunteers to go and represent the company. After booking his ticket, Tyler goes online to find out what he'll be missing in his Digital Law class next week. He uses the class syllabus to email Kraig, the professor, to let him know that he will be absent and asks for a copy of the PowerPoint presentation. Tyler then logs into the password-protected "Current Student" area of the MCDM web site and finds the email address of a classmate that always takes good notes. Finally, he goes to the MCDM bulletin board and posts a request to see if someone can drop my and water his plants while he is gone.

2. Ginny Walters is a first year MCDM student at the University of Washington. She has been taking two classes a quarter since the program started, but will need to drop down to a single class next quarter, due to some big projects at work. A few days ago Ginny emailed Corliss, the program's administrator, to find out which classes would be offered next quarter. Corliss responded, and Ginny goes online to learn about the classes via the syllabi and class websites located on the MCDM page. Next, she links to the academic calendar to see when finals week will be. She then takes a look at a few examples of past student projects from each class and makes a decision. Ginny clicks on a link to register for next quarter, and is taken to the UW Extension registration form to sign up for classes.

3. Ron Rundus is a first year MCDM student at the University of Washington. He is working on a paper about the line between blogging and journalism for a class. He logs onto the MCDM site and takes a look at a few student blogs to get a feel for the medium. Next, he goes to the MCDM bulletin board and posts a poll to ask students whether they feel a blogger is a journalist or not. Then Ron remembers that there was a professor familiar with blogs, and so he goes to the "Professor Credentials" page to figure out who it was. He realizes that Kathy has done research on the topic and so he emails her. Ron decides to browse the "Board Members" page to see if anyone might have expertise in his topic, and shoots off an email to someone that works at the Seattle Times. Ron finally moves on to the "Research Resources" page and logs into his library account so that he can access Lexis-Nexus.

SCENARIOS

Industry:

1. Ryan Peterson is an account manager for Washington Mutual at Sedgwick Rd. Advertising. Lately his responsibility of hiring for new entry-level positions has been stressful. One of his friends recently signed on with Real Networks and mentioned that they have no problem recruiting talent at his new company. Ryan asks a few questions and realizes that many of the new hires at Real Networks are being drawn from the University of Washington. He runs an online search and finds a few programs that might recruit students similar to who he is looking for. One such program is the MCDM program. Ryan surfs the MDCM web site and it looks like a legitimate program; the program uses the technology they study (they have webcasts), supports students (there seems to be an extensive portion of the site dedicated to current students), and has corporate buy in (board members represent industry leaders and Real Networks is involved). Ryan emails the head of the program to ask about the possibility of setting up an internship or posting an ongoing job announcement in the program's internal web site.

Faculty:

1. Kathy Gill is a professor in the MCDM program at the University of Washington. She receives an email from a student asking for clarification on her grading policy. The student notes that Kathy's grading scale is different from the UW grading policy that her class web site links to. Kathy logs into the MCDM site and checks her class page and then follows the link to the UW grading policy. She sees that the discrepancy is simply a typo, and makes the change to the page and then sends the student an email confirmation.

REDESIGN OVERVIEW

CURRENT SITE

Home Page

Prospective Students	Industry	Current Students	Faculty/Staff	General

Prospective Students:
- Admissions (Current site)
- Core Courses
- FAQs
- Web Casts

General:
- Overview / Intro
- News

WIRE FRAMES

Logo/Pic	Header

Main Navigation (static/flash)

Image/Graphics	Calendar/News

2nd Navigation Scheme

Wire Frame #1

	Logo/Pic

Header – Digital Media Program at the University of Washington

Main Navigation	Image/Flash Content

Legal

Wire Frame #2

WIRE FRAMES

University of Washington	Dept of Communication

Header – Digital Media Program

Main Navigation categories	Navigation	Navigation	Navigation

Program Info/Perspective/Marketing Copy

Search/Contact

Graphic/Promo

Wire Frame #3

Logo/Pic

Navigational Links

Features/Promo

Header

Navigation 2

Program Info/About

Calendar/Events

Pic/Images

Legal/Contact Info

Wire Frame #4

WIRE FRAMES

Header -University of Washington

Logo or
Digital
Media
Progam

Flash Content Images

Navigation

Links or
Promo

Program Info

News

Wire Frame #5

VERSION 1.0 CONTENT PLAN

- All content exists in current site
- Template created in the Content Creation B class

VERSION 1.0

Home Page

Prospective Students	Industry	Current Students	Faculty/Staff	General

Priority (+/-)

Prospective Students
- Admissions (Current site)
- Core Courses
- FAQs
- Web Casts

General
- ADA Complient
- Contact Info (all pages)
- "Image is Everything"
- Overview / Intro
- Site Simplicity
- News
- Good Design
- Media Theme
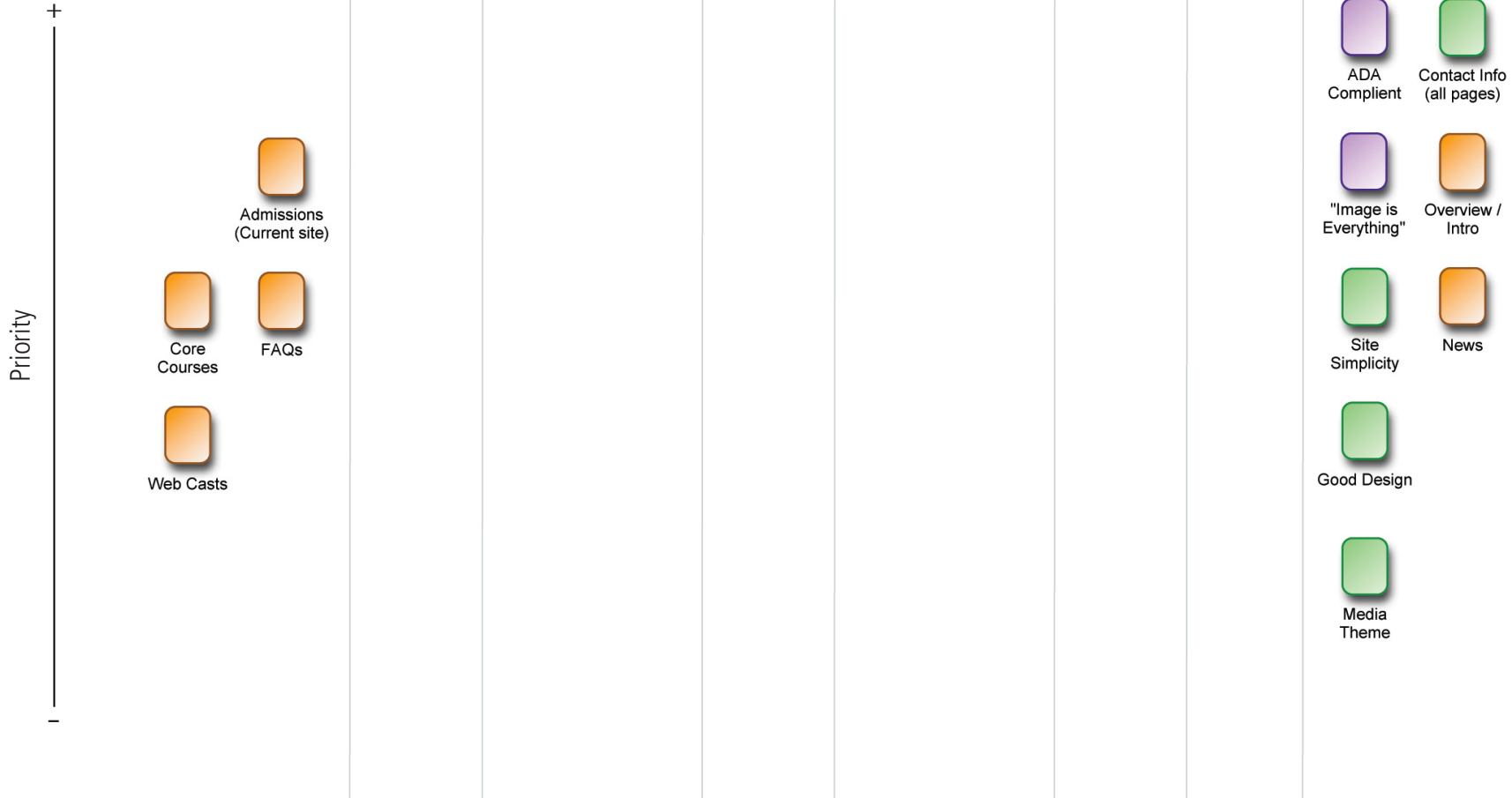
VERSION 1.1 CONTENT PLAN

Prospective Build-Out

Admissions Details
- Acceptance rates – TY/Corliss
- Wait list procedure – Corliss/Extension Program
- Financial aid/student loans – Corliss/Extension Program/UW
- Accommodations – Corliss/Extension Program/UW
- Housing and Food Services – UW

International Student Information – Information to come from TMMBA page

Curriculum
- Detailed class descriptions - Corliss
- Course offerings (by quarter) - Corliss
- Contact info for professors – Corliss

Teacher Information – existing site, Comm site, from Professors
- Credentials
- Profile
- Pictures

Facilities Overview
- Lab Photos – Comm dept.
- Equipment List - Facilities

Research and Library Links – existing syllabus, Jessica's site

VERSION 1.1

Home Page

| | Prospective Students | | Industry | Current Students | Faculty/Staff | General |

Priority

+

Prospective Students
- Curriculum
- Admissions Details & Options
- International Student Information
- Admissions (Current site)
- Core Courses
- FAQs
- Web Casts
- Teaching Credentials
- Faculty Pic and Profile
- Overview of Facilities

Current Students
- Research & Library Links

General
- ADA Complient
- Contact Info (all pages)
- "Image is Everything"
- Overview / Intro
- Site Simplicity
- News
- Good Design
- Media Theme

−

VERSION 1.2 CONTENT PLAN

Intranet Launch

Board members profiles – TY, board members

Intranet
- Weblogin – http://www.washington.edu/computing/pubcookie/
- Blog software – ($39.95) - http://www.sixapart.com/movabletype/pricing_educational
- vBulletin – ($160) - http://www.vbulletin.com/order/

Feedback form – TY, Kathy, Corliss, student representatives

VERSION 1.2

Home Page

Priority

| | Prospective Students | Industry | Current Students | Faculty/Staff | General |

Prospective Students

Curriculum

Admissions Details & Options

International Student Information

Admissions (Current site)

Core Courses

FAQs

Web Casts

Teaching Credentials

Faculty Pic and Profile

Overview of Facilities

Industry

Board Members

Current Students

Intranet System

Message Boards

Blogging Software

Research & Library Links

Faculty/Staff

Faculty Intranet

General

ADA Complient

Contact Info (all pages)

"Image is Everything"

Overview / Intro

Site Simplicity

News

Good Design

Media Theme

Feedback form

VERSION 1.3 CONTENT PLAN

Intranet Build-Out

Faculty/Student Directory - Corliss

Faculty Forms and guidelines – Corliss

Current Projects – Kathy

Thesis/Project Database – all professors

Calendar Program – populated by professors

Student handbook – gathered info from site redesign in PDF format

Student Opportunities – TY populates message board
- Student Outreach
- Career Services
- Job Opportunities

VERSION 1.3

Home Page

Prospective Students | **Industry** | **Current Students** | **Faculty/Staff** | **General**

Priority (+ / −)

Prospective Students
- Curriculum
- Admissions Details & Options
- International Student Information
- Admissions (Current site)
- Core Courses
- FAQs
- Web Casts

- Teaching Credentials
- Faculty Pic and Profile
- Overview of Facilities

Industry
- Board Members

Current Students
- Student Outreach
- Career Services
- Job Intern Database
- Student Bios

- Intranet System
- Message Boards
- Student Handbook
- Blogging Software

- Email System
- Thesis / Project Database
- Student Gallery

- Calendar System
- Faculty / Student Directory
- Current Projects
- Research & Library Links

Faculty/Staff
- Faculty Intranet
- Faculty forms and Guidlines

General
- ADA Complient
- "Image is Everything"
- Site Simplicity
- Good Design
- Media Theme

- Contact Info (all pages)
- Overview / Intro
- News
- Feedback form

VERSION 2.0 CONTENT PLAN

Multimedia Integration

Streaming News and Events – events and news will be adapted from calendar

Alumni Directory – Corliss

Student Discounts – students post on message board

Video testimonials – Content Creation project for credit

VERSION 2.0

Home Page

Prospective Students		Industry		Current Students		Faculty/Staff	General	

Priority (+ to −)

Prospective Students
- Curriculum
- Admissions Details & Options
- International Student Information
- Admissions (Current site)
- Core Courses
- FAQs
- Web Casts
- Video Testimonial
- Teaching Credentials
- Faculty Pic and Profile
- Overview of Facilities

Industry
- Affiliate Programs
- Board Members
- Sponsors
- Company Profiles
- Links / Journalism and Ad sites
- Links / professional organization

Current Students
- Student Outreach
- Intranet System
- Email System
- Career Services
- Message Boards
- Thesis / Project Database
- Job Intern Database
- Student Handbook
- Student Gallery
- Student Bios
- Blogging Software
- Student Discounts
- Alumni Directory
- Calendar System
- Faculty / Student Directory
- Current Projects
- Research & Library Links

Faculty/Staff
- Faculty Intranet
- Faculty forms and Guidlines

General
- ADA Complient
- Contact Info (all pages)
- "Image is Everything"
- Overview / Intro
- Site Simplicity
- News
- Good Design
- Streaming news / events
- Media Theme
- Feedback form

TIMELINE & MILESTONES

This timeline is the planned schedule for work on the MCDM Website from the start of Spring Quarter 2005 to the end of the year. In its current state, it is padded for unknowns and as the project moves forward, the rest of the time-line will be scheduled based on lessons learned from the early phases.

Key:

Black – Milestones, deadlines, and misc. project management
Fuchsia – Public relations, marketing, and publicity tasks
Blue – Technical tasks
Red – Usability testing tasks
Green – Functional testing tasks

March 28th

Official start of the MCDM Website Redesign Implementation.

Begin discussions with client(s) regarding wireframe options and overall site design.

Review version roll-outs to determine appropriate navigation structure.

Identify Communications and University events to tie in with version launches to help boost publicity.

Discuss the recruitment and compensation for usability testers.

April 11th

Determine all current server hardware configurations and evaluate its abilities to support the planned changes to the website.

Download necessary server software to prepare for install (if needed).

Narrow down wire frame options and overall site design, complete with place-holders for upcoming features.

Finalize navigation structure.

Review necessary web standards compliancy.

TIMELINE & MILESTONES CONTINUED

April 25th

Server build and software load complete, with test web server running. Transfer of current MCDM site starts and port for staging server is opened.

Finalize wireframe and overall site design.

Begin discussion of possible color schemes.

May 9th

Finalize color scheme.

Begin conversion of old MCDM site to the new template.

May 16th

Old MCDM site conversion complete.

Confirm standards compliancy with overall site design and with converted pages from the old site.

Bring in usability testers for site design and structure.

Begin drafting marketing documents to advertise the newly-remodeled website.

May 23rd

Usability testing complete, necessary changes made.

Begin functional testing with students and faculty.

Finalize marketing documents.

June 1st

Marketing documents go out for publication.

Functional testing complete, necessary changes made.

Final testing of new website in preparation for launch.

Final sign-off on all v1 documentation.

TIMELINE & MILESTONES CONTINUED

June 6th

END v1 CONVERSION

Marketing documents published.

New redesign launch!

Launch Party!

June 13th

Launch Post-Mortem Meeting.

Examine any reported problems or bugs.

Make fixes as necessary if not fixed already.

Scope timeline for collecting Prospective Students features.

July 5th

Finalize collection of content for Prospective Students features.

Begin editing and proofreading of content.

July 18th

All Prospective Students content edited, proofread, and signed off.

Begin coding and design of Prospective Students content.

August 1st

Finalize coding of Prospective Students content.

Begin functional testing with prospective students.

Begin drafting marketing documents to advertise the website features.

August 15th

Functional testing complete, necessary changes made.

Finalize marketing documents.

TIMELINE & MILESTONES CONTINUED

August 29th

Marketing documents go out for publication.

Final testing of new features in preparation for launch.

September 6th

END v1.1 CONSTRUCTION

Marketing documents published.

New features launch!

Launch Party!

September 12th

Off

September 19th

Off

October 3rd

Launch Post-Mortem Meeting.

Examine any reported problems or bugs.

Make fixes as necessary if not fixed already.

Scope collection of content for Current Student features.

Discuss with web login expert the set up of student-only Intranet security settings.

Download blogging and vBulletin software.

Begin discussion of database design for thesis/project database and alumni directory for v1.3.

Create team to discuss usage of the site feedback form.

October 31st

All content due.

Finalize usage of site feedback form.

Testing begins for Intranet, Blog, and vBulletin.

TIMELINE & MILESTONES CONTINUED

November 7th

Intranet, Blog, and vBulletin testing complete.

Test feedback form.

Begin drafting marketing documents to advertise the website features.

November 28th

END v1.2 CONSTRUCTION

Internal email sent to students.

New features launch!

LAUNCH PARTY!

December 5th

Launch Post-Mortem Meeting.

Examine any reported problems or bugs.

Make fixes as necessary if not fixed already.

Begin to discuss continuation to v1.3 execution.

Solidify v2 production dates.

Winter Quarter 2006

v1.3 production schedule to be deployed.

Spring Quarter 2006

v2 production schedule to be deployed.

TECHNICAL SPECIFICATIONS

	TARGET SPECIFICATIONS (PART 1)		
	Establishing clear audience specifications enables production to have a targeted goal. It is often difficult, if not impossible, to maintain consistency of experience from one browser or platform to the next. It is important for the HTML production team to understand not only the target and user but also who can be left behind.		
	Existing Site Specs (Check One Below)	**Priority/Target (Check One Below)**	**Others to Support (Specify One or More)**
Resolution	☐ 378×544 (web tv) ☐ 1024×768 ☐ 640×480 ☐ Other (explain) ☒ 800×600	☐ 378×544 (web tv) ☒ 1024×768 ☐ 640×480 ☐ Other (explain) ☐ 800×600	☐ 378×544 (web tv) ☐ 1024×768 ☐ 640×480 ☐ Other (explain) ☒ 800×600
Browsers	☒ Netscape/Mozilla ☐ Opera ☒ Internet Explorer ☒ Safari ☐ AOL ☐ Other (explain)	☒ Netscape/Mozilla ☐ Opera ☒ Internet Explorer ☐ Safari ☐ AOL ☐ Other (explain)	☐ Netscape/Mozilla ☒ Opera ☐ Internet Explorer ☒ Safari ☐ AOL ☐ Other (explain)
Browser Versions	Browser versions are always changing. For the latest breakdown, refer to upsdell.com/BrowserNews/find.htm and then identify existing specs, target, and others to support. Other sources for up-to-the-minute information follow below.		
Platforms	☒ Macintosh ☐ Other (explain) ☒ Windows	☒ Macintosh ☐ Other (explain) ☒ Windows	☐ Macintosh ☐ Other (explain) ☐ Windows

Connection Speed	☐ DSL/cable ☒ Dial-up 56.6K and lower
	☐ T1/T3
	  ☐ Other (explain)
		☒ DSL/cable ☐ Dial-up 56.6K and lower
		☐ T1/T3
		  ☐ Other (explain)
			☐ DSL/cable ☒ Dial-up 56.6K and lower
			☐ T1/T3
			  ☐ Other (explain)

Page Download Size (typical page)	☒ 30K and under ☐ 80K (graphic heavy, animation) ☐ 30 to 80K (typical page) ☐ 100K+ (not recommended unless a high-bandwidth site)	☐ 30K and under ☐ 80K (graphic heavy, animation) ☒ 30 to 80K (typical page) ☐ 100K+ (not recommended unless a high-bandwidth site)	☒ 30K and under ☐ 80K (graphic heavy, animation) ☐ 30 to 80K (typical page) ☐ 100K+ (not recommended unless a high-bandwidth site)

TECHNICAL SPECIFICATIONS CONTINUED

In an interview on February 28th, 2005 with Nika Pelc, acting technical support for the existing MCDM site, she noted that there are no log files or statistics kept on the usage patterns of the Communications server. No analysis has ever been done or requested by the school. This makes it impossible to determine what current site features generate the most traffic and which are not used. Without site statistics there is no way to tell how long a typical user spends on the site, or to benchmark any other criteria that should ideally be used to measure the success of a new implementation.

Because there is a lack of site data, we will base our site's technical specifications on industry standards plus intelligent assumptions of our target audience. Many of the applicants to the MCDM program are designers or are somehow linked to technology through work or enjoyment. They are likely to be slightly more knowledgeable about technical issues than the general population, are likely to be accessing the internet from a high-speed connection, and are likely to have current computer configurations. These assumptions require that we support the Apple OSX platform, Safari and other Mozilla browsers.

The following statistics are compiled from http://www.w3schools.com/browsers/browsers_stats.asp.

Browser Statistics

2005	IE 6	IE 5	O 7/8	Ffox	Moz	NN 4	NN 7
Feb	64.80%	4.20%	1.90%	20.40%	2.90%	0.20%	1.10%
Jan	65.30%	4.40%	2.10%	19.30%	4.00%	0.30%	1.10%

2004	IE 6	IE 5	O 7	Moz	NN 3	NN 4	NN 7
Dec	66.00%	4.80%	2.00%	21.30%	0.20%	0.30%	1.20%
Nov	68.50%	5.00%	2.20%	19.30%	0.20%	0.20%	1.20%
Oct	69.50%	5.70%	2.20%	17.50%	0.20%	0.20%	1.30%
Sept	69.60%	6.20%	2.30%	16.90%	0.20%	0.20%	1.30%
Aug	70.30%	7.00%	2.30%	15.50%	0.30%	0.30%	1.40%
July	71.00%	7.70%	2.30%	13.80%	0.30%	0.30%	1.40%
June	72.40%	8.30%	2.30%	11.80%	0.30%	0.30%	1.40%
May	72.60%	9.20%	2.20%	11.00%	0.30%	0.30%	1.40%
April	72.40%	10.10%	2.10%	10.30%	0.30%	0.30%	1.40%
March	72.10%	10.70%	2.10%	9.60%	0.40%	0.40%	1.40%
Feb	91.50%	11.50%	2.20%	9.00%	0.40%	0.40%	1.50%

TECHNICAL SPECIFICATIONS CONTINUED

OS Platform Statistics

2005	XP	2000	98	NT	.NET	Linux	Mac
Feb	62.00%	21.10%	5.10%	0.90%	1.30%	3.20%	2.90%
Jan	61.30%	21.60%	5.30%	1.00%	1.20%	3.20%	2.80%
2004	XP	2000	98	NT	95	Linux	Mac
Dec	59.80%	23.50%	5.40%	1.10%	0.10%	3.10%	2.70%
Nov	59.10%	23.70%	5.60%	1.20%	0.10%	3.00%	2.70%
Oct	57.80%	25.00%	6.00%	1.30%	0.20%	3.10%	2.60%
Sept	55.90%	26.20%	6.40%	1.50%	0.20%	3.10%	2.60%
Aug	53.20%	28.10%	7.00%	1.80%	0.20%	3.00%	2.50%
July	52.50%	28.40%	7.50%	1.90%	0.20%	3.10%	2.40%
June	51.20%	29.60%	8.00%	2.00%	0.30%	2.90%	2.50%
May	51.00%	29.60%	8.20%	2.00%	0.30%	2.90%	2.50%
April	49.70%	30.20%	8.70%	2.20%	0.30%	2.70%	2.50%
March	48.00%	31.10%	9.40%	2.40%	0.40%	2.60%	2.40%
Feb	49.00%	32.80%	9.50%	2.90%	0.40%	2.60%	2.50%

Display Resolution Statistics

2004	Higher	1024x768	800x600	640x480	Unknown
Oct	10%	51%	34%	1%	4%
July	10%	50%	35%	1%	4%
Jan	10%	47%	37%	1%	5%
2003	Higher	1024x768	800x600	640x480	Unknown
Oct	9%	45%	40%	2%	4%
July	8%	43%	44%	2%	5%
Jan	6%	40%	47%	2%	5%

ADA COMPLIANCE & TECHNOLOGIES

ADA Compliance:

http://www.washington.edu/doit/Brochures/Technology/web_admin.html

Technologies:

MySQL DB – Free.
(http://dev.mysql.com/downloads/mysql/4.1.html#Windows)

PHP – Free. (http://www.php.net/downloads.php)

Movable Type – $39.95 for an Educational license for a single classroom with unlimited weblogs.
(http://www.sixapart.com/movabletype/pricing_educational)

Weblogin – Supported through UW.

Calendaring Software – PHP-based, free.

vBulletin Board - $160 for a lifetime license.
(http://www.vbulletin.com/order/)

Flash plug-in – Dependent on final design. Free.

TESTING

This document details the testing procedure for the MCDM web site. In addition, this document contains a checklist that provides a step-by-step process for web site testers.

Introduction

The MCDM web site is comprised of static and dynamic HTML. The dynamic HTML is produced by a variety of databases and open packaged & source software applications.

Assumptions

For outside visitors to the website, it is assumed that the website has been tested by the developers on the platform/operating system and database combination that matches the visitor's configuration. It is assumed that the testers have equivalent experience using browsers to that of the target website user. Testers can login to the specified testing server, and can follow terse written instructions without supervision.

Objective

The objective of testing the website and its components in a simulated environment with real scenarios insures that a visitor can view, find and send specific information. In addition, the testing of the website allows the developers to fix/repair any software or typographical errors before the general public views the site.

Types of Testing

There are four (4) different types of tests that will be performed on the website before it is launched. Automated testing, human testing, user testing and external monitoring are all necessary to insure that the site is ready for public viewing.

Automated Testing

Automated testing is the first type of testing used and will be conducted by a computer. Automated testing is accomplished through the use of various forms of development and testing software.

The automated testing revolves around validation. Links, code markup, and structure are all checked for errors.

Human Testing

Humans conduct the second type of testing. Items tested by a human tend to relate to graphics and usability. For example, human testers may go through the site and test the consistency in look & feel on each page. They may check the structure and how it looks when in various sizes and types of browsers.

TESTING CONTINUED

User Testing

The third type of testing involves the users of the site. To insure that the site's structure is useful, we'll need to test the site with people who are not related to the production or development. In user testing we witness people use the site and question their experience. This type of testing is usually called usability testing and often involves putting technology in front of users in a lab and asking them to carry out a set of predefined tasks. We may, for example, ask the user to find a specific page or a specific resource on the site. This type of testing (also known as a usage study) will also take place during the development of the site. Usage studies are conducted by giving a preliminary working version with minimal features to a group of people who to use it as part of their ongoing activities in their own environment. This will provide feedback on what items/resources are used in a natural, or realistic, setting.

External Website Monitoring

The fourth type of testing happens after the site is launched. External website monitoring is conducted by a third party. Services like Watchmouse.com will check the site everyday and contact the administrators if they find any errors.

Bug Reporting

Errors that are discovered during and after the testing process will need to be reported to the website's administrator. For the first version we do not think that a bug-reporting database is necessary. If the site were to grow, or if the site had more than one administrator it would be important to implement a reporting tool that documented the bug, the time the bug was reported, the response from the administrator, the solution to the problem and a time when the bug was fixed. This adds both accountability and credibility to the site.

Test Reporting

Reports detailing the testing of the site will need to be submitted to the person in charge of launching the release candidate. Outstanding items should be documented in an easy-to-read fashion with expected fix dates. It is up to the owner's discretion if they wish to launch the site based on the severity of any outstanding bugs.

TESTING CONTINUED

Release Procedure

Before a release candidate is launched the appropriate personnel must approve the candidate. Below is an example release procedure:

1. Website administrator documents changes made to the site since last launch

2. Website administrator contacts website manager, sends change documentation and link to testing server.

3. Website manager previews site changes and change document

4. Website manager either approves the site changes or sends additional change request to website administrator
   a. If the website manager makes additional change request, the process for applying changes to the site starts over

5. Upon approval of site change document, the new version of the site is uploaded to the external / public web server.

6. A copy of the launched site is saved with a copy of the approved change document – both are stored together and marked as the current version.

Pre-Launch Checklist

Part 1 - Automated testing checklist

	Link Testing (Dreamweaver or other development software)
	HTTP Link Testing (outside testing site)
	HTML Validation - W3C Markup Validation http://validator.w3.org/
	CSS Validation - W3C CSS Validation http://jigsaw.w3.org/css-validator/

Part 2 - Human testing checklist

	Page consistency – check each page for consistency in look & feel. Make sure all shared items are similar.
	Check target specifications (see target specifications document on next page)
	Page performance – do all the pages seem to load in a reasonable time?

Part 3 - Website Administrator

	Document changes made to the site
	Start the Release procedure
	Setup site with External Monitoring Service / check settings before each major release

UPDATES & MAINTENANCE

This document details the procedure for updating and maintaining the MCDM web site.

Types of updates:

Type 1 – General Maintenance

The majority of website updates will consist of general changes to existing text, links and graphics. These minor changes usually don't require the addition of a secondary page or changes to the navigation of the site.

Type 2 – Complex Changes

The second type of updates is more complex, requiring the addition of a page or section. In addition, these updates often impact the navigation system of the site and require meetings between the website manager and website administrator before the change request is started.

The process for a type 1 change request:
1. A change request is sent to the website manager from the site owner, faculty or staff member, or student.
2. The website manager then decides if the request is appropriate and if so decides when the change should take place.
3. If the website manager approves the update the request is sent to the website administrator.
4. The website administrator provides feedback to the website manager with an expected timeline for completing the change request.
5. Once the update is complete, the website administrator starts the testing procedure. (See testing procedure worksheet for more information).

The process for a type 2 change request:
1. A change request is sent to the website manager from the site owner, faculty or staff member, or student.
2. The website manager then decides if the request is appropriate and if so decides when the change should take place.
3. If the change request isn't approved a message is sent to the requestor detailing the reasons for denying the request.
4. If the change request is approved, a meeting with the website administrator is set up and the feature requirements and proposed timeline are developed.
5. Depending on the complexity of the change request, additional meetings and/or timelines are developed.
6. Once the change is complete, the website administrator starts the testing procedure. (See testing procedure worksheet for more information).

SUCCESS CRITERIA

Success for the Digital Media Program's website will be measured according to the following bulleted items. It is important to note that these criterions were selected because they are not dependent on marketing efforts or other outside influences. These will provide a reliable, realistic framework for constituting success.

- Number Of Logins To The Secure Area

- Number Of Classes That Use The Website Template

- Time Spent In The Site

- Repeat IP Visitors

- If The Site Is Being Used

- Staying Within Budget's Allowance

- Number Of Direct Email Inquiries

Quarterly Checklist:

Success Criteria	Q1	Q2	Q3	Q4
Number Of Logins To The Secure Area				
Number Of Classes That Use The Website Template				
Time Spent In The Site				
Repeat IP Visitors				
If The Site Is Being Used				
Staying Within Budget's Allowance				
Number Of Direct Email Inquiries				

LEGAL REVIEW

Privacy Policy

We will not collect personal information about you just because you visit this Internet site. There are applications on this web site that provide you with the opportunity to contact faculty, staff and administrators. This site also provides opportunities to ask questions requiring a response, sign up for electronic news-letters, participate in focus groups and customer surveys, or learn the status of an application. Using these services is voluntary and may require that you pro-vide additional personal information to us. Providing the requested information implies your consent for us to use this data in order to respond to your specific request.

If you choose to provide us with this information, be assured that the University of Washington will not intentionally distribute or sell that information to anyone outside the University. By using our web site, you do consent to University of Washington's collection and use of the information you send. You understand that information transmitted over public networks may be accessed by third parties, and the University of Washington will not be liable for any such unau-thorized disclosure.

Further, you understand that the University of Washington may, at its discre-tion, use third-party service providers to administer web servers and to store such information on back-up disks, and that a service provider may without the University of Washington's knowledge permit an unauthorized third party to do so on its behalf.

RECOMMENDATIONS

To implement the proposed plan, which gives a complete face-lift to the MCDM website, will set the program apart from competing programs and generate more interest to the program's offerings. It is expected that the proposed redesign of the MCDM site will increase the number of applicants applying to the program and develop a commodore between students, faculty, alumni and industry leaders. Building this relationship through the program requires a common reverence towards the program's "image" which is primary perceived through the website. Therefore, it is necessary to execute the website redesign in a complete fashion so it will showcase the program's offerings in the most favorable light.

While modern technology can bring the website to the 21st century, cost and technical support will be the two primary factors impeding the redesigned site to launch. The team suggest to not to move forward unless the university and the program is willing to fully support the proposed recommendations to redesign the site. If full support is not provided or not available for the redesigned website, then it would be in the best interest of the program to leave the current site as is until support is provided.

If the program would like to execute the proposed recommendations to redesign the website, then the team recommends that the program partner with companies interested in sponsoring the redesigned website possibly for an ad placement on the new site. This might highlight the program's influence with leading companies while providing a benefit for the companies in terms of recruitment and community involvement. Furthermore, the sponsorship with technology companies might provide an opportunity to amplify the program's offerings on an international level. If the university would like to flush out the idea of partnering with leading companies, the team is willing to devise a proposal.

APPENDIX

MARKETING

To drive home the impact of launching a redesigned site for the MCDM program, it is recommended that a strong marketing plan is implemented even though it is not required for the website development. A marketing plan for the MCDM website will further showcase the program to key audiences, amplifying the program's entire offerings. The following is a brief overview outlining our marketing plan to promote the MCDM website among our key audiences. Specific details of the marketing plan can be prepared for future reference.

Marketing Objectives: Drive targeted audiences to the digital media website and encourage visitors to appreciate the value and functionality of the program as well as the website itself.

- Build creditability and trust among prospective students interested in digital media

- Increase number of applicants for the Masters of Communication in Digital Media at UW

- Showcase the program's resources to industry leaders and corporate sponsors

- Create a valuable website to current students, faculty and alumni

Marketing Strategies: Select outlets which will provide the most visibility for the digital media website while amplifying the website's attractive functionality features to current students and faculty.

- Identify key soft placements for visitors to link to the digital media website whether through selected search engines or supporting sites

- Identify key hard placements to increase visibility among prospective students and industry leaders interested in digital media

- Promote relevant features from the website to current students and faculty

- Establish a valuable network between key audience groups

MARKETING CONTINUED

Execution: The following tactics will meet marketing objectives identified above and be carried out by a team of students currently enrolled in the digital media program.

Tactics

- Create rolling thunder among current students and faculty by sending update mails highlighting newly added features on the digital media website

- Educate administration staff and undergraduate advisors at UW about the digital media program so students interested in pursuing a graduate degree are aware of the program's offerings

- Provide easy access to the digital media website by prioritizing the program's link by keyword terms on selected search engines including UW search, Google, MSN search and Yahoo. (Keywords: digital media, technology and university programs, new media, University of Washington)

- Acquire ad space in University course catalogs to promote the digital media program in some fashion while directing visitors to the website

- Simplify the program's URL to www.washington.edu/digitalmedia or something similar

- Host an event inviting leading industry representatives to discuss what digital media looks like today and what it might look like in the future. Provide brochures with website's URL while encouraging representatives to visit the valuable resources available on the website.

Benchmark

- Number of applications the first year of launch up by 20 percent, followed by three-five percent each year thereafter.

- Feedback from current students, faculty and alumni is strongly favorable.

- At least two employment opportunities secured by students interacting with alumni and corporations through the website.

- Number of visitors average between 800 – 1400 per month.

- Corporate sponsorship and guest speakers up by five – ten percent.

COST ESTIMATES

Quote Supplied by:
TriFilm Productions
www.trifilm.com

Total Hours: 911

Launch Cost: $57,525

Maintenance Cost: $31,200*

Total Budget: $37,403 - $77,647**

* (12 x Post Launch costs, which were assumed monthly. Also added $400 x 12 for server hosting, which is only $200 per month cost)

** (35% +/- to projected budget to account for "client organization" and other project unknowns)

	Est. Hours	Hourly Rate	SubTOTAL	TOTAL
Pre-Launch				$39,975.00
Plan Development	80	$75.00	$6,000.00	
Industry Research	40	$75.00	$3,000.00	
Media Research	40	$75.00	$3,000.00	
Creation and Design	80	$100.00	$8,000.00	
Content Production	80	$45.00	$3,600.00	
Content Validation	20	$35.00	$700.00	
Marketing Research	30	$75.00	$2,250.00	
Marketing Planning	30	$75.00	$2,250.00	
Marketing Implementation	20	$55.00	$1,100.00	
Legal Guidance	15	$200.00	$3,000.00	
Client Guidance	15	$75.00	$1,125.00	
Technical Support	10	$65.00	$650.00	
Site Testing	20	$55.00	$1,100.00	
BETA Testing	20	$55.00	$1,100.00	
Revision Management	40	$55.00	$2,200.00	
Software/Hardware Support	20	$45.00	$900.00	
Launch				$8,950.00
Marketing Execution	80	$55.00	$4,400.00	
Technical Management	20	$65.00	$1,300.00	
Site Storage Transfer	1	$1,000.00	$1,000.00	
Data Collection	20	$55.00	$1,100.00	
Data Entry	20	$35.00	$700.00	
Data Analysis	10	$45.00	$450.00	
Post-Launch**				$2,200.00
Site Updates	10	$75.00	$750.00	
Site Evaluation	10	$55.00	$550.00	
Follow Up Research	10	$55.00	$550.00	
Marketing Support	10	$35.00	$350.00	
Administrative				$6,400.00
Resource Fee	40	$45.00	$1,800.00	
Production Fee	40	$45.00	$1,800.00	
Management Fee	40	$45.00	$1,800.00	
Team Support	40	$25.00	$1,000.00	

COST ESTIMATES CONTINUED

Quote Supplied by:
thePlatform
www.theplatform.com

Total Hours: 1146

Launch Cost: $92,375

Post Launch Cost: $16,325*

Total Budget: $100,000 - $150,000**

* (12 x Post Launch costs, which were assumed monthly. Also added $400 x 12 for server hosting, which is only $200 per month cost)

** (35% +/- to projected budget to account for "client organization" and other project unknowns)

	Ets. Hours	Hourly Rate	Add. Charges	SubTOTAL	Total Cost
Pre-Launch					$63,225.00
Plan Development	100	$110.00		$11,000.00	
Industry Research	30	$110.00		$3,300.00	
Media Research	30	$110.00		$3,300.00	
Creation and Design	100	$150.00		$15,000.00	
Content Production	100	$60.00		$6,000.00	
Content Validation	25	$40.00		$1,000.00	
Marketing Research	25	$110.00		$2,750.00	
Marketing Planning	25	$110.00		$2,750.00	
Marketing Implementation	35	$75.00		$2,625.00	
Legal Guidance	20	$200.00		$4,000.00	
Client Guidance	20	$110.00		$2,200.00	
Technical Support	40	$90.00		$3,600.00	
Site Testing	20	$60.00		$1,200.00	
BETA Testing	20	$60.00		$1,200.00	
Revision Management	40	$60.00		$2,400.00	
Software/Hardware Support	20	$45.00		$900.00	
Launch					$16,225.00
Marketing Execution	120	$75.00		$9,000.00	
Technical Management	35	$75.00		$2,625.00	
Site Storage Transfer	1	$1,500.00		$1,500.00	
Data Collection	25	$80.00		$2,000.00	
Data Entry	25	$30.00		$750.00	
Data Analysis	10	$35.00		$350.00	
Post-Launch**					$3,400.00
Site Updates	15	$75.00		$1,125.00	
Site Evaluation	25	$55.00		$1,375.00	
Follow Up Research	10	$55.00		$550.00	
Marketing Support	10	$35.00		$350.00	
Administrative					$12,925.00
Resource Fee	55	$70.00		$3,850.00	
Production Fee	55	$70.00		$3,850.00	
Management Fee	55	$70.00		$3,850.00	
Team Support	55	$25.00		$1,375.00	

BUDGET ESTIMATE

Quote Supplied by:
Our Team - New Media Ninjas
www.newmedianinjas.com

Total Hours: 1146

Launch Cost: $15,204

Maintenance Cost: $3,920

Total Budget: $19,124-35,000**

** (35% +/- to projected budget to account for "client organi-
zation" and other project unknowns)

	Est. Hours	Hourly Rate	SubTOTAL	TOTAL
Pre-Launch				$9,100.00
Plan Development	100	$14.00	$1,400.00	
Industry Research	30	$14.00	$420.00	
Media Research	30	$14.00	$420.00	
Creation and Design	100	$14.00	$1,400.00	
Content Production	100	$14.00	$1,400.00	
Content Validation	25	$14.00	$350.00	
Marketing Research	25	$14.00	$350.00	
Marketing Planning	25	$14.00	$350.00	
Marketing Implementation	35	$14.00	$490.00	
Legal Guidance	20	$14.00	$280.00	
Client Guidance	20	$14.00	$280.00	
Technical Support	40	$14.00	$560.00	
Site Testing	20	$14.00	$280.00	
BETA Testing	20	$14.00	$280.00	
Revision Management	40	$14.00	$560.00	
Software/Hardware Support	20	$14.00	$280.00	
Launch				$3,024.00
Marketing Execution	120	$14.00	$1,680.00	
Technical Management	35	$14.00	$490.00	
Site Storage Transfer	1	$14.00	$14.00	
Data Collection	25	$14.00	$350.00	
Data Entry	25	$14.00	$350.00	
Data Analysis	10	$14.00	$140.00	
Post-Launch				$840.00
Site Updates	15	$14.00	$210.00	
Site Evaluation	25	$14.00	$350.00	
Follow Up Research	10	$14.00	$140.00	
Marketing Support	10	$14.00	$140.00	
Administrative				$3,080.00
Resource Fee	55	$14.00	$770.00	
Production Fee	55	$14.00	$770.00	
Management Fee	55	$14.00	$770.00	
Team Support	55	$14.00	$770.00	

COLOPHON

J. de Haan

Apple OSX 10.3.8
Microsoft Office: MAC 2004
OmniGraffle Pro
Macromedia Fireworks MX 2004
Macromedia Dreamweaver MX 2004
Transmit 2.6.2

phpbb 2.0.6

Apple Powerbook 12"
Apple G4 dual 500mHz

J.J. Wright

Windows XP Service Pack 2
Microsoft Office: XP Professional 2003
Dell Dimension 8100 1.5Ghz
Macromedia Fireworks mx 2004
Adobe Photoshop CS

J Hallock

Apple OSX 10.3.8
Microsoft Office: MAC 2004
OmniGraffle Pro
Macromedia Fireworks MX 2004
Macromedia Dreamweaver MX 2004
Adobe Photoshop CS
Adobe Illustrator CS
Adobe InDesign CS

Fonts:
Frutiger LT Std 45 Light
Humanist 521 Bold Italic BT
ITC Franklin Gothic Std Book
Univers LT Std 49 Light Ultra Condensed
Univers LT Std 59 Light Ultra Condensed

Apple Powerbook 15"

COLOPHON CONTINUED

A. Ausejo

Gateway 600S laptop
2.0GHz Pentium 4
512 MB RAM
40 GB hard drive

Microsoft Windows XP SP1
Microsoft Office XP
Adobe Photoshop CS
Picturecode Noise Ninja
WS_FTP LE
Mozilla Firefox 1.0
WinAmp 5 (w00t!)

Nikon D70
18-70mm f3.5-4.5G ED-IF AF-S DX Zoom Nikkor
50mm f/1.8D AF Nikkor
SB-600 speedlight
Lexar 80x Professional 2 GB compact flash card

Canon SD110
PQI 512 MB SD card

T. Conley

Windows XP Office Suite
Gatway POS Pentium Notebook
The RAM Brewery for providing an establishment to ponder ideas... ;)