First Phase: Define

MARKET NEEDS ANALYSIS

The VESL web site has one primary market and at least three secondary markets. The most important function of the web site is to recruit new adult students to the program. If successful, the site will inform students—or their relatives or friends—reassure them that the program is unintimidating yet effective, entice and inspire them with former students’ testimonials, and motivate them to enroll.

But in addition to reaching students, the site should serve as a powerful public relations magnet to draw prospective faculty, financial sponsors, and possible emerging employers of future VESL students.

PROBLEM STATEMENT

Creating an effective Internet communication tool to meet the demands of native English speakers is challenging enough. But meeting the needs of a non-native English-speaking audience is more difficult still. The prospective VESL student requires adult-level information, presented in an easy-to-understand yet non-condescending manner. Contemporary photos that enable students to identify with people in situations like themselves will be especially eloquent. Following the lead of current successful advertising campaigns, we support replacing, wherever possible, tight, blocky paragraphs of text with pithy passages, accompanied by appropriate photographic imagery.

After analyzing the current web site, we agreed that the following changes were critical:

- Shorten page length to eliminate need for scrolling
- Replace serif typefaces with cleaner sans serif
- Replace clip art illustrations with photographs
- Maintain consistent color throughout the site

MARKET AUDIENCE

The VESL population consists of ethnically diverse non-native English-speaking adults who have achieved at least a Level Four understanding of English. The obvious motivation for seeking enrollment in the VESL program will be either to find employment or to advance
in existing employment by strengthening the ability to communicate in English on the job. The underlying student goals are self-reliance, self-confidence and achieving a certain lifestyle. We assume that a percentage of prospective VESL students will be introduced to the program by relatives or friends who visit the site first and then recommend a subsequent student visit.

**TEAM TASK DIVISION**

**All**
Before the first face-to-face meeting, the group discussed preparedness and shared numerous color palette, layout, and logo sketches via email.

**Student 1**
Find imagery and translations for the word “welcome.” build home page and pop-up windows. establish inter-page links
Authoring application: PC Macromedia Fireworks and Dreamweaver

**Student 2**
Find imagery, build Flash animated splash page
Authoring application: Mac/PC Adobe Photoshop, Macromedia Flash and Dreamweaver

**Student 3**
Build proposal, VESL logo, write copy.

**TASK COMPLETION TARGETS**

**Mon Oct. 15**
Define, divide and assign tasks
Create assets FTP location
Visit similar sites and assess successful elements
Produce logo sketches

**Sat Oct 20**
Gather, upload assets to server
Submit color palette options
Submit found imagery
Submit proposal draft
Submit final logo
Erect one color palette
Erect images to use
Submit completed proposal draft
Submit completed imagery
Submit home page sketches
Submit navigational diagrams
Submit splash page draft
Submit interest survey
Submit splash page final
Submit tentative home page final
Critique and refine all pages
Upload all project elements to server, test for malfunction using various platforms, browsers, internet service connections.

Mon Nov 05
Announce Atlantic Team project completion to Webboard, and provide link to URL

Second Phase: Design
SITE OBJECTIVES

1. Present the VESL logo clearly and consistently on to establish identity and to help build a sense of program pride and community
2. Reach out to numerous cultures by presenting the word welcome in several languages
3. Convey purpose immediately on home page
4. Project a successful, dynamic attitude
5. Convey credibility, quality, and courtesy
6. Provide speedy, intuitive navigation methods
7. Provide photos that speed understanding
8. Showcase inspirational models to entice enrollment
9. Transform visitors into prospects
10. Transform prospects into registrants, faculty applicants, financial donors, or in-taking employers

Third Phase: Develop
VESL IDENTITY -- See proposal page 5
SITE COLOR PALETTE — See proposal pages 6

SITE MAP — See proposal page 7

SITE ASSETS STORAGE
FTP (File Transfer Protocol)
http://pluto.palomar.edu/atlantic

SITE ART FILES
VESL logo and tag line, Palomar College logo
six vocational photos, two faculty photos
preliminary sketches

SITE HTML FILES
splashpage.html, index.html
furchmessage.html, hechtmassage.html
survey.html

SITE PDF FILES
proposal.pdf

Fourth Phase: Evaluate

URL ACCESS AND TESTING
http://pluto.palomar.edu/atlantic/index.html

OPERATING SYSTEMS
Macintosh v8.6 + v9.2 + v10.1

PC Windows 98

BROWSERS
Internet Explorer v5.0
Netscape Communicator v4.5 + v6.1

INTERNET CONNECTION
NetZero dial-up 28.8-56kbps
Earthlink DSL 144kbps
Cox T1 1mbps
RoadRunner T1 1mbps

Proposal submitted November 5, 2001

ATLANTIC TEAM | GC212 | WEB PAGE LAYOUT II
J.C. Bautista  A. Brown  C. Carr  M. Chesney
VOCATIONAL ENGLISH AS A SECOND LANGUAGE

SUCCESS SPOKEN HERE

VESL IDENTITY
Initial V doubles as a check mark, as used in confirming a list of skills
Initial S doubles as an energetic, ageless, genderless figure
Motion streaks behind the figure suggest speed in learning vocational language and progressing toward goals
Rectangular negative area within the initial L suggests a certificate, a paycheck, a tool box, or portfolio
SUCCESS SPOKEN HERE tag line emphasizes results-oriented approach
Plum and periwinkle colors chosen for balanced, subdued warm-to-cool corporate appearance
WEB HEXADECIMAL PALETTE

PRINT PANTONE PALETTE