

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Graphic Design Technology	104	GDT 104 05/03/2023-Introduction to Graphic Design
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Digital Media Arts (new)
Faculty Preparer		Kevin Woodland
Date of Last Filed Assessment Report		

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

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

No

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

3.

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

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Apply graphic design principles to practical design projects.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of students will score 75% or better
- Who will score and analyze the data: GDT faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022, 2021	2023, 2022, 2021	

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

# of students enrolled	# of students assessed
262	122

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

I did not teach all sections of GDT-104 during these semesters. Also, numerous students either withdrew, stopped attending, or simply did not attempt the project being used for this assessment.

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

Morning, afternoon, and evening sections. All of which were taught virtually (synchronous through Zoom) during the pandemic.

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

One key project was used for this assessment called "Rhythm & Balance," which is based on the assignment from the textbook "Graphic Design the New Basics," by Ellen Lupton.

Students are asked to combine text and imagery into a 20-page document (i.e. a magazine layout composed of 10 spreads) with Adobe InDesign (industry-standard page layout software). The resulting artifact should exemplify continuity of elements across multiple spreads while incorporating controlled variety. The resulting artifact should be considered print-ready.

The rubric used for grading emphasizes technical proficiency (i.e. efficient workflow that demonstrates best practices), professionalism (i.e. file management, organization, milestones), and creativity (i.e. a blend of style and personal voice).

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

Met Standard of Success: Yes

Percentage of students meeting standard of success: 82% (100 out of 122).

We are using 80% as the standard rather than 75% due to the way Blackboard organizes student scores in groups of ten percentage points.

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

This assignment comes early in the semester while attention levels are still fresh and students are having fun using their new skills they gained during the first three weeks of class. This project has a way of helping students understand the entirety of the graphic design process. They tend to enjoy this project because it allows them to fully express themselves by using a blend of two types of thinking: technical and creative.

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

As mentioned, this assignment comes early in the semester which presents a sizable hurdle: students show many signs of struggling with basic computing skills. These are problems that eventually are rectified throughout the semester but they are in full-effect at this early point of the semester. For example, this project requires a great deal of file management due to InDesign's linking function. Students do not take this seriously until it comes back to haunt them!

Outcome 2: Create graphic design artifacts that incorporate the contemporary definitions of the interaction of medium and message.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All
 - How the assessment will be scored: Departmentally-developed rubric

- Standard of success to be used for this assessment: 75% of students will score 75% or better
- Who will score and analyze the data: GDT faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022, 2021	2023, 2022, 2021	

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

# of students enrolled	# of students assessed
262	118

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

I did not teach all sections of GDT-104 during these semesters. Also, numerous students either withdrew, stopped attending, or simply did not attempt the project being used for this assessment.

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

Morning, afternoon, and evening sections. All of which were taught virtually (synchronous through Zoom) during the pandemic.

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

One key project was used for this assessment called "Time & Motion," which is based on the assignment from the textbook "Graphic Design the New Basics," by Ellen Lupton.

Students are asked to combine text and imagery (created with Adobe Photoshop and/or Adobe Illustrator) into a brief animated video sequence with Adobe After Effects (industry-standard motion graphics software). The resulting artifact should be suitable for posting to a social media platform such as Instagram, Facebook, or YouTube.

The rubric used for grading emphasizes technical proficiency (i.e. efficient workflow that demonstrates best practices), professionalism (i.e. file management, organization, milestones), and creativity (i.e. a blend of style and personal voice).

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

Met Standard of Success: Yes

Percentage of students meeting standard of success: 98.3% (116 out of 118).

We are using 80% as the standard rather than 75% due to the way Blackboard organizes student scores in groups of ten percentage points.

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

This project comes late in the semester and students are always impressed with the massive amount of skills they've gained over the previous 12 or 13 weeks of class. They love specifying the parameters of this project (self-direction is part of the criteria) because they can showcase all of their skills at one time in one complex project. The addition of motion to static graphic design is something that reinvigorates their attention at this late point of the semester. Students work hard to accomplish something that meets their own definitions of success, and in turn, easily meet the criteria for this particular project.

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

Again, file management rears its ugly head. It's a constant struggle with entry-level students. They constantly overwrite their own files, misplace linked graphics, and fail to utilize any sort of meaningful file naming system. They confuse cloud storage with local storage and are baffled when they can't find things they worked on the night before. Even at this late point of the semester, it's still something that tends to come up with many students.

Outcome 3: Apply the proper technical skill(s) to the given projects.

- Assessment Plan
 - Assessment Tool: Project
 - Assessment Date: Fall 2013
 - Course section(s)/other population: All
 - Number students to be assessed: All

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% of students will score 75% or better
- Who will score and analyze the data: GDT Faculty

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

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
2022, 2021	2023, 2022, 2021	

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

# of students enrolled	# of students assessed
262	116

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

I did not teach all sections of GDT-104 during these semesters. Also, numerous students either withdrew, stopped attending, or simply did not attempt the project being used for this assessment.

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

Morning, afternoon, and evening sections. All of which were taught virtually (synchronous through Zoom) during the pandemic.

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

One key project was used for this assessment called "Color," which is based on the chapter called "Color" from the textbook "Graphic Design the New Basics," by Ellen Lupton.

Students are asked to create vector-based informational graphics demonstrating various aspects of color theory with Adobe Illustrator and assemble them into a multi-page slideshow with Adobe InDesign for final output.

The resulting artifact is a presentation slideshow that exemplifies a complex hierarchy of body text, display text, and custom illustrations and is meant to accompany an oral presentation about color theory to an uneducated audience.

The rubric used for grading emphasizes technical proficiency (i.e. efficient workflow that demonstrates best practices), professionalism (i.e. file management, organization, milestones), and creativity (i.e. a blend of style and personal voice).

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

Met Standard of Success: Yes

Percentage of students meeting standard of success: 86.2% (100 out of 116).

We are using 80% as the standard rather than 75% due to the way Blackboard organizes student scores in groups of ten percentage points.

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

This project comes half-way through the semester and is somewhat larger than most projects due to the fact that students are given two weeks spanning either Fall or Winter Recess. This project gives students a lot of freedom to create freely so they tend to enjoy the process of making elements that exemplify their own points of view.

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

This is a challenging project with numerous levels of hierarchy. Students seem to exert a strong amount of control over the most salient elements in the hierarchy but completely overlook the detail elements. For example, the descriptive text, which is a big part of the content, is often completely ignored. Elements are often not aligned with one another and inconsistently placed from one slide to the next.

III. Course Summary and Intended Changes Based on Assessment Results

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

No previous assessment reports.

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

This course closely follows the textbook "Graphic Design: The New Basics" by the well-respected writer Ellen Lupton. The book provides a solid checklist of graphic design principles that are easy to understand when looked at in isolation, which is something each project is designed to do (i.e. texture, color, modularity, etc.). At the same time, students are learning industry-standard software. The course structure seems to give students a good mix of technical and creative skills. The results of the assessment were not surprising since I've closely observed the students in the class over the past three years.

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

Conducted via email to share the results with the other full-time faculty members of the graphic design program.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	<p>A stronger level of basic computer literacy skills needs to be written in the assignments. Students are able to quickly learn technical software skills by addressing project criteria so I believe they can also learn computer skills in the same way.</p> <p>For example, rather than just presenting their graphic design work during check-ins, students should also be asked to verify their folder structures</p>	The rationale is described to the left along with the proposed changes.	2023

	<p>and file naming conventions. They should be held accountable for basic computing tasks such as unzipping .zip files the correct way (Windows users in particular struggle with this) and taking and sending screenshots of their work (it's crazy that many students don't know how to take a screenshot and email it to their instructor).</p> <p>Understanding how computers process visual data is another weak spot that needs to be addressed. For example, students don't understand what "scratch disk space" means in relation to RAM-intensive programs like Photoshop and After Effects. They don't understand the difference between various file formats such as .pdf, .png, .gif, .jpg, etc. These are things that students should be learning in their computer classes in high school but apparently, they are not.</p> <p>These weaknesses can be written into the</p>		
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	project criteria so that students are held accountable for them.		
Other: Data Collection	Going forward, it's our plan to ensure all future sections of GDT-104 will be synchronized in terms of projects given to students in order to provide a consistent set of data for future assessment.	This particular assessment did not include several sections taught by part-time graphic design faculty. Though we teach the material in slightly different ways, the graphic design faculty would like to be able to provide data to support that students are learning the same material across various sections of the course.	2023
Other: Standard of Success	Update the standard of success from "75% of the students will score 75% or higher" to "75% of the students will score 80% or higher."	Blackboard sorts student scores into groups of ten percentage points so this is a logical change since it will help the data collection part of the assessment process.	2023

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

6.

III. Attached Files

[GDT-104 Outcome 01.pdf](#)

[GDT-104 Outcome 02.pdf](#)

[GDT-104 Outcome 03.pdf](#)

Faculty/Preparer:

Kevin Woodland **Date:** 05/08/2023

Department Chair:

Ingrid Ankerson **Date:** 05/10/2023

Dean: Eva Samulski **Date:** 05/12/2023
Assessment Committee Chair: Jessica Hale **Date:** 08/28/2023