

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Graphic Design Technology	112	GDT 112 03/02/2021-Principles and Problem-Solving in Graphic Design
Division	Department	Faculty Preparer
Business and Computer Technologies	Digital Media Arts (new)	Kelley Gottschang
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: Use ideation methodologies in process-based projects that display brainstorming, technical skill and implementation of design principles.

- Assessment Plan
  - Assessment Tool: Portfolio of work from the course
  - Assessment Date: Winter 2016
  - Course section(s)/other population: all
  - Number students to be assessed: All if one section; 20 randomly selected if two or more sections are offered in assessment cycle.
  - How the assessment will be scored: Departmentally-developed rubric

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

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)
2020		

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

# of students enrolled	# of students assessed
22	20

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.

There were 21 students enrolled in the course; only 20 handed in the project that is 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.

There is only one section of the course offered per fall and winter semester. This class was taught virtually during the fall semester.

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

I used a large project from the class to evaluate all criteria in the outcome and used a rubric for scoring.

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  
 19 of 20 students (95%) scored 75% or higher on the outcome criteria. One student fell in to the Unacceptable work range. The standard of success was met.

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

Students displayed a high level of conceptualization ability as they worked through this design challenge. This required them to use a great deal of brainstorming, ideation and process to push them beyond a literal interpretation of the project. The students did well in coming up with intelligent, sophisticated "takes" on their topic and demonstrated a high level of proficiency in being able to articulate them in the composition, design and structure of their work.

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.

For the students who fell in to the Intermediate work score (there were 4) it was mostly due to their lack of typographic finesse. Type is such a huge part of graphic design that even though they had really strong ideas and concepts, their typographic deficiencies had an impact on the sophistication of their work. Even though most students did fine in this area, the course should have some more direct assignments that focus on type and basic type skills.

This is complicated because some students have already taken the Type 1 course, so the added content would be redundant for them. I will discuss with my colleague the findings of the assessment and we will decide how to address this as I complete the new master syllabus, most likely by adding an outcome or objective around type and typography.

Outcome 2: Analyze visual compositions and recognize key design principles in order to evaluate design effectiveness.

- Assessment Plan
  - Assessment Tool: Written or stated project rationales and defense of a design solution.
  - Assessment Date: Winter 2016
  - Course section(s)/other population: All sections
  - Number students to be assessed: All if one section; 20 randomly selected if two or more sections are offered in assessment cycle.
  - How the assessment will be scored: departmentally-developed rubric
  - Standard of success to be used for this assessment: 75% of the students will score 75% or higher.
  - Who will score and analyze the data: faculty in GDT
- 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)
2020		

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

# of students enrolled	# of students assessed
22	18

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.

There were 21 students enrolled in the course; only 18 handed in the project that is 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.

This course has only one section offered in fall and winter. This course was taught virtually in the Fall of 2020.

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

I used a large project from the class to evaluate all criteria for this outcome and used a rubric for scoring.

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  
 16 of 18 students (89%) scored 75% or higher on the outcome criteria. Two students fell in to the Worst acceptable work range. The standard of success was met.

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

This project required a great deal of conceptual development using icons, word associations, metaphor and information design. Most students did a really nice job juggling all of the tasks within this design challenge. Their thoughtful ideas and attempts at information design were overall very successful.

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.

There were nine students who scored in the Intermediate level work. This project challenged them to look at a historical figure and incorporate associated concepts from that person and incorporate them in to the project. Most of the students in the Intermediate level weren't able to effectively use their historical figure as a design inspiration. It seemed a bit above their heads. Even though all but two students met the criteria, more work needs to be incorporated that allows students to evaluate and critically analyze different inputs for design inspiration. This can be done with smaller, lower stakes activities before this larger project is assigned to them.

### 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.

There was no previous report.

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?

My impression is that this course is doing a really good job of further developing design students' skills in the creative process, ideation and brainstorming, finding meaning in conceptualization techniques, and developing their technical skills. Even the project where some students didn't quite get how to use the historical figure in their design, the ones that did, really knocked it out of the park. My inspiration is that no matter how much we challenge our design students, they really step up and deliver. Keeping this course a rich, complex, and challenging course benefits the design students as they progress through the program.

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

I will update my GDT colleagues on my findings in the next few weeks and I will work with them to shore up the content to better serve the students, specifically, the typography and content regarding using alternative inputs for design inspiration.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Course outcomes need to be updated to reflect course content.	A few details need to be tweaked.	2021
Objectives	Some objectives need to be revised to better reflect course content.	To better reflect course content.	2021
Pre-requisite	Possibly add a pre-requisite of GDT 100: Typography 1 to the class.	It would allow for all students to be at the same level in one of the most important aspects of graphic design.	2021
Course Assignments	Add a few lower stakes assignment in the class to better develop student's abilities to use alternate inputs as design inspiration.	If we give them the ability to practice these skills, they will be more successful in their larger projects.	2021

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

6.
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### III. Attached Files

[GDT 112 data](#)

**Faculty/Preparer:** Kelley Gottschang **Date:** 03/11/2021

**Department Chair:** Jason Withrow **Date:** 03/12/2021

**Dean:** Eva Samulski **Date:** 03/22/2021

**Assessment Committee Chair:** Shawn Deron **Date:** 04/12/2021