

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Graphic Design Technology	106	GDT 106 05/04/2023- Illustrator Graphics
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: Demonstrate proficiency using Adobe Illustrator software to produce illustrations and graphic design layouts.

- Assessment Plan
 - Assessment Tool: Departmentally identified components included in a hands-on skill proficiency exam.
 - Assessment Date: Spring/Summer 2012
 - 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 higher.
- 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	2020, 2019	

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

# of students enrolled	# of students assessed
57	51

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.

Efforts were made to assess all students, but some either did not attempt/submit the assignment or withdrew before it was assigned.

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.

Two semesters were taught in the classroom and one was virtual (W20).

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

We looked at all sections from Fall 2017 to Fall 2022 extensively but were able to gather less data than expected due to data being aggregated in Blackboard and the fact that Blackboard was not used to the extent it is currently used to house data. All courses that used Blackboard and contained data were used in this assessment and efforts were made to gather data from previous sections without success. One section reflected scores on assignments but had no details as to what the assignments were, so could not be used.

Three assignments were chosen throughout each semester that aligned with 3 areas of proficiency, those being 1) Creative - Vector Portrait, 2) Technical - Pop Art Poster, 3) Critical Thinking - Travel Poster.

Based on the rubric used to assess each assignment, 80% or greater was used as the Standard of Success.

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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: <u>Yes</u>
Aspect 1 - Vector Portrait (Creative): 46 out of 51 students met the standard of success (90.2%).
Aspect 2 - Pop Art Poster (Technical) 46 out of 48 students met the standard of success (95.8%)
Aspect 3 - Travel Poster (Critical Thinking) 42 of 46 students met the standard of success (91.3%)

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

<p>Three assignments were used to assess success throughout the course in the order they are presented here: Aspect 1 - Creative (Vector Portrait) is the first large project assignment. Then Aspect 2 - Technical (Pop-Art Poster), mid-semester, and finally Aspect 3 - Critical Thinking (Travel Poster {or similar}) toward the end of the semester. Several smaller assignments or "exercises" are used leading up to these larger projects to teach the necessary skills after being demonstrated in class. Students are expected to be proficient in the necessary tools and skills in order to successfully complete each larger project.</p> <p>Aspect 1 - Creative (Vector Portrait): Students tend to enjoy this assignment. They are tasked with using a photographic reference of a person of their choice (often themselves) to create a portrait utilizing a variety of shapes, brush, and texture tools. This gives them the opportunity to explore a variety of tools and their results to decide what works best to achieve their vision. While a certain level of realism is desired, photographic realism is not the intent, but rather the ability for the student to break down the portrait into a series of smaller steps while exploring hue, contrast, gradient, and line weight. One of the big challenges for students was learning how to explore shades and tints of one color to achieve realistic tonality in a face. Or alternatively creating a flatter effect by using less contrast. It was also imperative that students had mastery of the bezier pen tool to create precise shapes and strokes.</p> <p>Aspect 2 - Technical (Pop-Art Illustration) This assignment uses the Image Trace function to "trace" a photograph, then remove aspects of it and recolor parts of it using the Live Paint tool. The goal is to take a "Warhol" approach where a single</p>

composition or composite is created by combining selected elements of multiple photos, then repeated but recolored in each instance. Students enjoyed the automated aspect of this assignment and the ability to "vectorize" photos and edit them to create something new. Students were encouraged to take a conceptual approach to this assignment and try to tell a visual story which helped them preplan and select appropriate images.

Aspect 3 - Critical Thinking (Travel Poster)

This project required that students create a promotional poster or a travel destination – either real or imagined. It also served to tie together much of what they learned throughout the semester as it uses both Illustrative and dynamic typographic techniques. In one instance the instructor chose to have students design a poster encouraging voting, but it had very much the same requirements. The largest struggle for students was incorporating the dynamic use of type as well as the idea of type being a graphic element with a personality and not just glyphs to communicate information. Students were encouraged to research and collect inspiration then sketch before using the software. Students who didn't take this approach found themselves treating type as an afterthought which made the final product less 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.

Aspect 1 - Creative (Vector Portrait): An understanding of how to create tints and shades is necessary. Teaching about the "Color Guide" tool where this happens automatically should be addressed as well as how to do this manually by converting a chosen color to a spot color or a global process color where white can be added to create a tint. Shades can be created by leaving the source color as a process color and adding black. Both tints and shades can be created by choosing to add either white or black in specific percentages (usually 10% in either direction). This helps students understand how working with a limited color palette has many benefits both in terms of the sophistication of the overall aesthetic, but also if using actual spot colors as part of the printing process to achieve a unified look and one that potentially costs less to produce if using offset or screen-printing techniques.

Aspect 2 - Technical (Pop-Art Illustration) Advances in the Image Trace tool have been made that allow specific colors to be ignored (previously only white could be ignored). Students should have a good understanding of how to get the most out of Image Trace to achieve desired results and not just a vectorized photograph.

The idea of compositing, which is usually addressed more in Photoshop courses should also be discussed in this instance as the same idea applies. Students are sampling elements of various photographs and creating something wholly new.

Aspect 3 - Critical Thinking (Travel Poster)

The big challenge on this one is taking type into consideration from the beginning and not as an afterthought. The idea of type as graphic. Exercises regarding the creative use of display type should be incorporated into demos and students should explore relevant examples as inspiration before execution and receive feedback from the instructor. Students should also be instructed on how to add shading textures to shapes using brushes and effects to mimic the airbrushing and stippling techniques of hand-illustrated/painted posters.

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 is no previous assessment. This is the first time the course has been assessed since the master syllabus was created in 2012.

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?

Based on the assessment data the course is generally meeting the needs of students. Suggestions for improvement are mentioned in the Analysis to Outcome section.

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

We will share this at a future GDT department meeting.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Outcome Language	Course currently has one outcome and we plan to expand this to three outcomes based on the aspects used to assess in this current assessment: Creative, Technical,	The current outcome is too broad.	2023

	and Critical Thinking. Using more than one outcome will better help to assess student success and instructors planning content to meet the outcomes.		
Assessment Tool	The assessment tool moving forward will be outcome-related assignments. The standard of success should be 80% of students or more achieving 80% or higher on assignments used for assessment.	The assignments are a more accurate and current tool to assess student learning. Efforts should be made to ensure that assignments across all sections and respective instructors are similar enough in requirement/rubric to assess all outcomes.	2023
Objectives	Reviewed existing objectives for outdated terminology and tools.	This was written 10 years ago and we must make sure the objectives are up to date.	2023

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

Instructors should make sure to review any new features or changes in features in tools in every update of Illustrator and assess how these should be incorporated into existing instruction. New AI (Artificial Intelligence) features are starting to be incorporated into Beta versions of software and it is simply a matter of time before they become standard. How this will affect instruction moving forward should be considered.

When the master syllabus was created a decade ago, Adobe was still in the Creative Suite phase and the software was not using the Cloud to update or using an ongoing subscription model. The Cloud brought improvements such as color, font and program settings syncing, saving documents to the cloud, and integration with Behance, as well as other features such as a new touch-compatible type tool, images in brushes, CSS extraction, and files packaging. These aspects should be

taken into consideration when redesigning the master syllabus.

Additionally, the behavior and use of artboards have evolved and the ability to export client comps in various file formats should be addressed.

This assessment report was prepared by Matt Lang with oversight from Kevin Woodland.

III. Attached Files

[Outcome Aspect1 Creative](#)

[Outcome Aspect2 Technical](#)

[Outcome Aspect3 CriticalThinking](#)

Faculty/Preparer: Kevin Woodland **Date:** 09/13/2023

Department Chair: Jason Withrow **Date:** 09/14/2023

Dean: Eva Samulski **Date:** 09/21/2023

Assessment Committee Chair: Jessica Hale **Date:** 07/21/2024