Discipline	Course Number	Title
Graphic Design Technology	101	GDT 101 06/28/2021- History of 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: Differentiate the characteristics of graphic design within the larger scope of visual communication.

- Assessment Plan

  o Assessment Tool: Outcome-related matching, multiple-choice and ordering exam questions

  o Assessment Date: Spring/Summer 2021

  o Course section(s)/other population: All sections

  o Number students to be assessed: All students

  o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

- o Who will score and analyze the data: Departmental 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)
	2021	2021

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

# of students enrolled	# of students assessed
86	81

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.

Several students withdrew or failed to complete the course.

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.

All students from Winter 2021 and Spring/Summer 2021 who completed the assessment activities were assessed.

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

Outcome-related test questions were scored using an answer key.

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: No

58 of 81 students (71.6%) scored 70% or higher on the outcome-related questions.

The standard of success was NOT met.

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

There is still confusion about the key differences between "art," "illustration," "visual communication," and "graphic design." Much of this information is conceptual and theoretical and requires a measure of deductive reasoning and memorization on the part of the student.

Students tend to do very well on questions that require them to find simple one-word answers in the textbook (e.g. "The term "Ukiyo-e" means:" and "Helvetica was originally named:").

However, the students seem to struggle with questions that require them to locate less salient information especially when it is found in more than one place in the textbook or supplemental material.

For example, students struggled questions like this:

"Identify four printing innovations made by people other than Johannes Gutenberg."

It's a multiple answer question which requires them to *read* the textbook (not just skim it) because the answers are scattered across several pages of the section dealing with early printing advancements.

Students take the exams via Blackboard and are open-book. I suspect that most students skip the reading when it is assigned and merely skim the book while they're taking the test, which explains why they struggle to answer complex questions.

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.

I plan to provide a better summary of key information at the very beginning of each Learning Module. This is something I'll implement for all five outcomes.

Outcome 2: Recognize the direct impact of various social, cultural, and political environments on visual communication, graphic design, and the visual arts.

- Assessment Plan
  - Assessment Tool: Outcome-related matching, multiple-choice and ordering exam questions
  - Assessment Date: Spring/Summer 2021
  - Course section(s)/other population: All sections

- o Number students to be assessed: All students

- o How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 75% of student will score 70% or higher.

- o Who will score and analyze the data: Departmental 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)
	2021	2021

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

# of students enrolled	# of students assessed
86	81

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.

Several students withdrew or failed to complete the course.

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.

All students from Winter 2021 and Spring/Summer 2021 who completed the assessment activities were assessed.

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

Outcome-related test questions were scored using an answer key.

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: No
54 of 81 students (66.7%) scored 70% or higher on the outcome-related questions. The standard of success was NOT met.

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

> The same situation plays out here in this outcome as the first outcome. The distance learning students do not do well on questions that require them to find answers in more than one place. This tells me they don't read the textbook or supplemental material and therefore don't ever piece together a broad mental model of the information.
>
> The virtual classroom students, on the other hand, do fairly well on these questions probably because they've listened to the lecture and the information stuck with them to some extent. Their mental model of the subject matter is less fragile than the distance learning students.

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.

> I plan to provide a better summary of key information at the very beginning of each Learning Module. This is something I'll implement for all five outcomes.

Outcome 3: Associate major periods of Western history such as the Middle Ages, the Renaissance and the Industrial Revolution with the major visual communication developments of those eras.

- Assessment Plan

    o Assessment Tool: Outcome-related matching, multiple-choice and ordering exam questions

    o Assessment Date: Spring/Summer 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

    o Who will score and analyze the data: Departmental 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)

	2021	2021

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

# of students enrolled	# of students assessed
86	81

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.

Several students withdrew or failed to complete the course.

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.

All students from Winter 2021 and Spring/Summer 2021 who completed the assessment activities were assessed.

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

Outcome-related test questions were scored using an answer key.

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

70 of 81 students (86.4%) scored 70% or higher on the outcome-related questions.

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 did very well on these questions. I would imagine it has to do with the fact that these questions all relate to things that are covered early in the semester when students are still fresh and trying their hardest to establish good habits. Very interesting!

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.

I plan to provide a better summary of key information at the very beginning of each Learning Module. This is something I'll implement for all five outcomes.

Outcome 4: Identify key figures and eras of major graphic design movements.

- Assessment Plan

    o Assessment Tool: Outcome-related matching, multiple-choice and ordering exam questions

    o Assessment Date: Spring/Summer 2021

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer key

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

    o Who will score and analyze the data: Departmental 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)
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2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
86	81

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.

Several students withdrew or failed to complete the course.

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.

All students from Winter 2021 and Spring/Summer 2021 who completed the assessment activities were assessed.

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

Outcome-related test questions were scored using an answer key.

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

62 of 81 students (76.5%) scored 70% or higher on the outcome-related questions.

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 are doing very well with image recognition. This is great to see. They are struggling with complex questions again, which again, is leading me to believe I need to provide better summaries of key information so it's all consolidated for them and easier to digest.

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.

I plan to provide a better summary of key information at the very beginning of each Learning Module. This is something I'll implement for all five outcomes.

Outcome 5: Recognize the unique visual properties of various graphic design tools, techniques and processes.

- Assessment Plan
    - Assessment Tool: Outcome-related matching, multiple-choice and ordering exam questions
    - Assessment Date: Spring/Summer 2021
    - Course section(s)/other population: All sections
    - Number students to be assessed: All students
    - How the assessment will be scored: Answer key

- o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

- o Who will score and analyze the data: Departmental 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)
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2. Provide assessment sample size data in the table below.

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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.

Several students withdrew or failed to complete the course.

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.

All students from Winter 2021 and Spring/Summer 2021 who completed the assessment activities were assessed.

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

Outcome-related test questions were scored using an answer key.

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

64 of 81 students (79%) scored 70% or higher on the outcome-related questions.

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.

Again, it's clear that students struggle with questions that require them to choose more than one answer. However, students did fairly well on this set of questions since many of them deal with image recognition, which tells me that most students have the ability to recall visual information, probably to a greater degree than written or verbal information. This points out one of the strengths of this course: it's very visual in nature.

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.

I plan to provide a better summary of key information at the very beginning of each Learning Module. This is something I'll implement for all five outcomes.

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.

This course has never been assessed.

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?

Overall, the numbers are high, but I'd prefer to see them higher. It's clear that there are two populations that are keeping the numbers from reaching their potential: **non-majors** (i.e. students taking the course as an elective), students taking the **distance learning** section of the course. Both of these groups need extra help in focusing on the key concepts in order to prepare them for the midterm and final exams.

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

It will be shared via email as soon as it's approved by the Assessment Committee.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	I plan to emphasize these themes in a more direct way during the lectures.	Both sets of students should benefit from these changes, whether	2021

	The students who take this course with me in person (or virtually) will benefit from this. However, for the DL sections, I'll provide better summaries of the key information to help students target the most important aspects of each topic.	their taking the course via Distance Learning, Virtual Classroom, or Face-to-Face. Also, this change will benefit students majoring in the Graphic Design Program as well as students taking this course as an elective.	

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

Thank you for reviewing my report. I'm very new to this process so I have many things to learn. I look forward to your insight.

– Kevin

III. Attached Files

GDT-101 Reports

Faculty/Preparer:	Kevin Woodland	**Date:** 08/13/2021
Department Chair:	Jason Withrow	**Date:** 08/17/2021
Dean:	Eva Samulski	**Date:** 08/19/2021
Assessment Committee Chair:	Shawn Deron	**Date:** 10/26/2021