

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Graphic Design Technology	252	GDT 252 07/29/2025-Advanced Digital Studio
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: Identify, analyze and propose viable solutions for a visual communication need through writing a design proposal.

- Assessment Plan
 - Assessment Tool: Design Proposal
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 50% of students with a minimum of one full section
 - How the assessment will be scored: Departmental rubric

- Standard of success to be used for this assessment: 75% of the students meet a level of competency on all components contained in the rubric (3 of 4)
- 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)
	2025, 2024	

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

# of students enrolled	# of students assessed
43	43

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.

All students were assessed.

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 sections were afternoon face-to-face sections (GM 013).

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

Students are asked to conceptualize a fictitious brick-and-mortar store of their choosing, develop a basic business model, and craft a persona for the store. Reference material, visual brainstorming, and written notes are compiled into a preliminary document and presented verbally to the class for discussion and critique. Students take the group discussion feedback into account and design a large set of deliverables, some of which are pre-assigned by the instructor(e.g. logo/logotype, landing page, etc.), others are freely chosen by the students(e.g. social media posts, product catalog, etc.). Everything is compiled into a multi-page design proposal that showcases their process work and final production art intended for client sign-off. The project was scored using a departmental rubric.

The existing assessment plan is out of date. The current rubric for this assignment (out of 15 points) was used to score this tool. The standard of success used was, "75% of students will score 75% or higher."

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

All students (43/43) met the standard of success (75% of students will score 75% or higher).

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

This is an upper-level course so students are familiar with their own workflows, their own personal portfolios, and willingly engage with one another which helps increase the quality of their learning and output.

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.

A better control over file management would help solidify the skillset of these students. File management is an important "soft skill" that should be emphasized earlier in their development.

Outcome 2: Use visual communication principles and appropriate technology to design and produce finished projects.

- Assessment Plan
 - Assessment Tool: Portfolio of student projects
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 50% of students with a minimum of one full section
 - How the assessment will be scored: Departmental rubric
 - Standard of success to be used for this assessment: 75% of the students meet a level of competency on all components contained in the rubric (3 of 4)
 - 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)
	2025, 2024	

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

# of students enrolled	# of students assessed
43	43

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.

All students were assessed.

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 sections were afternoon face-to-face (GM 013).

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

This project asks students to conceptualize a fictitious event of their choosing such as an outdoor music festival, comic book convention, or technology conference. Students develop a theme for the event and select a range of deliverables to design to promote the event. Students use the Adobe Creative Cloud suite of design applications along with any other supporting software of their choosing(e.g. Procreate for iOS). Students submit a comprehensive multi-page .pdf that showcases their entire working process starting with their initial research, preliminary brainstorming, written notes, visual inventory, final flattened designs, and realistic mock-ups of their finished deliverables. The project was scored using a departmental rubric.

The existing assessment plan is out of date. The current rubric for this assignment (out of 20 points) was used to score this tool. The standard of success used was, "75% of students will score 75% or higher."

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

All students (43/43) met the standard of success (75% of students will score 75% or higher).

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

This particular project is given at the end of the semester, so by this point, students are completing aspects of their portfolio that have gone unfinished, making them particularly motivated to satisfy all aspects of the criteria.

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.

Currently, students present their work on the project in front of the entire class and follow-up critiques are held in small-group and large-groups settings. A stronger set of guidelines for critiques would help strengthen and validate discussion points and give students a clearer set of parameters for improvement.

Outcome 3: Demonstrate design continuity by threading concept and idea through a series.

- Assessment Plan
 - Assessment Tool: Portfolio of student projects
 - Assessment Date: Spring/Summer 2018
 - Course section(s)/other population: All
 - Number students to be assessed: Random sample of 50% of students with a minimum of one full section
 - How the assessment will be scored: Departmental rubric
 - Standard of success to be used for this assessment: 75% of the students meet a level of competency on all components contained in the rubric (3 of 4)
 - 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)
	2025, 2024	

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.

All students were assessed.

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 sections were afternoon face-to-face (GM 013).
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5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

This project asks students to create a cover design for a fictitious full-length album of their choosing. Students invent a band name and band persona to help inform their visual decision making. They invent an album name, track names, and select a handful of tracks to act as singles in support of the full-length album. They compile their research, written notes, and preliminary sketches into a “visual inventory,” that acts as an initial design proposal that could be shared with a potential client in a real-world scenario. Students then design the set of material comprehensively along with several other marketing deliverables of their choosing (tour t-shirt, collectible poster, website, etc.). The project was scored using a departmental rubric.

The existing assessment plan is out of date. The current rubric for this assignment (out of 20 points) was used to score this tool. The standard of success used was, “75% of students will score 75% or higher.”
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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>

All students (43/43) met the standard of success (75% of students will score 75% or higher).
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7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This is the first project given during the semester and helps establish the class culture. Students are free to choose aspects of their own subject matter which helps them stay engaged throughout the process.

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.

While the subject matter is enjoyable and the complete work directly impacts the students' portfolios, there is a clear need to continually review submission requirements such as acceptable file format, file naming conventions, and proper sequencing of final work.

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 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?

This is one of the final courses taken by graphic design students at WCC. The connections between the students is very strong, as they've taken numerous courses together by this point. The projects give students a platform for expressing their own interests. Many of which invite them to select their own subject matter which helps them find enjoyment throughout the entire process. The projects they complete for this class are directly added to the final portfolios they're developing in GDT-290 (Professional Practices). The work for these two classes is presented to family and friends at the WCC DMA Student Showcase in the ML building at the end of the semester, giving even more incentive for presenting high quality work.

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

This report will be shared with other GDT Faculty through email.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
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Outcome Language	Outcome No. 1 Current language: Identify, analyze and propose viable solutions for a visual communication need through writing a design proposal. 2025 Update: Identify, analyze, and propose viable solutions for visual communications systems.		
	Outcome No. 2 Current language: Use visual communication principles and appropriate technology to design and produce finished projects. 2025 Update: No changes needed	The outcome language was tweaked to allow faculty a greater level of flexibility in their instruction while also providing several specific examples of possible deliverables. The concept of a formal <i>written design proposal</i> was broadened to include a collection of visual reference, research, notes, sketches, and other persuasive ways of acquiring client approval.	2025
	Outcome No. 3 Current language: Demonstrate design continuity by threading concept and idea through a series. 2025 Update: Demonstrate design continuity across a series of		

	predetermined deliverables (e.g. event posters, print advertisements, website home page, etc.).		
Assessment Tool	Update all assessment tools to "Series of Outcome-related assignments."	The term "Portfolio" is used to describe the final collection of student work created across all of their time at WCC. The term "Design Proposal" should be widened to include the entire set of work created by students for each project. These terms were replaced with "Series of Outcome-related assignments" which reinforces the visual systems component which is unique this particular course.	2025
Assessment Population	Update assessment population to include all students from all sections.	Increase the sample size. Utilizing Canvas should allow us to streamline assessment data collection, so gathering data from all students from all sections should not be an issue.	2025
Standard of success	Update the standard of success from "75% of the students meet a level of competency on all components	Existing standard of success is based on an outdated rubric. The updated standard aligns with current rubrics for	2025

	contained in the rubric (3 of 4)” to “75% of students will score 75% or higher.”	current assessment tools.	
Objectives	Update Objectives language to match contemporary design practice.	To help keep the Master Syllabus up to date.	2025
Course material	1. Provide a stronger set of guidelines for critiques, such as those used for Outcome #2 in this assessment. 2. Continue to review submission requirements, such as file format, file naming conventions and proper sequencing of final work.	1. To clarify areas for improvement and also strength discussion points in group settings. 2. File management is an important “soft skill” that needs to be emphasized and reinforced.	2025
Other: Assessment Data Collection	Utilize Canvas Outcomes Tool to ensure consistent data collection.	This assessment cycle was challenging due to inconsistent adherence to Master Syllabus Learning Outcomes on the part of various faculty members running the course. A standardized method will ensure more effective assessment in the future.	2025

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

6.

III. Attached Files

[GDT-252 Assessment Data](#)

Faculty/Preparer:	Kevin Woodland	Date: 07/31/2025
Department Chair:	Ingrid Ankerson	Date: 08/04/2025
Dean:	Eva Samulski	Date: 08/05/2025
Assessment Committee Chair:	Jessica Hale	Date: 07/18/2026