

Course Title: GDT/ART 112 Computer Graphics

Course Leader: Ellen Smith

Expected General Education Learning Outcomes for Course

- A. Apply critical thinking skills to solve visual problems
- B. Demonstrate software knowledge by selecting and applying appropriate tools to complete three specific graphic design projects
- C. Research, select, download, upload, modify and locate graphics files necessary to complete the projects
- D. Identify the necessary safe computing skills and apply them when researching/creating the documents for the projects.

Assessment

(How do students demonstrate achievement of these outcomes?)

- Students complete three projects graded on a rubric developed by faculty.
 - Students design a CD cover insert, targeted towards a particular audience, a burn the project onto a CD of the project (in several specific formats),and insert a printed version into the CD case. They use Adobe Photoshop CS5, as they follow the standard graphic design steps.
 - Students design a menu targeted towards a particular audience following the steps of a graphic designer, through to finished “comprehensive” and .PDF file ready for the offset printer. They use Adobe InDesign CS5, as they follow the standard graphic design steps.
 - Students design a business stationary package including logo, letterhead, business card and #10 envelope targeted towards a particular audience. The package is prepared as it would be for email delivery to a client including the final .PDF files and a set two sided printed out comprehensive. They use Adobe Illustrator CS5, as they follow the standard graphic design steps.
 - Students participate in critiques for each project. This process gives students practice using the vocabulary of a graphic designer, evaluating images, presenting their work to an audience as well as providing useful feedback to their peers.
- Students complete three technical exams (one for each software package) developed by faculty

Validation

(What methods are used to validate your assessment?)

- Physical evidence of projects
- Grades on three technical exams fall into the typical bell curve formula
- These early projects are not suitable for a “portfolio review” but might be considered for peer to peer review i.e., faculty who teach the course share their student’s work with each other.

Results

(What does the data show?)

Course Outcomes Guide #4

- Students go on to next level of courses with enough skills under their belt to proceed to either GDT/ART -116, GDT/ART -142, or GDT/ART -143

Follow-up

(How have you used the data to improve student learning?)

We have refined the GDT/ART-112 course as has been deemed necessary by our own experience with these same students when the next level of course is taken.

We have added a section on “Safe computing practices.”

Budget Justification

(What resources are necessary to improve student learning?)

To keep pace with industry standards, it is important that HCC maintain the latest version of the Adobe Creativesuite product which is currently CS5

An open lab and tutoring services are made available on a regular basis