<div style="border:1px solid black">

Course Outcomes Guide (COG)

</div>

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course Title: Graphic Design II   **Date: 6/15/16**

Course Team: Sean Maher, Courtney Redding

Expected Learning Outcomes

1. Students will show technical proficiency in **raster** Image Manipulation by creating layer based images optimized for specific applications and showing comprehension of raster software.
2. Students will show technical proficiency in **vector** image manipulation by creating images appropriate to specific applications and showing comprehension of vector software.
3. Student will be able to identify and select appropriate **printing** techniques based on the size, color mode, spot colors, bleed, binding, paper stock and other requirements of a design.
4. Students will be able to discuss their knowledge of **theory and vocabulary** of their field in a professional manner through written and verbal communications as well as demonstrated in their work and analyze those terms in their own and others works.
5. Students will create a **body of work** that synthesizes their skills and demonstrates understanding of the technology and theory including, but not limited to, the students projects, portfolio and resume.
6. Students will demonstrate **professional practices** including project management, creating and adhering to project specifications, gathering, organizing and creating content, meeting deadlines, and communicating with teachers and clients in a professional and courteous manner.
7. Students will evaluate and employ **safe and legal computing practices** including securing computers against theft and cybercrime, properly using logins and passwords, securing and archiving files, identify the legal issues of **copyright** and appropriately use copyrighted material in their projects.
8. Students will demonstrate **problem solving** skills by analyzing, selecting and applying tools appropriate for a specific solution
9. Students will analyze the client or project requirements and create **action plans** by turning concepts into thumbnails, mockups, site scopes, storyboards, deadlines, client meetings and other planning activities that achieve project goals.

10. Students will demonstrate **typographic** skill through proper kerning, leading, tracking, legibility, alignment, and font selection and placement in their bodies of work.
11. Students will demonstrate **layout and composition** in their pieces through the use of balance, hierarchy, emphasis, unity, movement, contrast, rhythm, focus, use of grids and white space.
12. Students will be able to **defend** their own work and professionally **critique** other's through oral and written arguments that evaluate diverse users/audiences, technical issues, and design choices related to client needs.
13. Students will demonstrate knowledge of **color** by identifying and selecting proper color models and creating professional color palettes according to project requirements.

Assessment (How do or will students demonstrate achievement of each outcome? Please attach a copy of your assessment electronically.)

Students are assessed via rubric on final projects.

Validation (What methods have you used or will you use to validate your assessment?)

These results are compared to the results of the student portfolio review.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

All Outcomes averaged above 3.3 on a 1-4 scale. This inflation is probably due to the fact that this is a higher level class, only available to majors, who are motivated to learn. It could be due to adjunct grade inflation, but I have heard students talk about how challenging the class has been.

Follow-up (How have you used or how will you use the data to improve student learning?)

This class went far better than I thought for being online. Motivated majors are a key factor, as is Professor Redding who is an excellent teacher.

Budget Justification (What resources are necessary to improve student learning?)

ATC 116 is in dire need of new furniture.
Software should be updated as soon as it is released because the students will no longer be able to get out-of-date software.