Department of Art and Architecture/DMD Program

Unit-Level Assessment Liaison Report

Spring 2023

Liaison Project Start Date: Fall 2022
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1. Assessment Project #1

Understanding of digital file types and resolution sizes for printing and digital distribution

I. Department Buy-In and Outcome Definition

a. background and purpose (pilot created Fall 2022)

Hands-on assessments are needed to measure the ***understanding of digital file types and resolution sizes for printing and digital distribution*** covered in the DMD 168, Computer Art 1 course. The necessity was determined in the Fall semester of 2022, when a number of students in advanced Computer Art class DMD268 had demonstrated a lack of understanding of the digital file types and their association with the printing process.

The purpose of the proposed *Understanding of Digital File Type* assessment is to measure the level of command students have with understanding of various *digital file types and their implementation for: a. Raster Image processing programs; b. Vector Image processing programs; c. digital distribution; d. print distribution.* Since these are skills introduced and reinforced throughout the semester, the assessment is administered week 14. This allows for all skills to be covered and utilized as part of class before the assessment is administered. The assessment rubric will identify their *knowledge*, *comprehension* and *application* of these skills.
The fundamentals of the digital file types and their various applications and implementations are introduced in class throughout the course of the semester via lecture, demonstration, exercises and projects. These course activities introduce and gradually build comprehension and command of practical implementation of digital image processing skills. Understanding and implementation of

digital image resolution and digital file types introduced in DMD168 are intended to become a foundation for further classes in Digital Multimedia Design Program. If a student hasn't developed a solid knowledge, comprehension and command of ***digital file types and resolution sizes for printing and digital distribution*** they will be unable to successfully develop and implement appropriate file types in digital image processing in further/ advanced DMD classes and beyond.

The digital file types and processing skills associated with the them are stated within the objectives and SLO's of DMD 168 syllabus. To choose the most appropriate assessment tool, I am currently conducting research, and experimenting through implementation of assessment pilot.

Degree Objective *(in the last ICCB program review report)*

The AAS. degree program in Digital Multimedia Design is designed to prepare students for entry-level positions in the field of interactive and multimedia design, as well as for transfer to a four-year institution. Students will learn the necessary skills, both technically and aesthetically, to create webpages, digital multimedia presentations for CDs, DVDs, video, or web pages.

Stated Objectives/SLOs in the current DMD168 Syllabus
Relevant Course Objectives:

• This course is designed to teach the foundation of creating computer-generated images and compositions.

• Using Adobe Photoshop and Illustrator we will explore various properties of each program in order to create images and compositions.

DMD168 Course Student Learning Outcome *(stated in the syllabus)*

Understand the use of resolution for appropriate output, including file formats.

II. .Assessment Research and Design

The digital file types and processing skills associated with the them are stated within the objectives and SLO's of DMD 168 syllabus. To choose the most appropriate assessment tool, I am currently conducting research, and experimenting through implementation of assessment pilot.

III. Pilot Assessment Tools and Processes

This piot assessment tool will focus on students' understanding of technical terms and procedures associated with digital files processing. Initial assessment tool implemented in the current pilot/ first assessment run is a questionnaire, consisting of 9 questions that target student's competency in navigating digital files types, and processes associated with them. The assessment is proposed to

be conducted towards the end of the semester (week 14) when both image type processes: raster(Adobe Photoshop) and vector (Adobe Illustrator) have been covered.

1. Which DMD classes have you taken at HWC?
2. Which DMD/related classes have you taken at other institutions?
3. How do you understand the terms: image resolution and image size? (describe in your own words)
4. What program would you work in to modify/edit a raster image?
5. What is the best file formats/ document types you should use when saving a raster image that you are currently working with and intend to print?
6. What program would you work in to create/ edit a vector image?
7. What is the difference between raster and vector image? Name examples of file formats that are vector/raster. Comment on their origins, their structural configurations, their appearance/ their size management.
8. What are the optimal image dimensions/ image resolution for screen?
9. What are the optimal image dimensions/ image resolution for printing? What are considerations when working with raster images vs when working with vector images?

IV. Administer Specific Assessment

The pilot assessment in the form of the above mentioned questionnaire has been administered in the Fall 2023 and Spring 2023 semesters, Week 14. This is a proper time in the semester when the theoretical and practical part associated with files types and processes have been covered. It also allows time for the assessment questionnaires to be scored and returned to the instructors before the semester ends.
The instructors will collect the questionnaires at the end of the assessed class. All students will not list their names on the questionnaires to help eliminate any scoring bias and keep the students anonymous during the process.
Departmental Assessment Liaison will conduct the scoring.
Scoring results will be shared with the instructors.

The first pilot was administered in the Fall of 2022 in the two DMD168 Computer Art sections and in DMD 268 Advanced Computer Art.

The second pilot was administered on the Spring of 2022 in the two DMD168 Computer Art sections(the two DMD168 Computer Art is not offered in the Spring Semester).

#	Scoring Rubric/question	Met	Proficient	Room for growth	Not met
1	DMD Classes taken at HWC				
2	DMD Classes taken elsewhere				
3	Understanding terminology and distinction of digital image size and resolution	Image size and resolution is distinguished and described with high degree of accuracy	Image size and resolution is distinguished and described with a proficient degree of accuracy	Image size and resolution is inconsistently described	Image size and resolution is not represented /no answer to the question

3	Results/semester	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
	DMD class	268	168	168	268	168	168	268	168	168	268	168	168
	Results in %	30	38.88	63.63	30	44.44	18.18	30	16.7	18.18	30	x	x

4	Understanding of raster image processing	Raster image processing is distinguished and described with high degree of accuracy	Raster image processing is distinguished and described with a proficient degree of accuracy	Raster image processing is inconsistently described	Raster image processing is not represented /no answer to the question

4	Results/semester	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
		268	168	168	268	168	168	268	168	168	268	168	168

	Results in %	90	94.44	95.45	30	5.5	x	x	x	x	10	x	4.5
5	Understanding of raster image files set up for printing	Raster image files set up for printing is distinguished and described with high degree of accuracy			Raster image files set up for printing is distinguished and described with a proficient degree of accuracy			Raster image files set up for printing is inconsistently described			Raster image files set up for printing is not represented /no answer to the question		
5	Results/semester	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
	DMD class	268	168	168	268	168	168	268	168	168	268	168	168
	Results in %	70	44.44	54.54	10	38.88	40.9	x	16.7	x	20	x	x
6	Understanding of vector image file formats	Vector image file formats are distinguished and described with high degree of accuracy			Vector image file formats are distinguished and described with a proficient degree of accuracy			Vector image file formats are inconsistently described			Vector image file formats are not represented /no answer to the question		
6	Results/semester	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
	DMD class	268	168	168	268	168	168	268	168	168	268	168	168
	Results in %	80	100	95.45	x	x	x	x	x	x	20	x	4.5
7	Distinguishing between raster and vector image file formats	Distinguishing between raster and vector image file formats is demonstrated with high degree of accuracy			Distinguishing between raster and vector image file formats is demonstrated with a proficient degree of accuracy			Distinguishing between raster and vector image file formats is inconsistent			Distinguishing between raster and vector image file formats is not represented /no answer		

7	Results/semester	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
	DMD class	268	168	168	268	168	168	268	168	168	268	168	168
	Results in %	40	33.33	40.9	30	44.44	31.8	10	16.7	13.63	20	5.5	13.63
8	Understanding the optimal image dimensions and resolution for screen.	Optimal image dimensions and resolution for screen are discussed with high degree of accuracy			Optimal image dimensions and resolution for screen are discussed with proficient degree of accuracy			Optimal image dimensions and resolution for screen are discussed inconsistently			Optimal image dimensions and resolution for screen are not represented /no answer to the question.		
8	results	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
	DMD class	268	168	168	268	168	168	268	168	168	268	168	168
	Results in %	10	x	22.72	20	55.55	x	60	33.33	63.63.	10	11.11	18.18
9	Understanding the optimal image dimensions and resolution for printing raster & vector images	Optimal image dimensions and resolution for printing raster & vector images are discussed with high degree of accuracy			Optimal image dimensions and resolution for printing raster & vector images are discussed with a proficient degree of accuracy			Optimal image dimensions and resolution for printing raster & vector images are discussed inconsistently			Optimal image dimensions and resolution for printing raster & vector images are not represented /no answer to the question.		
9	Results/semester	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023	f.2022		sp.2023
	DMD class	268	168	168	268	168	168	268	168	168	268	168	168
	Results in %	20	61.11	40.9	20	16.7	9.9	30	5.5	22.72	40	16.7	18.18

V. Data Analysis

Above table with the scoring rubrics also addresses scoring results from this year pilot/ assessment data. The Fall 2022 semester the assessment was administered in the two current DMD168 Computer Art classes and DMD 268 Advanced Computer Art class.
In the Spring of 2023 the assessment was administered in the 2 the two current DMD168 Computer Art classes. The first two questions are looked at differently as they address non-quantifiable categories, that are still important for the assessment, but cannot be measured, but are rather a recording of facts.
Looking at the data, it is clear that the rubrics that assessment is focusing on needed to be addressed.
What it interesting, is that mere awareness of future assessment has prompted the improvement of results in multiple categories throughout the year.
The three major issues that prompted the initiation of the assessment: ***understanding the concepts of image size/image resolution***, ***understanding of optimal image resolution for printing,*** and ***understanding optimal file formats for printing*** have improved throughout the year, possibly due to the instructors being aware of upcoming assessment.

Some of the concepts, such as image resolution for screen and distinguishing between raster and vector file formats seem to be still inconsistently processed by the students.

VI. Supporting Evidence-Based Change (Use of Findings)

The above findings will help address the revealed inconsistencies and will prompt to continue revising these concepts in the advanced/ subsequent classes of the DMD multimedia course sequences.

Success Factors

Reinforcing the awareness of students' inconsistent material processing has helped to focus the attention to the highlighted concepts, and has helped the instructional process and improved the results. The assessment proved to be an integral part of the instructional process and has helped improve students' success.

Recommendations

The current recommendation would be to continue looking at the above skills through the assessment process in the beginning classesDMD168, and continue reinforcing these concepts in the advanced/ subsequent classes of the DMD multimedia course sequences.

2. Assessment Project #2

Layout Fundamentals: Conceptual coherence. Composition. Hierarchy. Typography. Color.

I. Department Buy-In and Outcome Definition

b. background and purpose (pilot created Spring 2023)

Hands-on assessments are needed to measure student's understanding and application of design principles in executing a graphic layout that incorporates typography, color and graphics into a coherent, graphically impactful and typographically effective composition. Assessment project is intended to see how students are applying their knowledge and newly acquired design skills in executing a layout based on a theme, provided text and a metaphorical prompt.
Layout Fundamentals: Conceptual coherence. Composition. Hierarchy. Typography. Color.
For AR176 Graphic Design1. The necessity was determined in the Spring semester of 2023, to see how current curriculum is supporting successful implementation and applications of design fundamentals.

The purpose of the proposed ***Layout Fundamentals: Conceptual coherence. Composition. Hierarchy. Typography. Color.***
The role of this assessment is to measure the level of command students have with understanding of graphic layout fundamentals: Conceptual Coherence, Composition, Hierarchy. Typography. Color. Since these are skills introduced and reinforced throughout the semester, the assessment is administered week 12. This allows for all skills to be covered and utilized as part of class before the assessment is administered. The assessment rubric will identify their *knowledge*, *comprehension* and *application* of these skills.
The components of fundamentals of the layout: typography, color, concept development are introduced gradually throughout the semester, various applications and implementations are introduced in class throughout the course of the semester via lecture, demonstration, exercises and projects. These course activities introduce and gradually build comprehension and command of practical implementation of layout elements their design and implementation.

The digital file types and processing skills associated with the them are stated within the objectives and SLO's of Art 176 syllabus. To choose the most appropriate assessment tool, I am currently conducting research, and experimenting through implementation of assessment pilot.

Degree Objective *(in the last ICCB program review report)*

The AAS. degree program in Digital Multimedia Design is designed to prepare students for entry-level positions in the field of interactive and multimedia design, as well as for transfer to a four-year institution. Students will learn the necessary skills, both technically and aesthetically, to create webpages, digital multimedia presentations for CDs, DVDs, video, or web pages.

Stated Objectives/SLOs in the current Art176 Syllabus
Relevant Course Objectives:

• Introduce students to design development and use of layout using the industry standard software (Adobe Illustrator/Adobe In-Design)
• Introduce students to thinking conceptually, logically and visually; solving design problems of composition and manipulation of typographic and graphic elements within specified limitations.
• Introduce students to the process of successful design solution development (strategy - concept - design - production - execution - print).

Art 176 Course Student Learning Outcome *(stated in the syllabus)*

• Operate with the formal elements of graphic design (including figure/ground, typographic system, iconography) and use these elements to create successful graphic design solutions.
• Use the current industry standard page layout software as it applies to graphic design.

II. Assessment Research and Design

To choose the most appropriate assessment tool, I am currently conducting research, and experimenting through implementation of assessment pilot.

III. Pilot Assessment Tools and Processes

This pilot assessment tool will focus on students' practical implementation of ***Layout Fundamentals: Conceptual coherence. Composition. Hierarchy. Typography. Color.***
The assessment is proposed to be conducted towards the end of the semester (week 12) when all the concepts and procedures for successful layout development have been covered, and after 3 assignments associated with the layout implementation have been completed.
The assessment will take a form of a design project. The current year project prompt came as a collaboration with the Humanities department/Dance program: a poster design for the end of the semester dance performance.

IV. Administer Specific Assessment

The pilot assessment has been administered in the Spring 2023 semester, Week 12.
The design project was assigned in class. All students did not list their names on the submitted projects to help eliminate any scoring bias and keep the students anonymous during the process.
Departmental Assessment Liaison conducted the scoring.
Scoring results will be shared with the instructors.

V. Data Analysis

Below is the table with the scoring rubrics and the scoring results from this year pilot/ assessment data.

#	Scoring Rubric	Met	Proficient	Room for Growth	Not met
1	Conceptual Coherence>> Implementation of visual metaphor	Implementation of high degree of conceptual coherence/ is evident in the executed layout	Proficiency of conceptual coherence is evident in the executed layout	Conceptual coherence is evident implemented inconsistently in the executed layout	The layout lacks conceptual coherence
1	Results in %	93	7	x	x
2	Composition	Implementation of highly successful composition is evident in the executed layout	Implementation of compositional proficiency is evident in the executed layout	Implementation of compositional proficiency is inconsistent in the executed layout	The layout is lacking comprehensive composition
2	Results in %	78	22	x	x
3	Hierarchy	Highly successful Implementation of principles of graphic hierarchy is evident in the executed layout	Proficient Implementation of principles of graphic hierarchy in the executed layout	Implementation of principles of graphic hierarchy in the executed layout is inconsistent	Implementation of principles of graphic hierarchy in the executed layout is not evident
3	Results in %	50	20	30	x
4	Typography	Highly successful Implementation of typography is evident in the executed layout	Implementation of proficient typography is evident in the executed layout	Implementation of typography is inconsistent in the executed layout	Implementation of typography is not successful the executed layout
4	Results in %	53	27	20	x
5	Color	Highly successful Implementation of color theory is evident in the executed layout	Proficient Implementation of color theory is evident in the executed layout	Implementation of color theory is inconsistent in the executed layout	Implementation of color theory is not evident in the executed layout
5	Results in %	93	7	x	x

VI. Supporting Evidence-Based Change (Use of Findings)

The pilot assessment manifested successful practical implementation of ***Layout Fundamentals: Conceptual coherence. Composition. Hierarchy. Typography. Color.***

Success Factors

The factors that contributed to successful implementation of the layout assessment are continuous gradual implementation of design methodology in the classroom aligned with the course's SLO's

Recommendations

Continue addressing and reinforcing the concepts of layout fundamentals through the instructional and assessment process .

3. Assessment Projects in progress:

1. **Assessment components incorporated into the regular assignment. Assessment pilot addressing design thinking /project development algorithms (DMD multimedia Sequence: DMD231-DMD233. Currently in process of development: to be implemented in the Spring of 2024.**
2. **Assessment pilot addressing overall program effectiveness incorporated. Assessment components incorporated into the capstone class curriculum. Currently being developed to be incorporated into the DMD299, capstone Portfolio class.**