1-1-2012

Academic Learning Compact: Graphic Design [Effective 2012]

University of South Florida St. Petersburg.

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Signature Page for Academic Program

Academic Program: GRAPHIC DESIGN

Chair/Coordinator: Morgan Gresham (chair); Jill McCracken (coordinator)

Date: May 2013

Summary Statement – Academic Program Performance in 2012-13

Provide a summary statement about academic program performance over the previous year including high points and low points.

The 2012-2013 academic year produced the successful hire of one full-time assistant level professor and one full-time instructor.

In the academic year of 2012 - 2013 X students graduated with BFAs in Graphic design. X students entered the program as first-year pre-graphic design majors making the total of pre-design majors X. X sophomores applied to the selective process to become graphic design majors. The total count of pre-graphic design and graphic design majors currently stands at X students. Unfortunately, there was not an ALC document in 2011 or 2012 to compare these numbers with. Going forward, we plan to continue to track these numbers to help identify the amount of students pursuing a Graphic design degree and trends in the total amount of students in the degree.

The student credit hour production for the faculty was X, with each faculty averaging X credit hours produced. Again, there was not an ALC document in 2011 or 2012 with which to compare these numbers. Going forward, we plan to track these numbers to help identify the class sizes in the Graphic design degree and trends in the amount of students in each class.

After reflecting upon 2012 - 2013 the faculty feel the following areas could be improved upon:

1. There are concerns about the students’ ability to work with strict typographic rules and the basic fundamentals of typography. **Suggestion for improvement:** Integrate strict type structures with experimental styles. Also create a rubric to compare typography test scores of underclass students to make sure students understand the basics of type.

2. The faculty believe students have difficulties connecting the needs between clients and their own ideas. **Suggestion for improvement:** A continuous reinforcement to help the students separate their own ideas and the needs of the clients.

3. Some students came into the program without having completed Survey of Art History I & II. The students who have taken these two classes along with 19th and 20th century art history prior to this class appeared to be more successful. Although we have no data at this time to prove it, it is the faculty’s opinion that having a strong foundation in general art history helps the students place design into historical context. **Suggestion for improvement:** Explore the possibility of adding art history pre-requisites to the design classes.
4. Another concern is the students’ ability in “Image Making” (ability to create unique images/collages using Adobe Software as opposed to simply downloading web images or photographs). **Suggestion for improvement:** Explore the possibility of adding more structure to the course objectives in the classes, especially Digital Media 1 and 2.

5. Although the feedback was overall exceptionally positive of the Internship course (longitudinally), it reveals that students from the USFSP program have poor technological skills with Adobe software, very poor production skills, and lack personal discipline (distracted by social media). **Suggestion for improvement:** Explore the possibility of adding design course earlier in the program.

Comments from internship sponsors showed a range of lows and highs:

“(Assign) more projects that are production (based)...not artistic; i.e. layout, pagination, collecting for output” (this was repeated over last year, i.e. “prepress is weak”), Photoshop technicalities (clipping paths, masks, channels, resolution), more instruction on how to use InDesign, encourage students to take tutorials, “(student) could have accomplished more for her portfolio if (he/she) was not on Facebook so much”, IT obstacles (workflow), students are SLOW, need to work on key commands in software. Other comments include praise to the students, USFSP Program in Graphic Design's growth and to encourage faculty to continue with output of excellent students. In a meeting with one sponsor, it was revealed that their own internship was modeled after our program. The same company said that they look forward to our students as well Ringling seniors, not so much the other design programs in the area (that offer more technical training).

The internship letters provide an objective mirror into the program, providing feedback from professionals in the field in what the program is doing right and wrong to help the students prepare for a career in the graphic design field. The internship letters should be used to help the program examine what is being taught so the program can bridge the gap between academic learning and the needs and trends in the region for professional design.

**Summary Statement – Impact of Changes Made in 2012-13**

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2011-12 and the positive/negative impact of the changes that were made.

The program has lost two faculty members during the 2011-12 year. The program is also in the process of reassigning and restructuring to provide a better education that is in alignment with the changing profession. This new structure should allow a quicker response to changes in the field and to better meet the educational needs of the students. The program has also hired two new faculty members, one who has experience administering a program and will take on the program coordinator duties as well as facilitate the restructuring of the program.
Academic Program: GRAPHIC DESIGN

Person Responsible: Morgan Gresham (chair)

Mission of Academic Program (include URL): http://www1.usfsp.edu/graphicdesign/GD_FrmSet_.html

Our students are dedicated to the critical and creative design process, while they are challenged to investigate new ways of solving complex, multi-layered visual problems. Our design courses are based on the studio model of education where students work together, examine outcomes, listen to informal lectures, and engage in passionate discussions. Students graduate from the program with the skills, passion and imagination to become accomplished designers who are ready to challenge perceptions, redefine problems and embrace a diverse cultural audience. Our students prepare for employment in many creative venues including, but not limited to, design studios, corporate design departments, agencies, production areas and new media design offices.

List Program Goal(s) / Objective(s):

Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.

[Please note impact of any changes that were made as a result of 2009-10 assessment]

When comparing to the 2009-2010 assessment the words “new faculty” reoccurs, which highlights that graphic design faculty may be leaving for better opportunities or are being dismissed due to the tenure processes. The only measurable goals are connected with the Junior “St. Pete Project”, the Fall Senior Studio Class, the Spring Senior Capstone, and the Internship. We plan to use the current model for the Fall and Spring Senior Studio, create a similar project to the “St. Pete Project, while also addressing the retention issues of the program that results from its selective process.

With the new hires in place for 2013-2014, the graphic faculty hope to create a more stable environment to be able to redevelop the design program to meet the needs of the continuing evolution of the graphic design profession. In 2013 – 2014 faculty will examine (and revise if needed) the mission statement, goals and objectives and how the individual course objectives help to fulfill the mission and goals of the program. Faculty will also develop a one-year, five-year and ten-year plan for the program.

1. Content/Discipline Skills

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<td>Demonstrate the ability to create and develop visual form in response to communication problems, including an understanding of principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics, and the construction of meaningful messages.</td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem-solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 84% of students demonstrated 80% mastery for ALC 1.a Assessed 18 times (18 assignments across 13 classes in the major)</td>
<td>Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassess and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals.</td>
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Possess an understanding of tools and technology. Relevant tools and technologies include, but are not limited to, drawing, offset printing, photography, and time-based and interactive media (film, video, computer multimedia).

Demonstrate a basic understanding of design business practices, including ability to organize projects and work as a productive creative team member.

| Assessment | 85% of the students will demonstrate 80% of mastery | Across the classes, 84% of students demonstrated 80% mastery for ALC 1.b | 19 times (19 assignments across 13 classes in the major) | Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassesses and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals. |
| Assessment | 85% of the students will demonstrate 80% of mastery | Across the classes, 84% of students demonstrated 80% mastery for ALC 1.c | 20 times (20 assignments across 13 classes in the major) | Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassesses and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals. |

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

2. Communication Skills

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<td>Write clearly and effectively: well-organized, well-developed papers.</td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem-solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 84% of students demonstrated 80% mastery for ALC 2.a</td>
<td>20 times (20 assignments across 13 classes in the major)</td>
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<td>Exhibit functional oral communication</td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments;</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 84% of students demonstrated 80% mastery for ALC 2.b</td>
<td>21 times (21 assignments across 13 classes in the major)</td>
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.
### 3. Critical Thinking Skills

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<td>Solve visual communication problems, including skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.</td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem-solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 79% of students demonstrated 80% mastery for ALC 3.a Assessed 20 times (20 assignments across 13 classes in the major)</td>
<td>Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassess and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals.</td>
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<td>Demonstrate ability in conceptual, logical, and intuitive thinking as applied to graphical analysis.</td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem-solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 79% of students demonstrated 80% mastery for ALC 3.b Assessed 21 times (21 assignments across 13 classes in the major)</td>
<td>Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassess and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals.</td>
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

### 4. Civic Engagement:

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<td>Show respect for persons of different cultures, genders, and ethnicities</td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem-solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 79% of students demonstrated 80% mastery for ALC 4.a Assessed 10 times (10 assignments across 13 classes in the major)</td>
<td>Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassess and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals.</td>
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<td><strong>Gain experience beyond the classroom working with area cultural or non-profit institutions.</strong></td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem – solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 89% of students demonstrated 80% mastery for ALC 4.b, when assessed; Assessed 4 times (4 assignments across 13 classes in the major)</td>
<td>Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassesses and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals.</td>
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<td><strong>Recognize the social and ethical responsibility of creating visual design.</strong></td>
<td>Assessment of student class assignments—class performance or presentation; course-embedded assignments; problem – solving exercises; project evaluation; portfolio of student work; written report or essay</td>
<td>85% of the students will demonstrate 80% of mastery</td>
<td>Across the classes, 79% of students demonstrated 80% mastery for ALC 4.c, when assessed; Assessed 16 times (16 assignments across 13 classes in the major)</td>
<td>Evaluations are based on individual faculty discretionary grades and projects that change every year. This approach does not provide data that can be tracked or provides consistency to be able to assess the classes and the program effectively. The program needs to reassesses and develop standards for each class that can be tracked effectively for ALC. This should cover how individual classes will track and archive the programs educational goals.</td>
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