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Academic Learning Compact : Graphic Design [Effective 2013]

University of South Florida St. Petersburg.

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Academic Learning Compacts – ALCs
Art Studio/Graphic Design
CIP: 50.0701

Academic Program Mission

The Program in Graphic Design is a competitive, limited access professional undergraduate program committed to providing an open, stimulating, and challenging learning environment for a select group of talented students. Students admitted to the program are dedicated to critical and creative design analysis, while being challenged to examine new ways of solving complex, multi-layered visual programs. The Program complements the mission of the university by preparing students for future success through interdisciplinary course study, small class size, community engagement and through the exploration of new technologies and information environments. Students recognize the potential of their creative production as a means to create and evaluate messages that both reflect and respond to the diversity of our global culture. This critical development allows for problem solving strategies that recognize communication, in all of its forms, as vital to our social responsibility and structure. The program is committed to providing an open and challenging environment where students are encouraged to find their voice and to freely explore and confront their personal relationship to design, culture, technologies and society.

Career/Employment Options for Graduates

Professional Artist, Art Educator, Art Historian, Graphic Designer, Web Designer, Museum Professional, Art Gallery Professional, Photographer, Preservationist, Art Critic

Specific Information on this Academic Program

<http://www1.usfsp.edu/graphicdesign/>

Details Relating to Student Learning Outcomes

1.Content/ Discipline skills		
Goals/Objectives	Means of Assessment	Criteria for Success
<p>1a. 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.</p>	<p>The course in typography (GRA 2206C) provides the essential foundation for these skills. Project example for fall 2010 (=different instructor, different assessment project than for fall 2009): for the "Type and Image" project evolved in four parts. The students started out with a yellow page ad and typeset the copy in a grid layout. During the second part of the project, the students explore the hierarchy, type movement through geometric shapes.</p> <p>Third, students explore the hierarchy, movement that was developed with the geometric shapes and reinterpret it with images and geometric shapes. Fourth, students explore the hierarchy and movement from the images and geometric shapes and redesign with the type images and geometric shapes. At the end of the project students will achieve the following:</p>	<p>90% of the students enrolled in Typography will achieve a B or better on this project, based on the criteria outlined above.</p>

	<ol style="list-style-type: none"> 1. Understanding type layout through the grid 2. Develop an understanding of hierarchy 3. Develop an understanding of interaction of type and image. 	
<p>1b. 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).</p>	<p>I. Using current software and technology, students in Visual Design: Internet (ART 4634C) created three-person production teams to redesign a web site for a local non-profit organization or commercial company. Although the project does not have to be instituted by the company/organization, the student groups are required to work with the clients to determine the technical and content needs of the companies' audience(s). Redesigning websites will demonstrate the ability to work with or rework a given logo/identity system and will demonstrate a command of the materials covered in-class. Required technologies include XHTML, CSS and image optimization, but students are also able / encouraged to integrate CMS</p>	<p>I. 85% of the students in Visual Design: Internet will achieve a B or better on the Redesign website project, based on the criteria outlined above.</p> <p>2. 85% of the students in GRA 3110 will achieve a C or better on this project based on the criteria outlined above.</p>

(content management systems) and JavaScript, depending on the needs of the client/audience. Regardless of the design choices, all sites had to be cross-browser compatible across both Mac and PC platforms as well as being W3C compliant. The students for the project allowed students to gain professional practices of experience working as being graphic designers. As specialists within a team it was in the Fall of 2009, environment, working with the students were presented clients and ultimately producing with current materials and a multi-faceted project that approaches for that time covers not only best practices in with advanced web production but also visual applications, the design in general expectations of the professional graphic.

2 .Students enrolled in Graphic designer have been shifting Design 1 (GRA 3110) learn away from the role of production skills based on specialist to generalist. Industry standards and will be through the wide variety of assigned a variety of

projects and practices that test students' mastery of introduced in these courses, these technological production skills. One such project includes having the opportunities to a very basic book project that not only practice a wide focused on the development of variety of tools and book layout through the use of techniques, but to also in Design and other professional determine their strengths design software. Students are and weaknesses and on graded according to proper and what they should focus efficient utilization of moving forward professional design software, Including the use of paragraph and character styles, master pages, image/content links and pdf export at the completion of the project.

N.B. a different course and a different project was used to measure this learning outcome prior to 2010; however, with the arrival of new faculty and reworking of certain courses, the design faculty decided to amend the means of assessment for this outcome.

<p>1c. Demonstrate a basic understanding of design business practices, including ability to organize projects and work as a productive creative team member.</p>	<p>Successful completion of Graphic Design Internship (GRA 4940) in the senior year. Students are required to secure an internship in an area institution, center, or business; in semesters prior to spring 2010, students were required to complete 180 hours of work over the semester, approximately 15 hours per week. (See below for a change to this requirement.) At the semester's end, internship sponsors provide a written evaluation on company letterhead of each intern's performance. They are asked to comment anecdotally on the student's professionalism, ability to meet deadlines, congeniality, skills (both creative and computer), critical thinking, problem solving, and overall performance. Beginning spring 2009, students also provided a written self-evaluation of their performance and their experiences in the internship, and a timesheet (signed by their employer) recording their hours. Students who receive a positive evaluation from their employer and successfully complete the required hours will receive an A for the internship.</p>	<p>90% of each semester's interns will receive a positive evaluation by employer.</p> <p>100% of enrolled students will receive a positive evaluation by the cultural or non-profit institutions involved in the course and will achieve a B+ or higher on specific projects.</p>
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<p>2. Students enrolled in Senior Studio (GRA 4930C) will design inventive solutions to projects for area cultural and/or not-for-profit institutions. Students work together with clients and with studio group members to solve complex identity and branding projects. Students are evaluated on professionalism, ability to meet deadlines, skills (both creative and computer), critical thinking, problem solving, and ability to work as part of a team. The cultural or non-profit institution involved in the project will provide a comprehensive evaluation of the students with which they worked. Students must successfully complete the assigned project on deadline. In the fall of 2009, the senior class participated in multiple projects with area non-profits to include:</p> <p>NOAA- 3 projects</p> <p>American Stage - 2 projects</p> <p>AMI Kids - 1 project</p> <p>San Pellegrino Terme</p> <p>Logo Competition - 1</p>	
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	<p>project</p> <p>In the fall 2010 the instructor, different than the one in 2009, continued with the class as previous years. The class continued to work with AMI Kids, and NOAA, but added new clients such as Conspiracy Production, a local theater company, Crow's Nest (USFSP student paper) and Florida Wines. Projects included:</p> <p>NOAA- 3 projects</p> <p>Conspiracy</p> <p>Productions - 3 projects</p> <p>AIM Kids- 2 projects Crow Nest- 1 project Florida Wines - 1 project</p> <p>project</p>	
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2. Communication Skills		
Goals/objectives	Means of Assesment	Criteria for success
2a. Write clearly and effectively: well-organized, well-developed papers	<p>1 Beginning with the spring 2010 semester, Graphic Design majors enrolled in History of Graphic Design (ARH 4724), a four credit Gordon Rule course that requires 6,000 written words, complete three essay-based exams which focus on comparing and contrasting two or more superficially dissimilar images from graphic design and art history. Each essay must demonstrate the students' abilities to think critically about the interconnectedness of contemporary and historical visual styles and ideologies. Students are required to recall references and information discussed/covered within multiple media, including lecture; in-class discussion; and textbook and article readings.</p> <p>In spring semesters prior to spring 2010, students were required to write an article about a current</p>	At least 80% of Graphic Design majors in the History of Graphic Design course will receive a grade of C or better on their final exam and the essay questions therein.

	<p>graphic design studio or movement that is not in the United States. Their investigations had to go beyond funding content from the library, as students found their content directly from the sources. Students were regularly encouraged to contact designers and ask questions. Students collaborated on their proposed content and create a IS minute presentation in the form of an edited video. The research paper must exhibit the following: initiative in identifying primary and secondary source material; solid research skills in the use of source material; proper format for source citation; development of a main idea/thesis; and accurate content. This course was redesigned in spring 2010 with the arrival of a new instructor.</p>	
<p>2b. Exhibit functional oral communication</p>	<p>1. Students enrolled in Senior Project: Portfolio (GRA 4955C), the capstone class, present thesis ideas through formal verbal and written demonstrations. This thesis project is self-directed and encompasses the</p>	<p>1. 80% of enrolled students will achieve a grade of B or better on their final thesis project.</p> <p>2. 80% of students will receive a</p>

student's personality through the visual display of a researched topic. Students are evaluated through discussion, critiques, and the presentation of the final project. This project should be the mirror of the student as an artist, aligning with their agenda as well as revealing strengths in formal image making skills and command of typography.

2) Students enrolled in Professional Practicum (GRA 4945) were required to conduct 'professional interviews' with their peers that included not only interview questioning, but also professional dress and interview etiquette. Students must be able to not only answer questions effectively, but also clearly communicate the processes and concepts of their works and act in such a way as to convey confidence and clarity within their verbal and nonverbal communications. Interviews must contain a minimum of 5 common interview questions as well as a portfolio discussion and 5

grade of B or better on their portfolio and oral presentation. Students must articulate ideas in concise fashion and speak professionally, as well as exhibit a diverse range of good quality work.

	variations on more traditional questions (Turning generic questions into design specific questions).	
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3.Critical thinking skills		
Goals/objectives	Means of Assesment	Criteria for success
3a.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.	Students are introduced to visual problem solving strategies and how to employ them in Graphic Design I (GRA 3110). They are assigned a project that is critiqued by the class and the instructor, a project that employs the foundation of pairing word and image. In Spring 2010, the instructor teaching the course asked students to trade their favorite novels with one another and then assigned each student the task of designing a hand-crafted book cover for stories they had never had the opportunity to read. Students had to determine what typefaces, iconography, logos and imagery would best convey the concept(s) of the story in a small and somewhat limiting space. The projects were evaluated on not only the production craft, but also the ability to visually convey broad and often abstract concepts quickly and efficiently to the potential reader. Students were then asked to grade each other's projects, as each student	1. 80% or more of the students enrolled in Graphic Design I will achieve a grade of B or better on their final project, based on the criteria outlined above.

	<p>was an expert on his or her novel, since not everyone in class had the same reading habits. Ultimately, the students were required to not only create visuals for the project, but also physical solutions for mocking up and displaying the final outcomes on the original books.</p>	
<p>3b. Demonstrate ability in conceptual, logical, and intuitive thinking as applied to graphical analysis.</p>	<p>Students enrolled in Senior Project: Portfolio (GRA 4955C), a capstone class, will independently identify, define, and research a problem of their choosing. They develop a cogent problem statement and a system for graphic analysis of the problem. This project serves as the senior thesis. Students are evaluated through discussion, critiques, and the presentation of the final project. This project should be the mirror of the student as an artist, aligning with their agenda as well as revealing strengths in formal image making skills and command of typography. Examples of the projects include: a) Packaging for Online Sales and Brick- and- Mortar Stores. This project looked at developing sustainable packaging for online sales and brick-and- mortar</p>	<p>80% of enrolled students will achieve a grade of B or better on their final thesis project.</p>

stores. This project looked at developing packaging solutions that would minimize the need for extra package materials for online retailers while at the same time providing packaging solution for products that are sold in Brick-and-mortar stores. b)

Heavy Metal Typography. This project the student researched the evolution of typography used by heavy metal bands from the 1970's to present. The student compared and contrasted the differences of the typography and researched how typography played a role in creating an identity for each individual band and sub- categories of heavy metal bands. c) **Cooking for the Masses.**

This project explored the relationship of cookbook design and beginning cooks. The student researched how to develop a cookbook that would make it easier for a person to learn to cook.

d) Filipino Folklore.

In this project the student wanted to help keep Filipinos born in America connected to Filipino traditions. The student saw a disconnection and a lack of desire of the children born and

	<p>raised in America in learning and understanding their Filipino culture. Through research the student developed illustration that were modernized and resonated Filipino-American born to learn about folklore.</p>	
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4.Civic engagement		
Goals/objectives	Means of Assesment	Criteria for success
4a Show respect for persons of different cultures, genders, and ethnicities	<p>Students enrolled in Computer Graphics (GRA 3104) during spring 2010 participated in a national poster project called The Haiti Poster Project. This was a campaign set up by Moxie Sozo (the organizer for the 2005 Hurricane Poster Project) and Josh Higgins (2007 So-Cal Fire Poster Project) to raise \$1,000,000 for Doctors without Borders. The constraints set up for the class assignment were that students had to create 25 copies of a two color poster. This poster must use both type and image to convey a message of hope for a country in distress. Students were to speak to a worldwide demographic and have an understanding of the culture of Haiti through research. Not only was this project to be seen by a massive audience across the globe, it was also the students' first non-hypothetical project.</p> <p>Each student was to create one</p>	At least 80% of graphic design majors in the Computer Graphics course will receive a grade of B- or better on the cultural studies project, according to the criteria above.

	<p>poster design and then manufacture 25 copies of the poster using diverse methods of color application to include the copy machine, block print, rubber stamp, spray paint stencil and screen printing.</p>	
<p>4b. Gain experience beyond the classroom working with area cultural or non-profit institutions.</p>	<p>Students enrolled in Senior Studio (GRA 4930C) will design inventive solutions to projects for area cultural and/or not-for-profit institutions. Students work together with clients and with studio group members to solve complex identity and branding projects. Students are evaluated on professionalism, ability to meet deadlines, skills (both creative and computer), critical thinking, problem solving, and ability to work as part of a team. The cultural or non-profit institution involved in the project will provide a comprehensive evaluation of the students with which they worked. Students must successfully complete the assigned project on deadline. In the fall of 2009, the senior class participated in multiple projects with area non-profits to include:</p>	<p>100% of enrolled students will receive a positive evaluation by the cultural or non-profit institutions involved in the course and will achieve a B+ or higher on specific projects.</p>

<p>NOAA- 3 projects</p> <p>American Stage - 2 projects</p> <p>AMIKids-1 Project San Pellegrino</p> <p>Terme Logo Competition- 1 project</p> <p>In the fall 2010 the instructor, different than the one in 2009, continued with the class as previous years. The class continued to work with AMI Kids, and NOAA, but added new clients such as Conspiracy Production, a local theater company, Crow's Nest (USFSP student paper) and Florida Wines. Projects included:</p> <p>NOAA- 3 projects</p> <p>Conspiracy</p> <p>Productions- 3 projects</p> <p>AIMKids-2 projects</p> <p>CrowNest-1</p> <p>project</p> <p>Florida Wines - 1 project</p>	
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<p>4c. Recognize the social and ethical responsibility of creating visual design.</p>	<p>1 Students enrolled in Computer Graphics (GRA 3104) create design solutions based on the results of community outreach, creating an organization or institution that has had positive influence on the community. Students will learn through this project that visual design has a responsibility to go beyond merely aesthetic practice. In "The St. Pete Project," students are asked to research demographics in St. Petersburg that could benefit from a non-profit organization. Students invent the agenda for the non-profit and treat it like an actual company. Students then give their company an aesthetic identity that would align with their non-profit visually.</p> <p>Since it is entirely up to the student as to which topic they choose, the project's social relevance varies. Projects have included a bike recycling shop that provides bikes for lower income people/families, and Armenian crafts person's guild, modular homes for the homeless, and an exotic pet rescue coalition.</p> <p>The students do not actually create</p>	<p>80% of the students enrolled in Computer Graphics (GRA 3104) will achieve grades of B- or better on their projects involving ethical responsibility and social engagement.</p>
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<p>the non-profit, but they do generate a logo, identity system, ads, t-shirts, and vehicle decals. Students will be evaluated based on their concept; image making skills; identity/logo, application of the identity to a business card, stationary, vehicles, and t-shirts; advertisement design, process book, presentation folder, and craft.</p>	
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