University of South Florida St. Petersburg
Digital USFSP

2016

Academic Learning Compact : Graphic Design [Effective 2016]

University of South Florida St. Petersburg.

Follow this and additional works at: https://digital.usfsp.edu/institutional_research_acl

Recommended Citation

University of South Florida St. Petersburg., "Academic Learning Compact : Graphic Design [Effective 2016]" (2016). *Institutional Research: Academic Learning Compacts*. 138.
https://digital.usfsp.edu/institutional_research_acl/138

"... to ensure student achievement in undergraduate and graduate degree programs ..."

USFSP
ST. PETERSBURG

Academic Learning Compacts
GRAPHIC DESIGN

Academic Year: Fall 2016 & Spring 2017

Due: May 20, 2017

Academic Program-linked College Mission-based Goals/Objectives

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.

UNIVERSITY OF SOUTH FLORIDA ST. PETERSBURG GOALS & OBJECTIVES	COLLEGE OF ARTS & SCIENCES GOALS & OBJECTIVES	Anthropology	Biology	Criminology	Literature & Writing	Environmental Science (BA)	Graphic Design	Political Science	Psychology	History	I.S.S.	journalism (BA)	World Languages
Academic Performance — Use sustained evidence of SLO's and student achievement for continuous improvement	Initiate and expand graduate programs and develop formal academic ties to other graduate programs within the USF system						X						
Offer certificate, undergraduate and graduate programs that meet regional needs							X						
Implement and support information and instructional technologies that facilitate effective pedagogies							X						
Enhance programs that specifically support academic excellence							X						
Increase student awareness of participating in a global society							X						
Student Engagement — Create a freshman experience that enables students to thrive and move successfully through to graduation	Our students will have critical skills and a broad outlook that will make them engaged and productive citizens Incorporate civic engagement, service learning, and experiential learning into their classes, when appropriate						X						
Foster institutional pride and strengthen connections within the campus community							X						
Enhance opportunities for increased student involvement in curricular and co-curricular activities							X						
Diversity & Inclusion — Insure an inclusive community where differences are respected and valued	Cultivate a vigorous liberal arts culture by recruiting talented diverse students, maintaining small class sizes, and mentoring those students we have. Encourage free discussion, foster critical thinking, demand that our students write, and work across disciplines						X						
Attract and retain a diverse student population							X						
Increase the diversity of faculty and staff							X						
Research & Creative Activities — Create a vibrant culture of faculty research and creative scholarship	Make significant and meaningful contributions to ongoing dialogues in our academic fields. We expect our undergraduate and graduate students to engage in research in collaboration with faculty						X						
Promote and support undergraduate research as a meaningful aspect of campus life							X						
Enhance and support research and scholarly collaborations with community partners							X						

Academic Learning Compact: Fall 2016- Spring 2017
". . . to ensure student achievement in undergraduate and graduate degree programs . . ."
Signature Page for Academic Program

Academic Program: Graphic Design

Chair/Coordinator: Erika Greenberg-Schneider and Elizabeth Herrmann   Date: 9/25/2017

Summary Statement – Academic Program Performance in Fall 2016- Spring 2017
Provide a summary statement about academic program performance over the previous year including high points and low points

2016-17 was a much more stable year for the Graphic design program. This allowed for a much more productive year in terms of restructuring the academics for the program.

In Fall of 2016 and Spring 2017 we implemented the new foundations program.

In Fall of 2016 Elizabeth Herrmann was our new hire as Assistant Professor of Graphic Design; she compiled a suggested library list to increase the reference materials for Graphic Design, recommended by NASAD accreditation team.

New adjunct hires for the Foundations Program.

Spring of 2017 we completed a search for a new Instructor of Graphic Design hire.

Professor Greenberg-Schneider implemented the new silkscreen classes and built out a studio for that purpose. Professor Greenberg- Schneider continued her visiting artist series with Harry Pearce from Pentagram London.

Professor Herrmann has integrated letterpress printing in her typography classes.

New machinery acquired: Vinyl cutter and etching press.

Professor Stanko received tenure.

Our students continue to be successful upon graduation with 9 of the 16 graduating seniors employed in the graphic design/ art industry BEFORE
Page 3

graduation.

In November 2016, the faculty hosted a portfolio workshop for all students interested in applying to the program. Also the AIGA had a work session with the applicants to help them organize and submit their work. This significantly increased the quality of the applications and we have also continued to streamline the review process.

Although we achieved almost all of the 1-year goals from 2015-16, there are a few that are still ongoing:
- Professor Schneider continued work with Tampa and completed the MOU for design students (in progress just waiting for signatures)
- Update design www site to reflect all of the new changes (in progress)
- Add at least 2 more dedicated GD rooms including permanent critique spaces, and places to hang student work (in progress)
  NOTE: We have lost workspace for students and only added 1 classroom for design and it is difficult considering the growth of our program
- Implement a true senior exhibition with guest professionals (in progress)
- Increase student enrollment by 50 to 100% via raising the amount of students admitted into GD to 30 to 40 NOTE: Due to a lack of quality applications and the fact that we had an unfilled tenure track line, we were unable to increase the number of majors in design for 2016-17

Our students continued to competed very well on the regional level earning recognition and 5 Gold medals and 9 silver medals. We also won 2 merit awards in AIGA flux (national juried). We continue to look for more opportunities to showcase student work on a regional, national and international venue.

Areas of Concern for 2016-17
1. Loss of workspace for students has already caused issues with other classes and we assume it will continue to get worse. USFSP needs to help establish adequate workspace for students since the "vault" was given to the library and we have increased the number of sections for the growth of our foundations numbers.

2. Need for a gallery as noted in the 7-year review. We are the ONLY University in the Florida system that offers art or design classes that doesn't have a dedicated gallery.

3. Need for more technology for students as noted in the 7-year review.

Data Collection
This is our second year using the new rubric. Our plan is to track these results over the next two years to establish a baseline of data before we make any significant revision to lectures and classroom assignments.

Although we achieved success in all areas we found that the overall scores in classes with 18 students or less did significantly better than classes of 20+. Based on this data we plan to keep classes capped at 18.

Summary Statement – Impact of Changes Made in Fall 2016- Spring 2017
Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.
Include both the high points and low points

Below are the Areas of Concern From 2014-15 and the changes made to address those concerns:
1. There are concerns about the students understanding what the faculty are looking for when applying to the design program.
   By holding a workshop for all students interested in the program we noted a significant increase in the quality of applications.

2. The faculty believes students have difficulties with the senior thesis. Concept development and content need to be stronger.
   Also the exhibition needs to be made more understandable by the average viewer.
   Progress was made on this by spending more time on idea development and meaningful content. There is the need to find an exterior space which allows the students to experience exhibition design and working with professionals in the community.

3. Some of the transfer students apply to the program without having the fundamental and conceptual training needed to be successful in the upper level classes.
   The foundation requirements have been re-written and implemented to include more classes that will teach these skills. We have also been working closely with Amanda Riese and Amanda Timmers in advising to help transfers understand our expectations. This has resulted in a number of students meeting with the faculty to review portfolios and guaranteeing their success.

4. Offer a more individual education experience (i.e. not a "one size fits all " approach)
   The upper division design classes have been changed to have many more elective options. This will allow students to tailor their course selection to help create a more individual experience. We do not expect to see an impact of these changes until 2018+

Academic Program: *Graphic Design*

Responsible Persons: Erika Greenberg-Schneider + Elizabeth Herrmann (Program Coordinators)

Mission of Academic Program (include URL): (new mission statement no url available)
The focus of the Visual Arts Program at USFSP is to graduate students who are able to demonstrate expertise in applied visual arts and design. A distinguished faculty helps students drawn from richly diverse backgrounds to create a stimulating and inclusive environment that encourages their intellectual and creative development. Through both theoretical and practical foundations, we prepare individuals for leadership, graduate programs and professional careers in the areas of visual art and design.

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]
One Year plan
1 Begin implementing the new degree program
2 Create marketing materials for use in recruitment for the new program
3 Continue to refine the review process
4 Explore work into national and regional competition beyond ADDYs and Flux
5 Work with Tampa to obtain a MOU for design students
6 Update design www site to reflect all of the new changes
7 Stabilize faculty by opening up instructor positions in foundations and design
8 Add at least 1 more dedicated GD rooms including permanent critique spaces, and a dedicated student work space and expand the print studio to include a wetlab/darkroom
9 Continue to refine senior exhibition with guest professionals
10 Increase student enrollment by 50 to 100% via raising the amount of students admitted into GD to 30 to 40
11 Continue to build our visiting artist program
5 year plan (to be in place by Fall 2020)
- Implement a juried student art exhibition with both USF and USFSP students (note: need art gallery at USFSP first)
- Actively promote the program in the region via students and faculty
- Add an art gallery to harbor hall
- NASAD accreditation
ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

USFSP
ST. PETERSBURG

Academic Program: Graphic Design

Persons Responsible: Erika Greenberg-Schneider + Elizabeth Herrmann (Program Coordinators)

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Demonstrate the ability to create and develop visual form in response to communication problems and the construction of meaningful messages.	Data collected in, CnP 1, CnP 2, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 89% of students demonstrated mastery for ALC 1.a	4% increase from last year.	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.
Demonstrate a clear understanding of the principles of visual organization/composition.	Data collected in, Drawing, CnP 1, CnP 2, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 89% of the students demonstrated mastery for ALC 1.b	2% increase from last year.	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.

Demonstrate a clear understanding of the principles of information hierarchy.	Data collected in Drawing 1, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 84% of students demonstrated mastery for ALC 1.c	2% decrease from last year.	We have implemented additional typographic and image-making hierarchy assignments within the freshmen, sophomore, and junior courses.
Demonstrate a clear understanding of the principles of symbolic representation.	Data collected in Drawing 1, CnP 1, CnP 2, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 88% of students demonstrated mastery for ALC 1.d	4% increase from last year.	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.
Demonstrate a clear understanding of the principles of typography.	Data collected Typography, GD1, MM, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 88% of students demonstrated mastery for ALC 1.e	6% increase from last year.	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.
Possess an understanding of tools and technology.	Data collected in Drawing 1, CnP 1, CnP 2, Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 92% of students demonstrated mastery for ALC 1.f	6% increase from last year	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.

2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Write clearly and effectively: well-organized, well-developed ideas and concepts.	Data collected in CnP 2, Typography, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 90% of students demonstrated mastery for ALC 2.a	Same from last year.	We have implemented more time for concept development and front-end process work into all of our class assignments to ensure our continued growth.

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

Exhibit oral communication as it pertains to critical graphical analysis	Data collected in Drawing 1, CnP 1, CnP 2, Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 91% of students demonstrated mastery for ALC 2.b	5% increase from last year	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.

3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2017 & Spring 2018
Solve visual communication problems by using a creative process, including skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.	Data collected Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 89% of students demonstrated mastery for ALC 3.a	7% decrease from last year	We are teaching new and experimental research methods, concept development, and problem solving processes to help students address projects from a content-first perspective.
Demonstrate ability in conceptual, logical, and intuitive thinking as applied to graphical analysis.	Data collected in Drawing 1, CnP 1, CnP 2, Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 95% of students demonstrated mastery for ALC 3.b	6% increase from last year.	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.

4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2016 & Spring 2017
Gain professional experience beyond the classroom working.	Data collected in Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	NA	NA	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.
Examine the social and ethical responsibility of creating visual design.	Data collected in Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	NA	NA	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.
Demonstrate a basic understanding of design business practices, including ability to organize projects and work as a productive creative team member.	Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)	Across the classes, 96% of students demonstrated mastery for ALC 4.c	2% increase from last year.	There was a significant increase in these skills of our students. Although we are encouraged by this we plan to track this over the next few years to be sure this based on teaching and not an anomaly based on student talent.

*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.

Academic Program: Graphic Design

Persons Responsible: Elizabeth Herrmann and Erika Greenberg-Schneider

<mark>**ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2017 & Spring 2018**</mark>

Mission of Academic Program (include URL):): (new mission statement no url available) The focus of the Visual Arts Program at USFSP is to graduate students who are able to demonstrate expertise in the applied visual arts and design. A distinguished faculty helps students drawn from richly diverse backgrounds to create a stimulating and inclusive environment that encourages their intellectual and creative development. Through both theoretical and practical foundations, we prepare individuals for leadership, graduate programs and professional careers in the areas of visual art and design.
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] One Year plan 1 Begin implementing the new degree program in Graphic Design 2 Create marketing materials for use in recruitment for the new program 3 Continue to refine the review process 4 Explore work into national and regional competition beyond ADDYs and Flux 5 Work with Tampa to finish the MOU for design students 6 Update design www site to reflect all of the new changes 7 Stabilize faculty by creating new instructor positions and to fill them.

8 Add at least 1 more dedicated GD rooms including permanent critique spaces, and a dedicated student work space, and expand the print studio to include a wetlab/darkroom

9 Continue to refine senior exhibition with guest professionals

10 Increase student enrollment by 50 to 100% via raising the amount of students admitted into GD to 30 to 40

11 Continue to build our visiting artist program

5 year plan (to be in place by Fall 2020)

- Implement a juried student art exhibition with both USF and USFSP students (note: need art gallery at USFSP first)

- Actively promote the program in the region via students and faculty

- Add an art gallery to harbor hall

- NASAD accreditation

ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.

1. Content / Discipline Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2018 & Spring 2019
Demonstrate the ability to create and develop visual form in response to communication problems and the construction of meaningful messages.	Data collected in, CnP 1, CnP 2, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Demonstrate a clear understanding of the principles of visual organization/composition.	Data collected in, Drawing, CnP 1, CnP 2, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Demonstrate a clear understanding of the principles of information	Data collected in Drawing 1, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC			

". . . to ensure student achievement in undergraduate and graduate degree programs . . ."

hierarchy.		rubric)			
Demonstrate a clear understanding of the principles of symbolic representation.	Data collected in Drawing 1, CnP 1, CnP 2, Typography, MM, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Demonstrate a clear understanding of the principles of typography.	Data collected Typography, GD1, MM, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Possess an understanding of tools and technology.	Data collected in Drawing 1, CnP 1, CnP 2, Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			

2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2018 & Spring 2019
Write clearly and effectively: well-organized, well-developed ideas and concepts.	Data collected in CnP 2, Typography, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Exhibit oral communication as it pertains to critical graphical analysis	Data collected in Drawing 1, CnP 1, CnP 2, Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			

3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2018 & Spring 2019
Solve visual communication problems by using a creative process, including skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and evaluation of outcomes.	Data collected Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Demonstrate ability in conceptual, logical, and intuitive thinking as applied to graphical analysis.	Data collected in Drawing 1, CnP 1, CnP 2, Typography, GD1, DM1, Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			

4. Civic Engagement (optional):

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Results	Plan for Use of Findings Fall 2018 & Spring 2019
Gain professional experience beyond the classroom working.	Data collected in Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			
Examine the social and ethical responsibility of creating visual design.	Data collected in Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC			

		rubric)			
Demonstrate a basic understanding of design business practices, including ability to organize projects and work as a productive creative team member.	Senior Studio, Senior Portfolio, Senior Project	80% of the students demonstrate a mastery (receive a 7 or higher on ALC rubric)			