

Graphic Design BFA

Develop student’s ability to successfully analyze information

Goal Description:

Prepare students to critically evaluate a design challenge and formulate an appropriate, well documented solution.

Providing Department: Graphic Design BFA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Interactive Design Process

Learning Objective Description:

Students will learn the research, development, and synthesis workflow.

RELATED ITEM LEVEL 2

Interactive Design Process

Indicator Description:

Graphic Design students will be required to take ARTS 4343 Advanced Interactive Design and demonstrate the student’s ability to;

- Document project research
- Document project development
- Actualize a final project launch

Criterion Description:

The graphic design faculty will evaluate work from ARTS 4343 Advanced Interactive Design using a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Findings Description:

The graphic design faculty evaluated work from ARTS 4343 Advanced Interactive Design using a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Document project research

Results show that 100% (11 of 11) of the students evaluated scored at least 80%.

Document project development

Results show that 100% (11 of 11) of the students evaluated scored at least 80%.

Actualize a final project launch

Results show that 100% (11 of 11) of the students evaluated scored at least 80%.

The average of all criteria show that 100% (11 of 11) of students are now meeting or exceeding the 80% goal.

Attached Files

 [SACS Interactive Workflow Eval 2024.xlsx](#)

RELATED ITEM LEVEL 3

Interactive Design Process

Action Description:

Over the course of two years and because of significant improvements to ARTS4343 Advanced Interactive Design, we have successfully maintained our goal of high scores in student abilities and skills related to UX/UI strategy, research, and development. As we move forward, we will continue to focus on improving and maintaining standards in visual design and developmental practices in interactive prototypes to convey user-centric digital products and services that simulate the user experience and demonstrate project launch.

Actions to improve include:

- Continue to improve and maintain attention to course sequencing to ensure adequate preparation for design classes that meet standards in User Interaction and User Experience Industries.
- Continue to update lecture and project material that focus on both visual and developmental practices in interactive prototypes using design tools or specialized prototyping software to convey user-centric digital products and services that simulate the user experience and demonstrate project launch.
- Continue to maintain standard best practices in project documentation for process, development, and research.
- Continue adjustment of the course curriculum, lectures, and projects to ensure new industry standards in UX Strategy and Synthesis workflow, such as Brief writing, Provisional Persona, Journey Mapping, SWOT Analysis, and Competitive Design analysis.
- Continue adjustment of course lectures, and projects to ensure industry standards in UX-documented practices, such as conducting Marketing and User-based research, developing user personas, and conducting usability analysis to understand the target audience through Qualitative / Quantitative data.
- Continue to improve course process and iterations to ensure industry Interactive Design Best practices surrounding Wireframing, Multiple levels of Low – Mid – High fidelity Prototyping as well as actualization of user implementation.
- Continue to evaluate and assess our progress.

Prepare students for professional practice

Goal Description:

Prepare students to submit a portfolio of professional quality digital design work to potential employers, clients, or graduate programs.

Providing Department: Graphic Design BFA

RELATED ITEM LEVEL 1

Interactive Development

Learning Objective Description:

Students will develop the ability to create publications for digital products and services.

RELATED ITEM LEVEL 2

Interactive Development

Indicator Description:

Graphic Design students will be required to take ARTS 4343 Advanced Interactive Design and produce a digital based- design that demonstrates the student’s ability to;

- Gather, manage and assemble content into a unified digital experience
- Integrate interactive elements into human-user-centered implementation

Criterion Description:

The graphic design faculty will evaluate work from ARTS 4343 Advanced Interactive Design, using a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Findings Description:

The graphic design faculty evaluated work from ARTS 4343 Advanced Interactive Design using a rubric that scores each aspect of the indicator on a scale of 0 to 100. It is hoped that at least 75% of the students will eventually score 80 or higher in each area.

Gather, manage and assemble content into a unified digital experience

Results show that 100% (11 of 11) of the students evaluated scored at least 80%.

Integrate interactive elements into website implementation

Results show that 100% (11 of 11) of the students evaluated scored at least 80%.

The average of all criteria show that 100% (11 of 11) of students are now meeting or exceeding the 80% goal.

Attached Files

 [SACS Interactive Production Eval 2024.xlsx](#)

RELATED ITEM LEVEL 3

Interactive Design Development

Action Description:

Over the course of two years, we have made significant shifts and incorporated improvements to the learning objectives for both ARTS 4333 and ARTS 4343. Consequently, the ARTS 4343 Advanced course has successfully enhanced its ability to integrate content into a cohesive digital experience and improve its goal in incorporating interactive and visual UI elements. Moving forward, we will continue to build on this foundation while expanding UX terminology, Team building, Defined Roles, UI practices, and visual-interactive design. Maintaining and refining advanced initiatives in UX strategy and research in the higher-level course.

Actions to improve include:

- Refine Team-Based initiatives where students will work together in defined roles to collectively contribute to a relevant UX / UI digital-design product or service.
- Continuously refine and update course curriculum, lectures, and projects to align with emerging industry standards in UX strategy and research. This encompasses activities such as developing personas, conducting surveys, collecting and analyzing data, and mapping user journeys.
- Continue to focus on improvements at the intro level through course lectures and projects to ensure better industry standards and best practices in mid-level front-end development with HTML, CSS, and basic JavaScript.
- Advance course lectures and projects to align with industry best practices, focusing on UI prototypes, more complex interactions, UI patterns, and the integration of micro-interactions.
- Regularly reassess and refine course sequencing to uphold and maintain quality to ensure better standards and best practices in Interactive Design thereby enhancing student preparedness for advanced levels of UX practice.
- Continue to evaluate and assess our progress.

Update to Previous Cycle's Plan for Continuous Improvement Item**Previous Cycle's Plan For Continuous Improvement (Do Not Modify):****Closing Summary**

The Graphic Design faculty will continue to guide majors into the appropriate classes and course sequence. The Advising SAM center will also continue advising majors into proper course selections. In addition to advising, prompt communication for curriculum updates and changes with the Advising SAM center will also be performed. We expect that proper sequencing will continue to improve student preparedness and subsequent course performance.

The Advance Interactive Design will continue to improve proper practices in wireframing, prototyping, and visual design. We will continue to improve, re-access, and maintain attention to course sequencing to ensure better standards and best practices in the field of Interactive Design as well as advance levels of preparedness.

The faculty will continue to monitor students' preparedness for upper-level classes and discuss curriculum changes as necessary.

Update of Progress to the Previous Cycle's PCI:

Graphic Design faculty continued to guide and advise students on course sequencing for upper-level Interactive courses. Advising efforts were made with course sequence design, and classes being recommended in the correct order significantly improved the overall quality of student works and results in both ARTS 4333 Intro to Interactive and ARTS 4343 Advanced Interactive Design. The Advising SAM Center continued to assist in student advising in major course selections and communicated with Graphic Design faculty for updates and changes in curriculum aspects.

Building on initiatives implemented during the prior review cycle, ARTS 4343: Advanced Interactive Design has been able to continue to maintain its high scores for all students in areas of best practices and documentation in research and development. This marks a consistent improved performance from 2022

through 2023 and helps to establish a sustained foundation of which to build. As we shift our focus towards the future, we will continue to make improvements on new industry standards and student's knowledge of better UI design and prototyping to simulation for User experience to demonstrate projects launch.

This cycle has had notable progress with an increase in synthesis workflow of 18% helping us to reach our target of goal of 100% with students 80 and above. The overall the average across both development, design, and prototyping criteria has increased at 9% ensuring all students now meet or exceed the 80% goal. As we move forward, we will need to keep evaluating and assessing these scores through sustain practices to better follow new industry changes in wireframing and prototyping.

Though assessment has resulted in overall improved student preparedness within digital design, evaluations still indicate a need to develop criterium which can better support team leaning, dynamics, and teaching methods that combine academic collaboration with industry and community engagement. This will be an area of focus in the next cycle.

New Plan for Continuous Improvement Item

Closing Summary:

The Graphic Design faculty will continue to guide majors into the appropriate classes and course sequence. The Advising SAM center will also continue advising majors into proper course selections. In addition to advising, prompt communication for curriculum updates and changes with the Advising SAM center will also be performed. We expect that proper sequencing will continue to improve student preparedness and subsequent course performance.

ARTS4343 Advance Interactive Design will continue to follow the changing practices in industry standards, team learning, prototyping, and visual design. Team dynamics in UX/UI design involves collaboration, iterative processes, and communication strategies, all of which plays an essential role for user-centered design learning. As part of our next cycle, we will introduce new criteria to help access and address Team learning through UX practices. This will serve to replace goal 1 “using Html/CSS to create website” which has moved to ARTS4333 Intro to interactive.

The integration of artificial intelligence (AI) into UX and UI design practices will significantly transform the digital industry in the next few years, as a result we will continue to re-access, maintain, and improve attention to course material to ensure better standards and best practices in the field of Interactive Design as well as advance levels of preparedness.

The faculty will continue to monitor students’ preparedness for upper-level classes and discuss curriculum changes as necessary.