MEDIA COMMUNICATIONS: SOCIAL CHANGE

Media Communications · 2014-Present
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SPRING 2025
DESIGN FOR SOCIAL CHANGE

Students with a message and a visual voice.

May 7-14
San Juan Gallery

MEDIA COMMUNICATIONS: GRAPHIC DESIGN

PROBLEM

"Students can design, but struggle to explain why." Media students show strong technical skills but struggle to connect software proficiency with **strategy, research, audience awareness, and professional communication.** Assessments revealed gaps in:

- **PSLO 01:** Selecting appropriate tools/technologies
- **PSLO 04:** Creating strategic design/communication solutions

Performance was inconsistent—especially in early coursework, during the pandemic, and among transfer students missing foundational skills. The Social Change campaign aimed to improve students' strategic thinking, research-based design, and ability to apply skills cohesively across two semesters.

PLAN

"Connect design decisions to evidence and purpose." A two-course Social Change campaign was implemented to strengthen student research, strategy, and civic engagement, measured through writing quality, prototypes, and reflections:

1. **Creative Brief + Research Workshops:** Students defined goals, audiences, and supporting evidence.
2. **Community Interviews:** Each student interviewed a local organization tied to their topic.
3. **Ongoing Assessment:** Self, peer, instructor, and public feedback during the Spring Gallery Show.
4. **Longitudinal PSLO Comparison:** Measuring progress across semesters and cohorts.
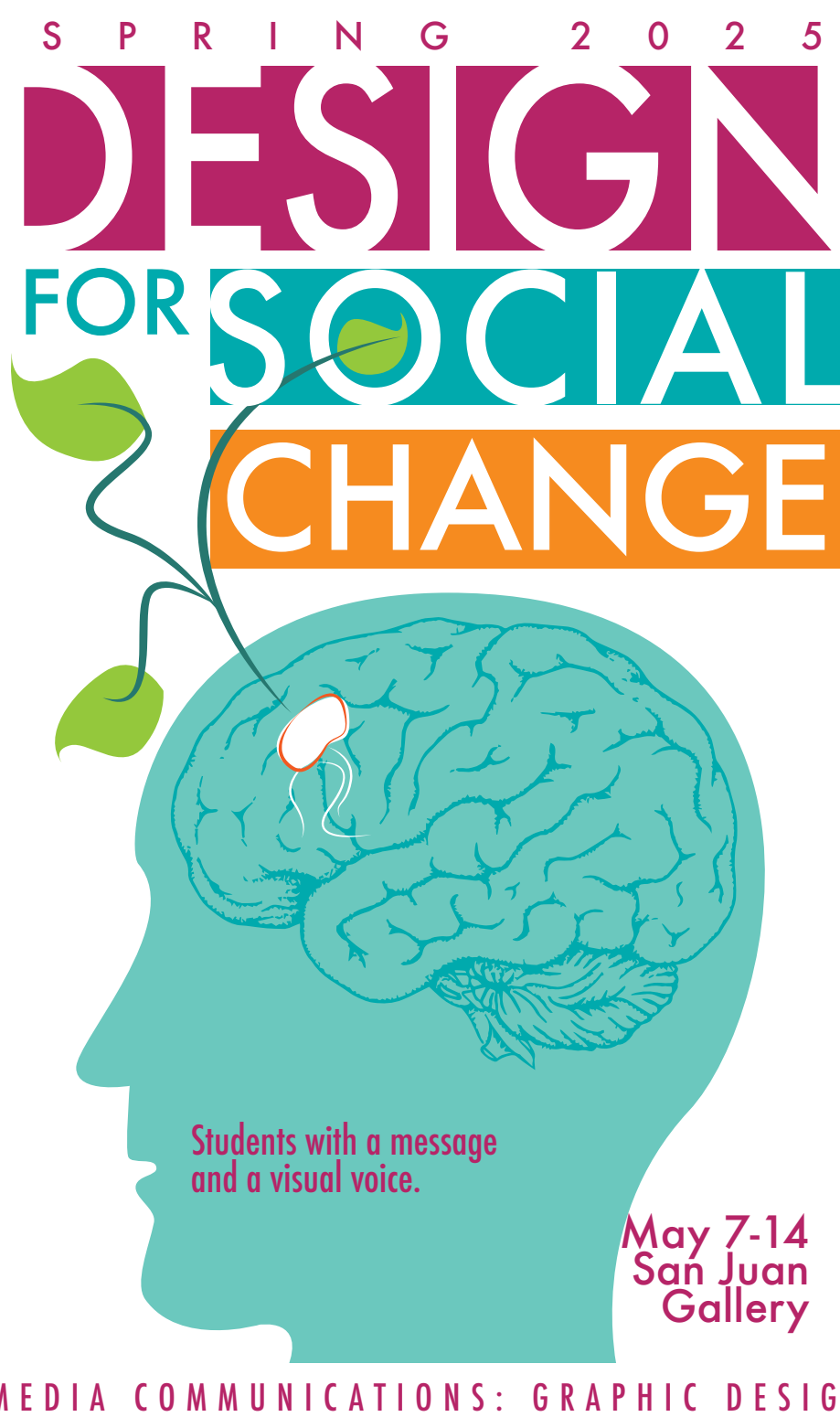
ASSESSMENT ACTIVITY

Student work is assessed through self-evaluation, peer review, instructor feedback, and public response. This evaluation follows six key phases of design practice: orientation, analysis, ideation, prototyping, implementation, and debriefing. Feedback is integrated throughout the process, creating a supportive learning environment that encourages growth, reflection, and continuous improvement.

- **Graphic Design I:** Topic selection, research, Creative Brief, ideation, early prototypes.
- **Graphic Design II:** Community interview, reflection, strategy refinement, full campaign, public exhibition.

Evidence collected from: Creative Brief scores, design drafts and prototypes, interview reflections, peer critiques, public feedback, and PSLO-aligned instructor evaluations. Data were compared across multiple years to identify improvements, gaps, and trends.

RESULTS AND DATA

"The more real the problem, the stronger the design." Key findings:

- Structured research + civic engagement = **significantly improved performance.**
- MGD1033 rose from **25% (2021) → 100% (2024).**
- Pandemic and transfer-student gaps visibly impacted communication skills.
- Spring cohorts consistently exceed PSLO benchmarks.

PSLO Performance Summary: Outcome	Fall Average	Spring Average	Change
PSLO 01: Tool Selection	52.00%	92.31%	+40.31%
PSLO 04: Design/Communication	69.77%	100.0%	+30.23%

Cohort Growth	Fall %	Spring %	Change
2020-21	57.14%	80.00%	+22.86%
2021-22	25.00%	100.0%	+75.00%
2023-24	33.33%	71.43%	+38.10%
OVERALL	65.77%	97.52%	+31.75%

CLOSING THE LOOP and NEXT STEPS

"Consistency early = excellence later."

- Strengthen **scaffolding** in Graphic Design I to stabilize early-course skills.
- Refine **PSLO 04 rubric** for consistency and clearer feedback.
- Build **hybrid-resilient** teaching strategies to avoid future disruptions.
- Add a **civic engagement rubric** to formally measure interview quality and integration.
- Implement a **skills readiness check/bootcamp** for transfer students.

Pueblo Community College