



Eileen Scopio

Visual Designer

# HOT TOPIC

Catalogue of Featured Items

This project was for a school assignment.

Specifications for this project included creating a 2 page layout, with a unique and innovative design still within the branding style of the company.

# Content



BACKPACKS

HER UNIVERSE

GUYS GRAPHIC TEES

FUNKO POP VINYL FIGURES

GAMES-BOARDGAMES, CARDS, & PUZZLES

# HOT TOPIC



## Philosophy

At Hot Topic, we believe music and the arts make everyones life a whole lot better, so we've decided to enrich kids' lives by enabling them to express themselves musically and artistically!

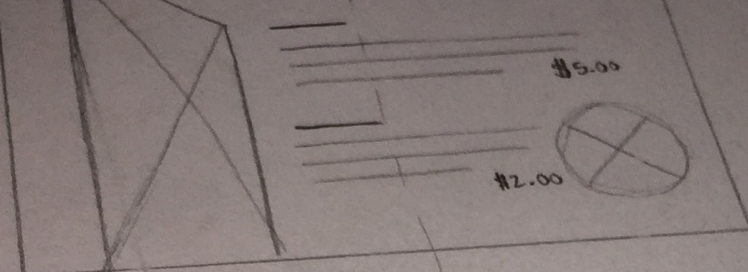
The Hot Topic Foundation aims to support programs and organizations that specifically focus on encouraging and educating youth in music, creative writing, painting, photography, film-making and more.

## Bring Music to Life

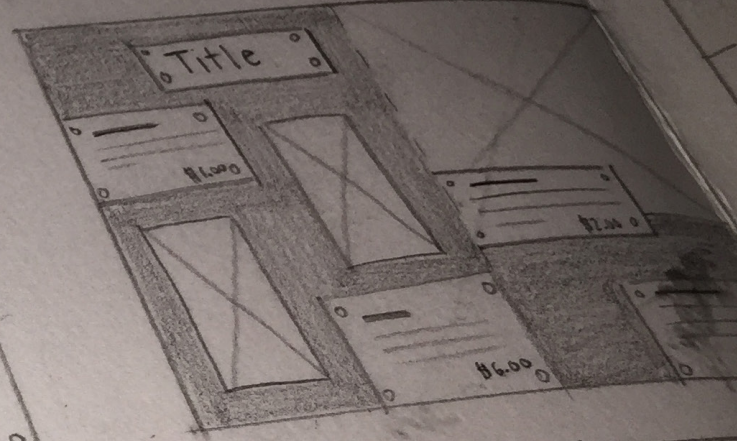
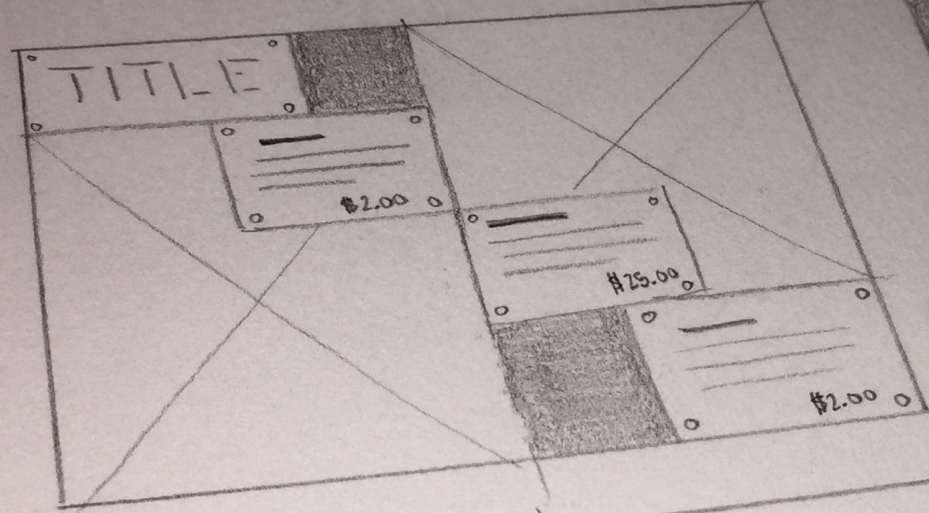
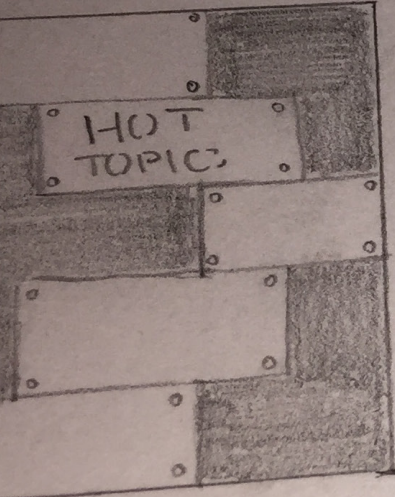
"It makes me happy to be able to speak in another language, the language of music."  
- Carson, 11.

HOT TOPIC FOUNDATION

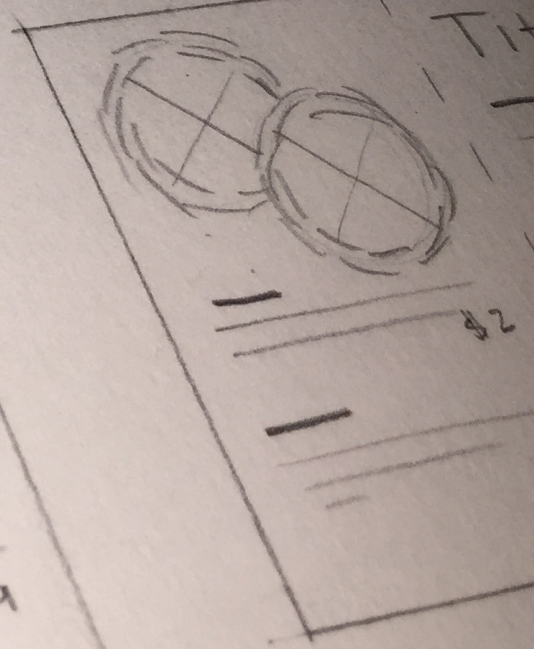
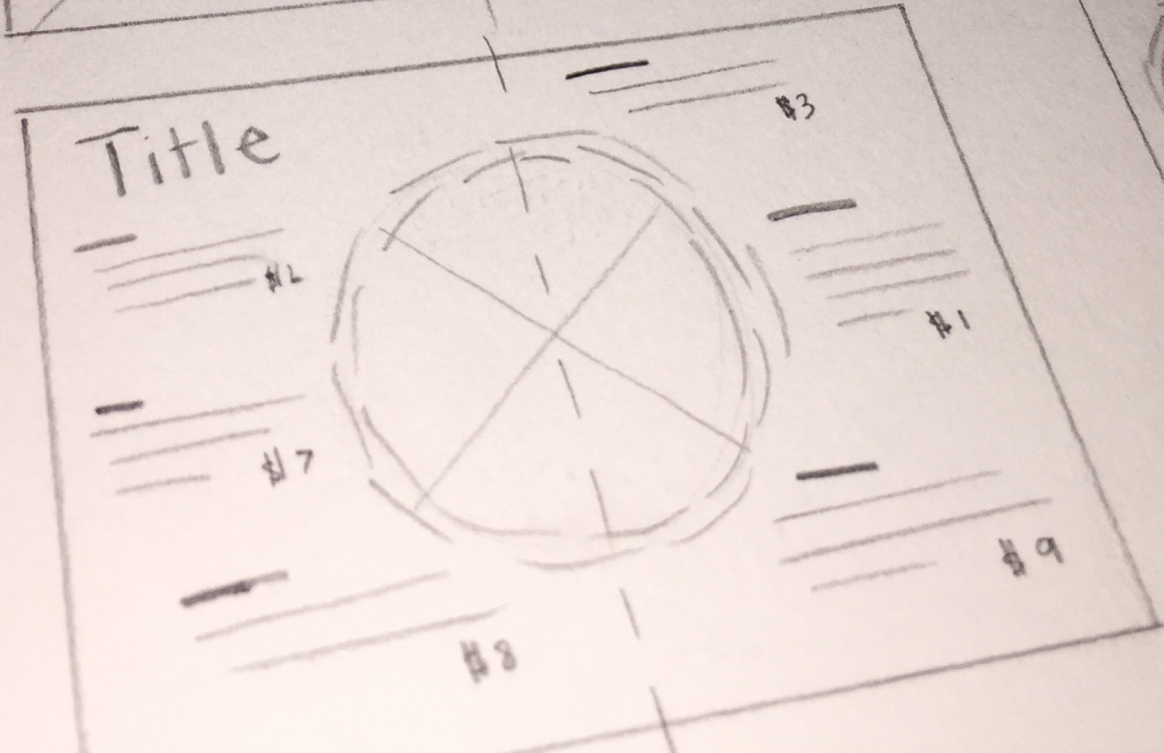
HOT TOPIC



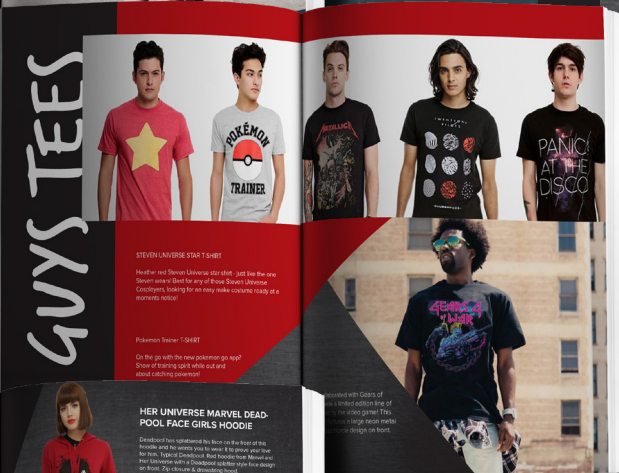
Title



HOT TOPIC



# 2017



HOT TOPIC

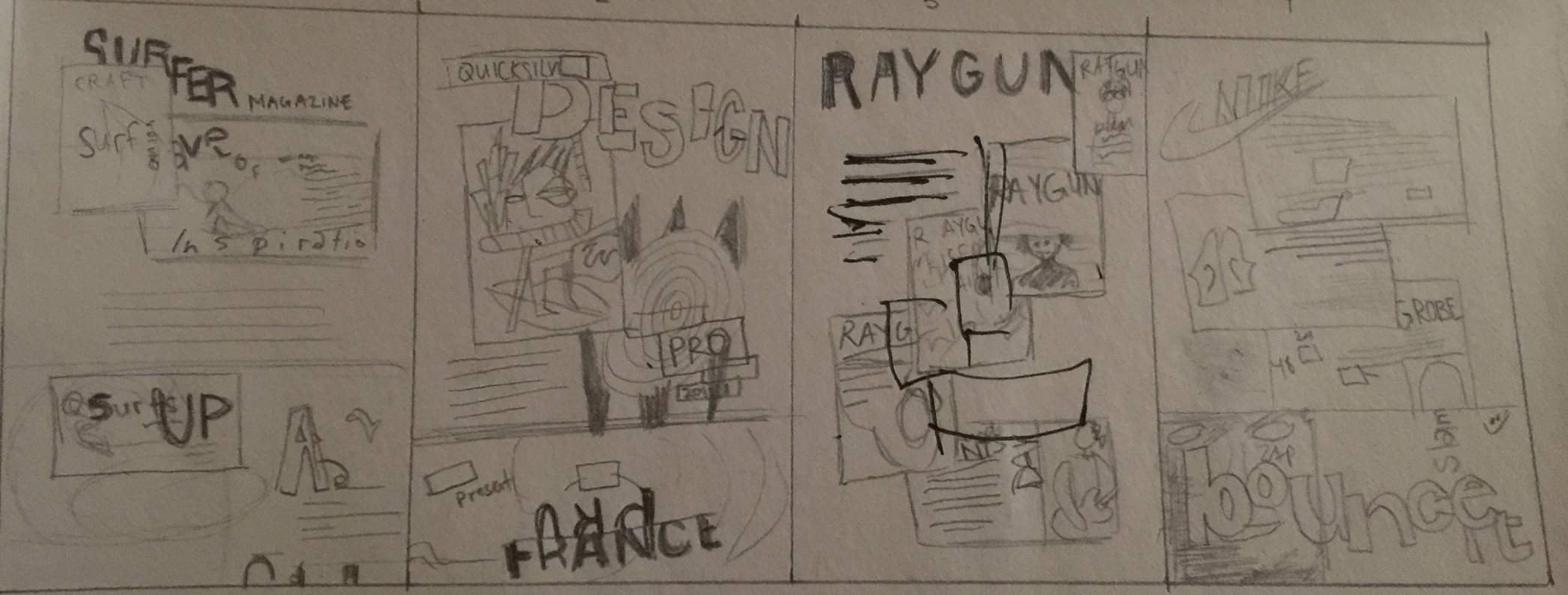
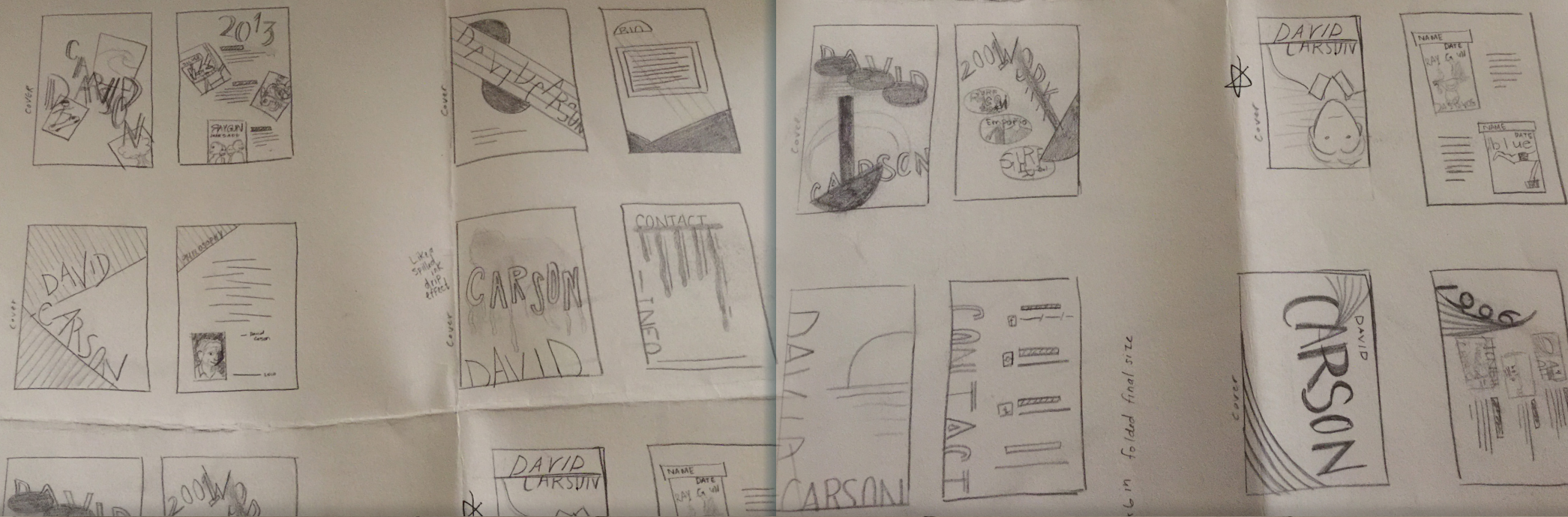
HOT TOPIC

# DAVID CARSON

## Immitating a Legend

This project was a school assignment in which we were required to take design methods and theories of a well known graphic designer and use them to create a folded pamphlet about them.

Much of my research led me to see that David Carson was a man of constructive Chaos. Everything looks chaotic, but is actually well thought about. This makes it purposeful and made with taste



# Contact

<https://www.facebook.com/david.carson.79677>

<http://www.davidcarsondesign.com/>

<https://www.linkedin.com/in/davidcarsondesign>

[https://twitter.com/d\\_carson\\_design](https://twitter.com/d_carson_design)



# Carson's Design Philosophy

"Have fun." It's the driving force behind the graphic designer's body of work, a philosophy that he applies to life in general. The international legend, known for his iconoclastic style, experimental typography, and distinctive magazine layouts, spoke at Plaza Klub on Friday night as part of Grafika's three-day brand and design extravaganza, taking place March 13-15 in Zurich. During the evening, which was much like a spontaneous, behind-the-scenes tour led by sage/comedian Carson, the audience was treated to an inside glimpse of a creative genius. Carson is an entertaining presenter, beyond doubt. At one point, he showed a photograph he had taken while driving ("texting and driving is illegal, so I take pictures while driving") with a phone wire on the back of a huge rubber trailer. With his characteristic dry wit, Carson quipped, "What a way to transport a bike!" Interspersed with his commissioned designs and publications, these one-of-a-kind projects serve as testament to his ability to notice details in his surroundings, part of the landscape that impacts and reflects his art. He's an advocate of freedom and authenticity, stressing that he believes in everything he produces. He also urges abandonment of templates. Carson is a series of contradictions, and someone who clearly loves what he does.

# RAY GUN



Carson was hired by publisher Marvin Scott Jarrett to design Ray Gun, an alternative music and lifestyle magazine that debuted in 1992.

In one issue, he notoriously used Dingbat, a font containing only symbols, as the font for what he considered a "rather dull interview with Bryan Ferry." (However, the only text was published in a legible font at the back of the Gun, complete with a repeat of the asterisk motif).

Ray Gun made Carson well known and attracted new admirers to his work. In this period, he was featured in publications such as The New York Times (May 1994) and Newsweek (1996).

# W E R

I'VE

MAZDA

E12 headphones

MAZDA

# AD S





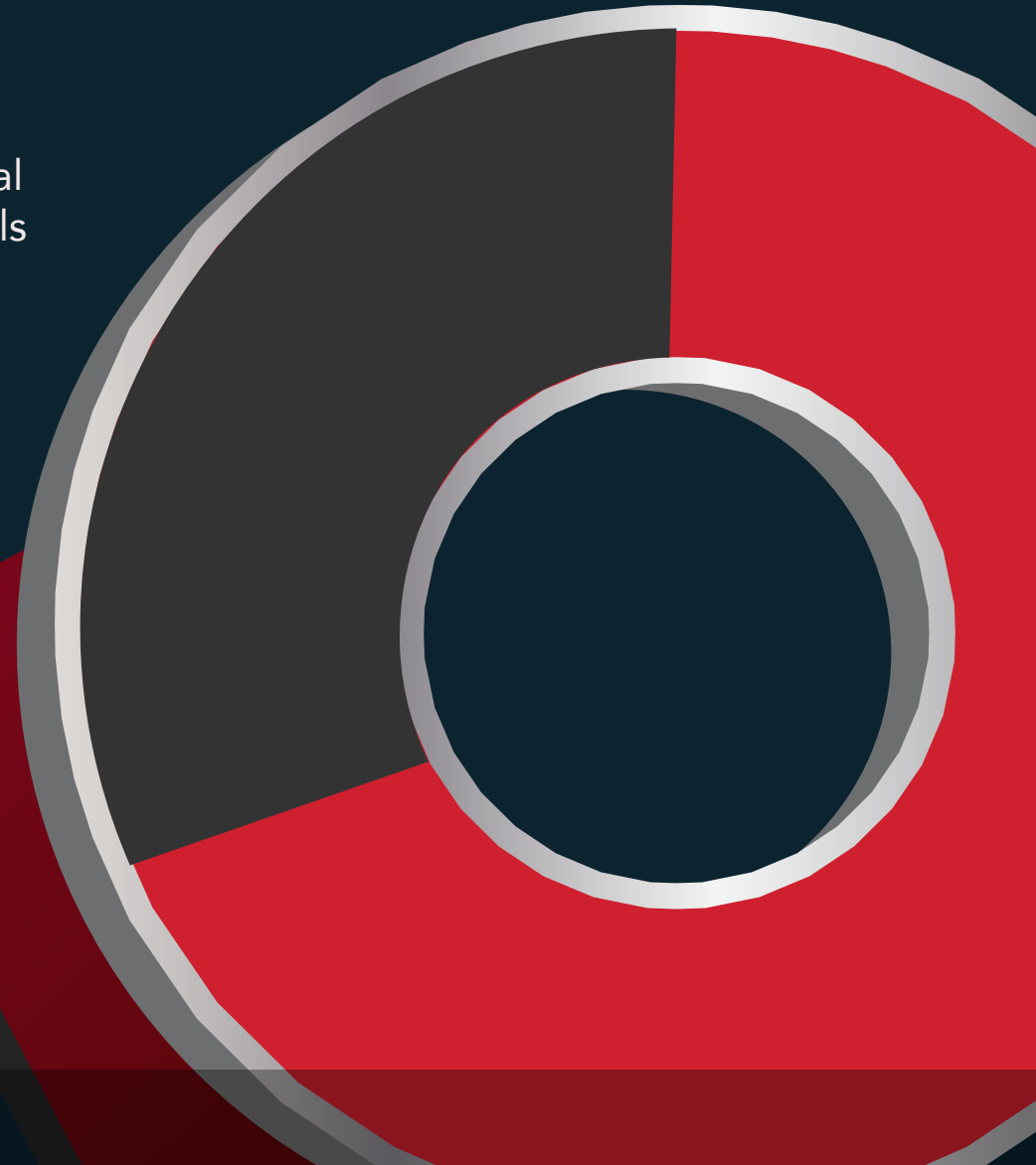
# Institutional Research

A showcase of department data

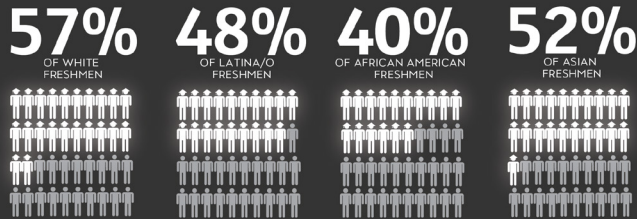
Working with CSUN's department of Institutional Research, I was often tasked with creating visuals for brief reports. They would give me a list of information and I would then create the report layout and design infographics to accompany the information.

Additionally, I was tasked with designing a site where all data presentations created in Tableau could be hosted.

All of my work was to allow the public to have full and easy access to a collection of data about various aspects of the school.



## OF THOSE WHO BEGAN AT CSUN IN 2009



**HAD GRADUATED BY 2015**

**13% of first-time freshmen graduate in 4 years and 31% of transfers graduate in 2 years**

### Graduation Rates

Among the first-time freshmen who entered CSUN in Fall 2009, 13% graduated in 4 years and 50% graduated in 6 years. Both the 4-year and 6-year graduation rates vary dramatically by race and ethnicity. Overall, the gap in 6-year graduation rates between traditionally underserved and better served students is 11 percentage points, with 55% of better served students graduating in 6 years or 44% of traditionally underserved students graduating in that time.

There are also notable differences among racial and ethnic groups when it comes to the 4-year graduation rate: 21% of White first-time freshmen graduated in 4 years, compared with 15% of Asian American freshmen, 9% of Latina/o freshmen, and 7% of African American freshmen.

**50% of first-time freshmen graduate in 6 years and 71% of transfers graduate in 4 years.**

The 4- and 6-year graduation rate gaps between students who receive Pell grant support and those who do not are similar. There is a gap of 9 percentage points in 4-year graduation rates among Pell and non-Pell recipients, and an 8-point gap in 6-year graduation rates for those groups. 7% of the Pell grant recipients who started in 2011 graduated four years later, compared with 16% of those who did not receive Pell grants.

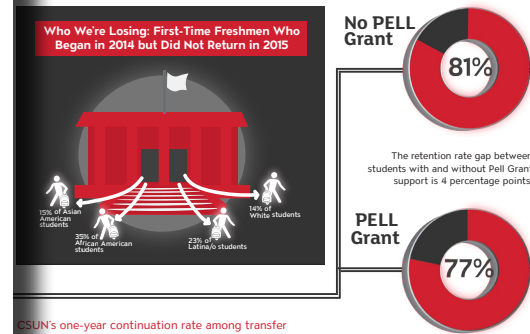
### Moving Forward

CSUN is committed to improving graduation rates for all students and to eliminating inequities in those rates. Our goals are certainly ambitious, but making progress toward them will allow us to better serve all of our students. This will involve, first and foremost, finding ways to better serve our students in their first year so that they continue at equal rates into their second year. We have the opportunity to work collectively and collaboratively to find innovative ways to improve retention and graduation rates and close gaps between students from many backgrounds, including racial, ethnic, and income groups.

As we serve an increasing number of students from traditionally underserved and low-income backgrounds, there are disparities in retention and graduation rates among our students.

Among first-time freshmen who entered in Fall 2014, 78% continued into their second year. In other words, 22% of the Fall 2014 freshmen did not return to CSUN in Fall 2015.

The retention rate varies among our students from traditionally underserved communities. One-year continuation rates among White and Asian American students are above the university average, while those for their Latina/o and African American/Black peers are below the average. Moreover, students from low-income backgrounds also persist at lower rates compared with their peers from higher-income backgrounds.



CSUN's one-year continuation rate among transfer students is higher than the rate for first-time freshmen. In 2015, 78% of first-time freshmen returned, whereas 84% of transfers returned.

There is less variation among racial and ethnic groups in the retention rates of transfers compared with first-time freshmen. 87% of White transfers returned in their second year, 84% of Asian American transfers returned, 83% of Latina/o transfers returned, and 80% of African American transfers returned. There is only one percentage point difference between the retention rates of first-time transfers who are Pell Grant recipients and those who are not (84% versus 83%).

## CSUN vs Other Public 4-year Institutions

What makes our freshmen unique?

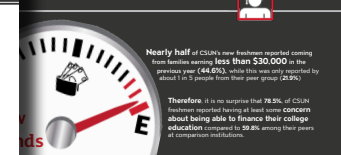
CSUN serves a very large Latina/o community. Nearly the half (48.3%) of our survey respondents identified as Latina/o while only 26.2% of those at comparison institutions identified the same.

81% of our students came from traditionally underserved ethnic groups compared at comparison institutions.

Nearly 40% of our students were less likely than their peers at comparison institutions to speak English as a second language (39.2% compared to 34.6%).

### Generation College Students

Low-income freshmen are also far less likely than their peers to be the first in their family to attend college (52.2% compared to 25.7%).



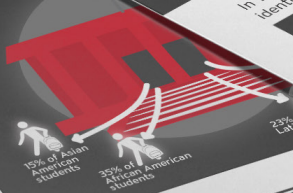
To learn more about our freshmen, visit CSUN by the Numbers.

As we serve an increasing number of traditionally underserved and low-income students, we are also seeing an increasing number of students from traditionally underserved and low-income backgrounds.

**Among first-time students**  
In other words, 22% of our first-time students are from traditionally underserved and low-income backgrounds.

**The retention rate**  
One-year continuation rates are higher for those from traditionally underserved and low-income backgrounds.

**Who We're Losing**  
Began in 2014



**CSUN's one-year continuation rate among traditionally underserved students is higher than the rate for first-time students.** In 2015, 78% of first-time freshmen returned, whereas 84% of traditionally underserved students returned.

**There is less variation among racial and ethnic groups in retention rates of transfers compared with first-time students.** In 2015, 78% of first-time freshmen returned, whereas 84% of traditionally underserved students returned. 87% of white transfers returned, and 80% of African American transfers returned. There is a 7-point difference between the retention rates of first-time transfers and those who are not (84% versus 83%).

**What is the Opportunity Gap?**

The opportunity gap refers to the disparity in rates of success in higher education between groups of students from different demographic backgrounds. The result of the opportunity gap is that traditionally underserved communities and those from lower socioeconomic income groups are less likely to graduate from college. Closing the gap among our students will, among other things, allow us to increase our overall graduation rates.

**CSUN is serving an increasing number of students from traditionally underserved and low-income backgrounds.**

**Traditionally Underserved Students and Federal Pell Grant Recipients**

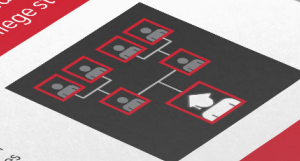


In 2006, 39.8% of our undergraduates were from traditionally underserved communities, including Native Hawaiian, American Indian or Alaskan Native, Pacific Islander, and Hispanic/Latino students. In the past 10 years, the proportion of our traditionally underserved student population has increased by 55%. As of Fall 2016, more than half of our undergraduate students come from traditionally underserved backgrounds. The increase in students from underserved backgrounds is largely a result of our growing Latino/o student population. Today, nearly half of our undergraduates (49%) are Latino/o, compared to 30% in 2006.

**We are seeing more low-income students than we were 10 years ago.** In 2016, 53% of our students qualified for and received Federal Pell Grants, an increase of 48% since 2006.

**In addition to serving more students from traditionally underserved and low-income backgrounds, we are also serving more first-generation college students.**

According to the federal definition, a first-generation college student is one whose parents did not obtain a degree from a 4-year institution. In 2006, 48% of our students were first-generation college students, compared with 64% in 2016. Among our first-generation students, 41% had families in which the parents have a high school degree or less. Navigating the complexities of higher education can present a challenge for those whose parents do not have experience completing a 4-year degree and the challenge can be even greater for students whose parents do not have any experience with postsecondary education.





are students,  
the:

# CSUN INSTITUTIONAL RESEARCH

CALIFORNIA  
STATE UNIVERSITY  
NORTHridge

## Student Engagement at CSUN Seniors in Spring 2015

Every other Spring semester, we invite CSUN freshmen and seniors to participate in the National Survey of Student Engagement (NSSE: <http://nsse.indiana.edu/>). This national survey began in 1998 as a way to assess college students' engagement in behaviors that are associated with positive student outcomes. In this brief report, we focus on the seniors' responses to the 2015 survey. Data on seniors in particular help us to better understand what students' experiences at CSUN have been and how they have spent their time.

# In the Spring semester 2015

### Intellectual Skills

Seniors reported that their college education contributed to their ability in...

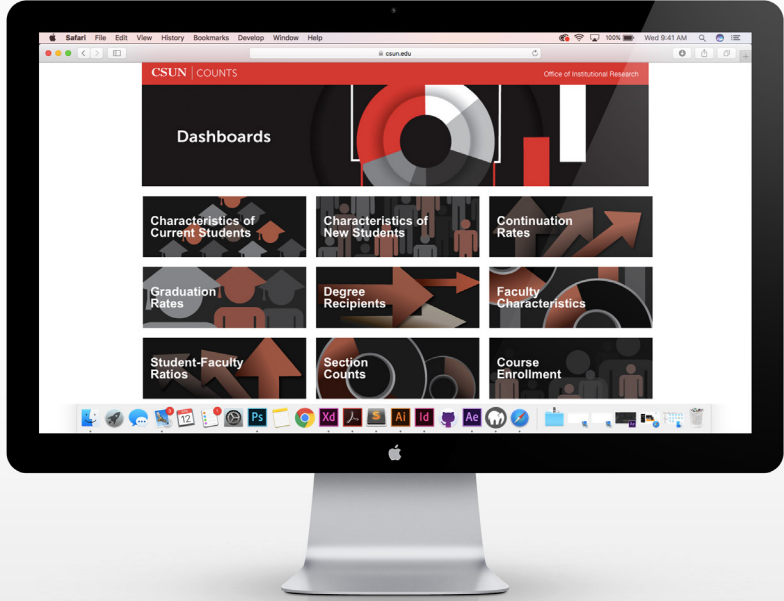
#### Critical and Analytical Thinking

- CSUN 84%
- Other CSUs 84%
- Carnegie Peer Institutions 83%

#### Working Efficiently with Others

- CSUN 78%
- Other CSUs 75%
- Carnegie Peer Institutions 72%

response rate:  
**25%**  
of invited seniors



# Office of Institutional Research

Reports

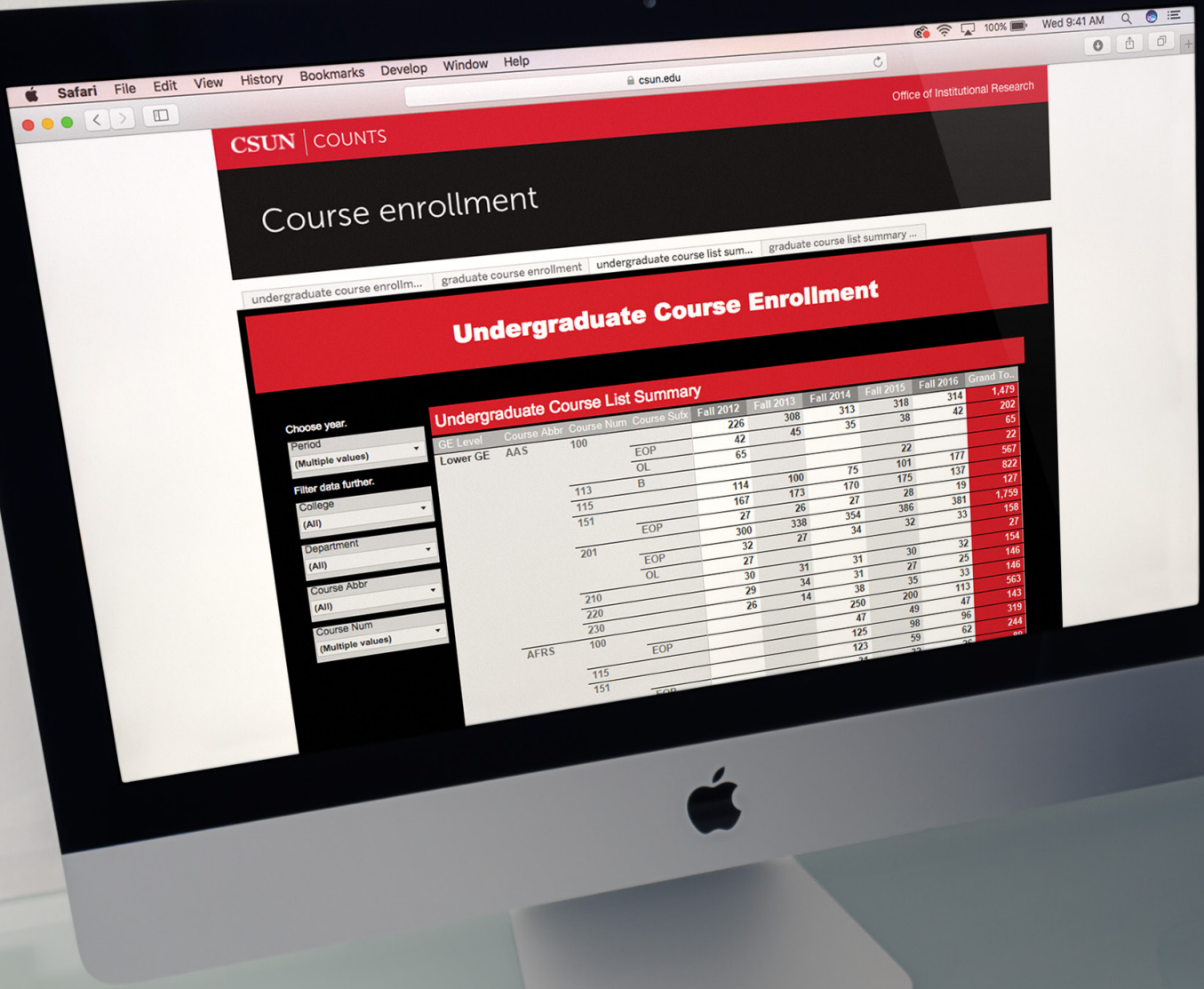
CSUN Profiles

Data Request

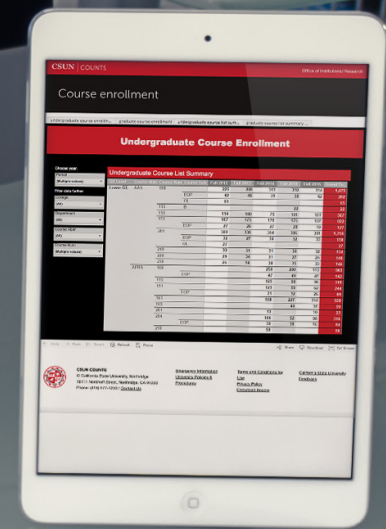
Email Archive

## Dashboards





Undergraduate Course List Summary				Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Grand Tot.
Lower GE	AAS	100		226	308	313	318	314	1,479
			EOP	42	45	35	38	42	202
			OL	65			22		87
		113	B	114	100	75	101	177	567
		115		167	173	27	28	19	424
		151		27	26	27	28	381	1,799
			EOP	300	338	354	386	33	1,598
		201		32	27	34	32	33	158
			EOP	27		31	30	32	146
			OL	30	31	31	27	25	146
		210		29	34	38	35	113	563
		220		26	14	250	200	47	143
		230				47	49	96	319
AFRS	100		EOP			125	98	62	285
		115				123	59	35	217
		151							0



# LIVING VICTORY

Bringing Faith to the People

Freelance project for a church looking to update their website. Their goal was to have a modern design as well as having an easy to use interface.

Upon completion they additionally requested assistance with designing a new logo to represent their kids group, "Victory Kids".

<http://livingvictorychurch.org/>





NEXT EVENT

01 : 19 : 45 : 40  
Days Hours Minutes Seconds

# WELCOME BACK

Join us for service online or in person starting April 4th

JOIN IN PERSON SERVICE

WATCH ONLINE

VICTORY KIDS

MacBook

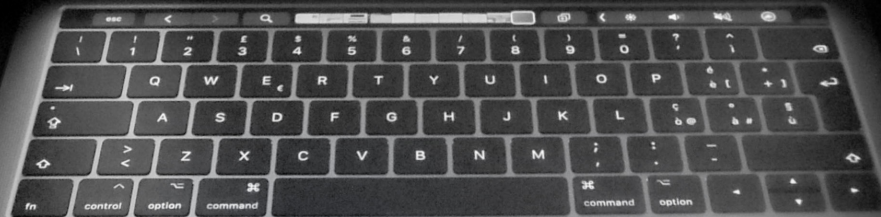


**LIVING  
VICTORY**  
CHURCH

## Welcome to our Church

We are an interdenominational, multicultural, Spirit-filled, Biblically based, theologically sound church.  
We are a ministry that purposes itself in Lifting...Building...and Reaching people for Christ.

[LEARN MORE](#)



Victory Kids

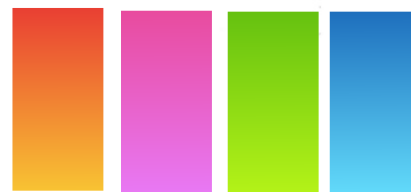
Victory Kids



VICTORY Kids



Victory Kids







# THANK YOU!

[eileenscopio@gmail.com](mailto:eileenscopio@gmail.com)

(818) 489-1091