

Computer Science Infographic Reflection

Our infographic highlights the Worcester Polytechnic Institute (WPI) Computer Science department and is aimed towards students not in computer science. The purpose of the infographic is to convince these students to consider a degree in computer science.

We divided the sheet into three sections, one for each topic we needed to discuss in order to get the right message across to the audience. These sections are employment opportunities, department statistics, and disciplines in the major. The main reason students want to be computer science majors is because of the salary. The starting salary for a computer science graduate is very high and is a very attractive quality of the major. We chose to make the first box about employment because it is the first box that people will read. We strategically made the "\$85,456" larger than everything else on the infographic, including the titles. We also included the most impressive and known companies that computer science graduates from WPI are hired at, common job titles of computer science graduates and the percentage of WPI computer science majors that are hired once they graduate.

The next box includes information on the department. This information is important because students want to get a sense of the size of the department to know how popular and well staffed it is. The largest text in this box is the "14.75%" (referring to the percentage of students that are computer science majors) because we thought that the amount of students in the department was the most important information to relay about the department.

The last section of the infographic is about the different concentrations within computer science that you can specialize in. We use arrows to show the relation between the title of concentration and the description of what the main aspect of the concentration is.

Every section of the infographic is titled with a question. These questions pull the reader's attention and cause them to be more involved in the topic of conversation.

The color palette for the infographic consists of five colors: orange-red, blue, light green, white, and black. The first three colors are triad colors, meaning they are equidistant from each other on the color wheel. This allows for the infographic to be colorful while having each of the colors complement each other.

We first chose red to be the background color and found the blue and light green colors using the triad rule. Red was chosen to be the background because it would stand out to people from far away. Blue was chosen to be the color of borders because it would show the division between the different sections of the infographic while not being overly distracting to readers. Light Green was chosen to be the color of our highlighted points because it stood out against the red background. White and black were chosen for text and images that added to the infographic if the reader gave more than a quick look at the infographic.

Text on the infographic was either light green, white, or black. We used these colors to show levels of importance, with light green text being the most important and black text being the least important. The colors for these tiers were chosen based on what could be clearly seen at different distances. We limited the number of light green text to one piece of information per

section. This would help readers get an idea of what each section of the infographic was about. Earlier drafts of the infographic had more light green and white text on it, but a more limited version was chosen for the final infographic because making everything stand out devalues information that should stand out more than others. We chose to make the largest text in the first two boxes light green to highlight their importance. The final box has the title highlighted with the intention that the reader would ask the question to themselves. We also felt that this was the most important title because of the personal question it would ask readers.

Equally important to what we included on our infographic is the information we chose to not include. Initially we wanted to include descriptions of a few courses in the computer science department. We thought that by showing examples of what a student could take in computer science would excite people about joining the major. This idea turned out to be problematic. We found it difficult to decide which courses to include and had problems with making the infographic full of words. Additionally, the course descriptions that we thought sounded exciting contained jargon and we were not sure if non-computer science majors would understand them. In lieu of this, we decided to just include the four major concentrations of computer science as those are broader subjects and easy to describe succinctly.

Less importantly, we decided to not include much information about computer science double majors. In our research we found that computer science majors are the most likely students to double major by a wide margin. We wanted to include this information because it shows that computer science is connected to many different subjects and opens doors for those students studying it; however, it was difficult to express this on our infographic concisely. Ideally we also wanted to include statistics about double majors in other departments for comparison, but we thought this would take space away from more important information on our graphic. As a result, we included this information as a quick “fun fact” without going into depth.