

**2015-2016 Yearly Assessment Report Template**  
**College of Arts and Sciences (CAS)**

NOTES:

- Yearly Assessment Reports for all CAS Majors and Graduate Programs are due by 07/01/16; early submissions are welcome.
- Reports, as well as two Curriculum Maps (one that maps Program Learning Outcomes to Institutional Learning Outcomes and one that maps Courses to Program Learning Outcomes) should be submitted as three separate documents to the Program Assistant; he/she will upload these three documents to Gnosis.
- This template is intended to be an outline for the Yearly Assessment Report; it is in word format so that faculty can modify and delete as needed, and use whatever space is necessary to respond to the questions

**1. Identifying Information**

**Name of Program:** Design

**Type of Program:** Major/ Minor

**College of Arts and Sciences Division:** Arts

**Name/Title/Email Address of Submitter:**

Rachel Beth Egenhoefer

Design Program Director, Associate Professor

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**Name/Email Address of Additional Individuals Who Should Receive Feedback:**

Seth Wachtel, Associate Professor and Department Chair, [slwachtel@usfca.edu](mailto:slwachtel@usfca.edu)

**2. Mission Statement:**

The well-educated designer of today must be able to work comfortably across a broad range of media and demonstrate proficiency with the design of messages, interfaces, and public spaces. USF is the ideal place to foster this expanded model of design practice because it encourages students to conduct independent research as well as collaborate with students from other disciplines.

By practicing design in an expanded field, our students gain comprehensive experience with process-oriented skills, including conceptual development, visual rhetoric, formal experimentation, and critical thinking. We teach our courses in state-of-the-art computer labs, where students gain fluency with advanced production methods and digital technologies. Though we encourage our students to

express their personal interests in their project work, we are equally committed to having them engage with the various demographics of the larger community by working with nonprofit and other community-based groups. Advanced courses in the program provide students with opportunities for such work, both locally and internationally, the goal being for them to identify the issues that concern them most and to create design solutions that respond to the pressing needs of a rapidly changing global culture.

We welcome into our program students with curiosity about the world and the desire to develop critically, conceptually, and technically, even if they have no previous art or design experience. We are confident that all of our graduating students will leave with a body of knowledge and skills that will serve them well as graduate students, professional practitioners, design educators, or community leaders.

**Has this statement been revised in the last few years? No**

**3. (Optional) Program Goals:**

**Have these goals been revised in the last few years? No**

**4. Program Learning Outcomes (PLOs)**

See attached

**Have these PLOs been revised in the last few years? No**

**5. Brief Summary of Most Recent Assessment Plan**

There was no assessment completed during 2015-16 due to the fact that the Program Director was away on sabbatical and maternity leave. Those who were acting as Interim Program Directors did not complete any assessment of the program.

Our Program is currently in a state of flux having the Director out for the previous year, one FT faculty member leaving, another just starting, and a Term hire just put in place.

Formal assessment is needed. We hope to do such after our upcoming APR so that we can incorporate feedback from that process and once our faculty is in a more stable place.

## **6. Academic Program Review**

Date of most recent Academic Program Review's External Reviewer Visit:

Date of most recent Action Plan Meeting:

Brief Summary of the most recent Action Plan:

Our program is due to have it's APR in Fall 2016.

## **7. Methods**

What did you do with regard to assessment of your program/department in 2015-2016?

See question 5, there was no assessment completed in 2015-16

What were your questions?

How are these questions related to your most recent Academic Program Review and/or Action Plan?

What PLOs are these questions related to?

What direct (most important) and/or indirect methods did you employ?

Some Possible Direct Methods (pick  $\geq 1$  and *briefly describe*):

- a. Published (Standardized) Test (e.g., Major Field Test)
- b. Class Tests & Quizzes with Embedded Questions
- c. Class Presentations
- d. Off-Campus Presentations (NGOs, clients, agencies, etc.)
- e. Research Projects Reports
- f. Case Studies
- g. Term Papers
- h. Portfolio
- i. Artistic Performances, Recitals & Products
- j. Capstone Projects
- k. Poster Presentations
- l. Comprehensive Exams
- m. Thesis, Dissertation
- n. Pass Rates on Certification or Licensure Exams
- o. Group Projects
- p. In/Out-of Class Presentations
- q. Competency Interviews (e.g., oral exams)
- r. Simulations
- s. Juried Presentations
- t. Other

Some Possible Indirect Methods (*briefly describe*):

- a. Student Survey
- b. Student Interview
- c. Focus Groups
- d. Reflection Sessions
- e. Reflection Essays
- f. Faculty Survey
- g. Exit (end of program) Survey
- h. Exit (end of program) Interview
- i. Alumni Survey
- j. Employer Survey
- k. Diaries or Journals
- l. Data from Institutional Surveys (e.g., NSSE, SSI, GSS)
- m. Curriculum/Syllabus Analysis
- n. Other

## 8. Results

What were the direct data results?

What were the indirect results?

What surprised you?

What aligned with your expectations?

What do you understand these results to mean?

What are the implications of the data?

## 9. Closing the Loop

What might you do as a result of these assessment results? What curricular or programmatic changes might you implement?

Possible Closing(s) of the Loop(s) (pick  $\geq 1$  and *briefly describe*):

- a. Revision of PLOs
- b. Changes in pedagogical practices
- c. Revision of program course sequence
- d. Revision of course(s) content
- e. Curriculum Changes (e.g., addition and/or deletion of courses)
- f. Modified program policies or procedures
- g. Designed measurement tools more aptly suited for the task
- h. Improved within and across school/college collaboration
- i. Improved within and across school/college communication
- j. Revised student learning outcomes in one or more courses
- k. Modified rubric
- l. Developed new rubric
- m. Developed more stringent measures (key assessments)
- n. Modified course offering schedules
- o. Changes to faculty and/or staff
- p. Changes in program modality of delivery
- q. Other

Have you or will you submit any course or program change proposals as a result of these results?