ASSESSMENT REPORT
ACADEMIC YEAR 2018 – 2019
REPORT DUE DATE: 11/01/2019

- Who should submit the report? – All majors, minors (including interdisciplinary minors), graduate and non-degree granting certificate programs of the College of Arts and Sciences.
- Programs can combine assessment reports for a major and a minor program into one aggregate report as long as the mission statements, program learning outcome(s) evaluated, methodology applied to each, and the results are clearly delineated in separate sections
- Undergraduate, Graduate and Certificate Programs must submit separate reports
- It is recommended that assessment report not exceed 10 pages. Additional materials (optional) can be added as appendices
- Curriculum Map should be submitted along with Assessment Report

Some useful contacts:

1. Prof. Alexandra Amati, FDCD, Arts – adamati@usfca.edu
2. Prof. John Lendvay, FDCD, Sciences – lendvay@usfca.edu
3. Prof. Mark Meritt, FDCD, Humanities – meritt@usfca.edu
4. Prof. Michael Jonas, FDCD, Social Sciences – mrjonas@usfca.edu
5. Prof. Suparna Chakraborty, AD Academic Effectiveness – schakraborty2@usfca.edu

Academic Effectiveness Annual Assessment Resource Page:

https://myusf.usfca.edu/arts-sciences/faculty-resources/academic-effectiveness/assessment

Email to submit the report: assessment_cas@usfca.edu

Important: Please write the name of your program or department in the subject line.

For example: FineArts_Major (if you decide to submit a separate report for major and minor);

FineArts_Aggregate (when submitting an aggregate report)

I.   LOGISTICS

1. Please indicate the name and email of the program contact person to whom feedback should be sent (usually Chair, Program Director, or Faculty Assessment Coordinator).

Joshua McDermott

jmcdermott@usfca.edu

Program Coordinator

2. Please indicate if you are submitting report for (a) a Major, (b) a Minor, (c) an aggregate report for a Major & Minor (in which case, each should be explained in a separate paragraph as in this template), (d) a Graduate or (e) a Certificate Program

Certificate Program

3. Please note that a Curricular Map should accompany every assessment report. Has there been any revisions to the Curricular Map?

Yes: The map has significantly changed with the addition of many more classes to the program to open it to a wider group of students.

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2018? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting an aggregate report, please provide the current mission statements of both the major and the minor program

NO

Mission Statement (Major/Graduate/Certificate):

The Mission of the Tech and Design program is to prepare students for a professional career in the performing arts by fostering the technical and artistic goals of its students. The program provides a foundation in Design, Production, and Practical application of art through technology. It builds on this foundation by providing advanced instruction in specific technical and design areas, and requiring active participation in the development and realization of live performances.   Students begin creating on the first day.

Mission Statement (Minor):

2. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2017? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting an aggregate report, please provide the current PLOs for both the major and the minor programs.

Note: Major revisions in the program learning outcomes need to go through the College Curriculum Committee (contact: Professor Joshua Gamson, gamson@usfca.edu). Minor editorial changes are not required to go through the College Curriculum Committee.

No

PLOs (Major/Graduate/Certificate):

Describe the history and context of technology in the arts	Explain the design and production processes necessary to create	Conceptualize an idea into real space	Function effectively in an active production environment	Analyze the role of social justice in the art of making

PLOs (Minor):

3. State the particular Program Learning Outcome(s) you assessed for the academic year 2018-2019.

PLO(s) being assessed (Major/Graduate/Certificate):

We did not assess a specific PLO this year but focused on the Curriculum Change which did three major things:

1. Double the number of courses that qualify for the Program and take into account the PASJ curriculum changes/course changes.

2. Modify requirements so that students must take at least 2 of the 6 required courses outside their major/minor to increase cross disciplinary work

3. Eliminate the requirement for lower level foundational courses as an entry point to the program.

These are all done after feedback from students and faculty in the respective departments and with interest in the Tech and Design Certificate program. It was felt that the foundational course requirements were redundant and simply put up a barrier for entry with no significant benefit. It was felt that there should be a much wider net of options for students in each department, but that this would require the addition of a requirement for them to do classes outside the Major to force some cross disciplinary work that the program is based on.

PLO(s) being assessed (Minor):

III. METHODOLOGY

Describe the methodology that you used to assess the PLO(s).

For example, "the department used questions that were inputted in the final examination pertaining directly to the <said PLO>. An independent group of faculty (not teaching the course) then evaluated the responses to the questions and gave the students a grade for responses to those questions."

Important Note – WSCUC advises us to use "direct methods" which relate to a <u>direct evaluation of a student work product</u>. "Indirect methods" like exit interviews or student surveys can be used only as additional l complements to a direct method.

<u>For any program with fewer than 10 students</u>: If you currently have fewer than 10 students in your program (rendering your statistical analysis biased due to too few data points), it is fine to describe a multi-year data collection strategy here. It would be important to remember that <u>every 3 years</u>, we would expect you to have enough data to conduct a meaningful analysis.

<u>Important</u>: *Please attach, at the end of this report, a copy of the rubric used for assessment.*

Methodology used (Major/Graduate/Certificate):

We had a series of meetings with programs associated with the Tech and Design Certificate as well as heavily with the Program Change and 7 year assessment of the Performing Arts department in which TaD is housed.

These changes were discussed and agreed upon with new courses added by each group and other re-ratified.

Methodology used (Minor):

IV. RESULTS & MAJOR FINDINGS

What are the major takeaways from your assessment exercise?

This section is for you to highlight the results of the exercise. Pertinent information here would include:

a. **how well students mastered the outcome at the level they were intended to,**

b. **any trends noticed over the past few assessment cycles, and**

c. **the levels at which students mastered the outcome based on the rubric used.**

   To address this, among many other options, one option is to use a table showing the distribution, for example:

Level	Percentage of Students
Complete Mastery of the outcome	8.7%
Mastered the outcome in most parts	20.3%
Mastered some parts of the outcome	66%
Did not master the outcome at the level intended	5%

Results (Major/Graduate/Certificate):

The major take-aways is that we had to spend some time working on the results of past assessments to create this program change and we will work on assessing these changes next year.

I believe next year we will focus on PLO2:
"Explain the design and production processes necessary to create." And we will directly evaluate this through written and oral reports in classwork.

Results (Minor):

V. CLOSING THE LOOP

1. Based on your results, what changes/modifications are you planning in order to achieve the desired level of mastery in the assessed learning outcome? This section could also address more long-term planning that your department/program is considering and does not require that any changes need to be implemented in the next academic year itself.

Closing the Loop (Major/Graduate/Certificate):

We will look at the changes made and re-evaluate at the end of the next year.

Closing the Loop (Minor):

2. What were the most important suggestions/feedback from the FDCD on your last assessment report (for academic year 2016-2017, submitted in October 2017)? How did you incorporate or address the suggestion(s) in this report?

Suggestions (Major/Graduate/Certificate):

Suggestions (Minor):

ADDITIONAL MATERIALS

(Any rubrics used for assessment, relevant tables, charts and figures should be included here)

I = Introductory	PLO1	PLO2	PLO3	PLO4	PLO5

D = Developing					
M = Mastery					
Tech and Design Curriculum Map	Describe the history and context of technology in the arts	Explain the design and production processes necessary to create	Conceptualize an idea into real space	Function effectively in an active production environment	Analyze the role of social justice in the art of making
Courses or Program Requirement					
PASJ					
MUS 111 Electric Sound Collective		I	D	I	
PASJ 120 Workshop in Stage Production	I	D	D	D	I
PASJ 220 Design Lab	I	D	D	D	D
PASJ 230 Stage Managemenet		D	D	M	
THTR 210 Costume Design		D	M	D	I
THTR 215 Lighting Design		D	M	D	I
MUS 312 Music Technology		D	D	D	
MUS 315 Creating Soundscapes	I	M	M		D
THTR 372 Workshop in Play Production			M	M	M
Art +Architecture					
ARCD 104 Fabrication Lab	I	I	D		
ARCD 150 Architectonics	I	D	D		
ARCD 151 Architectonics II	D	D	D	I	
ARCD 250 Computer Aided Design and Drawing	I	D	D		

Course					
ARCD 270 BIM & Applications		D	D	I	
ARCD 300 Computer Aided Design and Drawing 2		M	M		
ARCD 370 Construction Innovation Lab	D	D	M	D	D
ARCD 372 Engineering Design and Testing		M	M		
ARCD 430 Professional Practice/Internship		M	M		D
MS 101 Multi-Media Storytelling	I	D		I	I
MS 221 Audio Production	I	I	D		
MS 222 Video Poduction	I	I	D		
MS 305 Advanced Audio Production		I	D	M	
MS 302 Communication for Social Change	D	D		D	D
MS 307 Advanced Radio Production		M	M	D	
MS 320 Digital Media Production	I	D	D		I
MS 322 Media Production III Advanced Production	D	D	D	D	D
MS 327 Scriptwriting	M	D			
MS 330 Documentary Production	I		M	D	
MS 331 Narrative FIction Film Production	I	M	M	D	
MS 340 Experimental Cinema	M	M	D	D	M
Physics					
PHYS 135 Masterpiece Physics	D	D			I

PHYS 261 Electronics		D	D		
PHYS 262 Intro to Digital Electronics		D	D	D	