Design Major/ Minor

ASSESSMENT REPORT REMOTE/DISTANCE LEARNING
ACADEMIC YEAR 2019 - 2020
REPORT DUE DATE: December 4, 2020

This is an alternative template.
Given the unusual circumstances of the 2019-2020 academic year, each
program/department/major/minor/certificate has two options of assessment:
(a) Usual assessment report based on attached template OR
(b) Alternative assessment reflections on distance learning pivot based on this template
Every program/department/major/minor/certificate can choose ONE of the two report formats to submit
Please make sure to fill out Page 1 – Questions 1 and 2

·   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. If you choose to submit a remote learning reflections document, it should also have separate segments for major and minor

·   Undergraduate, Graduate and Certificate Programs must submit separate reports. An aggregate report is allowed only for major and minor of the same program

·   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).

      Liat Berdugo, Program Director - lberdugo@usfca.edu

      Rachel Beth Egenheofer, Interim Program Director (Fall 2020) - rbegenheofer@usfca.edu

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

      (c) an aggregate report for the Design Major and Minor

      We are submitting an alternate report/ reflections document

3. Have there been any revisions to the Curricular Map in 2019-2020 academic year? If there has been a change, please submit the new/revised Curricular Map document.

    No changes have been made

II. MISSION STATEMENT & PROGRAM LEARNING OUTCOMES

1. Were any changes made to the program mission statement since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current mission statement below. If you are submitting <u>an aggregate report, please provide the current mission statements of both the major and the minor program</u>

No changes were made to either mission statement

Mission Statement (Major/Graduate/Certificate):

By combining a holistic approach to design with a passion for justice, students create stunning work that inspires change. Our program is built around the idea that today's designers must be able to work comfortably and effectively across a broad range of media — print, digital, interactive, product, information — with an eye toward the greater good. Our students in the Design Major develop the skills to independently and collaboratively design critical and thoughtful messages, interfaces, and public spaces.

Mission Statement (Minor):

By combining a holistic approach to design with a passion for justice, students create stunning work that inspires change. Our program is built around the idea that today's designers must be able to work comfortably and effectively across a broad range of media — print, digital, interactive, product, information — with an eye toward the greater good. Our students in the Design Minor are introduced to the skills to independently and collaboratively design critical and thoughtful messages, interfaces, and public spaces.

3. Were any changes made to the program learning outcomes (PLOs) since the last assessment cycle in October 2019? Kindly state "Yes" or "No." Please provide the current PLOs below. If you are submitting <u>an aggregate report, please provide the current PLOs for both the major and the minor programs.</u>

>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 changes were made

PLOs (Major/Graduate/Certificate):

Design Major PLOs

1. Generate design work through methodologies of process, production, and experimentation.

2. Synthesize design research and scholarship in history, theory and criticism.

3. Demonstrate fluency with diverse medias and technologies, along with the ability to accommodate new technologies as they emerge.

4. Articulate the role of design and the function of the designer as a leader in the social, cultural, and political landscape.

5. Engage in the practice of design professionalism and collaboration.

PLOs (Minor):

Design Minor PLOs

1. Generate design work through methodologies of process, production, and experimentation.

2. Synthesize design research and scholarship in history, theory and criticism.

3. Demonstrate fluency with diverse medias and technologies, along with the ability to accommodate new technologies as they emerge.

III. REMOTE/DISTANCE LEARNING

<mark>1.   What elements of the program were adaptable to a remote/distance learning environment?</mark>

Most of our classes seamlessly transitioned to the remote/ distance learning environment. Designers in the profession regularly work remotely or with remote clients, so the experience also became a learning experience to prep students for the future. Our studio class sizes made for ideal Zoom class sizes.

In Fall 2020 many changes were made by individual professors to use platforms that best suited each course. This included better Canvas integration, Google Slides/ Docs, Miro, and other tools.

Discussion and sharing as well as lectures and demos in a variety of courses was adaptable to remote learning.

The Design Program made great strides to build community in the remote time including using social media, holding special events, offering tutors, and more.

<mark>2.   What elements of the program were not adaptable to a remote/distance learning environment?</mark>

Not having access to our labs was a challenge for students. In addition to not having physical resources such as printers, scanners, cameras, not all students had access to the software we provide, teach and use in our labs. This became an issue in Fall 2020 when some smaller departments chose to purchase software for students. As a large

program (nearly 200 majors/ minors) it felt as though we were being punished for our success as we could not afford to do this. This created an inequitable situation for students.

Not being able to review work in person was difficult. Particularly when working with print media and physical work. It was impossible to see objects in person, making critiques and final outcomes difficult. In addition, the development of crafting, physical and analog skills suffered.

Our final year end exhibition was moved on line which was disappointing both for the aspect of presenting work and viewing work in person and also the community aspect of being together.

Some students and professors who taught courses with a heavy code focus found it difficult to manage having both Zoom up on screen and coding applications.   In later renditions of courses, things were reworked to offer synchronous and asynchronous opportunities to get around this.

Some students with access to more hardware—extra devices like an Ipad, large monitor or extra monitor, printer, or even extra computer when there was an issue—had an advantage in class. Multiple professors worked with Steve Rhyne to provide work-arounds, but again not having access to our labs furthered inequity from a hardware standpoint as well.

In Spring 2020 some professors only used email to communicate which was problematic to students, better use of Canvas, individual Zoom meetings, and more synchronous Zoom classes were used in Fall 2020 to help address these issues.

 75% synchronous and 25% asynchronous is a rough estimate.

This varied from professor to professor and course to course depending on the content and needs.

Synchronous time was best used for:
- Class check-ins
- Discussions
- Critiques
- Design Sprints/ working independently or together
- Certain demos and lectures
- Building a sense of community

Asynchronous time was best used for:
- independent student work time on projects
- students responding to/ offering feedback on student work that was posted to discussion boards or similar
- working on group projects with group members but not the whole class or professor
- watching/ listening to/ reading pre-recorded materials

Given the popularity and growth of the Design program, one benefit we experienced in the pandemic is the ability to open additional sections without needing physical lab space to do so. In Spring 2021, we opened 3 additional course sections that we would not have been able to offer if we were only in person.   This presents interesting possibilities to consider hybrid courses alternating in person and online days to maximize our lab space. **This should also send a clear message to the administration that more support is needed for the Design program given our ability to grow in this challenging time when others are not.**

Perhaps the biggest change we made to our program is making a technology requirement for our program. Previously we always offered that if students could not afford their own machine or software they could use our labs. Given the remote environment, we instituted a new personal computing policy:

https://myusf.usfca.edu/arts-sciences/xarts/tech/personal-computing/design