College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
    - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
    - Graduate programs must include one curricular map showing how courses map onto PLOs.
    - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.

- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.

- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information

Name of Program *

Tech and Design

Type of Program *

Non-Degree Seeking   ▼

College of Arts and Sciences Division *

Arts   ▼

Name/Title/E-mail Address of Submitter *

Joshua McDermott

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

christine young/cyoung8@usfca.edu

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

○ Yes

◉ No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload a PDF version of your Yearly Assessment Report here: *

Please upload your program's PLO x Courses Curriculum map here (all file types allowed) *

Please upload your program's PLO x ILO Curriculum map here (all file types allowed)

If you would like to upload any other files (i.e. rubrics used to evaluate student work products, scripts/surveys/other indirect methods used to evaluate student work), you may upload them here. Please use descriptive file names (i.e. "SociologyAssessmentRubric").

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

The Tech and Design program at the University of San Francisco provides students with hands on training to design, build, produce and manage arts based productions. Housed in the Performing Arts department, the program recognizes and utilizes the hybrid nature of arts creation as a laboratory for the application of skills and knowledge from a myriad of disciplines, and includes courses of study and esources from Media Studies (Film Studies), Art+Architecture (Architecture & Community Design, Arts Management, Fine Arts), and Physics.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:

*

1. Describe the history and context of technology in the arts
2. Explain the design and production processes necessary to create
3. Conceptualize an idea into real space
4. Function effectively in an active production environment
5. Analyze the role of social justice in the act of making

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

Please upload your PLOs to Courses Curriculum map here *
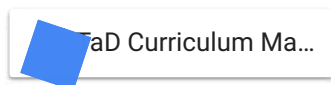
TaD Curriculum Ma...

Please upload your PLOs to ILOs Curriculum map here *

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

PLO 3 Conceptualize an idea into real space

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

☐ Published (Standardized) Test (e.g., Major Field Test)

☐ Class Tests & Quizzes with Embedded Questions

☑ Class Presentations

☐ Off-Campus Presentations (NGOs, clients, agencies, etc.)

☐ Research Projects Reports

☐ Case Studies

☐ Term Papers

☐ Portfolio

☐ Artistic Performances, Recitals & Products

☐ Capstone Projects

☐ Poster Presentations

☐ Comprehensive Exams

☐ Thesis, Dissertation

☐ Pass Rates on Certification or Licensure Exams

☐ Group Projects

☐ In-/Out-of Class Presentations

☐ Competency Interviews (e.g., oral exams)

☐ Simulations

☐ Juried Presentations

Other: _____

Brief description of student work products used to assess PLOs: *

Presentation of research, design methodologies, 2d and 3d plans and models.

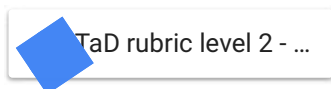## What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

Rubric

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

 TaD rubric level 2 - …

Who evaluated the student work product? Check all that apply. *

☑ FT faculty members who were not instructor(s) of the course(s)

☑ FT faculty members who were instructor(s) of the course(s)

☐ PT faculty members who were not instructor(s) of the course(s)

☐ PT faculty members who were instructor(s) of the course(s)

☐ Other: _____

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

Only 2 raters, both of which were present for the presentations and worked together on assessment through consensus

What indirect methods did you employ, if any?

- ☐ Student Survey
- ☐ Student Interview
- ☐ Focus Groups
- ☑ Reflection Sessions
- ☐ Reflection Essays
- ☐ Faculty Survey
- ☐ Exit (end of program) Survey
- ☑ Exit (end of program) Interview
- ☐ Alumni Survey
- ☐ Employer Survey
- ☐ Diaries or Journals
- ☐ Data from Institutional Surveys
- ☐ Curriculum/Syllabus Analysis
- ☐ Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

We have only had 4 graduates so far (new program) and they had short exit interviews. We also had reflection sessions at the end of 3 courses.

Attach survey/script/interview here as needed

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Results

What were the direct data results? *

~70% of students were on par (1) and ~30% exceeded (2) for the appropriate rubric.

What were the indirect data results? (If applicable)

Students wanted more options for courses and better connectivity between disciplines and departments.

They noted the lack of facilities and tangible resources such as labs and equipment.

They appreciated a learning structure that begins with doing and analyzing, build an organizational structure in response to questions and problem solving, so that the knowledge could obtained was applicable and fit into those structures.

How do you interpret these results? What do they mean? *

Students were able to communicate an expression of their research and interpretation through plans and models to their faculty and peers. They Seek to broaden their knowledge by working with students and faculty from other disciplines and prefer a learning method that is less lecture based and begins with methods, analysis, and doing as a basis for knowledge acquisition either concurrently or after structures have been created.

Closing the Loop

"Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change: Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought."

        --9 Principles of Good Practice for Assessing Student Learning: American Association for Higher Education

Purpose: In the current field of higher education today, Assessment of student learning is seen as a critical tool to assist in the mission of student centered education. It is a way for faculty and the other university constituents involved in learning to use data driven results to bring about needed curricular or programmatic changes to improve student outcomes.

In the previous section, you have analyzed the data to get some critical insights into student learning. This section is for our way forward, and touches upon a few core areas:

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

- [ ] Revision of PLOs

- [ ] Changes in pedagogical practices

- [ ] Revision of program course sequence

- [x] Revision of course(s) content

- [x] Curriculum Changes (e.g. addition and/or deletion of courses)

- [ ] Modified program policies or procedures

- [ ] Designed measurement tools more aptly suited for the task

- [x] Improved within and across school/college collaboration

- [ ] Improved within and across school/college communication

- [ ] Revised student learning outcomes in one or more courses

- [ ] Modified rubric

- [ ] Developed new rubric

- [ ] Developed more stringent measures (key assessments)

- [ ] Modified course offering schedules

- [ ] Changes to faculty and/or staff

- [ ] Changes in program modality of delivery

- [x] Other: Seeking strategies for a Design Studio space for TaD students

Description of the Proposed Changes (as checked above): *

Course content is under constant review and revision as our program is new: Syllabi are reviewed and modified every semester.

Our curriculum has some significant changes as of next semester with additional classes (indirect data point 1) as well as a requirement for students to take 2 courses outside their major area (indirect data point 3)

For helping with indirect data point 2 and 1, we are exploring the possibility of a collaborative design studio between Art + Architecture and PASJ to be used for studio based classes and labs.

Amendments to your assessment plan: If, in course of conducting current assessment, you felt a need to amend the assessment plan itself for future assessments, please discuss it here in a few sentences: *