Design Annual Assessment Report AY20-21

Report format: Year of Reflection

"A year of reflection allows the department/program to review the totality of your assessment practices and results, and to consider how to work towards bettering your program and/or assessment plan. This could result in changes to PLOs, assessment strategies, curriculum, or other assessment activities. Your faculty might consider where they envision the program going next. Or, perhaps, there is some goal the faculty would like to approach or some question relevant to student learning they would like to answer. A year of reflection emphasizes the true meaning of assessment, allowing for continuous improvement of your program."

Program Names and degree types

Design major
Design minor

(Note: we are submitting an aggregate report for both the major and minor.)

Names and contact information of faculty coordinating assessment

Liat Berdugo, Program Director, lberdugo@usfca.edu

Mission Statement

The mission statements are listed below. There have been no changes since the last report.

Design major: 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.

Design 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.

PLOs

The PLOs are listed below. There have been no changes since the last report.

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.

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.

Curricular Map

The curricular maps for the major / minor are below. There have been no changes since the last report.

Design Major Curriculum x PLO Map

Program Learning Outcomes X Courses	PLO1 Generate design work through methodologies of process, production, and experimentation.	PLO2 Synthesize design research and scholarship in history, theory and criticism.	PLO3 Demonstrate fluency with various medias and technologies, along with the ability to accommodate new technologies as they emerge.	PLO4 Articulate the role of design and the function of the designer as a leader in the social, cultural, and political landscape.	PLO5 Engage in the practice of design professionalism and collaboration.
ART 140: Design Fundamantals	I	I	I	I	
ART 110: History of Design		I		I	I
ART 155: Visual Communicaiton 1	I	I	I	I	I
ART 175: Visual Communication 2	D	D	D	D	D
ART 104: Fabrication Lab	I				
ART 205: Typography	D	D		D	D
ART 315: Digital Media Design	D		D	D	D
Studio Elective (choose 2)	M	M	D	M	M
Seminar Elective (choose 1)		M		M	M
ART 450: Design Internship	M		M	M	M
ART 480: Professional Practice in Desi	M			M	M
ART 460: Senior Design Project	M	M	M	M	M

Key:
I = Introductory
D = Developing
M = Mastery

Design Minor Curriculum x PLO Map

Program Learning Outcomes X Courses	PLO1 Generate design work through methodologies of process, production, and experimentation.	PLO2 Synthesize design research and scholarship in history, theory and criticism.	PLO3 Demonstrate fluency with various medias and technologies, along with the ability to accommodate new technologies as they emerge.			
ART 140: Design Fundamentals	I	I	I			
ART 155: Visual Communicaiton 1	I	I	I			
ART 175: Visual Communication 2	I	I	I			

NOTE: These courses are introductory courses that introduce our major/ minor each using different medias/ technologies/ software, which is why they all inroduce these PLOs.

	PLO1	PLO2	PLO3			
choose 2 of the following						
ART 110: History of Design		I				
ART 205: Typography	D	D				
ART 252: Publication Design	D	D				
ART 315: Digital Media Design	D	D	D			
Additional Studio Electives	M		D			
Additional Seminar Electives		M				

Key:
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Assessment schedule between APRs

See the spreadsheet image below. Our next APR is in Spring 2025, and we have already assessed the majority of our PLOs for the major/minor. As a result, we are using this year to conduct a year of reflection.

		Each PLO must be assessed at least one time between each APR	2016 - APR year (no individual assessment)	2017	2018	2019	2020	2021	2022	2023	2024	2025 - APR year in Spring (adjusted date for covid delays)
Design Major	PLO 1	Generate design work through methodologies of process, production, and experimentation.										
	PLO 2	Synthesize design research and scholarship in history, theory and criticism.				Assessed with Ty						
	PLO 3	Demonstrate fluency with various medias and technologies, along with the ability to accommodate new technologies as they emerge.				Assessed with Vi						
	PLO 4	Articulate the role of design and the function of the designer as a leader in the social, cultural, and political landscape.				Assessed with W						
	PLO 5	Engage in the practice of design professionalism and collaboration.		Assessed with w								
Design Minor	PLO 1	Generate design work through methodologies of process, production, and experimentation.		Assessed with fir								
	PLO 2	Synthesize design research and scholarship in history, theory and criticism.				Assessed with fir						
	PLO 3	Demonstrate fluency with various medias and technologies, along with the ability to accommodate new technologies as they emerge.										
						<alternative report due to COVID>	Year of Reflection report					

Discussion of feedback from previous year's report

The feedback on our previous year's report was helpful in contextualizing that many factors we saw in our program were not unique to us. For instance, Prof. Alexandra Amati noted that many programs also saw that inherent social inequalities were brought to the surface by the remote learning environment, not just the Design major / minor. We appreciated Prof. Amati's note that some activities we listed under asynchronous instruction might be better suited as homework assignments, and are prepared to make that change should we return to remote learning for our studio courses (which are all in-person at present).

Year of Reflection

The Design major/minor has been phasing out our old curriculum, and phasing in the new one implemented in 2016. Last year and this year mark a milestone in which all our students are now taking our new curriculum. Therefore, our year of reflection report considers how well our new curriculum is serving our students

1. What do we notice about how well our new curriculum is serving our students?

Our program has grown steadily over the years, with a 73% increase in majors and a 367% increase in minors since Fall 2011. We have responded to this growth with a new curriculum, which seeks to better prepare our students at both the foundational level (with ART 140 - Design Fundamentals -- required for all majors and minors) as well as at the capstone level (by requiring both ART 480 - Professional Practices in Design; and thereafter ART 450 - Design Internship -- required for all majors only).

Our highly advanced students have not only risen to the challenges of the new curriculum, but some have even surpassed our expectations. With the growth of our program and changes in our curriculum the range of skill-level of our students also has become more varied. It has become increasingly apparent, especially in our upper division courses, that each year, our highly advanced students are at times underserved. We need to address how we might offer supplemental educational opportunities to those students who need an even greater challenge, which they might have received if our program had been a B.F.A instead of a B.A.

In addition, our new curriculum now requires all majors to take both our Professional Practice course and our Design Internship course in order to better prepare students for the job market. Prior to this curriculum change we required students to take either one of these courses, but not both. Students now take Professional Practice in the Fall semester where they prepare their portfolio, resume, and learn about different job opportunities. This in turn aids students in their internship application process and helps them secure an internship for the following spring semester. In order to accommodate this curriculum change, Professional Practice and Design Internship are both offered as 2-unit courses instead of 4-unit courses. We have realized that the shorter credit hours, especially in Professional Practice, does not allow enough time for material covered in the course. In Professional Practice students need more time and guidance to put their portfolios together.

There has also been an increasing demand in the design industry for designers specializing in User Experience and User Interface (UI/UX) design. Students in our program study digital media, interaction design, and front-end web development, but we do not offer courses that

equip students with a concentrated study in app design and the research and testing methodologies associated with the field. This gap in our curriculum has become increasingly more apparent— while facilitating our students in their search for internships, several of the opportunities students wanted to apply for required a basic skill set in UX/UI design.

2. After reflection and discussion, what are the changes that might better serve our student body?

In order to better address the needs of our advanced students we have discussed developing an Honors distinction in the Design Program. This would require students pursuing the "Honors" designation to take extra credit hours within the program by enrolling in additional design electives. Students pursuing the "Honors" designation would also be required to develop a senior thesis in our Senior Design Projects course that has 1-2 more components than the typical thesis project requirements.

To better serve our student body in their preparedness for the job market, we may add a new course, titled Design Portfolio, that focuses just on portfolio development for students in their junior year in the major. In this course, students would learn to document, photograph, and present their design work to employers as well as the public.

Finally, we would like to develop and offer an UI/UX studio elective class. If this goes well we want to offer a series of courses in UI/UX that would culminate in a minor or concentration of the same name.

3. What are our next steps?

To develop the Honors in Design program, we will want to coordinate with the Honors College. It will be also helpful to consult with the Architecture program to see how they have designed their honors curriculum and have facilitated honors thesis work. After this preliminary research we will develop and test a pilot program with a few select students.

To develop a new course focused on portfolio development, we will first need to seek approval to exceed the 49-credit hour limit for majors and make sure that our students' schedules can accommodate the extra 2-units. We can then utilize the course material from our previously run special topics course *Portfolio Workshop*, to help guide the syllabus.

To develop a curriculum that supports a UI/UX education we would like to first develop and offer a special topics *UI/UX* studio elective course. Since the current field has moved beyond the

expertise of faculty it may be helpful to hire outside consultants or guidance when developing this curriculum. In addition, we would like to coordinate on this initiative with the CS department.

All of these changes will take significant faculty time and initiative. Our program is currently lacking faculty, as 2 of our 4 Full Time faculty members are on leave for part of all of AY21-22 for sabbatical or parental leave reasons. Additionally, by comparison to the other largest majors in CAS, Design has less than half of the smallest FT faculty of any major of its size. Design operates with only 4 FT faculty, whereas even programs with smaller majors, operate with more lines. As a result of its extremely small faculty, large programmatic tasks such as curriculum development are all distributed over a smaller pool. It is our hope that we may be able to hire more full time colleagues as we endeavor to make the changes we have jointly determined will best serve our program. We will nonetheless endeavor to enact these changes, but the timeline for doing so may be slower without additional support.