DESIGN MAJOR & MINOR

ASSESSMENT REPORT
ACADEMIC YEAR 2017 – 2018

I.   LOGISTICS & PROGRAM LEARNING OUTCOMES

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).**

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Design Program Director
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2. **Were any changes made to the program mission statement since the last assessment cycle in October 2017? 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.**

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.

3. **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.**

No changes.

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.

4. **Which particular Program Learning Outcome(s) did you assess for the academic year 2017-2018?**

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

II. METHODOLOGY

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

For the Design Major, PLO3 was assessed through evaluating student presentations of senior thesis projects in process. Students in ART 460: Senior Design Projects (Spring 2018), were video recorded giving presentations on the progress of their capstone projects. This particular class and project was chosen because at this point in the major students should be able to demonstrate strong fluency in diverse media and technologies (the main goal of PLO 3). We wanted to assess if graduating seniors were comfortable in multiple media formats, exploring and experimenting with new technologies in their thesis capstone work. The videos of student presentations were watched and rated by two faculty who did not teach the course. Each presentation was evaluated on 3 different criteria:

- Oral and visual communication of their idea
- Experimentation and ideation with concept and media
- Overall project cohesiveness

Each category was rated on a scale of 1-4. See attached rubric and ratings for details.

For the Design Minor, PLO3 was assessed through evaluating student projects from ART 175: Visual Communication II (Spring 2018). This particular class was chosen because it is the 2nd in a series of courses required of all Design majors and minors. We wanted to access if there was evidence of what was learned in Vis Com I (image, text and composition development) carried over to Vis Com II (web and interaction design). In terms of PLO3, if students were successfully able to show that skills had been built on one another in these two courses, this would demonstrate an introductory level of fluency in diverse medias and technologies. The projects from 2 sections of Vis Com II were viewed and rated by two faculty members (one of whom did not teach the course). Each project was evaluated on 3 different criteria:

- Relationship of image and text in composition
- Experimentation in CSS - evidence of interaction and/or animation
- Concept behind interaction and composition

Each category was rated on a scale of 1-4. See attached rubric and ratings for details.

III.   RESULTS & MAJOR FINDINGS

6. What are the major takeaways from your assessment exercise?

The major take away from this assessment was that we feel students are meeting this PLO very well. In recent years we have made curricular changes to try to bridge different technologies and medias as a reflection of the current Design industry.

For the Major, students averaged a total score of 3.3. This shows us that individually students are doing very well. In addition, we recognized that our seniors demonstrated a very wide breadth of thesis projects with a range of technologies and medias. (Projects included everything from VR, installations, electronics, to board games, book series, print publications, and more.) This shows us as that a whole the PLO is being met because students are able to translate their ideas into a wide variety of technologies and medias. One area that we can see room for improvement on is the overall finish of projects, something that we have discussed addressing in our upper division studio electives as well as the capstone course.

Level	Percentage of Students
Complete Mastery of the outcome	43%
Mastered the outcome in most parts	53%
Mastered some parts of the outcome	4%
Did not master the outcome at the level intended	0%

For the Minor, students averaged a total score of 3.2. This shows us that students are doing well at being introduced to this PLO. There is still room for improvement that we will work on addressing with our new curriculum that was introduced in Fall 2018.

Level	Percentage of Students
Complete Mastery of the outcome	46%
Mastered the outcome in most parts	46%
Mastered some parts of the outcome	8%
Did not master the outcome at the level intended	0%

IV.   CLOSING THE LOOP

7. 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.

In Fall 2018 we introduced some major curriculum changes based on the previous year's assessment. We believe some of the shortfalls we found this year will be addressed in the new curriculum. Some goals that did surface in this years assessment are:
-   Revising the Course Learning Outcomes for all required courses to make sure they align with both our current PLOs and with the needs of the curriculum and Design industry.
-   Creating at least 1 standard Course Learning Outcome that would apply to all electives, so that no matter which elective a student chooses there would be some consistency. (This is specific to wanting to see more of an overall finish in students projects on the upper division level).
-   Creating a new type of map that outlines the skills and goals of each course in the Design program. While the PLO map shows what courses introduce, develop, and master wider goals, but the document we wish to create would specific the specific curriculum points of each class. This document/ tool can be used to build new CLOs and to make sure all courses are aligned with our PLOs. In addition it would be a useful tool to explaining to students and part time faculty how all of the courses in the program fit together.

8. 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?

We did not necessarily find the feedback on our last assessment report helpful. However, we did find last years assessment process extremely helpful and incorporated our assessment report findings into several major curriculum changes that were implemented in Fall 2018.

Courses that did not fulfill any of the PLOs (or only vaguely fulfilled) were removed from the curriculum and replaced with new courses that align to our PLOs and the needs of the

industry. As such ART 140: Design Fundamentals and ART 110: History of Design were created and began implementation in Fall 2018.

The individual course curricula for Visual Communication I and Visual Communication II were modified to create more of a sense of cohesion. Instead of these courses being separated out into "print" and "digital" medias, both courses will now build on one another so that students have a stronger sense of fluency in technologies and medias (as articulated in PLO3). This change also came directly out of some of last years assessment on PLO 1: Generate design work through methodologies of process, production and experimentation. We feel that interweaving more of the content from these two introductory courses will set a better ground work (introduce the PLO) for students to be able to master this PLO in upper division courses.

Previously students were allowed to choose between taking Professional Practice in Design or Design Internship. We now require that students take both courses as part of the Design Major. Last year we assessed PLO 5: Engage in the practice of design professionalism and collaboration. Given that we found less than our desired outcomes in this PLO we feel that now requiring both courses will help bolster this PLO and students success after graduation.

Publication Design, which was a 200-level required course was converted into a 300 level studio elective. This allowed us to add in another 300-level elective to our major. This was in response to having too many lower division courses, not enough upper division courses, and in response to seeing the need for students to create more finished, professional level work. Again, a direct response to the assessment of PLO 5 which was evaluated last year.

ADDITIONAL MATERIALS

DESIGN MAJOR

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

Assessing: Video Presentations of Thesis Process Work

PROJECT FILE	Noopur	RB	Average	Noopur	RB	Average	Noopur	RB	Average
	Oral & visual communication of idea			Experimenting/ ideation with concept/media			Overall project cohesiveness		
ART 460-11	3	3	3	3	3	3	3	3	3
4-23-19 _Student 7	4	4	4	4	4	4	2	3	2.5
4-23-1 _Student 6	4	4	4	4	4	4	3	4	3.5
ART 460-19	3	3	3	4	4	4	3	4	3.5
ART 460-20	3	3	3	3	3	3	2	3	2.5
ART 460-22	4	4	4	4	4	4	4	4	4
ART 460-21	4	3	3.5	4	4	4	4	4	4
ART 460-23	4	4	4	4	4	4	3	4	3.5
ART 460-15	4	4	4	4	4	4	4	4	4
ART 460-13	2	3	2.5	3	3	3	2	3	2.5
ART 460-14	4	3	3.5	4	3	3.5	4	4	4
4-23-19_Student 12	3	3	3	3	3	3	4	4	4
ART 460-10	3	3	3	3	3	3	3	3	3
4-23-19 _Student 3	3	3	3	4	4	4	3	4	3.5
4-23-19 _Student 4	3	3	3	4	3	3.5	2	3	2.5
4-23-19 _Student 5	3	3	3	4	4	4	4	4	4
ART 460-6	2	2	2	2	3	2.5	2	3	2.5
4-23-19 _Student 8	3	2	2.5	4	4	4	4	4	4
4-23-19 _Student 9	2	2	2	2	3	2.5	1	2	1.5
4-23-18_class 2_Student 10	3	3	3	3	3	3	3	3	3
ART 460 - 2	4	4	4	4	4	4	4	4	4
ART 460 - 1	4	4	4	4	4	4	4	4	4
Average			3.2272727			3.545454545			3.318181818

RUBRIC for PLO 3 Assessment in Design Minor

	Oral & visual communication of idea	Expairmenting/ ideation with concept/media	Overall project cohesiveness
4	4= Excellent The work was presented in a clear, organized, and thourough manner using both verbal and visual communication in defense of the motivations / ideas / concept of the piece.	4= Excellent The presentation demonstrated experimentation with ideas and mediums throughout the developemental process of the work.	4= Excellent Images, text, and craft were refined and consistent, working as a cohesive system throughout every piece of communication created.
3	3= Good The work was mostly presented in a clear, organized, and thourough manner using both verbal and visual communication in defense of the motivations / ideas / concept of the piece.	3= Good The presentation demonstrated experimentation with ideas and mediums several times during the developemental process of the work.	3= Good Images, text, and craft were mostly refined and consistent throughout every piece of communication created.
2	2= Adequate The work was inconsistently presented and organized though attempted to use both verbal and visual communication in defense of the motivations / ideas / concept of the piece.	2= Adequate The presentation demonstrated minimal experimentation with ideas and mediums during the developemental process of the work.	2= Adequate Images, text, and craft were somewhat refined and consistent throughout every piece of communication created.
1	1= Poor The work was not presented in a clear, organized, and thourough manner and did not use both verbal and visual communication to defened of the motivations / ideas / concept of the piece.	1= Poor The presentation demonstrated no experimentation with ideas and mediums during the developemental process of the work.	1= Poor Images, text, and craft were not refined and consistent throughout every piece of communication created.

DESIGN MINOR

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

Assessing: Words In Motion HTML/ CSS Project from VC2

PROJECT	Noopur	RB	Average	Noopur	RB	Average	Noopur	RB	Average
	Relationship of image + text in composition			Experimentation in CSS - **(interactive elements, animation)**			**Concept behind interaction and composition**		
https://xarts.usfca.edu/~jwoakley/oakley_paintitblack_p2_final/	3	3	3	4	4	4	4	4	4
https://xarts.usfca.edu/~zpacheco/poem/index.html	2	3	2.5	4	4	4	4	3	3.5
https://xarts.usfca.edu/~asjordan/sunshine/#one	4	4	4	3	4	3.5	3	3	3
https://xarts.usfca.edu/~mjoskam/poem/pluto/pluto.html	3	2	2.5	3	3	3	4	3	3.5
https://xarts.usfca.edu/~ecmoore2/project2_final1/box/box.html	2	3	2.5	4	4	4	3	4	3.5
https://xarts.usfca.edu/~sangst/angst_project2final/	3	4	3.5	4	3	3.5	4	4	4
https://xarts.usfca.edu/~cwong44/project_2/born2/born2.html	3	3	3	2	2	2	2	2	2
https://xarts.usfca.edu/~nagarwal3/Project2/	4	4	4	4	4	4	4	4	4
https://xarts.usfca.edu/~nagarwal3/hand/	4	4		4	4		4	4	
https://xarts.usfca.edu/~nagarwal3/hearthebells/	3	2	2.5	3	3	3	3	2	2.5
https://xarts.usfca.edu/~nagarwal3/home/#one	4	4	4	4	3	3.5	4	4	4
https://xarts.usfca.edu/~jtong6/JiaweiTongpro2/	4	3	3.5	4	3	3.5	3	2	2.5
https://xarts.usfca.edu/~rgluck/fallingrain/	4	3	3.5	3	3	3	3	3	3
			3.208333333			3.416666667			3.291666667
			Average			**Average**			**Average**

RUBRIC for PLO 3 Assessment in Design Minor

	Relationship of image + text in composition	Experimentation in CSS - (interactive elements, animation)	Concept behind interaction and composition
4	4= Excellent Image and text are refined and consistent throughout all of the piece. Text and image compliment each other and are in service to the concept of the piece.	4= Excellent Advanced CSS concepts, like animations and sprites, were creatively utilized, paired, and manipulated throughout the piece.	4= Excellent The final site was an original experience throughout the piece for the viewer where the poem/lyric was divided, formatted, and the interactions used exploited or added to the meaning of the prose.
3	3= Good Image and text are refined and consistent throughout most of the piece. Text and image compliment each other and are in service to the concept of the piece.	3= Good Advanced CSS concepts, like animations and sprites, were utilized, paired, and manipulated several times in the piece.	3= Good The final site presented an original experience several times for the viewer where the poem/lyric was divided, formatted, and the interactions used exploited or added to the meaning of the prose.
2	2= Adequate Image and text are refined and consistent throughout some of the piece.	2=Adequate Advanced CSS concepts, like animations and sprites, were utilized once or twice in the piece.	2=Adequate The final site presented an original experience once or twice for the viewer where the poem/lyric was divided, formatted, and the interactions used exploited or added to the meaning of the prose.
1	1= Poor Image and text are not refined nor are they consistent throughout the piece.	1= Poor Advanced CSS concepts, like animations and sprites, were not utilized in the piece at all.	1= Poor The final site did not present an original experience for the viewer, nor was the poem/lyric divided, formatted, and the interactions used in a way that exploited or added to the meaning of the prose.