Tech and Design Certificate

ASSESSMENT REPORT
ACADEMIC YEAR 2017 – 2018
REPORT DUE DATE: 10/26/2018

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.

Note: Dear Colleagues: In an effort to produce a more streamlined and less repetitive assessment report format, we are piloting this modified template for the present annual assessment cycle. We are requesting an assessment report that would not exceed eight pages of text. Supporting materials may be appended. We will be soliciting your feedback on the report as we attempt to make it more user-friendly.

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
6. Ms. Corie Schwabenland, Academic Data & Assessment Specialist- ceschwabenland@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 & 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).**

Joshua McDermott, Coordinator,

Tech and Design Certificate program,

jmcdermott@usfca.edu

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.**

No,

The Tech and Design Certificate 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 resources from Media Studies, Film Studies, Art+Architecture, and Physics.

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. 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,

1	2	3	4	5
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 act of making

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

PLO 4: Function effectively in an active production environment

II.   METHODOLOGY

5. **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.*

The program assessed PLO 4 through creating collaborative design and making projects in class. Specifically assessed where those from PASJ 399 Costume Design, taught by Christine Crook, with work samples evaluated by Joshua McDermott and Gabe Maxson.

The students worked in teams to design based on 2 plays, and execute costume and makeup for a *different* team, doing this all in the environment of the costume and wardrobe labs in Presentation Theater.

III.   RESULTS & MAJOR FINDINGS

6. **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%

In a Professional Production Environment, by percentage the students who are:

Ready to Lead	Ready to Work	Ready to Assist	Not Ready
25%	33.3%	25%	16.6

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.**

The students did achieve, by and large, the desired level of mastery in the assessed learning outcome. This Certificate program is quite small, and does not seek or expect to reach full mastery of the subjects, but rather to create a level of familiarity and comfort in actively engaging in the design, management, or technical aspects of arts creation.

That said, improvements could be made in several areas to help students in this preparation:

1. Improve our facilities to the level one expects and finds in a professional environment as well as other academic institutions. This is being addressed by ongoing changes in the organizational structure of Presentation Theater and its associated lab and maker spaces such as the Costume shop with plans for fundraising and bringing the space up to date.

2. Increase direct student involvement in productions at a higher level than "assistant". For example, create a bridge for when the "Assistant Director" to a faculty member one semester, becomes the "Director" the next semester. Similarly Assistant Stage Manager, Scenic, Costume, Lights, and Sound Designers, Production manager etc.

3. Create a home base for students to collaborate on projects across classes and disciplines: Maker and study halls where ideas can foment. We will attempt to being the creation of such spaces next semester.

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 looked mostly at the feedback concerning specific details of the rubrics and PLOs- though no changes were made as of yet to those, it was taken into consideration for the next time we make a major change. This last year has been concerned and subsumed by the Performing Arts department's Program Change, which did not allow for much change in the TaD program specifically.

ADDITIONAL MATERIALS

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

The rubric is generalized for class level, but Row 2 of the intermediate level is applicable to this PLO.

TaD Rubric for intermediate level classes

	0-below	1-on par	2-exceeds
DESIGN: Conceptualize and execute a performance arts based design.	Is unable to conceptualize or effectively communicate design ideas.	Demonstrates the ability to conceptualize a design and communicate that design effectively through media and discussion.	Is able to conceptualize a design choice with a high degree of creativity, use obstacles as advantages, and communicate effectively.

PRODUCTION: Function Effectively in an active production environment	Cannot communicate or work effectively in a collaborative environment.	Effectively works in a collaborative team with a high degree of professionalism in the creative process.	Takes management role in a collaborative team and helps guide the creative processes' in a well documented way.
PRACTICE: Actualize a design concept in physical space with best practices and in full compliance with labor laws.	Does not communicate with designers and fails to realize an effective design element.	Creates one or more elements of a design and demonstrates effective communication and collaboration with designer in both discussion and writing.	Works closely with designers to actualize a fully developed design that boosts the level of performance.

	PLO1	PLO2	PLO3	PLO4	PLO5	
I = Introductory						
D = Developing						
M = Mastery						
Tech and Design Program, Institional Learning Outcomes -x- Program Learning Outcomes	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 act of making	
institutional learning outcomes						
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	I				D	
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.		D	I	I	D	
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	D	D				

	PLO1	PLO2	PLO3	PLO4	PLO5
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.				D	
5. Students use technology to access and communicate information in their personal and professional lives.	D		M	D	
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.		D	D	M	
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	I				D

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 act of making

Courses or Program Requirement					
PASJ					
PASJ 171 Production and Design	D	I	D	I	I
PASJ 272 Lab in Theater Practice	I	I	D		
MUS 312 Intro to Music and Tech	D	I	I		
THTR 347 Lighting Design	D	D	D		
THTR 349 Cabaret Production		M	D	M	D
THTR 372 Workshop in Play Production			M	M	
PASJ 390 Special Topics					
Costume Design		D			
Scenic Design	I	D	D		D
Creating Soundscapes		D	D	I	D
Stage Management		D		D	I
DANC 480 Workshop in Dance Production			M	M	
MUS 111 Electrified Sound Collective ensemble		D	D	D	
Art +Architecture					
ART/ARCD 104 Fabrication Lab	I	D	D	D	I
ARCD 150 Architectonics I	D	D	D		I
ARCD 151 Architectonics II	D	D	M	I	
ARCD 250 Computer Aided Design and Drawing I	I	D	D		
Media Studies					

MS 221 Audio Production	I	I	D		
MS 222 Video Production	I	I	D		
MS 305 Advanced Audio Production		M	M	M	D
MS 390 Special Topics					
Lighting for Film	I	D	D	D	
Phsyics					
PHYS 135 Masterpiece Physics	M	D			
PHYS 261 Electronics	I		M	D	
PHYS 262 Intro to Digital Electronics	I		M	D	
Practicum					
Internship			D	D	I
Paid Work			D	D	I
Cabaret Performance		M			
KUSF Director		D	M	M	
Advanced Directed Study			D	M	
Making			M		D
Design	I	D	M		
Management			D	M	I