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 *

Design

Type of Program *

Major   ▼

College of Arts and Sciences Division *

Arts   ▼

Name/Title/E-mail Address of Submitter *

Rachel Beth Egenhoefer, Program Director Design, rbegenhoefer@usfca.edu

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

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").

WARNING: This form currently **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded.**

Mission Statement

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

*

The Department of Art + Architecture is "Changing the World From Here" in each of our four major disciplines. In our increasingly fragile world of diminished resources and social inequity, A+A has the power to effect social change because as faculty and student artists, art historians, architects and designers, we distill the whole world and represent it to others in a way that clarifies directions and provides insight.

We envision Art + Architecture at USF as a creative laboratory for the next generations of visual arts professionals. It is a place for students to develop as informed and skilled visionaries and practitioners, and as collaborators with others to help change understandings, perspectives and ideas toward a healthier world community.

Program Learning Outcomes (PLOs)

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

*

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.

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 *

DSGNmajorPLO - R...

Please upload your PLOs to ILOs Curriculum map here *

PLOxILO_DSGNmaj...

WARNING: This form currently **cannot be saved** once it is in-progress.
If you close out of the form before submission, responses will be **discarded**.

Assessment Methods

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

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

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: *

We looked at the web portfolios of the graduating seniors from Spring 2017. The web portfolios contain works that the students completed during their time at USF that they are using to showcase their skills both technically and conceptually to try to gain employment.

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

We looked at each portfolio and assessed it on a 4 point scale on these areas: Project shows a strong sense of identity An adequate number of works are featured Works included in portfolio are of quality Written documentation contextualizes the work and the designers place in the world

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").

DesingMajorPLOR...

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):

Two separate faculty reviewed and scored each portfolio. The numbers were then averaged. The process as a whole was discussed collectively with all four full time faculty to find ways to improve our curriculum.

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).

In conjunction with our discussions of the results we reviewed the current Course Learning Outcomes from a variety of our required courses.

Attach survey/script/interview here as needed

WARNING: This form currently **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded.**

Results

What were the direct data results? *

The areas we evaluated averaged scores of 2.5-2.9 (out of 4).

What were the indirect data results? (If applicable)

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

The results showed that we need to work on our curriculum to improve the quality and quantity of students work presented in their professional portfolios.

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

- ☑ Revision of course(s) content

- ☑ Curriculum Changes (e.g. addition and/or deletion of courses)

- ☐ Modified program policies or procedures

- ☐ Designed measurement tools more aptly suited for the task

- ☐ 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

- ☐ Other: ....

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

In assessing our students portfolios we found that all areas of assessment could be improved. As a group, the full-time faculty discussed ways that we could improve student works in these areas by:

Creating higher standards for portfolio creation in the Internship and Professional Practice classes. This includes looking at ways to represent one's individual identity as a designer as well as how to represent their works.
Revision of Course Learning Outcomes and goals so that all studio courses contain an element of documenting a finalized work that includes a written description and visuals of the work.
A revised focus on writing about design in all courses so that students are able to articulate what they make before and after the process. An emphasis here should be on encouraging students to articulate design works in their own context separate from the verbiage used to assign the project.
The creation of a new 2-unit elective course that would allow students structured time to be guided through the creation of additional portfolio pieces.

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: *

n/a

This form was created inside of Faculty & Staff DonsApps.

Google Forms

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 155: Visual Communicaiton 1	I	I	I	I	I
ART 175: Visual Communication 2	I	I	I	I	I
ART 101: Art History 1		I			
ART 102: Art History 2		I			
ART 120: Art Fundamantals					
ART 104: Fabrication Lab					
ART 205: Typography	D	D		D	D
ART 252: Publication Design	D	D		D	D
ART 315: Digital Literacy	D	D	D	D	D
Studio Elective	M		D	M	M
Seminar Elective		M	D	M	
Professional Practice Elective				M	M
ART 460: Senior Design Project	M	M	M	M	M

Key:
I = Introductory
D = Developing
M = Mastery

Institutional Learning Outcomes X Program Learning Outcomes	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.
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.		X		X	X
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	X	X		X	X
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	X	X	X	X	
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	X	X	X	X	X
5. Students use technology to access and communicate information in their personal and professional lives.	X	X		X	X
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	X	X	X	X	
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.	X	X	X	X	X