Assessment Activity Report Due April 22, 2019
Submit a pdf version at https://sfsu.knack.com/ap#annual-assessment/

Assessment of Program Learning Goal(s) Annual Assessment Report

Department: BECA College: LCA

Degree Program: BECA BA/MA

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
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<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
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The assessment of program learning goals should be on a rotation, so that only one or two are evaluated in any given year, but all would be evaluated over approximately five to seven years. This cycle might be shorter or longer depending on the number of learning goals. Likewise, accredited programs may have a longer review cycle based on the accreditation cycle.

1. Please list your program learning goals

- Apply aesthetic theory to the practice of media production.
- Use effective communication strategies, including media terminology as appropriate, in the creation and analysis of electronic and digital media content.
- Integrate research-related media theory into the conception and distribution of media content.
- Conceptualize, design, and write stories for electronic and digital media.
- Demonstrate proficiency in fundamental and advanced media production concepts and techniques.
- Analyze and write about electronic and digital media’s role in and impact on culture and society.
- Critically evaluate business trends and the legal and regulatory frameworks of electronic and digital media industries.
- Promote ethical standards and social justice in the creation and distribution of electronic and digital media.

2. Which program learning goal did you choose to assess this semester?

- Apply aesthetic theory to the practice of media production.
- Demonstrate proficiency in fundamental and advanced media production concepts and techniques.
3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

Faculty who teach capstone production classes, evaluated the final productions from those classes to determine how many students exceeded, met, or failed to meet the two criteria. Classes included in this review were: BECA 360 (17 students), BECA 415 (18 students), BECA 440 (19 students), BECA 505 (43 students), BECA 515 (18 students), BECA 516 (14 students), BECA 535 (15 students), BECA 536 (24 students), BECA 545 (17 students), BECA 561 (10 students), BECA 640 (30 students), BECA 647 (5 students), BECA 651 (21 students), BECA 660 (9 students), BECA 797 (12 graduate students).

4. What did you find? Is the program learning goal being met?

PLO #1: Apply aesthetic theory to the practice of media production.

Undergraduate
Exceeded Expectations: 46%
Met Expectations: 41%
Failed to Meet Expectations: 13%

Graduate
Exceeded Expectations: 25%
Met Expectations: 50%
Failed to Meet Expectations: 25%

PLO #2 Demonstrate proficiency in fundamental and advanced media production concepts and techniques.

Exceeded Expectations: 36%
Met Expectations: 49%
Failed to Meet Expectations: 14%

Graduate
Exceeded Expectations: 25%
Met Expectations: 50%
Failed to Meet Expectations: 25%

The results are primarily positive, as they indicate that most of the students in BECA’s capstone production classes either meet or exceed faculty expectations regarding these learning outcomes. The fact that the undergraduate students have more positive results regarding these PLOs than the graduate students is not surprising, considering that many BECA graduate students come to the department with backgrounds in different fields and do not have the extensive production experience of BECA undergraduate students. The faculty have been aware of this disparity for some time and have discussed this extensively in graduate council. BECA faculty hope that the proposed MFA will improve graduate competencies in these learning outcomes.

It is also worth noting that even among the undergraduate students, more than 10% failed to meet faculty expectations for these PLOs. This is an issue that the faculty will discuss extensively as we finalize our curriculum redesign and seek its approval. While there are several possible reasons for this, one of them may be based in a misalignment in the articulation between BECA beginning production classes and the community college system. BECA implemented some changes this year which we hope will improve this issue.
5. What assessment activities do you plan to undertake next academic year?

BECA will continue to discuss approaches to improving student response to these SLOs. Our formal assessment for 2019-2020 will emphasize writing. At the end of each semester, we will assess our two primary BA Writing PLO’s:

- Conceptualize, design, and write stories for electronic and digital media.

- Analyze and write about electronic and digital media’s role in and impact on culture and society.