# MA in Digital Arts & Sciences 2012-13 Academic Assessment Plan

College of Fine Arts
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***Office of the Provost***

***University of Florida***

***Institutional Assessment***

*Continuous Quality Enhancement*

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# Academic Assessment Plan for MA in Digital Arts and Sciences (DAS)

College of Fine Arts

## A. Mission

**Digital Worlds Institute Mission**

The Digital Worlds Institute exists to nurture leading edge education between the arts, communications, engineering and the sciences, utilizing advanced media systems and digital culture. By bringing together the diverse talents of University of Florida faculty, students, and staff in a multifaceted collaborative environment, the Institute serves as a platform for interdisciplinary research and teaching that would not have occurred within the confines of any one college or department. Through the use of interactive tools and technologies, the Institute promotes transdisciplinary creativity across classrooms, continents and cultures.

**MA in DAS Mission**

The Master of Arts in Digital Arts & Sciences (DAS) degree seeks to allow students from diverse academic backgrounds the opportunity to develop fluency in the technologies, design practices and collaborative interdisciplinary teamwork increasingly required by the media, communications and entertainment industries. Graduates holding the MA in DAS degree would typically seek employment in the creative services sector, applying digital techniques and technologies in a variety of professions. Opportunities range from traditional cinema to interactive games; from broadcast media to online international networks to emergent industries.

## B. Student Learning Outcomes and Assessment Measures

| SLO Type | Student Learning Outcome | Assessment Method | Degree Delivery |
|---|---|---|---|
| Knowledge | 1. Explains the sociotechnical academic domain of Digital Arts & Sciences (DAS), and describes the transdisciplinary foundations of DAS design, inquiry and expression<br>2. Identifies the principles involved in the creation of interactive digital media artifacts | Students will complete, submit and defend a thesis or final project that will be evaluated by the supervisory committee. | Campus |
| Skills | 1. Solves problems and integrates systems thinking skills necessary to develop advanced media systems<br>2. Collaborates in cross-functional design and development teams | Students will complete, submit and defend a thesis or final project that will be evaluated by the supervisory committee. | Campus |

| | | | |
|---|---|---|---|
| Professional Behavior | Exhibits the professional behaviors required in the field | Students will complete, submit and defend a thesis or final project that will be evaluated by the supervisory committee. | Campus |

## C. Research

A minimum of six hours of focused graduate research - either *Research for MASTER'S THESIS* or *Capstone Project in Lieu of Thesis (PILOT*) are required to demonstrate competency in this area before defending for the MA in DAS. As a graduate program based upon the confluence of technology and creativity, it is expected that many MA in DAS students would opt for a final interactive media PILOT, and at this point the majority of student research is indeed manifest this trajectory. However, the choice of submitting an original Thesis based upon extended study of a topic within the field of Digital Arts & Sciences (DAS) or a capstone PILOT is left to each student. Additionally, all students participate in creative and technical research and production at the intersection of interactive media design, performance and high-speed networking to support events including the Digital Convergence Series.

## D. Assessment Timeline

Program MA in Digital Arts & Sciences (DAS) College of Fine Arts

| Assessment<br>SLOs | Assessment 1 | Assessment 2 | Assessment 3 |
|---|---|---|---|
| **Knowledge** | | | |
| **1. Explains the sociotechnical academic domain of Digital Arts & Sciences (DAS), and describes the transdisciplinary foundations of DAS design, inquiry and expression** | Thesis or project in lieu of thesis | Thesis defense | |
| **2. Identifies the principles involved in the creation of interactive digital media artifacts** | Annual faculty review | | |
| Skills | | | |
| **1. Solves problems and integrates systems thinking skills necessary to develop advanced media systems** | Work displayed during, classes, Assistantship or Internship | For those on Graduate Assistantships, written feedback each semester | Thesis or project in lieu of thesis |

| | | | |
|---|---|---|---|
| **2. Collaborates in cross-functional design and development teams** | Annual Faculty review | Work displayed during, classes, Assistantship or Internship | |
| Professional Behavior | | | |
| **Exhibits the professional behaviors required in the field** | Work displayed during Assistantship or Internship | Thesis paper or thesis project | Thesis defense |

## E. Assessment Cycle

Assessment Cycle for:
MA in Digital Arts and Sciences Program College of Fine Arts

Analysis and Interpretation: September-November
Program Modifications: Completed by: December 20
Dissemination: Completed by: January 15

| Year / SLOs | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
|---|---|---|---|---|---|---|
| Knowledge | | | | | | |
| **1. Explains the sociotechnical academic domain of Digital Arts & Sciences (DAS), and describes the transdisciplinary foundations of DAS design, inquiry and expression** | | | | X | X | X |
| **2. Identifies the principles involved in the creation of interactive digital media artifacts** | | | | X | X | X |
| Skills | | | | | | |
| **1. Solves problems and integrates systems thinking skills necessary to develop advanced media systems** | | | | X | X | X |
| **2. Collaborates in cross-functional design and development teams** | | | | X | X | X |
| Professional Behavior | | | | | | |
| **Exhibits the professional behaviors required in the field** | | | | X | X | X |

Note: For this nascent MA program we have not collected data previously. We plan to begin in the 2013-14 academic year and then iteratively refine our methods with each subsequent academic year.

## F. Measurement Tools

**Content Knowledge** -

Results of a rigorous annual faculty review of each student, augmented by the second-year Master's Project or Project in Lieu of Thesis (PILOT) are used to track and provide ongoing feedback on student progress.

**Skills**

Skills are specifically reviewed and critiqued via both in-class assignments and, for those on a graduate assistantship, the quality of work exhibited on professional research and production projects undertaken by the Institute each year.

**Professional behavior**

This area is also assessed by a written review each semester by direct faculty supervisors for each of the students on an assistantship, and also via feedback and critiques on the students' presentations and collaborative team-based work in the classroom.

**Results and Iterative Program Enhancements**

Our intention is that the MA in DAS students will demonstrate a thorough understanding of the interdisciplinary field of Digital Arts Science as exemplified throughout their progress in the program. Where appropriate - as indicated by either Direct or Indirect Measures (or both) - modifications to curriculum design and pedagogical practices will be made based upon student performance and outcomes.

***Performance Sample Rubric for Knowledge SLO #1***

SLO Rubric for Masters Thesis or Project in Lieu of Thesis (PILOT)

| | **Exceeds Expectations** | **Meets Expectations** | **Near Expectations** | **Unacceptable** |
|---|---|---|---|---|
| 1. Explains the sociotechnical academic domain of Digital Arts & Sciences (DAS), and describes the transdisciplinary foundations of DAS design, inquiry and expression | Thesis or PILOT demonstrates all of the following to an outstanding degree:<br>• technical mastery of interactive media systems<br>• deep understanding and ability to articulate esthetic and design parameters<br>• proven ability to | Thesis or PILOT demonstrates all of the following at satisfactory or better:<br>• technical mastery of interactive media systems<br>• deep understanding and ability to articulate esthetic and | Thesis or PILOT needs improvement in two or less of the following:<br>• technical mastery of interactive media systems<br>• deep understanding and ability to articulate esthetic and design | Thesis or PILOT in needs improvement in three or more of the following:<br>• technical mastery of interactive media systems<br>• deep understanding and ability to articulate esthetic and design |

| | | | | |
|---|---|---|---|---|
| | communicate and work effectively on collaborative multi-disciplinary teams<br>• problem-solving and systems thinking skills necessary to develop advanced media systems<br>• comportment requisite for an advanced DAS professional or scholar. | design parameters<br>• proven ability to communicate and work effectively on collaborative multi-disciplinary teams<br>• problem-solving and systems thinking skills necessary to develop advanced media systems<br>• comportment requisite for an advanced DAS professional or scholar. | parameters<br>• proven ability to communicate and work effectively on collaborative multi-disciplinary teams<br>• problem-solving and systems thinking skills necessary to develop advanced media systems<br>• comportment requisite for an advanced DAS professional or scholar. | parameters<br>• proven ability to communicate and work effectively on collaborative multi-disciplinary teams<br>• problem-solving and systems thinking skills necessary to develop advanced media systems<br>• comportment requisite for an advanced DAS professional or scholar. |

## G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

| Name | Department Affiliation | Email Address | Phone Number |
|---|---|---|---|
| Margaret Mertz | Associate Dean, College of Fine Arts | mmertz@arts.ufl.edu | 392-0207 |
| James Oliverio | Director and Professor, Digital Worlds Institute | james@digitalworlds.ufl.edu | 294-2020 |
| Ben DeVane | Assistant Professor, Digital Worlds Institute | ben@digitalworlds.ufl.edu | 294-2020 |

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

*Related resources are found at [http://www.aa.assessment.edu](http://www.aa.assessment.edu)*

Program: Year:

| Component | Criterion | Rating | | | Comments |
|---|---|---|---|---|---|
| | | Met | Partially Met | Not Met | |
| **Mission Statement** | Mission statement is articulated clearly. | | | | |
| | The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions. | | | | |
| | | | | | |
| **Student Learning Outcomes (SLOs) and Assessment Measures** | SLOs are stated clearly. | | | | |
| | SLOs focus on demonstration of student learning. | | | | |
| | SLOs are measurable. | | | | |
| | Measurements are appropriate for the SLO. | | | | |
| | | | | | |
| **Research** | Research expectations for the program are clear, concise, and appropriate for the discipline. | | | | |
| **Assessment Map** | The Assessment Map indicates the times in the program where the SLOs are assessed and measured. | | | | |
| | The Assessment Map identifies the assessments used for each SLO. | | | | |
| | | | | | |
| **Assessment Cycle** | The assessment cycle is clear. | | | | |
| | All student learning outcomes are measured. | | | | |
| | Data is collected at least once in the cycle. | | | | |
| | The cycle includes a date or time period for data analysis and interpretation. | | | | |
| | The cycle includes a date for planning improvement actions based on the data analysis. | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | The cycle includes a date for dissemination of results to the appropriate stakeholders. | | | | |

## University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

| Component | Criterion | Rating | | | Comments |
|---|---|---|---|---|---|
| | | Met | Partially Met | Not Met | |
| **Measurement Tools** | Measurement tools are described clearly and concisely. | | | | |
| | Measurements are appropriate for the SLOs. | | | | |
| | Methods and procedures reflect an appropriate balance of direct and indirect methods. | | | | |
| | The report presents examples of at least one measurement tool. | | | | |
| **Assessment Oversight** | Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified | | | | |