

**ASSESSMENT PLAN
2013-2014**

**Kean University
College of Visual and Performing Arts
Robert Busch School of Design
Graphic Design/Industrial Design/Interior Design**

MISSION:

The School of Design is committed to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. Students are guided to think critically, creatively, and globally; to adapt to changing social, cultural, economic, and technological environments; and to serve as active and contributing members of their communities.

The collective programs of the School of Design focus on critical and creative thinking, cultural and aesthetic engagement, effective use of technology, awareness of sustainability, diversity and social sensitivity, ethical professional practices, career opportunities, and global perspectives.

The School of Design programs offer students intensive theory and practice through an integrated curriculum based on a foundation in liberal arts, a core of study in basic design concepts, artistry, craft, and technologies, followed by a concentration in selected area of design.

The faculty and administrators of the School of Design are dedicated to maintaining a student-centered educational environment focusing on excellence in instruction, academic rigor, curricular innovation, critical thought, and providing the support services necessary for socially, linguistically, and culturally diverse students to reach their full potential.

The School of Design faculty is committed to excellence in teaching, research and scholarship, creative and collaborative work, and innovative uses of technology. The faculty is dedicated to reaching out to the wider community through programs of public information and service and works with business, government, art and design organizations, and educational and community organizations, to serve as a cultural resource and inform the public about the critical contribution that designers make in changing the world.

The School of Design is accredited by, and aligned with the philosophy and goals of, two external accrediting organizations: Council for Interior Design Accreditation (CIDA) and National Schools of Art and Design (NASAD).

SCHOOL OF DESIGN MAJOR GOALS:

(D1) Prepare our students for professional work and successful careers in design through integrated programs that foster technological expertise, creative and critical thinking.

- (D2) Inspire highly motivated and qualified students in the joy of exploration and creative and intellectual engagement.
- (D3) Sensitize students to a breadth of humanistic concerns including cultural diversity, social consciousness, professional ethics, sustainability in design, and awareness of global issues.

ASSESSMENT PROCESS

Upon application to the School of Design, students must present a portfolio of creative work for evaluation and entry. The purpose of the portfolio review is to assess basic visual skills and an aptitude for a BFA /BID studio-oriented major. The entry portfolio review also provides the School of Design with a realistic basis for initial overall assessment, advisement regarding placement in a major area of study, and for assuring the students' growth as they move through the program. Students who are accepted into this degree program at the time of the portfolio review are given "declared" BFA & BID major status. A rubric is used to evaluate and track performance.

The continuation review occurs at the sophomore level and is scheduled as part of the required area-specific foundation course. At this point, students have completed sufficient coursework in the design core and foundations areas to determine their aptitude, talent, and motivation. The continuation review includes course work from five core courses and three to five foundation courses (number relative to the program area). The purpose of the continuation review is to assess the student's strengths and areas needing improvement; to advise them on course of action to secure their success in the design program, and to determine their continuation in the program. The continuation review also affords faculty the opportunity to assess curriculum content and overall course sequencing.

In addition, the School of Design offers one capstone course (seminar) and one senior studio course which focuses on portfolio development. These courses require a research report and presentation, and portfolio review as a major part of the course requirements. The senior portfolio review brings in external evaluators (area specific design advisory board members, professional members of the design community) along with faculty to determine the success of the students' body of work. Rubrics are used for evaluation in both courses. At the competition of these courses, students are surveyed and/or interviewed to assess their thoughts on the success of their program of study.

On a day-to-day basis, semester-by-semester basis, other means by which quality can be assessed include: minimum GPA average in the major, student awards, student internships and co-op employment, as well as graduates career launch employment statistics. Students also formally evaluate the faculty and instructors. These formal evaluations are carefully considered in our assessment process.

SCHOOL OF DESIGN STUDENT LEARNING OUTCOMES

SLO 1: Recognize and apply the 2D and 3D elements and principles that govern design
(KU 1, KU 4) (GE K 4, S 2, S 4, S 5) (D 1, D 2)

Direct Measure #1: Entry portfolio review used as a baseline. Use of rubric

Direct Measure #2: Continuation portfolio review

- Interior Design rubric to document proficiencies and deficiencies
- Graphic Design rubric to document proficiencies and deficiencies
- Industrial Design rubric to document proficiencies and deficiencies

Direct Measure #3: Exit portfolio review

- Rubrics to document proficiencies and deficiencies

Direct Measure #4: Research papers and presentations in DSN 1100-Design and Visual Culture

- Rubrics to document proficiencies and deficiencies

Indirect Measures:

1. Grades/GPA
2. Discussion with Freshman and first semester Sophomore students
3. Senior Exit survey

SLO 2: Demonstrate craftsmanship through the use of materials, tools, technology, and techniques needed for the execution and presentation of design solutions

(KU 1, KU 2, KU 3, KU 4) (GE K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3)

Direct Measure #1: Research papers and oral presentations in capstone

Direct Measure #2: Entry portfolio review used as a baseline

Direct Measure #3: Continuation portfolio review

- Interior Design rubric to document proficiencies and deficiencies
- Graphic Design rubric to document proficiencies and deficiencies
- Industrial Design rubric to document proficiencies and deficiencies

Direct Measure #4: Exit portfolio review

- Rubrics to document proficiencies and deficiencies

Indirect Measures:

1. Grades/GPA
2. Discussion with students
3. Senior exit survey

SLO 3: Use problem-solving skills to generate creative design solutions

KU 1, KU 2, KU 3, KU 4) (GE K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3) (GE V2, GE V3, GE V4, GE V5))

Direct Measure #1: Entry portfolio review used as a baseline

Direct Measure #2: Continuation portfolio review

- Interior Design rubric to document proficiencies and deficiencies
- Graphic Design rubric to document proficiencies and deficiencies
- Industrial Design rubric to document proficiencies and deficiencies

Direct Measure #3: Exit portfolio review

- Rubrics to document proficiencies and deficiencies

Indirect Measures:

1. Grades/GPA
2. Discussion with students
3. Senior exit survey

SLO 4: Integrate culturally diverse, historic, social, global, and sustainable perspectives within design solutions

(KU 1, KU 2, KU 3, KU 4) (GE K 2, GE K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3)
(GE V1, GE V2, GE V3, GE V4, GE V5))

Direct Measure #1: Research papers and oral presentations in capstone

Direct Measure #2: Entry portfolio review used as a baseline

Direct Measure #3: Continuation portfolio review

- Interior Design rubric to document proficiencies and deficiencies
- Graphic Design rubric to document proficiencies and deficiencies
- Industrial Design rubric to document proficiencies and deficiencies

Direct Measure #4: Exit portfolio review

- Rubrics to document proficiencies and deficiencies

Indirect Measures:

1. Grades/GPA
2. Discussion with students
3. Senior exit survey

SLO 5: Synthesize formal, technical, practical and theoretical components into a personal aesthetic as demonstrated in a body of work

(KU 1, KU 2, KU 3, KU 4) (GE K 3, K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3)

Direct Measure #1: Entry portfolio review used as a baseline

Direct Measure #2: Exit portfolio review

- Rubrics to document proficiencies and deficiencies

Indirect Measures:

1. Grades/GPA
2. Discussion with students
3. Senior exit survey

SLO 6: Synthesize studies in the liberal arts and design into the creation of a professional level portfolio

KU 1, KU 2, KU 3, KU 4) (GE K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3)

Direct Measure #1: Entry portfolio review and the continuation used as a baseline

Direct Measure #2: Exit portfolio review

- Interior Design rubric to document proficiencies and deficiencies
- Graphic Design rubric to document proficiencies and deficiencies
- Industrial Design rubric to document proficiencies and deficiencies

Indirect Measures:

1. Grades/GPA
2. Discussion with students
3. Senior exit survey