

Academic Assessment Report - AY 2012-2013

College of Visual and Performing Arts, Robert Busch School of Design Interior Design/Graphic Design/Industrial Design

Program SLOs:

- # 1. Recognize, apply, and use underlying concepts governing design and the visual arts, and to provide the opportunity to develop basic design skills through in-depth explorations of a variety of two dimensional media and fundamental experience with three-dimensional media (thus preparing the student for more advanced study). (KU 1, KU 2, KU 3) (GE K 4, S 2, S 4, S 5) (D 1, D 2)
- # 2. Recognize and interpret the history of world art and design, the cultural impact of art and design, the generally accepted theories of art and design, and the critical analysis of art and design, from which they themselves are evolving, and to which they will, in time, contribute. (KU 1, KU 2, KU 3) (GE K3, K 4, S 1, S 2, S 4, S 5) (D 2, D 3) (GE V5)
- #3. Demonstrate proficiency with the basic materials, tools, techniques, processes, and technologies needed for the conceptual development, creation and execution, and presentation design solutions (and to do so in conformity with the knowledge of professional standards). (KU 4) (GE S 4, S 5) (D 1, D 2, D 3)
- # 4. Demonstrate mastery in the aesthetics, artistry, and craftsmanship needed for the creation, execution, and presentation of design solutions (and to do so in conformity with the knowledge of professional standards). (KU 1, KU 3, KU 4) (GE K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3) (GE V5)
- # 5. Identify and creatively solve design problems and to perform design service with an understanding of cultural diversity, social consciousness, professional ethics, sustainability, global issues along with the needs of clients (those who commission design work). (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)
- # 6. Exhibit competencies in translating and interpreting ideas and concepts into design solutions, to communicate these ideas to a mass audience, to communicate ideas, concepts, and execution and production parameters to the client, to production specialists, to other professionals who contribute to the design process, and to members of the broader society. (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)
- # 7. Express an individual viewpoint – take a creative leap, synthesizing formal, technical, practical, and theoretical components into a personal aesthetic resulting in creative products (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)
- # 8. Synthesize the relationship among studies in the liberal arts, general visual arts, business, and design in the creation of a body of work (portfolio). (KU 1, KU 2, KU 3, KU 4) (GE K 2, K 3, K 4, S 1, S 2, S 4, S 5) (D 1, D 2, D 3)
- # 9. Create a body of work and demonstrate knowledge that represents conceptual and creative abilities and will enable a student to obtain entrance into the profession or graduate study. (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)

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria	Results of Assessment	Action Taken
<p>SLO 1: Recognize, apply, and use underlying concepts governing design and the visual arts, and to provide the opportunity to develop basic design skills through in-depth explorations of a variety of two dimensional media and fundamental experience with three-dimensional media (thus preparing the student for more advanced study).</p>	<p>Direct Measure # 1: Entry Portfolio. Used as a baseline.</p> <p>.....</p> <p>Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.</p>	<p>Discussion among faculty revealed some deficiencies in some areas.</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p>	<p>Discussion among faculty revealed deficiencies in both studio and lecture foundation areas (noted also from assessments in prior years).</p> <p>Entry statistics under examination: Results thus far-Approximately 85% met expectations, with deficiencies shown in technical skills and drawing. 15% exceeded expectations, with some deficiencies.</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 43 students 23% /Reached Excellence 38% Above satisfactory 29.5%/Satisfactory 10.5% Needed improvement 0%/ Did not meet expectations</p> <p>(GD data under examination at this time.)</p> <p>Faculty noted weaknesses in drawing persists and some weaknesses in two-dimensional design as it relates to Design. Also that transfer students</p>	<p>Faculty has been meeting to discuss the progress of success of new foundation courses to determine revisions to course content in order to further improve drawing skills.</p> <p>In progress: search committee has reviewed applicants and have selected a lecturer position candidate to focus on the coordination of the Design Foundation course content and outcomes assessment and the instructors of the area.</p> <p>Faculty have been meeting to discuss the potential of raising standards for transfer entry into the program relative to foundation level skills in order to have a better prepared student who can meet the challenges and flourish in the demanding curriculum in the design disciplines.</p> <p>Faculty have been meeting to discuss how better monitor upon entry, the work of transfer students' work in foundations; Development workshops to supplement courses in foundation for those students in need of continued instruction and skill development.</p> <p>Transfer student evaluations (data) will be separated from resident students to better assess foundation area courses in order to identify strengths and</p>

	<p>.....</p> <p>Direct Measure # 3: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p>	<p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p>	<p>have a great disparity of skills.</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 69 students 52.5% /Reached Excellence 29.5% Above satisfactory 13.5%/Satisfactory 2.5% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 50% /Reached Excellence 34% Above satisfactory 11.6%/Satisfactory 4.% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 55.5% /Reached Excellence 25% Above satisfactory 16.6%/Satisfactory 2.7% Needed improvement 0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 57% /Reached Excellence 28% Above satisfactory 14.2%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p> <p>.....</p>	<p>weakness of School of Design foundation courses.</p> <p>INTD revised sequence of courses in order to give students more foundation before advanced courses.</p> <p>Requesting an increase in equipment budget for table drafting surfaces to improve conditions for drawing, add live models, and in general having educational supplies to best teach the course content.</p> <p>Carried over from 2012: Revealed in both individual project solutions and portfolio of work, it was determined that the traditional Fine Arts foundation courses (required in Design but with FA content, taught by artists) did not adequately provide in-depth explorations in two-dimensional and three-dimensional design principles that made connections with applications in the Design disciplines and therefore did not adequately prepare students for advanced study in the field / disciplines of Design. Students evaluated in the Exit Review studied under the FA Foundation therefore, assessment of the new Foundation could not be determined with this group.</p> <p>Faculty has been meeting to develop more rigorous writing exercises. Require text: "On Writing" –Steven King and augmented reading list; Work more closely with writing center and GE.</p>
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	<p>..... Direct Measure # 4: Research papers and presentations in DSN 1100 Design and Visual Culture</p>	<p>..... Rubric to document proficiencies and deficiencies. Faculty discussion and notes.</p>	<p>Adjunct faculty were new to teaching this course and therefore were not directed in the collecting raw statistical data. However it was noted in discussion by faculty that writing skills need much improvement.</p>	
	<p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades/GPA 2. Discussion with Freshmen and first semester Sophomore students. 3. Exit Survey 	<p>Grades still under examination at this time but preliminary findings revealed a disparity of skill levels; Questions on how to handle transfer student deficiencies in foundation areas given they have not taken classes in this area in the School of Design.</p> <p>Discussion with Freshmen and Sophomore students.</p> <p>Faculty discussion and notes.</p>	<p>Grade results are similar to the direct measures if not lower. Grades revealed great disparity of success across the various course sections.</p> <p>Discussion with students revealed disparity of satisfaction with projects and instruction in the courses.</p> <p>Exit survey still under examination but preliminary results revealed that students were concerned with the need for more full time faculty, and better supplies and equipment – specifically drafting tables.</p> <p>Relative to survey on creativity, data suggest that creativity could be improved if students could better visualize their ideas.</p>	<p>See above &</p> <p>Faculty meeting discussion and decision to embed more drawing in courses across the curriculum: suggested title of module is “The Hour of Drawing Power”.</p> <p>Select instructors who have strongest drawing skills and who are willing to collaborate on course content. Lecturer/coordinator assigned will implement meetings and discussion with area instructors to unify content and standards.</p> <p>Revise SLO to make it more succinct and thus have it more directly coordinate with grading rubrics and surveys.</p>

<p>SLO 2: Recognize and interpret the history of world art and design, the cultural impact of art and design, the generally accepted theories of art and design, and the critical analysis of art and design, from which they themselves are evolving, and to which they will, in time, contribute.</p>	<p>Direct Measure # 1: Research papers and presentations in capstone. DSN 4000.</p> <p>.....</p> <p>Direct Measure # 2: Entry Portfolio Review. Used as a baseline.</p> <p>.....</p> <p>Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.</p>	<p>Rubric to document proficiencies and deficiencies.</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p>	<p>Mean Scores (Scale 1-5, low to high): Oral: 3.5 out of 5 Weakest area was delivery 2.6 out of 5; Strongest area was preparation 3.7.</p> <p>Written: 4.1 out of 5 Weakest area was grammar / mechanics 3.8 and strongest areas were focus 4.25 and development 4.7</p> <p>.....</p> <p>Discussion among faculty revealed some deficiencies in some areas. Students have difficulties with analytic writing particularly relative to design theory and culture.</p> <p><u>School of Design</u> Average of three programs; of 43 students 33% /Reached Excellence 49% Above satisfactory 18%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations (GD data under revision)</p> <p>.....</p>	<p>The faculty has been meeting to discuss improvements to writing and over all quality of presentation of portfolios.</p> <p>Meeting to develop more rigorous writing exercises. Require text: "On Writing" by Steven King and augment reading list; Work more closely with writing center and GE.</p> <p>Faculty have determined that current art history courses do not adequately address the cultural impact of design within the historical cultural context. Nor do the current AH courses address theories and critical analysis of design. Therefore, the design faculty are writing new courses in design histories so they better address generally accepted theories of design, and the critical analysis of design, from which the students are evolving.</p> <p>In addition, to improve students' ability interpret the history of world art and design, the cultural impact of art and design, the action is to meet to discuss ideas on how to expand the extracurricular Thinking Creatively Conference and to seek funding to bring in designers who have had a far-reaching (global) cultural impact.</p> <p>Discussion to Increase collaboration among disciplines so that students have a better understanding of the interrelationship of theories of art and design, and the critical analysis of art and design, from which they themselves are</p>

	<p>.....</p> <p>Direct Measure # 3: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p>	<p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes</p>	<p><u>School of Design</u> Average of three programs; of 69 students 48% /Reached Excellence 36% Above satisfactory 14%/Satisfactory 1% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 40% /Reached Excellence 38% Above satisfactory 19%/Satisfactory 3% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 56% /Reached Excellence 33% Above satisfactory 6%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 57% /Reached Excellence 36% Above satisfactory 7%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p>	<p>evolving, and to which they will, in time, contribute. Action would include potentially requirement of a collaborative course and expansion of our charrette to include disciplines outside of design as well.</p> <p>On going assessment carried over from 2012: Implemented new freshmen level course: DSN 1100 Introduction to Design and Visual Culture to establish immediate and early introduction to Design history, theories, criticism, and contemporary culture.</p> <p>The course is meant to be a foundation for learning thus leading to better retention of information in advanced history, theory, and criticism courses (the course outline was developed and written in A/Y 2010-11).</p> <p>Met with faculty and instructors for DSN 1100 Design and Visual Culture in May 2013. Determined to meet with new lecturer / coordinator to establish more rigorous writing projects and foundation for study and analysis of design history.</p>
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	<p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades/GPA 2. Discussion with Freshmen and first semester Sophomore students. 3. Exit Survey 	<p>Grades still under examination at this time.</p> <p>Discussion with Freshmen and first semester Sophomore students.</p> <p>Faculty discussion and notes.</p>	<p>Grades revealed disparity of success.</p> <p>Students confirmed in discussion, some weakness in using knowledge of art history, theories, and criticism relative to Design. And, students expressed the desire to make connections to Design (theories and culture) earlier in their 4-year course of study.</p> <p>Discussion among faculty revealed some deficiencies.</p> <p>Survey – data processing under revision.</p>	<p>Faculty has been meeting to discuss the Lecturer / Coordinator role in leading the Foundation area including DSN 1100 Intro to Design and Visual Culture.</p> <p>See above relative to writing component revision.</p> <p>Future Actions: Better organize and implement student survey to capture increased data and feedback from three programs in RBSD for Spring 2013.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
<p>SLO 3: Demonstrate proficiency with the basic materials, tools, techniques, processes,</p>	<p>Direct Measure # 1: Entry Portfolio. Used as a baseline.</p> <p>.....</p> <p>Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals</p>	<p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and</p>	<p>Discussion among faculty revealed some deficiencies in some areas.</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 73 students 42% /Reached Excellence</p>	<p>Faculty has been meeting to discuss the ongoing need for up to date software, hardware, equipment, and supplies. Requesting increase in budget technology, equipment and supplies with implementation of fees if necessary.</p> <p>Executive Director has been meeting with KUF to seek assistance fundraising for peripheral equipment. Continued to seek external funding for technical equipment and software needs. One donation secured. Use of the donation yet to be determined.</p>

<p>and technologies needed for the conceptual development, creation and execution, and presentation design solutions (and to do so in conformity with the knowledge of professional standards).</p>	<p>I.</p> <p>.....</p> <p>Direct Measure # 3: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p>	<p>notes</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p>	<p>35% Above satisfactory 19%/Satisfactory 4% Needed improvement 0%/ Did not meet expectations (GD data still under revision)</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 69 students 58% /Reached Excellence 23% Above satisfactory 16%/Satisfactory 3% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 51% /Reached Excellence 27% Above satisfactory 16%/Satisfactory 5% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 61% /Reached Excellence 22% Above satisfactory 17%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p>	<p>Implemented non-credit workshops for supplemental instruction in software.</p> <p>Partnered with Adobe InDesign User Group to bring free, Adobe Certified instruction to School of Design.</p> <p>Future actions discussed at faculty meetings in May Discuss the need for a technology advisory committee with students participating.</p> <p>Explore the inclusion of one and two credit mini-courses in software use.</p> <p>Planned to meet during June to discuss rubrics, course content, and to write courses.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
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			<u>Industrial Design:</u> of 14 students 71% /Reached Excellence 14% Above satisfactory 14%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations	
	Indirect Measures: 1. Grades/GPA 2. Discussion with Freshmen and first semester Sophomore students. 3. Exit Survey	Grades still under examination at this time. Discussion with Freshmen and first semester Sophomore students.	Grades revealed wide disparity of skill level. Students react positively to these skills and repeated urge more instruction in technologies .	Actions taken are noted above.
SLO 4: Demonstrate mastery in the aesthetics, artistry, and craftsmanship needed for the creation, execution, and presentation of design solutions (and to do so in conformity with the knowledge of professional standards).	Direct Measure # 1: Entry Portfolio. Used as a baseline. Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.	Rubric to document proficiencies and deficiencies. Faculty discussion and notes. Rubric to document proficiencies and deficiencies. Faculty discussion and notes	As noted in previously, discussion among faculty revealed some deficiencies in the areas of foundation skills and basic technologies for creation, execution, and presentation of design solutions. Determined need for strong foundation in basics skills <i>and</i> technologies relative to the needs of Design disciplines. <u>School of Design</u> Average of three programs; of 73 students 54% /Reached Excellence 30% Above satisfactory 8.5%/Satisfactory	Actions taken are those noted above in SLO1 and SLO3 Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys. No other action taken at this time. Monitoring student success through senior courses and exit portfolio review is ongoing.

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Direct Measure # 3:
Exit Portfolio Review.

Exit Portfolio Reviews in in the following courses:
IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.

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Rubric to document proficiencies and deficiencies.

Faculty discussion and notes.

7% Needed improvement
0%/ Did not meet expectations

School of Design
Average of three programs; of 69 students
59% /Reached Excellence
28% Above satisfactory
13%/Satisfactory
0% Needed improvement
0%/ Did not meet expectations

Interior Design:
of 37 students
50% /Reached Excellence
34% Above satisfactory
11.6%/Satisfactory
4.% Needed improvement
0%/ Did not meet expectations

Graphic Design:
of 18 students
55.5% /Reached Excellence
25% Above satisfactory
16.6%/Satisfactory
2.7% Needed improvement
0%/ Did not meet expectations

Industrial Design:
of 14 students
57% /Reached Excellence
28% Above satisfactory
14.2%/Satisfactory

			0% Needed improvement 0%/ Did not meet expectations	
	<p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades/GPA 2. Discussion with Freshmen and first semester Sophomore students. 3. Exit Survey 	<p>Grades still under examination at this time.</p> <p>Discussion with Freshmen and first semester Sophomore students.</p> <p>Results of survey still under examination. Faculty is meeting again in June.</p>	<p>Grades revealed relative success in this area.</p> <p>Students expressed satisfaction in the mastery in the aesthetics, artistry, and craftsmanship needed for the creation, execution, and presentation of design solutions.</p>	<p>Actions taken are noted above.</p>
<p>SLO 5: Identify and creatively solve design problems and to perform design service with an understanding of cultural diversity, social consciousness, professional ethics, sustainability, global issues along with the needs of clients (those who commission design work).</p>	<p>Direct Measure # 1: Entry Portfolio. Used as a baseline.</p> <p>.....</p> <p>Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.</p>	<p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes.</p>	<p>Discussion among faculty revealed some deficiencies in some areas in particular students' social consciousness, professional ethics, and awareness of global issues</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 73 students 33% /Reached Excellence 49% Above satisfactory 18%/Satisfactory 0% Needed improvement 0%/ Did not meet</p>	<p>Faculty has been meeting to discuss expansion of DSN 1100 Intro to Design and Visual Culture – expanding with a component of visiting professionals and speakers to address issues of diversity and global awareness.</p> <p>Plan to request a budget for visiting speakers and field trips.</p> <p>Discussion continues to determine viability of internship requirement for greater contact with actual clients beyond project based learning and discussion in the studio classroom.</p> <p>See also actions taken in SLO 2+3 Particularly having up to date software,</p>

	<p>.....</p> <p>Direct Measure # 3: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p>	<p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p>	<p>expectations</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 69 students 48% /Reached Excellence 36% Above satisfactory 14%/Satisfactory 1% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 40% /Reached Excellence 38% Above satisfactory 19%/Satisfactory 3% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 56% /Reached Excellence 33% Above satisfactory 6%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 57% /Reached Excellence 36% Above satisfactory 7%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p>	<p>equipment and supplies opens up time for creativity. Lack of adequate supplies hinders creative time.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
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	<p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades 2. Discussion with Freshmen and first semester Sophomore students. 3. Exit Survey 	<p>Grades still under examination at this time.</p> <p>Notes from discussion with in the following courses: IND 4310 Industrial Design Portfolio: INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design</p> <p>Survey results are still under examination at this time.</p> <p>Faculty discussion and notes.</p>	<p>Grades revealed some weaknesses in this area.</p> <p>Faculty noted that students were highly interested in courses in designing for social good, and humanitarian issues. Particular interest in social entrepreneurship.</p>	
<p>SLO 6: Exhibit competencies in translating and interpreting ideas and concepts into design solutions, to communicate these ideas to a mass audience, to</p>	<p>Direct Measure # 1: Entry Portfolio. Used as a baseline.</p> <p>.....</p> <p>Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.</p>	<p>Rubric to document proficiencies and deficiencies.</p> <p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p>	<p>Discussion among faculty revealed some deficiencies in some areas.</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 73 students 28% /Reached Excellence 32% Above satisfactory 33.5%/Satisfactory 7% Needed improvement 0%/ Did not meet expectations.</p>	

<p>communicate ideas, concepts, and execution and production parameters to the client, to production specialists, to other professionals who contribute to the design process, and to members of the broader society.</p>	<p>..... Direct Measure # 3: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p> <p>.....</p>	<p>..... Rubric to document proficiencies and deficiencies.</p> <p>.....</p>	<p>..... <u>School of Design</u> Average of three programs; of 69 students 54% /Reached Excellence 29% Above satisfactory 13%/Satisfactory 4% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 54% /Reached Excellence 30% Above satisfactory 11%/Satisfactory 5% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 55% /Reached Excellence 22% Above satisfactory 17%/Satisfactory 6% Needed improvement 0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 50% /Reached Excellence 36% Above satisfactory 14%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p> <p>.....</p>	<p>Continue to monitor success. Plan to revise course outlines in GD and IND (INTD accomplished this task for CIDA accreditation) in order to keep content up to date relative to ideation, communication methods and audience.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
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	<p>Direct Measure #4: Research papers and presentations in DSN 4000 Critical Perspectives in Design.</p>	<p>Rubric to document proficiencies and deficiencies.</p>	<p>Mean Scores (Scale 1-5, low to high): Oral: 3.5 out of 5 Weakest area was delivery 2.6 out of 5; Strongest area was preparation 3.7.</p> <p>Written: 4.1 out of 5 Weakest area was grammar / mechanics 3.8 and strongest areas were focus 4.25 and development 4.7</p>	<p>Action taken as noted in SLO 2.</p>
	<p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades/GPA 2. Discussion with Freshmen and first semester Sophomore students. 3. Exit Survey 	<p>Grades still under examination at this time.</p> <p>Discussion with Freshmen and first semester Sophomore students.</p>	<p>Survey revealed that students are interested in more collaboration across disciplines as would be found in the field.</p> <p>Students noted particular interest in TC Conference and the charrette.</p>	<p>Faculty has been meeting to discuss whether a collaborative studio course should be required (and can be).</p> <p>Plan to request funds for expanding charrettes.</p> <p>Also exploring team teaching options in order to give students instructors with experience across disciplines.</p>
<p>SLO 7: Express an individual viewpoint – take a creative leap, synthesizing formal, technical, practical,</p>	<p>Direct Measure # 1: Entry Portfolio. Used as a baseline.</p>	<p>Rubric to document proficiencies and deficiencies.</p>	<p>Discussion among faculty revealed some deficiencies in some areas. Improvement particularly with those students in the “middle” – find ways to pull up the middle to a higher level of</p>	

<p>and theoretical components into a personal aesthetic resulting in creative products (design solutions).</p>	<p>..... Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.</p> <p>..... Direct Measure # 3: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p>	<p>..... Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion with notes</p> <p>..... Rubric to document proficiencies and deficiencies.</p>	<p>excellence.</p> <p>..... <u>School of Design</u> Average of three programs; of 43 students 33% /Reached Excellence 49% Above satisfactory 18%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p> <p>..... <u>School of Design</u> Average of three programs; of 69 students 48% /Reached Excellence 36% Above satisfactory 14%/Satisfactory 1% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 40% /Reached Excellence 38% Above satisfactory 19%/Satisfactory 3% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 56% /Reached Excellence 33% Above satisfactory 6%/Satisfactory 0% Needed improvement</p>	<p>Faculty has been meeting to discuss ways to improve SLO7, 8, 9;</p> <p>Actions taken are noted across SLOs – as all the SLOs are interrelated.</p> <p>Particular actions relative to SLO 7-9 are not yet finalized however plans include expanding and systemizing internship and field experiences, implementing workshops, expanding guest speaker and mentoring, additional field trips;</p> <p>Plan to seek funding for a visiting designer series; A professional designer works in the studios and invites students to observe; visiting pro also offers critiques, and ends the stay with a presentation and/or exhibit.</p> <p>In addition and as noted in SLO2, to improve students’ ability interpret the cultural impact of art and design, the action is to meet to discuss ideas on how to expand the extracurricular Thinking</p>
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			<p>0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 57% /Reached Excellence 36% Above satisfactory 7%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p>	<p>Creatively Conference and to seek funding to bring in designers who have had a far-reaching (global) cultural impact.</p> <p>*Faculty has been meeting to discuss how to implement internship placement program. There is a need for a dedicated staff member to set up a formal system, check venues, and monitor student involvement and work.</p> <p>The staff position could also be responsible for career placement and partnerships with employment agencies such as The Creative Group.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
	<p>Indirect Measures:</p> <p>1. Grades/GPA</p> <p>2. Exit Survey</p>	<p>Grades still under examination at this time</p> <p>Discussion with students during portfolio review</p> <p>Survey data still under</p>	<p>Students satisfied with in-class instruction but expressed strong interest in having more internship, mentoring, field experiences etc.</p> <p>Students expressed also a strong need for direct help with career placement. This is the same finding as the last few years. It is a</p>	<p>See actions noted above.</p>

		examination	constant point of discussion among the students.	
<p>SLO 8: Synthesize the relationship among studies in the liberal arts, general visual arts, business, and design in the creation of a body of work (portfolio).</p>	<p>Direct Measure # 1: Entry Portfolio. Used as a baseline.</p>	<p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion with notes</p>	<p>Discussion among faculty revealed some deficiencies in some areas.</p>	<p>Faculty has been meeting to discuss ways to improve SLO7, 8, 9;</p> <p>Actions taken are noted across SLOs – as all the SLOs are interrelated.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
	<p>.....</p> <p>Direct Measure # 2: Portfolio Continuation Review in INTD 3100; Studio I, IND 3100; Studio I, and GE 3020; Graphic Fundamentals I.</p> <p>.....</p>	<p>.....</p> <p>Rubric to document proficiencies and deficiencies.</p>	<p>.....</p> <p><u>School of Design</u> Average of three programs; of 43 students 35% /Reached Excellence 38% Above satisfactory 21%/Satisfactory .42% Needed improvement 0%/ Did not meet expectations GD data still under examination</p> <p>.....</p> <p><u>School of Design</u> Average of three programs; of 69 students 54% /Reached Excellence 30% Above satisfactory 14%/Satisfactory 2% Needed improvement 0%/ Did not meet expectations</p>	

			<p><u>Interior Design:</u> of 37 students 51% /Reached Excellence 31% Above satisfactory 15%/Satisfactory 3% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 46% /Reached Excellence 29% Above satisfactory 13%/Satisfactory 1% Needed improvement 0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 61% /Reached Excellence 26% Above satisfactory 13%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p>	
	<p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades/GPA 2. Exit Survey 	<p>Grades still under examination at this time.</p>		

<p>SLO 9: Create a body of work and demonstrate knowledge that represents conceptual and creative abilities and will enable a student to obtain entrance into the profession or graduate study.</p>	<p>Direct Measure # 1: Exit Portfolio Review.</p> <p>Exit Portfolio Reviews in in the following courses: IND 4310 Industrial Design Portfolio; INTD 4113 Interior Design Studio V; GD 4099 Portfolio: Graphic Design.</p> <p>.....</p> <p>Indirect Measures:</p> <ol style="list-style-type: none"> 1. Grades/GPA 2. Exit Survey 	<p>Rubric to document proficiencies and deficiencies.</p> <p>Faculty discussion and notes</p> <p>.....</p> <p>Data on grades is still under examination.</p> <p>See notes for SLO 7</p>	<p><u>School of Design</u> Average of three programs; of 69 students 54% /Reached Excellence 30% Above satisfactory 14%/Satisfactory 2% Needed improvement 0%/ Did not meet expectations</p> <p><u>Interior Design:</u> of 37 students 51% /Reached Excellence 31% Above satisfactory 15%/Satisfactory 3% Needed improvement 0%/ Did not meet expectations</p> <p><u>Graphic Design:</u> of 18 students 46% /Reached Excellence 29% Above satisfactory 13%/Satisfactory 1% Needed improvement 0%/ Did not meet expectations</p> <p><u>Industrial Design:</u> of 14 students 61% /Reached Excellence 26% Above satisfactory 13%/Satisfactory 0% Needed improvement 0%/ Did not meet expectations</p>	<p>Faculty has been meeting to discuss ways to improve SLO7, 8, 9;</p> <p>Actions taken are noted across SLOs – as all the SLOs are interrelated.</p> <p>Revise SLO to make it more succinct and thus have it directly coordinate with grading rubrics, exit rubrics, and surveys.</p>
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