2017-2018 Assessment Cycle ARTS_Industrial Design BID

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area
Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."
Mission: The College of the Arts prepares students to be creative, critical and responsive professionals through our fine arts, design and performance programs. We serve our students and communities by means of collaborative, experiential, innovative, and globally relevant learning opportunities and partnerships.
Vision: The College of the Arts seeks to create a bridge between the arts and cultures of the world and the unique context and traditions of Acadiana.
1. Values:
2. We are passionate about delivering exceptional teaching and mentoring, supported by faculty research and creative activity.
3. We foster individual as well as collaborative initiatives in the arts, among the arts, and with other disciplines.
4. We encourage teaching and learning rooted in traditional approaches and integrating evolving concepts and technologies.
5. We strive to attract, build and celebrate a diverse body of students, faculty and staff.
6. We enhance the cultural, civic and artistic environment of Lafayette, Acadiana, and all of Louisiana through community engagements of students, faculty and alumni.
7. We seek to achieve the highest standards of professionalism in all that we produce.

Mission of Program / Department
Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."
Industrial design encourages collaborative and experiential learning with diverse disciplines to create a hands-on learning environment that is conducive to creative exploration. We emphasize a broad understanding and sensitivity to environmental and social concerns, while working to develop critical thinking and problem solving skills. We want students to advance in industrial design with the knowledge that user needs, universal design, sustainability, human-centered design, and ergonomics all play an integral role in industrial design. We work with students to advance industrial design knowledge, cultivate aesthetic sensibilities, and improve the material conditions and the needs of people and their environments. In Industrial Design, students become proficient in drawing, visual communication, graphic layout, form development and physical/digital model making. In addition, Industrial Design wants to always seek out new

methodologies to incorporate technology into the curriculum, such as advanced computer modeling, photorealistic rendering, rapid prototyping, and CNC milling. We want students to be well prepared for the professional design world and have the ability and passion to make a positive contribution to the betterment of humankind through teaching, research, practice, and service.

Attachment (optional)
Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	Design Cultivate student ability to design products and systems with a foundational understanding of how products and systems are made.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Project	80% of our students will score above average	LiveText_Rubrics.pdf

Goal/Objective	Sketching Increase the use of tools and technologies associated with, digital and analog, 2-dimensional design visualization, conceptualization, evaluation and creation of design alternatives.(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			
	Assessment Measure	**Criterion**	**Attachments**
	Direct - Project	70% of our students will score above average	LiveText_Rubrics.pdf

Goal/Objective	Modeling Increase the use of tools and technologies associated with, digital and analog, multi-dimensional design representation, form development, conceptualization and the evaluation and creation of design alternatives(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			

Assessment Measure	Criterion	Attachments
Direct - Project	70% of our students will score above average	LiveText_Rubrics.pdf

Goal/Objective	Research Expand the fundamental knowledge of user experience and the opportunity for field research to define and communicate problems, variables, and requirements; contextual inquiry, user preference studies tests and refine solutions, including the ability to synthesize/analyze user needs in terms of value, aesthetics, and safety(Imported)		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			
Assessment Measures			

Assessment Measure	Criterion	Attachments
Direct - Project	80% of our students will score above average	LiveText_Rubrics.pdf

Goal/Objective	Presentations Communicate design concepts and process through written, verbal, and multi-media presentations at the highest levels in a clean and concise way.(Imported)		
Legends			
Standards/Outcomes			
Assessment Measures			

Assessment Measure	Criterion	Attachments

		80% of our students will score above average	LiveText_Rubrics.pdf

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:
1) What strategies exist to assess the outcomes?
2) What does the program/department expect to achieve with the goals and objectives identified above?
3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
4) What is the plan for using data to improve student learning and/or operations?
5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

1) What strategies exist to assess the outcomes?
Currently, the program meets at the end of each semester and has an assignment called the Desk Crit. Here the student displays all projects, and project parts, from the semester. The Faculty review each student's work and determine if they are prepared to go into the next semester or year. With the new change in assessment, we have developed a rubric that is based on our NASAD accreditation and implemented it Spring 17. We will use this for the 17/18 year and reassess if it works.

2) What does the program/department expect to achieve with the goals and objectives identified above?
We want to improve the program in terms of assessment as well as student learner outcomes. If students acquire more knowledge or get more out of the program, it is our belief that they will have a greater success rate in the professional field.

3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
At the end of the last assessment cycle, the program met to determine the new plans for the 17/18 year. We have taken those plans and incorporated them into our studios this year and will determine in SP 18 if that incorporation was successful or not.

4) What is the plan for using data to improve student learning and/or operations?
The data collected showed the program faculty the deficiencies in the 16/17 cycle. Our goal is to use the data collected for our NASAD accreditation to show improvement as well as proactive measures and action plans on how to do that.

5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?
The data is shared with the program multiple times throughout each semester. At the end of the semester, we have a formal meeting to discuss the progress, the desk crit, and then share the results with the faculty, the department director, and he will share with the dean.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for Design Cultivate student ability to design products and systems with a foundational understanding of how products and systems are made.(Imported)

Goal/Objective	Design Cultivate student ability to design products and systems with a foundational understanding of how products and systems are made.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measures:

Assessment Measure	Criterion
Direct - Project	80% of our students will score above average

Assessment Findings:

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Project	Has the criterion 80% of our students will score above average been met yet? Met	The target score was 80 and the students achieved a 79.8. The feeling from the faculty is that the overall competency is strong but there is a continued need for improvement. For the next cycle we will review the projects assigned and determine how they can be more in-depth in regard to design in general. In addition, this past year the program went through an accreditation	17_18_LiveText_FinalReports_1.pdf	- Assessment Process: Continuous monitoring: We choose to continue monitoring with the intent of looking into the projects assigned and seeing what is acceptable for project complexity that can apply to all three years.

			, which dominated the faculty's. Attentionally, as well as the coordinator retired which caused a large loss for the program. We currently have an interim coordinator. The coming year will not have the additional accreditation work and the faculty is currently working to review the curriculum as well as the projects assigned in class.		

Assessment List Findings for the Assessment Measure level for Sketching Increase the use of tools and technologies associated with, digital and analog, 2-dimensional design visualization, conceptualization, evaluation and creation of design alternatives.(Imported)

Goal/Objective	Sketching Increase the use of tools and technologies associated with, digital and analog, 2-dimensional design visualization, conceptualization, evaluation and creation of design alternatives.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	<table><tr><th>Assessment Measure</th><th>Criterion</th></tr><tr><td>Direct - Project</td><td>70% of our students will score above average</td></tr></table>
Assessment Findings	

	Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Direct - Project	Has the criterion 70% of our students will score above average been met yet? Met	The students scored 78% when needing a score of 70%. This was a larger success than last year but the need for the visualization of design concepts is important and its application to the development of form is vital. This next cycle, the INDN 211 class will be taught with different content and have a major emphasis on the basics of freehand sketching in perspective. We will record results for the upcoming cycle.	17_18_LiveText_FinalReports_2.pdf	- Assessment Process: Continuous monitoring: We choose to continue monitoring with the intent of looking into the from the previous cycle which had changed measures. With the change in faculty teaching the INDN 211 class, the unit will continue using this method and evaluate its impact on student learning in the upper level studios.

Assessment List Findings for the Assessment Measure level for Modeling Increase the use of tools and technologies associated with, digital and analog, multi-dimensional design representation, form development, conceptualization and the evaluation and creation of design alternatives(Imported)

Goal/Objective	Modeling Increase the use of tools and technologies associated with, digital and analog, multi-dimensional design representation, form development, conceptualization and the evaluation and creation of design alternatives(Imported)

Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	

Assessment Measure	Criterion
Direct - Project	70% of our students will score above average

| Assessment Findings | |

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Project	Has the criterion 70% of our students will score above average been met yet? Met	The students scored a 79% when needing a score of 70% which is a greater success than 16/17. The ID program at ULL is highly focused on fabrication where developing physical skills to match digital skills, with a tangible result, is always the main focus of each semester project. The years are built as such: 2nd year is exploring and discovering physical form, 3rd year is implementin	17_18_LiveText_FinalReports_3.pdf	- Assessment Process: Continuous monitoring: We choose to change the measures based on looking into the projects assigned. The rubric was a first attempt at assimilating the accrediting bodies standards and we feel we need to look into how that applies to all years in the program.

			g an intentional form, and 4th year is perfecting a personal form skill set. In order to improve this next cycle, the ID program will continue gathering data and creating more focused critiques based upon the physical forms developed by each student.		

Assessment List Findings for the Assessment Measure level for Research Expand the fundamental knowledge of user experience and the opportunity for field research to define and communicate problems, variables, and requirements; contextual inquiry, user preference studies tests and refine solutions, including the ability to synthesize/analyze user needs in terms of value, aesthetics, and safety(Imported)

Goal/Objective	Research Expand the fundamental knowledge of user experience and the opportunity for field research to define and communicate problems, variables, and requirements; contextual inquiry, user preference studies tests and refine solutions, including the ability to synthesize/analyze user needs in terms of value, aesthetics, and safety(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measure	Criterion
Direct - Project	80% of our students will score above average

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

| | | Direct -
Project | Has the criterion 80% of our students will score above average been met yet? Met | Students needed to score 80% and achieved a score of 80%. This success was due in part to the graduating class. That class had the opportunity for two faculty members to assist student projects. The two faculty were able to provide differing feedback in the development of student research and their capstone projects. In addition, the program went through the NASAD accreditation process and the faculty had the opportunity to review where, why, and how research was applied in studio classes. Next cycle, there will be a larger emphasis | 17_18_LiveText_FinalReports_4.pdf | - Assessment Process: Continuous monitoring: We choose to continue monitoring and reviewing the projects assigned in hopes of seeing where more, directed research and analysis can be applied to student projects and how that will affect the overall outcome of the proposed design at the final. |

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<tr><td colspan="5">on research and the application of that research as more than a scholarly activity but rather as a tool for design.</td></tr>
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	on research and the application of that research as more than a scholarly activity but rather as a tool for design.		

Assessment List Findings for the Assessment Measure level for Presentations Communicate design concepts and process through written, verbal, and multi-media presentations at the highest levels in a clean and concise way.(Imported)

Goal/Objective	Presentations Communicate design concepts and process through written, verbal, and multi-media presentations at the highest levels in a clean and concise way.(Imported)
Legends	
Standards/Outcomes	
Assessment Measures	
Assessment Findings	

Assessment Measures:

Assessment Measure	Criterion
	80% of our students will score above average

Assessment Findings:

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion 80% of our students will score above average been met yet? Met	Presentations are always difficult but the students scored an 80% across the board. There is a need to present to groups and be able to do this well. Next year we will increase	17_18_LiveText_FinalReports_5.pdf	- Assessment Process: Continuous monitoring: This improvement type was selected due to the need for continuing monitoring of the students in the unit. To improve

			group presentations and include practice prior to final presentations. To do this, we will have a stonger emphasis on the presentations, remind students of the dates of presentations, and provide the means for the students to practice prior to their presentations in either a student or professor run exercise.		upon the results gathered, the faculty will work to assist the students in developing their skills in presentation in many ways. The first way is during our Fall and Spring Charettes. This vertical classroom provides the students with mentoring opportunities as well as the ability to show the faculty how much the upper-class students have learned. Each student, from second year to fourth year, is assigned a project and presents to the group as a whole. In each class, we can put a larger focus on the importance of professional presentations and allow the student's more opportunities to gain comfort and

					confidence. For the seniors who are presenting for the Merit Competition, we can begin earlier and provide more opportunities to practice.

Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?
Please select all that apply. If "other", please use the text box to elaborate.
Distributed via email
Presented formally at staff / department / committee meetings (selected)
Discussed informally (selected)
Other (explain in text box below)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle) (selected)
Periodically (2-4 times per cycle)
Once per cycle
Results were not shared this cycle

3) With whom were assessment results shared?
Please select all that apply.
Department Head (selected)
Dean / Asst. or Assoc. Dean
Departmental assessment committee (selected)
Other faculty / staff

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

The last cycle was the first cycle using the new changes that aligned with NASAD accreditation. The program hosted the accreditation team in the spring semester (SP 18) and, even though we are still waiting on the results, the initial report was positive. Changes made to the initial LiveTEXT (15/16) were focused on 5 main areas in which an Industrial Designer should be competent. With the changes, different objectives became clearer and now have specific components that the faculty can evaluate. For example:

15/16:
Drawing Skills: Ability to communicate within a two dimensional format
criterion- Student comprehension of stroke, line weight, perspective, core and cast shadows, and rendering techniques. Students showed 80% competency in this area.

17/18:
Sketching- Increase the use of tools and technologies associated with digital and analog 2-dimensional design visualization, conceptualization, evaluation, and the creation of design alternatives.
criterion-
• How proficient are the students at ideation visualization (design sketching) for the communication of their proposed design concepts
• Did the student show exploration and a developed thought process through their sketching
• How proficient is the student at form development for their proposed design concept
• How well does the student understand Primary, Secondary, and Tertiary form
• How well did the student exhibit an understanding of light and shadow
With a more comprehensive definition and more detailed criterion for all objectives, the faculty are able to instruct on each topic and assign projects that provide more opportunity to evaluate student performance resulting in an improvement in our results. Since these changes are still recent, the unit will continue to use these objectives and criterion for the next few cycles.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

The 15/16 cycle was developed more from obligation rather than a true understanding of the system and how it can help us improve. All of the things that the unit were currently doing, the end of the semester desk critiques and evaluation of student progress, could be documented in LiveTEXT to assist in the further development of student learning/success as well as help with placement after graduation. In the spring of 2018, the program went through an accreditation. In the lead up to the accreditation, it was found that there was not a consistent report of student progress and the Weave website was too difficult to get any documentation. With the change to LiveTEXT and the accreditation, the unit decided to develop goals that were based on the accreditation standards and use those to better suit the students and allow for better reporting for future accreditation. The recent NASAD inspired rubric identified areas where the unit can improve. The unit has been evaluating those areas for the past cycle. There has been improvement but the unit wishes to continue reporting on the goals and objectives, within the current criterion, for the next few cycles to truly have a baseline standard to base evaluations on. One example of current improvements is illustrated in the above question. The comprehensive definition, as well as detailed criterion, provide the faculty with the ability to see, on all levels, how the students preform and that they were all evaluated at the same time on the same portion of the assessment.

Attachments (optional)
Upload any documents which support the program / department assessment process.
17_18_BIDFinalReporting.pdf