2016-2017 Assessment Cycle ARTS_Industrial Design BID

Mission (due 1/20/17)

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 / Department / Program Mission

College Mission
Provide the college mission in the space provided. If none is available, write "None Available in 2016-2017."
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.

Department / Program Mission
Provide the department / program mission in the space provided. If none is available, write "None Available in 2016-2017".
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.

Assessment Plan (due 1/20/17)

Assessment List (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.
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.
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
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
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.
Legends	
Standards/Outcomes	
Assessment Measures	

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

Results & Improvements (due 9/15/17)

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.

Goal/Objective	Design Cultivate student ability to design products and systems with a foundational understanding of how products and systems are made.
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	
Assessment Measures	<table><tr><td>**Assessment Measure**</td><td>**Criterion**</td></tr><tr><td>Direct - Project</td><td>80% of our students will score above average</td></tr></table>
Assessment Findings	<table><tr><td>**Assessment Measure**</td><td>**Criterion**</td><td>**Summary**</td><td>**Attachments of the Assessments**</td><td>**Improvement Narratives**</td></tr><tr><td>Direct - Project</td><td>Has the criterion 80% of our students will score above average been met yet? Not met</td><td>The target was 80 and the students acheived a 72. The feeling from the faculty was that the overall competency was strong but there is a need for improvement. What we can do for next cycle is to look at the projects assigned and see where they can get more indepth in regards to design in general.</td><td>16_17_Finals_LiveText_RubricsS.pdf</td><td>- 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.</td></tr></table>

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.

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.
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 71% when needing a 70%. This was a success but the need for the visualization of conceptualization is so important and how that is applied to the development of form is vital. Next cycle, there can be a larger push for students to first visualize their concepts in conjunction with their building.	16_17_Finals_LiveText_RubricsS.pdf	- Assessment Process: Measures changed: 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.

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

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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 70% and this can be considered a success since the translation of an idea from thought or sketch, on paper, into 3-dimensional form is difficult for any Industrial Designer. The ID program at ULL is highly focused on the build culture where developing the physical skills to match the digital skills, with a tangible	16_17_Finals_LiveText_RubricsS.pdf	- Assessment Process: Measures changed: 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.

			result, is always the main goal of the semesters project. The years are built as such: 2nd year is about exploring and discovering physical form, 3rd year is about implementin g an intentional form, and 4th year is perfecting your form skill set. In order to improve this for next cycle, the ID program can continue gathering data and create more critiques based on 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

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	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? Not met	Students needed to score 80% but achieved 73%. This can be considered a success since the application of research to a project is highly subjective and projects over the 3 years have differing levels of complexity. A project, held in spring semester of the junior year, connects students with a research participant group. The idea is students learn how to perform a research activity and apply that to their projects in	16_17_Finals_LiveText_RubricsS.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.

| | | senior year. Next cycle, there can be a larger push for research and the application of that research as more than a scholarly activity but rather 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.

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.
Legends	
Standards/Outcomes	
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	Presentations are always difficult but the students did well. There is a need to present to a	16_17_Finals_LiveText_RubricsS.pdf	- Assessment Process: Continuous monitoring: This improvement type was selected due

| | | average been met yet? Not met | group and be able to do this well. What can happen for next year is an increase of group presentations and practice prior to final presentations . To do this, we can make a larger emphasis on the presentations and remind students of the dates of presentations and provide the means for the students to practice prior to the event in either a student or professor run exercise. | | to the need for continuing monitoring of the students in the unit. To improve 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 9/15/17)

Reflection

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

2) How frequently were assessment results shared in the unit?

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 (selected)
Departmental assessment committee (selected)
Other faculty / staff

4) What were the measurable or perceivable effects on your current (2016-2017) findings based on prior action plans (created in 2015-2016)?

With the new assessment goals and objectives that align more closely with our accrediting body we were able to now assess those goals that will assist us with our NASAD accreditation. Currently, the perceivable effects were that we had a more focused description and an assessment rubric. We also found that within some students a poor work ethic has been

identified, which effects the total performance outcome of the group. After using the rubric, the unit felt it needs to update the rubric for places it did not apply to the unit as a whole.

5) What has the unit learned from the current assessment cycle?

What was learned during this cycle was even though we did not fully meet our goals, we were, in some cases, close to the desired target. The new accreditation inspired rubric showed where the unit can improve for next year. After this assessment cycle, the unit will review the rubric and evaluate it to make sure it works for every year in the program. After that evaluation, we will update that rubric and use it for the two end-of-the-semester-desk-crits held in Fall and Spring semesters.

Attachments