## Option 2
### Program Level Outcomes Assessment Plan

Program Name/College **BFA Industrial Design / College of Imaging Arts and Sciences**
College Contact for Program Level Assessment **Stan Rickel**

Program Goal: **Obtain hands-on experience in graphic visualization, technical drawing, model making and prototype development.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Academic Program Profile</th>
<th>Data Source/Measure Curriculum Mapping</th>
<th>Benchmark</th>
<th>Timeline</th>
<th>Data Analysis Key Findings</th>
<th>Use of Results Action Items</th>
</tr>
</thead>
</table>
| Create 2D and 3D compositions that follow basic design principles | □ Critical Thinking  
□ Ethical Reasoning  
□ Integrative Literacies  
□ Global Interconnectedness  
□ Creative/Innovative Thinking | IDDE-202: Sophomore Studio II,  
Assignment: Project  
Learning Assessment method: Rubric. | 90% of students will achieve Satisfactory level or better on project assignment. | Course faculty will collect data on course results at the end of 2013 academic year and biannually thereafter. | Course faculty and program director.  
Key findings will be presented at Course and Thesis bi-annual review. | Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2013 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
| Communicate effectively design intent in 2D and 3D formats | □ Critical Thinking  
□ Ethical Reasoning  
□ Integrative Literacies  
□ Global Interconnectedness  
□ Creative/Innovative Thinking | IDDE-302: Junior Studio II,  
Assignment: Project  
Learning Assessment method: Rubric. | 90% of students will achieve - Satisfactory level or better on project assignment. | Course faculty will collect data on course results during Spring 2013 and biannually thereafter. | Course faculty and program director.  
Key findings will be presented at Course and Thesis bi-annual review. | Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2013 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
| Integrate analog and digital visualization techniques | □ Critical Thinking  
□ Ethical Reasoning  
□ Integrative Literacies  
□ Global Interconnectedness  
□ Creative/Innovative Thinking | IDDE-402: Senior Studio II  
Assignment: Project  
Learning Assessment method: Rubric. | 90% of students will achieve -Satisfactory level or better on project assignment. | Course faculty will collect data on course results during Spring 2013 and biannually thereafter. | Course faculty and program director.  
Key findings will be presented at Course and Thesis bi-annual review. | Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2013 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
## Program Level Outcomes Assessment Plan

**Program Name/College**: BFA Industrial Design / College of Imaging Arts and Sciences  
**College Contact for Program Level Assessment**: Stan Rickel

**Program Goal**: Develop the aesthetic sensitivity, technical competence, social and environmental awareness, and analytical thought to design solutions to address social, economical, environmental and global needs.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Academic Program Profile Data Source/Measure Curriculum Mapping</th>
<th>Benchmark</th>
<th>Timeline</th>
<th>Data Analysis Key Findings</th>
<th>Use of Results Action Items</th>
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<tbody>
<tr>
<td>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</td>
<td><strong>Alignment to the five RIT essential outcomes. Check all that apply. Double click on the check box and find the Default Value and click Checked to check the box. To uncheck the box, double click and then click Not Checked.</strong></td>
<td><strong>Assessment opportunity (course/experience, method/measures, assignment/rubric)</strong></td>
<td><strong>Standard, target, or achievement level (usually a %)</strong></td>
<td><strong>Statement of student Success</strong></td>
<td><strong>Identify who is responsible and list key findings</strong></td>
</tr>
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<td></td>
<td><strong>Identify how results are used and shared list any recommendations or action items</strong></td>
</tr>
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</table>
| Develop design solutions that integrate form, function and user experience | **Critical Thinking**  
**Ethical Reasoning**  
**Integrative Literacies**  
**Global Interconnectedness**  
**Creative/Innovative Thinking** | **IDDE-408: ID Senior Thesis II**  
**Assignment: Thesis**  
Learning Assessment method: Rubric, thesis evaluators review. | **90% of students will achieve Satisfactory level or better on Thesis.** | **Course faculty will collect data on course results during Spring 2014 and biannually thereafter.** | **Course faculty and program director.**  
Key findings will be presented at Course and Thesis bi-annual review.  
Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2014 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
| Create design solutions to address social, economical and environmental needs | **Critical Thinking**  
**Ethical Reasoning**  
**Integrative Literacies**  
**Global Interconnectedness**  
**Creative/Innovative Thinking** | **IDDE-408: ID Senior Thesis II**  
**Assignment: Thesis**  
Learning Assessment method: Rubric, thesis evaluators review. | **90% of students will achieve Satisfactory level or better on Thesis.** | **Course faculty will collect data on course results during Spring 2014 and biannually thereafter.** | **Course faculty and program director.**  
Key findings will be presented at Course and Thesis bi-annual review.  
Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2014 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
| Discuss and integrate current design theories | **Critical Thinking**  
**Ethical Reasoning**  
**Integrative Literacies**  
**Global Interconnectedness**  
**Creative/Innovative Thinking** | **IDDE-408: ID Senior Thesis II**  
**Assignment: Thesis**  
Learning Assessment method: Rubric, thesis evaluators review. | **90% of students will achieve Satisfactory level or better on Thesis.** | **Course faculty will collect data on course results during Spring 2014 and biannually thereafter.** | **Course faculty and program director.**  
Key findings will be presented at Course and Thesis bi-annual review.  
Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2014 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
## Option 2
### Program Level Outcomes Assessment Plan

**Program Name/College**: BFA Industrial Design / College of Imaging Arts and Sciences  
**College Contact for Program Level Assessment**: Stan Rickel

**Program Goal**: Understand the role of design in culture and commerce.

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<td>Assessment opportunity (course/experience, method/measures, assignment/rubric)</td>
<td>Standard, target, or achievement level (usually a %) Statement of student Success</td>
<td>Identify when and how data are collected, aggregated, and analyzed</td>
<td>Identify who is responsible and list key findings</td>
<td>Identify how results are used and shared list any recommendations or action items</td>
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</table>
| Identify solutions that address prototyping and manufacturing realities | Critical Thinking  
Ethical Reasoning  
Integrative Literacies  
Global Interconnectedness  
Creative/Innovative Thinking | IDDE-408: ID Senior Thesis II  
Assignment: Thesis  
Learning Assessment method: Rubric, thesis evaluators review. | 90% of students will achieve Satisfactory level or better on Thesis. | Course faculty will collect data on course results during Spring 2014 and biannually thereafter. | Course faculty and program director.  
Key findings will be presented at Course and Thesis bi-annual review. | Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2014 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
| Perform product testing and analysis | Critical Thinking  
Ethical Reasoning  
Integrative Literacies  
Global Interconnectedness  
Creative/Innovative Thinking | IDDE-408: ID Senior Thesis II  
Assignment: Thesis  
Learning Assessment method: Rubric, thesis evaluators review. | 90% of students will achieve Satisfactory level or better on Thesis. | Course faculty will collect data on course results during Spring 2014 and biannually thereafter. | Course faculty and program director.  
Key findings will be presented at Course and Thesis bi-annual review. | Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2014 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |
| Critical analysis and presentation of thesis project in a public defense | Critical Thinking  
Ethical Reasoning  
Integrative Literacies  
Global Interconnectedness  
Creative/Innovative Thinking | IDDE-408: ID Senior Thesis II  
Assignment: Thesis  
Learning Assessment method: Rubric, thesis evaluators review. | 90% of students will achieve Satisfactory level or better on Thesis. | Course faculty will collect data on course results during Spring 2014 and biannually thereafter. | Course faculty and program director.  
Key findings will be presented at Course and Thesis bi-annual review. | Results shared with faculty, collaborators and advisory board at bi-annual review beginning at the conclusion of 2014 academic year.  
Results may be used to adjust courses and/or thesis requirements as appropriate. |