

**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.**

**Option 2**

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes. Check all that apply. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b> .	Assessment opportunity (course/experience, method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared list any recommendations or action items
Create 2D and 3D compositions that follow basic design principles	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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

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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.**

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes. Check all that apply. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b> .	Assessment opportunity (course/experience, method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared list any recommendations or action items
Develop design solutions that integrate form, function and user experience	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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.

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College Contact for Program Level Assessment **Stan Rickel**

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

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.	Alignment to the five RIT essential outcomes. Check all that apply. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b> .	Assessment opportunity (course/experience, method/measures, assignment/rubric)	Standard, target, or achievement level (usually a %) Statement of student Success	Identify when and how data are collected, aggregated, and analyzed	Identify who is responsible and list key findings	Identify how results are used and shared list any recommendations or action items
Identify solutions that address prototyping and manufacturing realities	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> 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.