Mission:
The Robert Busch School of Design (herein noted as RBSD) at Kean University has several related goals that are aligned with the University Mission.

Relative to the University’s goals, RBSD dedicates itself to the intellectual, cultural, and personal growth of all its members — students, faculty, and professional staff. We prepare students to think critically, creatively and globally; to adapt to changing social, economic, and technological environments; and to serve as active and contributing members of their communities.

RBSD offers a wide range of demanding programs dedicated to excellence in instruction and academic support services necessary to assure its socially, linguistically, and culturally diverse students the means to reach their full potential, including students from academically disadvantaged backgrounds, students with special needs, and adults returning or entering higher education.

RBSD is steadfast in maintaining a student-centered educational environment in which diversity can flourish and an atmosphere in which mutual respect characterizes relations among the members of a pluralistic community. RBSD seeks to combine excellence with equity in providing opportunities for all students.

At RBSD there is a focus on teaching excellence which is supported by a commitment to research, scholarship, creative work, and innovative uses of technology. The focus includes the advancement of knowledge in the traditional disciplines and the enhancement of skills in professional areas. RBSD is committed to providing global educational opportunities for students and faculty.

RBSD is interactive - we collaborate with business, government and the arts, as well as educational and community organizations to provide the region with cultural events and services. RBSD is also committed to providing students and faculty educational opportunities in national and international arenas.

Specifically, RBSD faculty is dedicated to providing an exceptional educational experience while fostering the knowledge, skills, creativity, and professionalism necessary to prepare graduates for careers as professional designers. As such, we are devoted to academic rigor, curricular innovation, critical thought, and teaching excellence. The School of Design is aligned with and
accredited by the philosophy and goals of two external accrediting organizations: Council for Interior Design Accreditation (CIDA) and National Schools of Art and Design (NASAD).

The RBSD mission also undertakes to inform the public about the critical contribution that designers make in changing the world and to this end we are also dedicated to reaching out to the wider community through programs of public information and service.

With a broad foundation in liberal arts (GE), a core foundation in the basics of design elements and principles, a thorough grounding in design concepts, artistry, craft, and technologies, followed by a concentration in selected area of design, the School of Design programs of study offer students intensive theory and practice and an integrated curriculum to provide them with the tools they need to help shape the future of human lives.

The collective programs of RBSD have a focus is on critical and creative thinking, aesthetic awareness, effective use of technology, awareness of sustainability relative to the profession, diversity and social sensitivity, ethical professional practices, career opportunity, and global perspectives.

SCHOOL OF DESIGN / OVERARCHING GOALS

(D1) Prepare our students for professional work and successful careers in design through integrated programs that foster technological expertise, creative and critical thinking.

(D2) Inspire highly motivated and qualified students in the joy of exploration and creative and intellectual engagement.

(D3) Sensitize students to a breadth of humanistic concerns including cultural diversity, social consciousness, professional ethics, sustainability in design, and awareness of global issues.

Assessment Process:

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)

Direct Measure # 1:
Entry portfolio review used as a baseline.

Direct Measure # 2: Continuation portfolio review.

Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty review of student work.
Direct Measure # 3:
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

Indirect Measures:
1. Grades/GPA
2. Discussion with Freshmen and first semester Sophomore students.
3. Qualtrics exit survey

# 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)

Direct Measure # 1: Research papers and oral presentations in capstone course.

Direct Measure # 2:
Enter portfolio review used as a baseline.

Direct Measure # 3: Portfolio continuation review.

Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty survey.

Direct Measure # 4:
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

Indirect Measures:
1. Grades/GPA
2. Discussion with Freshmen and first semester Sophomore students.
3. Qualtrics exit survey

#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)

Direct Measure # 1:
Enter portfolio review used as a baseline.

Direct Measure # 2: Continuation portfolio review.
Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty survey.
Direct Measure # 3:
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

Indirect Measures:
1. Grades/GPA
2. Discussion with students during exit review.

# 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)

Direct Measure # 1:
Entry portfolio review used as a baseline.

Direct Measure # 2: Continuation portfolio review.
Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty survey.

Direct Measure # 3:
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

Indirect Measures:
1. Grades/GPA
2. Graduating senior survey/discussion

# 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)

Direct Measure # 1:
Entry portfolio review used as a baseline.

Direct Measure # 2: Continuation portfolio review.
Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty survey.

Direct Measure # 3:
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

Indirect Measures:
1. Grades / GPA
2. Graduating senior survey/discussion
# 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)

**Direct Measure # 1:** Research papers and oral presentations in capstone.

**Direct Measure # 2:**
Entry portfolio review used as a baseline.

**Direct Measure # 3:**
Continuation portfolio review.
Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty survey.

**Direct Measure # 4:**
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

**Indirect Measures:**

1. Grades / GPA
2. Graduating senior survey/discussion

# 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)

**Direct Measure # 1:**
Entry portfolio review used as a baseline.

**Direct Measure # 2:** Continuation portfolio review.
Interior Design rubric to document proficiencies and deficiencies.
Graphic Design and Industrial Design faculty survey.

**Direct Measure # 3:**
Exit portfolio review.
Rubrics to document proficiencies and deficiencies.

**Indirect Measures:**

1. Grades / GPA
2. Graduating senior survey/discussion

# 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)
Direct Measure # 1:
Entry portfolio review and the continuation review used as a baseline.

Direct Measure # 2:
Exit portfolio review.
Rubric to document proficiencies and deficiencies.

Indirect Measures:
1. Grades / GPA
2. Graduating senior survey/discussion

# 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)

Direct Measure # 1:
Entry portfolio review and the continuation review used as a baseline.

Direct Measure # 2:
Exit portfolio review.
Rubric to document proficiencies and deficiencies.

Indirect Measures:
1. Grades / GPA
2. Graduating senior survey/discussion