Mission:
The School of Design (and its collective programs) at Kean University has several related goals that are aligned with the University Mission.

The School of Design 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 School of Design 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.

Summarily, the School of Design collective programs 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 MAJOR 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:
Upon application to the School of Design, students must present a portfolio of creative work for evaluation and entry. The purpose of the portfolio review is to assess basic visual skills, and an aptitude for a BFA / BID studio-oriented major. The entry portfolio review also provides the School of Design with a realistic basis for initial overall assessment, advisement regarding placement in a major area of study, and for assuring the students’ growth as they move through the program. Students who are accepted into this degree program at the time of the portfolio review are given “declared” BFA & BID major status.

The continuation review occurs at the sophomore level and is scheduled as part of the required area specific foundation course. At this point, students have completed sufficient coursework in the design core and foundation areas to determine their aptitude, talent and motivation. The continuation review includes course work from five core courses and three to five foundation courses (number relative to the program area). The purpose of the continuation review is to assess the student’s strengths and areas needing improvement; to advise them on courses of action to secure their success in the design program, and to determine their continuation in the program.

In addition, two capstone courses (seminar and studio) require a research report and presentation, and portfolio review as part of the course requirements. This senior portfolio review brings in external evaluators (area specific design advisory board members, professional members of the design community along with faculty to determine the success of the student’s body of work.

On a day-by-day, semester-by-semester basis, other means by which quality can be assessed include: minimum GPA average in the major, student awards, student internship and coop employment, as well as graduates career launch employment statistics.

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**Students who graduate with a BFA or BID in Design should be able to:**

**SLO1:** 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 4) (GE: K4, S2, S4, S5) (D1, D2)

**Direct Measure:** Portfolio review upon entry and at sophomore continuation review with using a rubric to document proficiencies.

**Indirect Measure:** Course grades; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; course syllabi analyzed for evidence of course or program coherence, opportunities for active and collaborative learning; Interviews and focus groups with students, asking why they achieve some learning goals well and others less well.

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**SLO2:** 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, K4, S1, S2, S4, S5) (D2, D3)

**Direct Measure:** Research projects and presentations, scored using a rubric; Other written work and presentations, scored using a rubric; Scores on locally-designed multiple choice and essay tests such as final examinations, accompanied by test “blueprints” describing what the tests assess;

**Indirect Measure:** Course grades; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; Questions on end-of-course student evaluation forms that ask about the course rather than the instructor; Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a course or program

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**SLO3:** 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: S4, S5) (D1, D2, D3)

**Direct Measure:** Portfolio evaluation at sophomore continuation review with using a rubric to document proficiencies and portfolio exit review also using a rubric to document proficiencies.

**Indirect Measure:** Course grades; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; course syllabi analyzed for evidence of course or program coherence, opportunities for active and collaborative learning; Interviews and focus groups with students, asking why they achieve some learning goals well and others less well.

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**SLO4:** 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: K4, S1, S2, S4, S5) (D1, D2, D3)

**Direct Measure:** Portfolio evaluation at sophomore continuation review with using a rubric to document proficiencies and portfolio exit review also using a rubric to document proficiencies.

**Indirect Measure:** Course grades; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; course syllabi analyzed for evidence of course or program coherence,
opportunities for active and collaborative learning; Interviews and focus groups with students, asking why they achieve some learning goals well and others less well; Student participation rates in faculty research, publications and conference presentations, Honors, awards, and scholarships earned by students, and alumni; Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups; Alumni perceptions of their career responsibilities and satisfaction.

SLO5: 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: K4, S1, S2, S4, S5)  (D1, D2, D3)

Direct Measure: Portfolio evaluation at sophomore continuation review with using a rubric to document proficiencies and portfolio exit review also using a rubric to document proficiencies.

Indirect Measure: Course grades; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; course syllabi analyzed for evidence of course or program coherence, opportunities for active and collaborative learning; Interviews and focus groups with students, asking why they achieve some learning goals well and others less well; Student participation rates in faculty research, publications and conference presentations; Voluntary student attendance at disciplinary seminars and conferences and other intellectual/cultural events relevant to a course or program; Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups; Alumni perceptions of their career responsibilities and satisfaction.

SLO6: 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: K4, S1, S2, S4, S5)  (D1, D2, D3)

Direct Measure: Portfolio evaluation at sophomore continuation review with using a rubric to document proficiencies and portfolio exit review also using a rubric to document proficiencies.

Indirect Measure: Course grades; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; course syllabi analyzed for evidence of course or program coherence, opportunities for active and collaborative learning; Interviews and focus groups with students, asking why they achieve some learning goals well and others less well; Student participation rates in faculty research, publications and conference presentations; Honors, awards, and scholarships earned by students, and alumni; Student/alumni satisfaction with their learning, collected through surveys, exit interviews, or focus groups; Alumni perceptions of their career responsibilities and satisfaction.

SLO7: 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: K4, S1, S2, S4, S5)  (D1, D2, D3)

Direct Measure: Portfolio exit review using a rubric to document proficiency; Observations of student behavior in
critique presentations and group discussions, undertaken systematically and with notes recorded systematically; Student reflections on their values, attitudes and beliefs.

**Indirect Measure:** Placement rates of graduates into appropriate career positions and starting salaries; admission rates into graduate programs and graduation rates from those programs; Quality/reputation of graduate and four-year programs into which alumni are accepted; Alumni perceptions of their career responsibilities and satisfaction; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; Student/alumni satisfaction with their learning, collected through surveys, exit interviews, and focus groups; Honors, awards, and scholarships earned by students and alumni.

**SLO8:** Synthesize the relationship among studies in the liberal arts, general visual arts, business, and design in the creation of a body of work and research project.
(KU 1, KU 2, KU 3, KU 4)  (GE: K2, K3, K4, S1, S2, S4, S5)  (D1, D2, D3)

**Direct Measure:** Portfolio review using a rubric to document proficiency. “Capstone” experience research project and presentation.

**Indirect Measure:** Course grades; Student ratings of their knowledge and skills and reflections on what they have learned; Course syllabi analyzed for evidence of course or program coherence, opportunities for active and collaborative learning; Interviews and focus groups with students, asking why they achieve some learning goals well and others less well; Student participation rates in faculty research, publications and conference presentations;

**SLO9:** 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: K4, S1, S2, S4, S5)  (D1, D2, D3)

**Direct Measure:** Portfolio review using a rubric to document proficiency.

**Indirect Measures:** Placement rates of graduates into appropriate career positions and starting salaries; admission rates into graduate programs and graduation rates from those programs; Quality/reputation of graduate and four-year programs into which alumni are accepted; Alumni perceptions of their career responsibilities and satisfaction; Student ratings of their knowledge and skills and reflections on what they have learned in the course or program; Student/alumni satisfaction with their learning, collected through surveys, exit interviews, and focus groups; Honors, awards, and scholarships earned by students and alumni.

**ALIGNMENT KEY**

**KU Student Outcomes:** *Kean University graduates should be able to:*
1. Think critically, creatively and globally;
2. Adapt to changing social, economic, and technological environments;
3. Serve as active and contributing members of their communities; and
4. Advance their knowledge in the traditional disciplines (GE) and enhance their skills in professional areas (Prof. pgms)
General Education Student Learning Outcome

**Student Learning Outcomes – Knowledge:** Students will demonstrate proficiency in knowledge and content by:

- (K1) applying the scientific method to comprehend natural concepts and processes;
- (K2) evaluating major theories and concepts in social sciences;
- (K3) relating historical references to literature; and
- (K4) evaluating major theories and concepts in the fine arts.

**Student Learning Outcomes – Skills:** Students will demonstrate the skills necessary to:

- (S1) write to communicate and clarify learning;
- (S2) communicate effectively through speech;
- (S3) solve problems using quantitative reasoning;
- (S4) think critically about concepts in multiple disciplines; and
- (S5) show information literacy.

**SCHOOL OF DESIGN GOALS & LEARNING OUTCOMES**

(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.