

Annual Departmental Assessment Report

Department or Program: Product Design

Academic Year of Report: 2018-19

Department Contact Person for Assessment: Kiersten Muenchinger

Section 1: Learning Objectives Assessed for this Report

For each major in the department, list the learning objectives that were assessed during this period.

BFA

1. Learning Goal 1: Students will be able to create a 2D visual representation of a product
2. Learning Goal 2: Students will be able to create a 3D physical representation of a product
3. Learning Goal 3: Students will be able to create a text discussion of a need for a product and the innovative features of a product they have developed compared to existing products
4. Learning Goal 4: Students will be able to create a verbal defense of a product and its key features

MS in Sports Product Design

1. Learning Goal 1: Students will be able to create industry-competitive Sports Apparel
2. Learning Goal 2: Students will be able to create industry-competitive Sports Footwear
3. Learning Goal 3: Students will be able to create industry-competitive Sports Equipment
4. Learning Goal 4: Students will be able to create a project appropriate for contemporary introduction to the Sports Product industry as assessed by innovation, fabrication, financial viability and user need.

Section 2: Assessment Activities

For each learning outcome, describe what information was collected, how it was analyzed and discussed, and the conclusions that were drawn from the analysis. In the narrative, reference all relevant means of collecting information about learning goals, including direct measures (e.g. assessment of student assignments), indirect measures (e.g. overall grade patterns in a particular course, student reflections on learning, SERU data), and qualitative information (e.g. faculty observations, student input). While the choice of which assessments are most meaningful is up to the department, a mix of direct and indirect measures is requested.

BFA

Each of the four Learning Goals outlined was assessed through the development and assessment of three capstone projects. Each of the three projects is chosen from at least nine possible projects by the individual students so that the student can focus in an area of interest, or develop an area that is challenging. Each of the three projects requires a 2-dimensional, a 3-dimensional, a text and a verbal presentation.

Each of the three capstone projects is assessed by at least three faculty members in the Product Design Department, including the instructor for the class in which the project prompt, or brief, was given. Critical feedback may also be given professional designers from other departments or outside of UO, and by student peers. Assessments methods may include written feedback, sometimes given on rubrics, as requested by the instructor of the course. Assessments always include verbal feedback given by the faculty and professional designers in attendance at project presentations. Project presentations may include one or two mid-term presentations, and always include a final project presentation.

In addition to project presentations, the instructor of a capstone project course will assess individual assignments and grade them. Final grades given for the course are not determined by the additional faculty, professionals and peers who provide critical feedback at project presentations.

Product Design Department faculty members who participate in final presentation critiques confer regarding the overall quality of projects in the group, how the group responded to the given design brief, and individual stand-out projects for high and low quality. These conferences are used as reflection on the degree curriculum overall, and additional needs, such as fabrication facilities or technologies.

MS in Sports Product Design

Each of the four Learning Goals outlined was assessed through the development and assessment of 10-15 short projects and one capstone project of the student's choice and design development. Each project requires a 2-dimensional, a 3-dimensional, a text and a verbal presentation that is assessed for innovation, fabrication, financial viability and user need.

The capstone project is assessed by at least three faculty members in the Product Design Department, including the instructor for the capstone studio class. Critical feedback may also be given professional designers from other departments or outside of UO, and by student peers. Assessments methods may include written feedback, sometimes given on rubrics, as requested by the instructor of the course. Assessments always include verbal feedback given by the faculty and professional designers in attendance at project presentations. Capstone project presentations may include one to four mid-project presentations, and always include a final project presentation.

In addition to project presentations, the instructor of every studio project course will assess individual assignments and grade them. Final grades given for the course are not determined by the additional faculty, professionals and peers who provide critical feedback at project presentations.

Product Design Department faculty members who participate in final presentation critiques confer regarding the overall quality of projects in the group, how the group responded to the given design brief, and individual stand-out projects for high and low quality. These conferences are used as reflection on the degree curriculum overall, and additional needs, such as fabrication facilities or technologies.

Section 3: Actions Taken Based on Assessment Analysis

For each learning goal assessed for each major, describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Describe how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

BFA

The BFA curriculum was modified last year to its present form. As such, assessment activities and actions are directed to understanding the benefits of the new curriculum overall, and the benefits of courses that are now scheduled to run concurrently. The goal is to coordinate efforts in classes. For example, a class that focuses on 2D representation of a project will occur concurrently to a class in which 3D representation of a project occurs, allowing the same project to be represented in 2D and 3D simultaneously.

MS in Sports Product Design

The MS in Sports Product Design is in its third year of operation. As such, assessment activities and actions are directed to understanding the benefits of the new curriculum overall, and the benefits of individual courses. The main goal is to assess not only the Product Design courses, but the impact of elective courses provided by other departments, including Human Physiology, Journalism and Business within UO, and courses provided by Portland State university through a MOU.

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

BFA

The new BFA curriculum was developed to enhance the student experience by reducing the number of years required for a student to complete a BFA degree and allowing a student to participate in major courses earlier in their degree progression. As mentioned in Section 3, concurrent courses have been positioned for synergistic learning between classes.

MS in Sports Product Design

The innovation lab used by Sports Product Design students has moved locations and been improved with additional equipment for human assessment and fabrication. An additional TTF faculty member was hired this year, as was a student services and recruiting specialist and a full time innovation lab technician.

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this years' analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

BFA

Analysis of the overall curriculum, and assessment of the organizational opportunities and challenges are the goals for the 2018-19 and the 2019-20 AY's assessments of the BFA degree.

MS in Sports Product Design

Analysis of the overall curriculum and assessment of the integration of primary data collection to influence the development of sports products are the goals for the 2018-19 and the 2019-20 AY's assessments of the MS degree.