Department/Program: Engineering + Design / Industrial Design

Assessment Coordinator: Program Director – Prof. Jason A. Morris

Departmental Mission:
The Engineering & Design department at Western Washington University serves current students, industry, the University, and the citizens of Washington State by developing industry-ready graduates through a combination of creative problem-solving, analytical skills development, and experiential learning. The educational experience we provide emphasizes teamwork, communication, critical thinking, and an understanding of the impact of design, engineering, and manufacturing solutions in a global, economic, environmental, and societal context.

Industrial Design Program Educational Objectives

The Industrial Design program at Western Washington University focuses on preparing graduates to be able to apply the latest creative and technical skills necessary for careers in the design and development of products for corporations and design consultancies.

Industrial Design Program Student Learning Outcomes:

Upon graduation, majors will have:
1. The ability to design innovative, functional and desirable product solutions.
2. The ability to communicate visually through drawing, rendering, models, and graphics.
3. The ability to create visualizations of design concepts using computer software.

GUR Student Learning Outcomes

It is the intention that industrial design students learn about communication skills, math and physics principles, an understanding of sociology, psychology, anthropology, with an awareness of history and where they exist within that context and how it informs their design work.

Student Learning Outcomes Assessed This Year

Assessment was done on June 9th, 2016 in Seattle, WA during the senior exhibition. This exhibition showcases the peak outcomes and demonstrated skills through a senior design project. At the end of winter quarter, assessment was also done during the final presentation of a senior student project sponsored by Artefact of Seattle which also provided evidence of these outcomes.
1. The ability to design innovative, functional and desirable product solutions.
2. The ability to communicate visually through drawing, rendering, models, and graphics.
3. The ability to create visualizations of design concepts using computer software.
<table>
<thead>
<tr>
<th>Type of Change</th>
<th>SLOs Targeted for Improvement</th>
<th>Description of Program Improvement</th>
<th>Rationale</th>
<th>Evidence that will demonstrate if this change improves student learning.</th>
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<tbody>
<tr>
<td>Curricular</td>
<td>1, 2</td>
<td>ID110 Industrial Design Foundation 1 – Drawing</td>
<td>As incoming students, their training in drawing is widely varied in amount and approach. This course teaches them the foundational basics of line, shadow, representation, anatomy, sketching, perspective and creativity.</td>
<td>Drawing and sketching quality and preparation for ID310.</td>
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<td>I created and developed this new course to better equip the ID students with drawing skills.</td>
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<td>Curricular</td>
<td>1, 2, 3</td>
<td>ID120 Industrial Design Foundation 2 – Color and Form</td>
<td>Prior to this course, students took Art 120 and 130 which had learning outcomes that were inconsistent from year to year and were largely irrelevant to our profession.</td>
<td>Improvement in design, form development, color palette design in subsequent courses.</td>
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<td>I created and developed this new course on color and form. This studio course teaches color and three dimensional form theory and application as it relates to the practice of industrial design. Two-dimensional form, color structure, and composition are investigated here through various ideas, practice and principles.</td>
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<td>Curricular</td>
<td>1, 2</td>
<td>ID210: ID Models and Prototypes</td>
<td>The previous course, woodworking, was useful in the areas of safety and tool use, but was mostly irrelevant to the ID profession. Evidence of this was shown through the Student Success Collaborative report, which showed zero correlation between that course and student success.</td>
<td>Model making, safety and conduct in the labs in evident in subsequent ID courses.</td>
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<td>This year Instructor Jerimiah Welch and I developed a new course that is a radical departure from the woodworking course that it was. Making it relevant to the ID profession while teaching safety and machine tool use. It’s first offering in the fall was a good success, and will be improved further for next year.</td>
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| Curricular | 1, 2 | One Art History elective is being added to the requirements. 
More Art History elective options have been added. This is due to new relevant course offerings. | This is due to NASAD accreditation standards which 10 – 15% of the total credit hours devoted to Art/Design history. This would be a minimum of 18 credits, so by adding one 3 credit hour course, the program would fulfill these standards. | Increased understanding of historical context of art, architecture and design. |
| Curricular | 1, 2 | Entrance portfolio requirements: Art 120 is being removed as a substitute for ID 120. | The course content for ID 120 is more intensive and relevant for ID, which includes color theory, application and three dimensional form. | Improvement in design, form development, color palette design in subsequent courses. |
| Student Support | 1, 2 | More Art Studio elective options are being added to allow for flexibility in scheduling, availability and interest. | Art Studio courses of 200 and 300 level are very difficult to access for our majors, in spite of the fact that they are required for graduation. This change will help in scheduling. | Improved time to graduation |
| Pedagogy | 1, 2 | ID220: Sophomore ID studio 1 
I completely re-designed this course for this past winter quarter. The focus was on 2 and 3 week projects that emphasized the creative design process. From research to conceptualization, prototyping, modelling, photography and presentation. | I wanted to change the emphasis from model making craftsmanship to all of the design skills of the product development process. Also to lead the students through the process. | Quality of design solutions and subsequent courses. |
| Resources | 1,2,3 | Room 129 ID Creative Studio:  
I re-configured the room 129, which was under-utilized, and added a material library, large format scanning station, two digital Wacom Cintiq display workstations, design magazines and journals, and a product photography studio. This has used this year by all of our majors, but could be accessed more. | This room was under utilized and the ID spaces on the 3rd floor were packed and over-crowded. This is intended to encourage students to use this space for collaborative projects. | Decrease over-crowding in 3rd floor studio, more tools and equipment available to students. |