

Option 1

Program Level Outcomes Assessment Plan

Program Name/College: **CIAS-UG-Metals and Jewelry Design**

College Contact for Program Assessment: Juan Carlos Caballero-Perez

Program Goals	Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items and Dissemination
Please List program-level goals	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 <input checked="" type="checkbox"/> Double click on the check box and find the Default Value and click Checked to check the box. To uncheck, the box, double click and then click Not Checked .	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
1. Prepare students for professional practice or for graduate study as disciplined, critical thinkers in their field.	Critically appraise their work for entry in juried art venues and events.	<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	CMTJ-502 Work entered into juried competitions./Document results of student participation. (Number of applications, students and work acceptances.)	Students will apply to 8 juried exhibitions and be accepted into a minimum of 3. (37.5% overall acceptance rate.)	Course faculty will collect data on course results for the Spring semester Senior year at the end of 2013 academic year and biannually thereafter.	Faculty cataloging accepted work. Key Findings: 100% Senior participation. 80 entries, 30 students accepted. 37.5% acceptance rate.	Results may be used to adjust courses and/or course requirements as appropriate. Key findings and recommendations communicated as needed.
2. Instruct students to apply effective visual, verbal, written, and technological literacy skills in their artistic discipline.	Demonstrate literacy by way of exhibiting an effective use of technology, discussion, written artist statements, and research papers.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	CMTJ-202 and CMTJ-502 Successful creation of an artist's statement, portfolio, and resume. Successful completion of a research paper. Assess the quality of the writing and presentation by the student.	Students will demonstrate the quality of verbal and written communication to be equal to, and supportive of, the quality demonstrated in the visual work.	Course faculty will collect data on course results for the Spring semester Sophomore year and Spring semester Senior year at the end of 2013 academic year and biannually thereafter.	Faculty collected information. Key Findings: Work usually displays a consistent visual/verbal relationship. 90% of students will successfully complete the required written assignments.	Results may be used to adjust courses and/or course requirements as appropriate. Key findings and recommendations communicated as needed.
3. Prepare students to exhibit creative thinking and artistic ability in the field of visual communication to lead the profession in theory and practice.	Demonstrate evidence of creative problem-solving and technical knowledge.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	CMTJ-202 and CMTJ-502 Successful application of problem solving and techniques within sophomore assignments. the use of artistic techniques for creative problem-solving within work as reviewed in classroom critiques by faculty and students.	Students will show appropriate use of artistic techniques within a problem-solving context.	Course faculty will collect data on course results for the Spring semester Sophomore year and Spring semester Senior year at the end of 2013 academic year and biannually thereafter.	Project grade evaluations. Student Sophomore Metals & Jewelry Studio GPA, and interim review. 100%Successful completion of a Senior Exhibition. Key Findings: TBA	Results may be used to adjust courses and/or course requirements as appropriate. Key findings and recommendations communicated as needed.
4. Provide students with the knowledge to recognize and engage in interconnected, global concepts in a constantly changing and diverse world.	Visually interpret subject matter of a global interest through their finished work. Demonstrate understanding of international standards and trends in jewelry and metals design.	<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking	CMTJ-301 & CMTJ-302. Successful completion of a project, which utilizes global trends in contemporary jewelry design as the basis for the design.	Students will show appropriate use of artistic techniques within a problem-solving context.	Course faculty will collect data on course results for the Junior courses beginning in 2013 and bi-annually thereafter.	Critique by faculty. Key Findings: TBA	Results may be used to adjust courses and/or course requirements as appropriate. Key findings and recommendations communicated as needed.

<p>5. Educate students to employ ethical practices, knowledge, and behaviors in the arts professions.</p>	<p>Apply ethical guidelines and legal methodology to the creation and distribution of their work, including research papers.</p>	<p> <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input type="checkbox"/> Creative/Innovative Thinking </p>	<p>CGEN-501 Crafts Business Practices and CGEN-502 Crafts Promotional Materials, annually. In addition CIAS-CMTJ-502 Metals and Jewelry Studio Senior I and II. Successful recognition of copyright laws and use of reference sources in work creation and distribution. Assess suitable use of ethical reference sources in artwork creation and publication as evaluated by faculty in individual and group classroom critiques.</p>	<p>Students will demonstrate ethical use of reference sources within work in the following courses:</p>	<p>Course faculty will collect data on course results at the end of 2013 academic year and biannually thereafter.</p>	<p>Responsible party: Course faculty. Key Findings: At course end Thesis bi-annual review.</p>	<p>Results may be used to adjust courses and/or course requirements as appropriate. Key findings and recommendations communicated as needed.</p>
<p>6. Inform students to apply freedom of thought, imagination, and inquiry to make original, unique, innovative contributions to the arts.</p>	<p>Demonstrate a personalized, stylistic trend in a body of work through the interpretation of subject matter, conceptual process, or use of media.</p>	<p> <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking </p>	<p>CMTJ-501 Successful application of a consistent personal style in works collected from across the curriculum. Assess design, use of materials, and concept application as reviewed in classroom critiques by faculty and students.</p>	<p>Students will create a portfolio that will display their individual approach to the conceptualization and execution of a body of work.</p>	<p>Assessed Fall semester Senior year beginning in 2013 and bi-annually thereafter.</p>	<p>Responsible party: Course faculty. Key Findings: Each student successfully demonstrated an individual identifiable style in a body of work. Work created in Sophomore and first quarter junior courses showed considerably less personal style and content.</p>	<p>Advise students to incorporate their most recent work and continue to develop new work for inclusion in their capstone portfolio.</p>

The word format is designed to expand and rows may be inserted within the document (right click on the last row, click **Insert** and then **Insert Row Below** or **Insert Row**)