

Program Level Outcomes Assessment Plan

Program Name/College: Professional Photographic Illustration /College of Imaging Arts & Sciences

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| 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  |
|---|---|--|---|--|--|---|--|
| 1. Develop critical-thinking and visual problem-solving skills that encompass a global perspective.   | <p>1. Solve visual problems, independently and collaboratively, related to the use of photography and imaging applications across a world stage.</p> <p>2. Analyze, propose and execute exciting and professional quality visual ideas focused to the photographic needs of the advertising, fine arts, imaging, and photojournalism communities.</p> | <input checked="" type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Ethical Reasoning<br><input checked="" type="checkbox"/> Integrative Literacies<br><input checked="" type="checkbox"/> Global Interconnectedness<br><input checked="" type="checkbox"/> Creative/Innovative Thinking | <p>Option Specific Capstone I</p> <p>Production of final project when measured against class rubric</p>                         | 90% of students will meet or exceed the standard prescribed level of achievement | <p>Collection: Annually</p> <p>Beginning fall 2013</p> <p>Faculty teaching course assesses the depth and significance of work</p>                                  | <p>Analysis: Program Faculty</p> <p>Key Findings: Calculate % of students who met or exceeded the standard</p>  | <p>Review benchmark</p> <p>Share information with faculty</p> <p>List changes for implementation</p> <p>Communicate annual progress to RIT's Academic Assessment Progress Report</p> |
| 2. Acquire aesthetic, conceptual and technical experiences necessary to develop professional imaging practices.   | <p>1. Master effective use of contemporary imaging tools that includes capture, display, and output.</p> <p>2. Attain advanced skills required to support the design and creation of photographic products for the advertising, fine art, imaging and photojournalism communities.</p>  | <input checked="" type="checkbox"/> Critical Thinking<br><input type="checkbox"/> Ethical Reasoning<br><input checked="" type="checkbox"/> Integrative Literacies<br><input type="checkbox"/> Global Interconnectedness<br><input checked="" type="checkbox"/> Creative/Innovative Thinking            | <p>Option Specific Specialization Course III</p> <p>Production of final project when measured against class rubric</p>          | 90% of students will meet or exceed the standard prescribed level of achievement | <p>Collection: Annually</p> <p>Beginning fall 2013</p> <p>Annually faculty will conduct review in the spring semester of SR capstone projects</p>                  | <p>Analysis: Program Faculty</p> <p>Key Findings: Calculate % of students who met or exceeded the standard</p>  | <p>Review benchmark</p> <p>Share information with faculty</p> <p>List changes for implementation</p> <p>Communicate annual progress to RIT's Academic Assessment Progress Report</p> |
| 3. Integrate aesthetic, historical, and theoretical perspectives, which foster the development of best practices required for successful imaging careers. | 1. Develop awareness of photography and art history as well as the related methods required to support the design and creation of photographic products for the advertising, fine art, imaging and photojournalism communities.   | <input checked="" type="checkbox"/> Critical Thinking<br><input checked="" type="checkbox"/> Ethical Reasoning<br><input checked="" type="checkbox"/> Integrative Literacies<br><input type="checkbox"/> Global Interconnectedness<br><input checked="" type="checkbox"/> Creative/Innovative Thinking | <p>CIAS-PHAR-212 History and Aesthetics II</p> <p>Performance on cumulative exam average when measured against class rubric</p> | 90% of students will meet or exceed the standard prescribed level of achievement | <p>Collection: Annually</p> <p>Beginning fall 2013</p> <p>Teaching faculty evaluate the course's depth and significance of produced work and its applications.</p> | <p>Analysis: Program Faculty</p> <p>Key Findings: Determine if students met satisfactory when measured against course exams</p> <p>% of students who met or exceeded course expectations</p> <p>% who did not meet course expectation</p> | <p>Review benchmark</p> <p>Share information with faculty</p> <p>List changes for implementation</p> <p>Communicate annual progress to RIT's Academic Assessment Progress Report</p> |

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| <p>4. Develop a great appreciation and responsibility for the maintenance of ethical and moral standards required in professional practices.</p> | <p>1. Identify issues that could compromise image integrity and professional photographic approaches including methods of capture, delivery, and the display or output of images in the applied arts.</p> <p>2. Demonstrate knowledge of issues related to model releases, copyright infringement, individual and organizational confidentiality, and data manipulation.</p> | <p><input checked="" type="checkbox"/> Critical Thinking<br/> <input checked="" type="checkbox"/> Ethical Reasoning<br/> <input type="checkbox"/> Integrative Literacies<br/> <input checked="" type="checkbox"/> Global Interconnectedness<br/> <input type="checkbox"/> Creative/Innovative Thinking</p> | <p>Option Specific Capstone I</p> <p>Production of final project when measured against class rubric</p>  | <p>90% of students will meet or exceed the standard prescribed level of achievement</p> | <p>Collection: Annually</p> <p>Begins Fall 2013 cycle</p> | <p>Analysis: Course Instructor</p> <p>Key Findings: Determine if students met satisfactory criteria for project</p> <p>% of students who met or exceeded course expectations</p> <p>% who did not meet course expectation</p> | <p>Review benchmark goals</p> <p>For next assessment cycle, refine rubrics to align with SLO</p> <p>Communicate annual progress to RIT's Academic Assessment Progress Report</p>  |
| <p>5. Solve problems related to the application of imaging technology in a constantly changing world.</p>  | <p>1. Utilize problem solving skills, independently and collaboratively, in the application of imaging technology required in the production photographic products for the advertising, fine art, imaging and photojournalism communities.</p>   | <p><input checked="" type="checkbox"/> Critical Thinking<br/> <input type="checkbox"/> Ethical Reasoning<br/> <input checked="" type="checkbox"/> Integrative Literacies<br/> <input type="checkbox"/> Global Interconnectedness<br/> <input type="checkbox"/> Creative/Innovative Thinking</p>            | <p>CIAS-PHAR -203 Elements of Photojournalism or CIAS-PHAR -204 Elements of Visual Media</p> <p>Production of final project when measured against class rubric</p> | <p>90% of students will meet or exceed the standard prescribed level of achievement</p> | <p>Collection: Annually</p> <p>Beginning fall 2013</p>    | <p>Analysis: Course Instructor</p> <p>Key Findings: Determine if students met satisfactory criteria for project</p> <p>% of students who met or exceeded course expectations</p> <p>% who did not meet course expectation</p> | <p>Review benchmark goals</p> <p>For next assessment cycle, refine rubrics to align with SLO</p> <p>Communicate annual progress to RIT's Academic Assessment Progress Report</p>  |
| <p>6. Produce a professional quality body of work that fully demonstrates imaging expertise.</p>   | <p>1. Create an advanced portfolio of representative imagery sharing methods and techniques that support the design, creation and use of exciting imagery leading towards the securing of a meaningful career in the applied arts.</p>   | <p><input checked="" type="checkbox"/> Critical Thinking<br/> <input checked="" type="checkbox"/> Ethical Reasoning<br/> <input type="checkbox"/> Integrative Literacies<br/> <input checked="" type="checkbox"/> Global Interconnectedness<br/> <input type="checkbox"/> Creative/Innovative Thinking</p> | <p>Option Specific Capstone I</p> <p>Production of final portfolio when measured against class rubric</p>  | <p>90% of students will produce a significant body of work for final portfolio</p>      | <p>Collection: annually</p> <p>Beginning fall 2013</p>    | <p>Analysis: Course Instructor</p> <p>Key Findings: Determine if students met satisfactory criteria for project</p> <p>% of students who met or exceeded course expectations</p> <p>% who did not meet course expectation</p> | <p>Review benchmark goals</p> <p>For next assessment cycle, refine rubrics to align with SLO.</p> <p>Communicate annual progress to RIT's Academic Assessment Progress Report</p> |