

**Option 2**  
**Program Level Outcomes Assessment Plan**

Program Name/College: **Graphic Design / CIAS**

College Contact for Program Assessment: **Prof. Nancy Ciolek**

**Program Goal #1: Introduce and develop formal visual principles, terminology, processes, and competencies needed in the professional practice of graphic design**

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
<p><b>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</b></p>	<p>Alignment to the five RIT essential outcomes. Check all that apply. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b>.</p>	<p>Assessment opportunity (course/experience, method/measures, assignment/rubric)</p>	<p>Standard, target, or achievement level (usually a %) Statement of student Success</p>	<p>Identify when and how data are collected, aggregated, and analyzed</p>	<p>Identify who is responsible and list key findings</p>	<p>Identify how results are used and shared list any recommendations or action items</p>
<p>Integrate formal visual principles into design solutions.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-106 2D Graphic Design</b> <i>A design project using visual principles. Rubric to be developed.</i></p>	<p>90% of students will achieve a grade that meets or exceeds satisfactory level.</p>	<p>Course faculty will collect data on course results at the end of 2013-14 academic year and every 3 years thereafter.</p>	<p>The Department Chair and course faculty.  Criteria will include both quality of student work and relevance of assignments and projects.</p>	<p>Department Chair will distribute results of review to faculty and Administrative chairperson. Recommendations will be implemented when the course is next offered.</p>
<p>Apply design terminology within presentation and implementation of design solutions.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-201 Typography</b> <i>One visual/verbal project. Rubric to be developed.</i></p>	<p>90% of students will achieve a grade that meets or exceeds satisfactory level.</p>	<p>Course faculty will collect data on course results at the end of 2013-14 academic year and every 3 years thereafter.</p>	<p>Both grades and project samples from will be viewed and strengths and weaknesses will be analyzed by faculty and recorded with recommendation for improvements to course content and/or methods of delivery.</p>	
<p>Implement appropriate design processes in problem solving.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-402 Senior Capstone Project</b> <i>Final project and presentation. Rubric to be developed.</i></p>	<p>90% of students will achieve a grade that meets or exceeds satisfactory level.</p>	<p>Course faculty will collect data on course results at the end of 2013-14 academic year and every 2 years thereafter.</p>		
<p>Demonstrate professional competencies in design applications.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-402 Senior Capstone Project</b> <i>Final project and presentation. Rubric to be developed.</i></p>	<p>90% of students will achieve a grade that meets or exceeds satisfactory level.</p>	<p>Course faculty will collect data on course results at the end of 2013-14 academic year and every 3 years thereafter.</p>		

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**Program Goal #2: Apply critical thinking skills toward identifying problems, concept development and solutions in graphic design.**

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
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. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b> .	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
Identify and analyze objectives to solve design problems for various contexts and audiences.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<b>GRDE 307 Design Systems &amp; Methodology</b> <i>Documented process work and full project implementation for one project. Rubric to be developed.</i>	90% of students will achieve a project grade that meets or exceeds satisfactory level.	Course faculty will collect data on course results at the end of 2014-15 academic year and every 2 years thereafter.	The Department Chair and course faculty.  Criteria will include both quality of student work and relevance of assignments and projects.	Department Chair will distribute results of review to faculty and Administrative chairperson. Recommendations will be implemented when the course is next offered.
Develop and assess original concepts.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<b>GRDE 307 Design Systems &amp; Methodology</b> <i>Documented process work and full project implementation for one project. Rubric to be developed.</i>	90% of students will achieve a project grade that meets or exceeds satisfactory level.	Course faculty will collect data on course results at the end of 2013-14 academic year and every 2 years thereafter.	Grades and a sampling of the identified projects will be viewed and strengths and weaknesses will be analyzed by selected faculty group and recorded with recommendation for improvements to course content and/or methods of delivery.	
Implement innovative and appropriate design solutions	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<b>GRDE 307 Design Systems &amp; Methodology</b> <i>Documented process work and full project implementation for one project. Rubric to be developed.</i>	90% of students will achieve a project grade that meets or exceeds satisfactory level.	Course faculty will collect data on course results at the end of 2013-14 academic year and every 3 years thereafter.		

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**Program Goal #3: Integrate appropriate historical contexts into current graphic design philosophy and practice.**

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
<p><b>Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.</b></p>	<p>Alignment to the five RIT essential outcomes. Check all that apply. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b>.</p>	<p>Assessment opportunity (course/experience, method/measures, assignment/rubric)</p>	<p>Standard, target, or achievement level (usually a %) Statement of student Success</p>	<p>Identify when and how data are collected, aggregated, and analyzed</p>	<p>Identify who is responsible and list key findings</p>	<p>Identify how results are used and shared list any recommendations or action items</p>
<p>Define and integrate an understanding of design history through researching people, products, and processes</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-205 History of Graphic Design</b>  <i>Critical Essay assignment.</i></p>	<p>85% of students will achieve a grade that meets or exceeds satisfactory level on an essay.</p>	<p>Course faculty will collect data on course results at the end of 2014-15 academic year and every 3 years thereafter.</p>	<p>The Department Chair and selected faculty.  Criteria will include both quality of student work and relevance of project/assignment goals and outcomes to overall curriculum.</p>	<p>Department Chair will distribute results of review to faculty and Administrative chairperson  Recommendations will be implemented when the course is next offered.</p>
<p>Demonstrate an understanding of the historical issues that influence design.</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-205 History of Graphic Design</b>  <i>Exam</i></p>	<p>85% of students will achieve a grade that meets or exceeds satisfactory level on the exam.</p>		<p>Grades and a sampling of the papers and exams will be viewed and strengths and weaknesses will be analyzed by selected faculty group and recorded with recommendation for improvements to course content and/or methods of delivery.</p>	
<p>Identify present and emerging philosophies made relevant through the study of design history</p>	<p><input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking</p>	<p><b>GRDE-205 History of Graphic Design</b>  <i>Critical Essay assignment.</i></p>	<p>85% of students will achieve a grade that meets or exceeds satisfactory level on an essay.</p>			

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**Program Goal #4: Develop and refine skills in implementing solutions with proper tools and methods.**

Student Learning Outcomes	Academic Program Profile	Data Source/Measure Curriculum Mapping	Benchmark	Timeline	Data Analysis Key Findings	Use of Results Action Items
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. Double click on the check box and find the <b>Default Value</b> and click <b>Checked</b> to check the box. To uncheck the box, double click and then click <b>Not Checked</b> .	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
Classify relevant design processes to develop effective solutions.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input checked="" type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<b>GRDE 206 Typography &amp; Imagery</b> <i>A multi-page layout design project with production and implementation components. Rubric to be developed.</i>	90% of students will achieve a project grade that meets or exceeds satisfactory level.	Course faculty will collect data on course results at the end of 2013-2014 academic year and every 2 years thereafter.	The Department Chair and course faculty.  Criteria will include both quality of student work and relevance of project/assignment goals and outcomes to overall curriculum.	Department Chair will distribute results of review to faculty and Administrative chairperson.  Recommendations will be implemented the following academic year.
Prioritize and select appropriate tools for design production.	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Ethical Reasoning <input checked="" type="checkbox"/> Integrative Literacies <input type="checkbox"/> Global Interconnectedness <input checked="" type="checkbox"/> Creative/Innovative Thinking	<b>GRDE 206 Typography &amp; Imagery</b> <i>A multi-page layout design project with production and implementation components. Rubric to be developed.</i>	90% of students will achieve a project grade that meets or exceeds satisfactory level.	Course faculty will collect data on course results at the end of 2013-2014 academic year and every 2 years thereafter.		