

**RHODE ISLAND OFFICE OF HIGHER EDUCATION  
PROGRAM ASSESSMENT FORM**

**Institution: University of Rhode Island**

*Program: Art History  
Degree: BA*

*Chair: Barbara Pagh  
Academic Year Plan: 2007-2008*

<b>Student Learning Outcomes</b>	<b>Performance Criteria</b>	<b>Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program</b>	<b>Program-Level Assessment Method(s) and Timing</b>
<b>1. PRACTICE PRECISE AND THOROUGH OBSERVATION</b>	<ul style="list-style-type: none"> <li>Perceive and organize visual information</li> <li>Assess the appearance of specific objects and monuments strategically</li> <li>Analyze the meaning(s) of objects' appearance</li> </ul>	Curricular Mapping	
<b>2. WRITE AND SPEAK EFFECTIVELY ABOUT ART AND ARCHITECTURE</b>	<ul style="list-style-type: none"> <li>Organize complex information into a coherent argument</li> <li>Use clear and appropriate language</li> <li>Communicate orally so as to instruct peers</li> </ul>	Curricular Mapping	
<b>3. ACQUIRE KNOWLEDGE OF KEY MONUMENTS, ARTISTS, AND ART MOVEMENTS IN THE HISTORY OF ART</b>		Curricular Mapping	
<b>4. EVALUATE PHYSICAL, VISUAL AND TEXTUAL SOURCES OF INFORMATION</b>	<ul style="list-style-type: none"> <li>Assess strengths &amp; weaknesses of different categories of material evidence</li> <li>Assess the point of view or perspective of art historical texts</li> </ul>	Curricular Mapping	
<b>5. INTERPRET ART AND ARCHITECTURE AS EXPRESSIONS AND PRODUCTS OF CULTURAL &amp; HISTORICAL CIRCUMSTANCES</b>	<ul style="list-style-type: none"> <li>Integrate factual information about specific cultures into broader concepts</li> <li>Assess the role of an individual artist in relation to his/her context</li> <li>Compare conditions &amp; practices of making art across cultures</li> </ul>	Curricular Mapping	
<b>6. CONDUCT RESEARCH USING ART HISTORICAL METHODS AND MATERIALS</b>	<ul style="list-style-type: none"> <li>Formulate research projects with topics and strategies of suitable scope and scale</li> <li>Pursue academic inquiry using primary and secondary sources in print and electronic media</li> <li>Understand multiple theoretical models and methods of art historical interpretation</li> </ul>	Curricular Mapping	Spring 08-Evaluate research in 400 level seminars. See attached rubric for criteria.
<b>7. RECOGNIZE PERSONAL AND CULTURAL BIASES AFFECTING HOW ART HISTORICAL INFORMATION IS PRESENTED AND RECEIVED</b>	<ul style="list-style-type: none"> <li>Incorporate awareness of the history of the discipline into explanations</li> <li>Understand classification and categories as intentional components of interpretation</li> </ul>	Curricular Mapping	
<b>8. ARTICULATE KEY ETHICAL ISSUES AND PROFESSIONAL PRACTICES IN ART HISTORY</b>	<ul style="list-style-type: none"> <li>Be cognizant of professional principles for acquiring art.</li> <li>Recognize the complexity of authenticity, especially regarding restoration</li> <li>Address the co-modification of culture as it relates to works of art of many periods</li> </ul>	Curricular Mapping	

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EXPECTED LEVEL OF ACHIEVEMENT	ACTUAL LEVEL OF ACHIEVEMENT	ANALYSIS & INTERPRETATION OF DATA	ACTIONS	TIMETABLE REASSESSMENT
1.				
2.				
3.				
4.				
5.				
6. See attached rubric			Spring 08-Collect samples of research.	
7.				
8. (Or attach specialized or professional accreditors' standards)				