

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

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.  
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More detailed information may be required by your institution's academic administrators.

**Institution: University of Rhode Island**

**Program: Art, Studio**  
**Degree: B.A. & BFA**  
**Chair: Barbara Pagh**  
**Academic Year Plan: 2007/ 2008**

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
<p><b>FOUNDATION OUTCOMES</b></p> <p>A. Demonstrate safe working habits and a general understanding of materials and processes in the visual arts.</p> <p>B. Employ methods of visual analysis necessary for critical judgments about ones creative processes and decisions.</p> <p>C. Integrate critical methods of describing, analyzing and judging visual experiences that are used in making oral and written interpretations of visual art.</p>		<p>curriculum mapping</p> <p>curriculum mapping</p> <p>curriculum mapping</p>	<p><b>The Sophomore Review</b></p> <p>Students who have completed studio classes in the Foundation Program write a statement of purpose ( progress questionnaire ) explaining their perceived strengths and weaknesses, creative interests, artistic backgrounds and career objectives. An exhibition representative of their accomplishments in foundation classes is presented to a jury of the faculty. During the interview students and faculty assess progress and goals. Each student receives an evaluation sheet summarizing the judgment of participating faculty. Documentation of the student's level of achievement in this progress evaluation is filed for reference</p> <p><b>The Annual Juried Student Show</b></p>
<p>D. Develop an awareness of compositional and organizational strategies for the effective deployment of formal elements of visual art.</p> <p>E. Appreciate and express the cultural significance of art and understand its evolution and purposes</p>		<p>curriculum mapping</p> <p>curriculum mapping</p>	<p>The annual juried student exhibition, open to art students at all levels and presenting work in all media, acquaints the faculty, and the community at large, with student performance and studio results from both BA and BFA programs. This is an informal yet informative end of year assessment and an opportunity to recognize excellence.</p> <p><b>Senior Seminar and Advanced Studios</b></p>

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<p><b><u>INTERMEDIATE / ADVANCED OUTCOMES</u></b></p> <p>F. Show a practical and technical command of materials and methods in one or more media of the visual arts.</p> <p>G. Create a body of work that transmits specific intent, personal insight, attitude or expression.</p> <p>H. Compare and interpret historic and cultural traditions and contemporary issues, particularly as they influence ones personal objectives.</p> <p>I. Prepare effective and professional presentations of art works</p>		<p>curriculum mapping</p> <p>curriculum mapping</p>	<p>All graduating seniors are encouraged to mount a senior exhibition. This is a capstone exit tradition. They are responsible for a comprehensive exhibition statement and exhibition announcement. Their selected works must demonstrate conceptual direction, thematic consistency, professionalism, integrity and technical command.</p> <p><b>Senior Exhibition and Thesis Statement</b></p> <p>All graduating seniors are encouraged to mount a senior exhibition. This is a capstone exit tradition. They are responsible for a comprehensive exhibition statement and exhibition announcement. Their selected works must demonstrate conceptual direction, thematic consistency, professionalism, integrity and technical command.</p> <p><b>Career Appointments/Graduate School Admissions</b></p> <p>For purposes of recruitment, the department unofficially tracks senior art majors and alumni as they enter graduate programs and the employment marketplace. Their accomplishments are an indirect, external, indicator of the department's success in achieving its outcome objectives.</p>

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**Program: Art, Studio  
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<p><b><i>DIFFERENCES IN EXPECTED OUTCOMES BETWEEN BA AND BFA STUDIO</i></b></p> <p>It is expected that the broader technical and more advanced conceptual experiences acquired by students in the BFA program will distinguish their outcomes from students in the BA program in both quantitative and qualitative ways. While differences in outcome between BA and BFA students are:</p> <ul style="list-style-type: none"> <li>Stronger habits of disciplined inquiry and critical thinking.</li> <li>A developed capacity for visual expression and creative innovation and a more personalized visual vocabulary.</li> <li>Greater competence in specific areas of visual arts technologies resulting in a more fluid connection between intent and execution.</li> <li>A higher degree of preparation for success in advanced levels of graduate study and personal careers objectives.</li> <li>Greater familiarity with contemporary issues in the visual arts and a sense of ones individual position in the evolution of art.</li> <li>A more highly developed understanding and appreciation of cultural diversity in a global society.</li> </ul> <p>(Or attach specialized or professional accreditors' standards)</p>			





ents are generally expected they may not easily be measured in individual circumstances. Among the higher general expectations in the BFA program are:

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**Program: Art  
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Academic Year Plan: 2007/ 2008**

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>
1.			October '07-Meeting with colleagues from RIC & CCRI to review ART 207	
2.			December '07- Department review of ART 101, 103 & 207	
3.			Fall '07 - Revision of sophomore review forms and development of forms for freshman	
4.			entry portfolio, junior & senior reviews	
5.				
6.				
7.				
(Or attach specialized or professional accreditors' standards)				