Form E-1-A for Boston College Undergraduate Programs

Program: Art History

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

1) General familiarity with the history of art in its entirety from pre-history to the present.

2) Ability to identify the medium, chronological period, geographical origin, religious and cultural-historical context of works of art.

3) Ability to analyze the formal, technical, stylistic, compositional characteristics of works of art—the time periods when these were introduced—and the potential influences that contribute to a work’s overall visual appearance or organization.

4) Ability to identify the subject matter of works of art, their potential meaning and significance, and the larger intellectual, historical, or political trends—and patronage practices—that impact their production.

5) Ability to connect works of art to cultural manifestations in other disciplines in the liberal arts (literature, theology, music, dance, philosophy) and to apply methods from the sciences (economics, psychology, physics, chemistry) to their study.

6) Familiarity with the history of the history of art, and critical self-consciousness about situating an interpretive approach vis-à-vis others practiced in the discipline.

7) Ability to do advanced research in the field: knowledge of the important resources in terms of scholarly books, peer-reviewed journals, on-line databases, image archives, etc.

8) Ability to distill the above knowledge and adduce evidence in the construction of logical, clearly reasoned arguments.

9) Ability to present these arguments in the form both of oral presentations and written papers modeled on the professional standards presently applied in the discipline.

10) Ability to conduct research in foreign languages, facilitated by junior-abroad programs, in which many of our students participate, largely prompted by a desire to study works of art in their specialty first-hand and on site.
2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your department’s major handouts?)

Department Website:
http://www.bc.edu/content/bc/schools/cas/finearts/learning-goals.html

3) Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree? (What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?)

We have determined two primary areas for assessment of our students:

1. **Research Ability** in Art History; students should demonstrate the ability to:
   - Compile a comprehensive, scholarly bibliography
   - Engage in the process of citation and footnoting
   - Build an argument on an art historical topic, one that yields conclusions and is logical.

2. **Visual Analysis**
   - Is the student able to identify important stylistic elements
   - Does the student use field-specific vocabulary
   - Is the student able to see how style suggests a meaning

**Method of assessment:**

Since all seniors take FA 401 Research Methods in Arts History, the faculty member teaching this seminar will submit all of his students’ papers to these criteria, as well as grade them. He will give to the appropriate professor those papers that pertained to his/her field for assessment also. This will allow us to assess the quality of our senior majors.

4) **Who interprets the evidence? What is the process?** (Who in the department is responsible for interpreting the data and making recommendations for curriculum or assignment changes if appropriate? When does this occur?)

Full time faculty in Art History review data at annual spring review and consider possible curriculum changes in light of findings.