Form E-1-A for Boston College Undergraduate Programs

Program:

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?)

The Studio Art major should:

1. Create a body of work equivalent to a visual thesis. These artworks should display a mastery of technique, an individual visual and conceptual sensibility, and historical understanding of the issues relevant to their work.
2. Develop oral and textual communication skills relevant to visual experience and culture.
3. Acquire knowledge of contemporary artists and understanding of the current ideas and concepts generated by visual artworks in global cultural discourse.

They should also:

- Develop a self-reflective and critical approach in making artworks.
- Develop creative thinking and problem solving skills.
- Develop the ability to research ideas, and to make one’s work accessible to others thru clear, well organized visual thinking.
- Acquire the ability to verbally express the ideas and concepts with which one works visually.
- Acquire standards for a visually critical and contextualized practice.
- Develop skills in the preparation and use of presentational strategies.
- Develop documentation skills consistent with professional practice.

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?)
Senior Project Exhibition: The primary means of assessment of educational outcomes takes place through the Seniors’ Exhibition. All senior majors and minors are required to mount an exhibition of their work. The exhibition should be a cohesive, mature body of work which demonstrates deep engagement and an individual point of view. The work in the exhibition comes from the student’s primary area of study (i.e., painting, drawing, photography, ceramics etc.) and is equivalent to a visual thesis. Student artworks should display a mastery of technique and presentation, an artistic vision and conceptual sensibility, and historical understanding of the issues relevant to their work.

While the exhibition is in place, all senior art majors have an individual oral review of their work with 3-4 faculty members. Issues of craftsmanship and presentation, materials, methods, and concepts pertaining to the work are discussed and evaluated. (learning goal #1)

The Senior Project course for majors (FS 401) is the capstone course for advanced art students at Boston College and where additional assessment occurs. In all studio art classes critique is an important means by which the student artist articulates her/his intentions and develops an understanding of the criteria used to judge an artwork. In the two capstone courses, critiques play an even more prominent role. Both individual and group critiques take place on a nearly weekly basis and are used to measure and aid a student’s progress in moving towards exhibition. In these courses students also attend contemporary art exhibits and learn to analyze and critique what they have viewed. Presentation of work is discussed including exhibition methods, matting, and framing. Students learn to document their artwork and to write a coherent and compelling artist statement. When developing an artist’s statement, the student must place his/her work into the continuum of art history, explaining how the body of work evolved and citing the influences of other artists The major and minor directors assess the quality of each student’s “artist’s statement.” (multiple learning goals)

Portfolio Reviews: Student learning is also measured through individual portfolio reviews. At the end of every semester, each studio faculty member meets with every undergraduate who has been enrolled in his or her classes. At these meetings which last anywhere from 15-30 minutes, the student presents all of the work they have made for the course. The faculty member engages the student in a discussion about their comprehension of concepts covered and advises them about future course offerings.

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?)

A faculty committee will review and summarize evaluation forms from final reviews

Committee will discuss results of evaluations and surveys annually and recommend program improvements where necessary