

Form E-1-A for Boston College Core Curriculum

Department/Program: Art History

- 1) **Have formal learning outcomes for the department's Core courses been developed? What are they?** (What specific sets of skills and knowledge does the department expect students completing its Core courses to have acquired?)

The Art History faculty has determined the following goals for the core classes in our program:

Student learning goals

- 1) General familiarity with the history of art in a broadly defined geographic area and time span.
 - 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) Ability to distill the above knowledge and adduce evidence in the construction of logical, clearly reasoned arguments.
- 2) **Where are these learning outcomes published? Be specific.** (Where are the department's expected learning outcomes for its Core courses accessible: on the web, in the catalog, or in your department handouts?)

They used to be available on this department webpage but apparently the page no longer exists:
<https://www.bc.edu/bc-web/schools/mcas/departments/art/programs/learning-outcomes.html>

I have asked the webmaster to add them to the current Arts Core page in Art History:
<https://www.bc.edu/content/bc-web/schools/mcas/departments/art/programs/art-history/arts-core.html>

- 3) **Other than GPA, what data/evidence is used to determine whether students have achieved the stated outcomes for the Core requirement?** (What evidence and analytical approaches do you use to assess which of the student learning outcomes have been achieved more or less well?)
- In past years, the Core assessment is based on the examination of direct evidence, which is a sampling of the required term papers in ARTH1101 and ARTH1102. The evaluation is based on the following rubrics for the written work rated on a scale of 1-5, with 1 being the lowest and 5 the highest:
- 1) Has the student employed discipline specific terminology correctly?
 - 2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?

- 3) Has the student demonstrated an awareness of the historical context and meanings of the work of art?
- 4) Has the student constructed a persuasive argument?
- 5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)

In 2021-22, we did not evaluate the term papers from ARTH1101 and ARTH1102 because during a Board of Chairs meeting in April, I (Stephanie Leone, Chair) asked Jess Greene if we could choose what to assess each year, such as Core or Major, and she said yes. Based on her response, we decided to assess the Art History Major this year and Art History Core next year. When the DUSs and I met with Dean Kalschauer on 11 May, he said that we have to assess both. Unfortunately, it was too late to gather the evidence in ARTH1102. We will do an assessment in 2022-23.

- 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?)

Art History faculty read a selection of the papers. The collected data is submitted the DUS or Chair, who compiles averages of the data. The art history faculty meet to discuss the results.

- 5) **What were the assessment results and what changes have been made as a result of using this data/evidence?** (What were the major assessment findings? Have there been any recent changes to your curriculum or program? How did the assessment data contribute to those changes?)

The art history faculty last met in fall 2020 to discuss the averaged assessment data:

AVERAGE	Rating
1) Has the student employed discipline specific terminology correctly?	4.67
2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	4.67
3) Has the student demonstrated an awareness of the Historical context and meanings of the work of art?	4.5
4) Has the student constructed a persuasive argument?	3.67
5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)	3.0

Based on these results, the faculty felt that no changes were necessary. We will meet again in fall 2022 to discuss our assessment evidence and process and, after the assessment is completed, to interpret the results.

- 6) **Date of the most recent program review.** (Your latest comprehensive departmental self-study and external review.)

2012 (external review)