

Form E-1-A for Boston College Core Curriculum

ART HISTORY Spring 2020

Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its students in the Core 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.

Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible: on the web, in the catalog, or in your department handouts?)

Department website:

<https://www.bc.edu/bc-web/schools/mcas/departments/art/programs/learning-outcomes.html>

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?)

The Core assessment is based on the examination of 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.)

The Major assessment is based on the examination of a sampling of the required term papers in the Senior Art History Seminar (ARTH4401). 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 student compiled an appropriate bibliography?
- 2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?
- 3) Has student employed discipline specific terminology?
- 4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?
- 5) Has student demonstrated ability to engage multiple approaches?
- 6) Has student constructed a persuasive argument?
- 7) Has student conducted original research?

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?)

Faculty read a selection of the papers. The collected data is then submitted the Director of Undergraduate Studies, who compiles averages of the data.

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 averages for the assessment for both the major and the core are pasted below. Currently, no changes have been made to the assessment; however, the Art History faculty met via Zoom on May 28th, 2020 and we plan to have a meeting in the fall to discuss new assessment questions and methods for selecting our data sample.

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

2012 (external review)

Art History core assessment results

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

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

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

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

KATHERINE POPOLO	Rating
1) Has the student employed discipline specific terminology correctly?	5

2) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
3) Has the student demonstrated an awareness of the Historical context and meanings of the work of art?	5
4) Has the student constructed a persuasive argument?	4
5) Has the student properly documented the paper where needed? (notes, bibliography, etc.)	3

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

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

Art History Major Assessment results

AVERAGE	Rating
1) Has student compiled an appropriate bibliography?	4.75
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	4.41
3) Has student employed discipline specific terminology?	4.33
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	4.5
5) Has student demonstrated ability to engage multiple approaches?	4.67
6) Has student constructed a persuasive argument?	4.33
7) Has student conducted original research?	4.6

CARLISLE GHIRARDINI	Rating
1) Has student compiled an appropriate bibliography?	5
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	4
3) Has student employed discipline specific terminology?	5
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
5) Has student demonstrated ability to engage multiple approaches?	5
6) Has student constructed a persuasive argument?	5
7) Has student conducted original research?	N/A

YUBEI HAN	Rating
1) Has student compiled an appropriate bibliography?	5
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	5
3) Has student employed discipline specific terminology?	4
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	4
5) Has student demonstrated ability to engage multiple approaches?	5
6) Has student constructed a persuasive argument?	5
7) Has student conducted original research?	5

ARIEL LYNCH	Rating
1) Has student compiled an appropriate bibliography?	5
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	4
3) Has student employed discipline specific terminology?	5
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
5) Has student demonstrated ability to engage multiple approaches?	3
6) Has student constructed a persuasive argument?	5
7) Has student conducted original research?	5

ALYSSA TREJO	Rating
1) Has student compiled an appropriate bibliography?	4
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	4
3) Has student employed discipline specific terminology?	3
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	3
5) Has student demonstrated ability to engage multiple approaches?	3

6) Has student constructed a persuasive argument?	3
7) Has student conducted original research?	4

OLIVIA ZERBINO	Rating
1) Has student compiled an appropriate bibliography?	5
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	5
3) Has student employed discipline specific terminology?	5
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
5) Has student demonstrated ability to engage multiple approaches?	5
6) Has student constructed a persuasive argument?	5
7) Has student conducted original research?	4

KATHARINE LATHROP	Rating
1) Has student compiled an appropriate bibliography?	4-5
2) Has student demonstrated an appropriate mastery of sources, and an ability to document them effectively?	4-5
3) Has student employed discipline specific terminology?	4
4) Has student addressed issues of formal analysis, and how these issues pertain to the meaning of the objects under discussion?	5
5) Has student demonstrated ability to engage multiple approaches?	4
6) Has student constructed a persuasive argument?	5
7) Has student conducted original research?	5 (not sure because I don't know the literature well in this field)