

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?)

This year we streamlined our learning goals for the Arts Core in Art History to the following three criteria:

- Students will be able to analyze the relationship between art and its historical context in a broadly defined geographic area and time span.
- Students will be able to fluently describe the formal properties of objects and images, explaining how they construct and convey meaning.
- Students will be able to make logical, clearly reasoned arguments about the purpose and meaning of art in human history.

- 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 are published on our department website: <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?)

This year we also changed our method of assessment. We decided to take a sampling of the required term papers in ARTH1101 and ARTH1102 and rate them against one of our new Learning Outcome questions. This year we selected the following question: Students are able to analyze the relationship between art and its historical context in a broadly defined geographic area and time span. To what extent does the writing sample meet these goals? We evaluated the writing samples on a scale of 1-5, with 1 being the lowest and 5 the highest.

- 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 in May and June. The collected data is submitted to the DUS, who compiles averages of the data. The art history faculty meet to discuss the results in the fall semester.

- 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?)

As stated above, this year we streamlined the Learning Outcomes for Arts Core.

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

2012 (external review)

Form E-1-A for Boston College Major

Department/Program: Art History

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

This year we streamlined our learning goals for the Arts Core in Art History to the following:

- Students will be able to analyze the patterns of interaction between art and its historical context, developing knowledge of the discipline's subfields across the globe.
- Students will be able to integrate art history with other disciplines in the humanities and sciences, such as biology, chemistry, economics, history, literature, political science, philosophy, and theology.
- Students will be able to apply and critique different methods of interpretation, recognizing the position of each approach within the history of the discipline.
- Students will be able to develop their own research questions, carry out research to answer their questions, and explain why their research matters to both specialist and non-specialist audiences.

- 2) **Where are these learning outcomes published? Be specific.** (Where are the department's expected learning outcomes for its Major courses accessible: on the web, in the catalog, or in your department handouts?)

They are posted on the department website: <https://www.bc.edu/content/bc-web/schools/mcas/departments/art/programs/art-history/major-minor.html>

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

This year we also changed our method of assessment. We decided to take a sampling of final papers from the Art History senior seminar held in fall 2022 and rate them against one of our new Learning Outcome questions. Students will be able to develop their own research questions, carry out research to answer their questions, and explain why their research matters to both specialist and non-specialist audiences. To what extent does the writing sample meet these goals? We evaluated the writing samples on a scale of 1-5, with 1 being the lowest and 5 the highest.

- 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?)

The art history faculty send their responses to the DUS who tallies the averages. We will meet in the fall 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?)

As stated above, we streamlined and simplified the Learning Outcomes for the Art History major.

This year we also decided to add an optional thesis writing course for our majors. The course will take place in the second semester of the students' senior year and will be seen as a continuation of the Art History Senior Seminar. In that course, students write a long research paper. Student taking the thesis writing seminar will now have the opportunity to expand that paper into a more polished and rigorous thesis. Previously, the optional senior theses were done as independent studies with a professor whose expertise is most closely related to the thesis topic. We decided to add (optional) thesis writing course to our curriculum in order to create a more collaborative writing environment for our students, as well as to give better instruction in the thesis writing process to our students. The course will be paired with the Senior Symposium in Art History, which we initiated in spring 2023, in that only students in the thesis writing course will be able to present at the symposium. The change was not based on assessment, but rather was a response to our desire to have more students write senior theses.

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

2012 (external review)