Form E-1-A for Boston College Core Curriculum

Department/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 students in the Core to have acquired?)

   **Student learning Goals for Art History Core courses**

   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 learning expectations accessible: on the web, in the catalog, or in your department handouts?)

   These are available in the Department and on some syllabi of core courses. Not currently available on the BC web.

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?)
Specific Measurement Process

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

1. 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?

2. Historical Context and Meanings

Is the student able to identify and describe the basic meanings of the imagery and symbols in the work of art in its historical context?

*Art History Assessment Instrument for Core Classes*

**ASSESSMENT**

OF WRITTEN WORK SUBMITTED BY AN UNDERGRADUATE IN FA 101 and FA 102

*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.) _____

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 chair of the Department and full time faculty in Art History review data at annual spring review and consider possible curriculum changes in light of findings.