

Form E-1-A for Boston College Core Curriculum

Department/Program: EARTH AND ENVIRONMENTAL SCIENCES

- 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?)

EESC Core courses are designed to help students achieve the Learning Goals listed below. Although any given EESC Core course is unlikely to promote every goal on this list, our Core course faculty endeavor to promote as many of these goals as possible in each course.

1. Demonstrate an awareness of how scientific concepts and methods are employed in the study of planet Earth and its environment, and how this awareness is necessary for liberally educated people in the 21st century.
2. Demonstrate an awareness of the principles and strategies of natural science that are employed in the study of planet Earth and its environment.
3. Demonstrate an awareness of the critical role that the Earth and Environmental sciences play in contemporary society.
4. Demonstrate an awareness of the power of the scientific method.
6. Demonstrate an awareness of the application of scientific knowledge to the protection of our planet.

- 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?)

- o These goals are included in the description of the undergraduate curriculum on the Department of EESC website (<https://www.bc.edu/bc-web/schools/mcas/departments/eesc/undergraduate/fulfilling-the-core-requirements.html>), in the BC catalog, and in handouts available in the Department's main office for students expressing interest in taking Core courses in Earth and Environmental Sciences.

- 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?)

The department faculty meets each spring, after classes are over, to discuss how the changes we implemented based on previous years' assessment activities have resulted in improved learning outcomes. We also discuss additional

after returning to in-person lectures in the future. That said, some students seemed to have more difficulty maintaining structured engagement with these courses without regular in-class meetings and many missed the ability to ask live questions and interact with classmates.

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