Form E-1-A for Boston College Departments/Programs

Department/Program: History/Undergraduate Major

1) Have formal learning outcomes been developed? What are they? (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

   1. Students will gain an understanding of the processes of historical change and a depth of knowledge in at least one historical period, geographical area or topical field.

   2. Students will be able to critique the use and interpretation of evidence in historical works.

   3. Students will be able to develop their own historical research questions and research hypotheses and carry out an historical research project.

2) Where are these learning outcomes published? Be specific. (Where are the department’s learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

   On the department’s website, at:
   http://www.bc.edu/schools/cas/history/undergrad/outcomes.html

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

   Research and/or discussion papers written by seniors are evaluated (by an assessment form on a scale of 1-5) for each of the learning outcomes by faculty supervising the preparation of this material. Having accumulated data for all of the learning outcomes over the past few years, we plan to focus on a different specific learning outcome in future years.

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 director of undergraduate studies assembles the data from the assessment forms and, in consultation with the department’s undergraduate committee, prepares a report to the faculty for either the first department meeting of the fall semester or the last department meeting of the spring semester, summarizing the results and offering recommendations for remedial action as needed. The conclusions of the faculty discussion are summarized in the department’s annual report.