E-1-A for Boston College Undergraduate Programs

Program: ENVIRONMENTAL GEOSCIENCE

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?)

All Environmental Geoscience majors will be able to:

1. Describe and apply basic earth and environmental scientific concepts and information.
2. Collect and interpret quantitative earth and environmental scientific data.
3. Think critically about scientific aspects of challenges currently facing society.
4. If this is their goal, enter graduate or professional school in environmental science, policy, law or other related fields.
5. If this is their goal, obtain a job or internship in a field related to the environmental sciences.

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 department’s major handouts?)

These goals will be included in the descriptions of majors on the department website (http://www.bc.edu/schools/cas/geo/undergraduate.html) and in handouts available in the Department’s main office.

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?)

Analyze a set of student scientific research papers completed in the senior capstone seminar (GE582-583).

Conduct a short, online annual survey of graduating majors asking about their experiences in the major courses and goals and plans the future.

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?)

A committee of department faculty members will analyze the assignments based on a rubric. This committee will discuss opportunities to improve student learning throughout the curriculum based on the findings of the analysis. The findings, including whenever possible quantitative rubric scores, will be summarized and presented at a department meeting during the summer and included in department annual reports.

The faculty will review the survey results annually during the summer meeting. The findings will be included in department annual reports and compiled as part of Academic Program Reviews.