

Form E-1-A for Boston College Core Curriculum

Department/Program History/Core

- 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?)

The History Department continues to use two learning outcomes that stress skills taught in all History Core courses, regardless of subject matter. Through the History Core, students will know how to:

- 1) use primary sources to interpret the past
- 2) explain change over time

- 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?)

The learning outcomes are available on the History Department Core website. In addition, the learning outcomes are printed in the syllabi for History Core courses.

- 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 History Department has performed direct assessment of the learning outcomes is undertaken by instructors and teaching assistants using a quantitative scale prior to the pandemic. Since the pandemic, we have experienced large fluctuations in the TA labor pool as well desire for seats in the core. We will resume direct assessments when these numbers stabilize. (See question 5 for more details.)

- 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?)

Data collection and initial interpretation is the responsibility of the History Core Moderator, who shares this information with the Department Chair. These data will shape future departmental conversations (via full department as well as committee meetings) about the Core.

- 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?)

Changes to the Core in '21-'22 were the result on the ongoing pandemic rather than being driven by longitudinal data. External factors also drove changes in grading and pedagogy. Until academic year '22-'23, the department lacked a large pool of teaching assistant labor relative to the number of core courses available to students. Put simply, TAs had too many students to grade and many instructors were forced to resort to online assessments (Canvas). We have offered fewer core seats in 2022-2023, given recent demand, allowing instructors to return more proven pedagogical models and more TA support, but it is entirely possible that fluctuation in student population and demand for the core will require similar adjustments in the future.

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

An internal Core Review committee met throughout the fall and spring of this academic year (2020-21). The findings of this committee were delivered to the MCAS Dean and University Provost.