

Form E-1-A for Boston College Core Curriculum

Department/Program: Chemistry

1) ~~Have the department~~ ¹⁶² ~~has~~ developed learning outcomes for chemistry core courses which are consistent

with those established by the University Core Committee for all core courses in natural sciences.

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1. Expand their understanding of the principles, body of knowledge, and ~~invest~~ ^{related} concerns such

as human health, societal well-being, and planetary sustainability

4. Appreciate the role of science and chemistry in defining their relationship with the natural world and their position within the cosmos

The university's core learning outcomes for natural sciences can be found at:
https://www.bc.edu/bc-web/schools/mcas/undergraduate/core-curriculum/core-requirements.html#2_courses_in_natural_science

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?)

These learning outcomes are published on the Chemistry Department website. They can be accessed under → → :
<https://www.bc.edu/content/bc-web/schools/mcas/departments/chemistry/academics/undergraduate/core-courses.html>

3) **Other than GPA, what data/evidence is used to** ~~whether~~ ^{whether} ~~students have achieved the stated~~ ^{whether students have achieved the stated} ~~outcomes for the Core requirement?~~ ^{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?)

Five times throughout the semester, an anonymous survey was given to students using the online platform Qualtrics to gauge overall satisfaction. In tandem with this quantitative measure, text-entry boxes allowed students to explain and offer feedback. Also, in the last week of classes, students were

invited to respond to reflection prompts on the course's online discussion forum. A high number

- The final project (in which students gave a group presentation on a topic involving chemistry of their choosing, often with a personal connection) was instrumental in seeing how chemistry connected with my daily life and the things I care about

Feedback indicated that connections to daily life, society, and current global issues resonated most with students, and so the decision was made between fall and spring semesters to double-down