

## Form E-1-A for Boston College Core Curriculum, 2025

Department/Program Psychology & Neuroscience

- 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?)

**Learning Goal 1: Students will acquire a basic understanding of the topics studied and the methodologies used in the field of psychology.**

- Learning Outcome 1a: Students will be able to demonstrate a general knowledge of theories, concepts, and findings in at least one subfield of psychology.
- Learning Outcome 1b: Students will understand better some of the different methodological approaches, paradigms, and technologies that have been used to study psychological processes.

**Learning Goal 2: Students will gain critical thinking and writing skills and put them to use through the process of scientific inquiry.**

- Learning Outcome 2a: Students will be able to consider competing hypotheses and to understand how data can adjudicate among those hypotheses.
- Learning Outcome 2b: Students will be able to evaluate critically contemporary data relating to psychology including media claims and graphical depictions of data.
- Learning outcome 2c: Students will be able to summarize psychological theory and research in concise accurate scientific writing.

**Learning Goal 3: Students will acquire a better understanding of how psychological research methods are used to address perennial questions in psychology.**

- Learning Outcome 3a: Students will be able to see how psychological study is complementary to other approaches to understanding and reflecting on the human condition.
- Learning Outcome 3b: Students will be able to express how the material learned is relevant to aspects of their daily lives, such as their behaviors and their interactions with others.

**Learning Goal 4. Students will acquire skills to help them succeed in their personal and community lives after graduation.**

- Learning Outcome 4a: Students will be able to demonstrate an appreciation of the ethical issues involved in human or animal research.
- Learning Outcome 4b: Students will be able to understand better themselves and others.

- 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 goals and outcomes are published on the department website and in appropriate handouts distributed by the department.

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?)

- 1) Evaluation of ratings and comments on student course evaluations.
- 2) Survey of students (every few years) who have taken core courses

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 Undergraduate Assessment Committee meets periodically to review the results, both qualitative and quantitative, and to discuss changes that might be implemented to improve student learning. The committee also discusses the assessment procedures and considers potential changes in the procedures. The department's Undergraduate Assessment Committee coordinates with instructors of core courses to develop these assessments.

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?)

Analyses of the student course evaluations for our Core courses for Fall 2024 and Spring 2025 (3 sections total of PSYC1111, Self, Mind & Society, and 4 sections total of PSYC1110, Brain, Mind & Behavior) find that these courses were well-received by students. On a 5 pt scale, the three sections of PSYC1111 received average ratings of 4.31 for the instructor, and 4.16 for the course. The four sections of PSYC1110 received average ratings of 3.75 for the instructor, and 3.60 for the course.

Note that in last year's E1A form we had access to two instructors' course evals and pulled illustrative quotes from those. This year, our chair (the only person with access to all instructors' evaluations) put the summary numbers above together, but we don't have illustrative quotes.

Note too that our course rosters for these two core courses were all at 200+ students with one exception in the fall for an instructor teaching PSYC1110 for the first time. (Total enrollment in PSYC1111 Self Mind Society, across 3 sections, was 648; 551 students responded to the evaluation request. Total enrollment in PSYC1110 Brain Mind & Behavior, across 4 sections, was 672; 532 students responded to the evaluation request.)

Dean Lamoureux also taught an EQ core course which is listed as a Psychology Course (PSYC1092, Humans and Other Animals). This received an average rating of 4.88 for the quality of the instructor, and 4.50 for the course overall (14 total students enrolled; 8 responded).

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

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