

Form E-1-A for Boston College Core Curriculum

Department/Program: Perspectives Program

- 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?)

As an interdisciplinary program providing core credit in philosophy, theology, arts, literature, social science and natural science, the learning outcomes of the Perspectives Program are developed by the departments in those core areas.

However, each of the four Perspectives courses adapts these core learning outcomes to the Perspectives mission of

- providing a humanist context for professional and scientific education;
- educating the whole person and

our intellectual and spiritual heritage

es published?

- 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?)

Most of the evidence we use is of a qualitative, narrative nature. Some of this evidence arises on an *ad hoc* and irregular basis, while some are produced by more well-established mechanisms of "quality control."

The Perspectives Program continues to focus on faculty development and faculty collaboration as the most effective way to ensure student learning. At the center of this endeavor is our annual year-end workshop. In 2024 our year-end workshops were held May 15 & 16. The four sessions were as follows:

1. Colleagues from the Center for Digital Innovation and Learning, in partnership with Prof. Tim Muldoon from Perspectives, addressed the challenges of integrating AI in the classroom (we want to play offense). This will be followed by workshops during AY 2024-5

6l bssa2.8 (t)-2 (n) bps w 2 fons (n) fof f0 j0 hnd fnd (n) 13 8 (5) 3 (s) 22 (y) n) 12 3 0 (t) 3 0 6 (ge)-6 (sBody u.8 (7e)4. 9 (se)4. 9 (si) Tc 0 T

sensitive nature), so the program must rely on any “red flags” being identified by the chair and DUS in the Philosophy and Theology departments. In this context, the Theology department has begun to gather core-specific course evaluation data for *Perspectives on Western Culture I-II*, as has the Office of the University Core. The Philosophy Department is currently investigating ways to contribute to this process.

- 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?)

Most of the evidence indicated above is interpreted by the Director (Chris Conostas) and Associate Director (Kerry Cronin), sometimes in consultation with the chairs of Philosophy (Jeff Bloechl) and Theology (Andrea Vicini, SJ). Their interpretations, such as they are, are shared with Perspectives Program faculty and other stakeholders as needed.

- 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?)

Across more than two dozen sections taught by 18 instructors, *Perspectives on Western Culture I-II* continues to be effective in meeting the above stated learning outcomes, and others besides. We have a high degree of confidence that when the learning outcomes are not met, the student is the main cause.

No changes are planned or anticipated.

- 6) **Date of the most recent program re.** ~~e-e-32-216-2-05-1-2~~ ~~heg r (JW4) (1)5c)1~~ ~~35750-23~~ ~~10i)00~~ ~~147153h)100~~