

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 forming students who are intelligent, responsible, reasonable, and attentive;
- aiding students in the developing the skills of critical thinking and practical living; and
- bringing faculty and students into conversation with the ancient, modern, and contemporary thinkers who have shaped our intellectual and spiritual heritage

- 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 of the various core areas served by Perspectives can be found at the Core Requirements and Courses web page, as well as the web sites of the relevant departments. The mission of Perspectives, as well as narrative descriptions of the contents of the four Perspectives courses, can be found at the Perspectives Program web site (<https://www.bc.edu/bc-web/schools/mcas/departments/philosophy/undergraduate/perspectives-program.html>). Descriptions of the Perspectives Program are also included in Core Office documentation connected to "Schedules of Distinction" 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?)

As a program with multiple sections, the Perspectives Program leaves assessment primarily in the hands of faculty, who use a variety of assessment tools, which are periodically presented to colleagues at our workshops.

The Program Director and Assistant Director review student course evaluations by students and, when warranted, reviews them with an instructor.

- 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?)

In general, assessment is collaboratively undertaken by the Perspectives Program faculty. Faculty interpret evidence and share their interpretations in workshops organized by the Director and Associate Director of Perspectives. This year the workshops were conducted in a hybrid format on May 19 & 20.

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?)

There was near universal agreement that effective teaching in a pandemic is difficult. Students were under tremendous stress throughout the year. Instructor ability to assess students on an individualized basis were severely hampered by lack of proximity and face coverings.

Few, if any changes, will be made on the basis of any data gathered during the 2020-21 school year.

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

Perspectives was last reviewed as part of the Philosophy Department review undertaken in Spring 2010.