

NECHE Assessment E1A Form | Institution Name: Boston College

General Information

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Program Name:

Perspectives Program

2

Program's Assessment Contact

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3

Unit/Department/Program Attributes – *indicate with an "X"*

☒ X

Academic/curricular unit/department/program

☐

Co-curricular (student affairs-, mission and ministry-related) unit/department/program

☐

Competency-based education program

☐

Distance education program

☐

Program is managed by contractual arrangement

4

Date of last program review

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

5

Date of next expected program review:

Perspectives will be reviewed in AY '25-'26 as part of the Philosophy Department external review.

6 Did your program engage in any assessment activities during academic year 2024-2025? – *indicate with an “X”*

☒

Yes

☐

No

7 Degree Level Being Assessed (if applicable) – *indicate with an “X”*

☐

Associate’s degree

☐

Certificate program

☐

Bachelor’s degree

☐

Master’s degree

☐

Doctoral degree

8 Where are the learning outcomes published? (mark all that apply) – *indicate with an “X”*

☐

Catalog

☒

Syllabus

☐

Website

☐

Curriculum map

9 Which learning outcome(s) was assessed during academic year 2024-25?

- providing a humanist context for professional and scientific education;
- educating the whole person and forming students who are intelligent, responsible, reasonable, and attentive;

(in place 2026)

- 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

Assessment Information

10 What type(s) of evidence were gathered to assess the outcome? (mark all that apply) – *indicate with an “X”*

☐

Artistic exhibition/performance

☐

Assignment/exam/paper completed as part of regular coursework (i.e., an embedded assessment)

☐

Capstone course work product

☐

Course evaluation question(s)

☐

Exam created by an external organization (e.g., professional association for licensure)

☐

Exit exam created by the unit/program

☐

Focus groups/interviews with alumni

☐

Focus groups/interviews with current students

☐

IRB-approved research project

☐

Oral performance (oral defense, oral presentation, conference presentation)

☐

Portfolio of student work

☐

Publication or grant proposal (prepared, not dependent upon acceptance)

☐

Qualifying or comprehensive exam (typically applicable to graduate level programs)

☐

Reflection exercise engaged in by student (journal, assignment, discussion session)

- _____
- ☐ Survey of alumni
- ☐ Survey of current students
- ☐ Supervisor or employer evaluation of student performance outside of the classroom
- ☐ Thesis or dissertation
- ☒ Other

11 How was the evidence reviewed/analyzed? (mark all that apply) – *indicate with an “X”*

- ☐ Compiled narrative results (e.g., interview, focus group, or open-ended data)
- ☐ Compiled survey results
- ☐ BC’s Institutional Research office analyzed and supplied the evidence
- ☐ External organization responsible for evidence (e.g., a licensing exam organization)
- ☐ Used a rubric or scoring guide
- ☒ Used professional judgment (i.e., no rubric or scoring guide was used)
- ☐ Review/analysis is pending
- ☒ Other

12 Who took part in assessing the evidence? (mark all that apply) – *indicate with an “X”*

- ☒ Full-time faculty

- _____
- ☒ Part-time/Adjunct faculty
- ☐ Current students
- ☐ Employers and/or Advisory Boards
- ☐ Deans/Associate Deans
- ☐ Unit/Program-based Curriculum Committee
- ☐ Unit/Program-based Assessment Committee

13 How will the assessment results/findings be used? (mark all that apply) – *indicate with an “X”*

- ☐ Assessment procedure changes (e.g., changes to learning outcomes, rubrics)
- ☒ Course changes (e.g., changes to course content, assignments, pedagogy)
- ☐ Program changes (e.g., structure of retreat or volunteer program)
- ☐ Program policy changes
- ☐ Students' out-of-class experience changes (e.g., changes to advising, career workshops)
- ☐ Assessment results indicate that no actions are needed because students attained the outcome
- ☐ Pending – we are not yet sure how the assessment results will be used

14 Please describe what was yielded from the assessment in terms of how students attained/achieved the learning outcome(s). That is, given the interpretation of the results/findings, what were the major takeaways?

learning outcome(s). That is, given the interpretation of the results/findings, what were the major takeaways regarding student learning?

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 faculty workshop. In 2025 our year-end workshops were held May 14 & 15. The session provided an opportunity for faculty to engage in a robust, ongoing discussion of the aims of the program and to consider how various texts, themes and pedagogical strategies contribute to those goals.

Additionally, Perspectives faculty members attended four half-day workshops on curriculum enrichment (hosted by the Philosophy Department) this year as well as several workshops on AI in the classroom offered by BC’s Center for Digital Innovation in Learning. Curriculum enrichment workshops explored enhancement and expansion of the curriculum in core courses, especially on issues of (1) race, (2) gender, (3) faith and reason, and the common good, including (4) broadening the texts in this history of philosophy. Workshops run by CIDIL focused on integrating AI in the classroom in ways that foster critical thinking, academic integrity and creativity.

Perspectives faculty are particularly concerned about the impact of AI in and outside of the classroom with respect to students’ capacities for reading texts closely and attentively, thinking deeply about important questions of human living, reflecting on questions of ultimate meaning and value and expressing clearly their understandings of these matters. Developing these capacities in our students is central to the learning outcomes we pursue in the Perspectives Program. Faculty are committed to developing and sharing best practices in these critical areas.