1) **Have formal learning outcomes been developed? What are they?** (What specific sets of skills and knowledge does the department expect its majors to have acquired before they graduate?)

   1. Students should become able to read critically, analyze and discuss the perennial human questions concerning human being in relation to God, the natural, and the divine; community, society, and politics; the individual self and others, as these are presented in classic works of literature, art, philosophy and theology in the Western Cultural Tradition.
   2. Students should acquire the ability to read critically the complex literary, intellectual, religious and artistic works of the Western Cultural Tradition; and to develop, articulate and defend orally and in writing their judgments about these questions and works.
   3. Students should develop the critical analytic skills necessary to making well-reasoned moral and ethical judgments and the habit of qualitative reasoning and personal reflection fundamental to the process of Ignatian discernment.
   4. Students should gain an integrated interdisciplinary knowledge of the humanities necessary for understanding the relationship between Classical and Christian humanism in the Western Tradition on the one hand, and the relationship between the Western past and contemporary culture on the other.

2) **Where are these learning outcomes published? Be specific.** (Where are the department's learning expectations accessible to potential majors: on the web or in the catalog or in your dept major handouts?)

   Departmental website: Learning Goals.

3) **Other than GPA, what data/evidence is used to determine whether graduates have achieved the stated outcomes for the degree?** What evidence and analytical approaches do you use to assess which of the student learning outcomes are being achieved more or less well?

   Approximately 45 student papers are selected at random, masked for confidentiality, and rated on a five point scale by a faculty committee according to the following rubrics:

   **Cultural Reasoning and Values:**
   1. The essay identifies a significant cultural, philosophical or literary problem in one or more texts.
   2. The essay makes an argument or presents a reflection of value beyond the analysis of the texts or works of art considered.

   **Analysis and Argumentation:**
   3. Organization: the essay is coherent and well organized.
   4. Analysis: the essay demonstrates careful reading and interpretation of texts or works of art and provides relevant examples.
   5. Style: the essay is stylistically correct and effective.

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?)

   Honors Program faculty committee. Committee presents results at annual end-of-the-year faculty meeting.