

Be conversant with and able to discuss intelligently enduring questions and issues that are fundamental to human inquiry and that have shaped the traditions from which the university has emerged.

- e. Demonstrate the ability to apply more than one disciplinary perspective to the same enduring question or complex contemporary problem.
- f. Be familiar with the scholarly exploration of religious faith and understand how faith and reason are related in the search for truth.
- g. Demonstrate the ability to examine their values and experiences and integrate what they learn with the principles that guide their lives.
- h.

general core formal learning outcomes. Instructors apply the rubric to a 5-page paper or essay exam question from each student in the sample. This was not done this past semester because of the department's focus on developing new assessment procedures. We will resume this practice in the 2019/2020 academic year.

(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 Assessment Committee consists of two full-time faculty members, who also work with the Director of Undergraduate Studies. The Assessment Committee is responsible for (a) creation of the rubric for student work, (b) data collection, compilation, and analysis, (c) provision of summary data and recommended actions to the full faculty, and (d) communication with administration, including annual reports to the Dean of Arts & Sciences.

Annually at the department's spring retreat, the full faculty discusses the Assessment Committee's internal report and decides upon programmatic changes.

(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?)