STUDENT LEARNING GOALS/OBJECTIVES
The freshman courses form a cluster organized around the following four learning goals:
- to improve the depth of written work, with emphasis on making explicit connections to the themes and insights raised in class discussions of the assigned readings.
- to articulate and discuss significant reading themes as a basis for composing thoughtful written work.
- to participate effectively in public discussions while remaining sensitive to the viability of multiple points of view.
- to grasp multiple levels of meaning and significance in the study and analysis of complex writings.

The sophomore curriculum stresses multidisciplinary analysis directed to contemporary social dynamics. There are three principal learning goals for this stage of coursework:
- comprehend diverse viewpoints in regard to contested issues, assumptions, and belief systems (e.g., multicultural politics).
- explore the use of interdisciplinary methods for addressing complex problems where social/cultural values are in tension with scientific/technological synergies (e.g., genetic science).
- develop and apply collaborative skills in a service-learning context to help organize and implement a group learning event (e.g., exploratory learning projects for 6th grade students).

The junior curriculum emphasized exploration and application of diverse investigative methods (e.g., as practiced in genetic research, cognitive science, and applications of critical theory) in the context of an interdisciplinary study of the organizing theme of cluster (e.g., “Humans in the Information Age”). The students also gain facility with the research methods and sources required to frame a viable capstone research proposal. Emphasis is placed on the following learning goals:
- gain exposure to diverse investigative methods across several disciplines and learn to address complex issues within this range of considerations (e.g., analyze the human situation of genetic information using methods from biological science, cognitive science and critical theory).
- learn how to identify competent research materials and utilize this ability to identify a worthy focus for a capstone research project and conduct sustained background research relevant to framing the focus of the project.

The senior cluster is devoted entirely to the Capstone research project. The four principal learning goals associated with this level of study are central to any viable research project:
- learn to establish good focus with respect to a research topic.
- learn to recognize and apply methods of discovery and analysis appropriate to the scope of a research project.
- learn to respond productively to critical feedback from peers and mentors.
- learn to identify and discuss in public forums (e.g. through a conference presentation or journal publication) interesting outcomes produced in conducting the research project.
HOW WILL DATA BE COLLECTED?
DIRECT
- Embedded Assessment
- Fieldwork
- Student Presentations
- Capstone Project

INDIRECT
- Course Evaluations
- Graduating Senior Survey
- Alumni Survey
- Institutional Data

HOW WILL DATA BE EVALUATED AND RECOMMENDATIONS MADE?
The program director, faculty, and fieldwork liaison will evaluate the data. The Honors Director reviews samples of student work and discusses the focus of assignments and general student performance with faculty.

WHAT RECOMMENDATIONS FOR IMPROVING STUDENT LEARNING WERE MADE?
Examples of recent adjustments include a shift of emphasis from summary writing to analytical writing in Honors Composition and the Humanities Reading Seminar; more problem-based learning in Mathematics Connections; less speech activity and more emphasis on content-based debates in the Honors Discussion Seminar; and explicit critical/analytical attention to refining the Capstone research topic in the Senior Seminar, and publication of the introductory essay as an outcome of the course. Significant adjustments have also been made to several department-specific courses in the sophomore and junior levels of the curriculum.