

Eureka College General Education Competencies

Aesthetic Sensibility (AS)

1. Demonstrate an understanding of the relationship between artistic technique and the expression of an artworks' underlying concept.
2. Analyze the formal elements of performances and works of art using standards and vocabulary appropriate to the form and cultural context.
3. Engage in the artistic process, including conception, creation, and ongoing critical analysis.

AS	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO 1- Role of arts	Demonstrates the ability, with a high degree of independence, to fully understand and clearly articulate the relationship between works of art and the culture that created them.	Demonstrates, with limited instructor support, a moderate understanding of, and ability to articulate the relationship between works of art and the culture that created them. * This is competency	Demonstrates a limited understanding of, and limited ability to articulate the relationship between works of art and the culture that created them.	Does not display an understanding of the role of arts in culture.
SLO 2 – Terminology	Demonstrates a high level of understanding through the correct usage of a full range of terminology relevant to the art discipline.	Demonstrates understanding through the generally correct usage of terminology relevant to the art discipline. May use a limited range of terms. * This is competency	Demonstrates a limited understanding of the terminology relevant to the art discipline. Terms may be simply listed or used incorrectly.	Does not display an understanding of, or ability, to use terminology relevant to the art discipline.
SLO 2- Aesthetic judgments	Displays an ability to independently form and clearly articulate judgments about examples of art.	Displays, with limited instructor support, a moderate ability to independently form and clearly articulate judgments about examples of art. * This is competency	Displays a limited ability to form and articulate judgments about examples of art. May reflect superficial or simplistic judgment.	Is unable to form or articulate an independent or original judgment about examples of art.

<p>SLO 3 – Creative process</p>	<p>Working independently, is able to articulate a full appreciation and understanding of the arts through a consideration of and /or engagement in the creative process.</p>	<p>Working with limited instructor support, is able to articulate a moderate appreciation and understanding of the arts through a consideration of and /or engagement in the creative process. * This is competency</p>	<p>Displays a limited ability to articulate an appreciation or understanding of the arts through a consideration of and/or engagement in the creative process. Displays a simplistic or superficial engagement with the creative process.</p>	<p>Does not demonstrate an appreciation or understanding of the arts and/or an engagement in the creative process.</p>
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Analytical Inquiry and Problem Solving (AIPS)

1. Information Literacy: Critically evaluate and identify potential sources of appropriate and credible information.
2. Define problem/topic scope/ or generate questions by stating assumptions, limitations, seeking information, and clarifying causes.
3. Systematically analyze a work (text, artifacts) or issue to produce an informed conclusion or problem statement.
4. Generate and evaluate strategies to find solutions and/or generate solutions for problems which consider ethical, logical and cultural dimensions.

AIPS	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO1- Evaluate information and its Sources Critically	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view).	Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). * This is competency	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
SLO 1- Use Information effectively to accomplish a specific purpose	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth Students use correctly all of the following	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved. Students use correctly all of the following information use strategies (use of citations and	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased,

	information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. * This is competency		etc.), so the intended purpose is not achieved.
SLO2 – Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various point of view/approaches.	Presents in-depth information from relevant sources representing various point of view/approaches. * This is competency	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
SLO2- Understanding limitations and implications	Insightfully discusses in detail relevant and supported limitations, assumptions and implications.	Discusses relevant and supported limitations, assumptions and implications.	Presents relevant and supported limitations and implications. * This is competency	Misses limitations and implications or presents irrelevant and unsupported limitations, assumptions and implications.
SLO 3 – Define a problem	Demonstrates the ability to construct a clear and insightful problem	Demonstrates the ability to construct a problem statement with	Begins to demonstrate the ability to construct a problem	Demonstrates a limited ability in identifying a problem statement r

	statement with evidence of all relevant contextual factors.	evidence of most relevant contextual factors, and problem statement is adequately detailed.	statement with evidence of most relevant contextual factors, but problem statement is superficial. * This is competency	related contextual factors.
SLO 3 - Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to the focus of analysis.	Organizes evidence to reveal insightful patterns, differences, or similarities related to the focus of analysis. * This is competency	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	List evidence, but it is not organized and/or is unrelated focus of analysis.
SLO 3 – Embracing contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas in analysis.	Incorporates alternate, divergent, or contradictory perspectives or ideas to explore in analysis.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a rudimentary way. * This is competency	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
SLO4 – Proposes Solutions/Hypothesis	Proposes one or more solutions/hypothesis that indicates a deep comprehension of the problem. Solutions are sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypothesis that indicates comprehension of the problem. Solutions are sensitive to contextual factors as well as some of the ethical, logical, and cultural dimensions of the problem. * This is competency	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.

SLO4 – Identify strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context. * This is competency	Identifies one or more approaches for solving the problem that do not apply within the context.
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Communication (CO)

1. Demonstrate proficiency in written communication
2. Demonstrates proficiency in oral communication and presentation.
3. Evaluate others' critical arguments as well as one's own.
4. Critically evaluate and identify potential sources of appropriate and credible information.

CO	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO 1 & 2 – Language	Language choices are imaginative, memorable, and compelling, and enhance content. Language is appropriate to audience.	Language choices are thoughtful and generally support content. Language is appropriate to audience. * This is competency	Language choices are mundane and commonplace and partially support content. Language is appropriate to audience.	Language choices are unclear and minimally support content. Language is not appropriate to audience.
SLO –2 Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. * This is competency	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
SLO – 1 & 2 Supporting material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally

	significantly supports the content/message or establishes the student's credibility/authority on the topic.	analysis that generally supports the content/message or establishes the student's credibility/authority on the topic. * This is competency	the content/message or establishes the student's credibility/authority on the topic.	supports the content/message or establishes the student's ' credibility/ authority on the topic.
SLO- 1 & 2 Context of and Purpose	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to all elements of the assigned task(s)	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). * This is competency	Demonstrates awareness of context, audience, purpose, and the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience)..
SLO – 4 Content Development	Uses appropriate, relevant, and compelling content throughout the assignment to illustrate mastery of the subject	Uses appropriate, relevant, and compelling content throughout the assignment to explore ideas within the context of the discipline	Uses appropriate and relevant content to develop and explore ideas through most of the assignment. * This is competency	Uses appropriate and relevant content to develop simple ideas in some parts of the assignment .
SLO – 1 Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to audience with clarity and fluency, and is virtually error free.	Uses straightforward language that generally conveys meaning to audience. The language has few errors. * This is competency	Uses language that generally conveys meaning to audience with clarity, although there may be some errors.	Uses language that sometimes impedes meaning because of errors in usage.
SLO – 3 Sources and Evidence	Demonstrates skillful use of high quality,	Demonstrates consistent use of credible,	Demonstrates an attempt to use credible and/or	Demonstrates an attempt to use sources to

	credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the assignment.	relevant sources to support ideas that are situated within the discipline and genre of the assignment. * This is competency	relevant sources to support ideas that are appropriate for the discipline and genre of the assignment.	support ideas in the assignment.
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Ethical Reasoning (ER)

1. Analyze and articulate core beliefs, their historical origins, and their contemporary relevance.
2. Recognize ethical issues when presented in a complex context.
3. Uses a variety of data and experiences to engage in ongoing reflective practice to inform ongoing personal, academic and professional development.

ER	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO – 1 Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. * This is competency	Student states both core beliefs and the origins of the core beliefs.	Student states either their core beliefs or articulates the origins of the core beliefs but not both.
SLO- 1 Ethical Self-Awareness	Student consciously and intentionally plans to live with a vocation.	Responsibly questions and reevaluates their own values, vocation, and life choices. * This is competency	Student is able to state what they value in life and occasionally make choices to align with these values.	Student is able to state what they value in life.
SLO -2 Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex (gray) context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, context OR can grasp cross-relationships among the issues. * This is competency	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
SLO – 2 Application of Ethical	Student can independently apply ethical	Student can independentl	Student can apply ethical	Student can apply ethical

<p>Perspectives/Concepts</p>	<p>perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application.</p>	<p>y (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. * This is competency</p>	<p>perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.</p>	<p>perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).</p>
<p>SLO – 3 Reflection</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational, or vocational and life events. * This is competency</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.</p>	<p>Reviews prior learning (past experiences inside and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events.</p>

Health, Fitness and Well-Being (HFWB)

1. Demonstrate an understanding of the fundamental aspects of fitness and wellness.
2. Develop a plan for lifelong fitness and wellness.

HFWB	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO- 2 Goals	Goals are clear, specific, and realistic. They are also measurable.	Goals are somewhat clear, specific, and realistic. They tend to be measurable. * This is competency	Goals are broadly stated but not clear, specific or measurable.	Goals are not stated.
SLO - 1/2Wellness	Plan includes physical and mental health (e.g. stress management) components. Plan identifies support sources.	Plan includes physical and mental health (e.g. stress management) components. * This is competency	Plan includes only one or 2 components of health.	Plan does not adequately address physical or mental health.
SLO – 2 Content - Accuracy	Plan accurately presents 5 or more fitness/health components and a specific feasible plan to achieve all goals.	Plan accurately presents 4-5 fitness/health components and a specific plan to achieve all goals. * This is competency	Plan accurately presents 2-3 fitness/health components and a plan with 1-2 specific elements to achieve goals.	Plan presents only 1 fitness/health component and no plans to achieve goals.
SLO- 1 Knowledge Gained	Student can accurately answer all questions related to facts in the plan.	Student can accurately answer most questions related to facts in the plan. * This is competency	Student can accurately answer about 75% of questions related to facts in the plan.	Student appears to have insufficient knowledge about the facts used in the plan.

Intercultural Understanding (IU)

1. Recognize and explain how one’s cultural, political, and social lenses shape one’s view of the world, and how this principle applies in their own cases.
2. Respond sensitively to, and see the value in cultural perspectives other than their own.
3. Identify and evaluate the social, political, historical and aesthetic contexts of cultural productions.

IU	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO 2 - Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) * This is competency	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) Compares and contrasts cultures on easily observed factors (food, dress, holidays).
SLO 3 -Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. * This is competency	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
SLO 1- Empathy	Interprets intercultural	Recognizes intellectual and	Identifies components of other cultural	Views the experience of

	<p>experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	<p>emotional dimensions of more than one worldview and sometimes considers more than one worldview. * This is competency</p>	<p>perspectives but responds in all situations with own worldview.</p>	<p>others but does so through own cultural worldview.</p>
<p>SLO 1 -Openness</p>	<p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Asks deeper questions about other cultures and seeks out answers to these questions. * This is competency</p>	<p>Asks simple or surface questions about other cultures.</p>	<p>States minimal interest in learning more about other cultures. Compares and contrasts cultures on easily observed factors (food, dress, holidays).</p>

Justice and Civic Responsibility (JCR)

1. Recognize injustice when presented in a complex context.
2. Apply academic study through civic engagement to address problems of local, national, and global importance.
3. Function effectively as member of a team by demonstrating the ability to engage in learning based on reciprocal and mutually beneficial relationships.

JCR	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO 1 – Recognizing Justice	Takes informed and responsible action to address issues of justice and evaluates the consequences of the intervention.	Analyzes the ethical, social and political consequences of local and national policies on issues of justice and identifies a range of appropriate actions.	Explains the ethical, social, and political consequences of local and national policies on issues of justice. * This is competency	Identifies basic issues of justice of some local or national decisions.
SLO 2 – Civic Action and reflection	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one’s actions.	Has participated in civically focused actions with reflective insights or analysis about the aims and accomplishments of one’s actions.	Has participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities. * This is competency	Has experimented with some civic activities but shows little internalized understanding of their aims or effects.
SLO 2 – Civic Knowledge	Connects and extends knowledge from one’s own academic field to civic engagement and to one’s own participation in civic life.	Analyzes knowledge from one’s own academic field making relevant connections to civic engagement and to one’s own participation in civic life.	Begins to connect knowledge from one’s own academic field that is relevant to civic engagement and to one’s own participation in civic life.	Begins to identify knowledge from one’s own academic field that is relevant to civic engagement.

			* This is competency	
SLO 3- Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group. * This is competency	Shares ideas but does not advance the work of the group.
SLO 3 - Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project. * This is competency	Completes all assigned tasks by deadline.
SLO – 3 Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.

	<p>language to convey a positive attitude about the team and its work.</p> <ul style="list-style-type: none"> • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>about the team and its work.</p> <ul style="list-style-type: none"> • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>about the team and its work.</p> <ul style="list-style-type: none"> • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. <p>* This is competency</p>	<ul style="list-style-type: none"> • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
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Scientific Literacy (SL)

1. Demonstrate understanding of how scientific inquiry is based on evidence and that scientific knowledge and understanding evolves based on new evidence and differs from personal and cultural beliefs.
2. Participate in scientific inquiry and communicate the elements of the process, including (a) making careful and systematic observations, (b) developing and testing a hypothesis, (c) analyzing evidence, and (d) interpreting results.
3. Demonstrate an understanding of the variety of research and quantitative methodologies in the sciences.
4. Quantitative Reasoning: Identify, access, and use quantitative information effectively, including information from formulas, graphs, tables, schematics, simulations, and/or visualizations.

SL	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO 1 - Reasoning	The student can: Develop possible alternative logical explanations for observed phenomena. Describe fallacies or illogical conclusions based on observations or data. Evaluate claims based on observations, experimentation or data presented.	The student can: Identify possible alternative logical explanations for observed phenomena. Identify fallacies or illogical conclusions based on observations or data. *This is competency.	The student can: Identify logical explanations for observed phenomena. Identify fallacies or illogical conclusions based on observations.	The student struggles to identify logical explanations for observed phenomena.
SLO 2 –Scientific method	The student can: Develop a proper research question. Evaluate alternate solutions to the problem. Propose how to evaluate a hypothesis appropriately.	The student can: Restate the scientific problem in a question format. Predict one or more solutions to the problem. Generate a testable hypothesis appropriate to the problem. * This is competency	The student can: Identify and clearly state a scientific problem. Select on possible solution to the problem. Select a hypothesis appropriate to the problem.	The student cannot: Identify a scientific problem. Recognize that problems have solutions. Recognize the definition of an hypothesis.

<p>SLO 3- Knowledge of methodologies</p>	<p>Student can: Explain the purpose/objective of the experiment in their own words Select appropriate research strategy Determine the materials needed to complete the procedure Select the experimental variables and controls. Suggest modifications of the experimental design, as appropriate.</p>	<p>Student can: State the purpose/objective of the experiment in their own words Select the appropriate research strategy Determine the materials needed to complete the procedure Differentiate between independent, dependent, and confounding variables and controls. * This is competency</p>	<p>Student can: State the purpose/objective of the experiment in their own words Understand the different research strategies Determine the materials needed to complete the procedure. Differentiate between independent and dependent variables.</p>	<p>The student CANNOT: Recognize the purpose/objective of an experiment Understand the different research strategies Determine the materials needed to complete the experimental procedure. Recognize experimental variables.</p>
<p>SLO 4 – Interpretation of information presented in mathematical forms</p>	<p>Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.</p>	<p>Provides accurate explanations of information presented in mathematical forms. * This is competency</p>	<p>Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor error related to units or computations.</p>	<p>Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.</p>
<p>SLO 4 – Application, ability to make decisions or judgments based on quantitative analysis</p>	<p>Uses quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions.</p>	<p>Uses quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions.</p>	<p>Uses quantitative analysis of data as the basis for judgments, drawing plausible conclusions. * This is competency</p>	<p>Uses quantitative analysis of data as the basis for tentative basic judgments, but conclusions are not appropriate.</p>

Spiritual Engagement and the Examined Life (SEEL)

1. Participate in a contextual reading of works that challenge students’ understanding of what it means to be human.
2. See the value in key approaches to examining one’s life.
3. Engage with spiritual or philosophical traditions’ answers to enduring questions.

SEEL	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO1— Contextual Reading	Student provides a sophisticated articulation of the strengths and weaknesses of the text and analyzes it in relation to other key texts on spiritual engagement and/or examined living.	Student adequately comprehends, analyzes, and critiques the text, and can describe why it is important for the tradition of spiritual engagement and/or examined living from which the text originates. <i>* This is competency</i>	Student demonstrates a partial comprehension of the text and describes why it is important for the tradition of spiritual engagement and/or examined living from which the text originates.	Student demonstrates a superficial understanding of the text but cannot explain its importance.
SLO2—The Examined Life	The student can analyze and critique key philosophical or spiritual approaches to the examined life and can apply this evaluation to his/her life.	The student can identify and express the value in key philosophical or spiritual approaches to the examined life, and can apply these approaches to his/her life. <i>* This is competency</i>	The student can identify at least one philosophical or spiritual approach to the examined life.	The student can articulate at a basic level what it means to live an examined life.
SLO3— Enduring Questions	The student can demonstrate sophisticated engagement with multiple spiritual or philosophical traditions’ answers to an	The student can responsibly engage with a spiritual or philosophical tradition’s answers to an enduring question and	The student can identify a spiritual or philosophical tradition’s answers to an enduring question.	The student can identify at least one enduring question.

	enduring question.	provide a thoughtful response.	<i>* This is competency</i>	
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Sustainable Practices and Environmental Conscience (SP)

1. Demonstrate understanding of contemporary environmental issues as well as the complexity of proposed solutions.
2. Demonstrate understanding of the changing relationship between humans and nature over time.
3. Recognize interconnections among economic, environmental, and social issues to develop sustainable future-focused practices.
4. Apply academic study in order to identify, evaluate and act to address sustainability problems of local, national, and global importance.

SP	Capstone 4	Milestone 3	Milestone 2	Benchmark 1
SLO 1- Environmental Awareness	Student discusses in detail national and global environmental issues with depth and clarity.	Student discusses in detail environmental issues in their life as they relate to national and global issues.	Student states environmental issues and can briefly explain them. * This is competency	Student states environmental issues but is not able to explain them.
SLO 2 –Explain how human activities impact the environment	Provides comprehensive description of intended and unintended consequences of many human activities that have environmental impacts; anticipates potential problems and identifies and evaluates trade-offs; articulates how humans could participate in solutions.	Describes environmental consequences of human activities; identifies several dimensions of problems/trade-offs associated with them; offers simplistic solutions that address those problems.	Describes environmental consequences of a limited number of human activities; identifies one or two dimensions of problems; struggles to identify possible solutions. * This is competency	Unable to fully describe environmental consequences of human activities; perceives and describes environmental impacts in “black and white”.
SLO 3- Evaluation of environmental issues	Student discusses/analyzes in detail environmental world views recognizing the pros and cons of	Student discusses environmental world views recognizing the pros and cons of controversial issues.	Student states environmental world views recognizing the pros and cons of controversial issues.	Student states environmental world views.

	controversial issues.		* This is competency	
SLO 4 – Awareness of solutions to environmental issues	Student accurately articulates possible solutions to local, state, national and global environmental issues and takes part in a solution activity.	Student accurately articulates possible solutions to local, state, national and global environmental issues.	Student discusses possible solutions to local, state, national and global environmental issues and takes part in a campus activity. * This is competency	Student states possible solutions to local, state, national and global environmental issues.