**Living a Meaningful Life**

21st Century Challenges Summary Report Form

**Name of Faculty Member Submitting Data: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title, Course Number, and Section of Course where the challenge rubrics shown below were applied: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Challenge**

College students emerge from a youthful world, in which they have inherited values and beliefs from their cultures and traditions, into an adult world in which they are challenged to develop their own coherent set of values, ideals, and beliefs. Centenary students address this challenge by approaching the world with an open mind. Through interaction with each other, faculty, staff and the broader community, students explore the roots of their values and beliefs, question assumptions, and learn to articulate their own credo while still respecting the values and beliefs of others. Centenary students learn how their search for meaning can build upon the work of those who have searched before, while at the same time they engage themselves and others in the creation and application of new values and ideals.

Please use the following outcomes to assess student learning in your challenge course.

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| **Course Criteria** | **Student Learning Outcomes** |
| Course will explicitly: | Students will articulate: |
| examine how traditions, values, and beliefs are created and/or inherited within a group(s), and | a critical analysis and description of theirown inherited values and beliefs, and |
| examine challenges brought by the changing world to those values and beliefs, and | the congruence and incongruence of their values and beliefs with those of others, and |
| provide an environment in which studentsare invited to reject or incorporate newlyencountered values and beliefs. | a critically analyzed and internally connected set of values and beliefs that lends intention and meaning to their actions. |

Please use the following rubrics to assess student learning in your challenge course.

**Rubrics for Living a Meaningful Life Challenge Course**

**Outcome 1: Students will articulate a critical analysis and description of their** **own inherited values and beliefs.**

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| **Rubric for Outcome 1:** It is expected that 80% of the students assessed will receive a score of 2 or better, and that 60% will receive a score of 3 or better. |
| **4 points:** Student articulates a critical analysis of their own inherited values and beliefs. |
| **3 points:** Student articulates a critical analysis of their own inherited values and beliefs but is missing some details. |
| **2 points:** Student articulates some analysis of their own inherited values and beliefs, but is missing some key details. |
| **1 point:** Student articulates little or no analysis of their own inherited values and beliefs. |

**Outcome 2: Students will articulate the congruence and incongruence of their values and beliefs with those of others.**

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| **Rubric for Outcome 2:** It is expected that 80% of the students assessed will receive a score of 2 or better, and that 60% will receive a score of 3 or better. |
| **4 points:** Student articulates the congruence and incongruence of their values and beliefs with those of others. |
| **3 points:** Student articulates the congruence and incongruence of their values and beliefs with those of others but is missing some details. |
| **2 points:** Student articulates somewhat the congruence and incongruence of their values and beliefs with those of others, but misses some key details. |
| **1 point:** Student demonstrates little to no ability to articulate the congruence and incongruence of their values and beliefs with those of others. |

**Outcome 3: Students will articulate a critically analyzed and internally connected set of values and beliefs that lends intention and meaning to their actions.**

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| **Rubric for Outcome 3:** It is expected that 80% of the students assessed will receive a score of 2 or better, and that 60% will receive a score of 3 or better. |
| **4 points:** Student articulates a critically analyzed and internally connected set of values and beliefs that lends intention and meaning to their actions. |
| **3 points:** Student articulates a critically analyzed and internally connected set of values and beliefs that lends intention and meaning to their actions, but is missing some details. |
| **2 points:** Student articulates somewhat a critically analyzed and internally connected set of values and beliefs that lends intention and meaning to their actions, but is missing some key details. |
| **1 point:** Student demonstrates little to no ability to articulate a critically analyzed and internally connected set of values and beliefs that lends intention and meaning to their actions, but is missing some details. |

**Please provide a summary description of the activity or assignment to which the Challenge Course rubrics were applied. In the summary, please clearly and specifically identify the course activity or assignment component that addresses each objective. If a test question or class writing assignment was used, provide a summary of the specific assignment or question to which the students responded.**

**Please complete the requested information in the table shown below.**

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| **Class/Scores** | **Outcome 1** | **Outcome 2** | **Outcome 3** |
| **Class Department and Number** **(n = number of students)** |  |  |  |
| Score of 1 |  |  |  |
| Score of 2 |  |  |  |
| Score of 3 |  |  |  |
| Score of 4 |  |  |  |
| Mean |  |  |  |
| Score of 2 or Higher |  |  |  |
| Score of 3 or Higher |  |  |  |

**Do you have any additional observations, questions, or need for information?**