

**General Education SLO Rubric
I Personal Awareness**

Definition: Courses in this category deepen one's self understanding, sense of personal ethics, and enhance personal well-being.

Learning goal: Courses satisfying the Personal Awareness category will meet both of the learning outcomes below.

Student Learning Outcomes	Not at Benchmark 0	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
I. Demonstrate self-understanding	Does not describe their background and experiences.	Describes their background and experiences.	Articulates or demonstrates an understanding of characteristics of groups or roles to which they belong.	Articulates or demonstrates an understanding of their personal gifts, talents, or traits.	Articulates or demonstrates a sense of purpose.
II. Examine and/or develop aspects of one's character and belief system (using one or more of the following):					
2a. Spiritual Development ILO Character - Spiritual Development	Does not identify factors that contribute to the development of faith.	Identifies factors that contribute to the development of faith.	Summarizes factors that lead to faith in action.	Reflects upon their personal spiritual/faith beliefs.	Embodies their faith in action.
2b. Ethical Behaviors ILO Character - Ethical Behavior	Does not recognize factors of ethical decision making.	Recognizes factors of ethical decision making.	Summarizes factors of their own ethical decision making.	Distinguishes different perspectives in ethical dilemmas.	Articulates or demonstrates ethical decisions based on personal standards, taking into account the perspectives of others.
2c. Leadership ILO Collaboration - Leadership	Does not identify factors that contribute to effective leadership.	Identifies factors that contribute to effective leadership.	Attempts to engage others, using factors that contribute to effective leadership.	Engages others and attempts to build upon and synthesize the contributions of others.	Leads others, effectively completing a task and proactively helping and attempting to uplift others in the completion of the work.
III. Develop and articulate goals for personal well-being in one or more of the following areas: physical, social, mental, spiritual, and/or financial.	Does not articulate or demonstrate goals for their personal well-being.	Articulates or demonstrates goals for their personal well-being in at least one of the specified areas of life.	Articulates or demonstrates a set of goals for their personal well-being in life.	Articulates or demonstrates a set of goals for their personal well-being in life that is informed by their self-reflection.	Articulates or demonstrates a holistic set of goals for their personal well-being in life, as well as a concrete plan to achieve them.

**General Education SLO Rubric
II Human Expression**

Definition: Courses in this category awaken in students an understanding of various types of human expression and equips them with the skills to analyze individual examples and to create their own.

Learning goal: Courses satisfying the Human Expression category will meet both of the learning outcomes below.

Student Learning Outcomes	Not at Benchmark 0	Benchmark 1	Milestone 2	Milestone 3	Capstone 4
I. Understand the purpose and audience of a work ILO Communication - Purpose	Does not identify the purpose of a work.	Identifies the purpose of a work.	Analyzes the purpose of a work.	Presents a consistently clear synthesis of the purpose of a work with consideration of the audience.	Thoroughly evaluates the purpose and audience of an entire body of work.
II. Create a work of human expression ILO Communication - Mechanics	Did not create an original work of human expression in which comprehension of a topic or concept is demonstrated; did not use appropriate style and technique, and contained a multitude of errors obstructing meaning.	Creates an original work of human expression demonstrating knowledge and comprehension of a topic or concept; used appropriate style and technique, yet contained numerous errors, some of which might obstruct meaning.	Creates an original work of human expression incorporating analysis of a topic or concept to inform the work; the work is generally stylistically and technically clear, but contains errors that do not obstruct meaning.	Creates an original work of human expression that synthesizes multiple perspectives or contexts to inform the work; the work is stylistically and technically clear, and largely error free.	Creates an original work of human expression and provides a thorough and reflective evaluation of it; the work is stylistically and technically polished, and nearly error free.

**General Education SLO Rubric
III Community and World Exploration**

Definition: Courses in this category will connect students with their communities, both locally and globally.

Learning Goal: Courses satisfying the Community and World Exploration category will meet both of the learning outcomes below.

Student Learning Outcomes	Not at Benchmark	Benchmark	Milestone 1	Milestone 2	Capstone
	0	1	2	3	4
I. Understand various social groups and their interactions throughout the world over space and/or time ILO Citizenship - Diversity Awareness	Does not identify information related to various social groups in the world.	Identifies information related to various social groups in the world.	Compares, analyzes, or classifies issues related to various social groups.	Formulates interpretations or develops actions related to understanding of various social groups.	Defends a position or justifies an action related to understanding of various social groups.
II. Reflect on the interactions of diverse groups ILO Citizenship - Resiliency	Does not identify different points of view based on race, class, gender, or other human characteristic.	Identifies different points of view based on race, class, gender, or other human characteristic.	Demonstrates empathy for different points of view that are grounded in race, class, gender, or other human characteristic.	Formulates a new personal point of view based on understanding issues of race, class, gender, or other human characteristic.	Engages in respectful discourse or debate about issues of race, class, gender, or other human characteristic.

**General Education SLO Rubric
IV Natural World Stewardship**

Definition: Courses in this category will empower students to understand, evaluate, and participate in stewardship of the natural world.

Learning goal: Courses satisfying the Natural World Stewardship category will meet all three of the outcomes below.

Student Learning Outcomes	Not at Benchmark 0	Benchmark 1 1	Milestone 2 2	Milestone 3 3	Capstone 4
I. Understand the dynamic interactions among people and the natural world.	Does not identify key concerns and challenges facing the natural world and its inhabitants.	Identifies key concerns and challenges facing the natural world and its inhabitants.	Develops a more complex understanding of the dynamic interactions that take place among people and the natural world.	Applies understanding of the dynamic interactions among people and the natural world to address or critique issues at the local or regional level.	Applies understanding of the dynamic interactions among people and the natural world to address or critique issues of global impact.
II. Use critical reasoning to locate, interpret, generate, and evaluate data to make informed decisions.	Does not find and use sources of information and/or identify their quality.	Finds and uses sources of information and identifies their quality.	Interprets qualitative and/or quantitative data to form logical conclusions.	Generates and accurately analyzes data and presents this to others.	Conducts their own research using the scientific method and draws appropriate conclusions in comparison to other research.
III. Demonstrate ethical and responsible choices to protect and improve the world for the future, individually or in groups.	Does not identify and compare ethical perspectives and factors that have an impact on the natural world.	Identifies and compares ethical perspectives and factors that have an impact on the natural world.	Demonstrates a personal morals/ethics stance to live with integrity in, and have a positive impact on, the natural world.	Works with others to have a positive impact on the natural world. ILO Collaboration - Teamwork	Leads others in having a positive impact on the natural world at the local, regional, national, and/or global level. ILO Collaboration - Leadership