

Descriptive Examples of Campus-Level Benchmarks

SLOs	Does not Meet Expectation	Meets Expectation	Above Expectation
<b>Career Readiness:</b> Students will apply their academic knowledge to achieve personal and professional goals.	Unable to clearly apply academic knowledge to personal and professional goals in a way that prepares the student for transitioning to the workplace or graduate/professional school.	Applies academic knowledge to personal and professional goals in a way that prepares the student for transitioning to the workplace or graduate/professional school.	Applies academic knowledge to personal and professional goals in a way that results in successful career transition (e.g., from alumni survey).
<b>Critical Thinking:</b> Students will apply creative approaches to explore and evaluate complex challenges.	Challenge is not feasibly solved or solution has major flaw. Solution assumes inaccurate information.	Challenge is solved or solution has no major flaws. Arguments do not assume inaccurate information.	Approaches complex challenges in multiple ways. Determines multiple ways to solve challenge and has no flaws. Arguments
<b>Communication:</b> Students will use effective and targeted communication strategies.	Communication was unclear or could be misinterpreted. Poor articulation of ideas.	Communication was clear with only minor issues. Articulation of ideas was good or sufficient (adequate).	Communication was clear, no or few minor issues. Articulation of ideas was very good.
<b>Teamwork and Collaboration:</b> Students will organize partnerships and demonstrate effective teamwork.	Group was disorganized; conflicts prevented work from being accomplished in a timely and efficient fashion. Workload was not distributed equitably.	Tasks are accomplished on deadline. Conflicts amongst the group were resolved enough to complete work. Most members contributed to the team.	evaluate strategies used by the team to resolve conflicts, distribute workload per teammate strengths, ensure all voices are honored, etc.
<b>Global and Inclusive Fluency:</b> Students will demonstrate value and respect for individual and cultural perspectives and experiences.	Student dismisses or diminishes diverse perspectives, does not recognize own bias. Student struggles to respectfully discuss issues of diversity, equity, and inclusion.	Student respectfully discusses issues of DEI with classmates and professors. Student is able to reflect on their own biases and how that may impact their behavior and perspectives. Student demonstrates willingness to learn about other cultures.	Student affirms the diverse experiences of others. Student identifies and advocates for DEI-related issues on campus, in their field of study or intended profession, or in society.
<b>Professional and Ethical Conduct:</b> Students will demonstrate the highest standards of professional behavior, integrity, and ethical conduct.	importance of professional behavior, integrity, or ethical conduct. Student displays poor judgment or flawed ethical reasoning when presented with case studies or scenarios.	Student articulates sound reasoning in ethical scenarios.	Student identifies or anticipates potential ethical situations and provides sound reasoning and/or good judgment for appropriate ethical behavior.

GLOs - in progress

Does not Meet Expectation

Meets Expectation

Above Expectation

**Knowledge - Doctoral:** Students will demonstrate mastery of the contemporary state of knowledge within their discipline through original and substantial contributions

**Knowledge - Master's with Thesis:**

Students will demonstrate a proficient understanding of the contemporary state of knowledge within their discipline through usage

**Knowledge - Master's non-Thesis:** Students will demonstrate a proficient understanding of the contemporary state of knowledge within their discipline through usage

**Knowledge - Certificate:** Students will demonstrate a working understanding of the contemporary state of knowledge within the scope of their certificate

**Communication - Doctoral:** Students will demonstrate mastery in communication (Oral and written) in the standards of published work in their discipline.

**Communication - Master's with Thesis:**

Students will demonstrate proficiency in communication (oral and written) in the standards of professional work in their discipline.

**Communication - Master's non-Thesis:**

Students will demonstrate proficiency in communication (oral and written) in the standards of professional work in their discipline.

**Communication - Certificate:** Students will demonstrate effective communication strategies that apply discipline-specific expertise.

**Integrity & Ethics:** Students will demonstrate the highest standards of professional behavior, integrity, and ethical conduct.

**Scholarship Independence - Doctoral:**

Students will demonstrate the ability to independently identify, explain, and develop scholarship including a clear plan for addressing open research questions in their field.

**Scholarship Independence - Master's with Thesis:**

Students will demonstrate, with some direction, the ability to independently identify, explain, and develop scholarship including a clear plan for addressing open research questions in their field.

**Scholarship Independence - Master's non-Scholarship Independence - Certificate:**

**Critical Thinking - Doctoral:** Students will

**Critical Thinking - Master's with Thesis:**

Students will demonstrate, with some guidance, the ability to evaluate arguments, assess assumptions about information and data, and synthesize knowledge.

**Critical Thinking - Master's non-Thesis:**

Students will demonstrate, with some guidance, the ability to evaluate arguments, assess assumptions about information and data, and synthesize knowledge.

**Critical Thinking - Certificate:** Students will demonstrate the ability to identify arguments, understand assumptions about information and data, and synthesize knowledge within the scope of their certificate.