A SLOS—CRITICAL THINKING

NB: The SLOs below have been revised. During Fall 2017, the General Education Committee invited all faculty to participate in the discussion and revision of the student learning outcomes for NKU's Foundation of Knowledge Critical Thinking category. While the language and focus of the outcomes below may be different from our current stated learning outcomes, they maintain (and, in some cases, improve) descriptions of skills and competencies we strive to impart to our students through our General Education program.

As you consider the assignments you will use for this assessment, be aware that you: A) may not be able to cover or be responsible for each SLO, B) may submit one assignment to address multiple SLOs, or C) submit multiple assignments to cover multiple SLOs.

	Capstone 4	Milestones 3	 2	Benchmark 1
SLO 1 Students clearly define the issue/problem to be addressed	Issue or problem to be considered is clearly identified and carefully defined.	Issue or problem is clearly identified and partially defined.	Issue or problem is partially identified and an attempt to define the problem is evident.	Issue or problem is not clearly identified, resulting in the absence of a definition.
SLO 2 Students consider multiple perspectives when addressing an issue/problem	Relevant evidence and perspectives have been comprehensively considered for full understanding.	Relevant evidence and perspectives have been considered for understanding	Evidence and perspectives have been considered, but only partially.	Evidence and/or perspectives have been minimally considered, resulting in little to no understanding.
SLO 3 Students develop evidence-based arguments	Arguments/conclusions are completely supported by appropriate evidence/data.	Arguments/conclusions are mostly supported by appropriate evidence/data.	Arguments/conclusions are somewhat supported by appropriate evidence/data.	Arguments/conclusions are minimally supported by appropriate evidence/data.
SLO 4 Students apply and synthesize evidence to address an issue/problem	Evidence/Experience is thoughtfully applied to provide a comprehensive analysis of implications and to generate ideas/questions for further inquiry about the problem as stated.	Evidence is applied to provide an analysis or synthesis of the implications and to generate ideas/questions for further inquiry about problem or issue.	Some evidence is offered to analyze the implications and to generate ideas/questions for further inquiry about problem or issue, but it is done adequately.	Little evidence is applied; analysis or synthesis is absent, partial, or unconvincing, and does not address implications or generate ideas/questions.