

**Northern Kentucky University
Foundation of Knowledge General Education Program**

ORAL Communication – SLO's				
	Capstone 4	Milestones		Benchmark 1
		3	2	
A1: Students clearly define the issue/problems 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 minimally identified, result in an unclear definition.
C1: Students consider context, audience, and purpose as appropriate with assigned tasks.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	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).	Demonstrates awareness of context, audience, purpose, and to 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).
C2: Students use appropriate and relevant content to communicate ideas.	Uses appropriate, relevant, and well-organized content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and organized content to explore ideas within the context of the discipline and shape most of the work.	Uses appropriate, relevant, and somewhat organized content to develop and explore ideas through the work.	Uses some appropriate and relevant content to develop simple ideas in some parts of the work.
C3 (O): Students demonstrate the ability to express ideas using oral communication skills.	Delivery techniques (posture, gesture, eye contact, stage presence, and vocal expressiveness) make the presentation optimally effective.	Delivery techniques (posture, gesture, eye contact, stage presence, vocal expressiveness) make the presentation effective.	Delivery techniques (posture, gesture, eye contact, stage presence, and vocal expressiveness) make the presentation somewhat effective.	Delivery techniques (posture, gesture, eye contact, stage presence and vocal expressiveness) detract from the effectiveness.

**Northern Kentucky University
Foundation of Knowledge General Education Program**

WRITTEN Communication – SLO's				
	Capstone 4	Milestones		Benchmark 1
		3	2	
C1: Students consider context, audience, and purpose as appropriate with assigned tasks.	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	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).	Demonstrates awareness of context, audience, purpose, and to 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).
C2: Students use appropriate and relevant content to communicate ideas.	Uses appropriate, relevant, and well-organized content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and organized content to explore ideas within the context of the discipline and shape most of the work.	Uses appropriate, relevant, and somewhat organized content to develop and explore ideas through the work.	Uses some appropriate and relevant content to develop simple ideas in some parts of the work.
C3 (W): Students create and write coherent grammatical pieces.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing optimally effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) make the writing somewhat effective.	Delivery techniques (syntax, mechanics, vocabulary, absence of errors) detract from the effectiveness.

**Northern Kentucky University
Foundation of Knowledge General Education Program**

Culture and Creativity SLOs				
SLO	Capstone 4	Milestones		Benchmark 1
		3	2	
A1: Students clearly define the issue/problems 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 minimally identified, result in an unclear definition.
A.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 partial or unconvincing, and does not address implications or generate ideas/questions
B1: Students compare cultures from historical, local, national, or global perspectives.	Demonstrates sophisticated comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates accurate comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates partial comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates surface comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.
B2: Students demonstrate how literature, the arts, and/or artifacts reflect and influence culture.	Demonstrates sophisticated understanding of the ways how literature, the arts, and/or artifacts reflect and influence culture.	Demonstrates adequate understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.	Demonstrates partial understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.	Demonstrates surface understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.

**Northern Kentucky University
Foundation of Knowledge General Education Program**

Cultural Pluralism SLOs				
	Capstone 4	Milestones		Benchmark 1
		3	2	
B1: Students compare cultures from historical, local, national, or global perspectives.	Demonstrates sophisticated comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates accurate comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates partial comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates surface comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.
B2: Students demonstrate how literature, the arts, and/or artifacts reflect and influence culture.	Demonstrates sophisticated understanding of the ways how literature, the arts, and/or artifacts reflect and influence culture.	Demonstrates adequate understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.	Demonstrates partial understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.	Demonstrates surface understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.
E2: Students demonstrate an understanding of the factors that influence global issues.	Demonstrates a deep knowledge of the roles, multilevel interconnections, and differential effects of factors that influence global issues (such as actors, institutions, processes).	Demonstrates an adequate understanding of the interconnections and differential effects that influence global issues (such as actors, institutions, processes).	Demonstrates a partial understanding of the interconnections that influence global issues (such as actors, institutions, processes).	Demonstrates a surface understanding of factors that influence global issues (such as actors, institutions, processes).

**Northern Kentucky University
Foundation of Knowledge General Education Program**

Individual and Society SLOs				
	Capstone 4	Milestones		Benchmark 1
		3	2	
A2: 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 understanding
D3: Students understand how empirical methodologies are used to examine human behavior.	Demonstrates how empirical methods can be used to (re)shape and/or challenge ideas and opinions	Demonstrates and awareness of how empirical methods can be used to (re)evaluate ideas and opinions	Demonstrates awareness of how empirical methods can be used to ground ideas and opinions	Determines whether ideas and opinions are empirically grounded
E3: Students explain how personal choices impact the world.	Comprehensively explains how personal choices connect one to the world around them and shows awareness of the impact of these choices.	Adequately explains how personal choices connect one to the world around them and shows some awareness of the impact of these choices.	Partially explains how personal choices connect one to the world around them and shows minimal awareness of the impact of these choices	Demonstrates an awareness of how individual personal choices connect one to the world around them.

**Northern Kentucky University
Foundation of Knowledge General Education Program**

SELECT (ONLY) ONE OF THE GROUPS OF SLOs BELOW:

Global Viewpoints SLOs				
GROUP #1	Capstone 4	Milestones		Benchmark 1
		3	2	
B1: Students compare cultures from historical, local, national, or global perspectives.	Demonstrates sophisticated comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates accurate comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates partial comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.	Demonstrates surface comparative understanding of the complexities important to members of other cultures in relation to their own history, values, politics, communities, economy, government, beliefs, and/or practices.
B2: Students demonstrate how literature, the arts, and/or artifacts reflect and influence culture.	Demonstrates sophisticated understanding of the ways how literature, the arts, and/or artifacts reflect and influence culture.	Demonstrates adequate understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.	Demonstrates partial understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.	Demonstrates surface understanding of the ways how literature, the arts, and/or artifacts reflect and influence cultures.
E1: Students demonstrate awareness of global issues.	Comprehensively explains the complexities of global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological).	Adequately explains global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological) to acknowledge challenges.	Partially explains global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological).	Minimally explains global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological).

OR

E SLOs—Personal Responsibility and Community

GROUP #2	Capstone 4	Milestones		Benchmark 1
		3	2	
E1: Students demonstrate awareness of global issues.	Comprehensively explains the complexities of global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological).	Adequately explains global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological) to acknowledge challenges.	Partially explains global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological).	Minimally explains global issues using disciplinary perspectives (such as political, economic, cultural, historical, ecological, sociological).
E2: Students demonstrate an understanding of the factors that influence global issues.	Demonstrates a deep knowledge of the roles, multilevel interconnections, and differential effects of factors that influence global issues (such as actors, institutions, processes).	Demonstrates an adequate understanding of the interconnections and differential effects that influence global issues (such as actors, institutions, processes).	Demonstrates a partial understanding of the interconnections that influence global issues (such as actors, institutions, processes).	Demonstrates a surface understanding of factors that influence global issues (such as actors, institutions, processes).
E3: Students explain how personal choices impact the world.	Comprehensively explains how personal choices connect one to the world around them and shows awareness of the impact of these choices.	Adequately explains how personal choices connect one to the world around them and shows some awareness of the impact of these choices.	Partially explains how personal choices connect one to the world around them and shows minimal awareness of the impact of these choices	Demonstrates an awareness of how individual personal choices connect one to the world around them.

**Northern Kentucky University
Foundation of Knowledge General Education Program**

Mathematics and Statistics SLO's				
	Capstone 4	Milestones		Benchmark 1
		3	2	
A.3. Students develop evidence-based solutions and/or conclusions.	Solutions and/or conclusions are completely supported by appropriate evidence/data	Solutions and/or conclusions are mostly supported by appropriate evidence/data	Solutions and/or conclusions are somewhat supported by appropriate evidence/data	Arguments/conclusions are minimally supported by appropriate evidence/data
D1 : Students demonstrate the ability to use the appropriate (i.e. scientific, quantitative, computational, technological) methods/procedures and/or reasoning to draw an appropriate conclusion or solve a problem.	Students demonstrate a thorough understanding of appropriate method/procedures leading to an accurate and effective problem solution / conclusion.	Students demonstrate a complete but basic understanding of appropriate method/procedures leading to an accurate problem solution / conclusion.	Students demonstrate a partial understanding of appropriate method/procedures leading to a limited problem solution / conclusion.	Students demonstrate a lack of or minimal understanding of the basic reasoning behind the appropriate method/procedure leading to an inability to solve problem or draw appropriate conclusion.

**Northern Kentucky University
Foundation of Knowledge General Education Program**

Natural Science SLOs				
	Capstone 4	Milestones		Benchmark 1
		3	2	
A.3. Students develop evidence-based solutions and/or conclusions.	Solutions and/or conclusions are completely supported by appropriate evidence/data	Solutions and/or conclusions are mostly supported by appropriate evidence/data	Solutions and/or conclusions are somewhat supported by appropriate evidence/data	Arguments/conclusions are minimally supported by appropriate evidence/data
D.1 Students demonstrate the ability to use the appropriate (i.e. scientific, quantitative, computational, technological) methods/procedures and/or reasoning to draw an appropriate conclusion or solve a problem.	Students demonstrate a thorough understanding of appropriate method/procedures leading to an accurate and effective problem solution / conclusion.	Students demonstrate a complete but basic understanding of appropriate method/procedures leading to an accurate problem solution / conclusion.	Students demonstrate a partial understanding of appropriate method/procedures leading to a limited problem solution / conclusion.	Students demonstrate a lack of or minimal understanding of the basic reasoning behind the appropriate method/procedure leading to an inability to solve problem or draw appropriate conclusion.
D2: Students understand concepts and/or theories of the science behind applications or technological innovations.	Identify and explain scientific concepts and/or theories relevant to the discipline, making connections supported by pertinent examples	Identify and explain scientific concepts and/or theories relevant to the discipline, supported by pertinent examples	Identify and explain scientific concepts and/or theories relevant to the discipline	Identify scientific concepts and/or theories relevant to the discipline