

Core SLO Assessment Grid

Core Curriculum Student Learning Outcome				
SLO	Excellent	Good	Needs Improvement	Poor
Recognize how various disciplines are interconnected.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Only focuses on a single field of study.
Examine the interdisciplinary nature of complex global problems	Effectively addresses global issues from more than one field of study or perspective.	Evaluates global issues from more than one field of study or perspective.	Explains global issues from more than one field of study or perspective.	Identifies global issues from only one field of study or perspective.
Describe the historical development, the interconnectedness or complexity of different societies;	Analyzes historic and contemporary interconnections of multiple societies.	Examines historic and contemporary interconnections of multiple societies.	Identifies historic and contemporary interconnections of multiple societies.	Only focuses on the historic and contemporary issues surrounding a single society.
A. Evaluate the significance of TEXTS	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.	Limited or incorrect use information from source in support of their position.
B. Evaluate the significance of DATA	Uses the quantitative analysis of data as the basis for drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments.	Limited or incorrect use of quantitative analysis.
Explains course texts and themes by participating in seminar discussion, presentations, and writing.	Uses the text and/or general background knowledge to draw more complex inferences about the author's message and attitude.	Draws basic inferences about context and purpose of text.	Only paraphrases or summarizes the information the text communicates.	Does not use the text or only makes passing reference to the text.
Utilize civil and critical discourse and engage in dialogue;	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Central message cannot be deduced.
Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not apparent.
Demonstrate an understanding of the creative process	Creates an entirely new object, solution or idea that is	Successfully adapts an appropriate exemplar to his/her own	Successfully reproduces an	Does not produce an acceptable

	<p>appropriate to the domain.</p> <p>Or</p> <p>Independently connects examples, facts, or theories of the creative process.</p>	<p>specifications.</p> <p>Or</p> <p>When prompted, connects examples, facts, or theories to the creative process.</p>	<p>appropriate exemplar.</p> <p>Or</p> <p>When prompted, presents limited examples, facts, or theories about the creative process.</p>	<p>project.</p> <p>Or</p> <p>When prompted, is unable to present examples, facts, or theories about the creative process.</p>
<p>Identify habits of healthy living</p>	<p>Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.</p>	<p>Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.</p>	<p>Completes required work.</p>	<p>Does not complete required work.</p>

Core SLO Assessment Grid

Creative Distribution

Core Curriculum Student Learning Outcome				
SLO	Excellent	Good	Needs Improvement	Poor
Demonstrate an understanding of the creative process	Creates an entirely new object, solution or idea that is appropriate to the domain. Or Independently connects examples, facts, or theories of the creative process.	Successfully adapts an appropriate exemplar to his/her own specifications. Or When prompted, connects examples, facts, or theories to the creative process.	Successfully reproduces an appropriate exemplar. Or When prompted, presents limited examples, facts, or theories about the creative process.	Does not produce an acceptable project. Or When prompted, is unable to present examples, facts, or theories about the creative process.

Core SLO Assessment Grid

Quantitative Reasoning

Core Curriculum Student Learning Outcome				
SLO	Excellent	Good	Needs Improvement	Poor
B. Evaluate the significance of DATA	Uses the quantitative analysis of data as the basis for drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments.	Limited or incorrect use of quantitative analysis.

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Lab Science

Core Curriculum Student Learning Outcome				
SLO	Excellent	Good	Needs Improvement	Poor
B. Evaluate the significance of DATA	Uses the quantitative analysis of data as the basis for drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments.	Limited or incorrect use of quantitative analysis.
Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not apparent.

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Socio-Political

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Recognize how various disciplines are interconnected.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	Only focuses on a single field of study.
Describe the historical development, the interconnectedness or complexity of different societies;	Analyzes historic and contemporary interconnections of multiple societies.	Examines historic and contemporary interconnections of multiple societies.	Identifies historic and contemporary interconnections of multiple societies.	Only focuses on the historic and contemporary issues surrounding a single society.

Core SLO Assessment Grid

Concern for Health and Well-Being

Core Curriculum Student Learning Outcome				
SLO	Excellent	Good	Needs Improvement	Poor
Identify habits of healthy living	Completes required work, generates and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.	Completes required work.	Does not complete required work.

Core SLO Assessment Grid

Humanistic Distribution

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SLO	Excellent	Good	Needs Improvement	Poor
Describe the historical development, the interconnectedness or complexity of different societies;	Analyzes historic and contemporary interconnections of multiple societies.	Examines historic and contemporary interconnections of multiple societies.	Identifies historic and contemporary interconnections of multiple societies.	Only focuses on the historic and contemporary issues surrounding a single society.
A. Evaluate the significance of TEXTS	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Information is taken from source(s) without any interpretation/evaluation.	Limited or incorrect use information from source in support of their position.

Core SLO Assessment Grid

OWE II

Core Curriculum Student Learning Outcome				
SLO	Excellent	Good	Needs Improvement	Poor
Utilize civil and critical discourse and engage in dialogue;	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	Central message cannot be deduced.
Use discussion, research, information literacy, class presentations, writing, etc. to demonstrate critical thinking	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	Issue/problem to be considered critically is not apparent.