

FIRST YEAR SEMINAR CURRICULUM

RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES

Program goal: Guide and prompt students to develop skills in support of scholarly and academic success, engage with the university community, foster personal development and wellness, and promote understanding of diversity and social responsibility through a first-year seminar.

Learning objectives <i>Desired outcomes</i>	Levels of Competency		
	Unsatisfactory	Developing	Proficient
Cultivate Scholarly and Academic Success <i>The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.</i>	Fails to develop metacognitive skills through academic engagement; fails to develop appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning, and information literacy.	Defines different metacognitive skills and achievement strategies but does not implement appropriate achievement strategies or college-level skills in reading and writing, critical thinking, analytical reasoning, and information literacy.	Interprets how academic exploration shapes their identity as a student-scholar, implements appropriate achievement strategies, and defines college-level skills in reading, writing, critical thinking, analytical reasoning, and information literacy.
Engagement with the University Community <i>The student engages in opportunities for learning beyond the classroom.</i>	Fails to create relationships with peers, staff, and faculty; fails to use appropriate campus resources, participate in academic and co-curricular activities, or recognize the purpose and traditions of the university and higher education.	Describes how relationships with peers, staff, and faculty are important to their student experience, lists appropriate campus resources important to their success, attends campus academic and co-curricular activities, and defines the purpose and traditions of the university and higher education.	Initiates relationships with peers, staff, and faculty, explores how to use campus resources appropriately; attends and interprets how academic and co-curricular activities on campus and in the community apply to their class themes, and distinguishes how the purpose and the traditions of the university and higher education apply to their experience as a student.
Foster Personal Development and Wellness <i>The student develops strategies and goals to support their personal wellness and academic and professional success.</i>	Fails to identify appropriate time- management strategies or relevant academic policies and resources; fails to develop professional goals, or recognize how personal wellness contributes to their academic success and professional goals.	Defines but not fully implementing new time- management strategies, and relevant academic policies and resources related to their academic success; identifies potential professional goals, and recognizes that personal wellness contributes to their academic success and professional goals.	Implements time- management strategies, connects how relevant academic policies and resources relate to their academic success; develops professional goals, and interprets how personal wellness contributes to their academic success and professional goals.

Promote Understanding of Diversity and Social Responsibility <i>The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.</i>	Fails to define concepts of diversity, inequality, privilege, and diverse perspectives; does not examine aspects of the shared human experience, nor demonstrate principles of responsible citizenship within and beyond the campus community.	Partially defines concepts of diversity, inequality, privilege, and diverse perspectives; defines aspects of the shared human experience, and recognizes principles of responsible citizenship within and beyond the campus community.	Interprets concepts of diversity, inequality, privilege, and diverse perspectives, compares and contrasts how their experience connects to a shared human experience, and interprets how that impacts their values, assumptions and relationships with others, and demonstrates responsible citizenship within and beyond the campus community.
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A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, developing, and proficient).

A **competency** is the ability to do something successfully.