# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

**FIRST YEAR EXPERIENCE**

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **Y: First Year Experience** |  |  |  |
|  |  | **Course section number(s)** | **Total number of students in the section(s) of the course** |
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| **Types of course assessments:**Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)If an objective was not assessed, choose 'none'. |

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|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Cultivate Scholarly and Academic Success |[ ] [ ] [ ] [ ] [ ] [ ]
| Engagement with the University Community |[ ] [ ] [ ] [ ] [ ] [ ]
| Foster Personal Development and Wellness |[ ] [ ] [ ] [ ] [ ] [ ]
| Promote Understanding of Diversity and Social Responsibility |[ ] [ ] [ ] [ ] [ ] [ ]
| Forging Connections Between Course Content and Success Strategies |[ ] [ ] [ ] [ ] [ ] [ ]

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| **For the data being reported here:**Please tell us**the assessment tool method** that was used to collect the data that you are reporting for each Student Learning Objective (SLO) for this course. If an objective was not assessed, choose 'none'. |

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| **Student Learning Objectives:** | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) |
| **SLO1: Cultivate Scholarly and Academic Success:***The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.* |  |
| **SLO2: Engagement with the University Community:***The student engages in opportunities for learning beyond the classroom.* |  |
| **SLO3: Foster Personal Development and Wellness***The student develops strategies and goals to support their personal wellness and academic and professional success.*  |  |
| **SLO4: Promote Understanding of Diversity and Social Responsibility***The student engages with core concepts of diversity and universality, and demonstrates principles of responsible citizenship within and beyond the campus community.* |  |
| **\*\* Additional SLO from First Year Experience Committee \*\*****SLO5: Forging Connections Between Course Content and Success Strategies.***The student cultivates strategies for success through engaging in faculty-driven course content.* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objective (SLOs)**  | **Levels of competency:****How many students demonstrated each level of competency on** **the assessment method used to collect data.**Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency. | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.*** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** | **None \*\*** |   |
| **SLO 1:** ***Cultivate Scholarly and Academic Success*** |  |  |  |  |  |  |  |
| **SLO 2: *Engagement with University Community***  |  |  |  |  |  |  |  |
| **SLO 3:** ***Foster Personal Development and Wellness*** |  |  |  |  |  |  |  |
| **SLO4: *Promote Understanding of Diversity & Social Responsibility*** |  |  |  |  |  |  |  |
| ***\*\*additional FYE Committee SLO:*****SLO5*:*** ***Forging Connections Between Course Content and Success Strategies*.** |  |  |  |  |  |  |  |

\*\* students who were registered for the course but, for some reason, did not complete the assessment you are reporting data for, should be included in the “none” column. (*e.g., 4 students did not answer that question on the essay exam, so 4 will go in that column*)

**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.

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| **Learning objectives***Desired outcomes* | **Levels of Competency** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Cultivate Scholarly and Academic Success***The student engages in academic exploration and adapts and applies the metacognitive and academic skills to be a successful student-scholar.* | 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, lists appropriate achievement strategies, and defines college-level skills in reading, writing, critical thinking, analytical reasoning, and information literacy. | Explains how metacognitive skills effect their learning and academic success, begins to implement appropriate achievement strategies, and defines college-level skills in reading, 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. | Constructs their identity as a student-scholar, adapts academic skills to support their academic achievement, and consistently demonstrates college-level skills in reading, writing, critical thinking, analytical reasoning, and information literacy. |
| **Engagement with the University Community** *The student engages in opportunities for**learning beyond the classroom.* | 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. | Identifies peers, staff, and faculty with whom to build relationships, identifies appropriate campus resources and begins to use them, attends academic and co-curricular activities on campus and in the community, and interprets the purpose and traditions of the university and higher education as a student. | 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. | Develops relationships with peers, staff, and faculty, evaluates and assembles appropriate campus resources for specific needs; attends and examines how academic and co-curricular activities on campus and in the community positively impact their success, and incorporates the purpose and traditions of the university and higher education into their identity as a student. |
| **Foster Personal Development and Wellness***The student develops strategies and goals to support their personal wellness and academic and professional success.* | 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 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. | Identifies time- management strategies, relevant academic policies and resources related to their academic success; examines their interest in different professional goals, and explains how personal wellness contributes to 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. | Uses time- management strategies consistently, applies relevant academic policies and resources to support their academic success; explores means to achieve professional goals, and uses their academic and wellness skills to attain those goals. |

(Continued on the next page)

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|  **Promote Understanding**  **of Diversity and Social**  **Responsibility***The student engages with core concepts of diversity and universality, and demonstrate principles of responsible citizenship within and beyond the campus community.* | 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. | 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. | Explains concepts of diversity, inequality, privilege, and diverse perspectives, examines aspects of the shared human experience and define their relevant values, assumptions and relationships with others, identifies strategies to act upon 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. | Evaluates concepts of diversity, inequality, privilege, and diverse perspectives; assesses how their values, assumptions and relationships with others changes based on their understanding of a shared human experience, and consistently demonstrates responsible citizenship within and beyond the campus community. |
| **\*\*additional FYE Committee**  **SLO:****Foster Personal Development and Wellness***The student develops strategies and goals to support their personal wellness and academic and professional success* | The student fails to connect appropriate strategies for success with faculty-driven course content. | The student connects 1 or 2 but not all success strategies included in the Master Course Syllabus with faculty-driven course content and does not implement those strategies in practice. | The student connects all success strategies included in the Master Course Syllabus with faculty-driven content, but does not demonstrate the implementation of those strategies in practice. | The student connects all success strategies included in the Master Course Syllabus with faculty-driven content and demonstrates the implementation of some, but not all, of those strategies in practice. | The student assesses how strategies for success merge with faculty-driven course content and thoughtfully demonstrates implementation of those strategies in practice. |

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, emerging, developing, proficient, and mastery).

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