

### Sacramento State FYE Learning Outcomes Rubric

Developed by the FYE Committee in consultation with the AAC&U VALUE Rubric Project: <https://www.aacu.org/value-rubrics>

*Framing Questions:*

- *Where and how well does my syllabus provide opportunities for students to practice developing evidence to address these learning outcomes?*
- *How well does student work demonstrate achievement of these learning outcomes?*

	<b>High-Intermediate</b>	<b>Low-Intermediate</b>	<b>Emerging</b>	<b>Novice</b>
<p><b>Lifelong Learning</b></p> <p>“all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence”</p>	<p>Sometimes <b>contributes rich insights</b> into complex topics; developing confidence in personal knowledge base and capacity to learn; reflects on the role of accumulated effort in building long-term knowledge</p>	<p><b>Deeper exploration</b> of a variety of topics with a sustained record of contributions to self and peers; learning processes may be formulaic and/or tentative</p>	<p><b>Sustained focus</b> on several explorations showing initiative in the collaborative; occasional insights and contributions to self and peers, moving beyond basic facts; independent interests and focuses appearing</p>	<p><b>Superficial exploration</b> of one or more topics related to the theme of the learning collaborative; attention to basic facts; depends on close guidance</p>
<p><b>Integrative Thinking</b></p> <p>“...an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus...”</p>	<p><b>Defends one’s choice of a major and a discipline with evidence</b> of self-understanding, disciplinary understanding, interdisciplinary similarities and differences, and realistic (i.e., career), worthwhile goal direction</p>	<p><b>Articulates one’s own long-term personal and academic learning goals</b>; makes a personal map or action plan to improve or grow in goal areas; searches for ways to apply understandings across disciplines</p>	<p><b>Beginning to identify self as a learner</b> with personal and academic experiences; beginning to adapt knowledge, concepts, and tools across disciplines; uses a variety of media and forms to convey meaning</p>	<p><b>Rarely connects personal experiences</b> to content studied formally in the classroom or in an informal co-curricular experience; stays within the confines of assignments and disciplines</p>
<p><b>Intercultural Competence</b></p> <p>“...a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.” (Bennett, J. M. 2008)</p>	<p><b>Beginning to analyze salient identities and power relations; explores intercultural issues</b> seeking similarities between differing cultural contexts; sometimes open to entering unknown or unplanned cultural interactions and deepens insight into behaviors from them</p>	<p><b>Identifies one’s own cultural norms and shows basic knowledge of other cultural perspectives</b>; sometimes able to complete intercultural tasks with general instructions</p>	<p><b>Dawning awareness of one’s own cultural norms and possible differences with others</b>; seeks clarity about the definition of culture as it relates to intercultural interactions; interested in different perspectives on culture</p>	<p><b>Surface, vague, or inaccurate concept of culture</b>; over-relies on instructions to complete intercultural tasks assigned in the collaborative; uncomfortable or resistant or uninterested in cultural frame shifting</p>
<p><b>Information Literacy</b></p> <p>“...to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand...”</p>	<p><b>Concerned with evaluating sources for accuracy, authority, potential bias, currency, completeness, relevance; clear understanding of and intolerance for plagiarism</b>; uses basic storage tools to manage large amounts of information</p>	<p><b>Readily identifies research questions</b> important to the course theme; <b>uses a simple search strategies effectively; often locates relevant sources of information</b>; beginning to question the reliability and validity of sources</p>	<p><b>Beginning to clarify important research questions related to the course theme</b>; trying to determine key concepts and search terms with guidance; relies less and less on directed quoted material and more on own words; beginning to value and practice documentation;</p>	<p><b>Vague or prescribed definitions of research questions</b> important to a course theme, topic, or issue; rarely identifies needed information; struggles with problems evaluating, connecting, and integrating information from sources</p>