
APPENDIX 2.7

First-year mission and student learning outcomes (SLOs)

**First Year Planning Group
Writing Group Revised SLOs
As of October 28, 2009**

University Mission

Western Washington University is committed to engaged excellence in fulfilling its tripartite mission of teaching, scholarship, and community service in a student-centered environment, with a liberal arts foundation and opportunities to develop professional skills.

First-Year Mission

The first year at Western is a time of significant intellectual and personal development. The entire Western community—faculty, administrators, staff, and students—is committed to helping students

- understand the intellectual, moral, civic, and personal purposes of their liberal arts education;
- negotiate successfully the academic and personal opportunities and challenges of their first year; and
- connect to Western faculty and the larger campus community.

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- **Understand the intellectual, moral, civic, and personal purposes of their liberal arts education.**

SLO's:

1. Students articulate the purposes and values of the GURs.
2. Students connect their academic experiences to their lives.
3. Students explore their role and responsibilities as engaged citizens.
4. Students associate how their academic and interpersonal decisions impact themselves and others.

- **Negotiate successfully the academic and personal opportunities and challenges of their first year.**

SLO's:

1. Students begin to create individual learning goals.
2. Students acknowledge the importance of individual learning goals for their personal and academic success.
3. Students identify resources on campus to support their academic and personal learning.
4. Students develop a network to support their academic and personal learning.
5. Students make decisions to further their learning goals.

- **Connect to faculty and the larger campus community.**

SLO's:

1. Students develop a relationship with faculty and peers through participation in a small class.
2. Students can name a faculty member who knows their work well enough to provide a recommendation or offer academic or career advice.

3. Students can recount a course-related moment that changed their perspective on the world.
4. Students are aware of an extracurricular program or event.
5. Students can name a contribution they have made to the campus community.
6. Students can recount an experience that led to meaningful connections with peers.

Student Learning Outcomes (entire list) as of October 28, 2009

1. Students articulate the purposes and values of the GURs.
2. Students connect their academic experiences to their lives.
3. Students explore their role and responsibilities as engaged citizens.
4. Students associate how their academic and interpersonal decisions impact themselves and others.
5. Students develop a relationship with faculty and peers through participation in a small class.
6. Students can name a faculty member who knows their work well enough to provide a recommendation or offer academic or career advice.
7. Students can recount a course-related moment that changed their perspective on the world.
8. Students are aware of an extracurricular program or event.
9. Students can name a contribution they have made to the campus community.
10. Students can recount an experience that led to meaningful connections with peers.
11. Students begin to create individual learning goals.
12. Students acknowledge the importance of individual learning goals for their personal and academic success.
13. Students identify resources on campus to support their academic and personal learning.
14. Students develop a network to support their academic and personal learning.
15. Students make decisions to further their learning goals.