

LOPER 1 (First-Year Seminar)

Learning Objective: Students should be able to employ academic & career strategies.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Apply at least two academic strategies tailored to course assignments or projects.	Uses more than two strategies effectively, showing deep understanding of their impact.	Applies two strategies effectively and demonstrates their impact on assignments or projects.	Applies two strategies but with limited demonstration of their impact.	Uses fewer than two strategies or shows minimal understanding of their impact.
b. Identify and use two strategies to manage time and identify academic resources.	Uses more than two strategies effectively, showing deep understanding of their impact.	Applies two strategies effectively and demonstrates their impact on assignments or projects.	Applies two strategies but with limited demonstration of their impact.	Uses fewer than two strategies or shows minimal understanding of their impact.
c. Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.	Identifies more than two relevant performance indicator items.	Identifies two relevant performance indicator items.	Identifies only one relevant performance indicator items.	Unable to identify any relevant performance indicator items.
d. Engage in at least two collaborative activities with peers, staff, or faculty, or utilize campus resources and/or participate in campus activities.	Engages actively in more than two activities, demonstrating strong teamwork and communication skills.	Participates in two collaborative activities, showing effective engagement.	Participates in two activities but shows limited engagement or impact in collaborative activities.	Engages in fewer than two activities or shows minimal effort in collaboration.
e. Identify one area of growth in communicating across diverse perspectives.	Clearly identifies and explains a significant area of growth, with specific plans for improvement.	Identifies an area of growth and provides some plans for future improvement.	Recognizes an area for growth, but with limited clarity or plan for improvement.	Fails to identify an area of growth or does so with minimal understanding.

f. Apply two well-being practices and document their impact on academic and personal success.	Applies more than two practices, with detailed documentation of their positive impact.	Uses two well-being practices with documented, positive impact.	Applies practices but documentation lacks detail or impact is unclear.	Uses fewer than two practices or provides minimal documentation of impact.
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LOPER 2 (Writing Skills)

Learning Objective: Students should be able to demonstrate foundational writing and reading skills.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Can respond to a writer's argument or purpose.	Responses to texts are accurate and thorough, demonstrating a contextual awareness of the information and ideas presented by others.	Responses to texts are accurate and thorough, with some contextual awareness. Responses may not reflect the nuances of others' ideas.	Responses to texts are accurate but lack contextual awareness and understanding of others' ideas.	Responses to texts are inaccurate, lack context, or make no attempt at a thoughtful reflection on others' ideas.
b. Can synthesize sources appropriately and responsibly.	Writing firmly places the student within a larger conversation of ideas, making appropriate, accurate, and relevant references to source material.	Writing places the student within a conversation of ideas and provides accurate references to source material, but references contain some irrelevance or loss of context.	Writing provides accurate references to source material but does not clearly place the student within a larger conversation. References are minimal, irrelevant, or inaccurate.	Writing fails to position the student within a larger conversation. References to source material are non-existent or contain significant inaccuracies or irrelevancies.
c. Can communicate in a manner appropriate to audience and context.	Writing displays careful attention to all the standards of formatting, tone, grammar, style, and source documentation appropriate to the audience and context implied by an assignment.	Writing displays attention to some standards of formatting, tone, grammar, style, and documentation appropriate to the audience and context implied by an assignment.	Writing displays several errors in the standards of formatting, tone, grammar, style, and documentation appropriate to the audience and context implied by an assignment.	Writing fails to meet any of the standards of formatting, tone, grammar, style, and documentation appropriate to the audience and context implied by an assignment.

LOPER 3 (Oral Communication Skills)

Learning Objective: Students should be able to demonstrate professional oral communication skills.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Can identify a speaker's argument or purpose	Shows competence in identifying the purpose, argument structure, and/or strength of logical support in most situations (e.g., at least 75% of the time).	Shows competence in identifying the purpose, argument structure, and/or strength of logical support in a majority of situations (e.g., at least 50% of the time).	Shows competence in identifying the purpose, argument structure, and/or strength of logical support in some situations (e.g., at least 25% of the time).	Does not show competence in identifying the purpose, argument structure, and/or strength of logical support (e.g., less than 25% of the time).
b. Can fully support a logical argument	Central idea statement is clear and effective. Content is compelling, credible, and relevant to the central point. Organization is consistent and appropriate to the topic. Supporting evidence is credible and persuasive.	Central idea statement is clear and effective. Content is relevant to the central point, but may not be fully compelling. Organization shows minor issues, but is appropriate. Supporting evidence is sufficient and credible, but not be entirely persuasive.	Central idea statement lacks clarity or is ineffective. Content is mostly relevant to the central idea statement. Organization may at times impede audience understanding. Supporting evidence is present, but not sufficient.	Central idea statement is missing. Content does not support the central idea. Organization significantly impedes audience understanding. Supporting evidence is absent or actively harms speaker credibility and/or the central idea.
c. Can use context-appropriate conventions and non-verbal expressions	Nonverbal vocal and physical delivery contribute to the message and convey speaker expertise and confidence. Nonverbal vocal delivery includes tone, speaking rate/pacing, pitch, vocal fillers, etc.	Nonverbal vocal and physical delivery largely contribute to the message and convey speaker expertise. However, vocal fillers, other nervous gestures, or other aspects of nonverbal delivery may harm perceptions of speaker credibility at times.	Nonverbal vocal and physical delivery significantly harm audience perceptions of speaker credibility but rarely impede audience understanding of the message.	Nonverbal vocal and physical delivery significantly impede audience understanding of the message.

	Physical delivery includes facial expressions, eye contact/gaze, posture, movements, etc.			
d. Can communicate in a manner appropriate to audience and context	Language choice, presentational style, and content are appropriate and tailored to the audience and speech situation.	Language choice, presentational style, and content are appropriate to the audience and speech situation. Presentation requires more tailoring to the audience.	Language choice, presentational style, and content are appropriate to a classroom setting, but not to the intended audience or speech situation.	Language choice, presentational style, and/or content are not appropriate to a classroom setting.

LOPER 4 (Mathematics, Statistics, and Quantitative Reasoning)

Learning Objective: Students should be able to use analytical reasoning to solve problems.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Identify valid methods to solve a problem.	Identifies appropriate and efficient methods for the problem(s) for at least 75% of the assessment.	Identifies appropriate methods for the problem(s) for at least 50% of the assessment.	Identifies appropriate methods for the problem(s) for at least 25% of the assessment.	Fails to identify appropriate methods for the problem(s) within the assessment.
b. Apply chosen methods to derive a solution.	Applies the method accurately and completely, using logically documented steps for at least 75% of the methods.	Applies the method accurately and completely for at least 50% of the methods.	Applies the method accurately and completely for at least 25% of the methods.	Fails to identify accurate and complete methods.
c. Interpret the validity of a solution.	Evaluates the solution for accuracy and reasonableness within the problem context(s) for the entire assessment.	Evaluates the solution for accuracy and reasonableness within the problem context(s) for 75% of the assessment.	Evaluates the solution for accuracy and reasonableness within the problem context(s) for 25% of the assessment.	Fails to evaluate the solution for accuracy and reasonableness within the problem context(s).

LOPER 5 (Visual or Performing Arts)

Learning Objective #1: Students should be able to interpret works of art in a given artistic discipline.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
1a. Analyze a work of art based on the techniques, styles, and approaches of the given medium.	Demonstrate exemplary ability to understand works of art by giving a complete analysis of the techniques, styles, and approaches of the given medium.	Demonstrate proficient ability to understand works of art by giving a general, but incomplete analysis of the techniques, styles, and approaches of the given medium.	Demonstrate progressive ability to understand works of art by giving a description of the techniques, styles, and approaches of the given medium, but lacks detail.	Demonstrate deficient ability to understand works of art by giving a general description of the techniques, styles, and approaches of the given medium.
1b. Interpret works of art from various schools, time periods, and cultures based on concepts appropriate to the medium.	Demonstrate exemplary ability to understand works of art by giving a personal interpretation of the techniques, styles, and approaches of the given medium.	Demonstrate proficient ability to understand works of art by giving an established interpretation or description of the techniques, styles, and approaches of the given medium.	Demonstrate progressing ability to understand works of art by giving a summary of the techniques, styles, and approaches of the given medium.	Demonstrate deficient ability to understand works of art by giving a recall of the techniques, styles, and approaches of the given medium.

Learning Objective #2: Students should be able to articulate the significance of the arts for themselves and society.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
2a. Describe how the arts reflect, shape and influence society and personal values.	Demonstrate exemplary ability by showing how the arts reflect, shape and influence society and personal values.	Demonstrate proficient ability by explaining or telling how the arts reflect, shape and influence society and personal values.	Demonstrate progressing ability by summarizing how the arts reflect, shape and influence society and personal values.	Demonstrate deficient ability by recalling how the arts reflect, shape and influence society and personal values.

LOPER 6 (Humanities)

Learning Objective #1: Students should be able to analyze influential texts and social and cultural conditions using the concepts, ideas, and methods in the humanities discipline.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
1a. Interpret primary sources appropriate to the humanities discipline.	Demonstrates a complex understanding of primary sources and reveals their meaning and significance.	Demonstrates a thorough understanding of primary sources and interprets their contents and meaning.	Demonstrates a preliminary understanding of primary sources with some interpretation.	Little to no understanding or interpretation of primary sources.
1b. Compare and contrast theories, narratives, and social/cultural conditions.	Reveals complete and insightful distinctions among multiple theories, narratives, and social/cultural conditions.	Clearly explains most major similarities and differences among theories, narratives, and social/cultural conditions.	Explains few similarities and differences among theories, narratives, and social/cultural conditions.	Little to no comparison of theories, narratives, and social/cultural conditions.
1c. Develop an evidence-based argument about the human experience.	Develops a complete and precise argument about the human experience with compelling evidence.	Develops an incomplete argument about the human with some supporting evidence.	Develops a preliminary argument about the human experience with limited supporting evidence.	Argument lacks development and supporting evidence.

Learning Objective #2: Students should be able to articulate the impact of the humanities on themselves, their values, and society.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
2a. Explain how the humanities reflect, shape and influence society and personal values.	Expertly reveals the societal significance of a humanities discipline and its meaning to them with multiple supporting examples.	Clearly explains the societal significance of a humanities discipline and its meaning to them with some supporting examples.	Begins to examine the societal significance of a humanities discipline and its meaning to them with limited supporting examples.	Little to no examination of the societal significance of a humanities discipline and its meaning to them with no supporting examples.
2b. Communicate how the humanities are	Presents an insightful and in-depth analysis of how the	Discusses how the humanities are integral to	Begins to discuss how the humanities are integral to	Little to no discussion of how the humanities are

integral to society and building community.	humanities are integral to society and building community with multiple examples.	society and building community with some supporting examples.	society and building community with limited supporting examples.	integral to society and building community with no supporting examples.
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LOPER 7 (Social Science)

Learning Objective: Students should be able to use reasoning from a social science discipline to explain human experience within social systems and institutions.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Connect discipline to specific theories or concepts to real-world situations	Clearly identifies relevant theories or concepts and accurately applies them to a real-world situation. Shows a strong understanding of both the theory and the context.	Identifies appropriate theories or concepts and applies them correctly to a real-world situation. Explanation shows solid understanding.	Identifies a theory or concept but applies it partially or with some errors. The connection to the real-world situation is unclear or incomplete.	Mentions theories or concepts but inaccurately applies them. Understanding is unclear, incorrect, or vague.
b. Use evidence to communicate this connection to an appropriate audience	Uses clear, relevant, and credible evidence to support the explanation. Communication is well-organized, easy to follow, and appropriate for the intended audience.	Provides evidence that supports the explanation, though it may be limited or not fully integrated. Communication is generally clear and appropriate.	Uses minimal or weak evidence. Explanation is partly supported and may lack clarity or consistent audience awareness.	Evidence is inaccurate, irrelevant, or missing. Communication is unclear, unsupported, or not suited to the intended audience.

LOPER 8 (Natural Science)

Learning Objective: Students should be able to demonstrate professional oral communication skills.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Identify concepts and methods to explain natural or physical phenomena.	Identifies concepts and methods that are relevant and reflect an awareness of context and limits.	Identifies concepts and methods that are relevant and reflects a partial awareness of context and limits.	Struggles to identify concepts and methods that are relevant and does not reflect awareness of context and limits.	Relevant scientific concepts and methods that would enable explanation are not identified.
b. Analyze problems and conclusions using the concepts and methods in a natural science discipline.	Concepts and methods are applied to problems and conclusions accurately and clearly, and in a manner appropriate to the course discipline.	Concepts and methods are applied to problems and conclusions in a manner appropriate to the course discipline.	Concepts and methods are applied to problems and conclusions imprecisely, or in a manner that is inconsistent with the course discipline.	Concepts and methods are not applied in a manner that allows for analysis of the problems or conclusions.
c. Support an argument based on sound scientific principles.	Sound scientific principles are used to support an argument clearly and effectively.	Sound scientific principles are used to support an argument with moderate clarity and effectiveness.	Some sound scientific principles are used to support an argument with minimal clarity and effectiveness.	Struggles to use sound scientific principles to support an argument.
d. Explain the impact of scientific discoveries on society.	Fully explains the impact of scientific discoveries with clarity, facilitating understanding of topics and their impact.	Explains the impact of scientific discoveries with moderate clarity.	Explains the impact of scientific discoveries with minimal clarity.	Struggles to explain the impact of scientific discoveries to peers or instructors.

LOPER 9 (Civic Competency & Engagement)

Learning Objective: Students should be able to articulate the importance of civic engagement and community service.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Identify issues of public or community concern	Student accurately identifies specific issues of public or community concern and situates them within relevant historical, social, or political context, demonstrating a nuanced understanding of their complexity.	Student accurately identifies issues of public or community concern and provides some contextual framing, though analysis may not fully address the complexity of those issues.	Student identifies issues of public or community concern but provides limited context or conflates distinct issues, suggesting a surface-level understanding.	Student fails to accurately identify issues of public or community concern, or descriptions are vague, inaccurate, or lack any meaningful context.
b. Describe the impact of civic participation	Student provides a thorough, evidence-informed description of how civic participation shapes communities, institutions, or policy, connecting individual and collective action to concrete outcomes.	Student describes the impact of civic participation with reasonable accuracy and some supporting evidence, though connections between action and outcome may be underdeveloped.	Student offers a general description of civic participation's impact but relies on broad claims without evidence or concrete examples to support them.	Student's description of civic participation's impact is absent, inaccurate, or unsupported, demonstrating little awareness of how engagement affects communities or institutions.
c. Reflect on the relationship between civic engagement, personal responsibility, and community well-being using evidence or experience	Student offers a thoughtful, well-supported reflection that draws meaningfully on evidence or personal experience to articulate a clear relationship between civic engagement, personal responsibility, and community well-being.	Student reflects on the relationship between civic engagement, personal responsibility, and community well-being with some use of evidence or experience, though the connections drawn may be inconsistent or underdeveloped.	Student attempts reflection but focuses on only one element of the relationship (engagement, responsibility, or well-being) or relies on generalization rather than evidence or specific experience.	Student's reflection is absent, superficial, or does not meaningfully connect civic engagement, personal responsibility, and community well-being.

LOPER 11 (Wellness)

Learning Objective: Students should be able to analyze wellness information to understand how personal behaviors and various factors influence overall well-being.

Performance Indicator	Excellent (4)	Proficient (3)	Progressing (2)	Needs Improvement (1)
a. Describe the importance and interconnection of the various dimensions of wellness.	Clearly communicates importance of domains of wellness and how wellness domains relate to one another.	Clearly describes either the importance of wellness domains or how they relate to one another or provides vague/incomplete description of both.	Provides vague description of importance of wellness domains or how they relate to one another but not both.	Missing importance of wellness domains.
b. Evaluate credible wellness information.	Uses completely relevant and credible evidence to evaluate wellness information.	Uses some relevant or credible evidence to evaluate wellness information.	Uses only personal anecdotes or other unreliable sources to evaluate wellness information.	Evidence to evaluate wellness information is missing, irrelevant, or inaccurate.
c. Explain how various external factors influence personal behaviors and well-being.	Clearly communicates how multiple external factors can influence well-being.	Briefly communicates how multiple external factors influence well-being or clearly communicates how a single external factor can influence well-being.	Provides vague description of or reference to how a single external factor can influence well-being.	Does not discuss how external factors influence well-being.
d. Apply wellness concepts to articulate informed decisions that support personal well-being.	Uses multiple evidence-based practices to improve well-being or articulates how multiple evidence-based practices could promote well-being.	Uses some evidence-based practices to improve well-being or articulates how an evidence-based practice could promote well-being.	Limited references to evidence-based practice to promote well-being or improve personal well-being.	Does not discuss evidence-based practice to promote well-being.