

APPENDIX– LOPER 1 Learning Outcome, Performance Indicators, Example Assessment Exercises & Descriptions, and Assessment Rubric

Loper 1 Learning Outcome - *Students should be able to employ academic and career strategies*

Performance Indicators:

Academic-Strategies-

A: Apply at least two academic strategies tailored to course assignments or projects.

Examples:

Exercise		Description	Comments
Week 4: Study Strategies (Note-Taking & Reading Strategies)	Written Reflection	During class, we will present several note-taking methods and effective reading strategies. Students will choose a lecture or assigned reading on the class topic and apply one of the strategies. They will complete a guided written reflection about their experience using the strategy.	
Week 6: Study Strategies (Retrieval Effect, Rehearsal & Elaboration, Knowing the Purpose of Assignments, Making Connections to Prior Knowledge)	Written Reflection	During class, we will present several effective study strategies. Students will choose a lecture, an assigned reading, a project, or notes they need to study on the class topic and apply one of the strategies. They will complete a guided written reflection about their experience using the strategy.	<p>Example Strategies:</p> <p>Retrieval/Freewriting: Students think back to a lecture on the class topic, take out a blank page, and write everything they can remember about the topic <i>before looking back at their notes or the book</i>. When students believe they are done, they wait for one more minute before looking to ensure they engage in the struggle of trying to recall previous information.</p>

			Elaboration/Making Connections: Students choose a concept from the class topic that is new to them and create their own analogy, creatively connecting the new topic to something they already know well.
Week 14: Study Strategies (Pomodoro Technique)	In-Class Activity	We will structure 50 minutes of class time using the Pomodoro Technique: 5 minutes to introduce the strategy, 20 minutes of work time, 5 minutes for a break, and 20 minutes of work time. Students will demonstrate their ability to utilize this technique by fully engaging in this activity during class. This includes putting away all distractions and coming prepared with assignments, readings, or notes to study during the 20-minute work times.	
Week 16: Study Strategies for Finals	In-Class Discussion	We will facilitate an in-class discussion about the study strategies students have practiced in this course. Students will discuss with their classmates which strategies have been the most effective and why. They will also discuss how they plan to incorporate the most effective strategies into their preparation for finals.	
Visual Notetaking			(from Honors but could be broadly applied)
Problem-based learning		Real-world / student driven	Honors, Online
VARK (Visual, Auditory, Reading/Writing, Kinesiology)		Real-world / involve all senses when learning	Honors

B: Identify and use two strategies to manage time and identify academic resources.

Examples:

Exercise		Description	Comments
Week 2: Master Calendar	Written/Digital Activity	During class, we will explain the process to create a Master Calendar and discuss the benefit of doing so. Students will then compile key dates from all of their syllabi into a Master Calendar for themselves. Students may choose to complete this activity on paper, as an electronic document, or in an Outlook Calendar.	
Week 3: Ideal Schedule	Written/Digital Activity	During class, we will explain the process to create an Ideal Schedule and discuss the benefit of doing so. Students will then create their own ideal schedules. They may choose to do this on paper, in a planner, or in an Outlook Calendar.	As an optional follow-up to this activity later in the semester, students could complete a time-tracking exercise in which they track how much time they actually spend on various activities throughout a full week (class, work, studying, sleep, socializing, etc.) and compare their actual times to their Ideal Schedule.
Library			Online: Teach all online access opportunities with Library and Student Success Hub
Office 365			
Canvas is synched to Master Calendar (Resource)		Important announcements/notifications remain on	Honors

Different time management strategies are shared so student selects which one works well and has tools for different kinds of tasks	Eisenhower Matrix, Work Breakdown Struc. (for lg. Projects), 1-3-5 (anti-procrastination tool)	Honors
Online Resources	Highlighting in one location, all resources online students can access for help when never attending on campus.	Online
Time Managment for the Online Learner	“Eat the Frog” Productivity Methods	Online

Academic and Career Advising

C: Identify relevant academic policies, processes, and procedures related to advising, course planning, and major exploration.

Examples:

Exercise		Description	Comments
Week 5: Major/Career Exploration & Goals	Written Reflection (Write a SMART goal)	We will begin this exercise by asking students to reflect on their career goals. Then we will walk students through the steps of writing a corresponding SMART goal that can be accomplished during their time at UNK.	We will encourage students who are still exploring career options to complete the FOCUS II prior to this class. Students may also choose to write their SMART goal about the process of selecting a major or identifying a career path if they are still deciding.
Week 8: Stellic Workshop	In-Class Activity	During class, students will participate in a hands-on Stellic Workshop. They will demonstrate their ability to navigate and use Stellic by mapping out their 4-year plan and putting courses in their planner.	Week 7 will be an Introduction to Stellic to prepare students for this hands-on workshop.

Week 13: Course Registration, Academic Policies, & Course Catalog	Written Reflection	During class, we will review a variety of academic policies from the undergraduate catalog, as well as the steps students need to complete before they can register for classes (remove all holds, pay student bill, etc.). Students will complete a written exit ticket at the end of class with two questions: 1) What is something new you learned today? 2) My next step to register for classes is _____.	
Career Assessment			Online: Recommend PathwayU Assessment for all students
Identify courses for next semester (incl. Stellic planner, MyBlue registration)			Online: Create a plan in Stellic: Student should schedule their advising session and create their plan in Stellic during that meeting. The timing of this assignment needs to be longer than usual. Open the assignment when the next semester courses are published and have it run through advising "season". Run this assignment over 4-6 weeks to allow online coordinators enough time to meet with all students.

Sense of Belonging

D: Engage in at least two collaborative activities with peers, staff, or faculty, or utilize campus resources and/or participate in campus activities

Examples:

Exercise	Description	Comments
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Week 9: Campus Engagement/Resources	In-Class Presentation	Prior to this week, students will attend a campus event, join a club/organization, or visit a campus office/resource individually or in small groups of 2-3. Students will prepare and deliver an in-class presentation to teach their classmates about their chosen event, organization, or resource.	Instructors may need to coordinate this exercise to ensure each group chooses a different event or resource.
Week 9: Campus Engagement/Resources	Photo & Written Reflection	Students will attend a campus event, utilize a campus resource, or participate in a collaborative activity with other students, faculty, or staff. They will take a picture that captures a key idea they took away from the experience and describe it in a written reflection.	Example activities could include participating in a student organization meeting, attending a UNK game, visiting faculty office hours, meeting with an advisor, working on a group project with classmates, etc.
Meet individually with instructor			
Group work in class			Online: if there is group work required, keep it very small or even only in partners. It is very difficult for online learners to coordinate with larger groups due to personal life/schedules.
Join an organization			Online: Highlight online student opportunity to join an organization that is local to them.
Attend an event			Online: Provide events that include online links or virtual opportunities to join in.
Intramurals			

Local Involvement	Students will engage in community events when not located on campus	Online
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E: Identify one area of growth in communicating across diverse perspectives.

Examples:

Exercise		Description	Comments
Week 15: Share Identity Projects	In-Class Discussion	Prior to this week, students will complete a creative project that showcases aspects of their personal identities that they are comfortable sharing with their classmates and instructors. They will review each other's projects and participate in a class discussion about communicating across the different identities they each bring to the classroom and to our larger UNK community.	Students could share their projects prior to class using Microsoft 365, or they could display them around the classroom and spend the first few minutes of class moving around the room to view each other's work.
Identity Project			
Debate vs. Dialogue			
Digital Communication		Email etiquette, signatures, profile images	Online
Crucial Conversation		How to have important conversations in a digital setting	Online

F: Apply two well-being practices and document their impact on academic and personal success.

Examples:

Exercise	Description	Comments
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Week 10: Personal Wellness	Written Activity	We will start by introducing students to wellness as a multi-dimensional concept (physical, financial, intellectual, social, occupational, spiritual, environmental, & emotional). Students will then complete the Wellness Wheel activity to evaluate their overall wellness and document exercises that have a positive impact on it.	
Week 11: Financial Wellness	Written Activity	We will provide students with an overview of healthy financial habits (spending tracking, emergency funds, use of credit cards, student loans, etc.) and they will complete a written activity about the impact of one of these habits.	<p>We will utilize Chapter 10 in the open-source textbook <i>College Success</i> (Baldwin, 2020, available on OpenStax.org)</p> <p>Example Strategies:</p> <p>Spending Tracking: Students track their income and expenses for a full week. They categorize their expenses as fixed vs. variable and needs vs. wants.</p> <p>Student Loans: Students calculate their anticipated student loan debt upon graduation and research their expected starting salary. They compare these values to determine if their expected student loan debt is reasonable.</p>

Rubric for Assessing Learning Outcome: Students should be able to employ academic & career strategies

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

*Choose the lower rating if your evaluation falls between two discrete ratings.