

2018-2019

Liberal Education Rubric Review

REPORT

UNIVERSITY LIBERAL EDUCATION COMMITTEE

SUMMARY

Rubrics Reviewed

- Knowledge 1 (K1)
- Knowledge 2 (K2)
- Knowledge 3 (K3)
- Knowledge 4 (K4)

Review Process

- Three opportunities for feedback on each rubric occurred in Fall 2018.
 - Feedback on each outcome from assessment forms collected by University Assessment committee (Received 10/12/18)
 - Survey to campus (Sent 9/17/18; Closed 10/5/18)
 - Two face-to-face opportunities to provide feedback (9/24/18, 9/28/18)
- Each rubric has a subcommittee to review feedback and present suggestions for change if needed to the larger ULEC committee.
 - K1 members: Hans Kishel, Library; Jessica Kraker, Mathematics; Angela Dalhoe, Special Education
 - K2 members: Kris Knutson, Communication + Journalism; Kevin Hanson, Management + Marketing; Yoonsin Oh, Kinesiology
 - K3 members: Steven Fink, Philosophy and Religious Studies; Jan Larson, Communication + Journalism; Debra Barker, American Indian Studies, English
 - K4 members: Gary Don, Music + Theatre Arts; Jon Loomis, English; Angie Stombaugh, Nursing
- Changes were suggested for each rubric and approved to move forward to stakeholders. See Appendix A.
 - K1 approved 12/3/18
 - K2 approved 12/3/18
 - K3 approved 11/19/18
 - K4 approved 11/19/18
- Stakeholders (identified as departments teaching the identified outcome) were emailed on 1/30/19 with revised rubric suggested changes. Stakeholders were asked to complete a survey with feedback by 3/1/19.
 - K1 stakeholders: Biology, Chemistry, Geography and Anthropology, Geology, Physics, and Watershed
 - K2 stakeholders: Geography, Communication + Journalism, Political Science, Communication Sciences + Disorders, Economics, English, History, Languages, Nursing, Psychology, Sociology, Watershed, Women's, Gender, and Sexuality Studies
 - K3 stakeholders: American Indian Studies, Communication + Journalism, English, Languages, History, Philosophy and Religious Studies, Political Science, Women's, Gender, and Sexuality Studies
 - K4 stakeholders: Art + Design, American Indian Studies, English, Music + Theatre Arts, Philosophy and Religious Studies

- Feedback reviewed by entire ULEC committee and revised rubrics approved on 3/11/19 with implementation of Fall 2020. See Appendix B.
- Communication to campus
 - Notification of approved rubric revisions will be emailed to Associated Deans and Chairs. (Spring 2019)
 - Notify University Assessment of approved rubric revisions (Spring 2019)
 - Notify University Senate Chair of recommendations from ULEC for University Senate outcome review. (Spring 2019)
 - ULEC website will add revised rubrics with the following messaging (Spring 2019):
 - If submitting a new course proposal, please refer to this Rubric which goes into effect fall 2020.
 - Message placed in Blugold FYI announcing the approved rubric revisions and encouragement to instructors on seeing how their course “fits” with the new rubrics (Spring 2019)
 - Email to be sent from AVC Newton with announcement of revised rubric approvals, gratitude for the feedback and announcement of rubrics being reviewed next academic year (Spring 2019)
 - ULEC checks back with University Senate Chair on plan for recommendations from ULEC about K outcomes.(Fall 2020)
 - University Assessment sends targeted emails to instructors teaching in Knowledge outcomes about rubric changes for Fall 2020 (Spring 2020)
 - Campus-wide email reminder of revised rubrics implementation in Fall 2020 (Spring 2020)

APPENDIX A

K1 Rubric Revision and Recommendations

All elements for K1 had feedback to change the wording of them in terms of the use of the word model.

If we changed the Element wording they would no longer align with the wording of the Outcome, so it is our opinion that this information should be sent to University Senate.

Knowledge Outcome 1: Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical and computational methods.

For some context we are including the other K Outcome language.

K2. Social Sciences. Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

K3. Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

K4. Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

Suggested changes to K1 outcome based on feedback and committee's attempt to have K1 align more with K2-4:

Use knowledge, theories, and methods appropriate to the natural and physical sciences, to describe and evaluate models/theories/understanding of the world, through collection and scientific analysis of data.

OR

Use knowledge, theories, models, and methods appropriate to the natural and physical sciences, to describe and evaluate understanding of the world, through collection and scientific analysis of data.

Recommended change to Element D

The only element that could be adjusted without changes to the Outcome was for D

Element	Benchmark not met	Benchmark met	Benchmark exceeded
	(0 Points)	(1 Point)	(2 Points)
(Lab Experience Only) D. Student collects data.	Data are inaccurate or incorrectly collected.	Most of the data are accurate and correctly collected.	Data are accurate and correctly collected.

Change would be to "Student accurately and correctly collects data." in the Element section.

APPENDIX A

We propose that the K2 rubric be changed to:

Knowledge Outcome 2: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student demonstrates knowledge of social science theories and perspectives disciplinary insights and approaches to explain human behavior and social institutions.</i>	Only identifies specific Does not identify disciplinary insights or approaches to the examination of social activity and human behavior.	Identifies and or explains specific disciplinary insights or approaches to the examination of social activity and human behavior.	Applies major disciplinary concepts and theories. Begins to evaluate basic characteristics of insights or approaches in the examination of social activity and human behavior.
<i>B. Student demonstrates knowledge of the methods and principles underlying research in the discipline.</i>	Only identifies Does not identify the methods and principles underlying research in the discipline.	Identifies and or explains the methods and principles underlying research in the discipline.	Applies the methods and principles underlying research and interprets research findings.

These changes account for most of the comments provided by survey respondents. The most frequent commentary, which we were not able to address, is the assumption built into the outcome that social scientific knowledge requires knowledge of methodology as well as theory. Because the outcome specifically mentions theory and method, we did not think it was appropriate to remove or reframe element B. Rather, we opened up the language in the benchmarks to enable knowledge of methodology to meet the expectation and application of methodology to show that one has exceeded the expectation. We would suggest that Senate address this concern if they opt to revise outcomes.

APPENDIX A

The K3 subcommittee discussed the few survey responses and reviewed data related to the K3 LE Outcome: *Use knowledge, historical perspectives, analysis, interpretation, critical evaluation and the standards of evidence appropriate to the humanities to address problems and explore questions.*

The committee noted that university data indicate students overwhelmingly meet or exceed the benchmark standards. Where faculty experience some difficulty is in assessing four different elements. Large class sizes make the assessment task cumbersome. Some faculty noted difficulty distinguishing between elements.

The K3 subcommittee recommends **collapsing elements C & D** to reduce the number of K3 elements from four to three. Doing so will help streamline the process for faculty and eliminate overlap in elements.

Here's what a **revised element C** would look like:

C. Student analyzes, interprets, critically evaluates and effectively communicates information in ways appropriate to the humanities.

<i>C. Student analyzes, interprets, critically evaluates and effectively communicates information in ways appropriate to the humanities.</i>	Student does not seem to understand information. Presents information that is not credible from sources with little or no interpretation or evaluation. Takes viewpoints of others, perhaps experts, as fact with little or no questioning.	Analyzes, interprets and evaluates information to assess credibility; reveal patterns, differences, or similarities. Subjects viewpoints of experts to questioning and refutation.	Analyzes, interprets and evaluates information to develop in-depth, complex or original analysis of patterns, differences or similarities. Asks critical questions using the viewpoints of experts and makes critical observations about the viewpoint of experts.
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APPENDIX A

Liberal Education Assessment Rubric

Knowledge Outcome 4: Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student describes and understands the relevance of historical and/or cultural context to the artifact(s).</i>	Neither describes nor understands the relevance of the historical and/or cultural context to the artifact(s).	Describes and understands the relevance of the historical and/or cultural context to the artifact(s).	Critically engages the elements of a historical and/or cultural context to the artifact(s).
<i>B. Student analyzes the medium, craft, or formal elements and/or methods.</i>	Does not analyze the medium, craft, or formal elements and/or methods.	Effectively analyzes the medium, craft, or formal elements and/or methods.	Synthesizes and connects the medium, craft, or formal elements and/or methods.
<i>C. Student interprets meaning from context and form.</i>	Does not interpret meaning from context and form.	Effectively interprets meaning for context and form.	Integrates the interpretation of the artifact into a broader context.

K4 Suggested Changes Rationale: Adding the and/or to Element A, adds flexibility to the artifact being studied. For example, contemporary movies, books, music, or other artifacts have difficulty with this element if not enough time has passed to be considered in a historical context. This would allow the instructor to decide when it is appropriate or not based on the course and artifacts.

APPENDIX B

Liberal Education Assessment Rubric

Knowledge Outcome 1: Describe and evaluate models of the natural and physical world through collection and scientific analysis of data, and through the use of mathematical and computational methods.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student describes models of the natural and physical world, recognizing strengths, weaknesses and limits.</i>	Description of model is incorrect, incomplete or unclear. Concepts of model strengths, weaknesses or limits are missing or incorrect.	Description of the model is mostly correct. Most model strengths, weaknesses and limits are identified.	Description of the model is complete and correct. The strengths, weaknesses and limits of the model are described clearly.
<i>B. Student uses methods appropriate for a particular model to analyze data.</i>	Data are analyzed incorrectly, incompletely or inappropriately for the particular model.	Data analysis is mostly correct, complete and appropriate for the particular model.	Data analysis is consistently correct, complete and appropriate for the particular model.
<i>C. Student evaluates whether the analyzed data supports the model.</i>	Does not correctly and completely state whether the analyzed data supports model. Does not explain how the analyzed data supports the model.	Statement of whether the analyzed data supports the model is mostly correct and complete. Explains, with only minor flaws, how the analyzed data supports the model.	Statement of whether the analyzed data supports the model is correct and complete. Fully explains how the analyzed data supports the model.
<i>(Lab Experience Only)</i> <i>D. Student accurately and correctly collects data.</i>	Data are inaccurate or incorrectly collected.	Most of the data are accurate and correctly collected.	Data are accurate and correctly collected.
<i>(Lab Experience Only)</i> <i>E. Student designs* procedures to collect data appropriate for evaluation of the model.</i>	Procedures do not produce data appropriate for evaluation of the model.	Procedures have some flaws but produce data that is mostly appropriate for evaluation of the model.	Procedures produce data that is appropriate for evaluation of the model.

* Instructor provides a question and a general set of procedures that can be used to answer it. The students then produce an explanation or answer that is based on the evidence that they collect from appropriate resource materials or experimental processes that are mostly of the student's own proposal or design. (American Association for the Advancement of Science, 2014).

APPENDIX B

Liberal Education Assessment Rubric

Knowledge Outcome 2: Use knowledge, theories, methods, and historical perspectives appropriate to the social sciences to explain and evaluate human behavior and social institutions.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student demonstrates knowledge of social science disciplinary insights and approaches to explain human behavior and social institutions.</i>	Does not identify disciplinary insights or approaches to the examination of social activity and human behavior.	Identifies or explains disciplinary insights or approaches to the examination of social activity and human behavior.	Applies disciplinary insights or approaches in examination of social activity and human behavior.
<i>B. Student demonstrates knowledge of the methods and principles underlying research in this discipline.</i>	Does not identify the methods and principles underlying research in this discipline.	Identifies or explains the methods and principles underlying research in this discipline.	Applies the methods and principles underlying research and interprets research findings.

APPENDIX B

Liberal Education Assessment Rubric

Knowledge Outcome 3: Use knowledge, historical perspectives, analysis, interpretation, critical evaluation, and the standards of evidence appropriate to the humanities to address problems and explore questions.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student demonstrates knowledge of significant developments, achievements or questions in a humanities field.</i>	Demonstrates little or no understanding of significant developments, achievements or questions in a humanities field.	Identifies and describes significant developments, achievements or questions in a humanities field.	Examines and assesses significant developments, achievements or questions in a humanities field.
<i>B. Student uses historical/cultural contexts, theory and/or methodology appropriate to the humanities to address problems and explore questions in the humanities.</i>	Demonstrates little or no use or understanding of the historical/cultural contexts, theory and/or methodology to address problems or explore questions in the humanities.	Identifies and describes the historical/cultural contexts, theory and/or methodology; uses these to address problems or explore questions in the humanities.	Uses knowledge of historical/cultural contexts, theory and/or methodology to address problems and explore questions in the humanities; makes connections to or analyzes significant developments, achievements or questions in the humanities.
<i>C. Student analyzes, interprets, critically evaluates and effectively communicates information in ways appropriate to the humanities.</i>	Student does not seem to understand information. Presents information that is not credible from sources with little or no interpretation or evaluation. Takes viewpoints of others, perhaps experts, as fact with little or no questioning.	Analyzes, interprets and evaluates information to assess credibility; reveal patterns, differences or similarities. Subjects viewpoints of experts to questioning and refutation.	Analyzes, interprets and evaluates information in order to develop in-depth, complex, or original analysis of patterns, differences, or similarities. Asks critical questions using the viewpoints of experts and makes critical observations about viewpoints of experts.

APPENDIX B

Liberal Education Assessment Rubric

Knowledge Outcome 4: Use knowledge, historical perspectives, theories, or methods appropriate to the arts to describe their context, function and impact.

Element	Benchmark not met (0 Points)	Benchmark met (1 Point)	Benchmark exceeded (2 Points)
<i>A. Student describes and understands the relevance of historical and/or cultural context to the artifact(s).</i>	Neither describes nor understands the relevance of the historical and/or cultural context to the artifact(s).	Describes and understands the relevance of the historical and/or cultural context to the artifact(s).	Critically engages the elements of a historical and/or cultural context to the artifact(s).
<i>B. Student analyzes the medium, craft, or formal elements and/or methods.</i>	Does not analyze the medium, craft, or formal elements and/or methods.	Effectively analyzes the medium, craft, or formal elements and/or methods.	Synthesizes and connects the medium, craft, or formal elements and/or methods.
<i>C. Student interprets meaning from context and form.</i>	Does not interpret meaning from context and form.	Effectively interprets meaning for context and form.	Integrates the interpretation of the artifact into a broader context.