

Instructions for Liberal Education Rubric Use

These instructions are to assist you when applying the developed rubric to a student's liberal education activity. Please review the steps below. Contact Deb Peterson DPeterson@bemidjistate.edu with questions or concerns. Thank you in advance for taking time to assist the university in meeting the requirements of HLC!

1. One or more Excel Spreadsheets (rubrics) will be emailed to you with the following Excel title format: **HST 1115-01 Doe John. (name of course-section Instructor Last name Instructor First name)**
2. Save the file to your hard drive when prompted by your email attachment window (see figure 1).

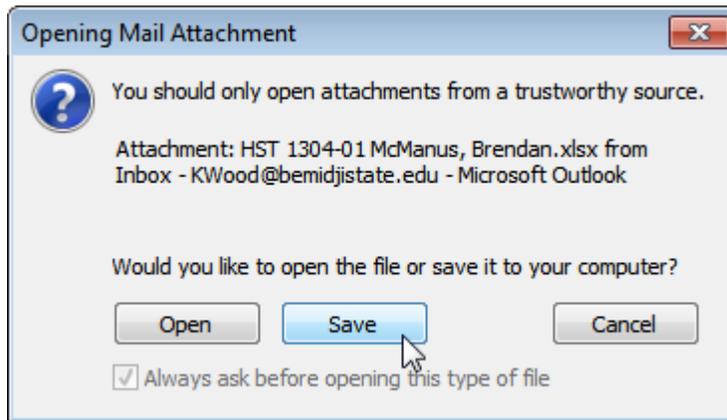


Figure 1

3. Once the file is saved to your hard drive, open the file. It should look like figure 2. (If you work on a typical sized (17-inch) monitor, you may find that changing the image size to about 60% (bottom right of the file) makes the file easier to work with.)

Liberal Education Rubric for Goal Areas: 2, 5, & 7								Student Name	Jane Joe
Levels/ Criteria	Description	Measure Used (Test, Paper, Project, Other)	Unacceptable =1	Below Expectations =2	Acceptable =3	Proficient =4	Exemplary =5	Assessment Score: Example	Student ID
Goal Area 2: Critical Thinking								Murphy, John	HST 1115-01
Criteria 1	Students will be able to gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected. A. Explanation of Problem B. Evidence C. Awareness of bias	Multiple Choice Exam	Milestone 1 Issue/problem to be considered critically is stated without clarification or description. Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question. Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.		Milestone 2 Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).		Milestone 3 Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. Identifies own and others' assumptions and several relevant contexts when presenting a position.	5	Enter Assessment Score
Criteria 2	Students will be able to imagine and seek out a		Describe "Other" Measure	Milestone 1 Specific position		Milestone 2 Specific position		Milestone 3 Specific position	

Figure 2

4. First determine which of the criteria you need to evaluate. This should be in your syllabus, but if you need a refresher, links to the course outlines, which include the criteria (competencies), are found at the bottom of the BSU catalog page (<http://www.bemidjistate.edu/academics/catalog/>) under the heading “Common Course Outlines”.
5. Select the blue cell in the **Measure Used Column** (cell C6 in figure 2). An arrow to the right will appear.
 - a. Click the arrow to select the activity that was used to measure the criteria listed directly to the left.
 - b. Hint: if the font is difficult to read, increase the view percentage using the slider in the bottom right corner of the screen.
6. After reviewing the **Description of the Criteria in Column B** and considering the **Measure used**, enter or select a score between 1 and 5 in the “**Enter Assessment Score**” (cell J6 in figure 2).
7. Repeat this process for the student by scrolling down to see each criteria Description for the Goal Area. See figure 3 for assistance.
 - a. Note: There may be multiple goal areas, please scroll down until you do not see any more criteria.
8. Once you have completed the student’s assessment score entry, scroll to the right to determine if there are more students you need to assess.
9. Once you have assessed all of the students within the spreadsheet (rubric), then save the file to your hard drive, and email the file to Deb Peterson DPeterson@bemidjistate.edu.

Liberal Education Rubric for Goal Areas: 2, 5, & 7							Student Name and ID	Student Name	Student ID
Levels/ Criteria	Description	Measure Used (Test, Paper, Project, Other)	Unacceptable = 1	Below Expectations = 2	Acceptable = 3	Proficient = 4	Exemplary = 5	Assessment Score: Example	Student 1
Goal Area 2: Critical Thinking							Enter or select Actual Numeric Score 1 to 5	Murphy, John	HST 1115-01
Criteria 1	Students will be able to gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected. A. Explanation of Problem B. Evidence C. Awareness of bias	Multiple Choice Exam	Milestone 1 Issue/problem to be considered critically is stated without clarification or description. Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Choose the Measure used: Exam, Paper, etc.	Milestone 2 Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Example Assessment Score	Milestone 3 Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. Identifies own and others' assumptions and several relevant contexts when presenting a position.	5	Enter Assessment Score
Criteria 2	Students will be able to imagine and seek out a	Describe "Other" Measure	Milestone 1 Specific position		Milestone 2 Specific position		Milestone 3 Specific position		

Figure 3