

General Education Professional Learning Community 2021-2022 Report

Prepared by Dr. Jessica Dougherty, Chair, Spring 2022

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Introduction

The purpose of a Professional Learning Community (PLC) is to gather a community of educators who meet regularly to share knowledge and skills in order to improve a particular element of education. In the case of the General Education Professional Learning Community (GEPLC), the goal is to engage in purposeful assessment of student's progress toward General Education Learning Outcomes. The efforts of the GEPLC strive to support the goals of Academic Effectiveness at Western Oregon University for the benefit of WOU students and faculty. In this report, I will outline the progress and achievements of the GEPLC in the 2021-2022 academic year.

As the chair, I want to express my gratitude to everyone who served on the GEPLC this academic year, including ex-officio members. Bev West and Keats Chavez also deserve recognition for their continued support of the GEPLC work. Additionally, appreciating all of the instructors who took time to submit student samples is critical, as our work would not be possible without their submissions. Not only does it take time and energy to commit to the GEPLC, but it takes an investment in the purpose and benefits of assessment practices that improve our collective efforts to serve WOU students.

This is the third year of the GEPLC in its current form. Prior to Fall 2019, each PLC focused on a single learning outcome associated with the Liberal Arts Core Curriculum. This curriculum and its outcomes were supplanted by the new General Education Program and General Education Learning Outcomes in Fall 2019. The GEPLC therefore has a different scope and sense of direction than the previous PLCs did. Fortunately, many of the current GEPLC members were members of previous GEPLCs, which helped us to establish and clarify the norms of our work. In particular, the GEPLC is indebted to Dr. Erin Baumgartner for her pioneering work as General Education Director and previous GEPLC chair. Leanne Merrill deserves recognition for her stellar leadership chairing the GEPLC in 2020-2021. We also gained new members who contributed through purposeful analysis of the rubrics, conscientious scoring and the development of a new Critical Inquiry & Analysis rubric. The goal of the GEPLC is to support WOU's General Education Program through assessment and this was accomplished with a diligent and dedicated group of professionals who are committed to excellence for WOU students.

Dr. Jessica Dougherty
General Education PLC Chair 2021-2022

Membership

The following people were members of the GEPLC in 2021-2022:

Chair

Jessica Dougherty, Education and Leadership

Members

Jen Bracy, Art & Design

Lucas Cordova, Computer Science

Camila Gabaldón, Library

Katrina Hovey, Education and Leadership

Jay Schwartz, Behavioral Science

David Szpakowski, Environmental Science

Tandy Tillinghast, Humanities

Ex-Officio

Shaun Huston, Social Science, Director of General Education

Leanne Merrill, Natural Science and Mathematics, First Year Seminar Coordinator

Beverly West, Director of Academic Services and Resources, Academic Affairs

Keats Chavez, Administrative Coordinator, Provost Office

Note: In the fall 2021 term, membership was heavily recruited from each Division across campus. Every Division Chair was contacted and asked to pass on information about serving on the GEPLC to their faculty members. All academic Divisions had the option to elect a representative to serve on the GEPLC in the 2021-2022 academic year.

Key to Acronyms

GELO - General Education Learning Outcome

ULO - Undergraduate Learning Outcome

GEPLC - General Education Professional Learning Community

GEC - General Education Committee

FYS - First Year Seminar

PLC - Professional Learning Community

Goals and progress

The following goals for the 2021-2022 academic year were based on the recommendations from the 2020-2021 GEPLC. These goals were reviewed by the 2021-2022 GEPLC members in the fall of 2021 and a decision was made to focus on the following goals:

- develop/refine rubrics for GELO 1 and 2 (see definitions below).
- score student samples using rubrics for GELO 1 and 2 (see definitions below).
- increase interrater reliability on rubric use.

GELO 1: Intellectual Foundations and Breadth of Exposure. Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning.

GELO 2: Critical thinking. Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions.

The GELO 1 rubric had been designed in the PLCs previous to this. Our task in 2021-2022 was to revise and edit the rubric to ensure alignment to GELO 1, the features, and the descriptors. The revising and editing process allowed all members to engage in the work so that all had a deep understanding of the rubric in order to use it effectively when scoring student samples. It also provided an opportunity to focus on key terminology used in the rubric that facilitated equitable scoring of student samples.

In order to expand the work of the GEPLC and further support the development of the GE Learning outcomes, we developed a draft rubric for GELO 2. The Critical Inquiry & Analysis (named CIA from here forward) rubric was created by reviewing other rubric drafts that aligned to GELO 2. Rubric features and their descriptors were revised and renamed and descriptors were reworded by replacing deficit language with asset based terminology.

In order to focus our assessment practices, we collected samples only from FYS 107 and FYS 207 courses to score with the FS rubric. For GELO 2, we only collected samples that directly linked to CI&A to use for scoring practice with the new draft of the CIA rubric. The FYS courses have several other unique features that made them ideal for this work. Nearly every non-transfer student (and some transfer students) take two of these courses during their first year at WOU, so our relative coverage of the student body is broad. They are also native to the General Education Program itself and are taught by a variety of faculty in different areas, so we are capturing many disciplinary areas and tendencies. By examining such a variety of signature assignments and student work, a clear picture of the meaning of learning outcome achievement begins to emerge, independent of a particular field or subject matter.

We did not pay attention to the differences between FYS 107 and FYS 207. We treated them as a single category for the purpose of this assessment.

For the 2021-2022 academic year there were 79 FYS courses offered. Out of those, there were 48 sections of different FYS courses.

The PLC received 16 submissions of signature assignments and sample student work from the 48 sections, so our 2021-2022 yearly submission rate was 33%. This is a drastic decrease over the previous rate of 75% in 2020-2021.

There were 10 Fall 2021 submissions, 6 Winter 2022 submissions, and 0 Spring 2022 submissions. Due to the timing of the submission process and availability of PLC members, the Spring 2022 submissions are not included in the assessment data in this report. Those submissions will be considered with the Fall 2022 data, which will be reviewed by the 2022-2023 GEPLC. Thus, for the purposes of this report, we consider the 16 Fall/Winter submissions as our available sample for scoring with the GELO 1 rubric (Foundations).

Additionally, we informally requested students sample from FYS courses that directly aligned with the draft GELO 2 rubric (Critical Analysis & Inquiry). Since this rubric was in draft form, we reached out only to instructors who were willing to allow us to use their samples to practice scoring in order to improve the integrity of the rubric.

In conclusion, we reached the goals we established for the 2021-2022 academic year and feel we would like to increase submission rates, but used the submissions received to accomplish our goals.

Methodology

Assessment tools

Our primary tool for assessing the signature assignments and sample student work was the Foundational Skills rubric, which has been designed to align to GELO 1. Initially drafted by a group of faculty in Spring 2019, this rubric has undergone significant revisions since then, including several in 2020-2021 and 2021-2022. The names of the features (rows) of the rubric have not changed, but the numerical values of the levels were changed from 1-4 to 4-1 in the 2021-2022 academic year in order to focus on the highest level of performance first. Additionally, during this same year the GEPLC worked to refine the language used in the rubric to ensure an additive perspective. The GEPLC also decided to highlight key language on each feature to assist users of the rubric to focus on progressions and changes between levels. The current Foundational Skills rubric is included in the appendices of this document, as well as the rubric companion sheet intended to further clarify language used in the rubric. Throughout the rest of the report, the “FS rubric” refers to the Foundational Skills rubric.

During the 2021-2022 year, the GEPLC began development of the Critical Inquiry and Analysis rubric that aligns with GELO 2. Throughout the rest of the report, the “CIA rubric” refers to the Critical Inquiry and Analysis rubric. This rubric was designed by combining, revising and editing drafts of inquiry rubrics from LEAP and the 2019-2020 GEPLC. In order to create a rubric that meets the goal of assessing student work in the FYS courses, the GEPLC met as a whole group to decide on features for the rubric. Subgroups met following the whole group meeting to further develop the language for each scored area of assigned features. Next, whole group meetings were conducted to review each subgroups’ work and revise language for each feature. The 2021-2022 academic year ended with a solid draft of the CIA rubric, which was used to score student samples from select FYS courses that aligned with GELO 2.

Collection and storage of assessment materials

Our methodology for assessment was similar to that used by previous PLCs. From each distinctly named FYS course offered in 2021-2022, we requested a *signature assignment* and corresponding *sample student work*. These are described below.

By *signature assignment*, we mean a significant task assigned to students in the course such as an essay, activity, portfolio, performance, exam question(s), or other item. Each signature assignment should provide students the opportunity to demonstrate achievement of one or more FYS course learning outcomes, and should align to one or two features of the rubric. We asked

instructors to provide specific numerical and contextual information about the alignment to the rubric when they submitted their assessment materials.

By *sample student work*, we mean a student response to the signature assignment that is representative or typical of the class's performance. We let instructors choose how to interpret the representativeness based on their local course context. We also asked instructors to provide a narrative summary of the entire class's achievement level on the assignment as it pertained to the Foundational Skills and Critical Inquiry and Analysis rubric. Finally, we asked instructors to identify the level of achievement on the rubric they believe was reflected in the sample student work.

Additionally, we gave instructors the option to submit a piece of *exemplary student work* if there was an outstanding response to the signature assignment that they wanted to share.

We also asked instructors to provide an overall rationale for assignments, including any context for the assignment that they wished to provide. This helped the GEPLC members understand whether certain instructions or class norms not included in the signature assignment directions affected how students completed the assignment.

Instructions for submitting signature assignments and student work were communicated via email to FYS instructors that term. Each term, FYS instructors were sent an informational email near the start of the term, a call-for-submissions email around Week 7, and a reminder email near finals week. These emails, whose text can be found in the appendices, explain the purpose and mechanisms of assessment. The non-strict deadline for submissions was typically about 2 weeks after the term ended. Instructors expressed gratitude for this amount of time to submit their materials, rather than being required to submit their work during finals week.

A potential drawback of this term-by-term process is the lack of coordination of submissions for the same course taught across multiple terms, or multiple instructors who teach a course of the same name. In the future, this could be remedied by earlier communication with all instructors who plan to teach the assessed course in a given academic year, and clearer directions for coordinated submissions.

We used a Google form as our initial collection mechanism, since Google forms are familiar to most of campus, allow many types of questions, and accept file uploads. The form responses were processed by Beverly West and Keats Chaves in Academic Affairs and uploaded to Tk20, our campus-wide assessment software.

Norming and scoring

In Fall 2021, prior to scoring of 2021-2022 submissions, the GEPLC participated in a rubric-norming activity with samples taken from the 2020-2021 GEPLC collected work. This exercise gave new GEPLC members a chance to practice the scoring process and understand how the rubric functioned, and also gave returning members a chance to review and rethink their own scoring protocols. The data from this norming activity was displayed in a chart (see Data Review section) and discussed as a group in order to make necessary revisions so that the rubric not only aligned with the GELO, but offered a form of assessment that articulated student progress and performance accurately.

In Winter and Spring 2022, GEPLC members then used TK20 to score the submissions from the previous term. Each member was given between four and six signature assignments/corresponding student work to score each of the two terms, and each signature assignment was assigned to between two and three reviewers, but the samples were mixed so that any two people shared relatively few of the same assignments to assess.

In the scoring process, members were presented with a summary of the responses to the questions from the Google form, the Crosswalk form (described below), as well as the signature assignment itself, followed by the sample student work. GEPLC members were asked to identify the rubric features that aligned to the assignment, and were asked what level on the rubric was demonstrated by the included student work (levels 4-1 for each feature). Reviewers were also given the choice to select "N/A" which means that the assignment did not give the student the opportunity to demonstrate achievement in the rubric feature. They were also given a choice of "0" not present on the rubric, which means the assignment gave students an opportunity to demonstrate this feature, but it was not demonstrated in the sample student work. Reviewers also had the option to comment on each rubric feature, and on the assignment as a whole, but that was not required.

It should be noted that instructors who submitted signature assignments were also asked both about their expectation for student work in each rubric area, as well as the actual level achieved by the student. In previous years, the reviewers were provided with the information about the rubric features chosen by the submitting instructor, but not about their level of expectation for the student, nor their own assessment of the student's score. This semi-blinding was done at the recommendation of the previous GEPLC. Some 2021-2022 GEPLC members expressed that it would be useful to see the instructors' responses to these questions and scores for each feature. Some members wanted to see the instructor's comments and scores prior to scoring, while others wanted to wait until after. A Crosswalk spreadsheet was constructed by Beverly West that displayed information about what features the instructor felt were scorable, the expected score for the student, what the student demonstrated and included instructor's notes/descriptions about

how the assignment connected to the feature. This was available to reviewers to use when it benefited their scoring process.

In the scoring process, student work was as anonymous as possible, in most cases redacting all identifying information. Faculty signature assignments were also anonymized and given identifying numbers within Tk20, but in many cases due to the nature of FYS courses and their titles, it was very clear which department and often which individual faculty member(s) had made the submission. This could be seen as a flaw with the system, but in a positive culture of assessment it should not be a problem for a particular faculty member's name to be associated with their signature assignment in the context of the PLC. It is also likely that other areas of the General Education Program will not run into the same issue with unique or person-tied courses as much as in the FYS. Overall, the processes for norming and scoring were efficient and productive.

Discussions following scoring

Scoring occurred both asynchronously between meetings and during meetings based on the needs of the members. Discussions about the rubric, the scoring process, the actual scores and rationale for scoring occurred in both small and whole groups during meetings. Members reported that the process of scoring during meetings with a discussion immediately following was most beneficial for understanding the rubric and being able to articulate the rationale for their scoring.

In regards to data collected from members, anecdotal notes were taken at every meeting and meeting sessions were recorded to capture member thoughts, ideas, suggestions and questions. The following keywords were recurring themes from meetings; need for inter-rater reliability, need for asset based language, key words & progressions need to be emphasized on rubrics, students need to be scored based on a score of four being the end goal for all students graduating with a four year degree, scoring in meetings with discussion immediately following is most effective.

GEPLC members also noted that the addition of instructor scoring information on the Crosswalk spreadsheet was a useful tool for scoring. Lastly, members asked for the rubric to be updated in TK20, but felt the option to view the rubric while choosing either view & annotate or download was useful for effective scoring.

Members also noted deeper understanding of the FS rubric due to discussions, which contributed to scoring more features even when the instructor didn't note a particular feature as applicable to the assignment. In conclusion, discussions were fruitful and essential to improving the assessment process.

Data Review: Scoring and Student Outcomes

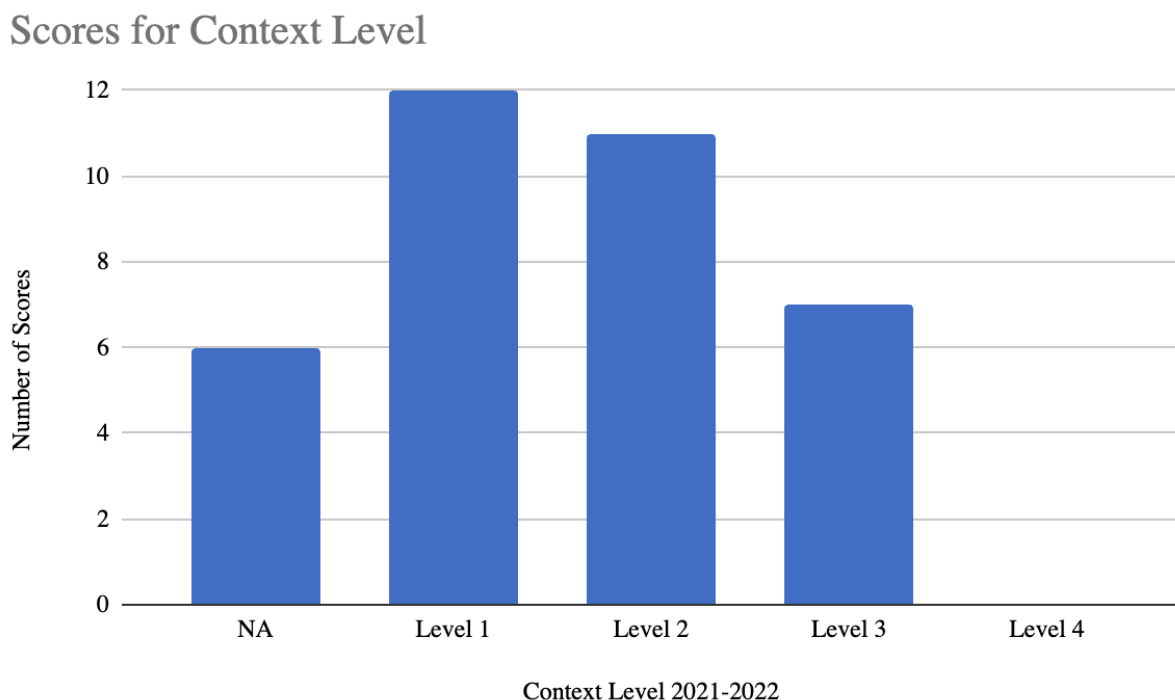
Included in this section is a combination of quantitative and qualitative data for a thorough review of the scoring process itself and of students' progress.

The quantitative data is composed of charts that break down the scores given to each feature across all assignments collected from FYS courses and scored by GEPLC members. These scores help determine the level of inter-rater reliability and student progress toward GELO 1.

Qualitative data was collected from the comments left by the GEPLC members while scoring the submissions, and discussions in both small and large group meetings following the scoring process. These are summarized in bullet point form after the quantitative data for each section of the rubric. This data is reflective of the scoring process and student performance, not of the course itself.

Context

The bar graph below shows the occurrence of each rating on the Context feature.



Comments and observations:

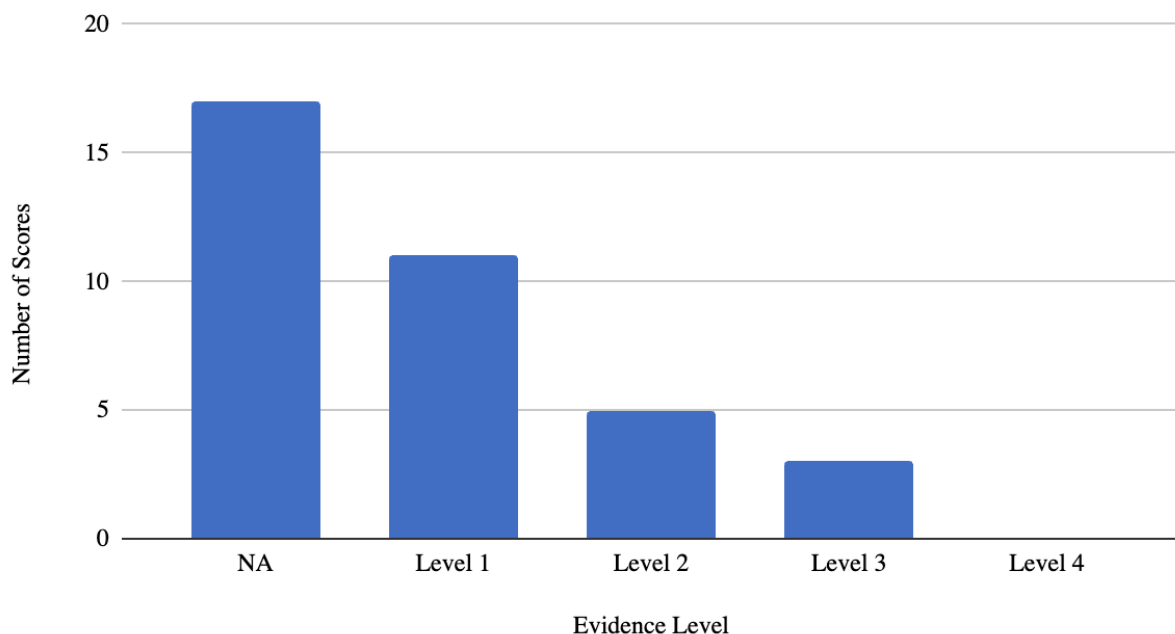
- Although 16 submissions were scored, each submission was scored anywhere from two-three times by different GEPLC members.

- Members indicated that the Crosswalk form mentioned previously helped understand the context and facilitated more accurate scoring.
- Members noted that context is a broad topic and students demonstrated greater proficiency in this feature when context was directly referenced in the assignment creation and directions.
- Students seem to vary greatly in proficiency levels on this feature.

Evidence

The bar graph below shows the occurrence of each rating on the Evidence feature.

Scores for Evidence Level



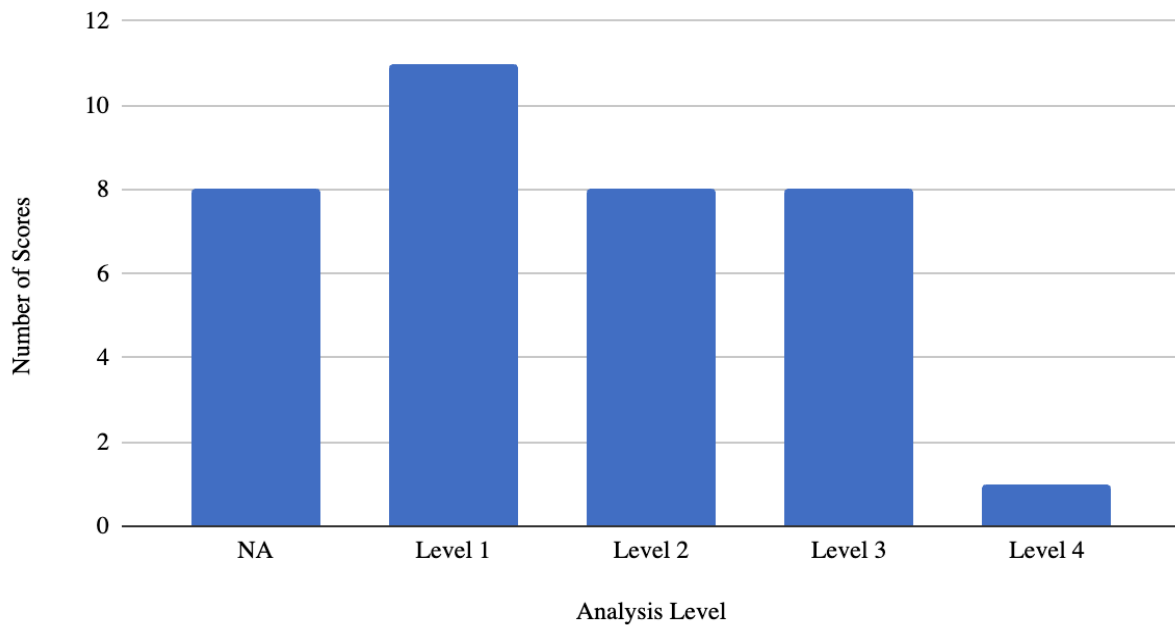
Comments and observations:

- Although 16 submissions were scored, each submission was scored anywhere from two-three times by different GEPLC members.
- Students demonstrate proficiency in this feature when directions are clear about sources that can be used, sources that can be self-selected, and how to evaluate a source in a manner that allows GEPLC members and instructors to score for that component.
- Students score at a developing level on this feature most frequently and demonstrated that this is an area of growth.

Analysis

The bar graph below shows the occurrence of each rating on the Analysis feature.

Number of Scores vs. Analysis Level



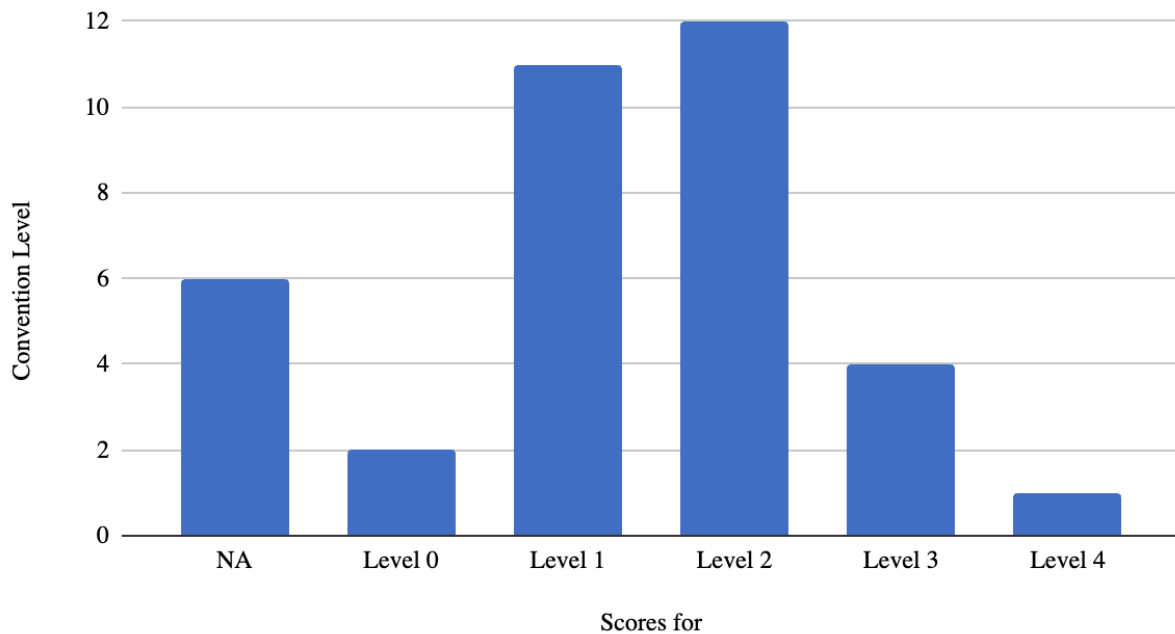
Comments and observations:

- Although 16 submissions were scored, each submission was scored anywhere from two-three times by different GEPLC members.
- More students are scoring a 3 or 4 than in previous years. This is possibly due to clarifying language in the rubric.
- Students may be able to demonstrate a higher level of proficiency on this feature if it is highlighted and emphasized in the assignment directions.

Conventions

The bar graph below shows the occurrence of each rating on the Conventions feature.

Scores for Convention Level



Comments and observations:

- Although 16 submissions were scored, each submission was scored anywhere from two-three times by different GEPLC members.
- Some assignments follow a very specific format and do not allow for demonstration of a wide range of conventions, therefore the student can not achieve a score of four due to the confines of the assignment.
- Again, students' ability to demonstrate proficiency in this feature may be affected by assignment design and directions.

Data by student submissions and scorer

Fall 2021 Scored Submissions

(submissions scored were submitted spring 2021 and pulled from TK20 to score as a group)

Student # 0001	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	3	N/A	3	N/A	
Scorer 2	1	N/A	2	1	
Scorer 3	3	N/A	4	N/A	

Student # 0002	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	N/A	2	N/A	2	
Scorer 2	N/A	2	3	2	

Student # 0003	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	3	N/A	N/A	3	
Scorer 2	N/A	N/A	1	1	
Scorer 3	2	N/A	2	1	

Student # 0004	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	1	2	N/A	

Student # 0005	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	2	1	2	
Scorer 2	1	1	1	1	

Student # 0006	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	N/A	1	1	
Scorer 2	1	1	N/A	1	

Student # 0007	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	N/A	1	N/A	
Scorer 2	3	N/A	1	N/A	

Student # 0008	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	3	N/A	3	2	
Scorer 2	1	1	N/A	2	

Student # 0009	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	N/A	1	1	
Scorer 2	N/A	N/A	N/A	4	

Student # 0010	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	N/A	3	N/A	
Scorer 2	N/A	N/A	1	N/A	

Winter 2022 Scored Submissions

(submissions scored were submitted fall 2021 and scored in TK20 and then discussed as a group)

Student #001	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	N/A	2	1	
Scorer 2	3	N/A	4	N/A	
Scorer 3	N/A	N/A	3	3	

Student #002	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	N/A	2	N/A	2	
Scorer 2	N/A	N/A	3	2	

Student #003	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	N/A	N/A	1	1	
Scorer 2	3	N/A	N/A	3	
Scorer 3	2	N/A	2	1	

Student #004	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	1	1	2	
Scorer 2	2	1	2	0	

Student #005	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	2	1	2	
Scorer 2	1	1	1	1	

Student #006	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	N/A	1	1	
Scorer 2	1	1	N/A	1	
Scorer 3	1	1	1	0	

Student #007	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	3	N/A	1	N/A	
Scorer 2	1	N/A	1	N/A	

Student #008	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	1	N/A	2	
Scorer 2	3	N/A	3	2	

Student #009	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	N/A	2	N/A	
Scorer 2	N/A	N/A	N/A	4	
Scorer 3	1	N/A	1	1	

Student #010	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	N/A	N/A	1	N/A	
Scorer 2	2	N/A	3	N/A	

Spring 2022

(submissions scored were submitted winter 2022 and scored in TK20 and then discussed as a group)

Student #001	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	2	2	N/A	
Scorer 2	3	3	3	3	

Student #002	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	2	2	3	
Scorer 2	3	N/A	3	2	
Scorer 3	3	3	3	3	

Student #003	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	2	1	3	1	
Scorer 2	2	1	2	2	

Student #004	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	1	1	1	
Scorer 2	2	1	2	2	

Student #005	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	N/A	N/A	2	

Student #006	Context	Evidence	Analysis	Conventions	Notes
Scorer 1	1	1	N/A	1	
Scorer 2	2	3	2	2	

News Comedy (one student sample)/FS Rubric
(this submission was pulled from TK20 and scored as a group)

	Context	Evidence	Analysis	Conventions	Notes
JD	2	2	2	2	
JB	2	2	2	1	
CG	2	2	2	2	Was torn between 1 and 2 on conventions
LM	3	2	2	1	
JS	3	2	2	1	
KH	2	2	2	1	

Earthquake (one student sample)/CIA Rubric
(this submission was emailed directly to the chair & used in a meeting for scoring)

	Explanation of subject	Knowledge and Assumptions	Framework for inquiry and analysis	Use of reasoning	Conclusions & Implications	Notes
JD	n/a	2	n/a	2	n/a	
JB	3	3	3	3	2	
JS	n/a	n/a	1	2	1? Or n/a	
LM	n/a	2	n/a	n/a	n/a	No opportunity to demonstrate most features
KH	n/a	2	n/a	2	n/a	

Comments on data compiled by scores and student submissions:

- Inter-rater reliability increased over the course of the year. By spring, there was only one feature scored with a two point difference. That is an improvement from fall and winter when there were multiple scores with two point differences.
- Scorers were not always the same number, so scorer one, for example, was a different GEPLC member every time.
- At the beginning of the academic year, GEPLC members decided to score all features, if they felt it was applicable, even if the instructor did not mark the feature as scorable with the rubric.

Concluding comments in the scoring process and the rubrics:

- The rubric is one tool to measure student progress. With this in mind, it's important to note that the instructor's all create their own meaning of the rubric and how it applies to their assignments. They are not as embedded in the language of the rubric as the GEPLC members and members do not have the entire course context in mind when scoring the selected assignment. With this in mind, it may be wise to create a short tutorial of the rubric, the language used and a demonstration of how it's used to score with a think aloud process to facilitate a better understanding of how the rubric can be used and create consistency in its use.
- Assignment design influences students ability to demonstrate proficiency.
- It may be more productive to compare individual submissions to compare scores and inter-rater reliability vs. all assignment scores together.
- It is critical to note that while the rubric has four levels, they need not coincide with either the outdated "class labels" (freshmen, sophomore, etc) nor the level of the course (100-400). Student work samples should be viewed independent of these other axes solely using the rubric language understood in the context of the assignment and course, as described by the instructor, understanding that different courses will have different expectations and norms.

A final note on the scoring data

Again these scores are reported by each scorer's assessment of an individual student assignment. It's important to note that only 16 samples were scored throughout the entire academic year. This is an incredibly small sample and makes it very hard to make any concluding statements about student progress toward GELO 1.

The scoring data is more reflective of the rubric, rubric language, feature descriptions, score descriptions under each feature, and inter-rater reliability within the six members who completed scoring. This data indicates a need to continue norming exercises to increase inter-rater reliability

or move to comparing individual assignment scores against each other instead of all scores. It's also clear that a larger number of samples need to be scored if the goal is to offer information about student progress toward individual GELOs.

Reflection

The 2021-2022 academic year was very productive for the GEPLC. Although it was a small group, we were able to revise the FS rubric and create a draft that can be used moving forward without further revisions at this moment. This allowed the GEPLC to focus more on scoring, norming, and improving inter-rater reliability.

Additionally, this PLC was able to create the CIA rubric and score samples selected from specific courses that align with GELO 2. This process was fruitful and near completion in May 2022. Formal scoring with the CIA rubric can begin during the 2022-2023 academic year once final revisions to the rubric are made.

While scores still vary between members, a better understanding of what the scoring process should consist of was attained through discussions during meetings. When scores of the same assignment were analyzed, more conclusions could be made.

Students continue to demonstrate skills related to GELO 1 (intellectual foundations and breadth of exposure) through FYS assignments. A larger sample size would be ideal in order to draw deeper conclusions about student progress.

Recommendations

Based on a review of the data, the following recommendations were made for the 2022-2023 academic year:

- clarify that rubrics are used to score students with the understanding that we ideally would like students to achieve a score of 4 by degree completion.
- complete the Critical Inquiry and Analysis rubric that aligns with GELO 2 (Critical Thinking).
- continue scoring student samples using rubric for GELO 1 (Intellectual Foundations and Breadth of Exposure) by requesting samples from FYS courses that align with the GELO 1 rubric.
- score student samples using rubric for GELO 2 (Critical Thinking) by requesting samples from FYS courses that align with the GELO 2 rubric.
- increase inter rater reliability on GELO 2 rubric (Critical Thinking) use.

- Compare scores from the same assignments for determining progress toward inter-rater reliability.
- begin work on rubric for GELO 3 (Citizenship).
- members serve a term for continuity.
- chairs serve a term decided on by the GEPLC.
- TK20 should be updated with revised rubric.
- onboard new members prior to the first whole PLC meeting where new members would be introduced to the purpose of the PLC and the rubrics, and practice scoring for norming purposes.

Appendices

These documents are all found in the "Report" folder on the GEPLC 2022-20223 Shared Drive. The links below should give access, but if they do not, email Jessica Dougherty (doughertyj@wou.edu) to request access.

- Appendix A: [The Foundational Skills Rubric](#) & Companion Sheet - Fall 2021 Revision to be used in Fall 2021 and beyond.
- Appendix B: [The Critical Inquiry and Analysis draft rubric](#).
- Appendix C: The [Timeline for future PLC chairs](#), a suggestion for how to schedule the work of the PLC on an annual basis.