LEWIS AND CLARK COMMUNITY COLLEGE

GEAC ANNUAL REPORT

2024-2025

Overview

Compiled by Emily Corby, Professor
English

In the 2024-2025 academic year, Lewis and Clark Community College's General Education Assessment Committee (GEAC) entered a new era of institutional-level assessment.

The committee underwent substantial changes in response to 2023's Higher Learning Commission (HLC) concerns about Core Components 3B and 4B, combined with the upcoming loss of Blazernet and its system of reporting and retrieving GEAC student data. The committee knew our overarching need was to help support a campus culture of improving student learning, so we needed to establish learning goals, make assessment more meaningful, craft more universal and accessible rubrics, invite/encourage/require participation, and share results and proposals for addressing student learning needs in a more relevant way to our faculty. And while less inspiring, but still essential, we also needed to pivot to new collection methods for GEAC scoring and new retrieval methods for analysis of that data.

To that end, members of GEAC spent 2023-2024 focused on the following tasks:

- simplifying the language and scoring of our GEAC rubrics
- establishing a 75% proficiency goal for all institutional-level student learning skills as described on the new rubrics
- determining the minimum level of participation expected of full-time and adjunct faculty
- practicing and teaching others the procedures for reporting student learning levels through Blackboard Ultra
- contributing to programming and then learning to use the EAC reporting software
- planning for a complete cycle of presenting the goal to faculty, measuring student learning, intervening to improve student learning, measuring again, and evaluating the results during one academic year
- improving GEAC methods of communication, intervention, and closing the feedback loop

During that transitional year, GEAC did not collect student data, so while the following sections of the annual report focus on the complete cycle of institutional student learning assessment in 2024-2025, it represents the intense year of planning and preparation done in 2023-2024 as well.

In Fall 2024, GEAC asked all full-time faculty to choose at least one assignment or task in one course which could also be assessed with one of our six interdisciplinary GEAC rubrics in order to establish a baseline to identify strengths and weaknesses in student learning. Adjunct faculty were invited to join, as well. GEAC asked participants to submit student scores in Blackboard by December 1st, allowing time at the end of the fall semester for the committee's analysis and planning of feedback and interventions prior to the holiday break and the start of the Spring 2025 semester. This early submission was a one-time request, necessitated by two key factors: a

training session on how to retrieve data from the new EAC reporting software later that same week and the time constraints of a two-round assessment year.

The six faculty leads serving on GEAC met in early December to review rates of proficiency for all skills on the six rubrics and targeted two student learning skills for improvement:

- **Critical Thinking: *Analysis*** - Able to "connect the dots," dissects the problem/issue coherently and is systematic and logical in discussing the problem/issue.
- **Mathematical Reasoning: *Interpret*** - The student has demonstrated a correct interpretation for the result of their computation within the context of the problem.

Discussion during the meeting led to an idea for a common intervention proposal which could improve student learning in both targeted skills—the Muddiest Point Classroom Assessment Technique (CAT). Many full-time faculty had prior experience with this particular CAT, from having taken the Classroom Assessment Techniques EDTR (Training for Educators) course offered to new faculty on our campus over the years.

In January, GEAC shared feedback with faculty in two ways.

- First the committee sent an email to all faculty with results of the six GEAC assessments. In addition to pie charts focused on the full samples' rates of proficient, progressing, and developing levels of learning, like the ones you'll see attached to the six report sections below, there was narrative about areas of strength and weakness, and the Muddiest Point CAT intervention plan for Critical Thinking and Mathematical Reasoning was proposed and explained.
- Then GEAC leads for the six rubrics sent partners personalized reports on their students' proficient, progressing, and developing levels of learning in addition to the full sample's results. In the partner reporting, leads also explained what to do with the information, how to approach the upcoming spring semester assessment, and encouraged any discussion of their students' results. Faculty partners were asked to forward this email and its attachments to their coordinators, in an effort to provide coordinators a big picture view of the skills being assessed in their programs or departments.

In Spring 2025, GEAC faculty partners had until the end of the semester to share students' rubric scores, and leads were then able to review data the following week. Results demonstrated that the two targeted student learning skills did see an increase in the rate of proficiency, and while they still did not meet the 75% proficiency goal, movement in the right direction is to be celebrated. The leads do feel that the Muddiest Point CAT intervention was helpful with that.

- **Critical Thinking: *Analysis*** rates of proficiency increased from 43.2% to 49.5%.
- **Mathematical Reasoning: *Interpret*** rates of proficiency increased from 50.4% to 53.6%.

GEAC will have the summer to consider the next round of assessment and intervention plans for Fall 2025, and it is still to be determined whether the focus will stay on the same two skills from Spring 2025 to continue improving student learning toward the goal of 75% proficiency and/or whether to target a different GEAC skill in the upcoming intervention plan.

In Summer 2025, this annual report will be posted on the College's GEAC website, and once it is live, an email will be sent to all faculty with the link and a summary of the results. GEAC leads began sending faculty partners their personalized Spring 2025 reports in May, with that feedback still ongoing as of the date this annual report was finalized.

By requiring full-time faculty participation and encouraging adjunct faculty to join us, there are now 81 GEAC faculty partners engaged in this effort. While we know it is an increase in involvement, we unfortunately cannot compare this number to total partners in previous years, when using older methods of data collection and retrieval, because the live Excel worksheets associated with Blazernet only pulled partner data by GEAC outcome, with no option for an all-partner, all-rubric data set like we have with EAC now that we're submitting through Blackboard Ultra. Our Vice President of Academic Affairs; Dean of Science, Technology, Engineering, and Math; and Dean of Liberal Arts, Business, and Information Technology do follow up at the end of each semester with our IR and Blackboard team members to confirm full-time faculty are engaged in institutional-level student learning assessment work and additionally reach out to those who need further training on submitting through Blackboard Ultra.

As GEAC continues in its mission to help support a campus culture of improving student learning, we anticipate a process that becomes second nature over time—one that continues to show how sincere efforts can truly make a difference.

Critical Thinking

Compiled by Joseph Genslinger, Assistant Professor
Earth and Environmental Science

Procedure

During the 2024-2025 academic year, critical thinking was assessed 417 times in Fall24 and 535 times in Spring25. Regarding individual categories on the rubric, students were assessed on four subcomponents:

Proficient: Element being evaluated is clearly effective. There is little to no room for improvement and any minor adjustments would make it superb.

Progressing: Element being evaluated is adequate. Basic requirements are covered but need improvement.

Below Average: Element being evaluated is less than adequate, not there, or is clearly ineffective. One or more or most of the basic requirements are missing, and those that are included are poorly executed. Needs significant to major improvement.

Level of achievement was on a scale of 1-3, 3 is considered proficient, 2 is considered progressing, and 1 is considered below average.

Data

GEAC Critical Thinking

Fall 2024

This report uses customized Levels of Achievement.

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Perspective - Awareness of other points of view/other methods or approaches to problem or issue	2.56	262 (63%) Proficient 125 (30%) Progressing 29 (7%) Below Average	
2	Analysis - Able to “connect the dots,” dissects the problem/ issue coherently and is systematic and logical in discussing the problem/issue	2.33	180 (43.2%) Proficient 196 (47%) Progressing 41 (9.8%) Below Average	
3	Vocabulary - Uses relevant concepts and thinks the problem/issue through with appropriate terminology and appropriate verbiage	2.5	242 (58%) Proficient 141 (33.8%) Progressing 34 (8.2%) Below Average	
4	Judgment - Draws a conclusion based on significant weighing of the evidence; presents judgment in context of knowing its strengths and weaknesses.	2.41	219 (52.5%) Proficient 149 (35.7%) Progressing 49 (11.8%) Below Average	

GEAC Critical Thinking

Spring 2025

This report uses customized Levels of Achievement.

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Perspective - Awareness of other points of view/other methods or approaches to problem or issue	2.53	328 (61.3%) Proficient 164 (30.7%) Progressing 43 (8%) Below Average	
2	Analysis - Able to “connect the dots,” dissects the problem/ issue coherently and is systematic and logical in discussing the problem/issue	2.4	265 (49.5%) Proficient 220 (41.1%) Progressing 50 (9.3%) Below Average	
3	Vocabulary - Uses relevant concepts and thinks the problem/issue through with appropriate terminology and appropriate verbiage	2.54	341 (63.9%) Proficient 143 (26.8%) Progressing 50 (9.4%) Below Average	
4	Judgment - Draws a conclusion based on significant weighing of the evidence; presents judgment in context of knowing its strengths and weaknesses.	2.49	313 (58.5%) Proficient 170 (31.8%) Progressing 52 (9.7%) Below Average	

GEAC Critical Thinking

AY 2024-2025

This report uses customized Levels of Achievement.

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Perspective - Awareness of other points of view/other methods or approaches to problem or issue	2.54	590 (62%) Proficient 289 (30.4%) Progressing 72 (7.6%) Below Average	
2	Analysis - Able to “connect the dots,” dissects the problem/ issue coherently and is systematic and logical in discussing the problem/issue	2.37	445 (46.7%) Proficient 416 (43.7%) Progressing 91 (9.6%) Below Average	
3	Vocabulary - Uses relevant concepts and thinks the problem/issue through with appropriate terminology and appropriate verbiage	2.52	583 (61.3%) Proficient 284 (29.9%) Progressing 84 (8.8%) Below Average	
4	Judgment - Draws a conclusion based on significant weighing of the evidence; presents judgment in context of knowing its strengths and weaknesses.	2.45	532 (55.9%) Proficient 319 (33.5%) Progressing 101 (10.6%) Below Average	

Analysis

In AY 2024-2025, faculty members (partners) administered 64 assessments in various sections, 28 in Fall24 and 36 in Spring 25. There were a total of 952 scored assessments using the critical thinking rubric, 417 in Fall24 and 535 in Spring25. With a set target of assessments meeting a 75% or higher, 707 or 74.26% assessments met or exceeded that target mark. The high score was a 12 and low a 4 with a mean score of 9.89.

A closer study shows positive trends from the Fall24 semester to Spring 25. The percentage of students achieving 75% or higher increased from 72.18% in Fall24 to 75.89% in Spring25. The average score also increased from 9.79 in Fall24 to 9.96 in Spring25.

Three of the four components of the critical thinking assessment showed increases in both average score and number/% of students scoring proficient:

	Fall24 Avg.	Fall 24 %Proficient	SPR25 Avg.	SPR25 %Proficient
Perspective	2.56	63%	2.53	61.3%
Analysis	2.33	43.2%	2.40	49.5%
Vocabulary	2.5	58%	2.54	63.9%
Judgement	2.41	52.5%	2.49	58.5%

Intervention

A clear area of intervention within the critical thinking rubric is analysis and judgement. In the Spring 25 semester, faculty were asked to use the Muddiest Point CAT in their respective sections/assessments. Analysis of the data from Fall24 to Spring25 indicates that this had a positive effect on the average score as well as the number/% of students scoring proficient.

Diversity Appreciation

Data

Fall 2024 Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Identify: Correctly identifies with consistent use of supporting terminology appropriate to the discipline. Diverse communities include underserved and underrepresented groups including, but not limited to race, gender, religion, sexuality, disability, and accessibility.	2.77	84 (77.1%) Proficient 25 (22.9%) Progressing 0 (0%) Developing	
2	Compare (Interdependencies, Connections, Similarities): Provides a clear and supported comparison between nations, regions, communities, individuals, or concepts.	2.72	79 (72.5%) Proficient 29 (26.6%) Progressing 1 (0.9%) Developing	
3	Contrast (Differences, Conflicts): Provides a clear and supported contrast between nations, regions, communities, individuals, or concepts.	2.67	76 (69.7%) Proficient 30 (27.5%) Progressing 3 (2.8%) Developing	
4	Appreciate: Shows clear appreciation for the subject, well beyond simply like/dislike. Shows positive attitude in acknowledgement of the benefits one has or will receive from the knowledge gained.	2.74	82 (75.2%) Proficient 26 (23.9%) Progressing 1 (0.9%) Developing	

Spring 2025 Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Identify: Correctly identifies with consistent use of supporting terminology appropriate to the discipline. Diverse communities include underserved and underrepresented groups including, but not limited to race, gender, religion, sexuality, disability, and accessibility.	2.69	141 (70.9%) Proficient 54 (27.1%) Progressing 4 (2%) Developing	
2	Compare (Interdependencies, Connections, Similarities): Provides a clear and supported comparison between nations, regions, communities, individuals, or concepts.	2.65	142 (71.4%) Proficient 45 (22.6%) Progressing 12 (6%) Developing	
3	Contrast (Differences, Conflicts): Provides a clear and supported contrast between nations, regions, communities, individuals, or concepts.	2.58	126 (63.3%) Proficient 62 (31.2%) Progressing 11 (5.5%) Developing	
4	Appreciate: Shows clear appreciation for the subject, well beyond simply like/dislike. Shows positive attitude in acknowledgement of the benefits one has or will receive from the knowledge gained.	2.68	142 (71.4%) Proficient 50 (25.1%) Progressing 7 (3.5%) Developing	

Mathematical Reasoning

Compiled by Abby Stephens, Assistant Professor
Biology

Procedure

During Fall and Spring semesters of the 2024/2025 academic year, mathematical reasoning data was assessed by faculty using the rubric detailed below.

The criteria assessed in mathematical reasoning are:

Identify: The student has examined the given information and has identified the appropriate mathematical model/strategy to address the problem.

Apply: The student has applied the appropriate model/strategy to the problem and carried out accurate logical reasoning in solving the problem.

Label: The student has applied correct units of measurement to the problem.

Interpret: The student has demonstrated a correct interpretation for the result of their computation within the context of the problem.

Each of the above categories is assessed using a 3 point scale. A Score of 3 represents Proficient. A score of 2 represents Progressing. A score of 1 represents Developing.

1. **Developing**: a student's performance for a given criterion should be scored at this level if the student has not sufficiently demonstrated this criterion in the necessary work. This includes one or more major errors, or multiple minor errors leading to an incorrect solution for the problem. Major improvement is needed for proper illustration of this criterion in the student's work.

2. **Progressing**: a student's performance for a given criterion should be scored at this level if the student has demonstrated this criterion at a level less than expected by the evaluator. Minor improvement is needed for proper illustration of the criterion on the student's work.

3. **Proficient**: A student's performance for a given criterion should be scored at this level if the student has demonstrated this criterion at or above a level expected by the evaluator.

Data

Fall 2024 Mathematical Reasoning Data

276 evaluations were submitted for Fall 2024.

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Identify: The student has examined the given information and has identified the appropriate mathematical model/strategy to address the problem.	2.66	203 (73.6%) Proficient 51 (18.5%) Progressing 22 (8%) Developing	
2	Apply: The student has applied the appropriate model/strategy to the problem and carried out accurate logical reasoning in solving the problem.	2.48	165 (59.8%) Proficient 79 (28.6%) Progressing 32 (11.6%) Developing	
3	Label: The student has applied correct units of measurement to the problem.	2.37	166 (60.1%) Proficient 47 (17%) Progressing 63 (22.8%) Developing	
4	Interpret: The student has demonstrated a correct interpretation for the result of their computation within the context of the problem.	2.29	139 (50.4%) Proficient 77 (27.9%) Progressing 60 (21.7%) Developing	

Spring 2025 Mathematical Reasoning Data

197 evaluations were submitted for the Spring 2025 semester.

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Identify: The student has examined the given information and has identified the appropriate mathematical model/strategy to address the problem.	2.54	130 (66%) Proficient 43 (21.8%) Progressing 24 (12.2%) Developing	
2	Apply: The student has applied the appropriate model/strategy to the problem and carried out accurate logical reasoning in solving the problem.	2.47	119 (60.4%) Proficient 51 (25.9%) Progressing 27 (13.7%) Developing	
3	Label: The student has applied correct units of measurement to the problem.	2.39	113 (57.4%) Proficient 48 (24.4%) Progressing 36 (18.3%) Developing	
4	Interpret: The student has demonstrated a correct interpretation for the result of their computation within the context of the problem.	2.34	105 (53.6%) Proficient 53 (27%) Progressing 38 (19.4%) Developing	

Analysis

	Fall 2024 % Proficient	**Spring 2025 % Proficient**	**% difference from Fall to Spring Semesters**
Identify	73.6%	66%	-7.6%
Apply	59.8%	60.4%	+0.6%
Label	60.1%	57.4%	-2.7%
Interpret	50.4%	53.6%	+3.2%

12 faculty members participated in submitting evaluations in the fall semester while 13 faculty members participated during the spring semester. There were less scores submitted in the spring semester, however; this is most likely due to more sections of a particular course being open during the fall semester compared to the spring semester.

The goal is to reach 75% proficient in each criteria. A particular area of interest was the **Interpret** category of the rubric as this had one of our lowest Proficiency scores across all the rubrics. Participating faculty were asked to implement an intervention if their **Interpret** category did not meet the goal of 75% Proficient. The "muddiest point" Classroom Assessment Technique was determined to be a useful tool to address this area of concern. Faculty were asked after they introduced the topic of their assessment to their students, to have their students to fill out a survey in order to understand what they still did not grasp about the topic. What felt "muddy" or unclear to them? Faculty then addressed those "muddy" points before they assessed students on the topic.

Out of the 12 faculty members who submitted data for the fall semester, 6 faculty members taught the same class and assessed the same topic in the Spring semester. This change in faculty participation is due to their schedule. Many faculty will teach different courses between fall and spring semester. This also means that some of the faculty may not have used the intervention since this was their first time submitting mathematical reasoning data. Multiple semesters worth of data is required to establish the success of the intervention. The "muddiest point" intervention will continue to be suggested to participating faculty and any new faculty member who chooses to use this rubric as part of their assessment.

Oral Presentations

Compiled by Jeff Harrison, Associate Professor
Speech Communication

Procedure

During the 2024-25 academic year, a total of 924 student oral presentations were assessed for the General Education Assessment Committee (GEAC). Seventeen faculty members participated, across campus, in assessing student oral presentations in their courses.

Data

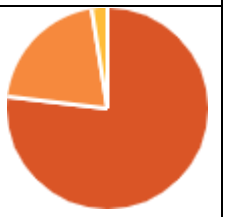
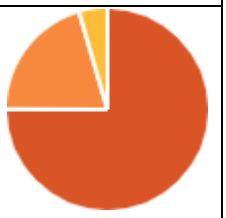
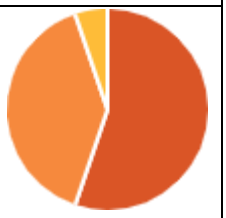
Fall 2024-Spring 2025

Summary Statistics					
Scored Evaluations	924	# Pass	723	Mean Score	12.95
Rows	5	% Pass	78.25	Median Score	13
Possible Item Scores	4620	Highest Score	15	Std Dev	2.18
Actual Item Scores	4600	Lowest Score	3	KR(20) / Cronbach Alpha	0.82

Fall 2024

Summary Statistics					
Scored Evaluations	554	# Pass	450	Mean Score	13.15
Rows	5	% Pass	81.23	Median Score	14
Possible Item Scores	2770	Highest Score	15	Std Dev	2.14
Actual Item Scores	2767	Lowest Score	4	KR(20) / Cronbach Alpha	0.82

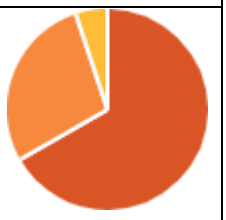
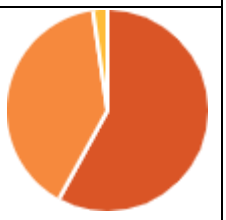
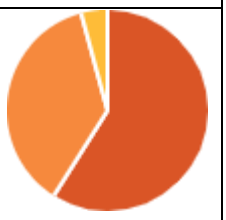
Fall 2024

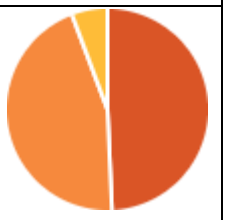
Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Introduction - effectively gets attention of the audience, introduces the general topic, etc.	2.74	426 (76.9%) Proficient 114 (20.6%) Progressing 14 (2.5%) Developing	
2	Main Points are there, supported, and organized.	2.71	415 (75%) Proficient 113 (20.4%) Progressing 25 (4.5%) Developing	
3	Conclusion - effectively wraps up speech and leaves the audience with something strong/memorable to remember the presentation by	2.59	366 (66.1%) Proficient 151 (27.3%) Progressing 37 (6.7%) Developing	
4	Verbal Elements - varied tone, appropriate language/grammar, does not read presentation, etc.	2.63	366 (66.2%) Proficient 167 (30.2%) Progressing 20 (3.6%) Developing	
5	Nonverbal Elements - appearance, eye contact, posture, use of gestures etc.	2.5	305 (55.2%) Proficient 219 (39.6%) Progressing 29 (5.2%) Developing	

Spring 2025

Summary Statistics					
Scored Evaluations	356	# Pass	260	Mean Score	12.61
Rows	5	% Pass	73.03	Median Score	13
Possible Item Scores	1780	Highest Score	15	Std Dev	2.22
Actual Item Scores	1763	Lowest Score	3	KR(20) / Cronbach Alpha	0.82

Details

No	Row	Average	Levels Of Achievement	Distribution
1	Introduction - effectively gets attention of the audience, introduces the general topic, etc.	2.62	237 (66.8%) Proficient 100 (28.2%) Progressing 18 (5.1%) Developing	
2	Main Points are there, supported, and organized.	2.56	203 (58%) Proficient 139 (39.7%) Progressing 8 (2.3%) Developing	
3	Conclusion - effectively wraps up speech and leaves the audience with something strong/memorable to remember the presentation by	2.57	224 (63.3%) Proficient 108 (30.5%) Progressing 22 (6.2%) Developing	
4	Verbal Elements - varied tone, appropriate language/grammar, does not read presentation, etc.	2.55	208 (58.9%) Proficient 130 (36.8%) Progressing 15 (4.2%) Developing	

Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
5	Nonverbal Elements - appearance, eye contact, posture, use of gestures etc.	2.44	173 (49.3%) Proficient 158 (45%) Progressing 20 (5.7%) Developing	

Analysis

A goal of having 75% of those students score 75% or higher was set. That goal was met, with 78.25% of the students scoring 75% or higher. While the Spring 2025 proficiency levels were lower than the ones for Fall 2024 in all areas of the rubric, those differences are not concerning at this time. However, there is room for improvement with all individual elements. The individual element with the highest proficiency rate was Introductions (72.9%), followed by Main Points (68.7%). The individual element with the lowest proficiency rate was Nonverbal Elements (53.3%). To aid in student improvement in that area, along with all other areas, two specific interventions are recommended. First, meeting with non-speech faculty to discuss the proper elements of a speech, and how to accurately assess them to ensure scoring methods are similar across campus would be helpful. And second, it is strongly suggested that students take advantage of the help they can receive at LCCC's Student Success Center Communications Lab, which can aid with, not only the nonverbal elements of delivery, but with all elements on the rubric. Below is a summary of the data collected.

Teamwork Skills

Compiled by Rebecca Gockel, Professor

Paralegal and Business

Procedure

During the 2024-2025 academic year, the Team Lead for the General Education Assessment Committee collected data provided by participating faculty related to teamwork skills. There was a total of six hundred seventeen (617) assessments reported in AY 25/25. Three hundred ten (310) assessments were reported by faculty in Fall 2024 and three hundred seven (307) assessments in Spring 2025. Regarding individual categories on the rubric, students were assessed on four different criteria (cooperation, contribution, preparation, and member responsibility) using the following level of achievement scale:

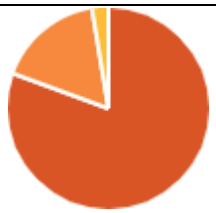
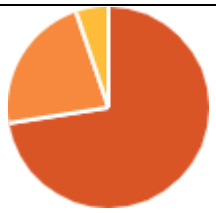
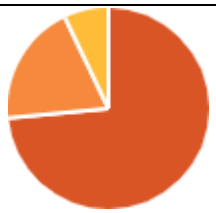
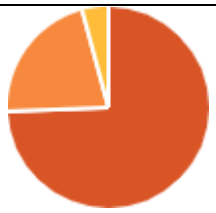
Proficient (3): Element being evaluated is clearly effective. There is little to no room for improvement and any minor adjustments would make it superb.

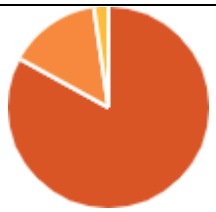
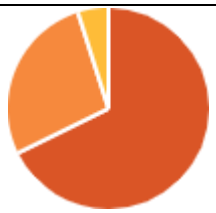
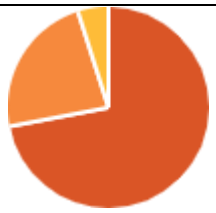
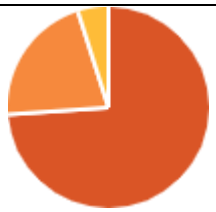
Progressing (2): Element being evaluated is adequate. Basic requirements are covered but need improvement.

Developing (1): Element being evaluated is less than adequate, not there, or is clearly ineffective. One or more or more of the basic requirements is missing, and those that are included are poorly executed. Needs significant to major improvement.

Level of achievement was on a scale of 1-3, 3 is considered proficient, 2 is considered progressing, and 1 is considered below average.

Data

GEAC Teamwork Skills Rubric Details – Fall Semester 2024				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Cooperation	2.79	250 (80.6%) Proficient 52 (16.8%) Progressing 8 (2.6%) Developing	
2	Contribution	2.67	225 (72.6%) Proficient 69 (22.3%) Progressing 16 (5.2%) Developing	
3	Preparation	2.67	228 (73.5%) Proficient 60 (19.4%) Progressing 22 (7.1%) Developing	
4	Member Responsibility	2.70	230 (74.4%) Proficient 66 (21.4%) Progressing 13 (4.2%) Developing	

GEAC Teamwork Skills Rubric Details – Spring Semester 2025				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Cooperation	2.81	254 (83%) Proficient 45 (14.7%) Progressing 7 (2.3%) Developing	
2	Contribution	2.63	208 (67.8%) Proficient 84 (27.4%) Progressing 15 (4.9%) Developing	
3	Preparation	2.67	221 (72%) Proficient 71 (23.1%) Progressing 15 (4.9%) Developing	
4	Member Responsibility	2.69	227 (73.9%) Proficient 65 (21.2%) Progressing 15 (4.9%) Developing	

Analysis

In AY 2024-2025, a total of forty-four (44) faculty members administered the teamwork skills rubric on various assignments in thirty-six (36) course sections - sixteen (16) sections in Fall 2024 and twenty (20) sections in Spring 2025 - resulting in a total of six hundred seventeen (617) scored student assessments. Three hundred ten (310) students were assessed in Fall 2024 and three hundred seven (307) students in Spring 2025.

The institutional “proficiency” target set for both semesters was 75% or higher for each of the four criteria on the teamwork skills rubric. The Cooperation criterion had the only improved change in proficiency rate from fall to spring, where the level increased 2.4% from 80.6% to 83%. The other three criteria (Contribution, Preparation, and Member Responsibility) came up slightly short with the greatest decrease in proficiency rate being the Contribution criterion which

decreased 4.8% (from 72.6% in fall to 67.8% in spring). The table below summarizes the changes in average scores and percentages of proficiency from fall to spring.

	Fall 2024 Avg.	Fall 2024 %Proficient	SP 2025 Avg.	SP 2025 %Proficient
Cooperation	2.79	80.6%	2.81	83%
Contribution	2.67	72.6%	2.63	67.8%
Preparation	2.67	73.5%	2.67	72%
Member Responsibility	2.70	74.4%	2.69	73.9%

Intervention

The greatest opportunity for a teamwork skills intervention in the next academic year, based on the results realized in the Academic Year of 2024 – 2025, is Contribution. Faculty may see improved results by giving students more opportunities to effectively communicate any underlying issues with assignment clarity, role definition, lack of motivation, fear of working in groups, and any extenuating circumstances the instructor is not aware of before the teamwork begins. Defining proficient levels of team contribution at the onset of a team assignment or when groups are formed is essential. Ungraded surveys/questionnaires can be a useful tool for identifying and addressing any lack of understanding regarding the nature of the team project, lack of role clarity, technology needs, fears about working in a team environment, and discovering ways to motivate students to contribute to their team. Creating ice-breaker exercises once groups are formed can be an effective way to improve team dynamics and result in higher levels of member contribution. Offering faculty support and resources to help students improve their performance and engagement at the time when the assignment is given may be helpful. Encouraging students to ask questions before they are being evaluated as a team member by their instructor and/or peers could elevate team contribution. Faculty may want to explore ideas for developing new student motivational strategies taking into consideration multi-generational differences, different learning styles, and attitudes/misperceptions about working on teams. All faculty should carefully review instructions on team projects to ensure that expectations for reaching proficient levels of cooperation, contribution, preparation and member responsibility are clear and well-defined. Offering specific examples to students is recommended.

Writing

Compiled by Emily Corby, Professor
English

Procedure

The goal for proficiency in all GEAC Writing skills is 75% or higher.

- The definition of a proficient score on the Writing rubric is "The element being evaluated is effective. There is little to no room for improvement," and it is represented by a score of 3.
- The definition for progressing is "The element being evaluated is adequate. Basic requirements are covered, but there is room for improvement," and it is represented by a score of 2.
- The definition for developing is "The element being evaluated is either not there or is ineffective. It needs major improvement," and it is represented by a score of 1.

There were 15 faculty partners in Fall 2024, sharing 288 sets of writing scores, which established the baseline. In this first cycle of GEAC assessment, Writing was not one of the targets for GEAC intervention. When we returned in January, I sent GEAC Writing faculty partners the Fall 2024 full sample pie charts, as seen in the attachments, as well as pie charts for their own students' scores, and I explained how to interpret the results and what to do next and also asked faculty partners to share the email and its attachments with their coordinator.

In the section on how to interpret Fall 2024 results, I explained the following:

> You'll see the number and percentage of both your students and the full sample who scored as proficient, progressing, and developing. Our goal over the long haul will be to see the full sample at 75% or more proficient in all skills described on all GEAC rubrics. We'll also be watching for the lowest range of scores, developing, to stay under 10% as we continue this work.
>
> We're still in the very early phases, so keep in mind that one semester or one section will not necessarily be indicative of results over the longer term of the study, and we will be gradually rolling out a variety of interventions over the years when we see skills that continue to fall below 75% proficient or above 10% developing.
>
> I want to be clear that the attachments should not be read as any kind of judgment or an evaluation of a partner's teaching skills. Sending you an individualized report is meant to keep you informed about that particular set of students and to open a potential dialogue if you're curious to explore more about what the results reveal about the sample's writing skills at any given point in time.
>
> If you note that your students are performing well above or below the overall sample, there are many factors you could likely identify as impactful on the outcome, such as whether this was a 100- or 200-level course, how much writing experience students had prior to taking the class or completing this particular writing assignment, the modality/time of day the section is offered, or even if there might have been something contagious going around when these skills were assessed. You may see scores fluctuate over time, even when conditions remain relatively stable with continued assessment.

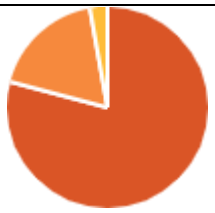
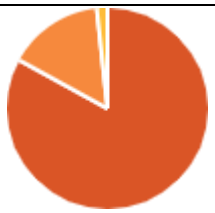
In the section on what to do in Spring 2025, I wrote the following:

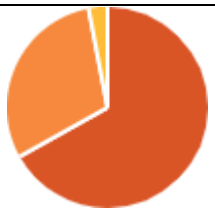
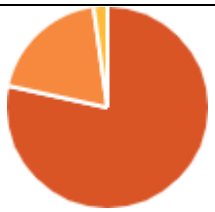
> If possible, please assess the same course and assignment with the writing rubric this spring, at roughly the same point in the semester as in the fall. We understand that not everyone teaches the same courses, content, and assignments every semester; if you need to make an adjustment to what you assess this semester, you don't have to let me know.
>
> If you, as a result of viewing your students' results or thinking about any contributing factors, have an idea of your own to improve student learning, you obviously don't need GEAC's go-ahead to implement that. Our real goal is to improve student learning, not to produce reports that show student learning improving only after GEAC announces an official intervention. While we have recommended that faculty evaluating Mathematical Reasoning and Critical Thinking skills for GEAC this spring should use the Muddiest Point CAT, there's nothing stopping you from using it for the assignment associated with the Writing rubric or any other content in your course if you see the value in doing so.
>
> Please reach out if you have any questions or concerns or if you'd like to discuss your students' results in more detail. Have a great first week!

In Spring 2025, there were 15 faculty partners, sharing 372 sets of writing scores, a sizable increase. I sent faculty partners personalized reports in May on their students' writing skills and the full sample, modeling the format described above but adding some of the analysis, as seen below.

Data

The attached pie charts for Fall 2024 and Spring 2025 provide detail on the breakdown of proficient (3), progressing (2), and developing (1) scores for each writing skill.

Fall 2024 Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Purpose - Thesis-Main Point: The purpose or thesis of this written assignment is clearly presented, specific, logical, addresses the prompt, and is located early enough for the reader to quickly identify the main point.	0.94	245 (85.1%) Proficient 35 (12.2%) Progressing 8 (2.8%) Developing	
2	Support - Quantity of Details: There are adequate details and/or examples to support the purpose of this written assignment. If any outside sources are used, they are cited.	0.89	203 (70.5%) Proficient 74 (25.7%) Progressing 11 (3.8%) Developing	
3	Critical Thinking -Quality of Details: Examples and details are logical and fitting for the assignment, and they correctly apply knowledge of the subject matter. All examples and details support the main point, purpose, or thesis. If the prompt requires analytical thought, it is appropriately demonstrated in the written piece.	0.9	212 (73.9%) Proficient 66 (23%) Progressing 9 (3.1%) Developing	
4	Organization - Format and Sequence: The structure of the written piece is orderly. If the assignment requires sections or separate paragraphs, those recommendations are followed.	0.92	228 (79.2%) Proficient 52 (18.1%) Progressing 8 (2.8%) Developing	
5	Clarity - Sentence-level, readability and tone: The assignment is easy to read, with few to no noticeable sentence-level errors. The tone of the written piece is appropriate.	0.94	238 (82.9%) Proficient 44 (15.3%) Progressing 5 (1.7%) Developing	

Spring 2025 Details				
No	**Row**	**Average**	**Levels Of Achievement**	**Distribution**
1	Purpose - Thesis-Main Point: The purpose or thesis of this written assignment is clearly presented, specific, logical, addresses the prompt, and is located early enough for the reader to quickly identify the main point.	2.78	300 (80.4%) Proficient 65 (17.4%) Progressing 8 (2.1%) Developing	
2	Support - Quantity of Details: There are adequate details and/or examples to support the purpose of this written assignment. If any outside sources are used, they are cited.	2.64	249 (66.9%) Proficient 112 (30.1%) Progressing 11 (3%) Developing	
3	Critical Thinking -Quality of Details: Examples and details are logical and fitting for the assignment, and they correctly apply knowledge of the subject matter. All examples and details support the main point, purpose, or thesis. If the prompt requires analytical thought, it is appropriately demonstrated in the written piece.	2.49	194 (52.2%) Proficient 168 (45.2%) Progressing 10 (2.7%) Developing	
4	Organization - Format and Sequence: The structure of the written piece is orderly. If the assignment requires sections or separate paragraphs, those recommendations are followed.	2.76	292 (78.5%) Proficient 72 (19.4%) Progressing 8 (2.2%) Developing	
5	Clarity - Sentence-level, readability and tone: The assignment is easy to read, with few to no noticeable sentence-level errors. The tone of the written piece is appropriate.	2.74	288 (77.4%) Proficient 72 (19.4%) Progressing 12 (3.2%) Developing	

Analysis

While student proficiency rates for all Writing rubric skills were lower in spring than in fall, three skills surpassed the 75% proficiency goal in both rounds of assessment: Purpose, Organization, and Clarity. These three proficient levels of learning reveal that a large majority of students at LCCC are adept at stating a purpose, thesis, or main point early in written works; structuring their writing in an orderly way, whether paragraphing is necessary or not; and writing in an easy-to-read manner with an appropriate tone.

Writing Skill	Fall 2024 Rates of Proficiency	Spring 2025 Rates of Proficiency
Purpose	**85.1**	**80.4**
Support	70.5	66.9
Critical Thinking	73.9	52.2
Organization	**79.2**	**78.5**
Clarity	**82.9**	**77.4**

Two GEAC Writing skills fall below the goal in both semesters: Support and Critical Thinking. These two writing skills deal with quantity and quality of details to elaborate on the stated purpose of the written work. With more time this summer to ponder which GEAC skills to target for an intervention, if the committee chooses to focus on the Writing rubric, the area of Critical Thinking is the clear skill to target for student learning improvement, especially when Spring 2025 scores are taken into consideration, but with the interdependence between that skill and Support, any Critical Thinking intervention would likely improve skills in both areas.

Developing rates on all writing skills are well below 10%, so when students aren't scoring at the proficient level of learning, they're typically at the progressing level.

Overall, this assessment cycle provided meaningful insights into students' writing skills, highlighting both their strengths and opportunities for improvement.