



ENTERPRISE STATE
COMMUNITY COLLEGE

Institutional Learning Outcomes Report
2022-2023 Academic Year

Prepared by the Institutional Learning Assessment Committee

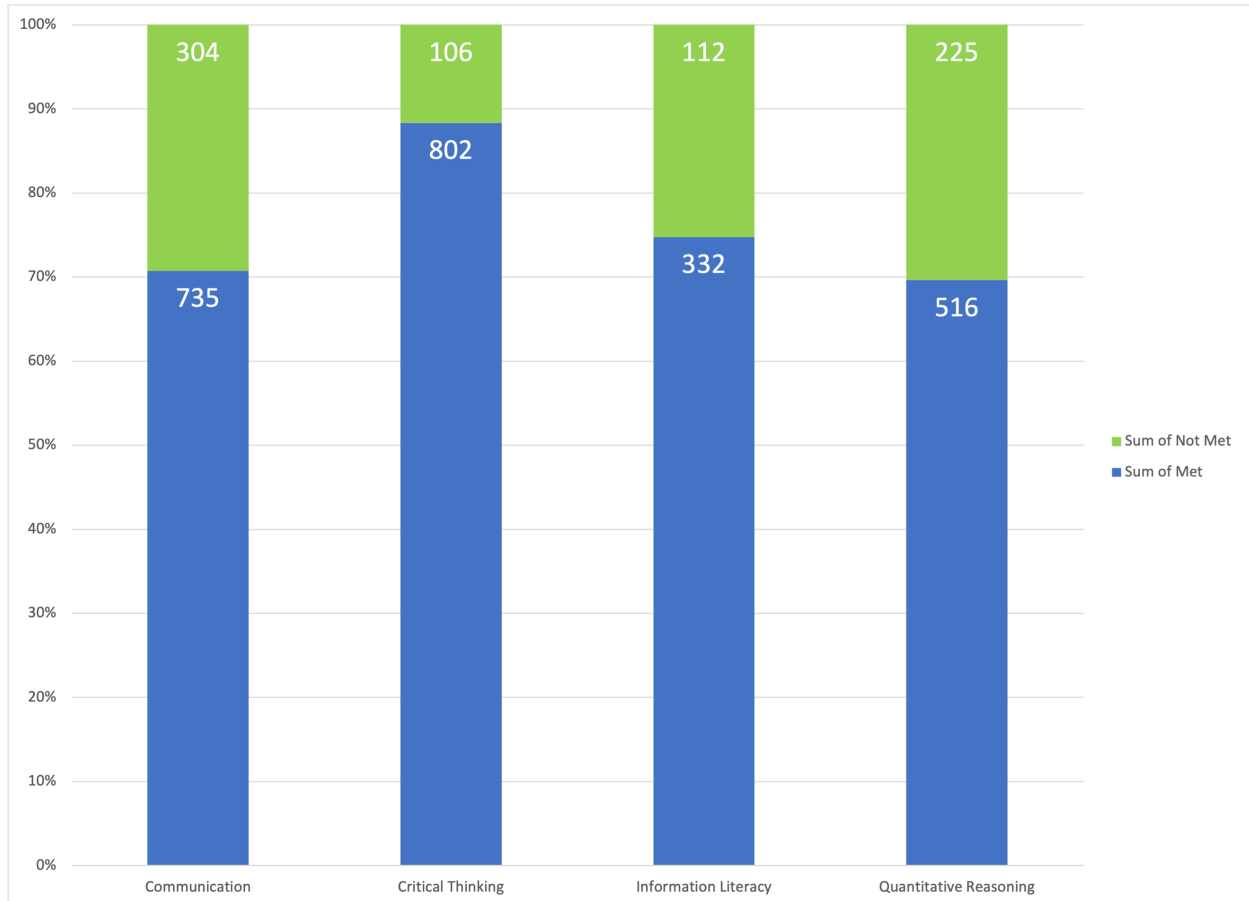
Executive Summary

In the 2022-2023 academic year the College assessed student competency in institutional learning outcomes in communication, critical thinking, quantitative reasoning, and information literacy. The assignments that support this assessment were embedded in courses throughout the curriculum and included both academic transfer and career/technical courses. In total, 35 unique assessments of student learning which addressed one of the four institutional learning outcomes were embedded in 25 different courses. The Institutional Learning Assessment Committee (ILA) is confident that this is a sufficient sampling of courses and students comprehensively but recommends more courses be added within the information literacy outcome assessment.

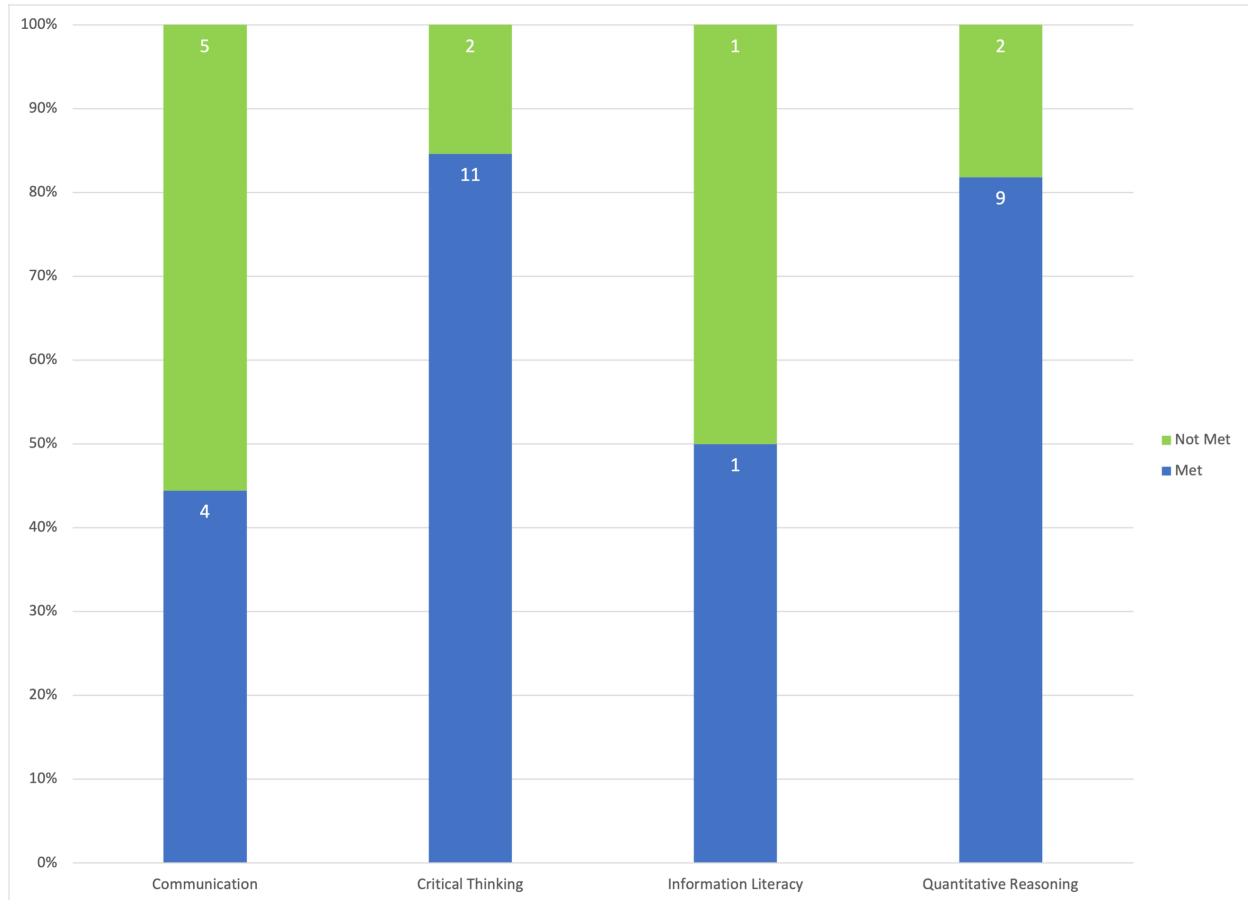
Outcome Achievement

Overall the 25 of 35 outcomes (71%) met or exceed the target that was set by instructors of the course in which the assessment was embedded. Individually, the communication and information literacy outcomes had the lowest achievement rate.

Student Achievement Chart – Count of Students



Student Achievement Chart – Count of Assessment Measures



Instructor Feedback

In fall semester 2023 the Dean of Instruction and Director of Institutional Effectiveness met with each group of instructors which assessed outcomes in the 2022-2023 academic year. These meetings focused on identifying issues with the assessment measures in place and finding patterns with student performance. The results are summarized below:

Communication

- Students commonly fail to understand proper communication styles
- Disparity among learners
- Lack of vocabulary
- Fighting AI
- Difficulty with interpretation of prompts
- Fighting societal norms with communication (social media, texting, etc.)
- Issues passing in-class timed writing assignments
- Lack of motivation
- Don't use feedback constructively

Critical Thinking

- Healthcare students lack confidence to make decisions in clinical settings
- Students lack knowledge base to evaluate scenarios and understand solutions
- Students struggle with communication skills to apply critical thinking
- Critical thinking is required to apply knowledge learned in one discipline to another

Information Literacy

- Issues determining credibility of a source
- Documenting sources incorrectly or not at all
- Not using instructional materials
- Overuse of quotes
- Reading comprehension

Quantitative Reasoning

- Lack of foundational knowledge
- Students don't understand the problem their presented
- Lack of engagement (college life skills)

ILA Committee Feedback

- Kathy Pattie recommended a rubric for ENG 102 and to add to new courses for information literacy.
- Dr. Daniel Ponce recommended adding History to Information Literacy.
- ILA agreed that mock interviews could be another form of communication to assess with a rubric.
- Committee discussed whether the discussion of problems with critical thinking achievement is focused on critical thinking or whether they were issues of preparation and accountability.
- Suggestion to take Math courses earlier in the student curriculum.
- Students don't have significant issues with doing computations, it is with understanding what is being asked of them and what principle to apply.
- Develop a common definition for critical thinking. Currently different instructors are interpreting this concept differently with regards to their assessment.

Institution Level Strategies

Communication

- Focus on other forms of communication for assessment (mock interviews, presentation/explanation of hands-on activities in career/technical courses, etc.)

Critical Thinking

- Develop a common description and language for discussing critical thinking at ESCC
- Explore flipped classroom model
- Provide critical thinking assessments that students connect with more than the current examples

- Adopt a critical thinking rubric that instructors may use to assess critical thinking activities

Information Literacy

- Adopt an information literacy rubric that instructors may use to assess information literacy activities
- Expand assessment into other courses, which will allow for a more accurate overview of student achievement at the institutional level

Quantitative Reasoning

- Ensure students in career/technical programs are taking Math courses early in their coursework
- Schedule a cross-disciplinary colloquium of instructors assessing this competency and discuss strategies each quarter for the next year