

Evidence for: Standard IC3

Evidence Naming Convention: SC-Website-SkylineShinesECCTISLOResults-20180529

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URL: <https://skylineshines.skylinecollege.edu/uncategorized/skyline-colleges-ccsse-results-actions-faculty-can-take-to-nurture-students-effective-communication-and-critical-thinking/>



The screenshot shows a web browser window with the URL <https://skylineshines.skylinecollege.edu/uncategorized/skyline-colleges-ccsse-results-actions-faculty-can-take-to-nurture-students-effective-communication-and-critical-thinking/>. The page header features the Skyline College logo and the title "Skyline Shines: The Weekly Newsletter of Skyline College". A navigation bar includes links for "About", "Events Calendar", and "College News", along with social media icons for Facebook, Twitter, LinkedIn, and YouTube. The main content area is titled "Skyline College's CCSSE Results: Actions Faculty Can Take to Nurture Students' Effective Communication and Critical Thinking" by fitzpatrick on April 27, 2017 in Uncategorized. The article text discusses the challenges of student empowerment, the purpose of Institutional Student Learning Outcomes (ISLOs), and the results of the Community College Survey of Student Engagement (CCSSE) administered in 2016, 2012, and 2008. It highlights that the CCSSE asks questions about student behaviors and institutional perceptions, and that the results can positively inform pedagogical and programming practices. The article notes that the CCSSE also can be used as a proxy for achievement of the ISLOs, but that student responses are self-reported. For this report, only the Critical Thinking and Effective Communication ISLOs are considered since the associated survey items remain the same. Eleven survey items were associated with the Critical Thinking ISLO, with steady gains between 2008 and 2016 for five items, and four dropping slightly in 2012 but increasing in 2016. As for the Effective Communication ISLO, there were eight survey items, with all but one of the items either holding steady or experiencing slight decreases in 2012 only to increase in 2016. Overall, the CCSSE results suggest that students are afforded many opportunities to strengthen their abilities to think critically and communicate clearly. But faculty may want to consider ways in which they can encourage more students to take advantage of their office hours. A yellow lightbulb icon is positioned to the right of the text. At the bottom of the page, there is a red circular graphic with a white silhouette of a person's head and shoulders, and a paragraph of text discussing three items used to assess both ISLOs, and two of those three items had the most striking increases between 2012 and 2016. They were the frequency in which students "worked on a paper or project that required integrating ideas or information from various sources" and "made a class presentation," 9% gains from 2012 to 2016. The first item about the paper or project hovers at "sometimes/ often" (2.79 on a four-point scale). On the other hand, while the item on "class presentations" showed a notable gain, it was less prevalent than the paper or project. Class presentations are "sometimes" assigned (2.08 on a four-point scale). This result drew the attention of the Institutional Effectiveness Committee (IEC). Should we be concerned that class presentations aren't employed more frequently, since they are an effective means for students to teach is other? Context provides some insight to this question. Time is one factor. Highly enrolled courses may have far too many group presentations to