



CCSSE and the Critical Thinking and Effective Communication ISLOs

Background: Measuring student engagement on a variety of dimensions, the Community College Survey of Student Engagement (CCSSE) asks questions about student behaviors as well as institutional perceptions. It is useful for benchmarking and as a diagnostic tool, and although not intended, it can be used as a proxy for achievement of institutional SLOs. The primary drawback is that student responses are self-reported, as opposed to a direct evaluation of student work and behaviors.

The CCSSE was administered at Skyline College in spring 2016. One thousand and five Skyline College students took the survey, which also was administered in 2012 and 2008. The item analysis conducted in 2012 for the Critical Thinking and Effective Communication Institutional Student Learning Outcomes (ISLOs) was carried over to 2016 (whereas there were changes to the other ISLOs). Whereas in the past the data was converted to 0- 100 scales, now and in the future, the mean of each of the items will be analyzed since each item is more actionable than a holistic analysis.

The ISLOs: Upon completing an A.A./ A.S. degree and/or transfer preparation, students will show evidence of ability in the following areas:

CRITICAL THINKING: STUDENTS WILL BE ABLE TO DEMONSTRATE CRITICAL THINKING SKILLS IN PROBLEM SOLVING ACROSS THE DISCIPLINES AND IN DAILY LIFE.

Critical thinking includes the ability to:

- support claims with relevant and credible evidence.
- develop awareness of and ability to respond to bias.
- apply accurate and logical analysis to achieve desired outcome.

EFFECTIVE COMMUNICATION: STUDENTS WILL BE ABLE TO COMMUNICATE AND COMPREHEND EFFECTIVELY.

Effective communication includes the ability to:

- analyze and comprehend oral, written, and other sensory information.
- effectively construct and deliver a message to express ideas through speaking or writing.
- provide appropriate responses to establish shared meaning.
- demonstrate appropriate social skills in group settings, being receptive to alternative ideas and feelings.

Skyline College: Critical Thinking ISLO - 2012 vs. 2016 Comparison (weighted)

Item	Question	Response Scale	CCSSE 2012	CCSSE 2016	Point Difference	Percent Change
4d	Worked on a paper or project that required integrating ideas or information from various sources	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	2.56	2.79	0.23	9%
4b	Made a class presentation	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	1.91	2.08	0.17	9%
12e	Thinking critically and analytically	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.84	2.99	0.15	5%
5e	Applying theories or concepts to practical problems or in new situations	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.61	2.73	0.12	5%
12f	Solving numerical problems	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.61	2.71	0.1	4%
5c	Synthesizing and organizing ideas, information, or experiences in new ways	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.69	2.75	0.06	2%
5d	Making judgments about the value or soundness of information, arguments, or methods	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.54	2.59	0.05	2%
5b	Analyzing the basic elements of an idea, experience, or theory	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.88	2.93	0.05	2%
5f	Using information you have read or heard to perform a new skill	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.8	2.81	0.01	0%
4a	Asked questions in class or contributed to class discussions	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	2.65	2.65	0	0%
5a	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.85	2.84	-0.01	0%

Note: Item 5a response scale when interpreting means.

Skyline College: Effective Communication ISLO - 2012 vs. 2016 Comparison (weighted)

Item	Question	Response Scale	CCSSE 2012	CCSSE 2016	Point Difference	Percent Change
4c	Prepared two or more drafts of a paper or assignment before turning it in	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	2.30	2.52	0.22	9.57%
4d	Worked on a paper or project that required integrating ideas or information from various sources	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	2.56	2.79	0.23	8.98%
4b	Made a class presentation	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	1.91	2.08	0.17	8.90%
12c	Writing clearly and effectively	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.63	2.78	0.15	5.70%
12d	Speaking clearly and effectively	1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much	2.63	2.75	0.12	4.56%
4a	Asked questions in class or contributed to class discussions	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	2.65	2.65	0	0.00%
4n	Discussed ideas from your readings or classes with instructors outside of class	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	1.77	1.77	0	0.00%
4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often	2.45	2.39	-0.06	-2.45%

Questions to Consider:

- 1) First familiarize yourself with the ISLOs. Then, take a moment to place a star by those high impact practices (a.k.a. “HIPs”) which strike you as most clearly aligned with the given ISLO.
- 2) What are the college’s strengths/weaknesses as indicated by the data? Did you find any results to be incongruent with your own experiences and/or observations? If so, which?
- 3) What specific findings point to potential priorities for college action? What are the implications for scaling up, discarding, or refining certain practices?