

Chabot College Student Accreditation Survey: Fall 2007

Highlights

Student engagement in learning at Chabot

In the Fall 2007 Student Accreditation Survey, students were asked how often they had initiated various types of learning activities both within and outside of their classrooms at Chabot. The results of the survey indicate that most Chabot students are actively engaged in their learning. A majority of students frequently participated in small in-class discussions or projects, worked on a paper that required integrating ideas or information, and prepared at least one draft of a paper or assignment before the final draft.

Compared to Fall 2005, students in Fall 2007 were more engaged in a number of learning activities. A higher percentage of students completed classwork that was **not** assigned in order to improve their skills, and more worked harder to meet instructors' expectations. In addition, the positive impacts of the Learning Connection and Service-Learning were reflected in more students tutoring on campus and volunteering in the community.

The Student Accreditation Survey was conducted in October 2007 in a representative sample of 69 classes. Surveys were completed by 1,379 students (63% full-time; 37% part-time).

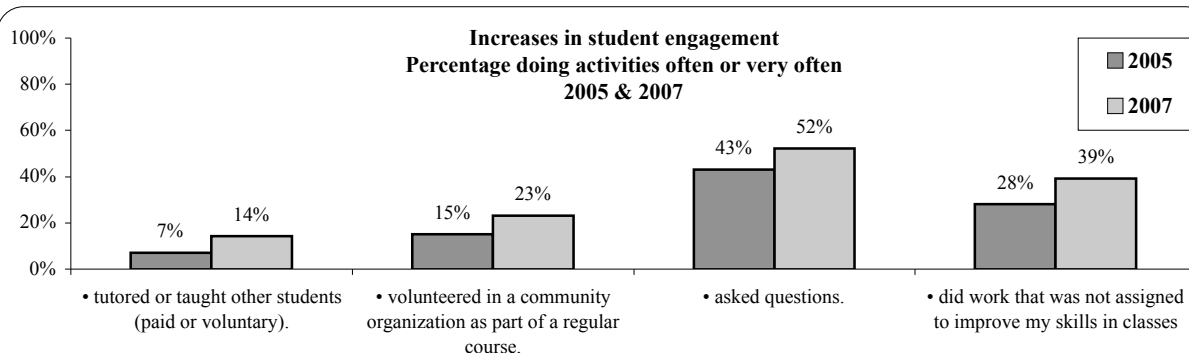
Student engagement in learning

Averaging all your classes over all your semesters at Chabot, how often have you done the following activities?

		Often or very often	Sometimes	Never
In my classes I have:	• asked questions.	52%	43%	5%
	• participated in large class discussions.	54%	40%	6%
	• participated in small in-class discussion or projects.	62%	34%	4%
	• made a presentation to the class.	36%	41%	23%
Outside my classes I have:	• discussed class topics or assignments with other students in my classes.	38%	44%	18%
	• met as a study group with other students in my classes.	23%	37%	39%
	• talked about class topics with family, friends, and others.	47%	42%	12%
	• used e-mail to communicate with an instructor.	39%	40%	21%
	• met with my instructor to discuss assignments or my progress.	27%	43%	30%
For my classes I have:	• come to class with my readings or assignments completed.	78%	20%	2%
	• prepared one or more drafts of a paper or assignment before the final draft.	67%	26%	7%
	• worked on a paper that required integrating ideas/information.	68%	26%	6%
	• produced original works (i.e., artwork, designs, music, objects, etc.).	47%	26%	27%
	• done work that was not assigned to improve my skills in classes.	39%	39%	22%
	• worked harder than I thought I could to meet an instructor's expectations.	54%	37%	9%
	• volunteered in a community organization as part of a regular course.	23%	22%	54%
On campus I have:	• tutored or taught other students (paid or voluntary).	14%	16%	70%
	• participated in campus clubs, student government, or intercollegiate sports	15%	14%	72%
	• had serious conversations with students of different religious beliefs or political opinions.	18%	26%	56%

Increases in student engagement between 2005 and 2007

Percentage who have done these activities often or very often:	2005	2007	
In my classes I have: • asked questions	43%	52%	
Outside my classes I have: • used e-mail to communicate with an instructor.	32%	39%	
For my classes I have:	• done work that was not assigned to improve my skills in classes.	28%	39%
	• volunteered in a community organization as part of a regular course.	15%	23%
	• worked harder than I thought I could to meet an instructor's expectations.	48%	54%
On campus I have: • tutored or taught other students (paid or voluntary).	7%	14%	



NOTE:
All percentages have a margin of error of 2 to 3 percentage points.