Chabot College Learning Engagement
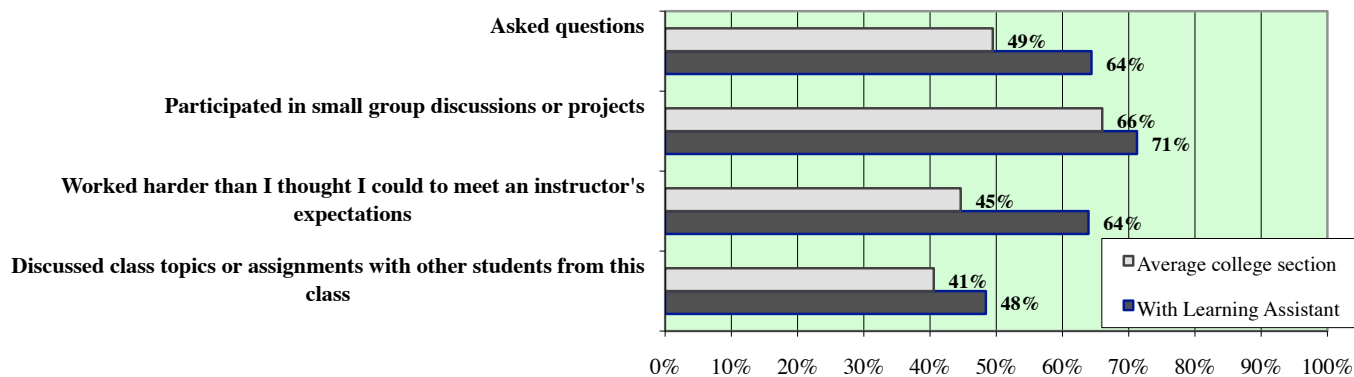## Student engagement in sections with Learning Assistants: Spring 2011

Student engagement in learning is higher in class sections with Learning Assistants than in the average class section across campus. Student engagement is measured by how often students participate in or initiate active learning activities, either within or outside the classroom. Student engagement surveys given in the 11 sections that had Learning Assistants in Spring 2011 were compared to the average student engagement levels from the Fall 2009 Student Satisfaction Survey. Students were also asked how often they personally worked with the Learning Assistant in their section.

Students in sections with Learning Assistants were more likely to ask questions, participate in both large and small group class discussions, talk about the topics outside of class, join a study group, and work hard in the class (see chart). While only half (49%) of Chabot students in average sections asked questions, two-thirds (64%) of students who worked with a Learning Assistant in their class asked questions.

Chabot class sections with and without Learning Assistants

The percentage who did these student-initiated activities often or very often:		College Average (F09 Survey)	Worked with a Learning Assistant
In this class I have:	• asked questions.	**49%**	**64%**
	• participated in large all-class discussions.	**55%**	**57%**
	• participated in small group discussions or projects.	**66%**	**71%**
Outside of class time I have:	• discussed class topics or assignments with other students in my classes.	**41%**	**48%**
	• met as a study group with other students in my class.	**24%**	**35%**
	• talked about class topics with family, friends, and others.	**50%**	**65%**
For this class I have:	• done work that was not assigned to improve my skills in classes.	**23%**	**41%**
	• worked harder than I thought I could to meet an instructor's expectations.	**45%**	**64%**

Chabot College Student Learning Engagement: With and without Learning Assistants

Benefits of Learning Assistants

Within sections with Learning Assistants, students reported different levels of learning outcomes and activities based on how much time they spent working with Learning Assistants. The more time students worked with Learning Assistants, the more likely they were to participate in large-group discussions and to understand the class material and the expectations for assignments. They were also more likely to have interacted with the instructor about the class and their performance. Students who worked with a Learning Assistant frequently also found that the Learning Assistant helped them develop their skills, understand the material, and keep up with the class much more than students who worked with them only sometimes.

		How much time they worked with the Learning Assistant	
Percentage who experienced the following benefits often or very often:		*Sometimes*	*Often or Very Often*
In this class I have:	• participated in large all-class discussions.	**43%**	**57%**
	• received in-person feedback from my instructor about my assignments or progress.....	**54%**	**85%**
	• become better able to understand the class material.…	**84%**	**95%**
	• become better able to understand the expectations for the assignments…	**83%**	**93%**
	• met as a study group with other students and a learning assistant from this class...	**3%**	**35%**
The Learning Assistant(s):	• helped me develop my skills...	**45%**	**90%**
	• gave me special attention so I could keep up with the class...	**29%**	**71%**
	• helped me understand the class materials...	**54%**	**89%**