

Chabot College Student Accreditation Survey: Fall 2013

Highlights

Student engagement in learning at Chabot

Student engagement in learning is measured by how often students participate in or initiate active learning activities, either within or outside the classroom. In the biennial Student Survey, students are asked how often they are involved in a variety of active learning activities at Chabot.

In Fall 2013, around half of Chabot students were actively engaged in their learning by asking questions, participating in large class discussions, talking about class topics with family or friends, communicating with the instructor electronically, and working hard to meet an instructor's expectations. In addition, around two thirds of students participated in small group discussions and worked on papers that required integrating ideas and information.

While most types of engagement remained the same, several types of engagement increased between 2011 and 2013: participating in small class discussions, making a presentation, communicating electronically with their instructor, and working on a paper that required integrating ideas and information.

The Student Accreditation Survey was conducted in October 2013 in a representative sample of seventy-seven on-campus course sections and was completed by 1,720 students (57% full time and 43% part time).

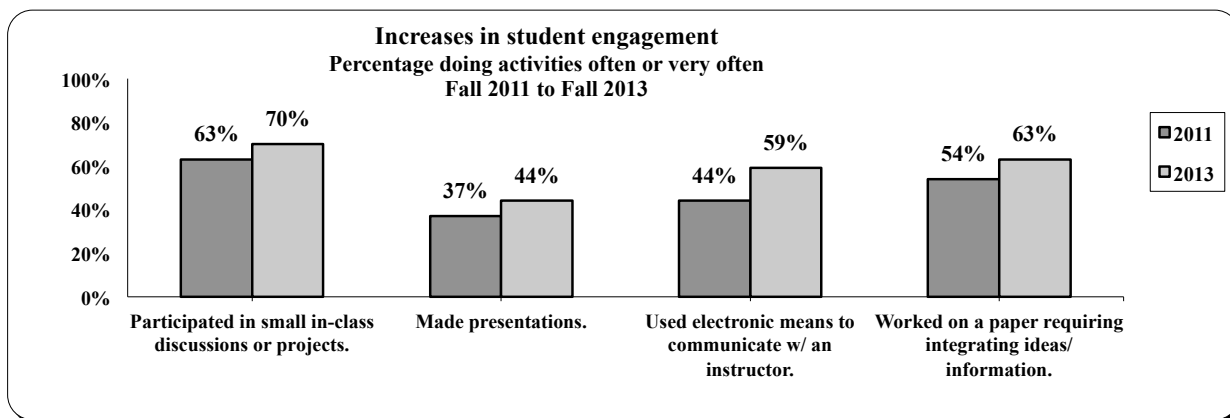
Student engagement in learning

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.	49%	46%	6%
	• participated in large class discussions.	55%	39%	7%
	• participated in small in-class discussions or projects.	70%	27%	3%
	• made a presentation to the class.	44%	36%	20%
Outside my classes I have:	• discussed class topics or assignments with other students in my classes.	44%	42%	14%
	• met as a study group with other students in my classes.	29%	36%	34%
	• talked about class topics with family, friends, and others.	53%	36%	11%
	• used Email, Blackboard or other electronic means to communicate with an instructor.	59%	30%	11%
	• met with my instructor to discuss assignments or my progress.	31%	43%	26%
For my classes I have:	• come to class <u>without</u> my readings or assignments completed.	14%	52%	35%
	• prepared <u>two or more</u> drafts of a paper or assignment before the final draft.	47%	36%	16%
	• worked on a paper that required integrating ideas/information from various sources.	63%	29%	8%
	• produced original works (i.e., artwork, designs, music, objects, etc.).	41%	26%	33%
	• done work that was <u>not</u> assigned to improve my skills in classes.	29%	41%	30%
	• worked harder than I thought I could to meet an instructor's expectations.	50%	37%	13%
	• volunteered in a community organization as part of a regular course.	19%	23%	58%
On campus I have:	• tutored or taught other students (paid or voluntary).	13%	16%	71%
	• participated in campus clubs, student government, or intercollegiate sports.	16%	13%	70%
	• had serious conversations with students of different religious beliefs or political opinions.	16%	23%	61%

Increases in student engagement between 2011 and 2013

Percentage who have done these activities often or very often:		2011	2013
In my classes I have:	• participated in small in-class discussions or projects.	63%	70%
	• made a presentation to the class.	37%	44%
Outside my classes I have:	• used Email, Blackboard or other electronic means to communicate with :	44%	59%
For my classes I have:	• worked on a paper that required integrating ideas/information from various sources.	54%	63%



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