

Chabot College Student Surveys: Trends 2007-2013

Student engagement in learning at Chabot

In 2013, more Chabot students than ever participated in small discussion groups (70%), communicated electronically with their instructor (59%), made a presentation in class (44%), met with their instructor about their assignments or progress (31%), and formed study groups with their classmates (29%).

These are all indicators of increased student engagement in learning—measured by how often students participate in or initiate active learning activities, either within or outside the classroom. Since 2005, the biennial Student Satisfaction Survey has asked students how often they are involved in a variety of active learning activities at Chabot.

In 2013, participation in all types of learning activities rose after an overall drop in 2011, regaining or surpassing the levels of engagement seen in 2007 and 2009.

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: 2007-2013

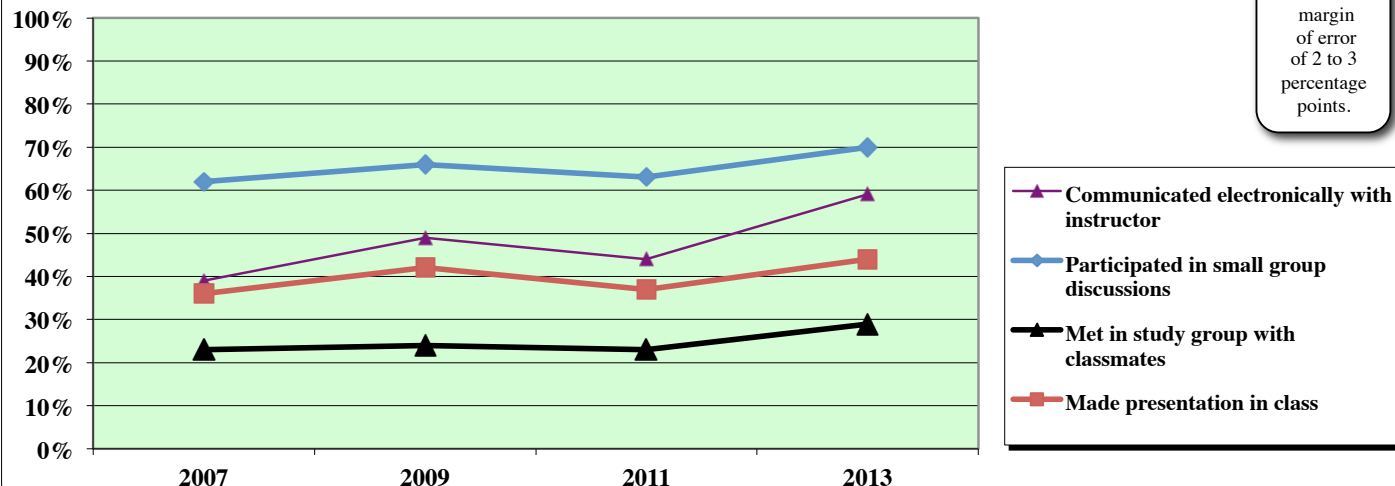
Averaging all your classes over all your semesters at Chabot, how often have you done the following activities?

		2007	2009	2011	2013
In my classes I have:	• asked questions.	52%	49%	46%	49%
	• participated in large class discussions.	54%	55%	50%	55%
	• participated in small in-class discussion or projects.	62%	66%	63%	70%
	• made a presentation to the class.	36%	42%	37%	44%
Outside my classes I have:	• discussed class topics or assignments with other students in my classes.	38%	41%	38%	44%
	• met as a study group with other students in my classes.	23%	24%	23%	29%
	• talked about class topics with family, friends, and others.	47%	50%	45%	53%
	• used Email, Blackboard, or other electronics to communicate with an instructor.	39%	49%	44%	59%
	• met with my instructor to discuss assignments or my progress.	27%	28%	25%	31%
For my classes I have:	• come to class <u>without</u> my readings or assignments completed.*	78%	14%	13%	14%
	• prepared two or more drafts of a paper or assignment before the final draft.**	67%	42%	42%	47%
	• worked on a paper that required integrating ideas/information.	68%	57%	54%	63%
	• produced original works (i.e., artwork, designs, music, objects, etc.).	47%	34%	34%	41%
	• done work that was not assigned to improve my skills in classes.	39%	23%	26%	29%
	• worked harder than I thought I could to meet an instructor's expectations.	54%	45%	45%	50%
	• volunteered in a community organization as part of a regular course.	23%	13%	14%	19%
On campus I have:	• tutored or taught other students (paid or voluntary).	14%	9%	11%	13%
	• participated in campus clubs, student government, or intercollegiate sports.	15%	12%	15%	16%
	• had serious conversations with students of different religious beliefs or political opinions.	18%	14%	14%	16%

*Through Fall 2007, this question was "...come to class with my readings or assignments completed".

**Through Fall 2009, this question was "...prepared one or more drafts of a paper or assignment before the final draft".

**Chabot College
Largest Increases in Student Engagement: 2007 to 2013**



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