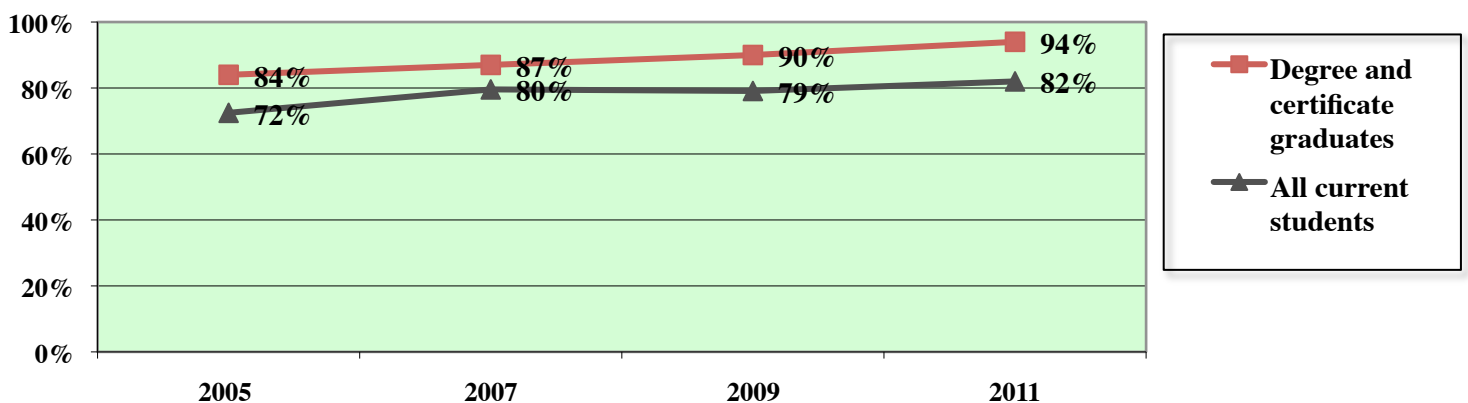


Chabot College Trends in College-wide Learning Goals Learning by Current Students and Graduates: 2005-2011

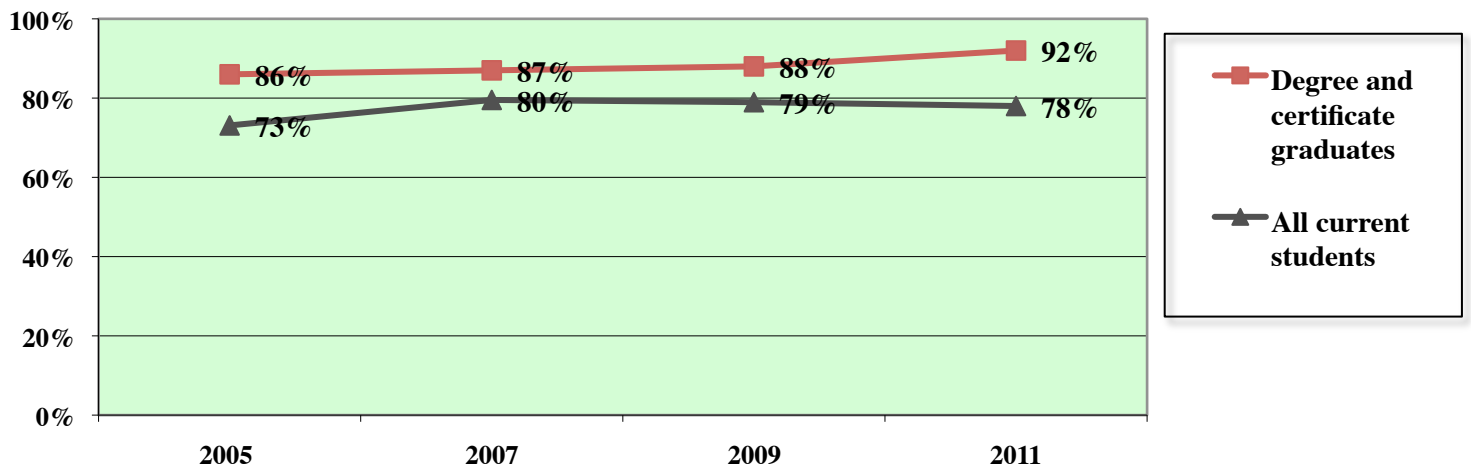
More Chabot students achieved the major faculty-defined college-wide learning goals in 2011 than in 2005, showing that faculty efforts in the areas of communication, critical thinking, civic responsibility, global and cultural involvement, and the development of the whole person have paid off in increased student learning over the last 6 years. Both current Chabot students and degree/certificate graduates reported increased levels of learning between 2005 and 2011. Graduating students reported the highest levels of learning, showing that most learning goals are being achieved by the time students finish their degree or certificate programs. Current Chabot students are surveyed in a representative sample of course sections during October every other Fall. Chabot degree and certificate graduates are surveyed at graduation every other May.

As a result of being at Chabot: All current students: How much progress have you made in the following areas? Graduates: How much did you learn in the following areas?		Percentage who made progress or learned some or a lot							
		2005		2007		2009		2011	
		All	Grads	All	Grads	All	Grads	All	Grads
Communication	• Reading effectively..	68%	80%	77%	88%	76%	89%	77%	93%
	• Writing effectively..	73%	86%	80%	87%	79%	88%	78%	92%
	• Speaking effectively..	71%	80%	77%	88%	76%	88%	78%	91%
	• Communicating with respect for the views of others..	75%	78%	82%	88%	82%	89%	83%	94%
	• Using computers and other technology effectively..	61%		70%		70%		75%	
	• Using computer technology to communicate		66%		76%		81%		86%
Critical Thinking	• Recognizing valid research information on the Internet			76%		75%		79%	
	• Knowing how to find written and electronic information		75%		84%		85%		89%
	• Critical thinking (evaluating, analyzing, questioning)..	72%	84%	80%	87%	79%	90%	82%	94%
	• Problem-solving (applying knowledge to new situations)..	72%	81%	78%	85%	78%	91%	80%	94%
	• Mathematical skills and abilities..	61%	71%	68%	81%	68%	78%	70%	87%
	• Thinking for myself..	75%	78%	84%	87%	83%	88%	84%	94%
Global and Cultural Involvement & Civic Responsibility	• Understanding diverse philosophies, cultures, and ways of	64%	77%	74%	79%	74%	84%	74%	86%
	• Understanding diverse ethnic and cultural backgrounds.		79%		78%		86%		87%
	• Understanding role of diverse cultures in the U.S.		76%		77%		79%		88%
	• Ability to make a positive contribution to my community	54%		66%		63%		65%	
	• Understanding how I can contribute to my community		62%		67%		79%		81%
	• Developing a personal code of values and ethics	59%		72%		70%		71%	
	• Demonstrating personal and academic honesty		76%		79%		85%		91%
Development of the whole person	• Balancing the health of my mind, body, and spirit..	59%	75%	72%	84%	72%	89%	73%	86%
	• Discovering my own potential	69%		78%		78%		78%	
	• Understanding myself—abilities, interests, and limitations		82%		88%		91%		95%
	• Developing my own creative abilities..	66%	77%	76%	84%	76%	91%	77%	91%
	• Developing clear educational or career goals..	69%	82%	78%	92%	76%	92%	80%	93%
	• Being active in my own learning process		84%		85%		93%		91%

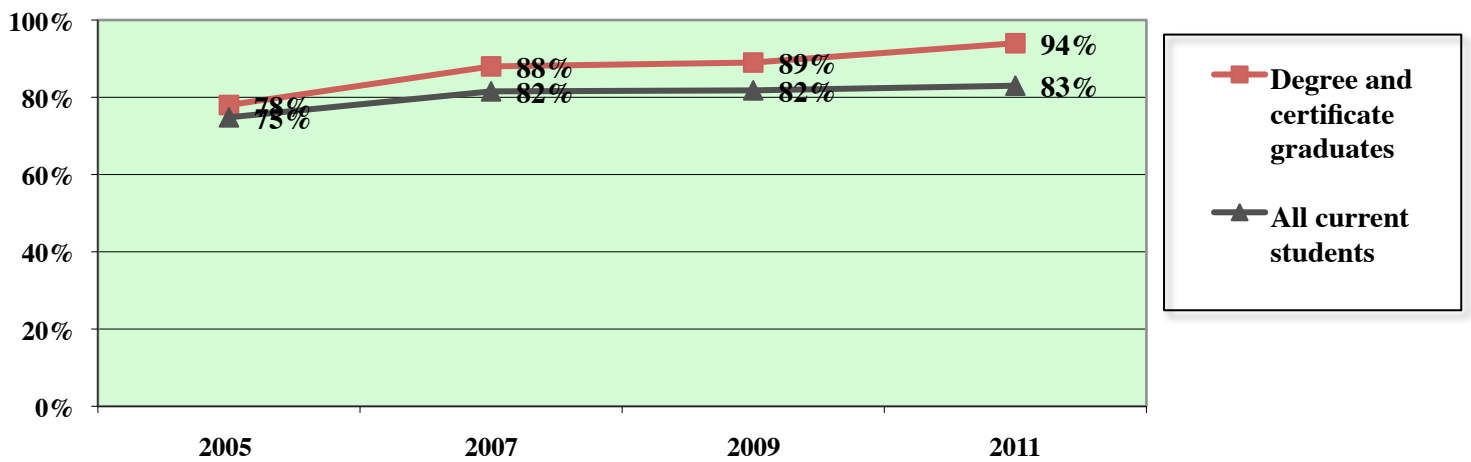
Chabot College Trends in College-wide Learning Goals: 2005-2011
Critical Thinking



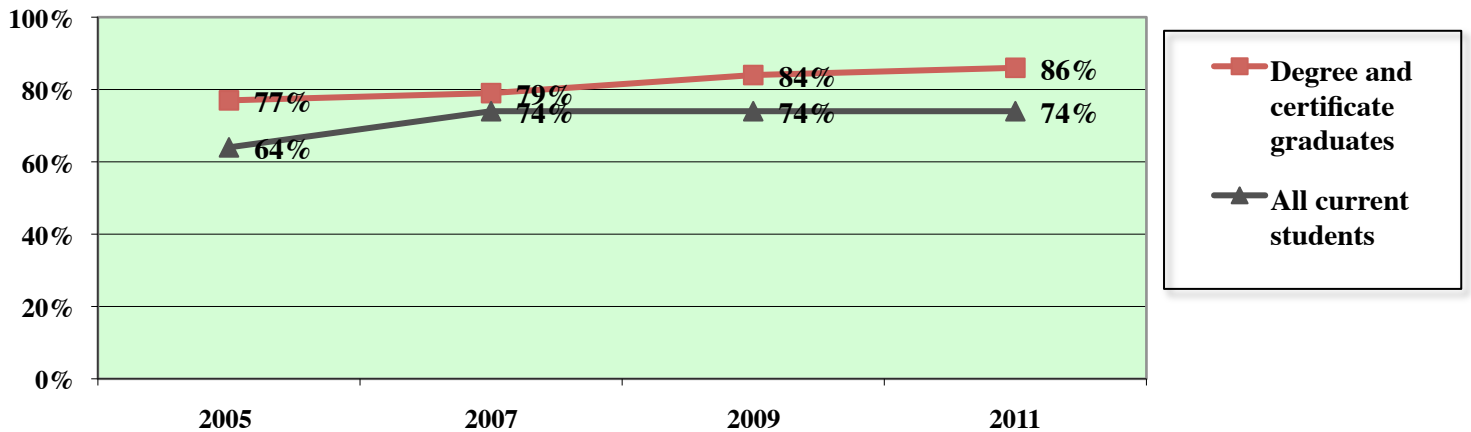
Chabot College Trends in College-wide Learning Goals: 2005-2011
Communication: Writing effectively



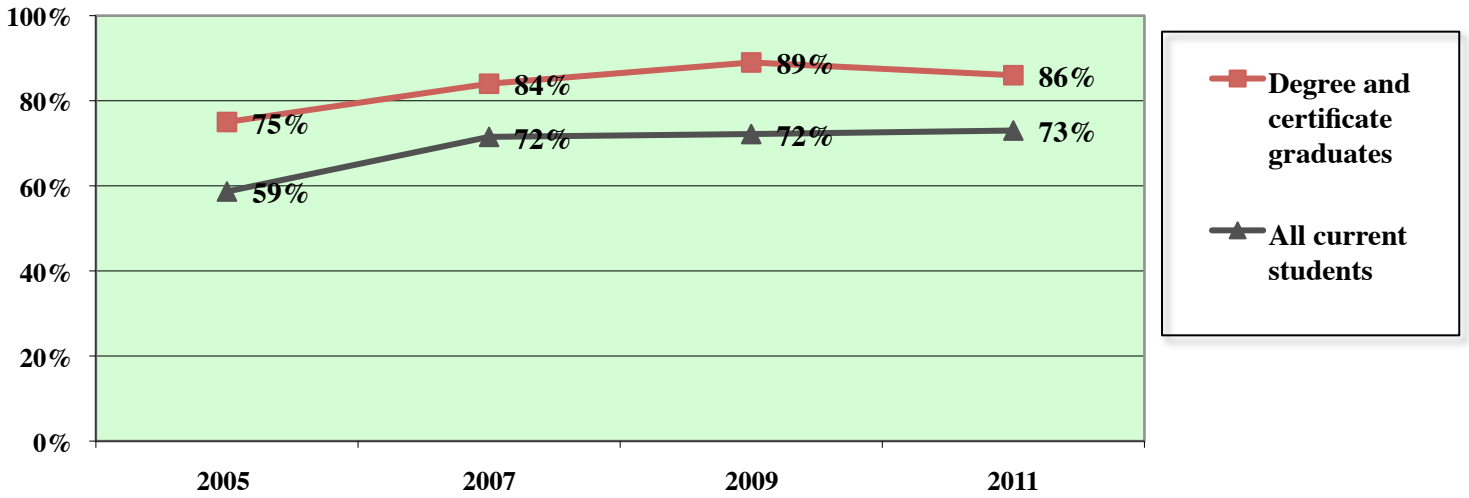
Chabot College Trends in College-wide Learning Goals: 2005-2011
Communicating with respect for the views of others



Chabot College Trends in College-wide Learning Goals: 2005-2011
Understanding diverse philosophies, cultures, and ways of life



Chabot College Trends in College-wide Learning Goals: 2005-2011
Balancing the health of my mind, body, and spirit



Chabot College Trends in College-wide Learning Goals: 2005-2011
Developing clear educational or career goals

