

# The Institutional Learning Outcome Assessment: Civic and Global Engagement--Fall 2021/Spring 2022

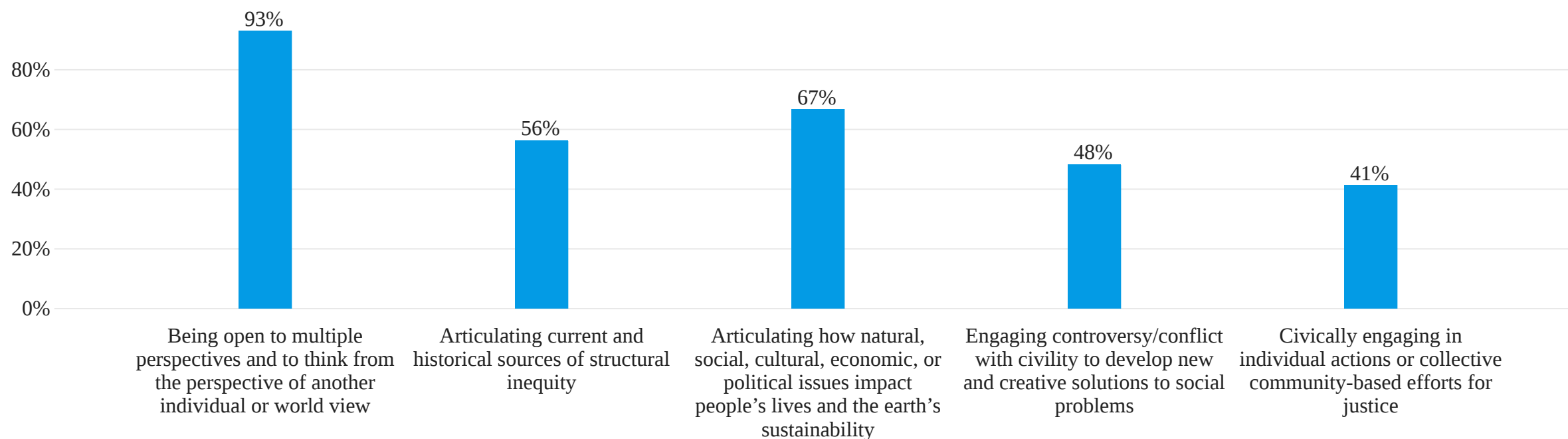
Compiled by Office of Institutional Research

The Institutional Learning Outcome (ILO) Assessment: Civic and Global Engagement survey was administered between December 13th, 2021 and February 11th, 2022. The goal of this survey is to determine which aspects of the Civic and Global Engagement ILO faculty members include within their curriculum and what teaching strategies and methodologies they use to help students learn these aspects. Of the roughly 435 instructors at Chabot at the time of the survey\*, 87 (20%) took the survey. Close to 60% of the faculty respondents teach classes full-time and most of them have worked more than 6 years at Chabot College.

\*Total count of full-time and part-time faculty are based on Fall 2021 HR reports

## Q1 - Which of the following aspects of the ILO: Civic and Global Engagement do you include within your current curriculum? (Check all that apply)

87 Responses



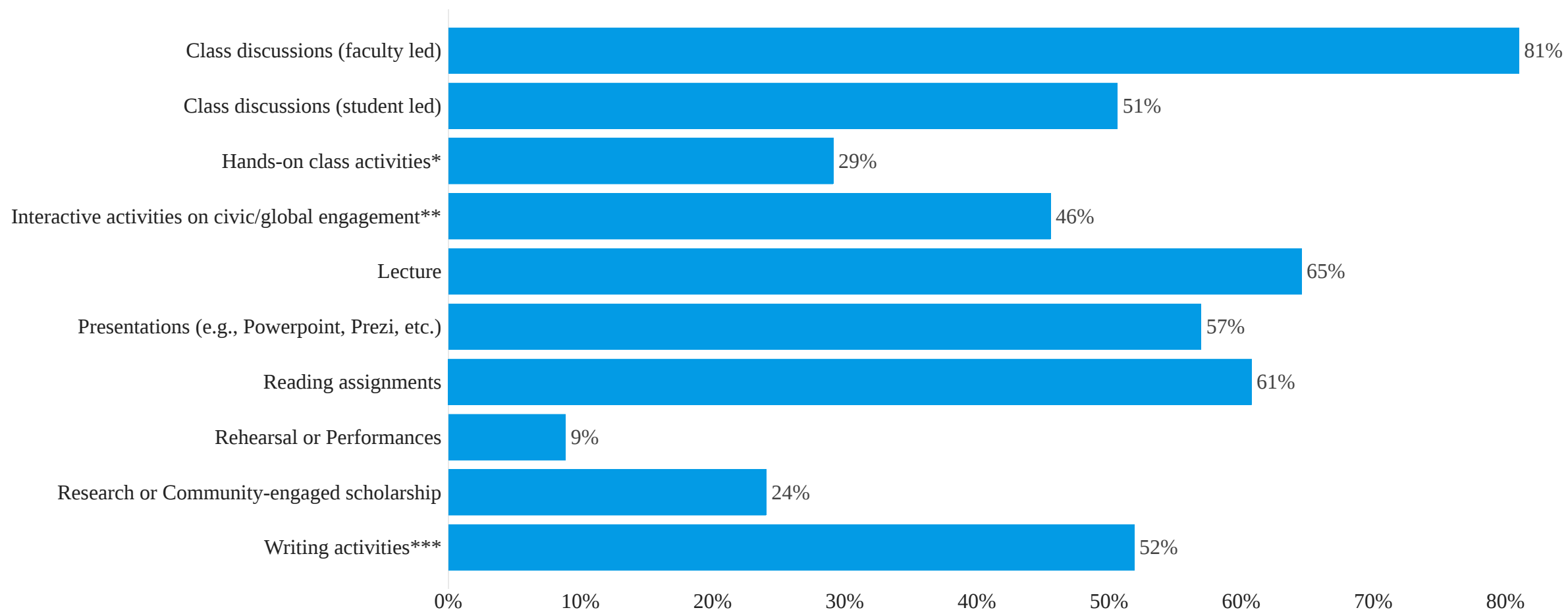
**Q2 - Please list the course or courses that include one or more of the aspect(s) of Civic and Global Engagement that you checked or described above.**

ANTH 1	BUS 12	ECD 56	ENGL 7A	ESYS 50	KINE 1	PHYS 4A	SERV 85C
ANTH 1L	BUS 14	ECD 62	ENGR 10	ESYS 51	KINE 2	PHYS 4B	SERV 85D
ANTH 2	BUS 1A	ECD 63	ENGR 11	ESYS 54	LIBS 1	PHYS 4C	SOCI 1
ARTH 1	BUS 22	ECD 79	ENGR 15	ESYS 55	LNSK 118B	POSC 1	SOCI 2
ARTH 20	CHEM 12A	ENGL 1	ENGR 16	ESYS 57	MICR 1	POSC 12	SOCI 3
ARTH 3	CHEM 12B	ENGL 102	ENGR 22	ESYS 63	MTH 1	POSC 20	SOCI 4
ARTH 4	CHEM 1A	ENGL 12	ENGR 25	ESYS 69	MTH 15	POSC 30	SOCI 6
ARTH 5	CHEM 30A	ENGL 12A	ENGR 36	FT 2	MTH 20	PSCN 10	SPA 1A
ARTH 6	COMM 1	ENGL 12B	ENGR 40	GEO 1	MTH 31	PSCN 13	SPA 1B
ARTH 7	COMM 3	ENGL 13A	ENGR 43	GEO 5	MTH 43	PSCN 20	SPA 2A
ARTH 8	COMM 11	ENGL 13B	ENGR 45	GEO 10	MTH 47	PSCN 21	SPA 2B
ASTR 10	COMM 50	ENGL 201A	ENGR 47	GNST 32A	NUTR 1	PSCN 22	THTR 1
ASTR 20	DH 56A/B	ENGL 201B	ENGR 85	HLTH 1	PHIL 50	PSCN 26	THTR 61A
BIOL 10	DH 81A/B	ENGL 35	ENST 1	HLTH 1 (Umoja)	PHSI 1	PSY 1	WELD 63
BIOL 31	ECD 11	ENGL 4	ESL 110B	HLTH 4	PHYS 5	PSY 2	WELD 65A
BIOL 50	ECD 50	ENGL 4A	ESL 110C	HLTH 8	PHYS 11	SERV 85A	WELD 70
BUS 10	ECD 54	ENGL 7	ESL 15A	HUMN 68	PHYS 18	SERV 85B	WELD 71

Among other answers survey participants wrote, "All math courses. Word problems lead naturally (especially statistics) to all sorts of current, social & economic issues", "DHYG courses", and "American Government, International Relations, Comparative Politics".

### Q3 - What teaching strategies do you use to help students learn these aspects of Civic and Global Engagement? (Check all that apply)

79 Responses



\*Hands-on class activities include labs, technical training, etc.

\*\*Interactive course activities include games, small group work, role plays, case studies, debates, modeling pros/cons, hypothetical scenarios, etc.

\*\*\*Writing activities include one-minute paper, journaling, share-a-question, reflection etc.

### Q3 - What teaching strategies do you use to help students learn these aspects of Civic and Global Engagement (Open-Ended Responses)

14 Responses

What teaching strategies do you use to help students learn these aspects of Civic and Global Engagement? (Open-Ended Responses)

Active student participation through the chat application in zoom.

Assignments based on museum visits (in-person or virtual) Assignments that help students see the role of culture in their lives Case studies on artwork by women and makers of color that express lesser-known perspectives, aesthetics, and solutions to life problems.

Discussion board prompts in Canvas with videos/reflections related to issues from class; class research projects/presentations

Discussion board topics that students must respond to.

I have my students complete a Carbon Footprint Calculator, a Water Footprint Calculator, and a Food Footprint Calculator and discuss their findings, as well as ideas to change to lower their results.

Include guest speakers/lecturers in class.

Kahoot for chapter review as extra credit

Movies with questions to answer to measure viewers understanding and perspective. Other students lead discussions with their own stories, with minor prompts that we are there to learn and not judge and have an open mind. For civic engagement we discuss volunteering. One time I coordinated Chabot students who asked to present on voting, they did a class voting experiment, resulting in 5 students registering to vote.

Speech presentations

Students write public officials or join a climate change organization and report back to the class about their experience.

Video, exploration of cultural appropriation (both positive and negative),

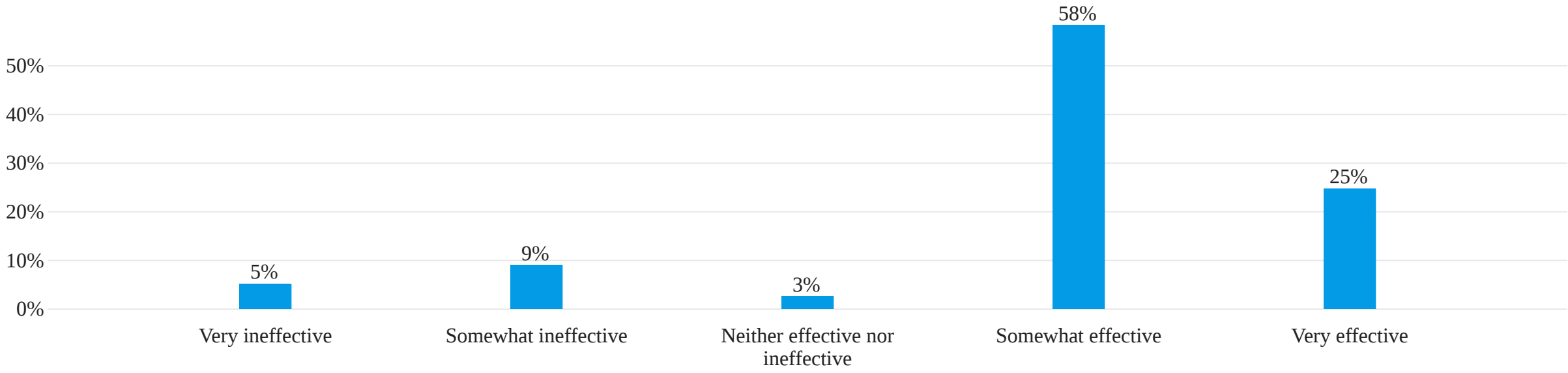
We have Discussion Boards in Canvas that deal with real world data - health, climate change, voting, criminal justice, etc.

With 2 other English teachers, Eric Heltzel and Tom deWit, we continued our work with the city of Hayward that we had been engaged in for 3-4 years. Of course Covid presented challenges, but we worked with the city on several Project Based Learning activities, including: Policing and Equity (this grew out of the Floyd murder and subsequent civil unrest), ; "Staying IN: Hayward" (student created website that offered life-skills strategies in the wake of Covid); Parks and other Community assets. Currently we are working with the city on 2 new projects-- Housing, Climate, and Equity. The other project is called the People's Budget Project-- the city has earmarked \$400,000 for citizens to take part in Participatory Budgeting exercises, with the result being a large number of community projects being developed around the city. Chabot students are at the heart of this project: offering proposals, collaborating with citizens, consulting with city staff. In fact, just last week an event was held in the Chabot cafeteria that brought all these stakeholders together to share proposals and strategies for moving forward. 2 members of the Hayward city council were in attendance. What all these projects have in common is that we unleashed 100 or so students for each project. They each in turn conducted interviews with 2-3 Hayward residents to gauge their perspectives about which ever of the issues above were being addressed. This resulted in 300 or so interviews.... a huge number. Many trends and solutions were able to be teased out of such a large N. This information is then shared with the city so the staff can address priorities and issues based what the Chabot students have learned. Along the way, our students created websites, multi-media constructs, Google Forms documents, and much more.... All told, over the last 2 years of Covid, at least 500 Chabot students were responsible for accessing the perspectives of 2000 Hayward residents. In addition, over the last two years, we engaged our students in doing Census outreach work, as well as developing Climate equity scorecards that Hayward citizens responded to. All of this is called Project Based Learning, or Action Learning. It is the only way to teach in our experience and opinion. We have tried, with some success, over the years to train Chabot teachers in doing this kind of teaching. Chabot administration, especially the Professional Development committee, were basically useless in their support--or lack there-of. The research on PBL has shown for years that it is BY FAR the most effective way to teach. The problem is that teachers need to be trained to do it and be given the support and materials to make PBL work. Research also shows that if you are trying to ACTUALLY engage students in civic action and equity, as opposed to simply paying lip service to these important issues, well then PBL is the only way to go.... it is not certain who is actually administering this survey, and to what purpose, and what the survey results will yield, and what action will be taken as a result of uncovering these results. .... it is not entirely out of line to infer here that in fact NOT MUCH will come of this survey.... However, if anyone is actually serious here about getting students ACTUALLY involved in their communities and actually making a difference, well then, please note that we have entire curriculum units devoted to PBL... we would be glad to teach our teachers how to do this .... we have been teaching teachers at other colleges how to do PBL for many years.

working topic into lecture/presentations/lab discussions as appropriate or related to topic.

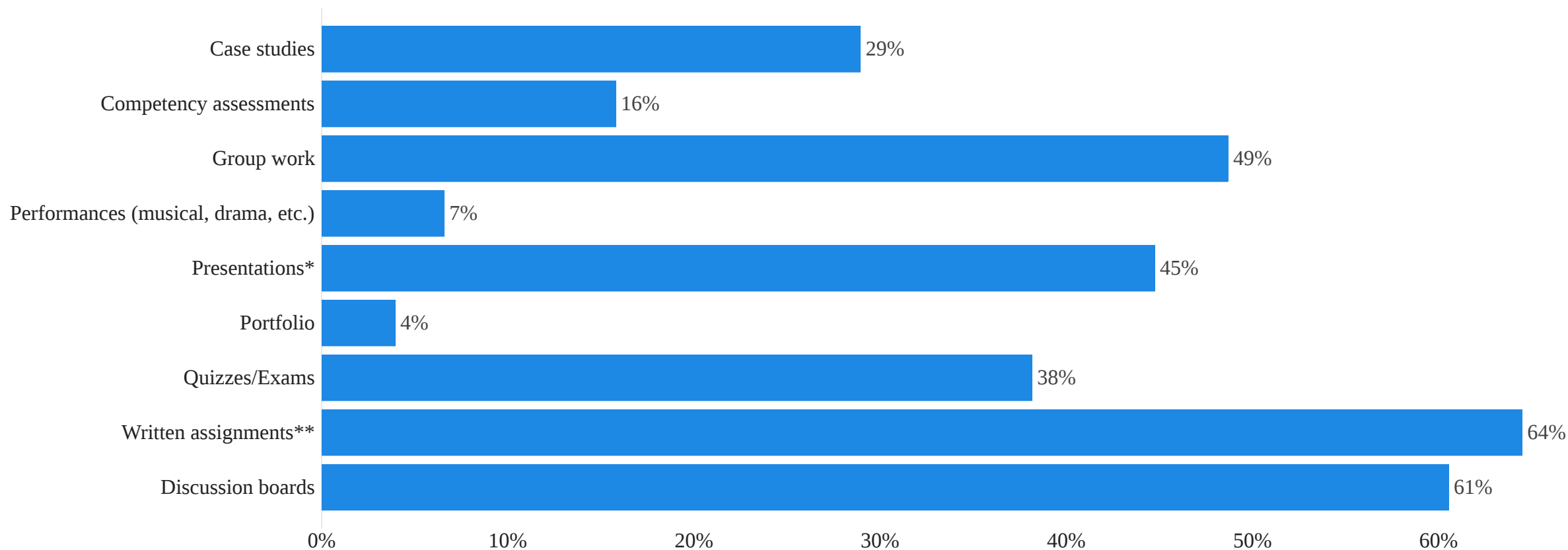
**Q4 - How effective do you believe your teaching strategies are for helping students successfully achieve aspects of the ILO: Civic and Global Enagement? (Please choose one answer)I believe my teaching strategies are:**

77 Responses



### Q5 - What methodologies do you use to assess the effectiveness of your teaching strategies in helping students learn Civic and Global Engagement? (Check all that apply)

76 Responses



\*Presentations include individual/group project presentations, demonstrations, speeches, etc.

\*\*Writing assignments include essays, research paper, short-answers, essay questions, reflections, etc.

## Q5 - What methodologies do you use to assess the effectiveness of your teaching strategies in helping students learn Civic and Global Engagement? (Open-Ended Responses)

10 Responses

DO not test students about this topics.

None

Involving students in completing tasks that require minimum costs but producing maximum revenues and eventually higher profits

I do not think I assess the effectiveness of the Discussion boards. I add comments and respond to student posts, but that's about it.

Weekly journals assignments during the pandemic and the uprising in 2020. Also applied the 2020 fires with evacuations, COVID safety, lung physiology and immune response.

I don't assess this

Discussion during live Lab sessions.

Sharing personal experiences when appropriate.

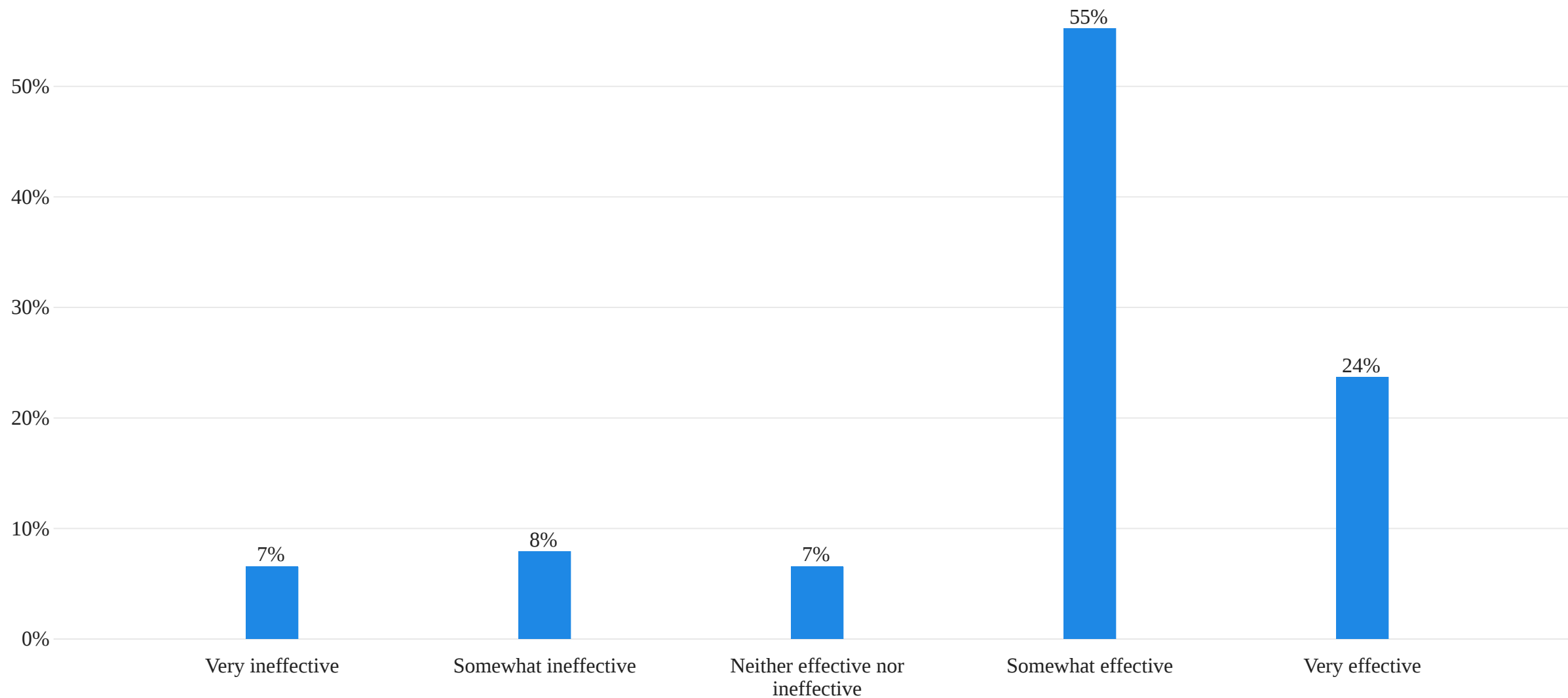
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Annotation assignments

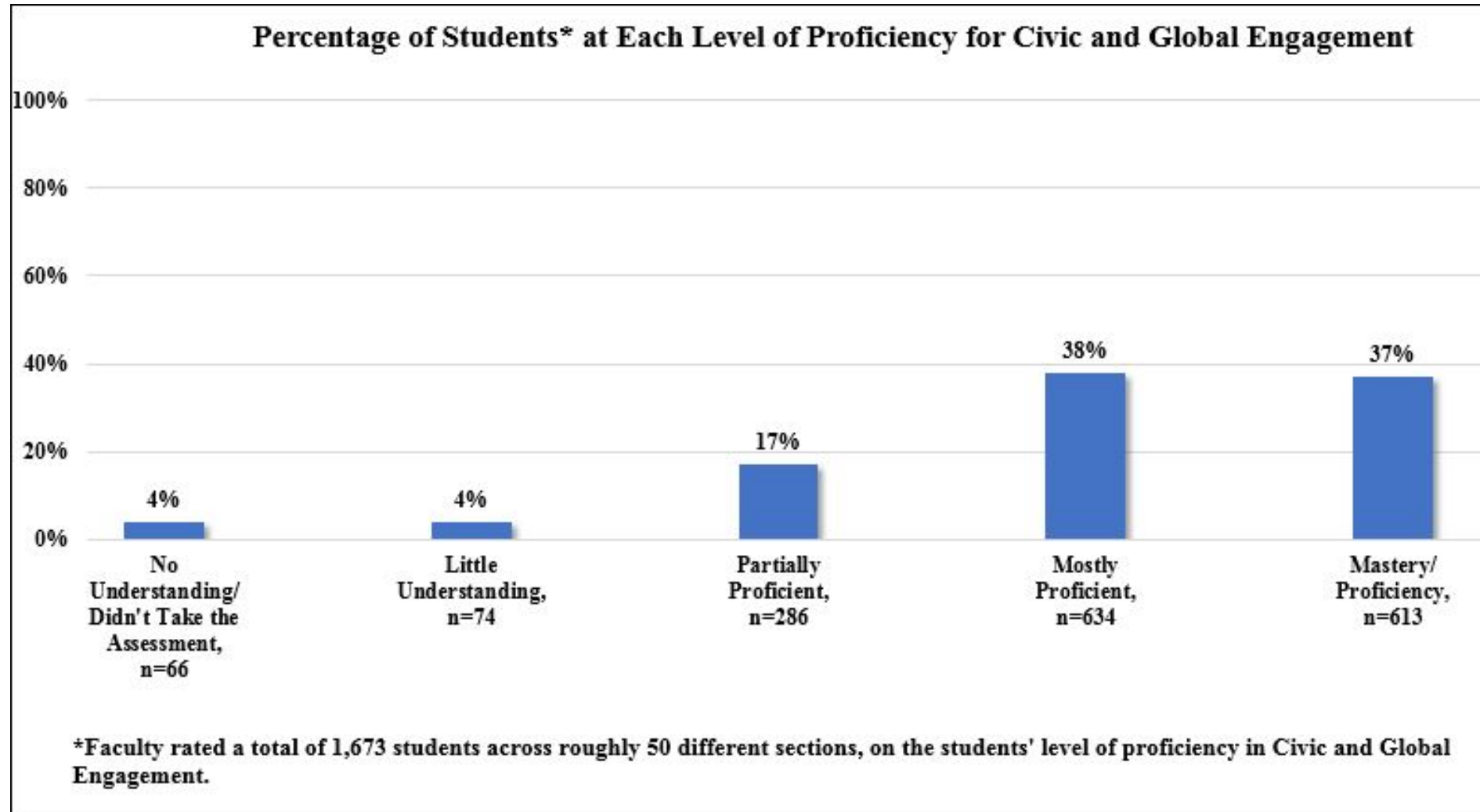


**Q6 - How effective do you believe your assessment methodologies are in accurately reflecting student learning with regard to the ILO: Civic and Global Engagement? My assessment methodologies are:**

76 Responses



**Q7 & Q8. Please pick one of the courses you listed in which you recently taught this ILO and think of an assessment you used that you believe accurately captured student learning on Civic and Global Engagement in the course. About what percentage of your students achieved at each level of proficiency described below?**



## Q9 - Please identify one way that Chabot can help improve student success in this ILO: Civic and Global Engagement.

42 Responses

Please identify one way that Chabot can help improve student success in this ILO: Civic and Global Engagement.

Access to more smart classrooms on-campus. I believe that incorporating more technology in activities increases a student's interest in mastery of a topic and expanding creativity.

Allow for all viewpoints to be heard. Listen more, vilify less.

Too much emphasis on political parties despite college policies to the contrary--see this in open school forums.

Teach/engage in more collegiality among faculty/staff.

People shouldn't feel like they cannot speak their mind lest they be branded in some way.

Promote integrity and candor.

Less patronization of "chosen minority" and more work towards more positive results to uplift everyone.

(sorry--that was more than one way, but that's how I roll).

Always work to limit non-teaching demands on faculty so that less time is taken away from teaching.

As we come back to campus, I think this will happen on its own. I believe students will be uber excited to learn and engage in group activities.

Bring renown speakers and assign Professional Development monies to each faculty to continue develop competencies to teach Civic and Global Engagement.

CREATE EVENTS TO ALLOW STUDENTS SHARE THE VIEWS ON THESE OUTCOMES-TIK TOK...CHABOT'S INTERNALLY CREATED SOCIAL MEDIA-Meet students-this generation-where they are.They are very passionate about these outcomes and need them more than ever in this cliamte. Thanks!

Cannot think of any at this time.

Chabot can provide more posters & flyer promoting more Civic and Global Engagement.

Consider more avenues for students to impact Chabot policies and planning. My students researched and created a plan to improve campus transportation options to address inequitable and environmentally unsustainable campus access, but they did not have a very effective means to broadcast this information to Chabot/the Board/the city.

**Please identify one way that Chabot can help improve student success in this ILO: Civic and Global Engagement.**

Curate and publish the assignments that colleagues are using now related to this ILO. Make it easy to browse through the ideas and techniques that others have found to be successful. Encourage sharing of these in Flex-Day sessions, and across division boundaries. Have displays in areas such as the Library, Building 700 Registration and Counseling areas, Cafeteria, Student Center, and Administration building that illustrate the work being done. (Sorry - more than one listed....:)

Designate courses as discussion courses by allocating credit hours to lecture and discussion. For example a 4 credit course with 3 lecture hours and 1 discussion hour.

Do a CAGE Conference, lead by students?

Encourage instructors to include civic and environmental topics in the related disciplines .

Ensure that CORs have at least one outcome that is tied to global perspectives.

Expand access to tutoring and academic supports so students can get help in understanding assignments.

Extracurricular days of service

FLEX session, Great Debate

I don't think I can accurately give a percentage. Students are graded on effort, no proficiency.

I think everyone at Chabot is actively working to model, instruct, and prompt Global Engagement

Identify an event/theme/activity that many different disciplines can connect to by having a theme and at the end of the semester all the participating disciplines will come together at the event and present their perspective lens from their discipline.

For example, if the theme for fall 2022 is SUSTAINABILITY (we now have a sustainability fellow on campus) ask which instructors would like to participate in theming their class around sustainability and we can have said participants (English, History, Ethnic Studies, Geography and Environmental Science) classes all come together on December 1st for a poster presentation around sustainability. Invite city and local government and agencies to sponsor & participate in the event.

In addition to guest speakers, Chabot can engage students in campus wide activities and inform students about off-campus opportunities to continue learning about and appreciating members of the larger community.

**Please identify one way that Chabot can help improve student success in this ILO: Civic and Global Engagement.**

Is there a way to provide students with access to good films to be watched individually without the instructor having an account with companies like Hulu when the films are not available at our library?

Make sure that small departments still get support so that they have the resources to improve student success in this ILO. Concrete ways to do this is to make sure that all departments have 2 full time faculty or reassign time to complete administrative duties for the department as in small departments this is all done by one person also teaching a full load. With more support, faculty have more time to make sure that important themes such as this ILO are successfully taught in all classes.

More communication concerning the ILO. Also, example types of discussions.

More cross-disciplinary opportunities to work together and share ideas from across the college.

More faculty training

More opportunities for faculty to share resources

A library page devoted to the topics

Free subscriptions to relevant journals

More interdisciplinary curricula

More speakers, workshops, conferences for students to attend.

N/A

No recommendations at this time

Peer speakers, plays or theater, stories that inspire and create compassion. Offer credit or courses or networks where students get first hand experience in areas that are a stretch for them or address false beliefs to have an eye opening experience. I used to teach cultural competency at a trauma center in the S. Bronx where we grouped the employees, housecleaning, nurses, physicians and all different staff, in mixed or blended together to work through group assignments and role playing. It was a 6 hour course. Most participants enjoyed the overall reminder that we are all humans and we all have the same basic needs, acceptance and love. Most participants learned that regardless of your background, economic, culture or education we all had similar experiences that we could relate to and understand each others' view point. There was basic psychology in the curriculum too.

**Please identify one way that Chabot can help improve student success in this ILO: Civic and Global Engagement.**

Provide more faculty resources; more speaking/performances (live and recorded); provide a course for instructors on how to incorporate more civil and global activities in their courses

Provide more learning options outside of Canvas

Provide paid opportunities for Faculty to work on incorporating strategies into their classes. I have participated in a lot of discussion (on my own time with no financial compensation), but could use help in finding more activities in math that directly align with the course curriculum. As a part-time faculty who almost lost the one class I was assigned due to low enrollment, having more compensated opportunities for faculty development would ne appreciated.

Remind the staff through emails so they incorporate these concepts in their teaching processes .

Scholarships or other incentives to participate in the creation or presentation of a research project on the subject related to a particular major course of study.

Since this an online class, finding new and varied ways to engage students remotely and asynchronously is always a challenge.

As a college, we should look into and invent on technology tools that will help us do this.

Support and provide funding for speaker events and workshops in the social sciences, such as Women's History Month events, the Ethnic Studies Summit, and Earth Week events.

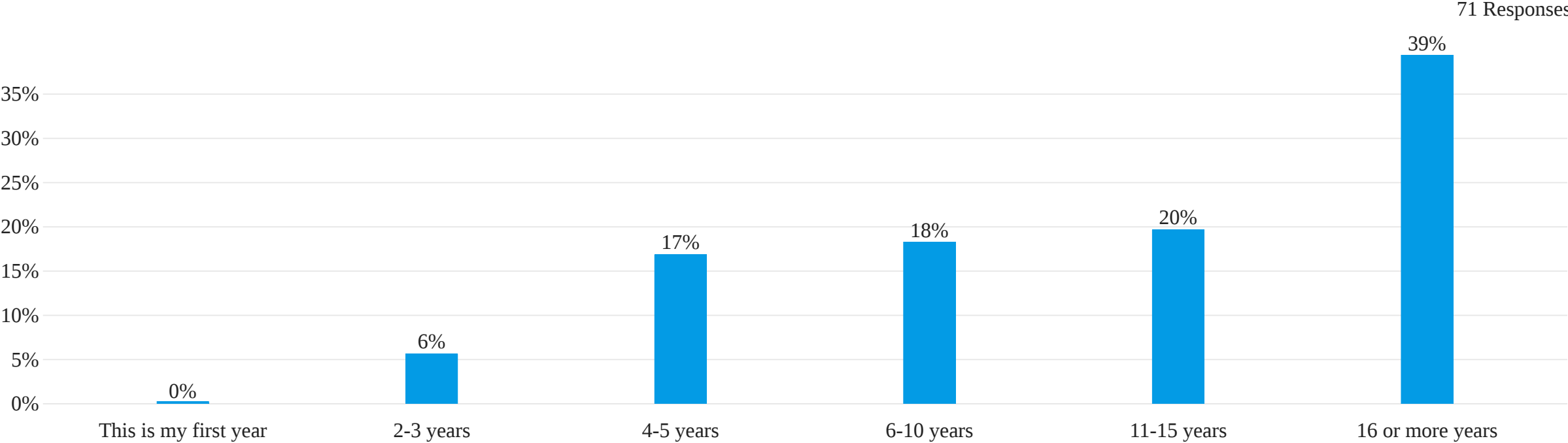
Support, in tangible ways, the faculty who are already doing this work.

nothing to add a this time

see previous paragraphs

speaker series, guest lectures, films, field trips and service learning opportunities

**Q10 - How long have you worked at Chabot?**



### Q11 - Are you a Full-time or Part-time faculty?

71 Responses

