

Chabot College Student Satisfaction Surveys: Trends 2003-2009

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. Since 2003, the biennial Student Satisfaction Survey has asked students how often they are involved in a variety of active learning activities at Chabot.

Most types of student learning engagement have remained at similar levels at Chabot between 2003 and 2009. However, several types of learning engagement have steadily increased in these six years. In classrooms, the proportion of students participating in small in-class discussions or projects has grown from under half to two thirds. The percentage of students making a presentation in class has grown slightly from just under 40 percent to just over it. Outside of classes, the percentage of students who discuss class topics with other students in their class has grown from 33 to 41 percent. About half of the students are now using Email, Blackboard, or other electronic means to communicate with their instructors, up from one third in 2005. All surveys were conducted in October in a representative sample of class sections.

Student engagement in learning

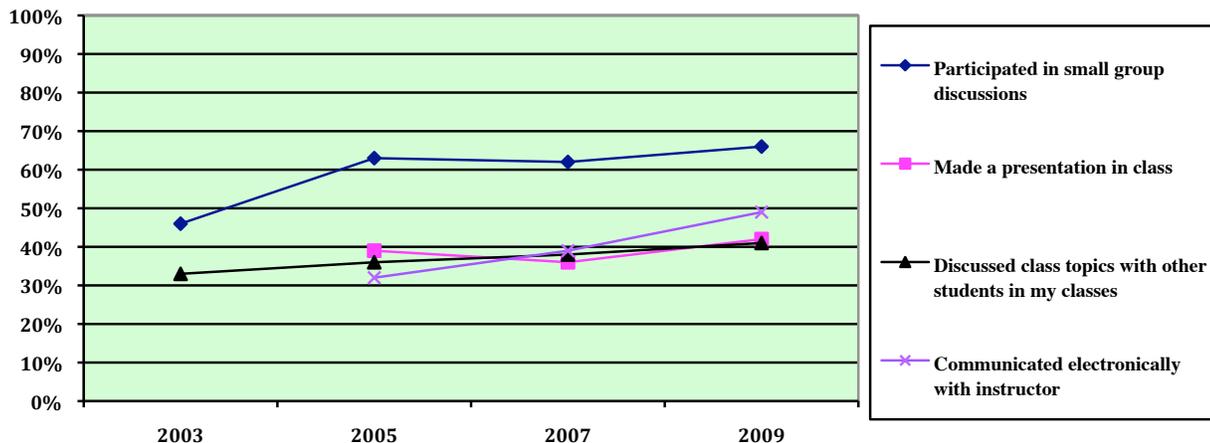
Averaging all your classes over all your semesters at Chabot, how often have you done the following activities?

		Often or very often			
		2003	2005	2007	2009
In my classes I have:	• asked questions.		43%	52%	49%
	• participated in large class discussions.		51%	54%	55%
	• participated in small in-class discussion or projects.	46%	63%	62%	66%
	• volunteered to speak	27%			
	• been called on by my instructor to speak	27%			
	• made a presentation to the class.		39%	36%	42%
Outside my classes I have:	• discussed class topics or assignments with other students in my classes.	33%	36%	38%	41%
	• met as a study group with other students in my classes.	16%	20%	23%	24%
	• talked about class topics with family, friends, and others.	27%	46%	47%	50%
	• used Email, Blackboard, or other electronic means to communicate with an instructor.		32%	39%	49%
	• met with instructors to discuss course topics in a general way.	11%			
	• met with my instructor to discuss assignments or my progress.	15%	24%	27%	28%
For my classes I have:	• come to class with my readings or assignments completed.*		79%	78%	14%
	• prepared one or more drafts of a paper or assignment before the final draft.**		64%	67%	42%
	• worked on a paper that required integrating ideas/information.		65%	68%	57%
	• produced original works (i.e., artwork, designs, music, objects, etc.).			47%	34%
	• done work that was not assigned to improve my skills in classes.	15%	28%	39%	23%
	• worked harder than I thought I could to meet an instructor's expectations.		48%	54%	45%
	• volunteered in a community organization as part of a regular course.		15%	23%	13%
On campus I have:	• tutored or taught other students (paid or voluntary).		7%	14%	9%
	• participated in campus clubs, student government, or intercollegiate sports.		13%	15%	12%
	• had serious conversations with students of different religious beliefs or political opinions.		14%	18%	14%

*In the Fall 2009 Survey this question was changed to "...come to class without my readings or assignments completed".

**In the Fall 2009 Survey the question was changed to "...prepared two or more drafts of a paper or assignment before the final draft".

Increases in Student Engagement: Trends from 2003 to 2009



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