

Chabot College Student Satisfaction Survey: Fall 2009

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 Satisfaction Survey, students are asked how often they are involved in a variety of active learning activities at Chabot. In Fall 2009, about 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, working on a paper that requires integrating ideas, and working hard to meet an instructor's expectations. In addition, two thirds of students participated in small group discussions.

Two types of learning engagement grew significantly between Fall 2007 and Fall 2009—making presentations in class and communicating with instructors electronically. While most types of engagement remained the same, several types of engagement decreased between 2007 and 2009—producing original works and doing work that was not assigned.

The Student Satisfaction Survey was conducted in October 2009 in a representative sample of 70 course sections. Surveys were completed by 1,630 students (58% full-time; 42% part-time).

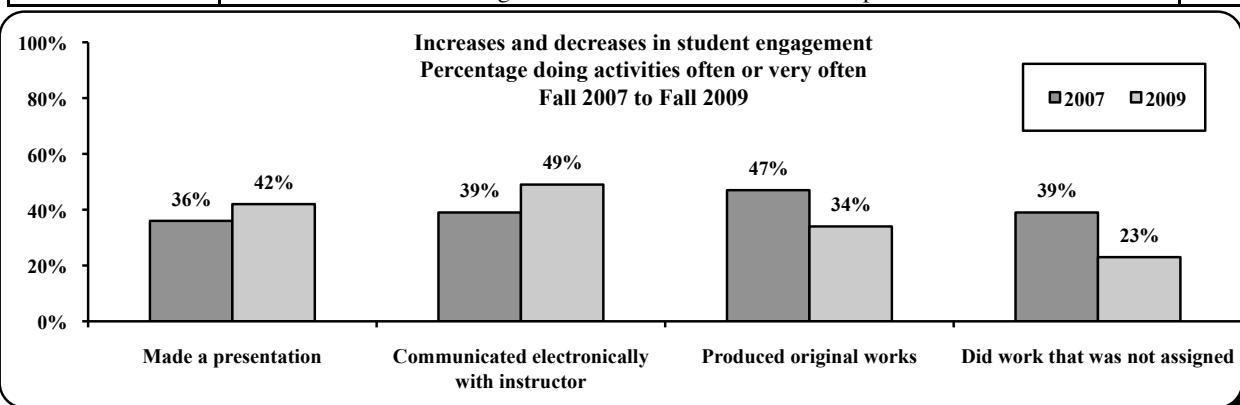
Student engagement in learning

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%	4%
	• participated in large class discussions.	55%	37%	8%
	• participated in small in-class discussion or projects.	66%	31%	3%
	• made a presentation to the class.	42%	39%	19%
Outside my classes I have:	• discussed class topics or assignments with other students in my classes.	41%	44%	15%
	• met as a study group with other students in my classes.	24%	39%	37%
	• talked about class topics with family, friends, and others.	50%	40%	11%
	• used Email, Blackboard or other electronic means to communicate with an instructor.	49%	35%	15%
	• met with my instructor to discuss assignments or my progress.	28%	43%	29%
For my classes I have:	• come to class <u>without</u> my readings or assignments completed.	14%	60%	26%
	• prepared <u>two or more</u> drafts of a paper or assignment before the final draft.	42%	40%	18%
	• worked on a paper that required integrating ideas/information from various sources.	57%	33%	10%
	• produced original works (i.e., artwork, designs, music, objects, etc.).	34%	29%	37%
	• done work that was <u>not</u> assigned to improve my skills in classes.	23%	46%	31%
	• worked harder than I thought I could to meet an instructor's expectations.	45%	40%	15%
On campus I have:	• volunteered in a community organization as part of a regular course.	13%	22%	65%
	• tutored or taught other students (paid or voluntary).	9%	16%	75%
	• participated in campus clubs, student government, or intercollegiate sports.	12%	10%	78%
	• had serious conversations with students of different religious beliefs or political opinions.	14%	24%	63%

Increases and decreases in student engagement between 2007 and 2009

		Percentage who have done these activities often or very often:	2007	2009
In my classes I have:	• made a presentation to the class.		36%	42%
Outside my classes I have	• used e-mail to communicate with an instructor.		39%	49%
For my classes I have:	• produced original works (i.e., artwork, designs, music, objects, etc.).		47%	34%
	• done work that was not assigned to improve my skills in classes.		39%	23%
	• worked harder than I thought I could to meet an instructor's expectations.		54%	45%



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