

Chabot College Student Surveys: Trends 2005-2011

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 2005, the biennial Student Satisfaction Survey has asked students how often they are involved in a variety of active learning activities at Chabot.

In 2011, overall student learning engagement dropped slightly or stayed the same, after rising in several areas in 2009. Most types of learning engagement returned to 2005 or 2007 levels. However, two types of learning engagement activities changed significantly in the last six years. The percentage of students who worked on a paper that required integrating ideas and information from several sources dropped from about two thirds to one half of the students. And the percentage of students who used Email, Blackboard, or other electronic means to communicate with their instructors grew from 32 percent to 44 percent.

All surveys were conducted in October in a representative sample of class sections.

Student engagement in learning: 2005-2011

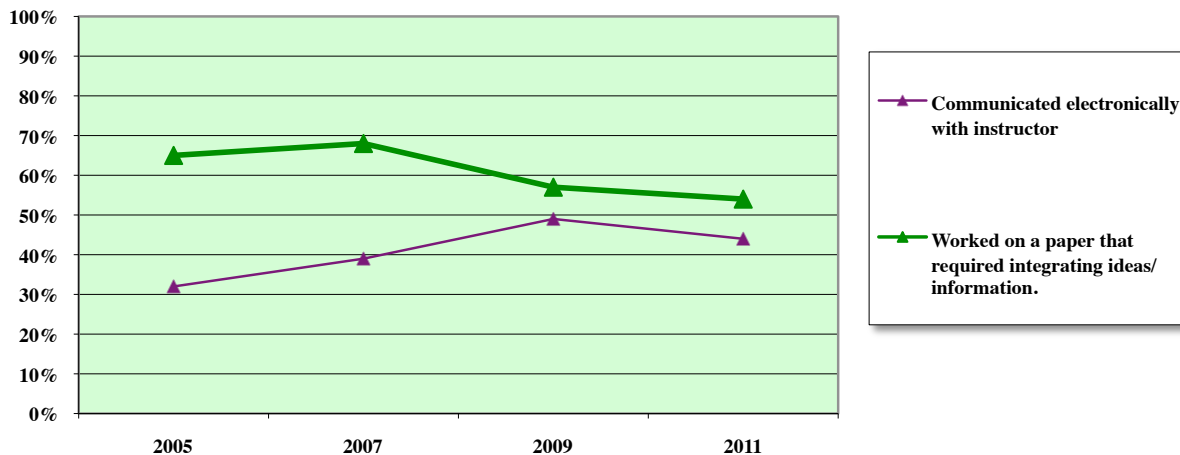
Averaging all your classes over all your semesters at Chabot, how often have you done the following activities?

		2005	2007	2009	2011
In my classes I have:	• asked questions.	43%	52%	49%	46%
	• participated in large class discussions.	51%	54%	55%	50%
	• participated in small in-class discussion or projects.	63%	62%	66%	63%
	• made a presentation to the class.	39%	36%	42%	37%
Outside my classes I have:	• discussed class topics or assignments with other students in my classes.	36%	38%	41%	38%
	• met as a study group with other students in my classes.	20%	23%	24%	23%
	• talked about class topics with family, friends, and others.	46%	47%	50%	45%
	• used Email, Blackboard, or other electronic means to communicate with an instructor.	32%	39%	49%	44%
	• met with my instructor to discuss assignments or my progress.	24%	27%	28%	25%
For my classes I have:	• come to class with my readings or assignments completed.*	79%	78%	14%	13%
	• prepared one or more drafts of a paper or assignment before the final draft.**	64%	67%	42%	42%
	• worked on a paper that required integrating ideas/information.	65%	68%	57%	54%
	• produced original works (i.e., artwork, designs, music, objects, etc.).		47%	34%	34%
	• done work that was not assigned to improve my skills in classes.	28%	39%	23%	26%
	• worked harder than I thought I could to meet an instructor's expectations.	48%	54%	45%	45%
	• volunteered in a community organization as part of a regular course.	15%	23%	13%	14%
On campus I have:	• tutored or taught other students (paid or voluntary).	7%	14%	9%	11%
	• participated in campus clubs, student government, or intercollegiate sports.	13%	15%	12%	15%
	• had serious conversations with students of different religious beliefs or political opinions.	14%	18%	14%	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".

**Major Changes in Student Engagement
Trends from 2003 to 2011**



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