

# Chabot College Student Surveys: Trends 2005-2017

## Institutional Learning Outcomes

Since 2001, the biennial Fall student survey has asked students about the progress they have made as a result of being at Chabot in learning the five Institutional Learning Outcomes (formally College-wide Learning Goals)—communication, critical thinking, global and cultural involvement, civic responsibility, and the development of the whole person. The charts below compare the results of the surveys through 2017.

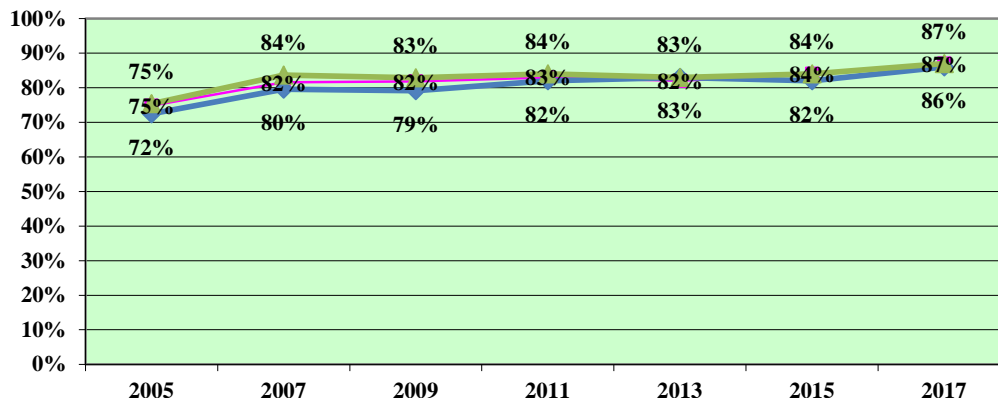
Substantial percentages of students have consistently reported making "some" or "a lot" of progress in all five goals, with the most progress in Communication and Critical Thinking. "Communicating with respect," "Critical thinking," and "Thinking for myself" have consistently shown the most progress. The highest increases between Fall 15 and Fall 17 were in the areas of Global and Cultural Involvement & Civic Responsibility.

The Student Accreditation Survey was conducted in October 2017 in a representative sample of seventy-seven on-campus course sections and was completed by 1,702 students (59% full time and 41% part time).

### Student Progress on the Institutional Learning Outcomes: 2005-2017

As a result of being at Chabot,		Some or a lot of progress						
how much progress have you made in the following areas?		2005	2007	2009	2011	2013	2015	2017
<b>Communication</b>	• Reading effectively..	68%	77%	76%	77%	77%	79%	81%
	• Writing effectively..	73%	80%	79%	78%	81%	81%	85%
	• Speaking effectively..	71%	77%	76%	78%	77%	79%	82%
	• Communicating with respect for the views of others..	75%	82%	82%	83%	82%	84%	87%
	• Using computers and other technology effectively..	61%	70%	70%	75%	73%	73%	77%
<b>Critical Thinking</b>	• Recognizing valid research information on the Internet		76%	75%	79%	80%	78%	83%
	• Critical thinking (evaluating, analyzing, questioning)..	72%	80%	79%	82%	83%	82%	86%
	• Problem-solving (applying knowledge to new situations)..	72%	78%	78%	80%	80%	81%	85%
	• Mathematical skills and abilities..	61%	68%	68%	70%	68%	71%	74%
	• Thinking for myself..	75%	84%	83%	84%	83%	84%	87%
<b>Global and Cultural Involvement &amp; Civic Responsibility</b>	• Understanding diverse philosophies, cultures, and ways of life..	64%	74%	74%	74%	77%	72%	78%
	• Becoming informed about current issues affecting the US and the world..	64%	70%	71%	72%	72%	69%	77%
	• Ability to make a positive contribution to my community..	54%	66%	63%	65%	68%	64%	74%
	• Developing a personal code of values and ethics..	59%	72%	70%	71%	74%	70%	76%
<b>Development of the whole person</b>	• Balancing the health of my mind, body, and spirit..	59%	72%	72%	73%	72%	68%	69%
	• Discovering my own potential..	69%	78%	78%	78%	78%	75%	76%
	• Developing my own creative abilities..	66%	76%	76%	77%	75%	72%	72%
	• Developing clear educational or career goals..	69%	78%	76%	80%	76%	74%	78%
	• Developing a love of learning..	65%	73%	72%	74%	73%	72%	74%

**Chabot College**  
**Institutional Learning Outcomes: areas with the most progress by students in 2017**  
**Trends 2005-2017**



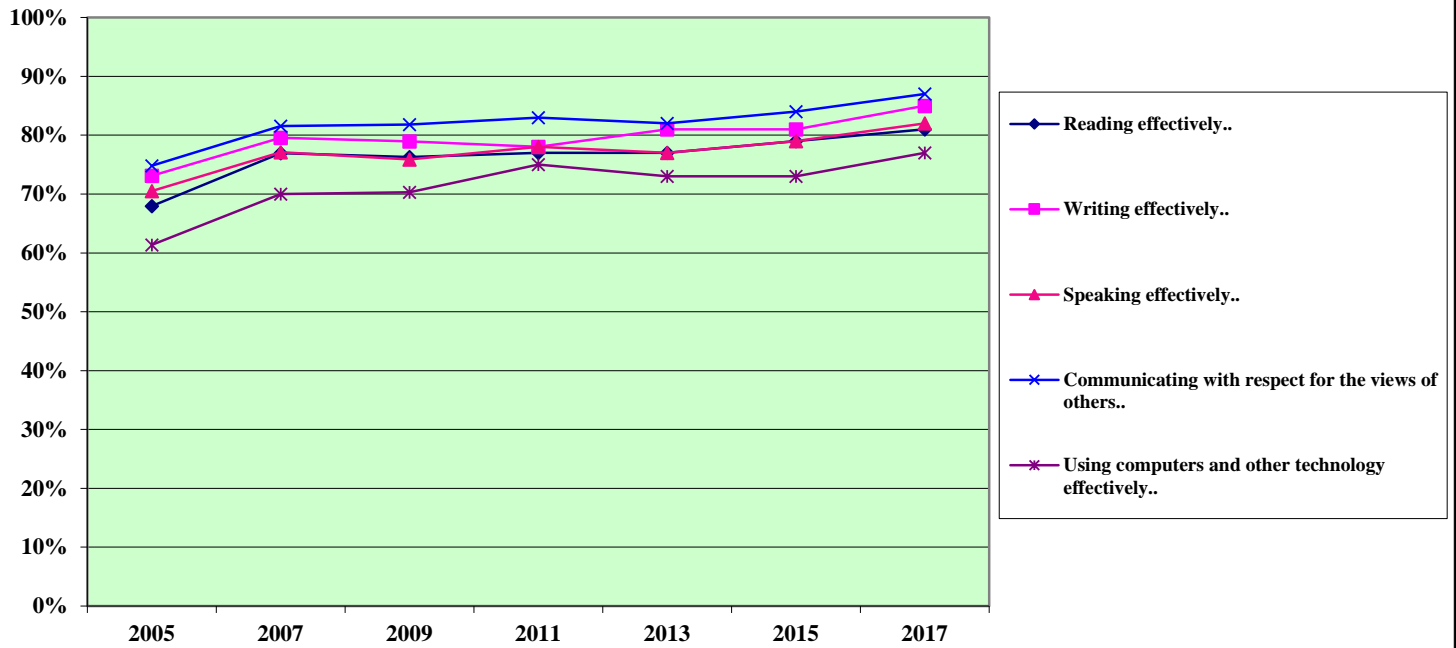
**NOTE:**  
 All percentages have a margin of error of 3 to 4 percentage points.

— Communicating with respect for the views of others..

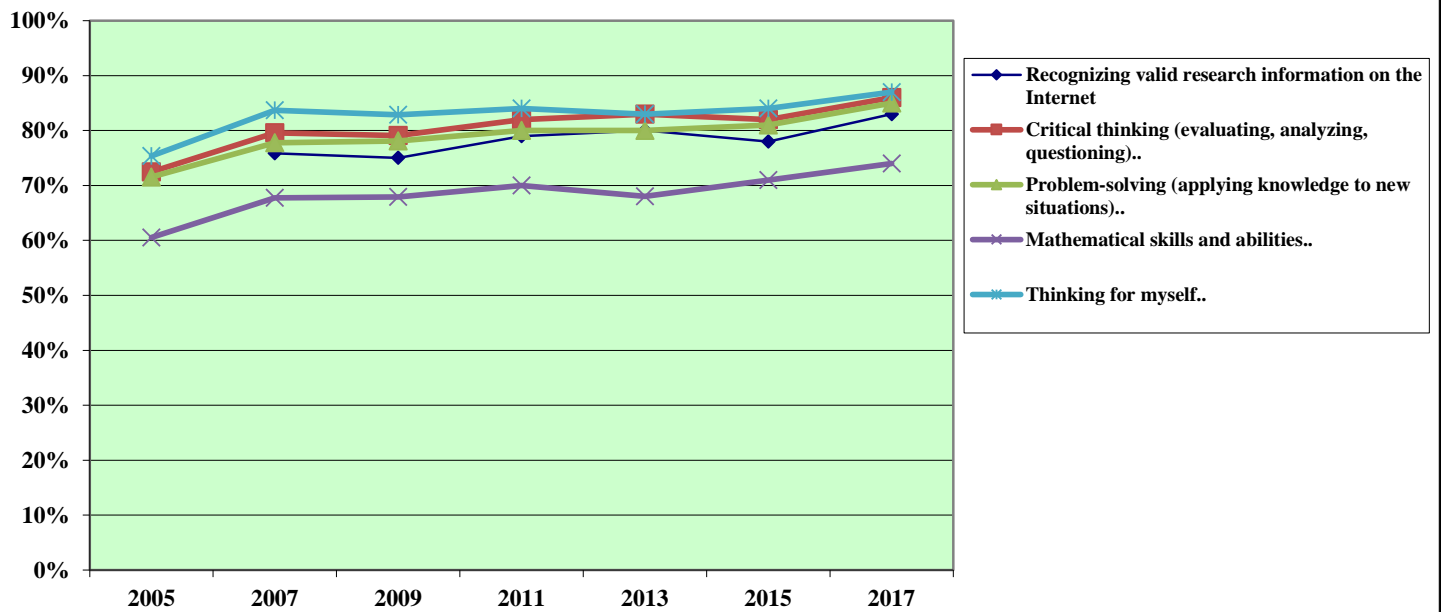
— Critical thinking (evaluating, analyzing, questioning)..

— Thinking for myself..

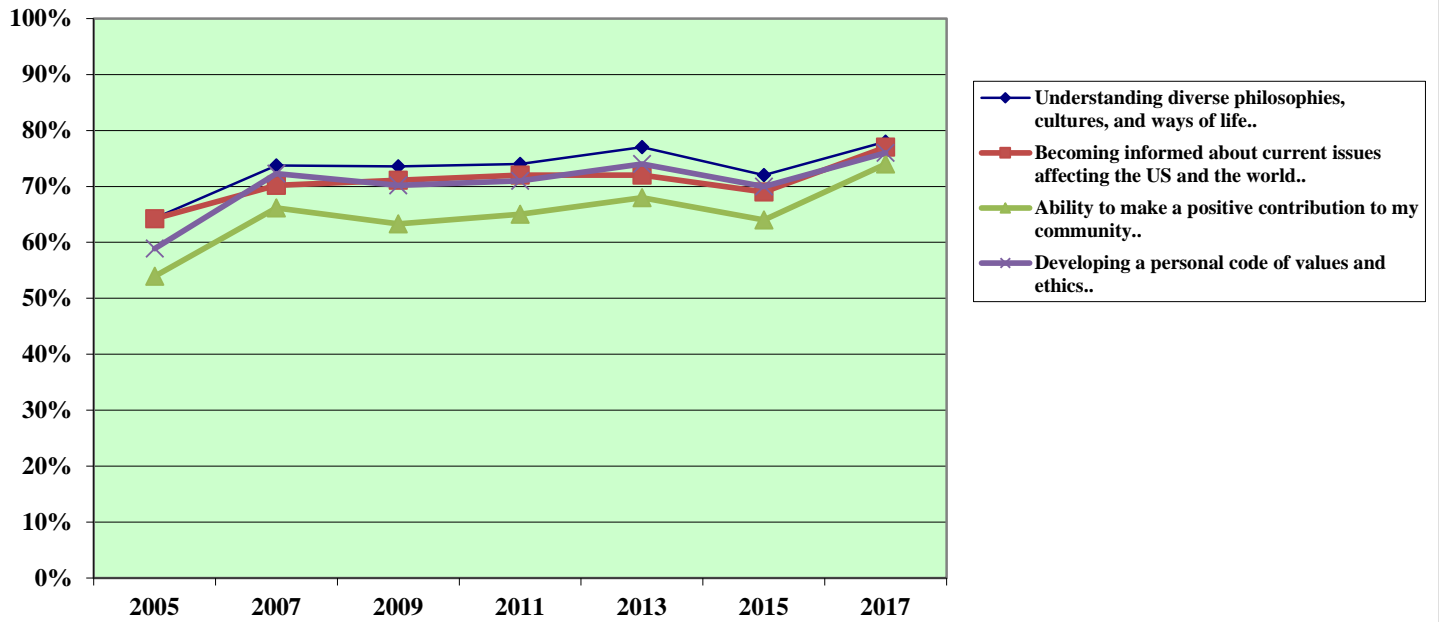
### Chabot College Trends in Institutional Learning Outcomes 2005-2017 Communication



### Chabot College Trends in Institutional Learning Outcomes 2005-2017 Critical Thinking



### Chabot College Trends in Institutional Learning Outcomes 2005-2017 Global and Cultural Involvement and Civic Responsibility



### Chabot College Trends in Institutional Learning Outcomes 2005-2017 Development of the Whole Person

