

# Chabot College Student Engagement in Learning

## Learning engagement and outcomes with Learning Assistants: Spring 2010

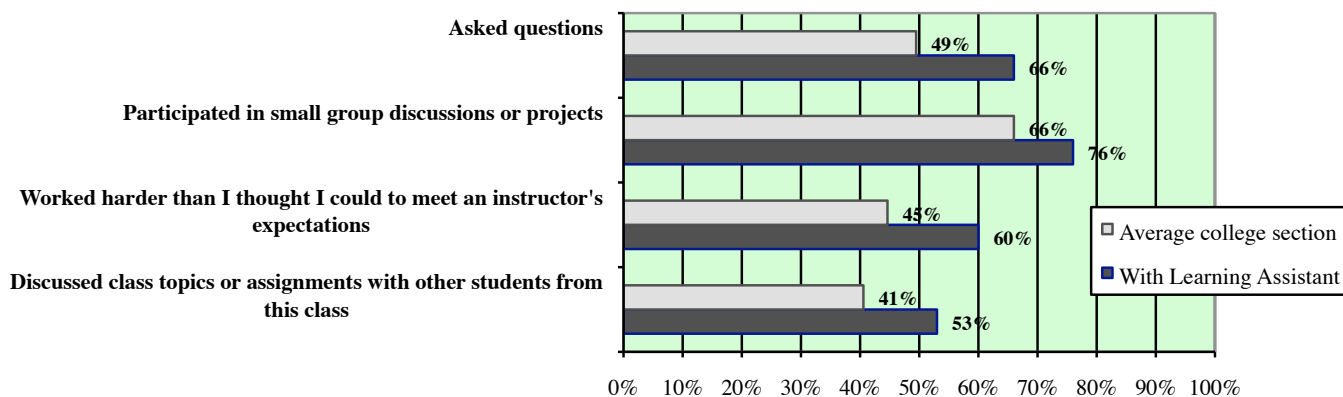
Student engagement in learning is higher in class sections with Learning Assistants than in the average class section across campus. Student engagement is measured by how often students participate in or initiate active learning activities, either within or outside the classroom. Student engagement surveys given in the 40 sections that had Learning Assistants in Spring 2010 were compared to the average student engagement levels from the Fall 2009 Student Satisfaction Survey. Students were also asked how often they personally worked with the Learning Assistant in their section.

Students who worked with Learning Assistants were more likely to ask questions, participate in both large and small group class discussions, talk about the topics outside of class, join a study group, and work hard in the class (see chart). For instance, while about half (49%) of Chabot students in average sections asked questions, two thirds (66%) of students who were in sections with a Learning Assistant and who worked frequently with that Learning Assistant asked questions.

### Student engagement in sections with and without Learning Assistants

<i>IN THIS CLASS, the percentage who have done these student-initiated activities often or very often:</i>		College Average (F09 Survey)	Worked frequently with a Learning Assistant
<b>In this class I have:</b>	• asked questions.	49%	66%
	• participated in large all-class discussions.	55%	66%
	• participated in small group discussions or projects.	66%	76%
<b>Outside of class time I have:</b>	• discussed class topics or assignments with other students in my classes.	41%	53%
	• met as a study group with other students in my class.	24%	35%
	• talked about class topics with family, friends, and others.	50%	62%
<b>For this class I have:</b>	• done work that was not assigned to improve my skills in classes.	23%	35%
	• worked harder than I thought I could to meet an instructor's expectations.	45%	60%

### Chabot College Student Learning Engagement: with and without Learning Assistants



### Learning-related outcomes in sections with Learning Assistants

Students in sections with a Learning Assistant who worked frequently with the Learning Assistant also experienced high levels of learning-related outcomes. The more time students worked with a Learning Assistant, the more confident they became in their ability to make sense of the class material and the more able they were to understand the assignments. They were also more likely to have interacted with the instructor about the class and their performance. Most students who worked frequently with the Learning Assistant reported that the Learning Assistant helped them develop their skills, understand the material, and keep up with the class, whereas students who worked with them less also benefited less.

<b>Learning-related outcomes</b>		How much time they worked with the Learning Assistant	
<i>Percentage who experienced the following learning-related outcomes often or very often:</i>		<i>Sometimes</i>	<i>Frequently</i>
<b>In this class I have:</b>	• discussed class material with the instructor...	55%	76%
	• received in-person feedback from my instructor...	56%	81%
	• become more confident in my ability to make sense of and learn the class material.	78%	91%
	• become better able to understand the class material and assignment expectations.	81%	92%
	• met as a study group with other students and a learning assistant from this class...	7%	26%
<b>The Learning Assistant(s):</b>	• helped me develop my skills...	34%	79%
	• gave me special attention so I could keep up with the class...	27%	63%
	• helped me understand the class materials...	34%	79%