

Chabot College

Assessment of College-wide Learning Goals

Critical Thinking

The majority of Chabot students — 70% — are proficient or mostly proficient in critical thinking, according to faculty who assessed critical thinking student learning outcomes in their general education courses in Fall 2014. They also found that 86 percent were partially proficient or higher. This is similar to how Chabot graduates rated themselves.

Assessment by faculty is the direct way to assess student learning — only faculty can tell how much students learn. An indirect way to assess is to ask the students themselves. Of students surveyed in the all-student Fall 2013 survey, 41% thought they were making a lot of progress in critical thinking; 83% said they were making some or a lot of progress. Of graduates surveyed at Spring 2015 graduation, 67% said they had learned a lot; 91% learned some or a lot.

Direct Assessment:

Faculty assessment of student learning: Fall 2014

	Levels of Proficiency				
	Proficiency/ Mastery	Mostly proficient	Partially proficient	Little understanding	No understanding
Proficiency in Critical Thinking:	40%	30%	16%	6%	8%
<i>Total: Mostly proficient and above:</i>	70%				
<i>Total: Partially proficient and above:</i>	86%				

Indirect Assessment:

Student assessment of their progress: Fall 2013

	Amount of progress in this area			
	A lot	Some	A little	None
Critical Thinking (evaluating, analyzing, questioning):	41%	42%	13%	4%
<i>Total: A lot of progress:</i>	41%			
<i>Total: Some or a lot of progress:</i>	83%			

NOTE: Student percentages have a margin of error of 2 to 4 percentage points.

Degree and Certificate Graduates' assessment of their learning: Spring 2015

	Amount of learning in this area			
	A lot	Some	A little	None
Critical Thinking (evaluating, analyzing, questioning):	67%	24%	8%	1%
<i>Total: A lot of learning:</i>	67%			
<i>Total: Some or a lot of learning:</i>	91%			

Assessments by Faculty and Students of Student Learning in Critical Thinking

