

# The Institutional Learning Outcome (ILO) Assessment Survey on Development of the Whole Person: Spring 2025

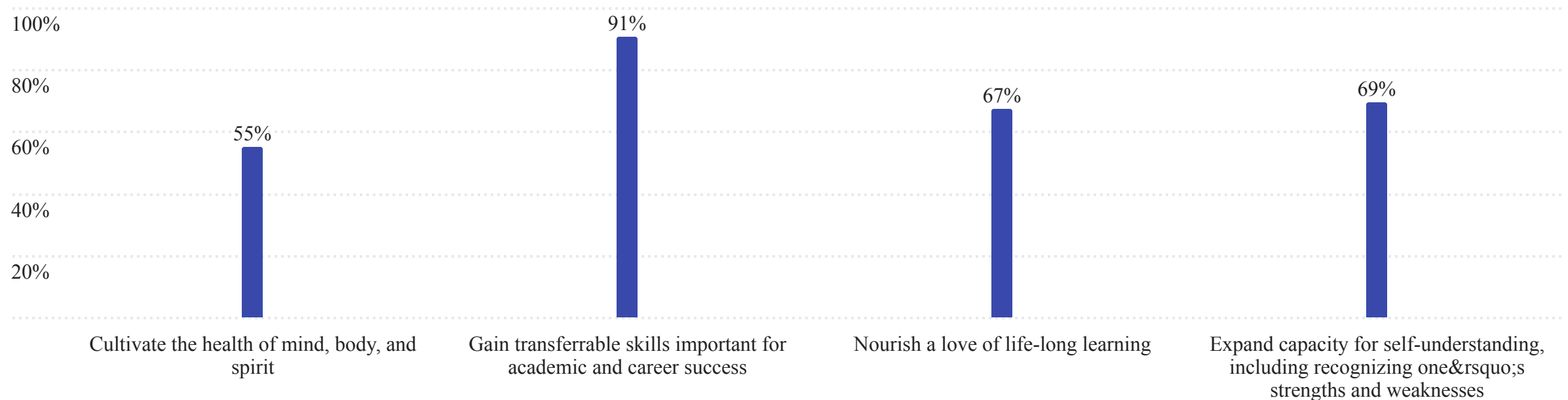
Compiled by Office of Research, Planning, and Institutional Effectiveness

The Institutional Learning Outcome (ILO) Assessment survey on Development of the Whole Person was administered in spring 2025. The goal of this survey is to determine which aspects of the Development of the Whole Person ILO faculty members include in their curricula and what teaching strategies and methodologies they use to help students learn these aspects. Of the roughly 457 instructors at Chabot at the time of the survey\*, 98 (21%) took the survey. About 70% of the faculty respondents teach classes full-time and have worked more than 7 years at Chabot College.

\*Total count of full-time and part-time faculty is based on Fall 2024 HR reports

## Q1 - Which of the following aspects of the ILO Development of the Whole Person do you include within your current curriculum? (Check all that apply)

98 Responses



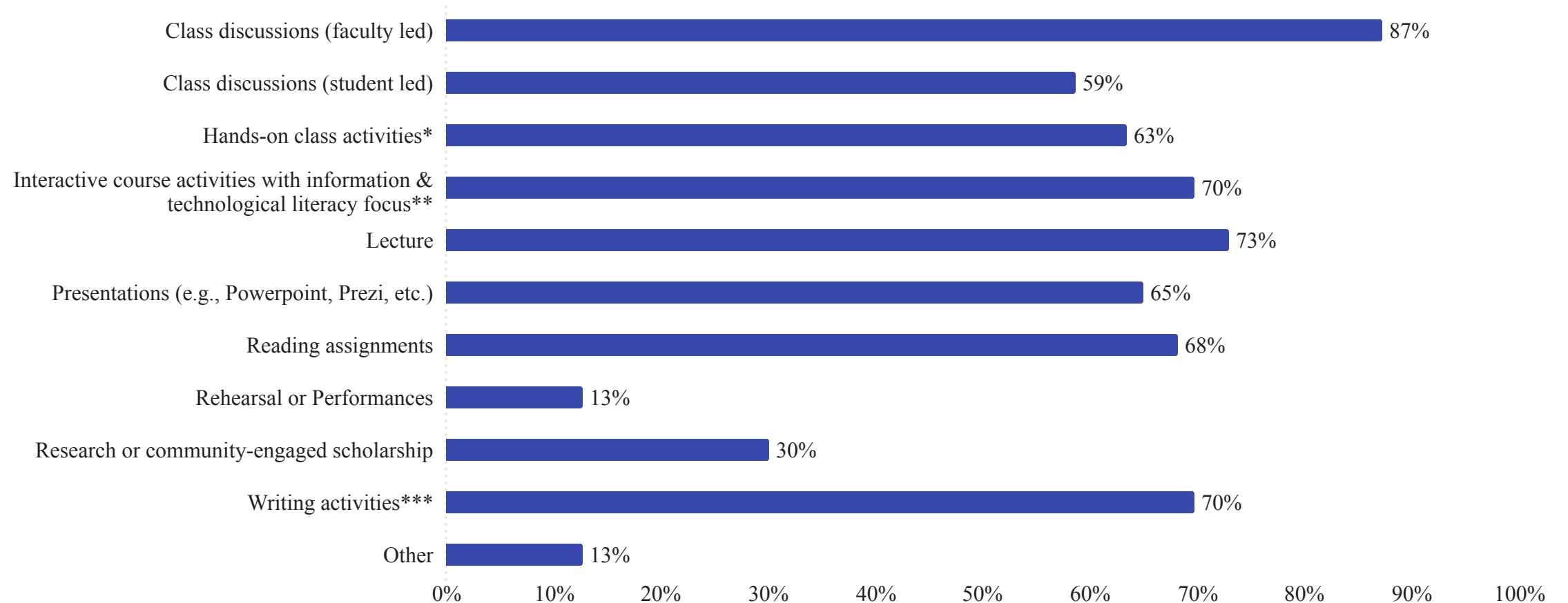
**Q2 - Please list the course or courses that include one or more of the aspect(s) of Development of the Whole Person that you checked or described above.**

Art 2 ABC	BIOS 1	COMM 10	ECD 63	ESL 230	PHYS 4B
Art 3 ABCD	BIOS 15	COMM 11	ECD 69	ESL 242B	PSCN 1
Art 7 ABCD	BIOS 18	COMM 12	ECD 79	Fire Technology 7	PSCN 10
Art 12 ABCD	BIOS 21B	COMM 2	ECD 90	Fire Technology 88ABCD	PSCN 12
Art13 ABCD	BIOS 21C	COMM 20	English 1	GEOS 11	PSCN 18
Art 16 ABCD	BIOS 41	COMM 3	English 1A	History 7	PSCN 20
Art 18A/B	BIOS 42	COMM 46	English 4A	History 8	PSCN 22
Art 20	BIOS 43	COMM 48	English 7A	Hlth 1	PSCN 26
Art 23	BIOS 44	DH 71A/B	English 11 A/B	Hlth 4	PSY 1
Art 24	BUS 1A	DH 71S	English 12 A/B	Hlth 18	PSY 4
Art 25	BUS 1B	DH 80B	English 13 A/B	Hlth 40	REST 80
Art 45	BUS 8	DH 81A/B	English 21	LIBS 1	REST 83
Art 61	BUS 12	DHYG 71A	English 22	MUSP 12	SOCI 1
Art 201	BUS 28	DHYG 71B	English 201A	MUSP 13	SOCI 3
Art 202	BUS 40	ECD 50	ESL 110A	MUSP 18	SOCI 6
ASTR 10	BUS 50K	ECD 54	ESL110B	MUSP 213	TRT 2A
ASTR 20	BUS 50L	ECD 56	ESL 110C	Nutr 1	TUTR 1A
ASTR 30	COMM 1	ECD 62	ESL 210	PHYS 4A	TUTR 1B

Among other answers survey participants wrote, "All ATEC", "All other Psychology Courses", "PSCN courses", "RISE Program", and "All math courses".

### Q3 - What teaching strategies do you use to help students learn these aspects of Development of the Whole Person (Check all that apply)

63 Responses



\*Hands-on class activities include labs, technical training, etc.

\*\*Interactive course activities include games, small group work, role plays, case studies, debates, modeling pros/cons, hypothetical scenarios, etc.

\*\*\*Writing activities include one-minute paper, journaling, share-a-question, reflection etc.

**Q3 - What teaching strategies do you use to help students learn these aspects of Development of the Whole Person (Other Responses)**

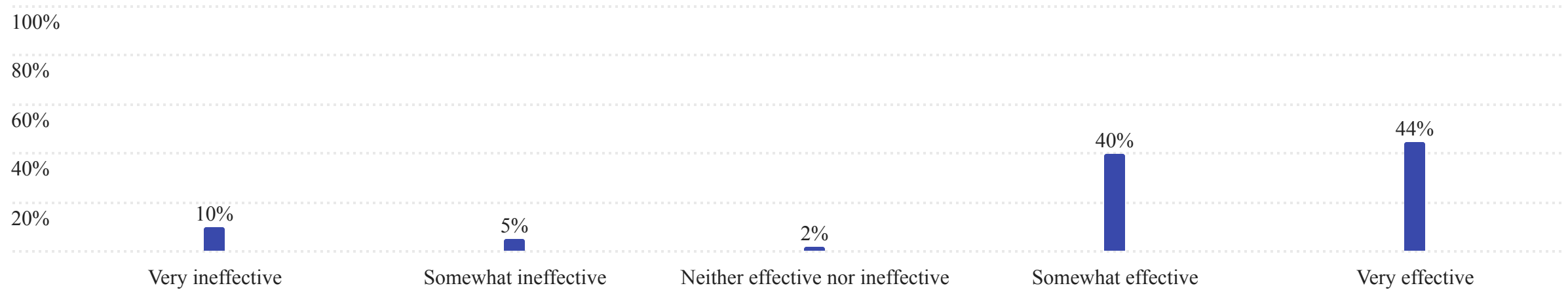
8 Responses

- Students learn to work in teams and think critically while working on real world case studies. The team appoints a leader and reports out.
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- Work-based learning in our Lab School, observations and interviews with practitioners, curriculum assignments.
- Dr. Andrew Liu from UCSF School of Medicine Department of Physical Therapy comes and speaks to the second year students about ergonomics, stretching and yoga. I give a lecture on prevention and alleviation of burnout. All throughout the course, students are taught to self care.
- Focus on study skills
- Student presentations
- English 1: exploration of definitions of identity (many assignments)
- English 4A: Discussions of themes in literature that apply to all aspects of life (for example, how identities can change)
- Creation of works of art
- Watching Ted Talks online and discussing topic explained.
- REACTION TO OTHER GROUPS

**Q4 - How effective do you believe your teaching strategies are for helping students successfully achieve aspects of the ILO: Development of the Whole Person? (Please choose one answer)**

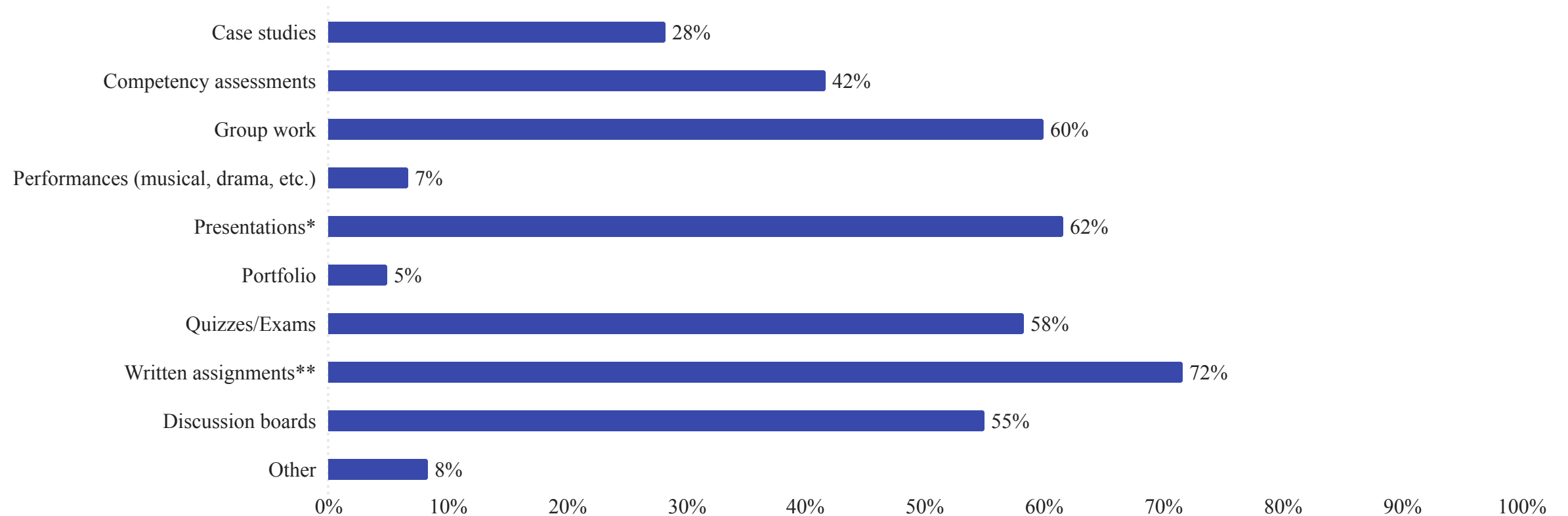
**I believe my teaching strategies are:**

63 Responses



**Q5 - What methodologies do you use to assess the effectiveness of your teaching strategies in helping students learn Development of the Whole Person?****(Check all that apply)**

60 Responses



\*Presentations include individual/group project presentations, demonstrations, speeches, etc.

\*\*Writing assignments include essays, research paper, short-answers, essay questions, reflections, etc.

**Q5 - What methodologies do you use to assess the effectiveness of your teaching strategies in helping students learn Development of the Whole Person?**  
**(Other Responses)**

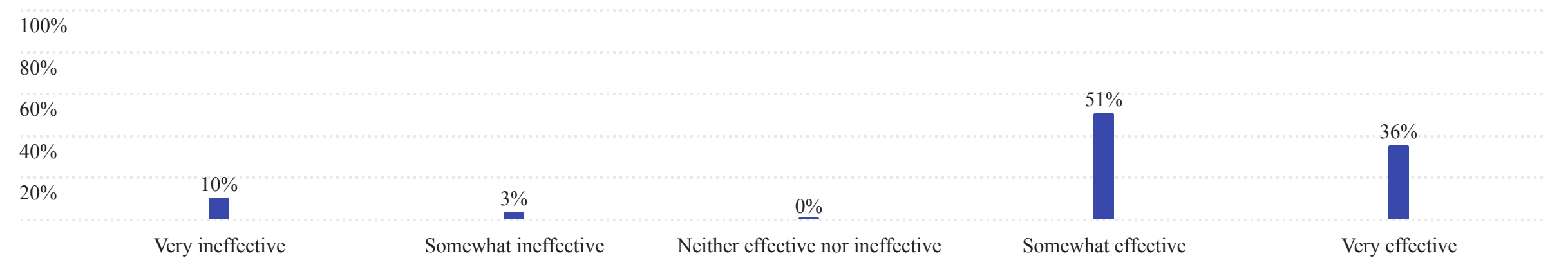
5 Responses

- Curriculum plans,
- I would like to take more ECD classes
- Lab work
- Critiques, both faculty and student led
- Analyzing artwork
- Self-report

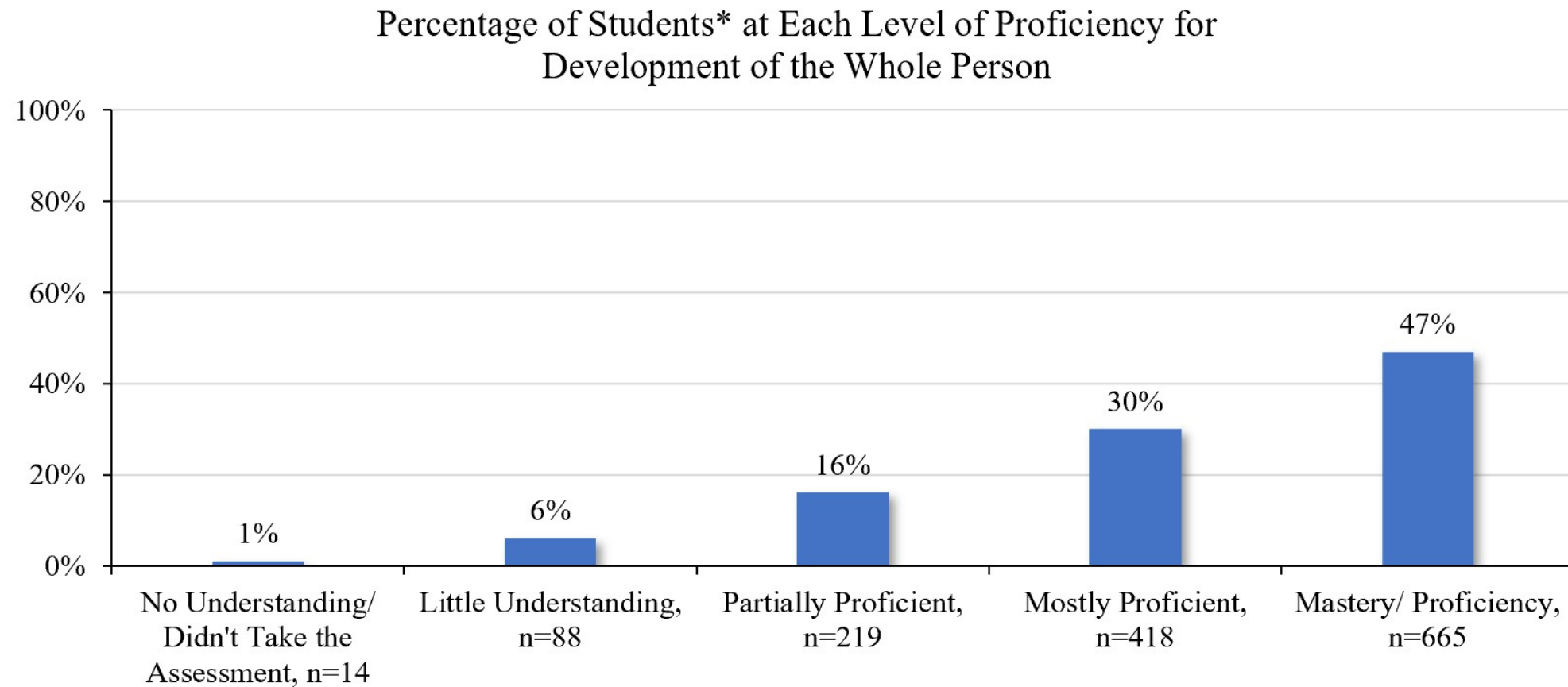
**Q6 - How effective do you believe your assessment methodologies are in accurately reflecting student learning with regard to the ILO: Development of the Whole Person?**

**My assessment methodologies are:**

59 Responses



**Q7 & Q8. Please pick a class that you believe is a good current representation of how students generally perform in your classes on the ILO Development of the Whole Person. About what percentages of your students achieved at each level of proficiency described below?**



*\*Faculty rated a total of 1,404 students across roughly 30 different sections, on the students' level of proficiency in Development of the Whole Person.*



## Q9 - Please identify one way that Chabot can help improve student success in this ILO: Development of the Whole Person.

28 Responses

Professional development on writing assessments that are authentic and AI resistant.

Being available to students

Reaching out to them

Explain why they are doing what they are doing in class and how it relates to their lives

I don't know.

I think Chabot does a great job at this already. If pressed to add something perhaps having more specific topics shared by CARES that can provide a short 5 - 10 minute presentation in student classrooms. I could offer extra credit to students who attended a presentation.

Thanks for the opportunity to give feedback.

The College can help improve student success in this ILO by investing in choosing a food vendor that provides healthy and affordable food options. Food justice is at the heart of the development of the whole person, this includes both students, faculty and staff.

Provide more resources for students to get support in the beginning courses... like embedded tutoring, cohort classes, support sections, etc. A big part of their success is learning to be a student in a STEM class and what that takes.

Supporting/Building COMM Lab is super important for developing public speaking skills - which are useful for all majors to find academic/career success.

The school needs to encourage the students to self-care.

Assistance with self-care

Personal empowerment and self-esteem

The Fire Technology 7 (Health and Fitness for Fire Service) and Fire Technology 88 series (Fire Fitness Training) are courses to prepare students for the physical demands of the fire service careers. Through these courses, students are learning the expectations of the mental, emotional, and physical elements of this 30+ year profession.

More clinical time

Offer more opportunities for students to work across programs and groups.

Improve learning environments like classrooms. Students thrive in spaces that are inviting, bright, have collaborative table set ups and technology enhanced.

None come to mind.

Encourage students to engage in wellbeing

Better support with the registration process. Many older students have difficulty navigating Classweb.

Continue to consider demands placed on faculty outside of teaching--for most faculty every minute added to outside-of-teaching workload is a minute away from supporting students. Additional faculty time spent on registration fraud for example.

More professional development opportunities that are funded by the college.

Teach me what it is and how to implement it...?

I'm not sure.

By highlighting the Real Estate Program as not being "only" for those pursuing a real estate career. But rather for everyone since EVERYONE including their entire family engages in utilizes real estate every day 24/7.

Encourage people to participate in inquiry groups or PARTI

In order for faculty to be able to teach and support a cultivation of health of mind, body, and spirit, Chabot college should be able to offer their employees this same opportunity. Employees of Chabot College should be receiving a cultivating experience with their mind, body and spirit in their work environments to be able to pass on to students.

Need a campus wide initiative/policy to get students off social media and electronic devices during class/lab times.

Provide more opportunities for students to engage in activities that don't involve electronic devices.

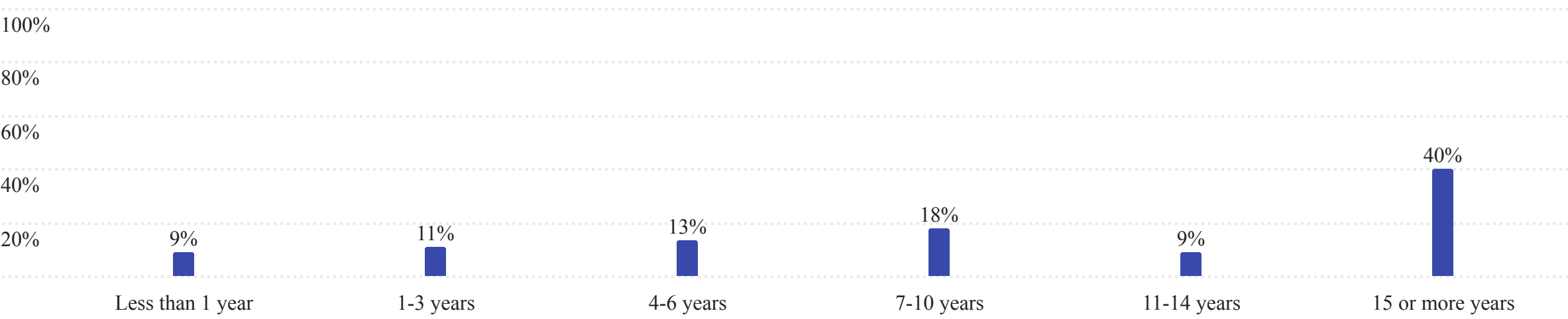
Add to the reminder for instructors each semester-offer PDs to help add to instructor knowledge and skills.

BE MINDFUL. BE KIND. MODEL being a WHOLE person.

Focus on metrics other than whether a student has passed a class. More collection of qualitative data that contextualizes what students are learning in the context of their lived experiences.

Q10 - How long have you worked at Chabot?

45 Responses



Q11 - Are you a Full-Time or Part-Time faculty?

44 Responses

