The Institutional Learning Outcome (ILO) Assessment Survey on Critical Thinking: Spring 2026

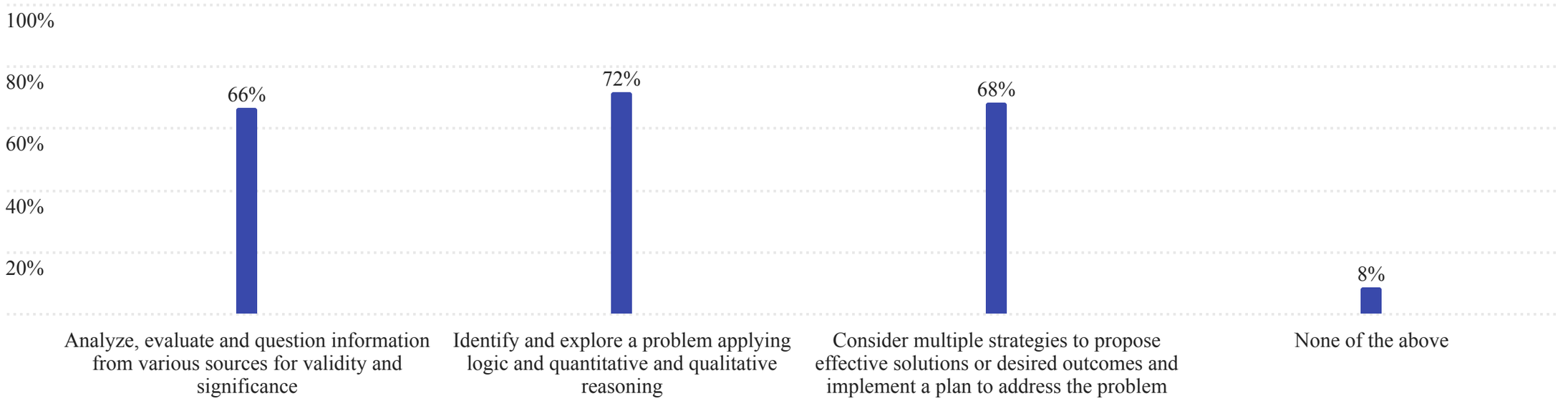
Compiled by Office of Research, Planning, and Institutional Effectiveness

The Institutional Learning Outcome (ILO) Assessment survey on Critical Thinking was administered in spring 2026. The goal of this survey is to determine which aspects of the Critical Thinking ILO faculty members include in their curricula and what teaching strategies and methodologies they use to help students learn these aspects. Of the roughly 532 instructors at Chabot at the time of the survey*, 95 (18%) 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 2025 HR reports

Q1 - Which of the following aspects of the ILO Critical Thinking do you include within your current curriculum? (Check all that apply)

95 Responses

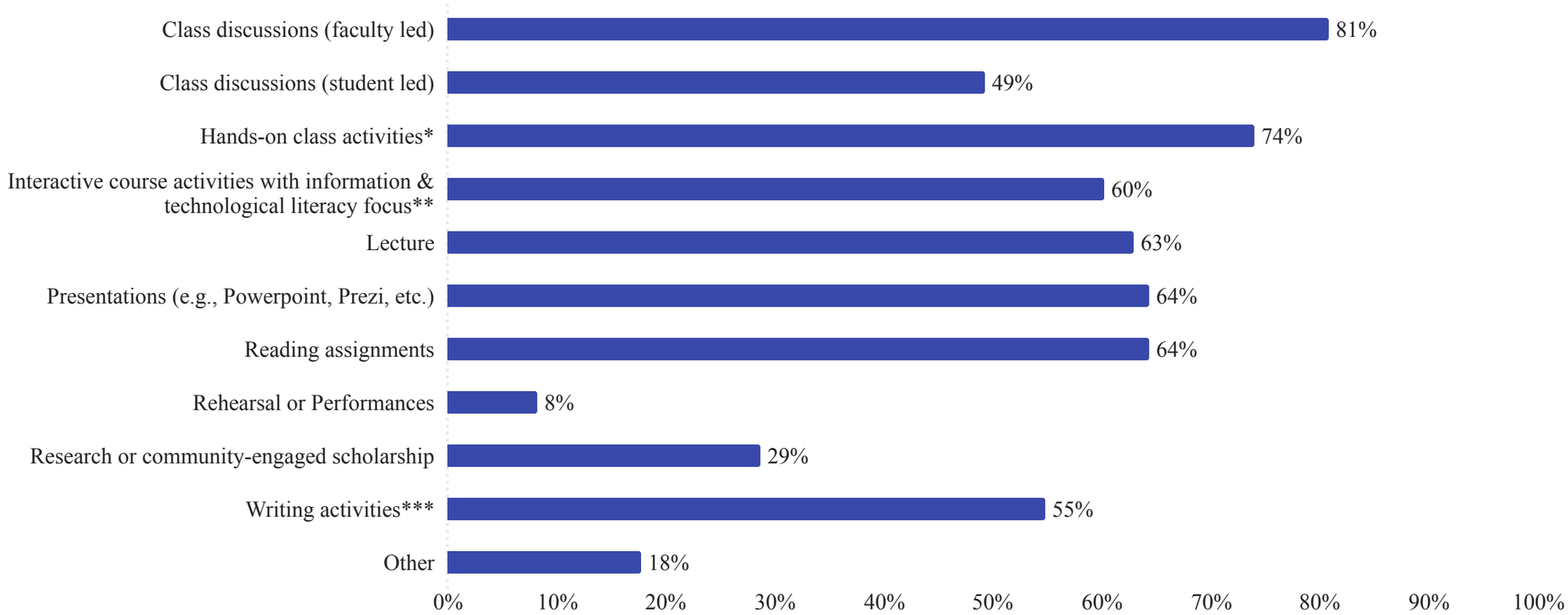


Q2 - Please list the course or courses that include one or more of the aspect(s) of Critical Thinking that you checked or described above.

ART 12A/B/C/D	ATEC 2	CHEM 12A/B	ECD 63	ENTR 1	MEDA 71A/B	PSY 2
ART 13A/B/C/D	ATEC 3	CHEM 1A	ECD 79	ENTR 20	MEDA 75	PSY 3
ART 16A/B/C/D	ATEC 4	CHEM 30A/B	ECD 90	ESL 110A	MTH 1	PSY 4
ART 17A/B	ATEC 5	CHEM 31	ENGL 13A/B	ESL 110B/240B	MTH 2	PSY 5
ART 18A/B	ATEC 6A/B	CSCI 14	ENGL 210	ESL 15A	MTH 21	PSY 6
ART 20	ATEC 7	CSCI 15	ENGL 22	ESYS 250	MTH 22	PSY 7
ART 201	ATEC 75	CSCI 20	ENGL 25	ESYS 254	MTH 3	PSYC C1000 (PSY 1)
ART 202	ATEC 8	CSCI 21	ENGL 4A	ESYS 50	MTH 4	SOCI 1
ART 22	ATEC 92	CSCI 7	ENGL C1000 (ENGL 1)	ESYS 54	MTH 43	SOCI 6
ART 23	ATEC 93	DHYG 51	ENGL C1001 (ENGL 7A)	FT 1	MTH 47	WELD 63
ART 24	ATEC 94	DHYG 54	ENGR 10	FT 10	MTH 55	WELD 64A/B
ART 25	BIOS 1	DHYG 56A/B	ENGR 11	FT 11	MTH 6	WELD 65A/B
ART 2A/B/C	BIOS 21C	DHYG 57	ENGR 15	FT 11CAP	MTH 8	WELD 66
ART 3A/B/C/D	BIOS 41	DHYG 58	ENGR 16	FT 2	NURS 10	WELD 67A/B
ART 45	BIOS 42	DHYG 61	ENGR 22	FT 3	NURS 55	WELD 68
ART 65	BIOS 44	DHYG 69A/B	ENGR 25	FT 4	NURS 60	WELD 69A/B
ART 7A/B/C/D	BUS 12	DHYG 71A/B	ENGR 36	FT 5	PHYS 4A/B	WELD 70
ASTR 10	BUS 44	DHYG 73	ENGR 40	FT 6	PSCN 10	
ASTR 30	BUS 7	DHYG 81A/B	ENGR 43	HIS 53	PSCN 15	
ATEC 1	CAS 75	ECD 56	ENGR 45	HLTH 51A/B	PSCN 18	
ATEC 10	CAS 76	ECD 59	ENGR 47	LNSK 118A/B	PSCN 20	
ATEC 11	CAS 92A/B/C	ECD 62	ENGR 85	MEDA 70A/B	PSY 12	
Among other answers survey participants wrote, "All math courses", "All MTT courses".						

Q3 - What teaching strategies do you use to help students learn these aspects of Critical Thinking (Check all that apply)

73 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 Critical Thinking (Other Responses)

13 Responses

Act out some scenarios.

Act out some scenarios.

Discussion Board postings for online courses.

Analysis of accuracy and precision of experimental results collected in the laboratory

Laboratory exercises involving microbiology and cell biology materials ('experiments')

Attend campus events

Whiteboard modeling

Case studies

[So far, none of this is explicitly acknowledging the impacts of AI in the various disciplines. I imagine that is being discussed.]

Testing program output for correctness. Analysing errors to locate logic errors.

FT 11 & 11 CAP - Apply problem-solving skills to a variety of fire, rescue, wildland, and haz mat/weapons of mass destruction scenarios.

Art Projects driven by student voice, student lead critiques

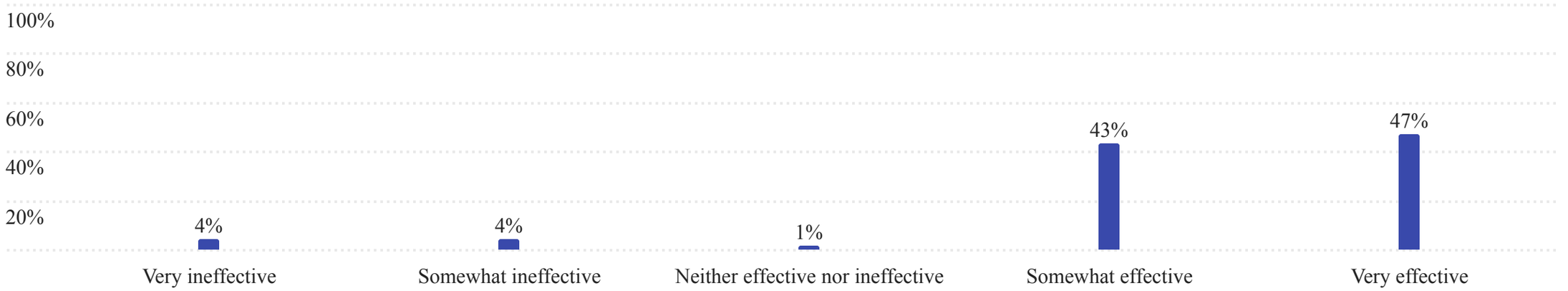
Homework assignments.

Formal essays and research papers using Chabot library database

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

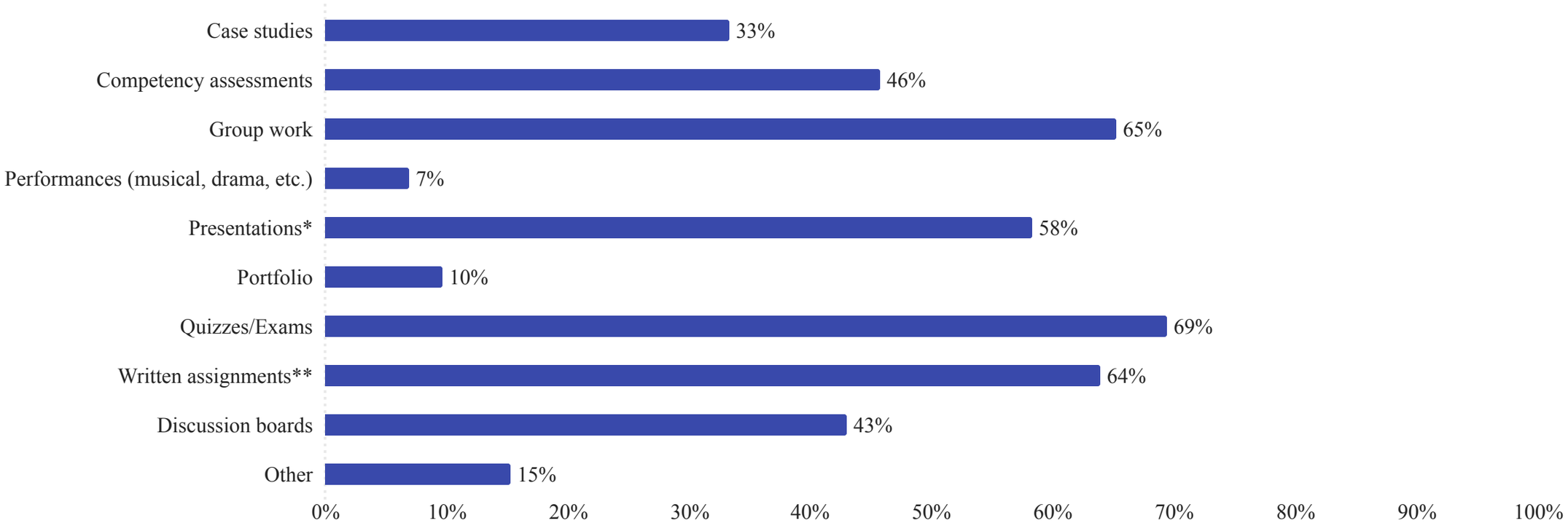
I believe my teaching strategies are:

74 Responses



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

72 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 Critical Thinking? (Other Responses)

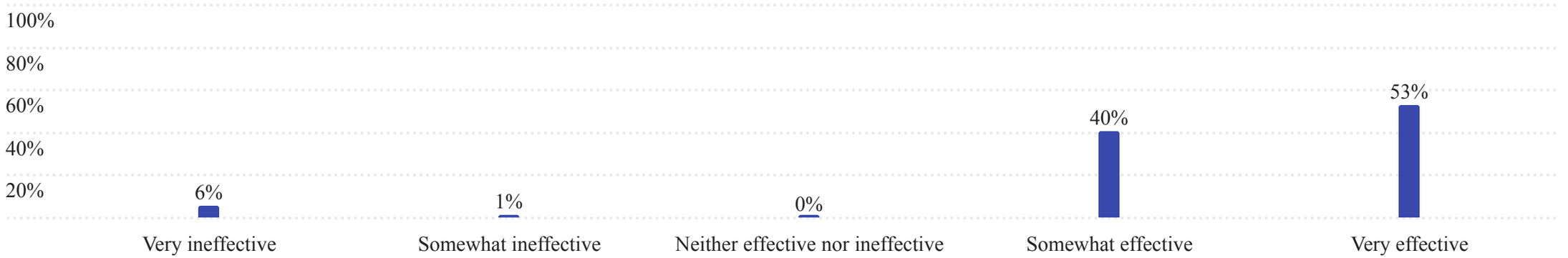
11 Responses

Lesson plans
Real time questions of participants
I find some methods are more effective than others.
Laboratory project.
I believe that all the methodologies listed above are valid as long the assessment is performed in person because any assessment assigned online can be performed by AI and not the students.
Written scientific reports
Discussions with Instructor, both individually and in groups, during Lab activity time.
completing taught skills on the drillground
Certification skills examinations by independent evaluators
Critique
Written reflections that students complete after each major essay and at the end of the semester about my teaching and their student experience

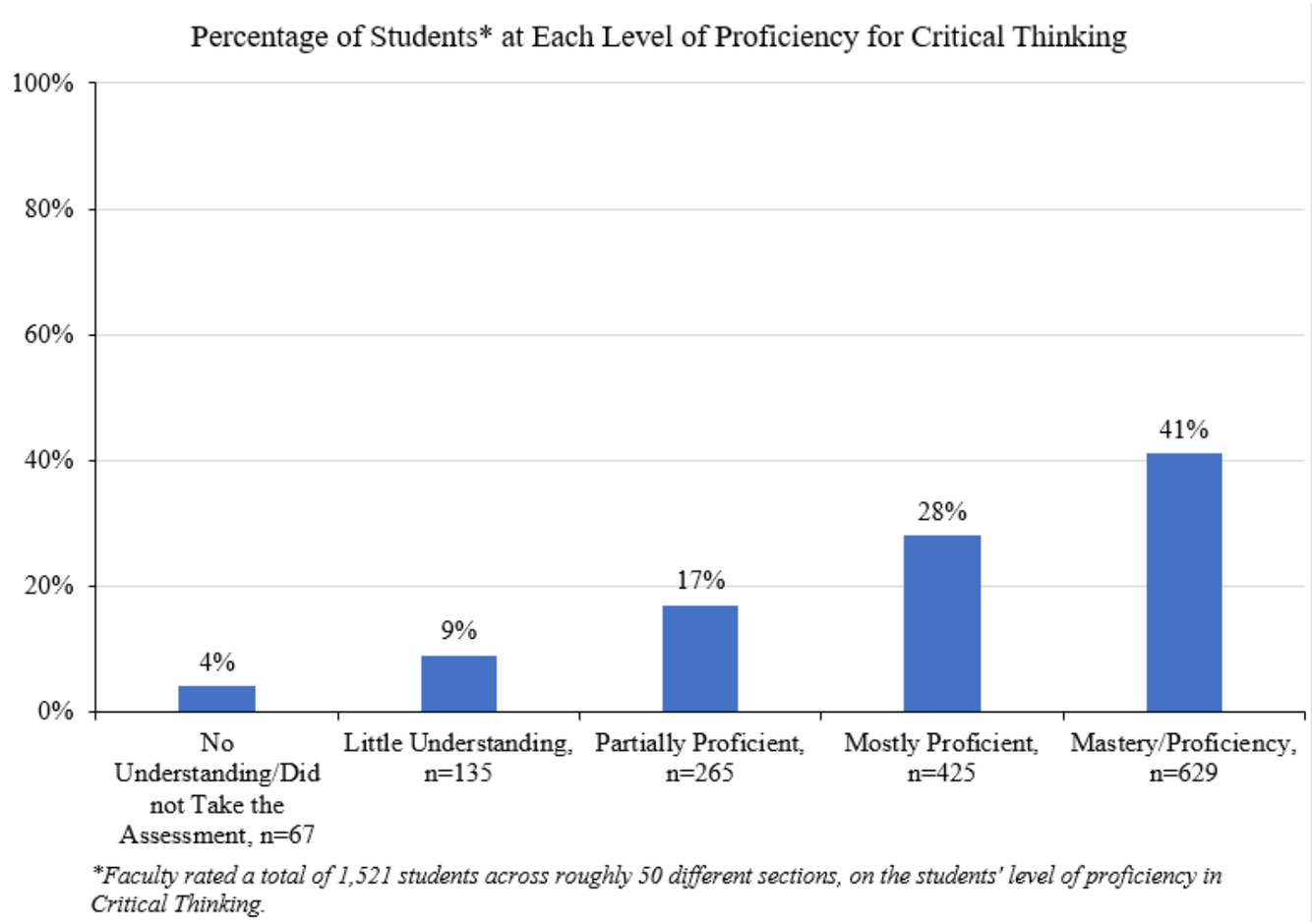
Q6 - How effective do you believe your assessment methodologies are in accurately reflecting student learning with regard to the ILO: Critical Thinking?

My assessment methodologies are:

72 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 Critical Thinking. About what percentages of your students achieved at each level of proficiency described below?



Q9 - Please identify one way that Chabot can help improve student success in this ILO: Critical Thinking.

41 Responses

Support for African American males by delibrately reaching out to this demographic.

More targeted support for students whose English skills are still developing.

This is Cynthia. I was just trying to see if I could fill out the survey from the perspective of teaching critical thinking outside of a class.

Mastery in the field of dental hygiene generally takes years of experience to achieve. Our goal is to ensure our students are competent in providing safe, quality dental hygiene care to patients when they graduate from the program.

Continued financial support and investment in to current technology as recommended/needed to keep the program current. .

More clinic time to gain more experiences.

Much of the ESYS program is calculating predictions of unknown values in a circuit based on known values and many of the students have never taken Algebra or their Algebra is very rusty. I recommended to a number of students that they could supplement their ESYS courses with some math courses that provided prealgebra/Algebra review, specifically Math 104 (Pre-Algebra) and Math 53 (Intro Algebra). The students returned to me claiming that the math courses I recommended were no longer offered at Chabot and that furthermore, there are no Pre-Algebra or Intro Algebra level courses even on offer anymore. When I was a student here, both of these courses were full with adults returning to school who had never previously learned these fundamentals. Why is Chabot no longer offering these necessary classes?

Allow more time for faculty to share best practices and content related materials with each other during PD or other avenues where we are all not teaching and paid to be there

Maybe sharing a definition of critical thinking?

I believe I have an advantage over my colleagues in that my class size is smaller. It is much more difficult to try to get to deep learning and critical thinking when the class size is larger. So, making classes smaller would help.

Prerequisite PreAlgebra Course should be made mandatory before enrolling in chem 30a

Hold refresher trainings to help us improve the level of success we have with students in the area of critical thinking.

Provide financial and transportation for field trips where students can get real-world applications of the concepts.

For the past four semesters, I have taught a double section of introductory chemistry (Chem 30A or Chem 31), typically enrolling 45–50 students at the start of the semester. By the end of the semester, 50–60% have dropped. Many students enter these courses without the skills needed to analyze word problems, extract relevant information, or perform basic algebraic calculations. In my experience, community colleges are increasingly responsible for addressing foundational gaps that have widened since the pandemic, as many students arrive under prepared for college-level work.

Critical thinking, especially using unfamiliar technical and scientific concepts and phenomena, takes time. I am concerned that the reduction of other biology courses from 5 units to 4 units will curtail the time available to model and practice critical thinking.

During Flex have a class on ILO: Critical Thinking and Curriculum Mappping.

Improve access to digital technology both on and off campus. Our study and interactive materials are increasingly online and sophisticated.

I suggest grading is a big part of allowing opportunities for critical thinking -- mastery-based and standards-based grading allows projects, portfolios, and experiences where students can keep trying over and over and support iterative design and synthesis of information (in Bloom's taxonomy, it is the highest design/evaluation stage).

Provide professional development to give faculty multiple ways of instructing students on the needed thinking practices

Continue to improve online resources, tools, etc. These are already heading in the right direction. Some are still tricky & confusing to navigate and could be better organized. Chabot already runs workshops to help students through this process and I've observed them to be very successful at guiding students through hurdles.

Emphasis on academic student support

Try to limit non-teaching and non-governance demands on faculty time.

I do not know the depth of critical thinking that other disciplines use. My class encourages seeking out information from many sources due to the need to mitigate an extremely wide variety of situations born out of the 911 system. We also touch on the command structure of the fire service and all the facets involved. If I were to identify one way Chabot can help a student in this way it would be to encourage classes that require a student to explore the physical world around them to ask how the something works and what it is for. More than a few of the students who take our course have not had the opportunity of perform simple tasks like swinging a hammer. This would be a very small example of simple base line skills that a student in our program would be wanting to know to succeed in the larger more complex tasks that are required in the fire service.

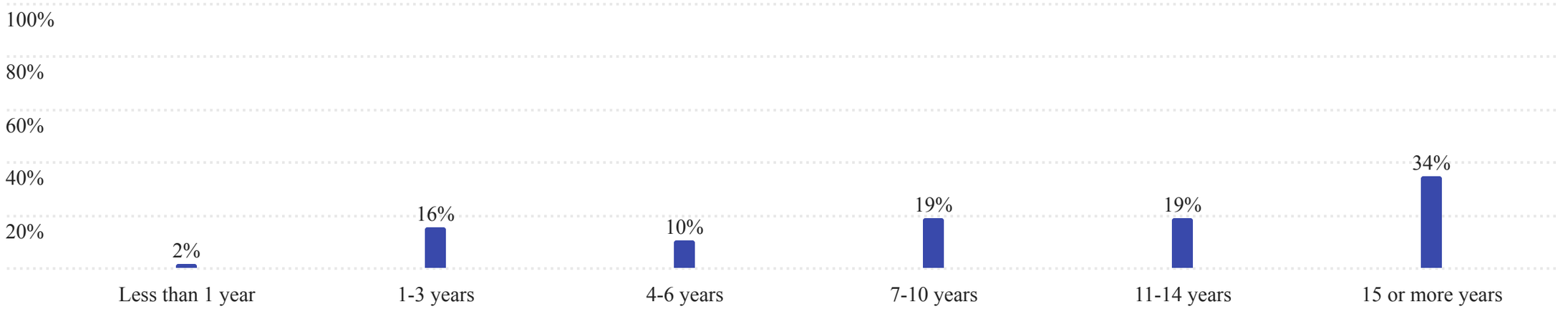
Encourage instructors to give assessments in which students are required to explain their work and are graded on the quality of their explanations.

ILO Critical Thinking could emphasize the use of language and informal logic. That communication skills are Critical Thinking skills. Critical Thinking is our ability to evaluate the components of arguments, identify logical fallacies, and understand the difference between inductive and deductive reasoning. All of which relies on our language skills - written and verbal. This is why English composition is such a crucial part of a college education.

Teach instructors to stop spoonfeeding students.
More WRAC hours for students to get assistance.
Provide needed student support with individualized instruction and sufficient equipment for students to practice and apply principles that involve the application of critical thinking skills.
Embedded tutors to help students while they do group work.
Providing real-life case studies and walking them through these cases helps them improve critical thinking.
Students that take vocational courses in the evening don't have access to the same resources in the day (library, computer labs, tutoring, etc). It may be worthwhile to take a survey of evening/night students to assess their ILO needs (if this hasn't been already done).
More funding for peer tutoring
I cannot think of a way to improve on this ILO. We are doing pretty well if you ask me.
Prerequisites need to be met before enrolling in chem 30A.
Offer more remedial courses to help provide foundational skills for college level critical thinking.
I think the new library has offered students a vast opportunity of resources. Prompt response to technology issues is so valuable when they affect the ability to carry out lectures/presentations.
More student engagement with city/state/national issues, current events, and how it affects them and their communities
Classroom support in the form of tutors, student workers, and/or studio techs
discourage the use of AI.
During Flex Day provide training and examples of how different faculty across discipline approach it.
Include students in institutional initiatives and community based projects
Hire an instructional aide in the WRAC center--students need support outside of class to engage in cognitive demands of active reading for composition courses.

Q10 - How long have you worked at Chabot?

58 Responses



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

58 Responses