

Chabot College Faculty/Staff Accreditation Survey: Spring 2014

Highlights

Standard IIA: Learning Programs and Services: Instructional Programs

The following table compares full-time and part-time faculty responses to survey questions about curriculum and instruction. Both types of faculty regularly update their courses and experiment with different instructional approaches. Full-time faculty report more opportunities for input in multiple areas including curriculum and the development of the new AA-T degree. In addition, full-time faculty have seen improvements in several instructional areas since the 2008 survey (see chart). The Faculty/Staff Accreditation Survey was sent to all Chabot staff in March 2014. The overall response rate was 64 percent, with 76% of full-time faculty and 49% of part-time faculty represented.

	Percentage who agree or strongly agree	
	Faculty	
Full-time and part-time faculty perspectives on curriculum and instruction:	Full-time (n=126)	Part-time (n=130)
Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision.	83%	60%
I had an opportunity to participate in the development of the new AA-T degree and general education requirements.	63%	17%
The college curriculum adequately addresses issues related to cultural diversity.	62%	64%
I regularly update my course content.	96%	91%
Faculty are encouraged to experiment with new instructional approaches.	64%	72%
I regularly experiment with different instructional approaches.	92%	92%
I use a variety of teaching methodologies as a response to the learning styles of students.	92%	92%
I use multiple methods of classroom assessment to measure student progress.	93%	93%
When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline.	91%	90%
In the classroom, faculty members at Chabot encourage a balanced perspective of multifaceted issues, beliefs and world views.	75%	83%
Academic freedom is upheld at Chabot.	85%	79%
My dean would back me up in professional classroom practices.	87%	90%
Chabot instructors demonstrate a commitment to high standards of teaching.	84%	92%
Chabot College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations.	58%	71%
The typical "A" grade given at Chabot represents excellent student achievement in a course.	66%	76%
My students have the necessary skills required to succeed in my courses	49%	65%
Overall, Chabot provides a high quality learning experience for students.	87%	93%

