

CHABOT COLLEGE FACULTY/STAFF ACCREDITATION SURVEY: SPRING 2008

Highlights

Student Learning Outcomes

The purpose and value of writing and assessing student learning outcomes (SLOs) is clear to over two thirds of the faculty, and about 60 percent have contributed to writing SLOs and plan to assess them in their course(s). Only about half of the faculty are familiar with the college-wide learning goals; however, over 85% provide opportunities for their students to learn the major learning goals of communication, critical thinking, acting ethically, and thinking creatively.

The Faculty/Staff Accreditation Survey was sent to all Chabot staff and District staff at Chabot in March 2008. The overall response rate was 62 percent, with 77 percent of full-time faculty, 84 percent of full-time classified, and 100% of administrators represented. Almost half of adjunct faculty and one third of hourly staff responded.

Percentage of all faculty responding

<i>Faculty perspective on student learning outcomes</i>	Percentage of all faculty responding		
	Agree or strongly agree	Neither	Disagree or strongly disagree
I regularly update my course content.	90%	9%	1%
I regularly experiment with different instructional approaches.	88%	8%	4%
I use a variety of teaching methodologies as a response to the learning styles of students.	91%	8%	1%
I use multiple methods of classroom assessment to measure student progress.	87%	10%	3%
The purpose and value of writing and assessing student learning outcomes is clear to me.	69%	17%	14%
I have contributed to the development of student learning outcomes for course(s) in my discipline.	59%	18%	23%
I have assessed (or plan to assess within the year) student learning outcomes in my course(s).	62%	22%	16%
I have received training from Chabot College in:			
• writing student learning outcomes.	41%	25%	34%
• assessing student learning outcomes.	38%	24%	37%
I have received training outside of Chabot College (conferences, workshops, reading, self-teaching) in writing or assessing student learning outcomes.	51%	13%	36%
My unit/discipline has developed program-level student learning outcomes.	55%	29%	15%
I am familiar with the college-wide learning goals.	55%	28%	16%
I consciously encourage my students to act ethically and responsibly as citizens.	92%	6%	2%
I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.	88%	9%	4%
My courses include critical thinking components.	90%	8%	2%
I encourage my students to think creatively and /or produce original works.	86%	12%	2%
My courses require basic computer literacy.	67%	16%	17%
I include information competency concepts (the search for and analysis of information) in my courses/assignments.	74%	20%	6%

Percentage of all staff responding

	Percentage of all staff responding			
	Often or Sometimes	Often	Some-times	Never
I participate in thoughtful, reflective dialogues about improving student learning at these places and times:				
• on college-wide flex days	65%	23%	42%	35%
• in college-wide committees	46%	14%	33%	54%
• in my division/discipline/program meetings	71%	32%	38%	29%
• in meetings with one or more colleagues	83%	42%	40%	17%
• informally, in hallways or offices	82%	41%	41%	18%