

Chabot College Faculty/Staff Accreditation Survey: Spring 2014

Highlights

Faculty Perspectives on Student Learning Outcomes

The purpose and value of writing and assessing student learning outcomes (SLOs) is clear to over two thirds of the faculty. Over 70 percent have contributed to writing SLOs and 87 percent have assessed them in their course(s). While 72 percent of the faculty are familiar with the college-wide learning goals, over 88% provide opportunities for their students to learn the major learning goals of communication, critical thinking, acting ethically, and thinking creatively. Faculty are most likely to discuss improving student learning outcomes with colleagues within their disciplines.

The Faculty/Staff Accreditation Survey was sent to all Chabot staff in March 2014. The overall response rate was 64 percent, with 76 percent of full-time faculty and almost half of part-time faculty represented.

<i>Faculty perspective on student learning outcomes</i>	Percentage of faculty responding		
	Agree or strongly agree	Neither	Disagree or strongly disagree
I regularly update my course content.	93%	5%	2%
I regularly experiment with different instructional approaches.	91%	6%	3%
I use a variety of teaching methodologies as a response to the learning styles of students.	92%	7%	0%
I use multiple methods of classroom assessment to measure student progress.	92%	6%	2%
The purpose and value of writing and assessing student learning outcomes is clear to me.	70%	15%	15%
I have contributed to the development of student learning outcomes for course(s) in my discipline.	73%	12%	15%
I have assessed (or plan to assess within the year) student learning outcomes in my course(s).	87%	7%	5%
I have received training from Chabot College in:			
• writing student learning outcomes.	55%	21%	24%
• assessing student learning outcomes.	59%	16%	25%
I have received training outside of Chabot College (conferences, workshops, reading, self-teaching) in writing or assessing student learning outcomes.	48%	15%	37%
My program/discipline has developed program-level student learning outcomes.	83%	15%	3%
I am familiar with the college-wide learning goals.	72%	17%	11%
I consciously encourage my students to act ethically and responsibly as citizens.	93%	5%	2%
I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.	91%	7%	2%
My courses include critical thinking components.	96%	4%	0%
I encourage my students to think creatively and /or produce original works.	89%	9%	2%
My courses require basic computer literacy.	84%	11%	6%
I include information competency concepts (the search for and analysis of information) in my courses/assignments.	81%	15%	4%

	Percentage of faculty 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	76%	28%	49%	24%
• in college-wide committees	56%	18%	37%	44%
• in my division/discipline/program meetings	79%	42%	37%	21%
• in meetings with one or more colleagues	90%	50%	40%	10%
• informally, in hallways or offices	87%	48%	39%	13%