

Chabot College Faculty/Staff Accreditation Survey: Spring 2014

Highlights

Standard IIC: Library and Learning Support Programs

Both full-time and part-time faculty are very satisfied with learning support services, library resources and library orientations. While there have been improvements in library services since 1995, the most recent survey indicates a decline in resources since the 2008 survey (see chart). The Faculty/Staff Accreditation Survey was sent to all Chabot staff in March 2014. There were 371 responses for an overall response rate of 64 percent, with 46% of part-time faculty and 76% of full-time faculty represented.

Full-time and part-time faculty perspectives on learning support services:	Percentage who agree or strongly agree	
	Faculty	
	Full-time (n=126)	Part-time (n=130)
Academic learning support services (tutoring, computer labs, instructional assistants) make effective contributions to student learning and success.	90%	83%
Resources are adequate for students to complete academic course work assignments:		
• in the Library	63%	61%
• on the Library web site	71%	52%
Faculty & staff are adequately involved in the selection of library materials in their fields.	59%	43%
I have scheduled library orientation sessions for my classes.	43%	26%
If yes, the library orientation adequately addressed the needs of my students.	83%	80%
Percentage of faculty who have given assignments that required the use of the Chabot library or library website at least one time in the past year.	60%	50%
Percentage of faculty who have given assignments that required the use of the Chabot College reference staff at least one time in the past year.	49%	41%

Chabot College Faculty/Staff Accreditation Surveys
Improvements in Library resources perceived by all staff between 1995 and 2014

