

Chabot College Faculty/Staff Accreditation Survey: Spring 2014

Highlights

Standard IV: Leadership and Governance: Decision-making roles and processes

Full-time faculty are more involved in shared governance than classified professionals and part-time faculty, who do not feel they have a substantive role in college governance and policy-making that relates to their areas. They also report the least amount of time spent on shared governance activities per week. The Faculty/Staff Accreditation Survey was sent to all Chabot staff in March 2014. There was an overall response rate of 64 percent, with 94% of part-time classified, 83% of full-time classified, 46% of part-time faculty, 76% of full-time faculty, and 86% of administrators represented.

	All staff (n=371)	Percentage who agree or strongly agree				
		Classified		Faculty		Administrators (n=12)
		PT (n=16)	FT (n=86)	PT (n=130)	FT (n=126)	
Shared governance roles						
Faculty and/or staff input has:						
• helped the college better achieve its mission.	72%	73%	68%	74%	74%	82%
• helped improve student learning.	74%	82%	68%	79%	74%	80%
I have a substantive role in college governance and policy-making that relates to my areas of responsibility and expertise.	39%	10%	32%	15%	60%	83%
The current structure of Councils and Committees enables effective college-wide participation in decision-making for all segments of the college community.	34%	22%	42%	29%	32%	36%
The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements.	43%	40%	44%	48%	42%	36%
Faculty participation in shared governance						
There is adequate faculty voice in the development of institutional policy.	55%	63%	63%	55%	51%	56%
Part-time faculty members are encouraged to participate in decision-making in their teaching areas.	51%	56%	46%	53%	49%	57%
The Academic Senate has been effective in communicating concerns of the faculty to the college administration.	57%	88%	62%	55%	54%	60%
As a member of the faculty, I feel respected and valued by the college administration.	65%	-	-	65%	65%	-
Classified professional staff participation in shared governance						
There is adequate classified professional voice in the development of institutional policy.	38%	50%	42%	37%	30%	50%
The Classified Senate has been effective in communicating concerns of the classified professionals to the college administration.	59%	60%	63%	35%	59%	83%
As a classified professional, I feel respected & valued by the college administration.	44%	64%	41%	-	-	-
Student participation in shared governance						
Students are adequately involved in the governance of the College.	53%	57%	48%	61%	49%	75%

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Average hours per week spent on shared governance activities
by staff position

