

CHABOT COLLEGE FACULTY/STAFF ACCREDITATION SURVEY: SPRING 2008

Lowlights

Issues of concern for Accreditation

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.

The following results illustrate some of the issues that need to be addressed as a college during Accreditation.

	Percentage of those responding		
	Agree or strongly agree	Neither	Disagree or strongly disagree
Standard I: Planning			
Institutional planning and decision making are guided by the vision/mission statement.	50%	35%	15%
I have had sufficient opportunity to provide input into the college-wide planning process.	49%	24%	26%
I am familiar with this year's college priority objectives.	40%	26%	34%
The planning process at Chabot adequately identifies college priorities.	41%	37%	22%
The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand.	34%	37%	29%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	32%	34%	34%
College-wide and unit planning are linked to resource allocation.	50%	30%	20%
In the college planning and budgeting process, I have a clear understanding of the role of: the Institutional Planning and Budget Council (IPBC).	22%	33%	45%
Standard II: Learning Programs and Services			
The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs.	52%	27%	21%
Counselors provide students with accurate information about courses in my department.	57%	23%	20%
The mid-term progress reports are helpful in improving student success in my classroom.	42%	33%	25%
Standard IIIA: Human Resources			
Chabot links staffing decisions to its institutional planning.	45%	37%	18%
Current evaluation procedures are effective in assessing and improving the job performance of:			
• classified/professional staff	49%	26%	25%
• adjunct faculty	51%	25%	24%
• tenured faculty	50%	31%	19%
• administrators	33%	29%	39%
Standard IIIB&C: Physical Resources and Technology Resources			
In the planning, design, and implementation of new and remodeled facilities the needs of my discipline/program/service area were adequately considered	47%	23%	29%
Current college facilities support student learning in my discipline/program/service area.	50%	28%	22%
Instructional equipment in labs (science, health, vocational programs etc) has been readily available to support student learning.	59%	24%	16%
Instructional equipment in labs is adequately maintained to support student learning.	54%	26%	20%
The college adequately maintains the facilities that we have.	54%	20%	26%
There are sufficient personnel and material resources to maintain the buildings and grounds.	38%	21%	40%
In my classroom, the technology is sufficient to effectively support student learning.	52%	16%	31%
There is adequate technical staff to support the use of technology on campus	51%	24%	26%
Chabot links technology decisions to its institutional planning	49%	36%	16%
Standard IV: Leadership and Governance			
The current structure of Councils & Committees is effective.	46%	33%	21%
The Chabot-Las Positas Board of Trustees equitably represents the interests of Chabot.	43%	33%	24%
Important decisions are implemented in a timely manner by the college administration.	33%	35%	32%
The division between District & College responsibilities is written down and communicated.	27%	33%	41%