

# CHABOT COLLEGE FACULTY/STAFF ACCREDITATION SURVEY: SPRING 2008

## Highlights

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

The majority of all staff believe that faculty and staff input has helped the College better achieve its mission and improve student learning. While the majority of full-time faculty and administrators have a substantial role in college governance, less than half of classified staff and adjunct faculty are involved. In addition, less than half of all staff feel there is enough participation by either faculty or classified staff. However, both the Academic and Classified Senates are seen as effective by over half of their constituents. A majority of full-time faculty and administrators spend three or more hours per week on shared governance activities, while less than one third of classified professional staff are able to do so.

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.

	All staff (n=566)	Classified			Admini- strators (n=22)
		FT (n=173)	Adj. (n=157)	FT (n=148)	
<b>Percentage who agree or strongly agree</b>					
<b>Shared governance roles</b>					
Faculty and/or staff input has:					
• helped the college better achieve its mission.	72%	72%	66%	73%	76%
• helped improve student learning.	74%	76%	69%	74%	71%
I have a substantive role in college governance and policy-making.	42%	39%	18%	57%	73%
The current structure of Councils and Committees provides effective college-wide participation in decision-making for all segments of the college community.	46%	49%	39%	46%	48%
The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements.	46%	44%	51%	38%	50%
<b>Faculty participation in shared governance</b>					
There is adequate faculty participation in the development of institutional policy.	44%	50%	43%	40%	59%
Part-time faculty members are encouraged to participate in decision-making in their areas.	43%	48%	38%	40%	64%
The Academic Senate effectively communicates faculty concerns to the administration.	56%	50%	49%	63%	56%
As a member of the faculty, I feel respected and valued by the college administration.	56%	–	59%	52%	–
<b>Classified professional staff participation in shared governance</b>					
There is adequate classified staff participation in the development of institutional policy.	38%	35%	38%	38%	53%
The Classified Senate effectively communicates classified staff concerns to the administration.	54%	56%	38%	60%	81%
As a member of the classified staff, I feel respected & valued by the college administration.	50%	43%	–	–	–
<b>Student participation in shared governance</b>					
Students are appropriately involved in the governance of the College.	44%	41%	42%	39%	74%

### Chabot College Spring 2008 Faculty/Staff Accreditation Survey

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

