Chabot College Faculty/Staff Accreditation Survey: Spring 2014
Highlights
Major improvements between 2008 and 2014

> Since the last accreditation cycle, major improvements occurred at the College in the areas of familiarity with mission and planning, student learning outcomes, using research to determine learning support needs, student enrichment activities, facilities that support learning, and faculty voice in policy.
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> 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, 83 percent of full-time classified professionals, and 86% of administrators represented. Almost half of part-time faculty responded.

Major improvements over the years	Percentage of all staff responding who agree or strongly agree	
	2008	**2014**
Standard I: Institutional Mission and Effectiveness		
I am familiar with the Chabot College vision/mission statement.	71%	82%
I am familiar with the college's priority objectives/strategic plan goal	40%	58%
The academic program review process:		
• has helped me evaluate student learning in my classes.	36%	51%
I participate in thoughtful, reflective dialogues about <u>improving student learning</u> at these places and times:		
• on college-wide flex days.	65%	76%
Standard II: Learning Programs and Services		
I have received training from Chabot College in:		
• assessing student learning outcomes.	38%	59%
My program/discipline has developed program-level student learning outcomes.	55%	83%
Chabot uses research and data on students to determine:		
• the learning support needs of its students.	69%	79%
The college offers a wide variety of special enrichment activities. (ie, cultural events/ celebrations, outside speakers, forums, debates, discussions) for students.	71%	82%
Standard III: Resources		
The current college facilities:		
• provide adequate physical space for my discipline/program/service area.	48%	59%
The office or work space provided for me is appropriate for my job responsibilities	58%	71%
In my classroom, the equipment, software, and network connections are sufficient to effectively support student learning.	52%	69%
Standard IV: Leadership and Governance		
There is adequate faculty voice in the development of institutional policy.	44%	55%

Chabot College
Major improvements during the last two accreditation cycles

Bar chart legend: ■ Spr 2008, □ Spr 2014

I am familiar with the college's priority objectives/strategic plan goal — Spr 2008: 40%, Spr 2014: 58%

I have received training from Chabot College in assessing student learning outcomes. — Spr 2008: 38%, Spr 2014: 59%

The office or work space provided for me is appropriate for my job responsibilities — Spr 2008: 58%, Spr 2014: 71%

There is adequate faculty voice in the development of institutional policy. — Spr 2008: 44%, Spr 2014: 55%

Percentage of all staff responding who agree or strongly agree