

Chabot College Faculty/Staff Accreditation Survey: Spring 2014

Lowlights

Issues of Concern for Accreditation

Faculty and staff reported the lowest agreement and/or highest disagreement with the following issues, which may need to be addressed as a college during the self study period. The Faculty/Staff Accreditation Survey was sent to all Chabot staff in March 2014. The overall response rate was 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.

	Percentage of those responding		
	Agree or strongly agree	Neither	Disagree or strongly disagree
Standard I: Planning			
The planning process at Chabot adequately identifies college priorities.	47%	34%	19%
The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand.	37%	34%	29%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	32%	32%	36%
In the college planning and budgeting process, I have a clear understanding of the role of:			
• the Planning, Review and Budget Council (PRBC).	35%	33%	32%
• the College Budget Committee.	27%	35%	38%
• the Faculty Prioritization Committee.	36%	34%	30%
• the Enrollment Management Committee.	34%	34%	32%
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.	49%	28%	23%
I have received training outside of Chabot College (conferences, workshops, reading, self-teaching) in writing or assessing student learning outcomes. (Faculty only)	48%	15%	37%
Standard IIIA: Human Resources			
Current evaluation procedures for administrators solicit and consider my opinion in assessing administrator effectiveness.	20%	24%	56%
Sufficient training opportunities are offered in:			
• the latest MS Office and other computer applications.	26%	29%	45%
Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills.	29%	29%	42%
Standard IIIB&C: Physical Resources and Technology Resources			
I had input into the Facilities Plan as it relates to my discipline/program/service area.	38%	22%	41%
In the planning, design, and implementation of new and remodeled facilities the needs of my discipline/program/service area were adequately considered.	41%	26%	33%
There are sufficient personnel and material resources to maintain the buildings and grounds.	31%	15%	54%
Chabot links technology decisions to its institutional planning.	44%	32%	25%
Faculty are sufficiently involved in the selection of instructional technology equipment.	43%	28%	29%
I receive adequate training in the use of technology:			
• in my office.	42%	26%	31%
• in the classroom or lab.	42%	26%	32%
There is adequate technical staff to support the use of technology on campus.	38%	22%	39%
Standard IV: Leadership and Governance			
The Chabot-Las Positas Board of Trustees:			
• equitably represents the interests of Chabot.	33%	29%	38%
The division between District and College operational responsibilities is clearly communicated.	24%	30%	46%
The current structure of Council and Committees enables effective college-wide participation in decision-making for all segments of the college community.	34%	32%	34%