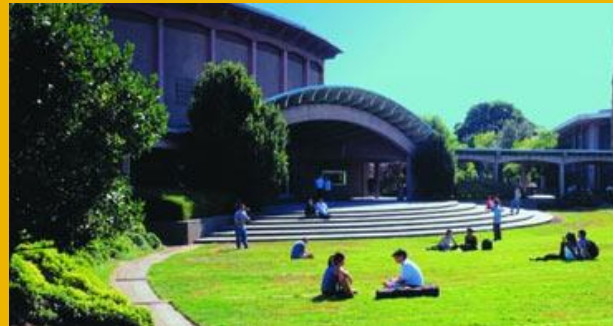


CHABOT COLLEGE

Employee Accreditation Survey Spring 2021

Office of Institutional Research
Dr. Cynthia Gordon da Cruz



Acknowledgements

- Thank you to Director Samantha Kessler for consultation on questions and survey development!
- Thank you to Svetlana Tkachenko for building the survey in survey monkey, data cleaning and analysis, and work on the handouts and presentation.
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- Thank you to Dr. Na Liu for utilizing her experience from the Student Satisfaction Survey to support the IR team in running the Employee Accreditation Survey.
- It takes a team.

Response Rates

- **Great response rates overall!**
 - Classified Professionals (FT&PT): 66%
 - Faculty (Full-time): 75%
 - Faculty (Part-time): 18%
 - Administrators: 100%
- [Response Rates and Characteristics Handout](#)

Accessing the Results

- Two handouts are posted on IR's website:
 - Direct Links:
 - [Employee Accreditation Survey: Overall Results](#)
 - [Employee Accreditation Survey: Results by Employee Position](#)
 - Employee Survey Results Home:
 - http://www.chabotcollege.edu/ir/staffchars_surveys.asp#Staff_Surveys
- Reminder: Results are organized by Standard

Agenda for Today

1. Highlight Strengths

- Areas with 80% or more agree/strongly agree
 - Exceptions: for two similar questions, highlighted higher percentage question
 - Standard II A: Many responses over 80%, did not highlight every single one

2. Share Potential Areas of Growth

- Areas with roughly less than half of the community choosing agree/strongly agree
 - Exceptions:
 - If the answer varied systematically by job classification; wanted to highlight one job classification having lower satisfaction than others.
 - Questions that are not about satisfaction are not included (e.g., I need more info on... in order to...)
 - Did not include standards for the district in this powerpoint.
 - **Note: Just because something is listed in this section does not mean that we are not meeting a standard. It does not mean that we are not doing good work.**
 - Important to look more deeply at disaggregations:
 - Is having some members of the community agreeing enough to achieve our goals?
 - Are neutral responses acceptable?

3. Quality Focus Essay

4. From Results to Evidence

Highlights/Strengths

- Standard I A: Mission “I am familiar with the Chabot College Mission statement.”
 - Agree/Strongly Agree (89%)
 - 86% Classified Professionals
 - 81% Faculty Part time
 - 94% Faculty Full time
 - 96% Administrators
- Standard I B: “At Chabot, there is a college-wide commitment to student learning.”
 - Agree/Strongly Agree (90%)
 - 86% Classified Professionals
 - 96% Faculty Part time
 - 89% Faculty Full time
 - 96% Administrators

Highlights/Strengths

- Standard IIA: “Overall, Chabot provides a high quality learning experience for students”
 - Agree/Strongly Agree (84%)
 - 80% Classified Professionals
 - 98% Faculty Part time
 - 80% Faculty Full time
 - 88% Administrators
- Standard II A: “Academic freedom is upheld at Chabot.”
 - Agree/Strongly Agree (87%)
 - 92% Faculty Part time
 - 85% Faculty Full time
- Standard II A: “I use a variety of teaching methodologies as a response to the learning styles of students.”
 - Agree/Strongly Agree (93%)
 - 88% Faculty Part time
 - 95% Faculty Full time

Highlights/Strengths

- Standard II B: “Academic learning support services (tutoring, computer labs, learning assistants) make effective contributions to student learning and success.”
 - Agree/Strongly Agree (84%)
 - 84% Classified Professionals
 - 79% Faculty Part time
 - 87% Faculty Full time
 - 83% Administrators
- Standard II C: “Satisfaction with own use of following college services”
 - Agree/Strongly Agree: services with = or > 80%
 - 81% Campus Safety and Security
 - 81% Disabled Students Resource Center
 - 81% Online Teaching/Canvas Support
- Standard II C: “I know where and how to refer my students to support services, as needed.”
 - Agree/Strongly Agree (84%)
 - 84% Classified Professionals
 - 74% Faculty Part time
 - 86% Faculty Full time
 - 90% Administrators

Highlights/Strengths

- Standard III A: “My administrator/supervisor encourages and supports my participation in professional development activities.”
 - Agree/Strongly Agree (83%)
 - 76% Classified Professionals
 - 92% Faculty Part time
 - 83% Faculty Full time
 - 86% Administrators
- Standard III B: “I feel safe on campus during daylight hours.”
 - Agree/Strongly Agree (93%)
 - 87% Classified Professionals
 - 95% Faculty Part time
 - 97% Faculty Full time
 - 91% Administrators

Highlights/Strengths

- Standard III B: “Overall, college facilities support student learning programs and services at Chabot.”
 - Agree/Strongly Agree (80%)
 - 77% Classified Professionals
 - 86% Faculty Part time
 - 76% Faculty Full time
 - 95% Administrators
- Standard IV B: “The president effectively communicates across the campus about major college and academic issues.”
 - Agree/Strongly Agree (81%)
 - 76% Classified Professionals
 - 86% Faculty Part time
 - 83% Faculty Full time
 - 80% Administrators

Potential Areas of Growth

- **Reminder:**
 - Note: Just because something is listed here does not mean that we are not meeting a standard. It does not mean that we are not doing good work.
 - Important to look more deeply at disaggregations:
 - Is having some members of the community agreeing enough to achieve our goals?
 - Are neutral responses acceptable?

Potential Areas of Growth

- Standard I B: “I use Institutional Research data in the planning and evaluation of my courses/program/unit.”
 - Agree/Strongly Agree (58%)
 - 42% Classified Professionals
 - 49% Faculty Part time
 - 67% Faculty Full time
 - 64% Administrators
- Standard I B: “I am familiar with the college’s (newly completed in Fall 2020) Educational Master Plan (long-term planning document).”
 - Agree/Strongly Agree (42%)
 - 46% Classified Professionals
 - 20% Faculty Part time
 - 40% Faculty Full time
 - 84% Administrators

Potential Areas of Growth

- Standard II B: Faculty & classified professionals are adequately involved in the selection of library materials in their fields”
 - Agree/Strongly Agree (48%)
 - 30% Classified Professionals
 - 41% Faculty Part time
 - 59% Faculty Full time
 - 67% Administrators
- Standard II C: “Satisfaction with own use of following college services”
 - Agree/Strongly Agree: services with < 50%
 - 44% Children Center
 - 48% Food Services-Cafeteria
- Standard II C: The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs”
 - Agree/Strongly Agree (47%)
 - 52% Classified Professionals
 - 42% Faculty Part time
 - 46% Faculty Full time
 - 47% Administrators

Potential Areas of Growth

- Standard III A: Human Resources → Three Questions on Evaluations
 - Percentage of Agree/Strongly differed consistently in that Classified Professionals less likely to agree that evaluations were being conducted systematically, with a focus on effectiveness and in way to encourage improvement.
 - Classified Professionals ranged from 49%- 54% agreement
 - Faculty Part time, Faculty Full time, and Administrators ranged from 74%-85% agreement
- Standard III A: “Human Resource policies and procedures are equitably applied.”
 - Agree/Strongly Agree (49%)
 - 43% Classified Professionals
 - 52% Faculty Part time
 - 53% Faculty Full time
 - 55% Administrators

Potential Areas of Growth

- Standard III C: “Across Chabot, equipment, software, and network connections are kept current and effectively support the institution’s management and operational functions.”
 - Agree/Strongly Agree (51%)
 - 59% Classified Professionals
 - 53% Faculty Part time
 - 43% Faculty Full time
 - 68% Administrators

Potential Areas of Growth

- Standard III D: “Institutional planning reflects a realistic assessment of financial resource availability and expenditure requirements.”
 - Agree/Strongly Agree (49%)
 - 55% Classified Professionals
 - 32% Faculty Part time
 - 47% Faculty Full time
 - 62% Administrators
- Standard III D: “In the college planning and budgeting process, I have a clear understanding of the role of... [various shared governance committees].”
 - Administrators are consistently the most aware of the role of these committees.
 - Is there a need to reach out to other employee classifications so that everyone understands the roles?

What do you think?

- Did anything surprise you (strengths or potential areas of growth)?
- Are there any data points (strengths or potential areas of growth) that you think need contextualization in order to be understood?

Quality Focus Essay

- “The **Quality Focus Essay** is the component of the ISER which provides the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level.” (p. 26)
- Through the data gathering, analysis and self-reflection of writing the ISER, the “institution will identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement. Based on the areas identified, the institution will plan two or three action projects which are intended to have a positive impact on improving student learning and/or student achievement over a multi-year period. These projects will be described in a Quality Focus Essay (QFE).” (p. 26)
- “The projects described in the QFE should be realistic and workable and should culminate in a set of observable and measurable outcomes.” (p. 27)
- “The QFE will provide the institution with multi-year, long-term directions for improvement of student learning and student achievement and will demonstrate the institution’s commitment to excellence.” (p. 27)

Quality Focus Essay

- Your Ideas:
 - Drawing on: 1) survey results from today, 2) the evidence gathering your standards teams have done, and 3) your experiences at Chabot: does anyone have ideas for what we might want to focus on in the ISER Quality Focus Essay?
 - As you continue to go over the results of the survey, please email the Cal Leadership team with any additional ideas for our Quality Focus Essay.

From Survey Results to Evidence

- Standard I A Mission:
 - 3. “The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.”
 - In order for the institution’s programs and services to be aligned with its mission and for the mission to guide decision-making, it is crucial that the majority of the college community is familiar with the mission statement. Results from the spring 2021 Employee Accreditation Survey illustrate that an overwhelming 89% of our college community is familiar with the Chabot College mission statement (IR-EmplAccredSurv-Overall-Res_MM-DD-YY). In particular, classified professionals (86%), full-time faculty (94%) and administrators (96%) are familiar with the mission statement (IR-EmplAccredSurv-PositionRes_MM-DD-YY).

From Survey Results to Evidence

- Standard I B Assuring Academic Quality and Institutional Effectiveness:
 - 3. “The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.”
 - As is clearly demonstrated by the results of the Spring 2021 Employee Accreditation Survey, the institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. For example, 79% of our campus community discusses student equity, 77% discuss student outcomes, and 75% discuss continuous improvement of student learning and achievement (IR-EmplAccredSurv-Overall-Res_MM-DD-YY). These collegial dialogues are particularly prevalent among full-time faculty and administrators. For example, 88% of faculty discuss student outcomes and 96% of administrators discuss student equity (IR-EmplAccredSurv-PositionRes_MM-DD-YY).



Any Questions?