

CHABOT COLLEGE FACULTY/STAFF ACCREDITATION SURVEY: SPRING 2008

Highlights

Standard One: Institutional Mission and Effectiveness: Planning, Budgeting, and Evaluation

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. The following results relate to Standard One: Institutional Mission and Effectiveness. Although half of all staff feel that planning is linked to resource allocation, few understand the roles of the key committees that drive that process. Full-time faculty and administrators are more likely to understand those roles. Most staff feel that Chabot evaluates how well its goals are accomplished, and IR data is available for planning and evaluation.

Planning and budgeting process	Percentage of those responding		
	Agree or strongly agree	Neither	Disagree or strongly disagree
College-wide and unit planning are linked to resource allocation.	50%	30%	20%
In the college planning and budgeting process, I understand the role of:			
• the Institutional Planning and Budget Council (IPBC).	22%	33%	45%
• the College Budget Committee.	24%	34%	42%
• the Faculty Prioritization Committee.	27%	32%	40%
• the Enrollment Management Committee.	25%	36%	40%
In the budget development process in my area/unit:			
• there is adequate communication between faculty, staff, and administration.	42%	24%	34%
• I have adequate opportunity for participation.	46%	26%	28%
The status of the budget in my program/discipline/unit is available to me.	53%	24%	23%
If I wanted to obtain a grant for my program, I know how to initiate that process.	55%	19%	27%
Evaluation, research, and program review			
The college evaluates how well its mission and goals are accomplished.	59%	29%	12%
The Office of Institutional Research provides data for college and program evaluation.	76%	21%	3%
I use Institutional Research data in the planning and evaluation of my courses/program/	38%	33%	29%
In the planning, development, evaluation, and revision of programs and services:			
• institutional research results are used.	53%	36%	11%
• program review results are used.	47%	37%	16%
The new academic program review process:			
• has helped me evaluate student learning in my classes.	36%	34%	30%
• is useful for identifying priorities for improvement or support.	41%	33%	26%

