

CHABOT COLLEGE FACULTY/STAFF ACCREDITATION SURVEY RESULTS

Planning, Budgeting, Program Review and Campus Climate: Changes Between Spring 2008 and Spring 2009

Substantially more staff and faculty understood the Chabot College planning and budgeting process in 2009 than in 2008, based on a comparison of the Spring 2009 follow-up survey to the original Spring 2008 survey. In particular, two thirds of all faculty and staff were familiar with the Strategic Plan Goals in 2009, an increase of 26 percentage points since 2008. Among full-time faculty, this familiarity increased from 47 percent to 79 percent, or 32 percentage points. This shows that IPBC efforts at communication about the goals and the use of the goals in unit-planning had succeeded. In addition, more staff, especially classified staff, understood the role of IPBC and the Budget Committee in the planning process. These results were reflected in the fact that 47 percent of all staff, and more than half of all full-time faculty and administrators, thought that communication about planning had improved during 2008-09.

Increases in understanding of planning by staff and faculty were also evident in their increased perception of the usefulness of program review and their opportunity for input into unit-level planning. About 60 percent of all staff understood the usefulness of program review and had sufficient opportunity to participate in unit-level planning, which reflected an increase of 22 and 14 percentage points, respectively. A high percentage (76%) of classified staff especially saw the usefulness of program review.

In the area of college-wide planning and budgeting, there were modest gains in understanding the process, because understanding had started at a much higher level. The percentages of staff who believed that planning is guided by the vision/mission statement and that planning is linked to resource allocation increased by only seven to nine percentage points, but the end result was that nearly 60 percent agreed with these statements.

Areas that had slightly less than 50 percent agreement and that increased very little or decreased were: having sufficient opportunity to participate in the college-wide planning process, having adequate unit-level communication during unit-level budget development, and using program review results to inform planning in their own unit.

The majority of staff felt that innovation is supported at Chabot. One third of all staff felt that morale had improved in the last year; only one quarter felt that it did not. In sum, the Strategic Goals and unit-planning have become familiar to most staff, IPBC will use these results to increase awareness of college-level planning and budgeting.

The Spring 2009 Survey consisted of a subset of questions from the Spring 2008 survey. The response rates for full-time staff were over 40 percent.

	Agreement with Statements														
	All STAFF			Classified Regular			Faculty						Admini-strators		
	2008	2009	(Diff.)	2008	2009	(Diff.)	Adjunct			Full-time			2008	2009	(Diff.)
							2008	2009	(Diff.)	2008	2009	(Diff.)			
College-wide planning and budgeting															
Institutional planning and decision making are guided by the vision/mission statement.	50%	59%	9%	47%	70%	23%	53%	46%	-8%	44%	50%	6%	68%	80%	12%
I am familiar with the Chabot College Strategic Plan Goals [priority objectives in Sp 08].	40%	66%	26%	37%	58%	21%	29%	43%	13%	47%	79%	32%	76%	87%	10%
College-wide and unit planning are linked to resource allocation*. *college funds, Basic skills, Title III or other grants, staffing, release time, etc.	50%	57%	7%	62%	68%	6%	42%	34%	-7%	46%	52%	6%	50%	86%	36%
In the college planning and budgeting process, I understand the role of:															
• the Institutional Planning and Budget Council (IPBC).	22%	48%	26%	23%	58%	35%	9%	34%	25%	30%	41%	11%	55%	80%	25%
• the College Budget Committee.	24%	49%	25%	21%	56%	36%	11%	45%	35%	36%	41%	5%	59%	79%	19%
Unit-level planning and Program Review															
I have had sufficient opportunity to provide input into the <i>unit-level</i> planning process.	46%	60%	14%	41%	44%	3%	29%	26%	-3%	68%	82%	15%	80%	86%	6%
I have had sufficient opportunity to provide input into the <i>college-level</i> planning process.	49%	40%	-9%	44%	34%	-10%	28%	17%	-11%	59%	51%	-9%	71%	60%	-11%
In the budget development process in my area/unit:															
• there is adequate communication between faculty, staff, and administration.	42%	48%	6%	49%	42%	-6%	34%	29%	-4%	67%	57%	-10%	57%	64%	7%
The program review process is useful for identifying priorities for improvement & support.	41%	63%	22%	—	76%	—	43%	30%	-13%	39%	61%	22%	50%	86%	36%
Program review results are used to inform the unit planning process in my unit.	47%	48%	1%	46%	48%	3%	46%	26%	-20%	44%	51%	6%	47%	73%	26%
Campus climate															
	Agree	Neither	Disagree												
Innovation in programs and services is supported at Chabot.	54%	24%	22%		55%			47%		53%				73%	
College-wide communication about the planning process improved during 2008-09.	47%	40%	13%		42%			39%		53%				53%	
Morale among faculty, staff, and administrators improved during 2008-09.	33%	43%	24%		33%			17%		37%				53%	