

Chabot College Faculty/Staff Accreditation Survey: Spring 2014 Highlights

Major improvements between 2001, 2008, and 2014

During the last two accreditation cycles, major improvements occurred at the College in the areas of planning, the development and assessment of educational programs and services, student involvement, and facilities.

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		
	2001	2008	2014
Planning and budget development			
I am familiar with the Chabot College vision/mission statement.		71%	82%
I am familiar with this year's priority objectives / the college's strategic plan goal		40%	58%
In the college planning and budgeting process, I have a clear understanding of the role of IPBC/PRBC.		22%	35%
There is adequate faculty participation in the development of institutional policy.	27%	44%	55%
I use Institutional Research data in the planning and evaluation of my courses/program/unit.		38%	51%
The academic program review process has helped me evaluate student learning in my classes.		36%	51%
The academic program review process is useful for identifying priorities for improvement or support.		41%	59%
In the budget development process in my area, I have adequate opportunity for participation.	31%	46%	55%
Developing and assessing educational programs and services			
Educational programs are continually reviewed for consistency with the college mission.	33%	56%	68%
Educational programs are assessed, reviewed, and modified regularly.		60%	73%
Part-time faculty are encouraged to participate in decision-making activities in their teaching areas.	38%	43%	51%
In the planning, evaluation, & revision of progs & services, institutional research results are used.	45%	53%	62%
My program/discipline has developed program-level student learning outcomes.		55%	83%
I am familiar with the college-wide learning goals.		55%	72%
Chabot uses research and data on students to determine the learning support needs of its students.		69%	79%
Student involvement in governance			
Students are appropriately involved in the governance of the College.	43%	44%	53%
The administration provides adequate means for students to have their desires & concerns addressed.	44%	49%	57%
Facilities and emergency procedures			
The office or work space provided for me is appropriate for my job responsibilities	64%	58%	71%
It is clear what action should be taken on campus in case of an emergency (fire, earthquake, etc.)	60%	65%	74%

