

Chabot College Faculty/Staff Accreditation Survey: Spring 2014

Highlights

Standard One: Institutional Mission and Effectiveness: Mission & Planning

Chabot faculty and staff have become more involved in planning since the last survey in Spring 2008, as indicated by a rise in agreement with the statements below by 5 to 15 percentage points. Most are now familiar with the college mission statement and use it in their work. More than half know the college's strategic plan goal, and two thirds agree that grant proposals are written to support major college priorities. While full-time faculty are more likely to provide planning input and conduct program review, two thirds of classified professionals also contribute to program review. The Faculty/Staff Accreditation Survey was sent to all Chabot staff in March 2014. There was an overall response rate of 64%, 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.

Mission/Vision/Values	Percentage of those responding		
	Agree or strongly agree	Neither	Disagree or strongly disagree
I am familiar with the Chabot College vision/mission statement.	82%	10%	8%
I have used the Chabot College vision/mission statement in some aspect of my work.	71%	17%	11%
I am familiar with the Chabot College values statements.	64%	18%	18%
Institutional planning and decision making are guided by the vision/mission statement.	60%	30%	9%
At Chabot, there is a college-wide commitment to student learning.	87%	8%	5%
College-wide planning			
I have had sufficient opportunity to provide input into the college-wide planning process.	48%	32%	20%
I am familiar with the college's strategic plan goal.	58%	19%	23%
The planning process at Chabot adequately identifies college priorities.	47%	34%	19%
The Grant Development Office writes grant proposals to support major college priorities.	66%	29%	5%
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%
Unit-level planning			
I contributed to the development of my area's program review	70%	12%	18%
The program review process in my area:			
• is useful to me.	56%	27%	17%
• has led to improvements in my area.	56%	28%	17%
• has led to new resources for my area.	52%	27%	20%
In the budget development process in my program/discipline/area:			
• there is adequate communication between faculty, classified staff, and administration.	49%	24%	27%
• I have adequate opportunity for participation.	55%	24%	21%

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Aspects of the planning process that differ most by staff position

