

**Chabot College**  
**Accreditation Survey: Faculty/Classified Staff/Administrators**  
**March 2014**

**Percentage Distribution of Survey Items, by Standard**  
 Based on the responses\* of 371 faculty, classified staff and administrators

| Standard I: Institutional Mission & Effectiveness  | Percent who Agree or Strongly Agree | Percentage of those responding |          |                            |       |                | Responses to each question |            |
|--|-------------------------------------|--------------------------------|----------|----------------------------|-------|----------------|----------------------------|------------|
|  |                                     | Strongly Disagree              | Disagree | Neither Disagree Nor Agree |       | Strongly Agree | Number                     | Pct of 371 |
|  |                                     |                                |          | Disagree                   | Agree |                |                            |            |
| <b>A. Mission</b>  |                                     |                                |          |                            |       |                |                            |            |
| I am familiar with the Chabot College vision/mission statement.  | 82%                                 | 3%                             | 5%       | 10%                        | 52%   | 30%            | 366                        | 99%        |
| I have used the Chabot College vision/mission statement in some aspect of my work.   | 71%                                 | 5%                             | 6%       | 17%                        | 46%   | 25%            | 364                        | 98%        |
| I am familiar with the Chabot College values statements.   | 64%                                 | 6%                             | 12%      | 18%                        | 44%   | 20%            | 363                        | 98%        |
| Institutional planning and decision making are guided by the vision/mission statement.   | 60%                                 | 2%                             | 7%       | 30%                        | 45%   | 15%            | 322                        | 87%        |
| At Chabot, there is a college-wide commitment to student learning.   | 87%                                 | 1%                             | 4%       | 8%                         | 44%   | 43%            | 356                        | 96%        |
| <b>B. Improving Institutional Effectiveness</b>  |                                     |                                |          |                            |       |                |                            |            |
| <b>Planning</b>  |                                     |                                |          |                            |       |                |                            |            |
| I contributed to the development of my area's program review   | 70%                                 | 9%                             | 10%      | 12%                        | 34%   | 36%            | 304                        | 82%        |
| The program review process in my area:   |                                     |                                |          |                            |       |                |                            |            |
| • is useful to me.   | 56%                                 | 3%                             | 14%      | 27%                        | 39%   | 17%            | 292                        | 79%        |
| • has led to improvements in my area.  | 56%                                 | 3%                             | 14%      | 28%                        | 37%   | 18%            | 284                        | 77%        |
| • has led to new resources for my area.  | 52%                                 | 5%                             | 15%      | 27%                        | 35%   | 17%            | 271                        | 73%        |
| I have had sufficient opportunity to provide input into the college-wide planning process.   | 48%                                 | 5%                             | 16%      | 32%                        | 32%   | 16%            | 315                        | 85%        |
| I am familiar with the college's strategic plan goal   | 58%                                 | 5%                             | 18%      | 19%                        | 40%   | 18%            | 314                        | 85%        |
| The planning process at Chabot adequately identifies college priorities.   | 47%                                 | 3%                             | 16%      | 34%                        | 37%   | 10%            | 286                        | 77%        |
| The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand. | 37%                                 | 6%                             | 23%      | 34%                        | 30%   | 7%             | 283                        | 76%        |
| The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.        | 32%                                 | 8%                             | 28%      | 32%                        | 27%   | 5%             | 277                        | 75%        |
| In the planning, development, evaluation, and revision of programs and services:   |                                     |                                |          |                            |       |                |                            |            |
| • program review results are used.   | 52%                                 | 2%                             | 12%      | 34%                        | 43%   | 9%             | 251                        | 68%        |
| • institutional research results are used.   | 62%                                 | 1%                             | 6%       | 31%                        | 46%   | 16%            | 241                        | 65%        |
|  |                                     |                                |          |                            |       |                | Number                     | Pct of 371 |
| <b>Faculty responses only:</b>   |                                     |                                |          |                            |       |                |                            |            |
| The academic program review process:   |                                     |                                |          |                            |       |                |                            |            |
| • has helped me evaluate student learning in my classes.   | 51%                                 | 8%                             | 19%      | 22%                        | 40%   | 11%            | 224                        | 69%        |
| • is useful for identifying priorities for improvement or support.   | 59%                                 | 5%                             | 16%      | 20%                        | 47%   | 13%            | 227                        | 70%        |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard I: Institutional Mission & Effectiveness (continued)                                | Percent who Agree or Strongly Agree | Percentage of those responding |          |                            |       |                | Responses to each question |            |
|--|-------------------------------------|--------------------------------|----------|----------------------------|-------|----------------|----------------------------|------------|
|  |                                     | Strongly Disagree              | Disagree | Neither Disagree Nor Agree | Agree | Strongly Agree | Number                     | Pct of 371 |
| <b>B. Improving Institutional Effectiveness</b>  |                                     |                                |          |                            |       |                |                            |            |
| <i>Budget and Grants</i>   |                                     |                                |          |                            |       |                |                            |            |
| College-wide and unit planning are linked to resource allocation.                            | <b>58%</b>                          | 3%                             | 9%       | <b>30%</b>                 | 47%   | 10%            | 236                        | 64%        |
| In the budget development process in my program/discipline/area:                             |                                     |                                |          |                            |       |                |                            |            |
| • there is adequate communication between faculty, classified staff, and administration.     | <b>49%</b>                          | 9%                             | 18%      | <b>24%</b>                 | 36%   | 13%            | 292                        | 79%        |
| • I have adequate opportunity for participation.   | <b>55%</b>                          | 6%                             | 14%      | <b>24%</b>                 | 35%   | 20%            | 297                        | 80%        |
| The status of the budget in my program/discipline/unit is available to me.                   | <b>54%</b>                          | 7%                             | 13%      | <b>26%</b>                 | 35%   | 19%            | 281                        | 76%        |
| In the college planning and budgeting process, I have a clear understanding of the role of:  |                                     |                                |          |                            |       |                |                            |            |
| • the Institutional Planning and Budget Council (IPBC).                                      | <b>35%</b>                          | 9%                             | 23%      | <b>33%</b>                 | 26%   | 9%             | 351                        | 95%        |
| • the College Budget Committee.  | <b>27%</b>                          | 10%                            | 27%      | <b>35%</b>                 | 20%   | 7%             | 349                        | 94%        |
| • the Faculty Prioritization Committee.  | <b>36%</b>                          | 10%                            | 20%      | <b>34%</b>                 | 26%   | 11%            | 348                        | 94%        |
| • the Enrollment Management Committee.   | <b>34%</b>                          | 11%                            | 21%      | <b>34%</b>                 | 24%   | 10%            | 348                        | 94%        |
| If I wanted to obtain a grant for my program, I know how to initiate that process at Chabot. | <b>44%</b>                          | 10%                            | 23%      | <b>24%</b>                 | 30%   | 15%            | 301                        | 81%        |
| The Grant Development Office writes grant proposals to support major college priorities.     | <b>66%</b>                          | 1%                             | 4%       | <b>29%</b>                 | 44%   | 22%            | 273                        | 74%        |
| <b>Research</b>  |                                     |                                |          |                            |       |                |                            |            |
| The college evaluates how well its mission and goals are accomplished.                       | <b>65%</b>                          | 3%                             | 7%       | <b>26%</b>                 | 46%   | 18%            | 293                        | 79%        |
| The Office of Institutional Research provides data for college and program evaluation.       | <b>85%</b>                          | 0%                             | 2%       | <b>13%</b>                 | 42%   | 42%            | 306                        | 82%        |
| I use Institutional Research data in the planning and evaluation of my courses/program/unit. | <b>51%</b>                          | 5%                             | 18%      | <b>26%</b>                 | 28%   | 23%            | 290                        | 78%        |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard I: Institutional Mission & Effectiveness (continued)   | Percent who replied sometimes or often | Percentage of those responding |           |            | Responses to each question |            |
|---|--|--------------------------------|-----------|------------|----------------------------|------------|
|   |  | Never                          | Sometimes | Often      | Number                     | Pct of 371 |
| <b>B. Improving Institutional Effectiveness</b>   |  |                                |           |            |                            |            |
| <b><i>Dialogue and Collaboration</i></b>  |  |                                |           |            |                            |            |
| I participate in thoughtful, reflective dialogues about <u>improving student learning</u> at these places and times:            |  |                                |           |            |                            |            |
| • on college-wide flex days.  | <b>76%</b>                             | 24%                            | 49%       | <b>28%</b> | 369                        | 99%        |
| • in college-wide committees.   | <b>56%</b>                             | 44%                            | 37%       | <b>18%</b> | 369                        | 99%        |
| • in my division/discipline/program meetings.   | <b>79%</b>                             | 21%                            | 37%       | <b>42%</b> | 366                        | 99%        |
| • in meetings with one or more colleagues.  | <b>90%</b>                             | 10%                            | 40%       | <b>50%</b> | 363                        | 98%        |
| • informally, in hallways or offices.   | <b>87%</b>                             | 13%                            | 39%       | <b>48%</b> | 366                        | 99%        |
| I participate in thoughtful, reflective dialogues about <u>improving institutional effectiveness</u> at these places and times: |  |                                |           |            |                            |            |
| • on college-wide flex days.  | <b>68%</b>                             | 32%                            | 50%       | <b>18%</b> | 367                        | 99%        |
| • in college-wide committees.   | <b>53%</b>                             | 47%                            | 37%       | <b>16%</b> | 367                        | 99%        |
| • in my division/discipline/program meetings.   | <b>74%</b>                             | 26%                            | 47%       | <b>27%</b> | 367                        | 99%        |
| • in meetings with one or more colleagues.  | <b>81%</b>                             | 19%                            | 51%       | <b>31%</b> | 370                        | 100%       |
| • informally, in hallways or offices.   | <b>81%</b>                             | 19%                            | 51%       | <b>30%</b> | 367                        | 99%        |
| I collaborate or work with the following groups:  |  |                                |           |            |                            |            |
| • faculty/staff in my area or discipline.   | <b>92%</b>                             | 8%                             | 26%       | <b>66%</b> | 365                        | 98%        |
| • faculty or staff in my division or program.   | <b>90%</b>                             | 10%                            | 35%       | <b>55%</b> | 363                        | 98%        |
| • faculty or staff outside of my division or program.   | <b>76%</b>                             | 24%                            | 47%       | <b>29%</b> | 365                        | 98%        |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard I: Institutional Mission & Effectiveness (continued)<br>B. Improving Institutional Effectiveness<br><i>Integrity, Equity, Diversity</i> | Percent who<br>Agree<br>or<br>Strongly Agree | Percentage of those responding |          |                                  |       |                   | Responses<br>to each question |               |
|--|--|--------------------------------|----------|----------------------------------|-------|-------------------|-------------------------------|---------------|
|  |  | Strongly<br>Disagree           | Disagree | Neither<br>Disagree<br>Nor Agree | Agree | Strongly<br>Agree | Number                        | Pct of<br>371 |
| The information that Chabot College presents to<br>the public about my program/discipline/area is current and accurate.                          | <b>63%</b>                                   | 5%                             | 11%      | <b>21%</b>                       | 46%   | 17%               | 326                           | 88%           |
| Chabot College provides students with clear expectations concerning<br>the principles of academic honesty and the sanctions for violations.      | <b>66%</b>                                   | 3%                             | 10%      | <b>21%</b>                       | 46%   | 20%               | 335                           | 90%           |
| Academic freedom is upheld at Chabot.  | <b>78%</b>                                   | 1%                             | 2%       | <b>19%</b>                       | 46%   | 32%               | 298                           | 80%           |
| <b>Faculty responses only:</b>   |  |                                |          |                                  |       |                   |                               |               |
| When teaching, I consciously separate my personal convictions from<br>the professionally accepted views of my discipline.                        | <b>88%</b>                                   | 0%                             | 1%       | <b>11%</b>                       | 44%   | 44%               | 252                           | 68%           |
| My dean would back me up in professional classroom practices.  | <b>87%</b>                                   | 3%                             | 1%       | <b>9%</b>                        | 40%   | 47%               | 230                           | 62%           |
| At Chabot, the general "campus climate" is one of respect for differences in:  |  |                                |          |                                  |       |                   |                               |               |
| • race-ethnicity   | <b>90%</b>                                   | 0%                             | 2%       | <b>7%</b>                        | 46%   | 45%               | 360                           | 97%           |
| • gender   | <b>89%</b>                                   | 1%                             | 1%       | <b>9%</b>                        | 45%   | 43%               | 361                           | 97%           |
| • physical disability  | <b>91%</b>                                   | 0%                             | 1%       | <b>8%</b>                        | 50%   | 42%               | 359                           | 97%           |
| • age  | <b>86%</b>                                   | 0%                             | 3%       | <b>11%</b>                       | 47%   | 39%               | 357                           | 96%           |
| • sexual orientation   | <b>88%</b>                                   | 1%                             | 2%       | <b>10%</b>                       | 47%   | 41%               | 356                           | 96%           |
| • native language  | <b>83%</b>                                   | 0%                             | 3%       | <b>14%</b>                       | 45%   | 38%               | 356                           | 96%           |
| • religion   | <b>80%</b>                                   | 1%                             | 3%       | <b>16%</b>                       | 44%   | 36%               | 342                           | 92%           |

\*Response rates: FT classified: 83%;  
FT faculty: 76%; Administrators: 86%;  
PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| Standard I: Institutional Mission & Effectiveness (continued)   | Percent who Agree or Strongly Agree | Percentage of those responding |          |                            |       |                | Responses to each question |            |
|---|-------------------------------------|--------------------------------|----------|----------------------------|-------|----------------|----------------------------|------------|
|   |                                     | Strongly Disagree              | Disagree | Neither Disagree Nor Agree | Agree | Strongly Agree | Number                     | Pct of 371 |
|   |                                     |                                |          |                            |       |                |                            |            |
| <b>B. Improving Institutional Effectiveness (continued)</b><br><i>Integrity, Equity, Diversity</i>        |                                     |                                |          |                            |       |                |                            |            |
| The following groups demonstrate honesty and truthfulness in their dealings with me:                      |                                     |                                |          |                            |       |                |                            |            |
| • students  | <b>79%</b>                          | 0%                             | 4%       | <b>18%</b>                 | 55%   | 23%            | 359                        | 97%        |
| • faculty   | <b>82%</b>                          | 1%                             | 2%       | <b>15%</b>                 | 50%   | 32%            | 357                        | 96%        |
| • classified professionals  | <b>87%</b>                          | 0%                             | 1%       | <b>12%</b>                 | 53%   | 34%            | 351                        | 95%        |
| • administrators  | <b>68%</b>                          | 4%                             | 7%       | <b>20%</b>                 | 46%   | 22%            | 349                        | 94%        |
| Chabot provides programs and services that enhance understanding and appreciation of diversity on campus. | <b>83%</b>                          | 1%                             | 3%       | <b>12%</b>                 | 51%   | 32%            | 347                        | 94%        |
| The college curriculum adequately addresses issues related to cultural diversity.                         | <b>61%</b>                          | 8%                             | 8%       | <b>24%</b>                 | 43%   | 18%            | 315                        | 85%        |
| I feel discrimination by other college staff on this campus.  | <b>16%</b>                          | 43%                            | 28%      | <b>14%</b>                 | 12%   | 4%             | 315                        | 85%        |

| If I feel discrimination, it is based on my (you may check more than one): | Percentage responding    |
|--|--------------------------|
| • Age  | <i>Not available yet</i> |
| • Gender   | <i>Not available yet</i> |
| • Ethnicity or race  | <i>Not available yet</i> |
| • Sexual orientation   | <i>Not available yet</i> |
| • Other  | <i>Not available yet</i> |
| • Two or more of the above categories                                      | <i>Not available yet</i> |

\*Response rates: FT classified: 83%;  
FT faculty: 76%; Administrators: 86%;  
PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| <b>Standard II: Learning Programs and Services</b>   | <b>Percent who Agree or Strongly Agree</b> | <b>Percentage of those responding</b> |                 |                                   |              |                       | <b>Responses to each question</b> |   |
|--|--|---------------------------------------|-----------------|-----------------------------------|--------------|-----------------------|-----------------------------------|---|
|  |  | <b>Strongly Disagree</b>              | <b>Disagree</b> | <b>Neither Disagree Nor Agree</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Number</b>                     | <b>Pct of 371<br/>(or 325 if faculty only item)</b> |
| <b>A. Instructional Programs</b>   |  |                                       |                 |                                   |              |                       |                                   |   |
| Educational programs:  |  |                                       |                 |                                   |              |                       |                                   |   |
| • are continually reviewed for consistency with the college mission.                               | <b>68%</b>                                 | 1%                                    | 5%              | <b>27%</b>                        | 56%          | 12%                   | 285                               | 77%   |
| • reflect the educational needs of students & surrounding communities.                             | <b>70%</b>                                 | 2%                                    | 7%              | <b>21%</b>                        | 58%          | 13%                   | 316                               | 85%   |
| • are assessed, reviewed, and modified regularly.  | <b>73%</b>                                 | 1%                                    | 5%              | <b>21%</b>                        | 57%          | 15%                   | 294                               | 79%   |
| Chabot instructors demonstrate a commitment to high standards of teaching.                         | <b>84%</b>                                 | 1%                                    | 4%              | <b>11%</b>                        | 50%          | 35%                   | 339                               | 91%   |
| In the classroom, faculty members at Chabot encourage  |  |                                       |                 |                                   |              |                       |                                   |   |
| a balanced perspective of multifaceted issues, beliefs and world views.                            | <b>76%</b>                                 | 1%                                    | 6%              | <b>17%</b>                        | 50%          | 26%                   | 290                               | 78%   |
| The typical "A" grade given at Chabot represents excellent student achievement in a course.        | <b>72%</b>                                 | 2%                                    | 4%              | <b>22%</b>                        | 48%          | 24%                   | 316                               | 85%   |
| Overall, Chabot provides a high quality learning experience for students.                          | <b>87%</b>                                 | 1%                                    | 1%              | <b>12%</b>                        | 53%          | 34%                   | 346                               | 93%   |
| <b>Faculty responses only:</b>   |  |                                       |                 |                                   |              |                       |                                   |   |
| Faculty have sufficient opportunities for input on matters   |  |                                       |                 |                                   |              |                       |                                   |   |
| of curriculum review, evaluation, and revision.  | <b>72%</b>                                 | 2%                                    | 7%              | <b>19%</b>                        | 49%          | 24%                   | 253                               | 68%   |
| I had an opportunity to participate in the development of the new AA-T degree and                  |  |                                       |                 |                                   |              |                       |                                   |   |
| general education requirements.  | <b>40%</b>                                 | 13%                                   | 17%             | <b>30%</b>                        | 23%          | 17%                   | 242                               | 65%   |
| I regularly update my course content.  | <b>93%</b>                                 | 0%                                    | 2%              | <b>5%</b>                         | 42%          | 51%                   | 247                               | 67%   |
| I regularly experiment with different instructional approaches.                                    | <b>91%</b>                                 | 1%                                    | 2%              | <b>6%</b>                         | 43%          | 48%                   | 246                               | 66%   |
| I use a variety of teaching methodologies as a response to the learning styles of students.        | <b>92%</b>                                 | 0%                                    | 0%              | <b>7%</b>                         | 38%          | 54%                   | 243                               | 65%   |
| I use multiple methods of classroom assessment to measure student progress.                        | <b>92%</b>                                 | 0%                                    | 1%              | <b>6%</b>                         | 44%          | 49%                   | 245                               | 66%   |
| The purpose and value of writing and assessing student learning outcomes is clear to me.           | <b>70%</b>                                 | 6%                                    | 9%              | <b>15%</b>                        | 41%          | 30%                   | 244                               | 66%   |
| I have received training from Chabot College in:   |  |                                       |                 |                                   |              |                       |                                   |   |
| • writing student learning outcomes.   | <b>55%</b>                                 | 8%                                    | 16%             | <b>21%</b>                        | 38%          | 17%                   | 243                               | 65%   |
| • assessing student learning outcomes.   | <b>59%</b>                                 | 9%                                    | 16%             | <b>16%</b>                        | 42%          | 17%                   | 240                               | 65%   |
| I have received training outside of Chabot College (conferences, workshops,                        |  |                                       |                 |                                   |              |                       |                                   |   |
| reading, self-teaching) in writing or assessing student learning outcomes.                         | <b>48%</b>                                 | 15%                                   | 22%             | <b>15%</b>                        | 27%          | 21%                   | 246                               | 66%   |
| I have contributed to the development of student learning outcomes for course(s) in my discipline. | <b>73%</b>                                 | 4%                                    | 11%             | <b>12%</b>                        | 39%          | 34%                   | 246                               | 66%   |
| I have assessed student learning outcomes in my course(s).   | <b>87%</b>                                 | 1%                                    | 4%              | <b>7%</b>                         | 43%          | 45%                   | 247                               | 67%   |
| My program/discipline has developed program-level student learning outcomes.                       | <b>83%</b>                                 | 1%                                    | 2%              | <b>15%</b>                        | 39%          | 44%                   | 246                               | 66%   |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard II: Learning Programs and Services (continued)  | Percent who Agree or Strongly Agree | Percentage of those responding               |          |                            |       |                | Responses to each question |            |
|--|-------------------------------------|--|----------|----------------------------|-------|----------------|----------------------------|------------|
|  |                                     | Strongly Disagree                            | Disagree | Neither Disagree Nor Agree | Agree | Strongly Agree | Number                     | Pct of 371 |
|  |                                     | <b>A. Instructional Programs (continued)</b> |          |                            |       |                |                            |            |
| <i>Faculty responses only:</i>   |                                     |  |          |                            |       |                |                            |            |
| I am familiar with the college-wide learning goals.  | 72%                                 | 4%   | 7%       | 17%                        | 44%   | 29%            | 245                        | 66%        |
| I consciously encourage my students to act ethically and responsibly as citizens.  | 93%                                 | 0%   | 2%       | 5%                         | 32%   | 61%            | 247                        | 67%        |
| I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.        | 91%                                 | 0%   | 2%       | 7%                         | 29%   | 62%            | 246                        | 66%        |
| My courses include critical thinking components.   | 96%                                 | 0%   | 0%       | 4%                         | 28%   | 68%            | 245                        | 66%        |
| I encourage my students to think creatively and /or produce original works.  | 89%                                 | 0%   | 2%       | 9%                         | 31%   | 58%            | 248                        | 67%        |
| My courses require basic computer literacy.  | 84%                                 | 3%   | 2%       | 11%                        | 38%   | 45%            | 245                        | 66%        |
| I include information competency concepts (the search for and analysis of information) in my courses/assignments.  | 81%                                 | 1%   | 4%       | 15%                        | 36%   | 45%            | 245                        | 66%        |
| My students have the necessary skills required to succeed in my courses.   | 56%                                 | 2%   | 11%      | 31%                        | 40%   | 17%            | 242                        | 65%        |
| <b>Percent who stated most or All</b>  |                                     |  |          |                            |       |                |                            |            |
| Averaging over all the courses you currently teach, HOW MUCH of the CLASSROOM TIME do you ALLOCATE for the following TYPES of TEACHING ACTIVITIES (may overlap): |                                     | <b>Percentage of those responding</b>        |          |                            |       |                |                            |            |
|  |                                     | None   | A little | Some                       | Most  | All            |                            |            |
| • Lectures: speaking or presenting only  |                                     | 25%  | 7%       | 22%                        | 45%   | 24%            | <1%                        | 236 64%    |
| • Lectures: with interactions/discussions  |                                     | 53%  | 3%       | 7%                         | 38%   | 45%            | 8%                         | 240 65%    |
| • Multi-media presentations using computers, powerpoint, video, slides, audio, etc   |                                     | 42%  | 5%       | 15%                        | 39%   | 27%            | 15%                        | 239 64%    |
| • In-class discussions involving the whole class   |                                     | 38%  | 6%       | 14%                        | 42%   | 29%            | 9%                         | 237 64%    |
| • In-class discussions or activities in small groups   |                                     | 32%  | 8%       | 15%                        | 46%   | 25%            | 7%                         | 239 64%    |
| • Active/hands-on activities (experimenting, performing, creating, practicing)   |                                     | 44%  | 9%       | 10%                        | 38%   | 30%            | 14%                        | 239 64%    |
| • Working with students in small groups during class   |                                     | 26%  | 10%      | 21%                        | 43%   | 18%            | 8%                         | 238 64%    |
| • Working one-on-one with students during class  |                                     | 17%  | 13%      | 35%                        | 36%   | 11%            | 5%                         | 241 65%    |
| What electronic means do you use for instructional delivery and/or communication with your students?   |                                     |  |          |                            |       |                |                            |            |
| Website: <i>not available yet</i>  |                                     |  |          |                            |       | 325            | 100%                       |            |
| Blackboard: <i>not available yet</i>   |                                     |  |          |                            |       | 325            | 100%                       |            |
| Email <i>not available yet</i>   |                                     |  |          |                            |       | 325            | 100%                       |            |
| Text <i>not available yet</i>  |                                     |  |          |                            |       | 325            | 100%                       |            |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| <b>Standard II: Learning Programs and Services (continued)</b>              | <b>Of those who referred service to students and outcome is known, percent who were satisfied with outcome</b> | <b>Percentage of those responding</b> |                                 |                               |                      |                  | <b>Responses to each question</b> |                   |
|---|--|---------------------------------------|---------------------------------|-------------------------------|----------------------|------------------|-----------------------------------|-------------------|
|   |  | <b>Never Heard of it</b>              | <b>Heard of, Never Referred</b> | <b>Referred Students and:</b> |                      |                  | <b>Number</b>                     | <b>Pct of 371</b> |
|   |  |                                       |                                 | <b>Don't Know</b>             | <b>Not Satisfied</b> | <b>Satisfied</b> |                                   |                   |
| <b>B. Student Support Programs</b>  |  |                                       |                                 |                               |                      |                  |                                   |                   |
| Admissions and Records  | <b>95%</b>   | 0%                                    | 6%                              | 16%                           | 4%                   | 74%              | 362                               | 98%               |
| Orientation Orientation to Chabot College                                   | <b>90%</b>   | 12%                                   | 29%                             | 21%                           | 4%                   | 34%              | 362                               | 98%               |
| Assessment Testing Center   | <b>91%</b>   | 2%                                    | 26%                             | 22%                           | 5%                   | 45%              | 362                               | 98%               |
| Counseling Appointments   | <b>73%</b>   | 1%                                    | 14%                             | 24%                           | 17%                  | 45%              | 361                               | 97%               |
| Front Desk Counseling (quick questions)                                     | <b>84%</b>   | 7%                                    | 20%                             | 26%                           | 7%                   | 39%              | 361                               | 97%               |
| Financial Aid Office  | <b>91%</b>   | 1%                                    | 21%                             | 29%                           | 4%                   | 45%              | 358                               | 96%               |
| Student Online Services in Bldg 700   | <b>95%</b>   | 10%                                   | 20%                             | 27%                           | 2%                   | 41%              | 361                               | 97%               |
| Career and Transfer Center  | <b>90%</b>   | 4%                                    | 28%                             | 31%                           | 4%                   | 34%              | 360                               | 97%               |
| Office of Student Life (Clubs, Activities, Events)                          | <b>85%</b>   | 4%                                    | 29%                             | 25%                           | 6%                   | 35%              | 361                               | 97%               |
| Student Government (SSCC, formerly ASCC)                                    | <b>87%</b>   | 3%                                    | 35%                             | 27%                           | 5%                   | 31%              | 362                               | 98%               |
| Student Health Center   | <b>96%</b>   | 1%                                    | 25%                             | 23%                           | 2%                   | 49%              | 361                               | 97%               |
| Library   | <b>98%</b>   | 0%                                    | 10%                             | 18%                           | 2%                   | 70%              | 360                               | 97%               |
| Tutoring (Peer Academic Tutoring Help) Bldg 2300                            | <b>95%</b>   | 1%                                    | 17%                             | 20%                           | 3%                   | 59%              | 362                               | 98%               |
| WRAC Center (Writing, Reading Across Curriculum) Library Mezzanine; Rm. 354 | <b>97%</b>   | 5%                                    | 23%                             | 23%                           | 2%                   | 47%              | 362                               | 98%               |
| Math Lab, Rm. 3906B   | <b>90%</b>   | 7%                                    | 33%                             | 22%                           | 4%                   | 34%              | 357                               | 96%               |
| Communications Lab, Rm. 802   | <b>96%</b>   | 13%                                   | 35%                             | 25%                           | 1%                   | 25%              | 358                               | 96%               |
| Online Learning/Blackboard Student Support                                  | <b>92%</b>   | 4%                                    | 27%                             | 20%                           | 4%                   | 46%              | 360                               | 97%               |
| Disabled Students Programs and Services (DSPS)                              | <b>92%</b>   | 2%                                    | 17%                             | 14%                           | 5%                   | 62%              | 363                               | 98%               |
| Extended Opportunity and Services (EOPS)                                    | <b>97%</b>   | 8%                                    | 33%                             | 19%                           | 1%                   | 39%              | 361                               | 97%               |
| PACE Degree and Transfer Program for Working Adults                         | <b>93%</b>   | 8%                                    | 39%                             | 21%                           | 2%                   | 29%              | 359                               | 97%               |
| Veteran's Office  | <b>98%</b>   | 6%                                    | 41%                             | 21%                           | 1%                   | 32%              | 362                               | 98%               |
| Children's Center   | <b>93%</b>   | 4%                                    | 43%                             | 21%                           | 2%                   | 29%              | 362                               | 98%               |
| Intercollegiate Athletics   |  | <i>Not available</i>                  |                                 |                               |                      |                  |                                   |                   |
| College Bookstore   | <b>88%</b>   | 1%                                    | 8%                              | 20%                           | 9%                   | 62%              | 363                               | 98%               |
| Campus Safety and Security  | <b>94%</b>   | 1%                                    | 13%                             | 13%                           | 5%                   | 69%              | 363                               | 98%               |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%



Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard II: Learning Programs and Services (continued) | Of those who used the service, percent who were satisfied or very satisfied with outcome | Percentage of those responding |                      |                 |           |                | Responses to each question |            |
|---|--|--------------------------------|----------------------|-----------------|-----------|----------------|----------------------------|------------|
|   |  | Never Heard of it              | Heard of, Never Used | USED It and was |           |                | Number                     | Pct of 371 |
|   |  |                                |                      | Not Satisfied   | Satisfied | Very Satisfied |                            |            |
| <b>B. Student Support Programs (continued)</b>          |  |                                |                      |                 |           |                |                            |            |
| Admissions and Records                                  | 97%  | 0%                             | 12%                  | 2%              | 39%       | 46%            | 368                        | 99%        |
| Children's Center                                       | 93%  | 4%                             | 74%                  | 2%              | 10%       | 11%            | 370                        | 100%       |
| Student Health Center                                   | 96%  | 1%                             | 40%                  | 2%              | 31%       | 26%            | 368                        | 99%        |
| Office of Student Life                                  | 88%  | 4%                             | 58%                  | 5%              | 22%       | 12%            | 363                        | 98%        |
| College Bookstore                                       | 95%  | 10%                            | 12%                  | 4%              | 45%       | 29%            | 313                        | 84%        |
| Food-Cafeteria  | 86%  | 0%                             | 10%                  | 12%             | 51%       | 27%            | 370                        | 100%       |
| Food-Catering   | 96%  | 5%                             | 27%                  | 2%              | 30%       | 35%            | 368                        | 99%        |
| Campus Safety and Security                              | 94%  | 0%                             | 4%                   | 5%              | 46%       | 45%            | 364                        | 98%        |
| Online Teaching/Blackboard Faculty Support              | 96%  | 2%                             | 36%                  | 3%              | 27%       | 32%            | 368                        | 99%        |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| <b>Standard II: Learning Programs and Services (continued)</b>  | <b>Percent who Agree or Strongly Agree</b> | <b>Percentage of those responding</b> |                 |                                   |              |                       | <b>Responses to each question</b> |                   |
|---|--|---------------------------------------|-----------------|-----------------------------------|--------------|-----------------------|-----------------------------------|-------------------|
|   |  | <b>Strongly Disagree</b>              | <b>Disagree</b> | <b>Neither Disagree Nor Agree</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Number</b>                     | <b>Pct of 371</b> |
| <b>B. Student Support Programs (continued)</b>  |  |                                       |                 |                                   |              |                       |                                   |                   |
| Chabot uses research and data on students to determine:   |  |                                       |                 |                                   |              |                       |                                   |                   |
| • the learning support needs of its students.   | <b>79%</b>                                 | 1%                                    | 4%              | <b>16%</b>                        | 57%          | 22%                   | 285                               | 77%               |
| • the services and programs to address those needs.   | <b>77%</b>                                 | 1%                                    | 6%              | <b>16%</b>                        | 57%          | 20%                   | 284                               | 77%               |
| Student Services staff are dedicated to supporting student access, equity, and success.   | <b>86%</b>                                 | 0%                                    | 1%              | <b>13%</b>                        | 50%          | 36%                   | 311                               | 84%               |
| I know where to locate and access written information about student support services.   | <b>71%</b>                                 | 1%                                    | 9%              | <b>19%</b>                        | 46%          | 25%                   | 304                               | 82%               |
| I know where and how to refer my students to support services as needed.  | <b>76%</b>                                 | 0%                                    | 6%              | <b>17%</b>                        | 50%          | 27%                   | 321                               | 87%               |
| The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs.    | <b>49%</b>                                 | 5%                                    | 18%             | <b>28%</b>                        | 38%          | 11%                   | 265                               | 71%               |
| In order to better help students in my course and/or my program, I need more info on:   |  |                                       |                 |                                   |              |                       |                                   |                   |
| • Degree and certificate requirements in my area.   | <b>36%</b>                                 | 14%                                   | 19%             | <b>31%</b>                        | 26%          | 11%                   | 298                               | 80%               |
| • transfer requirements.  | <b>42%</b>                                 | 10%                                   | 16%             | <b>32%</b>                        | 30%          | 12%                   | 302                               | 81%               |
| • student support services for academic challenges.   | <b>52%</b>                                 | 7%                                    | 14%             | <b>26%</b>                        | 39%          | 13%                   | 307                               | 83%               |
| • student support services for non-academic challenges.   | <b>54%</b>                                 | 7%                                    | 11%             | <b>28%</b>                        | 41%          | 14%                   | 303                               | 82%               |
| In order to better help students in my course and/or my program, we need more info on:  |  |                                       |                 |                                   |              |                       |                                   |                   |
| • Counseling support focused on our area.   | <b>70%</b>                                 | 3%                                    | 7%              | <b>20%</b>                        | 31%          | 39%                   | 304                               | 82%               |
| • Peer mentors focused on our area.   | <b>70%</b>                                 | 2%                                    | 7%              | <b>21%</b>                        | 41%          | 28%                   | 304                               | 82%               |
| • Tutoring for our students.  | <b>74%</b>                                 | 2%                                    | 5%              | <b>19%</b>                        | 39%          | 35%                   | 313                               | 84%               |
| • Learning assistants in our courses.   | <b>64%</b>                                 | 3%                                    | 9%              | <b>24%</b>                        | 35%          | 29%                   | 302                               | 81%               |
| English, ESL, & Math assessment test results recommend appropriate classes for my students.   | <b>54%</b>                                 | 4%                                    | 13%             | <b>29%</b>                        | 35%          | 19%                   | 241                               | 65%               |
| Student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success.                        | <b>83%</b>                                 | 0%                                    | 3%              | <b>15%</b>                        | 43%          | 40%                   | 317                               | 85%               |
| The college offers a wide variety of special enrichment activities. (ie, cultural events/ celebrations, outside speakers, forums, debates, discussions) for students. | <b>82%</b>                                 | 0%                                    | 2%              | <b>16%</b>                        | 47%          | 35%                   | 331                               | 89%               |
| Overall, Chabot provides high quality student support services (eg, counseling, financial aid, health services, EOPS, etc).   | <b>82%</b>                                 | 0%                                    | 2%              | <b>15%</b>                        | 50%          | 32%                   | 336                               | 91%               |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard II: Learning Programs and Services (continued)  | Percent who Agree or Strongly Agree | Percentage of those responding |            |                            |            |                 | Responses to each question |                |
|--|-------------------------------------|--------------------------------|------------|----------------------------|------------|-----------------|----------------------------|----------------|
|  |                                     | Strongly Disagree              | Disagree   | Neither Disagree Nor Agree | Agree      | Strongly Agree  | Number                     | Pct of 371     |
|  |                                     |                                |            |                            |            |                 |                            |                |
| <b>C. Library and Learning Support Programs</b>  |                                     |                                |            |                            |            |                 |                            |                |
| Academic learning support services (tutoring, computer labs, instructional assistants) make effective contributions to student learning and success. | <b>85%</b>                          | 0%                             | 1%         | <b>14%</b>                 | 45%        | 40%             | 360                        | 97%            |
| Resources are adequate for students to complete academic course work assignments:  |                                     |                                |            |                            |            |                 |                            |                |
| • in the Library.  | <b>61%</b>                          | 1%                             | 8%         | <b>30%</b>                 | 40%        | 21%             | 356                        | 96%            |
| • on the Library web site.   | <b>60%</b>                          | 0%                             | 3%         | <b>37%</b>                 | 37%        | 23%             | 353                        | 95%            |
| Faculty & staff are adequately involved in the selection of library materials in their fields.   | <b>48%</b>                          | 1%                             | 4%         | <b>46%</b>                 | 30%        | 18%             | 349                        | 94%            |
|  |                                     |                                |            |                            |            |                 | Responses to each question |                |
|  |                                     |                                |            |                            |            |                 | Number                     | Pct of 371     |
| <b>Faculty responses only:</b>   |                                     |                                |            |                            |            |                 |                            |                |
| I have scheduled library orientation sessions for my classes.  |                                     |                                |            |                            |            | <b>Yes: 33%</b> | 246                        | 109%           |
|  |                                     |                                |            |                            |            | <b>No: 67%</b>  |                            |                |
|  |                                     |                                |            |                            |            |                 |                            |                |
|  | Percent who Agree or Strongly Agree | Percentage of those responding |            |                            |            |                 | Responses to each question |                |
|  |                                     | Strongly Disagree              | Disagree   | Neither Disagree Nor Agree | Agree      | Strongly Agree  | Number                     | Percent of 325 |
| If yes, the library orientation adequately addressed the needs of my students.   | <b>81%</b>                          | 1%                             | 2%         | <b>16%</b>                 | 45%        | 36%             | 96                         | 26%            |
|  |                                     |                                |            |                            |            |                 |                            |                |
| Please indicate the number of times in the past year you have:   |                                     | Percentage of those responding |            |                            |            |                 |                            |                |
| • given assignments that required the use of the Chabot library or library web site.   |                                     | <i>None</i>                    | <i>1-3</i> | <i>4-6</i>                 | <i>7-9</i> | <i>10+</i>      | 218                        | 59%            |
| • given research assignments that required the use of the Chabot College reference staff.  |                                     | 55%                            | 27%        | 11%                        | 3%         | 4%              | 217                        | 58%            |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard III: Resources  | Percent who Agree or Strongly Agree | Percentage of those responding |          |                  |                |        | Responses to each question |  |
|--|-------------------------------------|--------------------------------|----------|------------------|----------------|--------|----------------------------|--|
|  |                                     | Strongly Disagree              | Disagree | Neither Disagree | Strongly Agree | Number | Pct of 371                 |  |
|  |                                     |                                |          | Nor Agree        |                |        |                            |  |
| <b>A. Human Resources</b>  |                                     |                                |          |                  |                |        |                            |  |
| <i>Hiring and evaluation</i>   |                                     |                                |          |                  |                |        |                            |  |
| Chabot links staffing decisions to its institutional planning.   | <b>50%</b>                          | 7%                             | 13%      | <b>30%</b>       | 43%            | 7%     | 248 67%                    |  |
| Hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College.                            | <b>57%</b>                          | 5%                             | 12%      | <b>25%</b>       | 46%            | 10%    | 297 80%                    |  |
| Teaching effectiveness is the principal criterion used in the selection of instructors.  | <b>60%</b>                          | 3%                             | 10%      | <b>27%</b>       | 44%            | 16%    | 261 70%                    |  |
| Hiring processes are fair to all applicants.   | <b>55%</b>                          | 5%                             | 15%      | <b>25%</b>       | 39%            | 16%    | 288 78%                    |  |
| Human Resource policies and procedures:  |                                     |                                |          |                  |                |        |                            |  |
| • are clearly stated.  | <b>65%</b>                          | 3%                             | 10%      | <b>22%</b>       | 52%            | 13%    | 312 84%                    |  |
| • are equitably applied.   | <b>59%</b>                          | 4%                             | 9%       | <b>29%</b>       | 43%            | 15%    | 285 77%                    |  |
| The college climate encourages faculty, staff and administrators to value and strive for cooperative and mutually respectful working conditions. | <b>62%</b>                          | 4%                             | 13%      | <b>21%</b>       | 44%            | 18%    | 343 92%                    |  |
| Current evaluation procedures are effective in assessing job performance and improving the performance of:                                       |                                     |                                |          |                  |                |        |                            |  |
| • classified/professional staff  | <b>42%</b>                          | 7%                             | 15%      | <b>36%</b>       | 35%            | 7%     | 223 60%                    |  |
| • part-time faculty  | <b>52%</b>                          | 7%                             | 15%      | <b>25%</b>       | 39%            | 13%    | 285 77%                    |  |
| • non-tenured faculty  | <b>57%</b>                          | 5%                             | 10%      | <b>29%</b>       | 40%            | 17%    | 235 63%                    |  |
| • tenured faculty  | <b>52%</b>                          | 6%                             | 14%      | <b>28%</b>       | 41%            | 10%    | 223 60%                    |  |
| • administrators   | <b>32%</b>                          | 18%                            | 19%      | <b>31%</b>       | 25%            | 7%     | 209 56%                    |  |
| Current evaluation procedures for non-tenured faculty are effective in making recommendations for tenure.  | <b>51%</b>                          | 4%                             | 8%       | <b>36%</b>       | 38%            | 14%    | 205 55%                    |  |
| Current evaluation procedures for administrators solicit and consider my opinion in assessing administrator effectiveness.                       | <b>20%</b>                          | 26%                            | 30%      | <b>24%</b>       | 17%            | 3%     | 227 61%                    |  |
| Current student evaluation forms are adequate in helping faculty members assess teaching effectiveness.  | <b>57%</b>                          | 5%                             | 15%      | <b>23%</b>       | 44%            | 13%    | 284 77%                    |  |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard III: Resources  | Percent who Agree or Strongly Agree | Percentage of those responding |          |                            |       |                | Responses to each question |            |
|--|-------------------------------------|--------------------------------|----------|----------------------------|-------|----------------|----------------------------|------------|
|  |                                     | Strongly Disagree              | Disagree | Neither Disagree Nor Agree | Agree | Strongly Agree | Number                     | Pct of 371 |
| <b>A. Human Resources</b><br><i>Staff Development</i>  |                                     |                                |          |                            |       |                |                            |            |
| When I started working at Chabot, I attended an orientation or training for my job.  | <b>63%</b>                          | 17%                            | 15%      | <b>6%</b>                  | 37%   | 25%            | 350                        | 94%        |
| Chabot College provides the support and resources to improve my teaching or job skills.  | <b>45%</b>                          | 8%                             | 21%      | <b>26%</b>                 | 33%   | 12%            | 338                        | 91%        |
| Sufficient training opportunities are offered in:  |                                     |                                |          |                            |       |                |                            |            |
| • the Banner system/CLASS-Web/Web for Finance.   | <b>33%</b>                          | 14%                            | 23%      | <b>31%</b>                 | 25%   | 8%             | 287                        | 77%        |
| • the latest MS Office and other computer applications.  | <b>26%</b>                          | 15%                            | 30%      | <b>29%</b>                 | 20%   | 6%             | 280                        | 75%        |
| • Blackboard or other online tools/course development.   | <b>53%</b>                          | 8%                             | 13%      | <b>27%</b>                 | 36%   | 17%            | 295                        | 80%        |
| • CurricUNET.  | <b>38%</b>                          | 8%                             | 18%      | <b>36%</b>                 | 30%   | 8%             | 239                        | 64%        |
| Faculty are encouraged to experiment with new instructional approaches.  | <b>66%</b>                          | 1%                             | 7%       | <b>26%</b>                 | 45%   | 20%            | 275                        | 74%        |
| Faculty & staff are encouraged to develop new programs & services that will enhance student learning.                            | <b>66%</b>                          | 4%                             | 8%       | <b>22%</b>                 | 48%   | 19%            | 301                        | 81%        |
| My administrator/supervisor encourages and supports my participation in professional development activities.                     | <b>72%</b>                          | 5%                             | 7%       | <b>17%</b>                 | 40%   | 31%            | 334                        | 90%        |
| Within the last 2 years, I have gone to the following number of conferences or other professional development events off-campus: |                                     |                                |          |                            |       |                |                            |            |
| • none   | 35%                                 |                                |          |                            |       |                |                            |            |
| • 1  | 23%                                 |                                |          |                            |       |                |                            |            |
| • 2  | 15%                                 |                                |          |                            |       |                |                            |            |
| • 3  | 9%                                  |                                |          |                            |       |                |                            |            |
| • 4  | 5%                                  |                                |          |                            |       |                |                            |            |
| • 5+   | 13%                                 |                                |          |                            |       |                |                            |            |
| If I went, my expenses to these events were paid by (check all that apply)   |                                     |                                |          |                            |       |                |                            |            |
| myself   |                                     |                                |          |                            |       |                |                            |            |
| grants   |                                     |                                |          |                            |       |                |                            |            |
| my areas budget  |                                     |                                |          |                            |       |                |                            |            |
| other  |                                     |                                |          |                            |       |                |                            |            |
| Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills.                   | <b>29%</b>                          | 20%                            | 22%      | <b>29%</b>                 | 23%   | 6%             | 332                        | 89%        |
| Chabot College acknowledges faculty who practice academic excellence.  | <b>59%</b>                          | 5%                             | 10%      | <b>26%</b>                 | 48%   | 11%            | 301                        | 81%        |
| Chabot College acknowledges classified staff who practice professional excellence.   | <b>55%</b>                          | 6%                             | 13%      | <b>27%</b>                 | 41%   | 14%            | 283                        | 76%        |
| I feel respected and appreciated as an employee of Chabot College.   | <b>62%</b>                          | 5%                             | 11%      | <b>22%</b>                 | 43%   | 19%            | 357                        | 96%        |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| <b>Standard III: Resources (continued)</b>   |   |  |          |                            |       |                | Responses to each question            |        |                            |  |
|--|---|--|----------|----------------------------|-------|----------------|---------------------------------------|--------|----------------------------|--|
|  |   |  |          |                            |       |                | Number                                | Pct of | 371                        |  |
| <b>B. Physical Resources</b>   |   |  |          |                            |       |                |                                       |        |                            |  |
| <b>My main work area is:</b>   |   |  |          |                            |       |                |                                       |        |                            |  |
|  | • currently under construction or will be in the next several years                     | 5%   |          |                            |       |                |                                       |        |                            |  |
|  | • is new or has recently been renovated (in the past 4-5 years)                         | 59%  |          |                            |       |                |                                       | 259    | 70%                        |  |
|  | • Is an existing building that has not been remodeled in the last 5 years               | 31%  |          |                            |       |                |                                       |        |                            |  |
|  | • do not know   | 6%   |          |                            |       |                |                                       |        |                            |  |
|  | Total: 100%   | 100%                                       |          |                            |       |                |                                       |        |                            |  |
| <b>Standard III: Resources (continued)</b>   |   | <b>Percent who Agree or Strongly Agree</b> |          |                            |       |                | <b>Percentage of those responding</b> |        | Responses to each question |  |
|  |   | Strongly Disagree                          | Disagree | Neither Disagree Nor Agree | Agree | Strongly Agree | Number                                | Pct of | 371                        |  |
| I am <u>familiar</u> with the college Facilities Plan as it relates to my discipline/program/service area.   |   | 52%  | 8%       | 21%                        | 19%   | 41%            | 11%                                   | 287    | 77%                        |  |
| I <u>had input</u> into the Facilities Plan as it relates to my discipline/program/service area.   |   | 38%  | 14%      | 27%                        | 22%   | 28%            | 10%                                   | 297    | 80%                        |  |
| In the planning, design, and implementation of new and remodeled facilities <u>the needs</u> of my discipline/program/service area were adequately considered. |   | 41%  | 14%      | 19%                        | 26%   | 34%            | 7%                                    | 285    | 77%                        |  |
| If my area is new or was remodeled :   |   |  |          |                            |       |                |                                       |        |                            |  |
|  | •the user group was the driving force behind the decisions                              | 45%  | 10%      | 18%                        | 27%   | 32%            | 13%                                   | 194    | 52%                        |  |
|  | •the end result met expectations  | 46%  | 9%       | 17%                        | 27%   | 36%            | 10%                                   | 220    | 59%                        |  |
|  | •the end result enhances student learning   | 59%  | 7%       | 8%                         | 25%   | 44%            | 16%                                   | 234    | 63%                        |  |
| The <u>current</u> college facilities for my area:   |   |  |          |                            |       |                |                                       |        |                            |  |
|  | • provide adequate physical space for my discipline/program/service area.               | 59%  | 9%       | 19%                        | 12%   | 45%            | 14%                                   | 339    | 91%                        |  |
|  | • support and ensure the integrity and quality of my discipline/ program/ service area. | 58%  | 10%      | 14%                        | 18%   | 47%            | 12%                                   | 333    | 90%                        |  |
|  | • support student learning in my discipline/program/service area.                       | 59%  | 9%       | 12%                        | 20%   | 47%            | 12%                                   | 323    | 87%                        |  |
| The office or work space provided for me is appropriate for my job responsibilities.   |   | 71%  | 6%       | 12%                        | 11%   | 46%            | 26%                                   | 344    | 93%                        |  |
| Supplies (eg paper, classroom materials) have been readily available to support my job/teaching  |   | 67%  | 5%       | 15%                        | 13%   | 49%            | 18%                                   | 337    | 91%                        |  |
| Instructional equipment in labs (science, health, vocational programs etc) has been <u>readily available</u> to support student learning.                      |   | 57%  | 5%       | 11%                        | 27%   | 37%            | 20%                                   | 218    | 59%                        |  |
| Instructional equipment in labs (science, health, vocational programs etc) is <u>adequately maintained</u> to support student learning.                        |   | 47%  | 7%       | 14%                        | 32%   | 31%            | 16%                                   | 210    | 57%                        |  |
| The college adequately maintains the facilities that we have.  |   | 47%  | 8%       | 25%                        | 20%   | 36%            | 11%                                   | 340    | 92%                        |  |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| <b>Standard III: Resources (continued)</b>   | <b>Percent who Agree or Strongly Agree</b> | <b>Percentage of those responding</b> |                 |                                   |              |                       | <b>Responses to each question</b> |                   |
|--|--|---------------------------------------|-----------------|-----------------------------------|--------------|-----------------------|-----------------------------------|-------------------|
|  |  | <b>Strongly Disagree</b>              | <b>Disagree</b> | <b>Neither Disagree Nor Agree</b> | <b>Agree</b> | <b>Strongly Agree</b> | <b>Number</b>                     | <b>Pct of 371</b> |
| <b>B. Physical Resources (continued)</b>   |  |                                       |                 |                                   |              |                       |                                   |                   |
| Requests for maintenance and repair of buildings are handled:                                |  |                                       |                 |                                   |              |                       |                                   |                   |
| • in a timely manner.  | <b>50%</b>                                 | 5%                                    | 18%             | <b>28%</b>                        | 38%          | 11%                   | 294                               | 79%               |
| • with adequate results.   | <b>55%</b>                                 | 4%                                    | 15%             | <b>26%</b>                        | 41%          | 13%                   | 293                               | 79%               |
| Custodial services on campus provide a clean & pleasant environment.                         | <b>52%</b>                                 | 12%                                   | 19%             | <b>17%</b>                        | 38%          | 14%                   | 348                               | 94%               |
| The campus landscaping and playing fields are well maintained.                               | <b>74%</b>                                 | 3%                                    | 9%              | <b>14%</b>                        | 55%          | 19%                   | 326                               | 88%               |
| There are sufficient personnel and material resources to maintain the buildings and grounds. | <b>31%</b>                                 | 26%                                   | 28%             | <b>15%</b>                        | 21%          | 10%                   | 277                               | 75%               |
| Facilities in my area are adequately constructed and maintained to address safety.           | <b>62%</b>                                 | 6%                                    | 11%             | <b>21%</b>                        | 46%          | 16%                   | 326                               | 88%               |
| I feel safe on campus during daylight hours.   | <b>90%</b>                                 | 1%                                    | 2%              | <b>8%</b>                         | 57%          | 33%                   | 350                               | 94%               |
| I feel safe on campus during the evening or at night.  | <b>64%</b>                                 | 3%                                    | 12%             | <b>20%</b>                        | 48%          | 16%                   | 323                               | 87%               |
| Campus Safety and Security staff respond quickly in emergency situations.                    | <b>83%</b>                                 | 0%                                    | 4%              | <b>13%</b>                        | 51%          | 32%                   | 292                               | 79%               |
| It is clear what action should be taken on campus in case of:                                |  |                                       |                 |                                   |              |                       |                                   |                   |
| • a personal injury.   | <b>67%</b>                                 | 3%                                    | 13%             | <b>17%</b>                        | 47%          | 20%                   | 325                               | 88%               |
| • an emergency (fire, earthquake).   | <b>74%</b>                                 | 3%                                    | 9%              | <b>14%</b>                        | 52%          | 22%                   | 316                               | 85%               |
| Overall at Chabot College:   |  |                                       |                 |                                   |              |                       |                                   |                   |
| • college facilities support student learning programs and services.                         | <b>73%</b>                                 | 0%                                    | 5%              | <b>22%</b>                        | 58%          | 15%                   | 343                               | 92%               |
| • the college assesses the effective use of facilities and equipment.                        | <b>63%</b>                                 | 2%                                    | 13%             | <b>22%</b>                        | 48%          | 14%                   | 299                               | 81%               |
| • the college uses the results of the facilities evaluation as a basis for improvement.      | <b>55%</b>                                 | 3%                                    | 16%             | <b>26%</b>                        | 41%          | 14%                   | 264                               | 71%               |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

| <b>Standard III: Resources (continued)</b>  | <b>Percent who Agree or Strongly Agree</b> | <b>Percentage of those responding</b> |                 |                                   |              |                       | <b>Responses to each question</b> |                   |
|---|--|---------------------------------------|-----------------|-----------------------------------|--------------|-----------------------|-----------------------------------|-------------------|
|   |  | <b>Strongly Disagree</b>              | <b>Disagree</b> | <b>Neither Disagree Nor Agree</b> |              | <b>Strongly Agree</b> | <b>Number</b>                     | <b>Pct of 371</b> |
|   |  |                                       |                 | <b>Disagree</b>                   | <b>Agree</b> |                       |                                   |                   |
| <b>C. Technology</b>  |  |                                       |                 |                                   |              |                       |                                   |                   |
| In my <u>office</u> , the equipment, software, and network connections are sufficient to effectively carry out my work responsibilities.                | <b>69%</b>                                 | 2%                                    | 16%             | <b>12%</b>                        | 53%          | 16%                   | 340                               | 92%               |
| In my <u>classroom</u> , the equipment, software, and network connections are sufficient to effectively support student learning.                       | <b>69%</b>                                 | 5%                                    | 11%             | <b>14%</b>                        | 48%          | 21%                   | 272                               | 73%               |
| In the <u>computer labs</u> , the software and network configurations provide me with adequate access to the applications I need to support my courses. | <b>63%</b>                                 | 5%                                    | 13%             | <b>19%</b>                        | 48%          | 15%                   | 186                               | 50%               |
| Faculty are sufficiently involved in the selection of instructional technology equipment.   | <b>43%</b>                                 | 5%                                    | 24%             | <b>28%</b>                        | 32%          | 12%                   | 206                               | 56%               |
| I receive adequate training in the use of technology:   |  |                                       |                 |                                   |              |                       |                                   |                   |
| • in my office.   | <b>42%</b>                                 | 8%                                    | 23%             | <b>26%</b>                        | 34%          | 8%                    | 325                               | 88%               |
| • in the classroom or lab.  | <b>42%</b>                                 | 8%                                    | 25%             | <b>26%</b>                        | 34%          | 8%                    | 274                               | 74%               |
| Technology hardware and software are <u>kept current</u> to meet my job or teaching needs.  | <b>52%</b>                                 | 6%                                    | 22%             | <b>20%</b>                        | 40%          | 11%                   | 339                               | 91%               |
| Requests for support services to <u>maintain my computer</u> are handled in a <u>timely manner</u> .  | <b>66%</b>                                 | 2%                                    | 13%             | <b>19%</b>                        | 46%          | 20%                   | 311                               | 84%               |
| Students have adequate access to technological resources on campus to support their learning.   | <b>63%</b>                                 | 5%                                    | 15%             | <b>18%</b>                        | 49%          | 14%                   | 286                               | 77%               |
| In the Graphics/Print Shop, the hours and assistance are sufficient for me.   | <b>82%</b>                                 | 2%                                    | 4%              | <b>12%</b>                        | 49%          | 33%                   | 293                               | 79%               |
| For Audio Visual Services   |  |                                       |                 |                                   |              |                       |                                   |                   |
| • the hours and assistance are sufficient to me.  | <b>69%</b>                                 | 1%                                    | 7%              | <b>23%</b>                        | 45%          | 24%                   | 241                               | 65%               |
| • classroom equipment is properly maintained.   | <b>63%</b>                                 | 1%                                    | 12%             | <b>24%</b>                        | 39%          | 24%                   | 249                               | 67%               |
| There is adequate technical staff to support the use of technology on campus.   | <b>38%</b>                                 | 12%                                   | 27%             | <b>22%</b>                        | 25%          | 13%                   | 289                               | 78%               |
| Chabot links technology decisions to its institutional planning.  | <b>44%</b>                                 | 5%                                    | 19%             | <b>32%</b>                        | 34%          | 9%                    | 204                               | 55%               |
| The college replaces and maintains technological equipment to ensure that discipline/program/service area needs are met.                                | <b>49%</b>                                 | 5%                                    | 15%             | <b>30%</b>                        | 39%          | 10%                   | 278                               | 75%               |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%



Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard IV: Leadership and Governance  | Percent who Agree or Strongly Agree | Percentage of those responding |          |                            |       |                | Responses to each question |            |
|---|-------------------------------------|--------------------------------|----------|----------------------------|-------|----------------|----------------------------|------------|
|   |                                     | Strongly Disagree              | Disagree | Neither Disagree Nor Agree |       | Strongly Agree | Number                     | Pct of 371 |
|   |                                     |                                |          | Disagree                   | Agree |                |                            |            |
| <b>A. Decision-making roles and processes</b>   |                                     |                                |          |                            |       |                |                            |            |
| If I have a question about campus policies or procedures, I know where to go for an answer.   | 66%                                 | 3%                             | 14%      | 17%                        | 50%   | 15%            | 345                        | 93%        |
| I have a substantive role in college governance and policy-making that relates to my areas of responsibility and expertise.   | 39%                                 | 10%                            | 25%      | 26%                        | 28%   | 12%            | 297                        | 80%        |
| I feel empowered to improve or develop programs/services.   | 44%                                 | 7%                             | 22%      | 27%                        | 33%   | 11%            | 329                        | 89%        |
| Faculty and/or staff input has:   |                                     |                                |          |                            |       |                |                            |            |
| • helped the college better achieve its mission.  | 72%                                 | 1%                             | 6%       | 21%                        | 53%   | 19%            | 300                        | 81%        |
| • helped improve student learning.  | 74%                                 | 0%                             | 4%       | 21%                        | 55%   | 19%            | 298                        | 80%        |
| I understand how the current structure of Council and Committees interacts to make recommendations on policy and procedures.  | 34%                                 | 8%                             | 29%      | 29%                        | 28%   | 6%             | 284                        | 77%        |
| The current structure of Council and Committees enables effective college-wide participation in decision-making for all segments of the college community.                    | 34%                                 | 9%                             | 25%      | 32%                        | 28%   | 5%             | 259                        | 70%        |
| The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements.   | 43%                                 | 8%                             | 16%      | 34%                        | 35%   | 8%             | 238                        | 64%        |
| On average, I spend the following number of hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, doing committee work): |                                     |                                |          |                            |       |                |                            |            |
| • 0 hours   | 35%                                 |                                |          |                            |       |                | 326                        | 88%        |
| • 1 hour  | 23%                                 |                                |          |                            |       |                |                            |            |
| • 2 hours   | 15%                                 |                                |          |                            |       |                |                            |            |
| • 3 hours   | 9%                                  |                                |          |                            |       |                |                            |            |
| • 4 hours   | 5%                                  |                                |          |                            |       |                |                            |            |
| • more than 4 hours   | 13%                                 |                                |          |                            |       |                |                            |            |
| Total   | 100%                                |                                |          |                            |       |                |                            |            |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

Chabot College Spring 2014 Staff Accreditation Survey: All Staff

| Standard IV: Leadership and Governance (continued)   | Percent who Agree or Strongly Agree | Percentage of those responding |          |                            |       |                | Responses to each question |            |
|--|-------------------------------------|--------------------------------|----------|----------------------------|-------|----------------|----------------------------|------------|
|  |                                     | Strongly Disagree              | Disagree | Neither Disagree Nor Agree |       | Strongly Agree | Number                     | Pct of 371 |
|  |                                     |                                |          | Disagree                   | Agree |                |                            |            |
| <b>B. Board, District, and College Administration</b>  |                                     |                                |          |                            |       |                |                            |            |
| <b>Board of Trustees</b>   |                                     |                                |          |                            |       |                |                            |            |
| The Chabot-Las Positas Board of Trustees:  |                                     |                                |          |                            |       |                |                            |            |
| • equitably represents the interests of Chabot.  | <b>33%</b>                          | 10%                            | 28%      | <b>29%</b>                 | 28%   | 5%             | 236                        | 64%        |
| • exhibits an interest in and understanding of the college's programs, services and needs.   | <b>42%</b>                          | 8%                             | 17%      | <b>34%</b>                 | 34%   | 7%             | 238                        | 64%        |
| • makes responsible decisions that support and promote the mission of the college.   | <b>40%</b>                          | 7%                             | 18%      | <b>34%</b>                 | 34%   | 6%             | 229                        | 62%        |
| • accomplishes its responsibilities in ways that promote a positive learning environment at the college.   | <b>40%</b>                          | 6%                             | 14%      | <b>40%</b>                 | 35%   | 5%             | 228                        | 61%        |
| • supports the equality, integrity, and effectiveness of Chabot programs and services.   | <b>45%</b>                          | 7%                             | 16%      | <b>32%</b>                 | 38%   | 8%             | 232                        | 63%        |
| <b>District Chancellor</b>   |                                     |                                |          |                            |       |                |                            |            |
| The Chancellor equitably represents the interest of both Colleges to   |                                     |                                |          |                            |       |                |                            |            |
| the Boards of Trustees   | <b>43%</b>                          | 7%                             | 11%      | <b>39%</b>                 | 36%   | 7%             | 185                        | 50%        |
| The Chancellor fosters effective communication between the two colleges  |                                     |                                |          |                            |       |                |                            |            |
| and the Board  | <b>38%</b>                          | 8%                             | 11%      | <b>42%</b>                 | 29%   | 9%             | 180                        | 49%        |
| <b>District Administration</b>   |                                     |                                |          |                            |       |                |                            |            |
| The division between District and College operational responsibilities   |                                     |                                |          |                            |       |                |                            |            |
| is clearly communicated.   | <b>24%</b>                          | 14%                            | 31%      | <b>30%</b>                 | 22%   | 2%             | 221                        | 60%        |
| The District services are administered to meet the needs of Chabot College in  |                                     |                                |          |                            |       |                |                            |            |
| • Maintenance and Operations   | <b>35%</b>                          | 10%                            | 24%      | <b>32%</b>                 | 31%   | 4%             | 240                        | 65%        |
| • Information Technology Services (ITS)  | <b>40%</b>                          | 11%                            | 17%      | <b>31%</b>                 | 36%   | 4%             | 238                        | 64%        |
| • Human Resources  | <b>55%</b>                          | 6%                             | 11%      | <b>28%</b>                 | 47%   | 7%             | 242                        | 65%        |
| • Purchasing   | <b>42%</b>                          | 5%                             | 13%      | <b>39%</b>                 | 37%   | 5%             | 208                        | 56%        |
| • Warehouse and Receiving  | <b>55%</b>                          | 3%                             | 7%       | <b>35%</b>                 | 45%   | 11%            | 199                        | 54%        |
| District services are responsive to Chabot staff/faculty/administrators  | <b>34%</b>                          | 11%                            | 15%      | <b>39%</b>                 | 31%   | 3%             | 241                        | 65%        |
| <b>Chabot College President</b>  |                                     |                                |          |                            |       |                |                            |            |
| The president is receptive to the concerns of classified professionals and faculty   | <b>75%</b>                          | 3%                             | 5%       | <b>17%</b>                 | 48%   | 27%            | 288                        | 78%        |
| The president effectively communicates across the campus on major  |                                     |                                |          |                            |       |                |                            |            |
| college and academic issues.   | <b>76%</b>                          | 4%                             | 4%       | <b>16%</b>                 | 50%   | 26%            | 310                        | 84%        |
| The president promotes a climate that is tolerant and accepting of differences in ethnicity, cultural background, age, gender, sexual orientation, physical disability, and religious background | <b>88%</b>                          | 2%                             | 2%       | <b>9%</b>                  | 46%   | 41%            | 314                        | 85%        |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%

**Chabot College Spring 2014 Staff Accreditation Survey: All Staff**

|  |            |     |     |            |     |     |     |     |
|--|------------|-----|-----|------------|-----|-----|-----|-----|
| <b>Chabot College Administration</b>   |            |     |     |            |     |     |     |     |
| The college administration provides effective management that supports the college's mission   | <b>62%</b> | 3%  | 9%  | <b>26%</b> | 50% | 12% | 295 | 80% |
| The College administration has effectively encouraged:   |            |     |     |            |     |     |     |     |
| • excellence in instruction.   | <b>70%</b> | 2%  | 3%  | <b>25%</b> | 51% | 19% | 291 | 78% |
| • a positive learning environment.   | <b>70%</b> | 1%  | 5%  | <b>24%</b> | 51% | 19% | 297 | 80% |
| The college administration demonstrates leadership on educational issues   | <b>58%</b> | 2%  | 8%  | <b>32%</b> | 44% | 14% | 286 | 77% |
| The administration creates an environment that supports innovation in programs and services.   | <b>59%</b> | 2%  | 10% | <b>30%</b> | 45% | 13% | 284 | 77% |
| The practice of shared governance has been adequately promoted and implemented by the college administration.                            | <b>46%</b> | 4%  | 15% | <b>35%</b> | 35% | 11% | 265 | 71% |
| Important recommendations/decisions made through shared governance are implemented by the college administration                         | <b>38%</b> | 6%  | 18% | <b>37%</b> | 28% | 10% | 242 | 65% |
| <b>Faculty</b>   |            |     |     |            |     |     |     |     |
| There is adequate <b>faculty</b> voice in the development of institutional policy.   | <b>55%</b> | 3%  | 12% | <b>30%</b> | 35% | 20% | 240 | 65% |
| <b>Part-time faculty</b> members are encouraged to participate in decision-making activities in their teaching areas.                    | <b>51%</b> | 10% | 15% | <b>24%</b> | 37% | 13% | 279 | 75% |
| As a member of the faculty, I feel respected and valued by the college administration.   | <b>63%</b> | 6%  | 7%  | <b>23%</b> | 42% | 22% | 260 | 70% |
| The <b>Academic Senate</b> has been effective in communicating concerns of the faculty to the college administration.                    | <b>57%</b> | 5%  | 8%  | <b>30%</b> | 36% | 20% | 214 | 58% |
| <b>Classified Professionals</b>  |            |     |     |            |     |     |     |     |
| There is adequate <b>classified professional</b> voice in the development of institutional policy.                                       | <b>38%</b> | 5%  | 18% | <b>39%</b> | 26% | 11% | 185 | 50% |
| As a classified professional, I feel respected & valued by the college administration.   | <b>45%</b> | 8%  | 15% | <b>33%</b> | 29% | 16% | 128 | 35% |
| The <b>Classified Senate</b> has been effective in communicating concerns of the classified professionals to the college administration. | <b>59%</b> | 2%  | 2%  | <b>37%</b> | 36% | 23% | 141 | 38% |
| <b>Students</b>  |            |     |     |            |     |     |     |     |
| Students are adequately involved in the governance of the College.   | <b>53%</b> | 5%  | 13% | <b>29%</b> | 41% | 12% | 217 | 58% |
| The administration provides adequate means for students to have their desires/concerns addressed.  | <b>57%</b> | 4%  | 8%  | <b>31%</b> | 38% | 19% | 221 | 60% |

\*Response rates: FT classified: 83%;  
 FT faculty: 76%; Administrators: 86%;  
 PT faculty: 46%; PT classified: 94%