

Chabot College
Faculty/Classified Professional Staff/Administrator Accreditation Surveys
Comparison of Fall 1995, Fall 2001, Spring 2008, Spring 2014 Similar Survey Items,
by 2008/2014 Standards

Based on samples of faculty, classified professional staff, and administrators.

Number of Response: Fall 1995 (n=278), Fall 2001 (n=249), Spring 2008 (n=566), Spring 2014 (n=371)

Standard I: Institutional Mission & Effectiveness		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Mission									
I am familiar with the Chabot College vision/mission statement.	2008	71%	4%	9%	17%	49%	22%	528	95%
	2014	82%	3%	5%	10%	52%	30%	366	99%
I have used the Chabot College vision/mission statement in some aspect of my work.	2008	61%	6%	10%	22%	42%	20%	527	94%
	2014	71%	5%	6%	17%	46%	25%	364	98%
I am familiar with the Chabot College values statements.	2008	56%	5%	14%	25%	39%	17%	516	92%
	2014	64%	6%	12%	18%	44%	20%	363	98%
Institutional planning and decision making are guided by the vision/mission statement.	2008	50%	4%	11%	35%	39%	11%	424	76%
	2014	60%	2%	7%	30%	45%	15%	322	87%
At Chabot, there is a college-wide commitment to student learning.	2008	79%	3%	7%	12%	43%	35%	510	91%
	2014	87%	1%	4%	8%	44%	43%	356	96%
B. Improving Institutional Effectiveness									
<i>Planning</i>									
I contributed to the development of my unit plan.	2008	65%	9%	14%	12%	31%	34%	413	74%
I contributed to the development of my area's program review	2014	70%	9%	10%	12%	34%	36%	304	82%
The unit planning process in my area:									
• is useful to me.	2008	58%	5%	11%	26%	39%	19%	384	69%
The program review process in my area:									
• is useful to me.	2014	56%	3%	14%	27%	39%	17%	292	79%
The unit planning process in my area:									
• has led to improvements in my area.	2008	53%	6%	12%	29%	35%	18%	381	68%
The program review process in my area:									
• has led to improvements in my area.	2014	56%	3%	14%	28%	37%	18%	284	77%
The unit planning process in my area:									
• has led to new resources for my area.	2008	45%	8%	13%	33%	28%	17%	368	66%
The program review process in my area:									
• has led to new resources for my area.	2014	52%	5%	15%	27%	35%	17%	271	73%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard I: Institutional Mission & Effectiveness		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
B. Improving Institutional Effectiveness (continued)									
Planning									
I have had input into the annual planning process in my division.	1995	58%	14%	17%	11%	37%	21%	247	89%
I have had an opportunity to provide input into the College strategic planning process.	2001	56%	10%	16%	17%	48%	8%	202	81%
I have had sufficient opportunity to provide input into the college-wide planning process.	2008	49%	7%	20%	24%	36%	13%	445	80%
	2014	48%	5%	16%	32%	32%	16%	315	85%
I am familiar with this year's college priority objectives.	2008	40%	8%	26%	26%	29%	12%	434	78%
I am familiar with the college's strategic plan goal	2014	58%	5%	18%	19%	40%	18%	314	85%
The planning process at Chabot adequately identifies college priorities.	2008	41%	6%	16%	37%	34%	7%	372	67%
	2014	47%	3%	16%	34%	37%	10%	286	77%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently coordinated.	1995	24%	12%	39%	25%	20%	5%	219	79%
	2001	21%	18%	41%	20%	18%	3%	193	78%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	2008	32%	10%	24%	34%	25%	7%	377	68%
	2014	32%	8%	28%	32%	27%	5%	277	75%
The college planning process is capable of responding/responds within a reasonable time to:									
• changing needs such as student characteristics or demand for courses.	1995	26%	13%	36%	25%	23%	2%	226	81%
• changing factors such as student characteristics, labor markets, or course demand.	2001	18%	15%	37%	30%	16%	2%	195	78%
	2008	34%	9%	20%	37%	26%	8%	372	67%
	2014	37%	6%	23%	34%	30%	7%	283	76%
In the planning, development, evaluation, and revision of programs and services:									
• program review results are used.	2008	47%	5%	11%	37%	37%	11%	320	57%
	2014	52%	2%	12%	34%	43%	9%	251	68%
In the design and development of policies and programs:									
• institutional research results are used.	1995	37%	5%	15%	43%	33%	3%	178	64%
In the design, development, and revision of programs and services:									
• institutional research results are used.	2001	45%	7%	16%	33%	41%	4%	150	60%
In the planning, development, evaluation, and revision of programs and services:									
• institutional research results are used.	2008	53%	4%	8%	36%	41%	12%	314	56%
	2014	62%	1%	6%	31%	46%	16%	241	65%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard I: Institutional Mission & Effectiveness			Percent who		Percentage of those responding					Responses to each question	
			Agree	or Strongly Agree	Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
<i>Faculty responses only:</i>											
The new academic program review process: • has helped me evaluate student learning in my classes.	2008	36%	8%	22%	34%	28%	7%	205	63%		
The academic program review process: • has helped me evaluate student learning in my classes.	2014	51%	8%	19%	22%	40%	11%	224	69%		
The new academic program review process: • is useful for identifying priorities for improvement or support.	2008	41%	8%	18%	33%	32%	9%	207	64%		
The academic program review process: • is useful for identifying priorities for improvement or support.	2014	59%	5%	16%	20%	47%	13%	227	70%		
B. Improving Institutional Effectiveness											
<i>Budget and Grants</i>											
I have a clear understanding of the role of the College Budget Committee in the budget process.	1995	20%	21%	39%	20%	16%	4%	237	85%		
College-wide and unit planning are linked to resource allocation.	2008	50%	6%	15%	30%	41%	9%	303	54%		
	2014	58%	3%	9%	30%	47%	10%	236	64%		
The status of the budget in my program/discipline/unit is available to me.	2008	53%	9%	15%	24%	39%	13%	375	67%		
	2014	54%	7%	13%	26%	35%	19%	281	76%		
In the development of the college budget, I have a clear understanding of the role of: • the College Budget Study Group (CBSG)	2001	20%	25%	37%	18%	17%	3%	174	70%		
• the College Budget Committee.	2008	24%	14%	28%	34%	20%	4%	488	87%		
In the college planning and budgeting process, I have a clear understanding of the role of: • the College Budget Committee.	2014	27%	10%	27%	35%	20%	7%	349	94%		
In the development of the college budget, I have a clear understanding of the role of: • the Institutional Planning and Budget Council (IPBC)	2001	23%	24%	35%	18%	19%	4%	177	71%		
• the Institutional Planning and Budget Council (IPBC)	2008	22%	14%	31%	33%	18%	4%	486	87%		
In the college planning and budgeting process, I have a clear understanding of the role of: • the Planning, Review and Budget Council (PRBC).	2014	35%	9%	23%	33%	26%	9%	351	95%		
In the development of the college budget, I have a clear understanding of the role of: • the Faculty Prioritization Committee.	2008	27%	13%	27%	32%	21%	7%	489	88%		
In the college planning and budgeting process, I have a clear understanding of the role of: • the Faculty Prioritization Committee.	2014	36%	10%	20%	34%	26%	11%	348	94%		

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard I: Institutional Mission & Effectiveness		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
In the development of the college budget, I have a clear understanding of the role of: • the Enrollment Management Committee.	2008	25%	13%	27%	36%	20%	4%	485	87%
In the college planning and budgeting process, I have a clear understanding of the role of: • the Enrollment Management Committee.	2014	34%	11%	21%	34%	24%	10%	348	94%
If I wanted to obtain a grant for my program, I know how to initiate that process at Chabot.	2008	55%	7%	20%	19%	39%	16%	400	72%
	2014	44%	10%	23%	24%	30%	15%	301	81%
The Grant Development Office writes grant proposals to support major college priorities.	2008	66%	2%	4%	28%	45%	21%	354	63%
	2014	66%	1%	4%	29%	44%	22%	273	74%
There is adequate coordination between faculty, classified staff, and administration in the college budget development process.	1995	11%	27%	45%	17%	10%	0%	210	76%
In the college budget development process: • there is adequate coordination between faculty, classified staff, and administration.	2001	16%	26%	36%	22%	15%	2%	165	66%
In the budget development process in my area/unit: • there is adequate communication between faculty, classified staff, and administration.	2008	42%	11%	22%	24%	32%	10%	411	74%
In the budget development process in my program/discipline/area: • there is adequate communication between faculty, classified staff, and administration.	2014	49%	9%	18%	24%	36%	13%	292	79%
I have adequate opportunity for participation in the budget process.	1995	22%	21%	35%	22%	21%	1%	220	79%
In the college budget development process: • I have adequate opportunity for participation.	2001	31%	19%	28%	21%	27%	4%	186	75%
In the budget development process in my area/unit: • I have adequate opportunity for participation.	2008	46%	8%	20%	26%	34%	12%	420	75%
In the budget development process in my program/discipline/area: • I have adequate opportunity for participation.	2014	55%	6%	14%	24%	35%	20%	297	80%
Research									
The college evaluates how well its mission and goals are accomplished.	2008	59%	3%	9%	29%	48%	11%	361	65%
	2014	65%	3%	7%	26%	46%	18%	293	79%
The Office of Institutional Research provides data for college and program evaluation.	2008	76%	1%	2%	21%	50%	27%	388	70%
	2014	85%	0%	2%	13%	42%	42%	306	82%
I use Institutional Research data in the planning and evaluation of my courses/program/unit.	2008	38%	10%	19%	33%	26%	12%	361	65%
	2014	51%	5%	18%	26%	28%	23%	290	78%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard I: Institutional Mission & Effectiveness	Percent who replied sometimes or often	Percentage of those responding			Responses to each question	
		Never	Sometime	Often	Number	Percent
					of 558	
B. Improving Institutional Effectiveness						
<i>Dialogue and Collaboration</i>						
I participate in thoughtful, reflective dialogues about <u>improving student learning</u>						
at these places and times:						
• on college-wide flex days.	2008	65%	35%	42%	23%	539 97%
	2014	76%	24%	49%	28%	369 99%
• in college-wide committees.	2008	46%	54%	33%	14%	531 95%
	2014	56%	44%	37%	18%	369 99%
• in my division/discipline/program meetings.	2008	71%	29%	38%	32%	531 95%
	2014	79%	21%	37%	42%	366 99%
• in meetings with one or more colleagues.	2008	83%	17%	40%	42%	534 96%
	2014	90%	10%	40%	50%	363 98%
• informally, in hallways or offices.	2008	82%	18%	41%	41%	536 96%
	2014	87%	13%	39%	48%	366 99%
I participate in thoughtful, reflective dialogues about <u>improving institutional effectiveness</u>						
at these places and times:						
• on college-wide flex days.	2008	58%	42%	43%	15%	532 95%
	2014	68%	32%	50%	18%	367 99%
• in college-wide committees.	2008	45%	55%	29%	16%	528 95%
	2014	53%	47%	37%	16%	367 99%
• in my division/discipline/program meetings.	2008	66%	34%	43%	23%	529 95%
	2014	74%	26%	47%	27%	367 99%
• in meetings with one or more colleagues.	2008	76%	24%	44%	31%	532 95%
	2014	81%	19%	51%	31%	370 100%
• informally, in hallways or offices.	2008	74%	26%	45%	29%	531 95%
	2014	81%	19%	51%	30%	367 99%
I collaborate or work with the following groups:						
• faculty/staff in my unit or discipline.	2008	86%	14%	29%	57%	531 95%
• faculty/staff in my area or discipline.	2014	92%	8%	26%	66%	365 98%
• faculty or staff in my division.	2008	86%	14%	38%	48%	528 95%
• faculty or staff in my division or program.	2014	90%	10%	35%	55%	363 98%
• faculty or staff outside of my division.	2008	66%	34%	37%	29%	523 94%
• faculty or staff outside of my division or program.	2014	76%	24%	47%	29%	365 98%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard I: Institutional Mission & Effectiveness		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree		Neutral*	Strongly Agree		Number	Percent
			Disagree	Disagree	Neutral*	Agree	Agree		
B. Improving Institutional Effectiveness <i>Integrity, Equity, Diversity</i>									
The information that Chabot College presents to the public about my program/discipline/ area is current and accurate.									
	2008	71%	5%	8%	15%	48%	23%	416	75%
	2014	63%	5%	11%	21%	46%	17%	326	88%
Chabot College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations.									
	2008	69%	3%	12%	17%	50%	19%	423	76%
	2014	66%	3%	10%	21%	46%	20%	335	90%
Academic freedom is upheld at Chabot.									
	2008	79%	1%	4%	15%	50%	29%	404	72%
	2014	78%	1%	2%	19%	46%	32%	298	80%
When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline.									
	2008	84%	1%	4%	10%	42%	42%	285	88%
	2014	88%	0%	1%	11%	44%	44%	252	68%
My administrator would back me up in professional classroom practices.									
	1995	76%	5%	3%	15%	43%	33%	194	70%
	2001	73%	7%	5%	15%	46%	27%	186	75%
My dean would back me up in professional classroom practices.									
	2008	87%	1%	3%	8%	34%	53%	264	81%
	2014	87%	3%	1%	9%	40%	47%	230	62%
At Chabot, the general "campus climate" is one of respect for differences in :									
• race-ethnicity									
	1995	73%	3%	10%	14%	58%	16%	267	96%
	2001	87%	0%	3%	10%	62%	24%	238	96%
	2008	86%	2%	3%	10%	52%	34%	507	91%
	2014	90%	0%	2%	7%	46%	45%	360	97%
• gender									
	1995	72%	2%	7%	20%	57%	15%	264	95%
	2001	89%	1%	3%	7%	65%	24%	233	94%
	2008	85%	1%	3%	11%	51%	33%	505	91%
	2014	89%	1%	1%	9%	45%	43%	361	97%
• physical disability									
	1995	81%	2%	6%	12%	58%	22%	265	95%
	2001	86%	1%	2%	12%	58%	28%	238	96%
	2008	87%	1%	2%	11%	52%	35%	505	91%
	2014	91%	0%	1%	8%	50%	42%	359	97%
• age									
	1995	78%	2%	7%	14%	63%	15%	259	93%
	2001	89%	1%	2%	9%	65%	24%	236	95%
	2008	85%	1%	2%	12%	52%	33%	504	90%
	2014	86%	0%	3%	11%	47%	39%	357	96%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
Standard I: Institutional Mission & Effectiveness									
B. Improving Institutional Effectiveness (continued)									
<i>Integrity, Equity, Diversity (continued)</i>									
• sexual orientation	1995	55%	5%	13%	26%	45%	10%	240	86%
	2001	80%	1%	7%	11%	61%	19%	227	91%
	2008	79%	1%	6%	14%	48%	31%	500	90%
	2014	88%	1%	2%	10%	47%	41%	356	96%
• native language	1995	56%	4%	15%	25%	48%	8%	249	90%
	2001	75%	0%	6%	19%	55%	20%	230	92%
	2008	81%	1%	3%	16%	52%	28%	493	88%
	2014	83%	0%	3%	14%	45%	38%	356	96%
• religion	1995	69%	1%	6%	24%	55%	14%	240	86%
	2001	79%	1%	4%	15%	58%	21%	221	89%
	2008	75%	1%	4%	19%	47%	28%	492	88%
	2014	80%	1%	3%	16%	44%	36%	342	92%

NOTES: * 'Neutral' used in 1995 and 2001;
 'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard I: Institutional Mission & Effectiveness (continued)		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
B. Improving Institutional Effectiveness (continued) <i>Integrity, Equity, Diversity (continued)</i>									
The following groups treat me with respect:									
• faculty	1995	82%	2%	6%	10%	48%	34%	273	98%
The following groups demonstrate honesty and truthfulness in their dealings with me:									
• students	2008	75%	1%	4%	19%	52%	24%	504	90%
	2014	79%	0%	4%	18%	55%	23%	359	97%
• faculty	2001	80%	2%	8%	11%	55%	24%	238	96%
	2008	81%	2%	3%	15%	53%	27%	517	93%
	2014	82%	1%	2%	15%	50%	32%	357	96%
• administrators	1995	75%	3%	6%	15%	48%	28%	268	96%
	2001	60%	8%	13%	19%	44%	16%	243	98%
	2008	72%	4%	7%	18%	50%	23%	512	92%
	2014	68%	4%	7%	20%	46%	22%	349	94%
• classified staff	1995	84%	1%	2%	12%	48%	37%	273	98%
	2001	84%	2%	4%	11%	59%	24%	238	96%
	2008	86%	1%	2%	11%	55%	31%	520	93%
	2014	87%	0%	1%	12%	53%	34%	351	95%
Chabot provides programs and services that enhance understanding and appreciation of diversity on campus.									
	2008	76%	2%	5%	17%	49%	28%	470	84%
	2014	83%	1%	3%	12%	51%	32%	347	94%
The college curriculum adequately addresses issues related to cultural diversity.									
	1995	51%	4%	20%	24%	37%	14%	203	73%
	2001	66%	2%	8%	24%	50%	16%	194	78%
	2008	61%	4%	8%	26%	41%	20%	423	76%
	2014	61%	8%	8%	24%	43%	18%	315	85%
I feel discrimination by other college staff on this campus.									
	1995	16%	36%	34%	15%	12%	3%	258	93%
	2001	11%	41%	36%	11%	7%	5%	237	95%
	2008	15%	47%	26%	12%	9%	6%	446	80%
	2014	16%	43%	28%	14%	12%	4%	315	85%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Standard I: Institutional Mission & Effectiveness		Of those feeling discrimination by college staff, percent that attribute it to age, gender, ethnicity all staff or race, sexual orientation, or other:		
B. Improving Institutional Effectiveness (continued) <i>Integrity, Equity, Diversity (continued)</i>				
If I feel discrimination, it is based on my (you may check more than one):				
Age	1995	4%	30%	
	2001	6%	59%	
	2008	3%	26%	
	2014			
Gender	1995	4%	30%	
	2001	4%	41%	
	2008	2%	18%	
	2014			
Ethnicity or race	1995	8%	58%	
	2001	7%	63%	
	2008	7%	59%	
	2014			
Sexual orientation	1995	3%	20%	
	2001	2%	15%	
	2008	<1%	3%	
	2014			
Other	1995	7%	48%	
	2001	12%	107%	
	2008	6%	53%	
	2014			
Two or more of the above categories	2008	5%		
	2014			

NOTES: * 'Neutral' used in 1995 and 2001;
'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Instructional Programs									
In the classroom, faculty members at Chabot encourage a balanced perspective of multifaceted issues, beliefs and world views.	1995	65%	3%	9%	24%	51%	14%	198	71%
	2001	74%	2%	5%	20%	52%	21%	189	76%
	2008	67%	1%	7%	25%	43%	24%	373	67%
	2014	76%	1%	6%	17%	50%	26%	290	78%
Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision.	1995	71%	3%	10%	16%	55%	16%	204	73%
	2001	63%	2%	15%	20%	45%	18%	191	77%
	2008	65%	3%	8%	24%	47%	18%	292	90%
	2014	72%	2%	7%	19%	49%	24%	253	68%
Educational programs: • are continually reviewed for consistency with the college mission.	1995	48%	5%	25%	23%	40%	8%	170	61%
	2001	33%	5%	28%	33%	29%	4%	148	59%
	2008	56%	3%	8%	33%	47%	9%	341	61%
	2014	68%	1%	5%	27%	56%	12%	285	77%
• reflect the educational needs of students & surrounding communities.	2008	65%	3%	10%	22%	53%	12%	405	73%
	2014	70%	2%	7%	21%	58%	13%	316	85%
• are assessed, reviewed, and modified regularly.	2008	60%	3%	9%	28%	47%	13%	354	63%
	2014	73%	1%	5%	21%	57%	15%	294	79%
Overall, Chabot provides a high quality learning experience for students.	2008	83%	1%	3%	13%	55%	28%	475	85%
	2014	87%	1%	1%	12%	53%	34%	346	93%
Chabot instructors demonstrate a commitment to high standards of teaching.	1995	76%	1%	4%	20%	50%	25%	241	87%
	2001	72%	0%	7%	20%	51%	21%	225	90%
	2008	81%	1%	3%	15%	48%	34%	464	83%
	2014	84%	1%	4%	11%	50%	35%	339	91%
Most students seem prepared to succeed in the courses in which they are enrolled.	1995	27%	8%	41%	25%	25%	2%	229	82%
	2001	40%	6%	33%	21%	31%	9%	195	78%
My students have the necessary skills required to succeed in my courses.	2008	48%	6%	17%	29%	35%	13%	289	89%
	2014	56%	2%	11%	31%	40%	17%	242	65%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Instructional Programs (continued)									
The typical "A" grade given at Chabot represents excellent student achievement in a course.									
	1995	75%	4%	8%	13%	44%	31%	213	77%
	2001	72%	5%	6%	17%	52%	20%	192	77%
	2008	72%	2%	9%	17%	48%	24%	421	75%
	2014	72%	2%	4%	22%	48%	24%	316	85%
<i>Faculty responses only</i>									
I had an opportunity to participate in the development of the new AA/AS degree and general education requirements.	2008	48%	8%	21%	23%	32%	16%	291	90%
I had an opportunity to participate in the development of the new AA-T degree and general education requirements.	2014	40%	13%	17%	30%	23%	17%	242	65%
I regularly update my course content.	2008	90%	0%	1%	9%	48%	41%	289	89%
	2014	93%	0%	2%	5%	42%	51%	247	67%
I regularly experiment with different instructional approaches.	2008	88%	0%	4%	8%	48%	40%	292	90%
	2014	91%	1%	2%	6%	43%	48%	246	66%
I use a variety of teaching methodologies as a response to the learning styles of students.	2008	91%	0%	1%	8%	47%	44%	293	90%
	2014	92%	0%	0%	7%	38%	54%	243	65%
I use multiple methods of classroom assessment to measure student progress.	2008	87%	0%	3%	10%	50%	38%	285	88%
	2014	92%	0%	1%	6%	44%	49%	245	66%
The purpose and value of writing and assessing student learning outcomes is clear to me.	2008	69%	5%	9%	17%	41%	28%	288	89%
	2014	70%	6%	9%	15%	41%	30%	244	66%
I have received training from Chabot College in:									
• writing student learning outcomes.	2008	41%	13%	22%	25%	30%	11%	290	89%
	2014	55%	8%	16%	21%	38%	17%	243	65%
• assessing student learning outcomes.	2008	38%	14%	24%	24%	30%	9%	287	88%
	2014	59%	9%	16%	16%	42%	17%	240	65%
I have received training outside of Chabot College (conferences, workshops, reading, self-teaching) in writing or assessing student learning outcomes.	2008	51%	12%	24%	13%	30%	21%	285	88%
	2014	48%	15%	22%	15%	27%	21%	246	66%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services	Percent who Agree		Percentage of those responding					Responses to each question	
	or Strongly Agree		Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Instructional Programs (continued)									
<i>Faculty responses only (continued)</i>									
I have contributed to the development of student learning outcomes for course(s) in my discipline.									
	2008	59%	7%	17%	18%	33%	26%	290	89%
	2014	73%	4%	11%	12%	39%	34%	246	66%
I have assessed (or plan to assess within the year) student learning outcomes in my course(s).									
	2008	62%	4%	13%	22%	39%	23%	288	89%
	2014	87%	1%	4%	7%	43%	45%	247	67%
My unit/discipline has developed program-level student learning outcomes.	2008	55%	4%	12%	29%	40%	15%	284	87%
My program/discipline has developed program-level student learning outcomes.	2014	83%	1%	2%	15%	39%	44%	246	66%
I am familiar with the college-wide learning goals.	2008	55%	4%	12%	28%	41%	15%	292	90%
	2014	72%	4%	7%	17%	44%	29%	245	66%
I consciously encourage my students to act ethically and responsibly as citizens.									
	2008	92%	0%	2%	6%	40%	52%	293	90%
	2014	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.									
	2008	88%	1%	3%	9%	40%	47%	292	90%
	2014	91%	0%	2%	7%	29%	62%	246	66%
My courses include critical thinking components.	2008	90%	1%	1%	8%	36%	54%	291	90%
	2014	96%	0%	0%	4%	28%	68%	245	66%
I encourage my students to think creatively and /or produce original works.	2008	86%	1%	1%	12%	36%	50%	289	89%
	2014	89%	0%	2%	9%	31%	58%	248	67%
My courses require basic computer literacy.	2008	67%	4%	13%	16%	34%	32%	287	88%
	2014	84%	3%	2%	11%	38%	45%	245	66%
I include information competency concepts (the search for and analysis of information) in my courses/assignments.									
	2008	74%	3%	3%	20%	38%	36%	286	88%
	2014	81%	1%	4%	15%	36%	45%	245	66%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services		Percent who stated most or All	Percentage of those responding					Responses to each question	
			None	A little	Some	Most	All	Number	Percent
Faculty responses only (continued)									
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):									
• Lectures: speaking or presenting only	2008	25%	10%	17%	48%	25%	<1%	281	86%
	2014	25%	7%	22%	45%	24%	<1%	236	64%
• Lectures: with interactions/discussions	2008	50%	4%	4%	43%	46%	4%	284	87%
	2014	53%	3%	7%	38%	45%	8%	240	65%
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc	2008	31%	11%	21%	36%	23%	8%	282	87%
	2014	42%	5%	15%	39%	27%	15%	239	64%
• In-class discussions involving the whole class	2008	34%	6%	13%	46%	28%	6%	282	87%
	2014	38%	6%	14%	42%	29%	9%	237	64%
• In-class discussions or activities in small groups	2008	23%	12%	19%	46%	20%	3%	284	87%
	2014	32%	8%	15%	46%	25%	7%	239	64%
• Active/hands-on activities (experimenting, performing, creating, practicing)	2008	42%	12%	9%	36%	32%	10%	285	88%
	2014	44%	9%	10%	38%	30%	14%	239	64%
• Working with students in small groups during class	2008	27%	13%	17%	43%	22%	4%	286	88%
	2014	26%	10%	21%	43%	18%	8%	238	64%
• Working one-on-one with students during class	2008	22%	15%	27%	35%	16%	6%	288	89%
	2014	17%	13%	35%	36%	11%	5%	241	65%
What electronic means do you use for instructional delivery and/or communication with your students?									
Email:	2008	27%						325	100%
	2014	60%						256	69%
Website:	2008	1%						325	100%
	2014	22%						256	69%
Blackboard:	2008	3%						325	100%
	2014	49%						256	69%
Text	2014	22%						256	69%
2 ways:	2008	20%						325	100%
	2014	64%						158	43%
3 ways:	2008	10%						325	100%
	2014	25%						158	43%
4 ways:	2014	11%						158	43%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
B. Student Support Programs									
Counselors effectively advise students about appropriate academic courses.	1995	35%	9%	30%	25%	30%	5%	202	73%
	2001	46%	9%	25%	20%	39%	7%	176	71%
	2008	60%	3%	13%	25%	45%	15%	378	68%
Counselors provide students with accurate and useful information about:									
• transfer requirements	1995	50%	6%	20%	24%	42%	8%	182	65%
	2001	58%	6%	9%	26%	44%	14%	163	65%
	2008	64%	2%	9%	25%	45%	19%	364	65%
• technical-occupational programs	1995	44%	9%	18%	29%	36%	8%	153	55%
	2001	47%	7%	16%	30%	35%	12%	147	59%
	2008	58%	3%	8%	32%	41%	17%	323	58%
Chabot uses research and data on students to determine:									
• the learning support needs of its students.	2008	69%	1%	4%	26%	51%	18%	344	62%
	2014	79%	1%	4%	16%	57%	22%	285	77%
• the services and programs to address those needs.	2008	68%	1%	4%	28%	48%	20%	343	61%
	2014	77%	1%	6%	16%	57%	20%	284	77%
Student Services staff are dedicated to supporting student access, learning, and success.	2008	81%	1%	1%	17%	49%	31%	397	71%
Student Services staff are dedicated to supporting student access, equity, and success.	2014	86%	0%	1%	13%	50%	36%	311	84%
English, ESL, and Math assessment test results have recommended appropriate classes for my students.	1995	45%	4%	24%	26%	38%	8%	144	52%
	2001	46%	7%	22%	24%	37%	9%	147	59%
	2008	54%	3%	8%	35%	38%	16%	309	55%
	2014	54%	4%	13%	29%	35%	19%	241	65%
Student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success.	2008	82%	0%	1%	17%	54%	28%	396	71%
	2014	83%	0%	3%	15%	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.	2008	71%	2%	7%	20%	54%	17%	449	80%
	2014	82%	0%	2%	16%	47%	35%	331	89%
Overall, Chabot provides high quality student support services (eg, counseling, financial aid, health services, EOPS, etc).	2008	78%	1%	2%	19%	55%	23%	453	81%
	2014	82%	0%	2%	15%	50%	32%	336	91%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services			Percent who Agree or Strongly Agree					Responses to each question	
			Percentage of those responding					Number	Percent
B. Student Support Programs (continued)			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree		
The mid-term progress reports have been helpful in improving student success in my classroom.	1995	40%	13%	22%	25%	29%	11%	156	56%
	2001	48%	12%	18%	23%	38%	9%	172	69%
	2008	42%	6%	18%	33%	29%	13%	333	60%
Written information about student support services is readily available.	1995	59%	4%	14%	22%	48%	11%	209	75%
	2001	65%	1%	10%	24%	51%	14%	196	79%
Written information about student support services is readily available to faculty and staff.	2008	64%	1%	9%	26%	46%	18%	370	66%
I know where to locate and access written information about student support services.	2014	71%	1%	9%	19%	46%	25%	304	82%
Admissions and Records	1995	32%	8%	18%	64%	7%	3%	278	100%
	2001	90%	0%	5%	14%	8%	73%	241	97%
	2008	94%	2%	7%	15%	4%	72%	539	97%
	2014	95%	0%	6%	16%	4%	74%	362	98%
Orientation Sessions	2008	92%	10%	28%	23%	3%	35%	532	95%
Orientation to Chabot College	2014	90%	12%	29%	21%	4%	34%	362	98%
Assessment Testing Center	1995	85%	4%	37%	25%	5%	29%	256	92%
	2001	88%	5%	25%	28%	5%	37%	236	95%
	2008	90%	5%	27%	27%	4%	37%	532	95%
	2014	91%	2%	26%	22%	5%	45%	362	98%
Counseling	1995	67%	14%	24%	43%	6%	12%	278	100%
	2001	70%	0%	14%	25%	18%	42%	236	95%
	2008	85%	3%	14%	24%	9%	50%	534	96%
Counseling Appointments	2014	73%	1%	14%	24%	17%	45%	361	97%
Financial Aid Office	1995	87%	1%	33%	31%	5%	31%	252	91%
	2001	90%	0%	28%	30%	4%	38%	237	95%
	2008	86%	2%	26%	27%	6%	38%	533	96%
	2014	91%	1%	21%	29%	4%	45%	358	96%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services		Percent who Agree	Percentage of those responding					Responses to each question	
								Number	Percent
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree		
B. Student Support Programs (continued)									
Student Activities (i.e., Clubs, Intramural, Special Events)	1995	87%	3%	36%	28%	4%	28%	257	92%
Office of Student Life (Clubs, Activities, Events, Stu Gov)	2001	93%	3%	33%	26%	3%	35%	238	96%
Office of Student Life (Clubs, Activities, Events, Stu Gov)	2008	87%	5%	34%	29%	4%	27%	532	95%
Student Government (SSCC, formerly ASSC)	2014	87%	3%	35%	27%	5%	31%	362	98%
Office of Student Life (Clubs, Activities, Events)	2014	85%	4%	29%	25%	6%	35%	361	97%
Student Health Center	2008	96%	3%	27%	29%	2%	40%	531	95%
	2014	96%	1%	25%	23%	2%	49%	361	97%
Transfer Center	1995	89%	12%	37%	23%	3%	24%	254	91%
Career Center	1995	93%	4%	37%	25%	2%	31%	254	91%
Transfer/Career Center	2001	94%	3%	30%	26%	3%	39%	239	96%
Transfer, Employment, and Career Services Center (TECS)	2008	89%	5%	32%	27%	4%	32%	534	96%
Career and Transfer Center	2014	90%	4%	28%	31%	4%	34%	360	97%
Job Information	1995	69%	11%	38%	29%	7%	15%	255	92%
Student Employment Services (on-campus jobs)	2001	89%	3%	32%	30%	4%	31%	238	96%
Employment & Career Services Center (off-campus jobs/careers)	2001	90%	7%	34%	29%	3%	27%	236	95%
Tutorials Center	1995	75%	2%	21%	32%	12%	34%	257	92%
	2001	76%	2%	21%	29%	12%	37%	239	96%
Peer Academic Tutoring Help or PATH (formerly Tutorials) Bldg 2300	2008	95%	9%	27%	25%	2%	37%	533	96%
Learning Connection, formerly Peer Academic Tutoring Help, Bldg 2300	2014	95%	1%	17%	20%	3%	59%	362	98%
WRAC Center (Writing, Reading Across Curriculum) 2nd floor of library	2008	94%	6%	27%	21%	3%	43%	531	95%
WRAC Center (Writing, Reading Across Curriculum) Library Mezzanine; Rm. 354	2014	97%	5%	23%	23%	2%	47%	362	98%
Math Lab Rm 1712	2008	90%	10%	36%	23%	3%	27%	532	95%
Math Lab, Rm. 3906B	2014	90%	7%	33%	22%	4%	34%	357	96%
Student computer labs in departments	1995	84%	7%	29%	23%	7%	34%	255	92%
	2001	83%	9%	17%	28%	8%	38%	237	95%
Student computers in library	2008	95%	4%	23%	25%	3%	46%	531	95%
Student computer labs in other departments	2008	93%	9%	27%	25%	3%	35%	530	95%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Of those who referred service to students and outcome is known, percent who were satisfied with outcome			Percentage of those responding					Responses to each question	
			Never Heard of it	Heard of, Referred	Don't Know	Not Satisfied	Referred Students and Satisfied	Number	Percent
Standard II: Learning Programs and Services									
B. Student Support Programs (continued)									
Student Services Computer Center in Bldg. 2300	1995	87%	16%	39%	24%	3%	19%	254	91%
Student Online Services Center in Bldg. 100	2001	89%	17%	22%	25%	4%	32%	236	95%
Student Online Services in Bldg 100	2008	94%	12%	25%	28%	2%	32%	527	94%
Student Online Services in Bldg 700	2014	95%	10%	20%	27%	2%	41%	361	97%
Disabled Students Programs and Services (DSPS)	1995	95%	3%	29%	19%	2%	47%	259	93%
	2001	94%	3%	22%	17%	3%	54%	234	94%
	2008	97%	4%	21%	18%	2%	55%	528	29%
	2014	92%	2%	17%	14%	5%	62%	363	98%
PACE Program for Working Adults	1995	91%	10%	49%	16%	2%	23%	256	92%
	2001	93%	6%	42%	24%	2%	26%	238	96%
	2008	95%	10%	41%	20%	1%	28%	530	95%
PACE Degree and Transfer Program for Working Adults	2014	93%	8%	39%	21%	2%	29%	359	97%
Daraja	1995	84%	19%	49%	10%	4%	19%	257	92%
	2001	87%	19%	37%	25%	3%	17%	238	96%
Puente	1995	90%	14%	52%	9%	2%	22%	256	92%
	2001	90%	14%	39%	25%	2%	19%	237	95%
Children's Center	2008	96%	4%	37%	25%	1%	33%	526	94%
	2014	93%	4%	43%	21%	2%	29%	362	98%
Intercollegiate Athletics	1995	90%	5%	57%	14%	2%	22%	256	92%
	2001	88%	2%	45%	20%	4%	29%	241	97%
	2008	93%	6%	41%	21%	2%	30%	530	95%
	2014	93%	6%	41%	21%	2%	30%	530	143%
College Bookstore	1995	89%	0%	7%	21%	8%	64%	257	92%
	2001	94%	0%	4%	19%	5%	73%	240	96%
	2008	92%	1%	10%	16%	6%	67%	534	96%
	2014	88%	1%	8%	20%	9%	62%	363	98%
Security/Safety Services	1995	78%	0%	15%	25%	13%	47%	261	94%
Campus Safety and Security	2001	92%	0%	5%	14%	6%	75%	240	96%
	2008	97%	1%	12%	16%	2%	69%	537	96%
	2014	94%	1%	13%	13%	5%	69%	363	98%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

			Percentage of those responding					Responses	
			Of those who used the service to students Standard II: Learning Programs and Services percent who were satisfied or very satisfied with outcome					to each question	
			Never Heard of it	Never Referred	Don't Know	Not Satisfied	Referred Students and: Satisfied	Number	Percent
B. Student Support Programs (continued)									
Admissions and Records	2008	98%	1%	10%	2%	42%	45%	544	97%
	2014	97%	0%	12%	2%	39%	46%	368	99%
Children's Center	2008	97%	2%	71%	1%	8%	17%	545	98%
	2014	93%	4%	74%	2%	10%	11%	370	100%
Student Health Center	2008	97%	2%	50%	2%	25%	21%	542	97%
	2014	96%	1%	40%	2%	31%	26%	368	99%
Office of Student Life	2008	89%	5%	55%	4%	23%	13%	537	96%
	2014	88%	4%	58%	5%	22%	12%	363	98%
College Bookstore	2008	94%	1%	8%	6%	47%	38%	543	97%
	2014	95%	10%	12%	4%	45%	29%	313	84%
Food Services/Cafeteria	2008	84%	0%	9%	15%	50%	26%	548	98%
Food-Cafeteria	2014	86%	0%	10%	12%	51%	27%	370	100%
Campus Safety and Security	2008	96%	0%	4%	3%	42%	50%	546	98%
	2014	94%	0%	4%	5%	46%	45%	364	98%
Instructional Technology Center/HUB	2008	95%	6%	41%	3%	26%	24%	542	97%
Online Teaching/Blackboard Faculty Support	2014	96%	2%	36%	3%	27%	32%	368	99%

NOTES: * 'Neutral' used in 1995 and 2001;
'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services		Percent who gave assignments 4 or more times	Percentage of those responding					Responses to each question		
			Number of times					Number	Percent	
			None	1-3	4-6	7-9	10 plus			
C. Library and Learning Support Programs										
Academic learning support services (tutoring, computer labs, instructional assistants) make effective contributions to student learning and success.		2008	89%	0%	1%	10%	53%	35%	436	78%
		2014	85%	0%	1%	14%	45%	40%	360	97%
Please indicate the number of times you have:										
1) given assignments in the last year that required use of the Chabot Library/LRC.										
		1995	21%	51%	28%	9%	5%	7%	228	82%
		2001	21%	55%	25%	13%	4%	4%	224	90%
• given assignments that required the use of the Chabot library or library web site.										
		2008	28%	43%	29%	15%	6%	7%	259	80%
		2014	31%	44%	25%	18%	7%	6%	218	59%
2) given research assignments that required use of the Chabot reference staff.										
		1995	11%	65%	25%	6%	2%	3%	223	80%
		2001	13%	65%	22%	8%	3%	3%	223	90%
		2008	19%	56%	25%	12%	4%	3%	256	79%
		2014	18%	55%	27%	11%	3%	4%	217	58%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard II: Learning Programs and Services			Percent who Agree		Percentage of those responding					Responses to each question	
			or Strongly Agree		Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
C. Library and Learning Support Programs (continued)											
Resources available in the library/LRC are adequate for students to complete academic course work assignments.	1995	29%	28%	25%	18%	26%	3%	216	78%		
Resources available in the library are adequate for students to complete academic course work assignments.	2001	62%	3%	15%	21%	49%	12%	177	71%		
Resources are adequate for students to complete academic course work assignments:											
• in the Library.	2008	78%	2%	3%	17%	55%	23%	381	68%		
	2014	61%	1%	8%	30%	40%	21%	356	96%		
Resources are adequate for students to complete academic course work assignments:											
• on the Library web site.	2008	76%	1%	2%	21%	51%	25%	346	62%		
	2014	60%	0%	3%	37%	37%	23%	353	95%		
Faculty and staff are adequately involved in the selection of resource material to support their program areas.	1995	36%	14%	23%	28%	27%	9%	194	70%		
Faculty and staff are adequately involved in the selection of library materials in their fields.	2001	44%	3%	16%	37%	36%	8%	156	63%		
	2008	64%	2%	7%	27%	42%	22%	326	58%		
	2014	48%	1%	4%	46%	30%	18%	349	94%		
I have scheduled library orientation sessions for my classes.	1995	50%	16%	24%	10%	28%	22%	144	52%		
	2001	44%	11%	24%	22%	22%	21%	140	56%		
	2008		Yes: 29%		No: 71%						
	2014		Yes: 33%		No: 67%						
If yes, the library orientation sessions adequately addressed the needs of my students.	1995	77%	5%	2%	15%	49%	28%	93	33%		
	2001	70%	1%	5%	24%	37%	33%	87	35%		
	2008	89%	2%	1%	8%	45%	44%	93	29%		
	2014	81%	1%	2%	16%	45%	36%	96	26%		

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Human Resources									
<i>Hiring and evaluation</i>									
Chabot links staffing decisions to its institutional planning.	2008	45%	4%	14%	37%	39%	6%	302	54%
	2014	50%	7%	13%	30%	43%	7%	248	67%
Hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College.	2008	61%	2%	11%	26%	48%	13%	420	75%
	2014	57%	5%	12%	25%	46%	10%	297	80%
Hiring processes are fair to all applicants.	2008	62%	7%	9%	22%	45%	17%	435	78%
	2014	55%	5%	15%	25%	39%	16%	288	78%
The college climate encourages faculty, staff and administrators to value and strive for cooperative and mutually respectful working conditions.	2008	71%	3%	9%	17%	54%	17%	487	87%
	2014	62%	4%	13%	21%	44%	18%	343	92%
Current evaluation procedures for non-tenured faculty are effective in making recommendations for tenure.	1995	61%	6%	15%	18%	43%	18%	143	51%
	2001	60%	2%	14%	24%	50%	10%	127	51%
	2008	57%	7%	9%	27%	42%	15%	268	48%
	2014	51%	4%	8%	36%	38%	14%	205	55%
Current evaluation procedures for administrators solicit and consider my opinion in assessing administrator effectiveness.	1995	11%	47%	28%	14%	9%	2%	189	68%
	2001	27%	28%	23%	22%	20%	7%	169	68%
	2008	27%	21%	23%	29%	22%	4%	298	53%
	2014	20%	26%	30%	24%	17%	3%	227	61%
Current student evaluation forms are adequate in helping faculty members assess teaching effectiveness.	1995	55%	6%	16%	23%	48%	8%	184	66%
	2001	58%	10%	14%	17%	49%	10%	173	69%
	2008	62%	4%	12%	21%	48%	14%	335	60%
	2014	57%	5%	15%	23%	44%	13%	284	77%
Teaching effectiveness is the principal criterion used in the selection of instructors.	1995	48%	9%	21%	23%	35%	12%	185	67%
	2001	42%	11%	22%	25%	36%	6%	157	63%
	2008	60%	3%	13%	23%	45%	16%	341	61%
	2014	60%	3%	10%	27%	44%	16%	261	70%
Personnel policies and procedures, i.e. workloads, retention, advancement, due process, privacy, and personnel policy development, are clearly stated and equitably applied.	1995	38%	11%	23%	28%	31%	7%	235	85%
	2001	43%	11%	22%	23%	38%	5%	196	79%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources			Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
				Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Human Resources (continued) Hiring and evaluation (continued)										
Human Resource policies and procedures:										
• are clearly stated.	2008	63%	5%	11%	21%	50%	13%	451	81%	
	2014	65%	3%	10%	22%	52%	13%	312	84%	
• are equitably applied.	2008	61%	3%	11%	25%	50%	11%	408	73%	
	2014	59%	4%	9%	29%	43%	15%	285	77%	
Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas.										
	1995	32%	17%	33%	18%	25%	7%	190	68%	
	2001	38%	16%	30%	16%	29%	9%	178	71%	
	2008	43%	11%	22%	25%	34%	9%	347	62%	
	2014	51%	10%	15%	24%	37%	13%	279	75%	

Standard III: Resources			Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
				Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Human Resources Staff Development										
Chabot College provides the support and resources to improve my teaching or job skills.										
	2008	60%	5%	14%	21%	46%	13%	457	82%	
	2014	45%	8%	21%	26%	33%	12%	338	91%	
Sufficient training opportunities are offered in:										
• the Banner system/Web for Faculty/Web for Finance.	2008	65%	5%	8%	22%	51%	14%	392	70%	
• the Banner system/CLASS-Web/Web for Finance.	2014	33%	14%	23%	31%	25%	8%	287	77%	
• the latest MS Office and other computer applications.	2008	60%	4%	9%	26%	46%	14%	379	68%	
	2014	26%	15%	30%	29%	20%	6%	280	75%	
• Blackboard, web pages, or other online instructional tools.	2008	75%	2%	6%	18%	53%	22%	397	71%	
• Blackboard or other online tools/course development.	2014	53%	8%	13%	27%	36%	17%	295	80%	
Faculty are encouraged to experiment with new instructional approaches.										
	1995	52%	10%	12%	26%	41%	11%	204	73%	
	2001	54%	4%	13%	30%	45%	9%	184	74%	
	2008	67%	3%	6%	24%	48%	19%	340	61%	
	2014	66%	1%	7%	26%	45%	20%	275	74%	

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question		
		Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent	
A. Human Resources (continued)									
Staff Development (continued)									
Faculty & staff are encouraged to develop new programs & services that will enhance student learning.	2008	70%	3%	5%	21%	51%	19%	403	72%
	2014	66%	4%	8%	22%	48%	19%	301	81%
Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills.	2008	43%	14%	15%	27%	34%	10%	447	80%
	2014	29%	20%	22%	29%	23%	6%	332	89%
Chabot College acknowledges faculty who practice academic excellence.	2008	60%	7%	11%	22%	44%	16%	409	73%
	2014	59%	5%	10%	26%	48%	11%	301	81%
Chabot College acknowledges classified staff who practice professional excellence.	2008	56%	5%	15%	24%	44%	12%	400	72%
	2014	55%	6%	13%	27%	41%	14%	283	76%
My administrator/supervisor encourages and supports my participation in professional development activities.	1995	69%	7%	11%	14%	43%	25%	261	94%
	2001	68%	7%	11%	15%	41%	27%	229	92%
	2008	67%	4%	6%	22%	42%	25%	472	85%
	2014	72%	5%	7%	17%	40%	31%	334	90%
Current evaluation procedures are effective in assessing job performance and providing assistance in improving performance for:									
• classified staff	1995	34%	18%	25%	23%	31%	4%	157	56%
	2001	39%	17%	16%	28%	28%	11%	154	62%
	2008	49%	10%	15%	26%	40%	9%	360	65%
and improving the performance of:	2014	42%	7%	15%	36%	35%	7%	223	60%
• part-time faculty	1995	42%	20%	19%	19%	37%	5%	172	62%
	2001	49%	10%	20%	21%	40%	8%	173	69%
	2008	51%	6%	18%	25%	40%	11%	356	64%
and improving the performance of:	2014	52%	7%	15%	25%	39%	13%	285	77%
• non-tenured faculty	1995	61%	10%	12%	16%	46%	16%	147	53%
	2001	60%	5%	18%	17%	49%	11%	144	58%
	2008	58%	4%	10%	28%	44%	14%	298	53%
and improving the performance of:	2014	57%	5%	10%	29%	40%	17%	235	63%
• tenured faculty	1995	42%	18%	19%	21%	35%	7%	145	52%
	2001	48%	9%	21%	22%	40%	8%	141	57%
	2008	50%	5%	14%	31%	39%	10%	292	52%
and improving the performance of:	2014	52%	6%	14%	28%	41%	10%	223	60%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
Standard III: Resources									
A. Human Resources (continued)									
Staff Development (continued)									
I feel respected and appreciated as an employee of Chabot College.	1995	55%	9%	14%	21%	40%	15%	267	96%
	2001	55%	14%	12%	19%	40%	15%	238	96%
	2008	67%	5%	11%	18%	48%	20%	501	90%
	2014	62%	5%	11%	22%	43%	19%	357	96%

		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
Standard III: Resources (continued)									
B. Physical Resources									
My area is:									
• currently under construction	2008	28%						395	71%
My main work area is:									
• currently under construction or will be in the next several years	2014	5%						259	70%
My area is:									
• currently under construction	2008	28%							
• going to be under construction in the next several years	2008	24%						395	71%
My main work area is:									
• is new or has recently been renovated (in the past 4-5 years)	2014	59%						259	70%
• do not know the construction status of my work area	2008	26%						395	71%
	2014	6%						259	70%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question		
		Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent	
B. Physical Resources (continued)									
I am <u>familiar</u> with the college Facilities Plan as it relates to my discipline/program/service area.									
	2008	60%	6%	14%	19%	49%	12%	429	77%
	2014	52%	8%	21%	19%	41%	11%	287	77%
I <u>had input</u> into the college Facilities Plan as it relates to my discipline/program/service area.									
	2008	36%	17%	27%	21%	28%	8%	424	76%
	2014	38%	14%	27%	22%	28%	10%	297	80%
The current college facilities:									
• provide adequate physical space for my discipline/program/service area.									
	2008	48%	13%	23%	17%	40%	8%	463	83%
	2014	59%	9%	19%	12%	45%	14%	339	91%
• support and ensure the integrity and quality of my discipline/ program/ service area.									
	2008	49%	9%	18%	24%	40%	9%	460	82%
	2014	58%	10%	14%	18%	47%	12%	333	90%
• support student learning in my discipline/program/service area.									
	2008	50%	8%	13%	28%	42%	8%	423	76%
	2014	59%	9%	12%	20%	47%	12%	323	87%
Supplies (e.g., paper, classroom materials) have been readily available for my needs									
	1995	43%	18%	24%	15%	40%	3%	249	90%
	2001	71%	7%	14%	8%	54%	17%	221	89%
Supplies (eg paper, classroom materials) have been readily available to support my job/teaching.									
	2008	71%	6%	11%	13%	56%	15%	466	84%
	2014	67%	5%	15%	13%	49%	18%	337	91%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
B. Physical Resources (continued)									
Instructional equipment in labs (science, health, vocational programs etc) has been readily available to support student learning.	2008	59%	7%	9%	24%	46%	13%	293	53%
	2014	57%	5%	11%	27%	37%	20%	218	59%
Instructional equipment in labs (science, health, vocational programs etc) is adequately maintained to support student learning.	2008	54%	10%	9%	26%	44%	11%	285	51%
	2014	47%	7%	14%	32%	31%	16%	210	57%
The college adequately maintains the facilities that we have.	2008	54%	7%	19%	20%	44%	10%	490	88%
	2014	47%	8%	25%	20%	36%	11%	340	92%
Available equipment is appropriate and adequate for me to carry out required work responsibilities.	1995	39%	22%	28%	11%	36%	4%	264	95%
Computer-related equipment is adequate for me to carry out my work responsibilities	2001	65%	10%	14%	11%	45%	21%	224	90%
The office or work space provided for me is appropriate for my job responsibilities	2001	64%	8%	18%	9%	46%	18%	238	96%
	2008	58%	11%	16%	16%	45%	13%	482	86%
	2014	71%	6%	12%	11%	46%	26%	344	93%
The quality of current custodial services on campus is satisfactory and consistent in providing a clean and pleasant environment.	1995	37%	16%	29%	19%	30%	7%	270	97%
Custodial services on campus provide a clean and pleasant environment.	2001	59%	6%	16%	19%	47%	13%	232	93%
	2008	64%	7%	12%	17%	47%	17%	513	92%
	2014	52%	12%	19%	17%	38%	14%	348	94%
Requests for maintenance and/or repair of buildings are handled in a timely manner and with satisfactory results.	1995	28%	19%	33%	20%	23%	5%	239	86%
Requests for maintenance and/or repair of buildings are handled:									
• in a timely manner	2001	48%	12%	21%	19%	38%	10%	198	80%
• with satisfactory results	2001	58%	6%	12%	24%	47%	11%	197	79%
Requests for maintenance and repair of buildings are handled:									
• in a timely manner	2008	54%	7%	18%	21%	44%	10%	423	76%
	2014	50%	5%	18%	28%	38%	11%	294	79%
• with adequate results.	2008	61%	6%	12%	21%	48%	13%	416	75%
	2014	55%	4%	15%	26%	41%	13%	293	79%
The landscaping on campus is well-maintained.	1995	70%	3%	10%	17%	50%	20%	264	95%
The campus landscaping and playing fields are well-maintained.	2001	77%	4%	5%	14%	58%	19%	226	91%
	2008	73%	3%	7%	17%	54%	19%	456	82%
	2014	74%	3%	9%	14%	55%	19%	326	88%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources	Percent who Agree or Strongly Agree		Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
B. Physical Resources (continued)									
There are sufficient personnel and material resources to maintain the buildings and grounds.	2008	38%	16%	24%	21%	30%	9%	395	71%
	2014	31%	26%	28%	15%	21%	10%	277	75%
The current facilities in my area are adequately constructed and maintained to address safety.	2008	62%	7%	11%	20%	52%	10%	483	87%
Facilities in my area are adequately constructed and maintained to address safety.	2014	62%	6%	11%	21%	46%	16%	326	88%
I feel safe on campus during daylight hours.	2008	88%	1%	2%	9%	61%	27%	512	92%
	2014	90%	1%	2%	8%	57%	33%	350	94%
I feel safe on campus during the evening or at night.	2008	56%	8%	17%	20%	43%	13%	487	87%
	2014	64%	3%	12%	20%	48%	16%	323	87%
Campus Safety and Security staff respond quickly in emergency situations.	2008	81%	2%	4%	13%	49%	32%	456	82%
	2014	83%	0%	4%	13%	51%	32%	292	79%
In the planning and design phase of new or remodeled facilities: faculty are adequately involved.	1995	35%	15%	28%	22%	30%	5%	172	62%
In the planning, design, and implementation phase of new or remodeled facilities: the needs of the faculty are adequately considered.	2001	39%	10%	18%	32%	31%	8%	146	59%
In the planning and design phase of new or remodeled facilities: classified staff are adequately involved.	1995	19%	19%	36%	26%	15%	4%	160	58%
In the planning, design, and implementation phase of new or remodeled facilities: the needs of the classified staff are adequately considered.	2001	32%	13%	22%	34%	26%	5%	136	55%
In the planning, design, and implementation of new and remodeled facilities the needs of my discipline/program/service area were adequately considered.	2008	47%	11%	19%	23%	37%	11%	364	65%
	2014	41%	14%	19%	26%	34%	7%	285	77%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources (continued)		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree		Strongly Agree		Number	Percent	
			Disagree	Neutral*	Agree	Agree			
B. Physical Resources (continued)									
It is clear what action should be taken on campus in case of:									
• a personal injury	1995	47%	9%	27%	17%	40%	7%	258	93%
	2001	66%	4%	17%	13%	58%	8%	229	92%
	2008	68%	4%	12%	16%	49%	19%	463	83%
	2014	67%	3%	13%	17%	47%	20%	325	88%
• an emergency (e.g., fire, earthquake)	1995	46%	10%	25%	19%	38%	8%	261	94%
	2001	60%	8%	17%	14%	50%	10%	229	92%
	2008	65%	5%	13%	17%	48%	17%	449	80%
	2014	74%	3%	9%	14%	52%	22%	316	85%
Overall at Chabot College:									
• college facilities support student learning programs and services.	2008	78%	2%	6%	15%	63%	14%	462	83%
	2014	73%	0%	5%	22%	58%	15%	343	92%
• the college assesses the effective use of facilities and equipment.	2008	62%	4%	11%	22%	50%	12%	411	74%
	2014	63%	2%	13%	22%	48%	14%	299	81%
• the college uses the results of the facilities evaluation as a basis for improvement.	2008	60%	4%	9%	27%	47%	13%	341	61%
	2014	55%	3%	16%	26%	41%	14%	264	71%

NOTES: * 'Neutral' used in 1995 and 2001;
 'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question		
		Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent	
C. Technology									
In my classroom, the equipment, software, and network connections are sufficient to effectively support student learning.	2008	52%	10%	21%	16%	42%	10%	342	61%
	2014	69%	5%	11%	14%	48%	21%	272	73%
In the computer labs, the software and network configurations provide me with adequate access to the applications I need to support my courses.	2008	66%	3%	5%	25%	54%	13%	267	48%
	2014	63%	5%	13%	19%	48%	15%	186	50%
Faculty are sufficiently involved in the selection of instructional technology equipment.	2008	44%	10%	16%	31%	35%	9%	266	48%
	2014	43%	5%	24%	28%	32%	12%	206	56%
I receive adequate training in the use of technology: • in my office.	2008	56%	7%	14%	23%	44%	12%	417	75%
	2014	42%	8%	23%	26%	34%	8%	325	88%
• in the classroom or lab.	2008	53%	8%	12%	27%	42%	11%	323	58%
	2014	42%	8%	25%	26%	34%	8%	274	74%
Technology hardware and software are kept current to meet my job or teaching needs.	2008	61%	5%	13%	22%	49%	11%	435	78%
	2014	52%	6%	22%	20%	40%	11%	339	91%
Requests for support services to maintain my computer are handled in a timely manner.	2008	71%	4%	7%	18%	49%	22%	399	72%
	2014	66%	2%	13%	19%	46%	20%	311	84%
Students have adequate access to technological resources on campus to support their learning.	2008	68%	4%	9%	19%	55%	13%	361	65%
	2014	63%	5%	15%	18%	49%	14%	286	77%
In the Graphics/Print Shop, the hours and assistance are sufficient for me.	1995	62%	9%	18%	11%	47%	15%	244	88%
	2001	68%	8%	13%	11%	49%	19%	213	86%
	2008	81%	2%	5%	12%	57%	24%	385	69%
	2014	82%	2%	4%	12%	49%	33%	293	79%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard III: Resources		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
C. Technology (continued)									
In the Media Services department:									
• the hours and assistance are sufficient for me	1995	74%	3%	8%	15%	57%	17%	237	85%
	2001	83%	3%	3%	11%	56%	27%	198	80%
	2008	75%	4%	7%	15%	54%	21%	389	70%
For Audio Visual Services									
• the hours and assistance are sufficient to me.	2014	69%	1%	7%	23%	45%	24%	241	65%
In the Media Services department:									
• the equipment provided is properly maintained	1995	77%	3%	7%	13%	57%	20%	215	77%
	2001	81%	3%	2%	14%	54%	27%	182	73%
	2008	76%	3%	4%	17%	54%	21%	356	64%
For Audio Visual Services									
• classroom equipment is properly maintained.	2014	63%	1%	12%	24%	39%	24%	249	67%
There is adequate technical staff to support the use of technology on campus.									
	2008	51%	10%	16%	24%	39%	12%	388	70%
	2014	38%	12%	27%	22%	25%	13%	289	78%
Chabot links technology decisions to its institutional planning.									
	2008	49%	7%	9%	36%	37%	12%	261	47%
	2014	44%	5%	19%	32%	34%	9%	204	55%
The college replaces and maintains technological equipment to ensure that discipline/program/service area needs are met.									
	2008	54%	6%	13%	27%	43%	11%	352	63%
	2014	49%	5%	15%	30%	39%	10%	278	75%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard IV: Leadership and Governance		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
A. Decision-making roles and processes									
If I have a question about campus policies or procedures, I know where to go for an answer.									
	2008	76%	2%	9%	13%	56%	20%	517	93%
	2014	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.									
	2008	42%	8%	26%	24%	30%	12%	446	80%
	2014	39%	10%	25%	26%	28%	12%	297	80%
Faculty and/or staff input has:									
• helped the college better achieve its mission.									
	2008	72%	2%	4%	22%	54%	18%	417	75%
	2014	72%	1%	6%	21%	53%	19%	300	81%
• helped improve student learning.									
	2008	74%	2%	3%	21%	54%	20%	408	73%
	2014	74%	0%	4%	21%	55%	19%	298	80%
The current structure of Councils and Committees provides effective college-wide participation in decision-making for all segments of the college community.									
	2008	46%	8%	13%	33%	37%	9%	342	61%
	2014	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.									
	2008	46%	8%	14%	32%	38%	8%	307	55%
	2014	43%	8%	16%	34%	35%	8%	238	64%

NOTES: * 'Neutral' used in 1995 and 2001;
 'Neither disagree nor agree' used in 2008 and 2014

Standard IV: Leadership and Governance			Percent who Agree or Strongly Agree		Responses to each question	
					Number	Percent
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	2008	36%		477	85%	
	2014	35%		326	88%	
• 1 hour	2008	24%		477	85%	
	2014	23%		326	88%	
• 2 hours	2008	16%		477	85%	
	2014	15%		326	88%	
• 3 hours	2008	8%		477	85%	
	2014	9%		326	88%	
• 4 hours	2008	5%		477	85%	
	2014	5%		326	88%	
• more than 4 hours	2008	11%		477	85%	
	2014	13%		326	88%	

NOTES: * 'Neutral' used in 1995 and 2001;
 'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

			Percent who Agree or Strongly Agree					Responses to each question	
			Percentage of those responding					Number	Percent
Standard IV: Leadership and Governance			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree		
B. Board, District, and College Administration									
<i>The Board of Trustees:</i>									
• equitably represents the interests of Chabot.	1995	12%	24%	36%	28%	11%	1%	217	78%
	2001	17%	29%	32%	22%	15%	2%	175	70%
	2008	43%	9%	15%	33%	36%	7%	324	58%
	2014	33%	10%	28%	29%	28%	5%	236	64%
• exhibits interest in and understanding of the College's programs, services, and needs.	1995	18%	19%	32%	31%	17%	0%	213	77%
	2001	18%	28%	32%	22%	17%	1%	175	70%
	2008	50%	7%	10%	34%	41%	9%	332	59%
	2014	42%	8%	17%	34%	34%	7%	238	64%
• makes responsible decisions that support and promote the mission of the college.	2008	46%	6%	9%	38%	40%	7%	337	60%
	2014	40%	7%	18%	34%	34%	6%	229	62%
• accomplishes its responsibilities in ways that promote a positive learning environment at the college.	2008	49%	5%	9%	37%	42%	7%	327	59%
	2014	40%	6%	14%	40%	35%	5%	228	61%
<i>College Management/Administration</i>									
The practice of shared governance has been adequately promoted and implemented by the college administration.	1995	27%	18%	26%	30%	22%	5%	215	77%
	2001	32%	19%	26%	24%	28%	3%	180	72%
	2008	45%	9%	14%	32%	37%	8%	355	64%
	2014	46%	4%	15%	35%	35%	11%	265	71%
Important recommendations/decisions are implemented in a timely manner by the college administration.	1995	19%	15%	36%	29%	19%	0%	215	77%
	2001	14%	23%	28%	34%	13%	2%	183	73%
	2008	33%	11%	20%	35%	27%	6%	369	66%
Important recommendations/decisions made through shared governance are implemented by the college administration	2014	38%	6%	18%	37%	28%	10%	242	65%
The college climate encourages faculty, staff and administration to value and strive for cooperative and mutually respectful working conditions.	1995	44%	12%	23%	20%	36%	8%	265	95%
	2001	46%	13%	19%	22%	38%	8%	239	96%
	2008	71%	3%	9%	17%	54%	17%	487	87%
	2014	62%	4%	13%	21%	44%	18%	343	92%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard IV: Leadership and Governance		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
District Management/Administration									
The division between District and College operational responsibilities is written down and clearly communicated.	2008	27%	14%	27%	33%	22%	5%	318	57%
The division between District and College operational responsibilities is clearly communicated.	2014	24%	14%	31%	30%	22%	2%	221	60%
MIS/ITS services are administered to meet the needs of the College.	1995	43%	9%	20%	29%	39%	5%	200	72%
	2001	39%	15%	21%	25%	34%	5%	181	73%
Information Technology Services (ITS) is administered to meet the needs of the College.	2008	59%	6%	9%	26%	49%	11%	395	71%
The District services are administered to meet the needs of Chabot College in • Information Technology Services (ITS)	2014	40%	11%	17%	31%	36%	4%	238	64%
District administration is responsive to the needs of the College.	1995	12%	31%	34%	23%	11%	0%	226	81%
	2001	15%	26%	39%	19%	13%	2%	188	76%
The District: Responsiveness by the District administration to Chabot needs.	2008	25%	11%	22%	42%	19%	6%	288	52%
District services are responsive to Chabot staff/faculty/administrators	2014	34%	11%	15%	39%	31%	3%	241	65%
Faculty									
Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas.	2008	43%	11%	22%	25%	34%	9%	347	62%
	2014	51%	10%	15%	24%	37%	13%	279	75%
There is adequate classified/professional staff participation in the development of institutional policy.	2008	38%	7%	14%	41%	31%	7%	305	55%
There is adequate classified professional voice in the development of institutional policy.	2014	38%	5%	18%	39%	26%	11%	185	50%
As a member of the classified staff, I feel respected & valued by the college administration.	2008	50%	7%	13%	30%	38%	12%	255	46%
As a classified professional, I feel respected & valued by the college administration.	2014	45%	8%	15%	33%	29%	16%	128	35%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard IV: Leadership and Governance (continued)		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
Faculty									
There is adequate faculty participation in the development of: institutional policy.									
	1995	25%	10%	36%	30%	21%	4%	154	55%
	2001	27%	11%	30%	32%	25%	3%	157	63%
There is adequate faculty participation in the development of institutional policy.									
	2008	44%	7%	10%	39%	36%	7%	295	53%
There is adequate faculty voice in the development of institutional policy.									
	2014	55%	3%	12%	30%	35%	20%	240	65%
The Academic Senate has been effective in communicating faculty professional concerns to the college administration.									
	1995	60%	3%	13%	24%	50%	10%	178	64%
	2001	45%	8%	14%	33%	38%	7%	143	57%
The Academic Senate has been effective in communicating concerns of the faculty to the college administration.									
	2008	56%	4%	6%	33%	47%	9%	284	51%
	2014	57%	5%	8%	30%	36%	20%	214	58%
As a member of the faculty, I feel respected and valued by the college administration.									
	1995	48%	10%	20%	22%	36%	12%	167	60%
	2001	40%	20%	21%	19%	34%	6%	160	64%
	2008	56%	7%	10%	27%	43%	13%	341	61%
	2014	63%	6%	7%	23%	42%	22%	260	70%

NOTES: * 'Neutral' used in 1995 and 2001;

'Neither disagree nor agree' used in 2008 and 2014

Chabot College Faculty/Staff Accreditation Surveys: 1995, 2001, 2008, and 2014 Comparisons

Standard IV: Leadership and Governance (continued)		Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	Number	Percent
Classified Staff									
The Classified Senate has been effective in communicating concerns of the classified staff to the college administration.	1995	29%	10%	11%	50%	26%	3%	102	37%
	2001	46%	4%	18%	31%	41%	6%	125	50%
	2008	54%	4%	6%	36%	44%	10%	232	42%
The Classified Senate has been effective in communicating concerns of the classified professionals to the college administration.	2014	59%	2%	2%	37%	36%	23%	141	38%
Students/Student Government/Student Activities									
Students are appropriately involved in the governance of the College.	1995	28%	12%	27%	33%	25%	3%	162	58%
	2001	43%	4%	19%	34%	40%	3%	140	56%
	2008	44%	4%	14%	38%	38%	7%	285	51%
Students are adequately involved in the governance of the College.	2014	53%	5%	13%	29%	41%	12%	217	58%
The administration provides adequate means for students to have their desires and concerns addressed.	1995	38%	8%	20%	35%	33%	5%	164	59%
	2001	44%	6%	14%	36%	38%	6%	138	55%
	2008	49%	5%	12%	34%	43%	6%	318	57%
	2014	57%	4%	8%	31%	38%	19%	221	60%

NOTES: * 'Neutral' used in 1995 and 2001;
'Neither disagree nor agree' used in 2008 and 2014