Chabot College
Accreditation Survey: Faculty/Classified Professional Staff/Administrators
March 2008

Percentage who agree/strongly agree, by Standard and Primary Staff Position
Based on the responses* of 566 faculty, classified professional staff, and administrators

Standard I: Institutional Mission & Effectiveness	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
A. Mission					
I am familiar with the Chabot College vision/mission statement.	61%	68%	65%	84%	82%
I have used the Chabot College vision/mission statement in some aspect of my work.	53%	60%	51%	73%	82%
I am familiar with the Chabot College values statements.	55%	52%	48%	66%	82%
Institutional planning and decision making are guided by the vision/mission statement.	58%	47%	53%	44%	68%
At Chabot, there is a college-wide commitment to student learning.	78%	76%	85%	75%	91%
B. Improving Institutional Effectiveness					
Planning					
I contributed to the development of my unit plan.	57%	61%	37%	89%	88%
The unit planning process in my area:					
• is useful to me.	64%	52%	49%	64%	88%
• has led to improvements in my area.	59%	51%	47%	54%	76%
• has led to new resources for my area.	65%	42%	44%	39%	76%
I have had sufficient opportunity to provide input into the college-wide planning process.	49%	44%	29%	68%	80%
I am familiar with this year's college priority objectives.	45%	37%	29%	47%	76%
The planning process at Chabot adequately identifies college priorities.	62%	34%	42%	39%	62%
The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand.	47%	33%	33%	32%	26%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	57%	25%	36%	27%	30%
In the planning, development, evaluation, and revision of programs and services:					
• program review results are used.	55%	46%	46%	44%	47%
• institutional research results are used.	58%	48%	46%	56%	71%
Faculty responses only:					
The new academic program review process:					
• has helped me evaluate student learning in my classes.			42%	31%	
• is useful for identifying priorities for improvement or support.			43%	39%	

*Response rates were: FT classified: 83%;
FT faculty: 77%; Administrators: 100%;
Adjunct faculty: 48%; PT Hourly: 31%.

Chabot College Spring 2008 Staff Accreditation Survey: Responses by Primary Staff Position

Standard I: Institutional Mission & Effectiveness (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
B. Improving Institutional Effectiveness					
Budget and Grants					
College-wide and unit planning are linked to resource allocation.	54%	62%	42%	46%	50%
In the budget development process in my area/unit:					
• there is adequate communication between faculty, classified staff, and administration.	63%	37%	38%	44%	48%
• I have adequate opportunity for participation.	43%	41%	28%	59%	71%
The status of the budget in my program/discipline/unit is available to me.	54%	49%	34%	67%	57%
In the college planning and budgeting process, I have a clear understanding of the role of:					
• the Institutional Planning and Budget Council (IPBC).	16%	23%	9%	30%	55%
• the College Budget Committee.	23%	21%	11%	36%	59%
• the Faculty Prioritization Committee.	16%	17%	9%	52%	64%
• the Enrollment Management Committee.	19%	22%	7%	39%	59%
If I wanted to obtain a grant for my program, I know how to initiate that process at Chabot.	34%	51%	32%	77%	70%
The Grant Development Office writes grant proposals to support major college priorities.	50%	68%	45%	79%	81%
The Chabot College Foundation raises funds to support major college priorities.	59%	60%	50%	55%	76%
Research					
The college evaluates how well its mission and goals are accomplished.	81%	59%	60%	57%	52%
The Office of Institutional Research provides data for college and program evaluation.	53%	82%	60%	86%	86%
I use Institutional Research data in the planning and evaluation of my courses/program/unit.	38%	29%	20%	52%	60%

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Standard I: Institutional Mission & Effectiveness (continued)	Percentage who replied sometimes or often				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
B. Improving Institutional Effectiveness					
Dialogue and Collaboration					
I participate in thoughtful, reflective dialogues about					
improving student learning at these places and times:					
• on college-wide flex days.	47%	53%	54%	93%	86%
• in college-wide committees.	25%	39%	23%	85%	82%
• in my division/discipline/program meetings.	57%	61%	61%	95%	86%
• in meetings with one or more colleagues.	70%	71%	82%	99%	86%
• informally, in hallways or offices.	66%	69%	90%	95%	86%
I participate in thoughtful, reflective dialogues about					
improving institutional effectiveness at these places and times:					
• on college-wide flex days.	42%	56%	39%	79%	86%
• in college-wide committees.	25%	40%	17%	79%	91%
• in my division/discipline/program meetings.	55%	65%	45%	90%	91%
• in meetings with one or more colleagues.	62%	71%	70%	89%	91%
• informally, in hallways or offices.	58%	66%	74%	87%	91%
I collaborate or work with the following groups:					
• faculty/staff in my unit or discipline.	77%	81%	81%	100%	95%
• faculty or staff in my division.	77%	85%	76%	99%	95%
• faculty or staff outside of my division.	49%	74%	39%	86%	100%

Standard I: Institutional Mission & Effectiveness (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Full-time (n =148)	Admini-strators (n=22)
B. Improving Institutional Effectiveness					
Integrity, Equity, Diversity					
The information that Chabot College presents to the public about my program/discipline/area is current and accurate.	81%	69%	79%	62%	72%
Chabot College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations.	78%	68%	75%	57%	71%
Academic freedom is upheld at Chabot.	69%	78%	78%	82%	86%
Faculty responses only:					
When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline.			83%	86%	
My dean would back me up in professional classroom practices.			89%	85%	
At Chabot, the general "campus climate" is one of respect for differences in:					
• race-ethnicity	85%	83%	88%	86%	86%
• gender	87%	83%	88%	84%	86%
• physical disability	85%	88%	86%	87%	86%
• age	87%	84%	84%	87%	86%
• sexual orientation	82%	78%	80%	78%	81%
• native language	80%	79%	80%	83%	77%
• religion	80%	71%	78%	77%	77%

*Response rates were: FT classified: 83%; FT faculty: 77%; Administrators: 100%; Adjunct faculty: 48%; PT Hourly: 31%.

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Standard I: Institutional Mission & Effectiveness (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini- strators (n=22)
B. Improving Institutional Effectiveness (continued)					
Integrity, Equity, Diversity					
The following groups demonstrate honesty and truthfulness in their dealings with me:					
• students	71%	76%	76%	76%	73%
• faculty	80%	75%	85%	83%	77%
• classified/professional staff	84%	83%	86%	88%	86%
• administrators	82%	62%	82%	67%	86%
Chabot provides programs and services that					
enhance understanding and appreciation of diversity on campus.	75%	75%	82%	72%	86%
The college curriculum adequately addresses issues related to cultural diversity.	60%	58%	65%	61%	55%
I feel discrimination by other college staff on this campus.	11%	21%	13%	13%	12%

If I feel discrimination, it is based on my (you may check more than one):					
• Age	5%	2%	4%	1%	0%
• Gender	0%	5%	1%	2%	0%
• Ethnicity or race	7%	9%	5%	7%	5%
• Sexual orientation	0%	0%	1%	1%	0%
• Other	7%	9%	6%	3%	14%
• Two or more of the above categories	2%	8%	3%	7%	5%

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	Percentage who agree or strongly agree				
Standard II: Learning Programs and Services	**Hourly Part-time** (n=55)	**Classified Full-time** (n=173)	**Faculty Adjunct** (n =157)	**Full-time** (n =148)	**Admini- strators** (n=22)
A. Instructional Programs					
Educational programs:					
• are continually reviewed for consistency with the college mission.	59%	49%	60%	55%	53%
• reflect the educational needs of students & surrounding communities.	75%	64%	70%	59%	58%
• are assessed, reviewed, and modified regularly.	59%	57%	64%	60%	38%
Chabot instructors demonstrate a commitment to high standards of teaching.	76%	71%	83%	87%	80%
In the classroom, faculty members at Chabot encourage a balanced perspective of multifaceted issues, beliefs and world views.	70%	56%	69%	74%	47%
The typical "A" grade given at Chabot represents excellent student achievement in a course.	79%	66%	78%	71%	61%
Overall, Chabot provides a high quality learning experience for students.	79%	78%	83%	86%	90%
Faculty responses only:					
Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision.			52%	79%	
I had an opportunity to participate in the development of the new AA/AS degree and general education requirements.			19%	76%	
I regularly update my course content.			88%	93%	
I regularly experiment with different instructional approaches.			86%	90%	
I use a variety of teaching methodologies as a response to the learning styles of students.			89%	93%	
I use multiple methods of classroom assessment to measure student progress.			86%	89%	
The purpose and value of writing and assessing student learning outcomes is clear to me.			69%	69%	
I have received training from Chabot College in:					
• writing student learning outcomes.			19%	63%	
• assessing student learning outcomes.			23%	54%	
I have received training outside of Chabot College (conferences, workshops, reading, self-teaching) in writing or assessing student learning outcomes.			49%	52%	
I have contributed to the development of student learning outcomes for course(s) in my discipline.			41%	77%	
I have assessed (or plan to assess within the year) student learning outcomes in my course(s).			53%	72%	
My unit/discipline has developed program-level student learning outcomes.			49%	61%	

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Adjunct faculty: 48%; PT Hourly: 31%.   *Chabot College Office of Institutional Research*   *Page 6*

Standard II: Learning Programs and Services (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini- strators (n=22)
A. Instructional Programs (continued)					
Faculty responses only:					
I am familiar with the college-wide learning goals.			46%	63%	
I consciously encourage my students to act ethically and responsibly as citizens.			92%	92%	
I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.			87%	89%	
My courses include critical thinking components.			89%	93%	
I encourage my students to think creatively and /or produce original works.			82%	89%	
My courses require basic computer literacy.			61%	73%	
I include information competency concepts (the search for and analysis of information) in my courses/assignments.			72%	76%	
My students have the necessary skills required to succeed in my courses.			56%	40%	

	Percentage who stated most all				
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):	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini- strators (n=22)
• Lectures: speaking or presenting only			25%	25%	
• Lectures: with interactions/discussions			41%	58%	
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc			23%	39%	
• In-class discussions involving the whole class			33%	35%	
• In-class discussions or activities in small groups			22%	22%	
• Active/hands-on activities (experimenting, performing, creating, practicing)			42%	41%	
• Working with students in small groups during class			23%	28%	
• Working one-on-one with students during class			26%	17%	

What electronic means do you use for instructional delivery and/or communication with your students?					
Email:			31%	27%	
Website:			1%	1%	
Blackboard:			4%	2%	
Email and Website:			14%	15%	
Email and Blackboard:			3%	11%	
Email, Website, & Blackboard:			8%	13%	

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Standard II: Learning Programs and Services (continued)	Of those who referred service to students and outcome is known, percent who were satisfied with outcome				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
B. Student Support Programs					
Admissions and Records	90%	93%	95%	95%	100%
Orientation sessions	93%	91%	93%	91%	100%
Assessment Testing Center	90%	96%	83%	89%	100%
Counseling	88%	88%	80%	82%	94%
Financial Aid Office	89%	85%	94%	81%	88%
Student Online Services in Bldg 100	93%	92%	96%	96%	92%
Children's Center	97%	99%	94%	96%	90%
Transfer, Employment, and Career Services Center (TECS)	87%	91%	91%	86%	86%
Student Health Center	96%	96%	100%	93%	100%
Office of Student Life (Clubs, Activities, Events)	94%	93%	100%	77%	92%
Student Government (ASCC)	95%	86%	88%	72%	82%
WRAC Center (Writing, Reading Across Curriculum) 2nd floor of library	93%	97%	94%	92%	100%
Math Lab Rm 1712	87%	89%	96%	89%	89%
Peer Academic Tutoring Help or PATH (formerly Tutorials) Bldg 2300	95%	98%	89%	96%	100%
Language Center Bldg 2300	95%	94%	95%	93%	100%
Student computers in library	91%	98%	97%	91%	100%
Student computer labs in other departments	92%	94%	97%	88%	93%
Disabled Students Programs and Services (DSPS)	100%	98%	99%	96%	100%
PACE Program for Working Adults	81%	96%	97%	98%	100%
Intercollegiate Athletics	100%	93%	93%	91%	92%
College Bookstore	97%	92%	93%	86%	100%
Campus Safety and Security	91%	99%	95%	95%	100%

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Adjunct faculty: 48%; PT Hourly: 31%.

Standard II: Learning Programs and Services (continued)	Of those who used the service, percent who were satisfied or very satisfied with outcome				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n=157)	Faculty Full-time (n=148)	Admini-strators (n=22)
B. Student Support Programs (continued)					
Admissions and Records	98%	98%	99%	96%	100%
Children's Center	100%	96%	100%	97%	88%
Student Health Center	96%	96%	93%	100%	100%
Office of Student Life	88%	93%	100%	84%	80%
College Bookstore	96%	95%	93%	91%	100%
Food Services/Cafeteria	92%	86%	79%	78%	100%
Campus Safety and Security	88%	99%	96%	95%	100%
Instructional Technology Center/HUB	100%	97%	94%	91%	100%

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Standard II: Learning Programs and Services (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Administrators (n=22)
B. Student Support Programs (continued)					
Chabot uses research and data on students to determine:					
• the learning support needs of its students.	65%	76%	66%	66%	84%
• the services and programs to address those needs.	69%	71%	64%	63%	89%
Student Services staff are dedicated to supporting student access, learning, and success.	76%	88%	75%	79%	90%
Written information about student support services is readily available to faculty and staff.	68%	62%	59%	65%	68%
The Counseling Division and Instructional Programs communicate with each other					
to make sure that students receive accurate information about courses and programs.	73%	49%	56%	46%	59%
Counselors provide students with accurate and useful information about:					
• courses in my department or division.	76%	60%	58%	51%	60%
• transfer requirements.	72%	63%	56%	65%	78%
• technical-occupational programs.	69%	62%	53%	54%	67%
Counselors effectively advise students about appropriate academic courses.	66%	62%	57%	54%	78%
English, ESL, & Math assessment test results recommend appropriate classes for my students.	77%	69%	42%	48%	67%
The mid-term progress reports are helpful in improving student success in my classroom.	71%	52%	45%	30%	40%
The new follow-up calls made to students have been effective in improving student retention.	69%	65%	39%	47%	81%
Student support services (counseling, financial aid, health services, EOPS, etc)					
make effective contributions to student learning and success.	84%	86%	75%	80%	95%
The college offers a wide variety of special enrichment activities.					
(ie, cultural events/ celebrations, outside speakers, forums, debates, discussions) for students.	79%	74%	73%	62%	81%
Overall, Chabot provides high quality student support services					
(eg, counseling, financial aid, health services, EOPS, etc).	85%	81%	71%	77%	95%

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Standard II: Learning Programs and Services (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	**Classified Full-time** (n=173)	**Faculty Adjunct** (n=157)	**Full-time** (n=148)	**Admini-strators** (n=22)
C. Library and Learning Support Programs					
Academic learning support services (tutoring, computer labs, instructional assistants)					
make effective contributions to student learning and success.	89%	92%	80%	92%	90%
Resources are adequate for students to complete academic course work assignments:					
• in the Library.	75%	77%	73%	81%	84%
• on the Library web site.	82%	73%	70%	80%	75%
Faculty & staff are adequately involved in the selection of library materials in their fields.	77%	56%	60%	66%	73%

Faculty responses only:

I have scheduled library orientation sessions for my classes.					
Yes:			18%	41%	
No:			82%	59%	

	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	**Classified Full-time** (n=173)	**Faculty Adjunct** (n=157)	**Full-time** (n=148)	**Admini-strators** (n=22)
If yes, the library orientation adequately addressed the needs of my students.			81%	92%	

	Percent who gave assignments 4 or more times				
Please indicate the number of times in the past year you have:	**Hourly Part-time** (n=55)	**Classified Full-time** (n=173)	**Faculty Adjunct** (n=157)	**Full-time** (n=148)	**Admini-strators** (n=22)
• given assignments that required the use of the Chabot library or library web site.			23%	33%	
• given research assignments that required the use of the Chabot College reference staff.			15%	23%	

Chabot College Spring 2008 Staff Accreditation Survey: Responses by Primary Staff Position

Standard III: Resources	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini- strators (n=22)
A. Human Resources					
Hiring and evaluation					
Chabot links staffing decisions to its institutional planning.	33%	44%	48%	43%	63%
Hiring processes are likely to result in hiring personnel					
who will effectively advance the mission of Chabot College.	67%	54%	57%	66%	76%
Teaching effectiveness is the principal criterion used in the selection of instructors.	55%	42%	58%	72%	57%
Hiring processes are fair to all applicants.	70%	55%	52%	73%	67%
Human Resource policies and procedures:					
• are clearly stated.	71%	61%	62%	65%	64%
• are equitably applied.	75%	55%	57%	66%	62%
The college climate encourages faculty, staff and administrators to value and strive					
for cooperative and mutually respectful working conditions.	82%	65%	72%	71%	86%
Current evaluation procedures are effective in assessing job performance					
and improving the performance of:					
• classified/professional staff	62%	46%	51%	52%	16%
• part-time faculty	62%	29%	66%	49%	25%
• non-tenured faculty	48%	33%	55%	74%	42%
• tenured faculty	43%	29%	46%	64%	25%
• administrators	50%	24%	40%	32%	35%
Current evaluation procedures for non-tenured faculty					
are effective in making recommendations for tenure.	42%	36%	34%	73%	70%
Current evaluation procedures for administrators solicit and					
consider my opinion in assessing administrator effectiveness.	44%	20%	21%	26%	50%
Current student evaluation forms are adequate in helping					
faculty members assess teaching effectiveness.	53%	42%	69%	66%	55%

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Chabot College Spring 2008 Staff Accreditation Survey: Responses by Primary Staff Position

Standard III: Resources	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
A. Human Resources					
Staff Development					
Chabot College provides the support and resources to improve my teaching or job skills.	80%	53%	66%	55%	45%
Sufficient training opportunities are offered in:					
• the Banner system/Web for Faculty/Web for Finance.	61%	71%	71%	61%	35%
• the latest MS Office and other computer applications.	58%	63%	61%	58%	57%
• Blackboard, web pages, or other online instructional tools.	66%	74%	76%	75%	75%
• online course development.	64%	67%	71%	79%	72%
I go to the HUB (staff resource & training center in library) for training or other computer uses.	36%	46%	47%	47%	23%
I use the HUB training materials for learning software or other instructional tools.	38%	34%	33%	35%	23%
Faculty are encouraged to experiment with new instructional approaches.	59%	55%	68%	71%	75%
Faculty & staff are encouraged to develop new programs & services that will enhance student learning.	71%	64%	70%	76%	60%
My administrator/supervisor encourages and supports my participation in professional development activities.	76%	66%	58%	76%	47%
The Staff Development Committee is available to support and fund my professional growth.	77%	57%	51%	59%	55%
I have used Staff Development funds for a conference or other activities.	46%	53%	24%	76%	50%
Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills.	62%	41%	39%	44%	55%
Chabot College acknowledges faculty who practice academic excellence.	67%	77%	53%	49%	74%
Chabot College acknowledges classified staff who practice professional excellence.	66%	60%	48%	54%	58%
I feel respected and appreciated as an employee of Chabot College.	74%	65%	65%	68%	73%

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Chabot College Spring 2008 Staff Accreditation Survey: Responses by Primary Staff Position

Standard III: Resources (continued)	Percentage who agree or strongly agree				
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B. Physical Resources					
My area is:					
• currently under construction	15%	19%	35%	40%	32%
• going to be under construction in the next several years	15%	35%	16%	21%	26%
• currently under construction & going to be under construction in the next several years	9%	19%	6%	25%	32%
• not going to be under construction in the next several years	62%	24%	38%	7%	5%
• do not know	0%	4%	4%	8%	5%
Total: 100%	100%	100%	100%	100%	100%

Standard III: Resources (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini- strators (n=22)
I am familiar with the college Facilities Plan as it relates to my discipline/program/service area.	59%	64%	43%	68%	77%
I had input into the college Facilities Plan as it relates to my discipline/program/service area.	37%	38%	9%	51%	68%
In the planning, design, and implementation of new and remodeled facilities the needs of my discipline/program/service area were adequately considered.	45%	52%	38%	44%	85%
The current college facilities:					
• provide adequate physical space for my discipline/program/service area.	68%	43%	52%	44%	50%
• support and ensure the integrity and quality of my discipline/ program/ service area.	66%	44%	54%	44%	59%
• support student learning in my discipline/program/service area.	68%	50%	56%	41%	53%
The college facilities that are planned and/or are under construction:					
• will provide adequate physical space for my discipline/program/service area.	64%	60%	56%	59%	89%
• will support and ensure the integrity and quality of my discipline/ program/ service area.	70%	58%	58%	61%	89%
• will support student learning in my discipline'/program/service area.	70%	62%	58%	61%	94%
The office or work space provided for me is appropriate for my job responsibilities.	73%	58%	48%	60%	64%
Supplies (eg paper, classroom materials) have been readily available to support my job/teaching.	77%	76%	66%	69%	80%
Instructional equipment in labs (science, health, vocational programs etc) has been readily available to support student learning.	65%	61%	64%	50%	64%
Instructional equipment in labs (science, health, vocational programs etc) is adequately maintained to support student learning.	63%	60%	60%	43%	60%
The college adequately maintains the facilities that we have.	67%	57%	62%	40%	50%

*Response rates were: FT classified: 83%;
FT faculty: 77%; Administrators: 100%;
Adjunct faculty: 48%; PT Hourly: 31%.

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Chabot College Spring 2008 Staff Accreditation Survey: Responses by Primary Staff Position

Standard III: Resources (continued)	Percent who Agree or Strongly Agree	Percentage who agree or strongly agree				
		Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
B. Physical Resources (continued)						
Requests for maintenance and repair of buildings are:						
• handled in a timely manner.		53%	63%	51%	43%	57%
• with adequate results.		63%	71%	51%	53%	65%
Custodial services on campus provide a clean & pleasant environment.		66%	65%	68%	58%	55%
The campus landscaping and playing fields are well maintained.		82%	77%	68%	65%	91%
There are sufficient personnel and material resources to maintain the buildings and grounds.		70%	29%	54%	31%	42%
The current facilities in my area are adequately constructed and maintained to address safety.		68%	60%	64%	57%	77%
I feel safe on campus during daylight hours.		86%	85%	89%	89%	95%
I feel safe on campus during the evening or at night.		53%	54%	62%	49%	68%
Campus Safety and Security staff respond quickly in emergency situations.		77%	82%	83%	76%	100%
It is clear what action should be taken on campus in case of:						
• a personal injury.		65%	66%	69%	63%	86%
• an emergency (fire, earthquake).		67%	65%	71%	54%	70%
Overall at Chabot College:						
• college facilities support student learning programs and services.		80%	82%	79%	70%	90%
• the college assesses the effective use of facilities and equipment.		76%	69%	68%	49%	62%
• the college uses the results of the facilities evaluation as a basis for improvement.		81%	64%	67%	48%	61%

Standard III: Resources (continued)	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
C. Technology					
In my <u>office</u>, the equipment, software, and network connections are					
sufficient to effectively carry out my work responsibilities.	85%	76%	61%	79%	86%
In my <u>classroom</u>, the equipment, software, and network connections					
are sufficient to effectively support student learning.	68%	45%	58%	43%	67%
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.	65%	62%	69%	64%	78%
Faculty are sufficiently involved in the selection of instructional technology equipment.	54%	36%	39%	43%	70%
I receive adequate training in the use of technology:					
• in my office.	62%	54%	49%	60%	70%
• in the classroom or lab.	59%	48%	54%	51%	71%
Technology hardware and software are <u>kept current</u> to meet my job or teaching needs.	67%	65%	59%	55%	70%
Requests for support services <u>to maintain my computer</u> are handled in a <u>timely manner.</u>	84%	74%	56%	69%	100%
Students have adequate access to technological resources on campus to support their learning.	77%	68%	71%	62%	78%
In the Graphics/Print Shop, the hours and assistance are sufficient for me.	76%	82%	76%	83%	94%
In the Media Services department:					
• the hours and assistance are sufficient for me.	73%	75%	70%	75%	95%
• the equipment provided is properly maintained.	73%	72%	72%	79%	100%
There is adequate technical staff to support the use of technology on campus.	73%	43%	63%	42%	56%
Chabot links technology decisions to its institutional planning.	59%	51%	58%	41%	50%
The college replaces and maintains technological equipment to ensure					
that discipline/program/service area needs are met.	72%	59%	60%	42%	61%
Instructional technology equipment is sufficient to support student learning programs and services.	84%	57%	60%	42%	67%

*Response rates were: FT classified: 83%;
FT faculty: 77%; Administrators: 100%;
Adjunct faculty: 48%; PT Hourly: 31%.

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Standard IV: Leadership and Governance	Percentage who agree or strongly agree				
	Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
A. Decision-making roles and processes					
My responsibilities in my job at Chabot are clearly defined.	74%	70%	85%	87%	77%
If I have a question about campus policies or procedures, I know where to go for an answer.	70%	72%	81%	76%	91%
I have a substantive role in college governance and policy-making that relates to my areas of responsibility and expertise.	53%	39%	18%	57%	73%
Faculty and/or staff input has:					
• helped the college better achieve its mission.	80%	72%	66%	73%	76%
• helped improve student learning.	79%	76%	69%	74%	71%
The current structure of Councils and Committees provides effective college-wide participation in decision-making for all segments of the college community.	50%	49%	39%	46%	48%
The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements.	64%	44%	51%	38%	50%
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	56%	45%	62%	4%	0%
• 1 hour	31%	25%	25%	21%	9%
• 2 hours	8%	15%	11%	23%	23%
• 3 hours	3%	6%	0%	19%	5%
• 4 hours	3%	4%	1%	12%	5%
• more than 4 hours	0%	5%	2%	21%	59%
Total	100%	100%	100%	100%	100%

*Response rates were: FT classified: 83%;
FT faculty: 77%; Administrators: 100%;
Adjunct faculty: 48%; PT Hourly: 31%.

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Standard IV: Leadership and Governance (continued)	Percent who Agree or Strongly Agree	Percentage who agree or strongly agree				
		Hourly Part-time (n=55)	Classified Full-time (n=173)	Faculty Adjunct (n =157)	Faculty Full-time (n =148)	Admini-strators (n=22)
B. Board and Administrative Organization						
The Chabot-Las Positas Board of Trustees:						
• equitably represents the interests of Chabot.		59%	49%	45%	26%	75%
• exhibits an interest in and understanding of the college's programs, services and needs.		64%	52%	47%	39%	84%
• makes responsible decisions that support and promote the mission of the college.		55%	44%	47%	39%	81%
• accomplishes its responsibilities in ways that promote a positive learning environment at the college.		61%	45%	54%	40%	76%
The College administration provides effective management that supports the college's mission.		69%	39%	58%	41%	86%
The College administration has effectively encouraged:						
• excellence in instruction.		71%	60%	69%	52%	91%
• a positive learning environment.		74%	64%	72%	55%	100%
The practice of shared governance has been adequately promoted and implemented by the college administration.		61%	46%	44%	36%	82%
Important recommendations/decisions are implemented in a timely manner by the college administration,		54%	22%	43%	27%	60%
The division between District and College operational responsibilities is written down and clearly communicated.		58%	22%	35%	19%	18%
Information Technology Services (ITS) is administered to meet the needs of the College.		66%	66%	65%	49%	52%
There is adequate faculty participation in the development of institutional policy.		46%	50%	43%	40%	59%
Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas.		52%	48%	38%	40%	64%
As a member of the faculty, I feel respected and valued by the college administration.		56%	53%	59%	52%	83%
The Academic Senate has been effective in communicating concerns of the faculty to the college administration.		40%	52%	49%	63%	56%
There is adequate classified/professional staff participation in the development of institutional policy.		41%	35%	38%	38%	53%
As a member of the classified staff, I feel respected & valued by the college administration.		66%	43%	58%	59%	50%
The Classified Senate has been effective in communicating concerns of the classified staff to the college administration.		39%	56%	38%	60%	81%
Students are appropriately involved in the governance of the College.		48%	41%	42%	39%	74%
The administration provides adequate means for students to have their desires/concerns addressed.		52%	47%	52%	44%	80%

*Response rates were: FT classified: 83%;
FT faculty: 77%; Administrators: 100%;
Adjunct faculty: 48%; PT Hourly: 31%.

Standard IV: Leadership and Governance (continued)	Percentage who feel that things improved				
	Hourly Part-time (n=55)	**Classified Full-time** (n=173)	**Faculty Adjunct** (n =157)	**Faculty Full-time** (n =148)	**Admini-strators** (n=22)
Based on your experiences at Chabot through December 2007:					
In the past ten years (or since you started at Chabot if more recently),					
in what ways, if any, have the following aspects of the college and District changed?					
At Chabot:					
Morale among the faculty/staff/administrators.	52%	21%	29%	32%	30%
Faculty/staff empowerment to improve or develop programs/services.	65%	42%	45%	41%	53%
Amount of innovation in programs and services.	72%	55%	55%	60%	65%
Leadership by the Chabot administration on educational issues.	65%	41%	44%	29%	67%
Vision by the College President (s) for the college.	78%	45%	43%	37%	67%
Effective functioning of the governance structure.	67%	24%	29%	20%	45%
Mutual trust between faculty, staff, and administration.	54%	20%	39%	22%	33%
Faculty being respected and valued by the administration.	55%	33%	38%	25%	42%
Classified/professional staff being respected and valued by the administration & faculty.	62%	25%	42%	29%	58%
Administration being respected and valued by faculty and staff.	59%	25%	41%	24%	32%
Communication across the campus on major college and academic issues.	58%	46%	46%	33%	57%
The District:					
Responsiveness by the District administration to Chabot needs.	44%	28%	21%	19%	33%
Responsiveness by District services to Chabot staff/faculty/administrators.	45%	34%	20%	23%	29%
The Board of Trustees (the Board)					
Board understanding of programs, services, and needs.	64%	27%	25%	18%	53%
Board support for the quality, integrity, & effectiveness of Chabot programs & services.	58%	29%	32%	19%	56%
Board decision-making that supports and promotes Chabot's mission.	55%	25%	25%	17%	50%
	Percentage who expect improvement				
Based on your experiences at Chabot since January 2008:	**Hourly Part-time** (n=55)	**Classified Full-time** (n=173)	**Faculty Adjunct** (n =157)	**Faculty Full-time** (n =148)	**Admini-strators** (n=22)
Based on your first impressions of Dr. Barberena as the new Chabot College President,					
in what ways, if any, do you expect the following aspects of the college to change?					
Morale among the faculty/staff/administrators.	89%	75%	73%	74%	79%
Faculty/staff empowerment to improve or develop programs/services.	89%	74%	69%	66%	67%
Leadership by the Chabot administration on educational issues.	83%	72%	69%	69%	56%
Vision by the College President for the college.	89%	86%	76%	76%	65%
Effective functioning of the governance structure.	87%	66%	63%	62%	60%
Participation in shared governance.	74%	64%	63%	58%	65%
Mutual trust and respect between faculty, staff, and administrators.	79%	65%	73%	72%	68%
Communication across the campus on major college and academic issues.	88%	77%	76%	79%	84%

*Response rates were: FT classified: 83%;

FT faculty: 77%; Administrators: 100%;

Adjunct faculty: 48%; PT Hourly: 31%.