

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

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

Based on samples of faculty, classified professional staff, and administrators in Fall 1995 (n=278), Fall 2001 (n=249), Spring 2008 (n=566)

<b>Standard I: Institutional Mission &amp; Effectiveness</b>			Percent who					
			Agree	Percentage of those responding			Strongly Agree	
			or	Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree
<b>B. Improving Institutional Effectiveness</b>								
<i>Planning</i>								
I have had input into the annual planning process in my division.	1995	<b>58%</b>	14%	17%	<b>11%</b>	37%	21%	
I have had an opportunity to provide input into the College strategic planning process.	2001	<b>56%</b>	10%	16%	<b>17%</b>	48%	8%	
I have had sufficient opportunity to provide input into the college-wide planning process.	2008	<b>49%</b>	7%	20%	<b>24%</b>	36%	13%	
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently coordinated.	1995	<b>24%</b>	12%	39%	<b>25%</b>	20%	5%	
	2001	<b>21%</b>	18%	41%	<b>20%</b>	18%	3%	
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	2008	<b>32%</b>	10%	24%	<b>34%</b>	25%	7%	
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	<b>26%</b>	13%	36%	<b>25%</b>	23%	2%	
• changing factors such as student characteristics, labor markets, or course demand.	2001	<b>18%</b>	15%	37%	<b>30%</b>	16%	2%	
• changing factors such as student characteristics, labor markets, or course demand.	2008	<b>34%</b>	9%	20%	<b>37%</b>	26%	8%	
1995: In the design and development of policies and programs:								
2001: In the design, development, and revision of programs and services:								
2008: In the planning, development, evaluation, and revision of programs and services:								
• institutional research results are used.	1995	<b>37%</b>	5%	15%	<b>43%</b>	33%	3%	
• institutional research results are used.	2001	<b>45%</b>	7%	16%	<b>33%</b>	41%	4%	
• institutional research results are used.	2008	<b>53%</b>	4%	8%	<b>36%</b>	41%	12%	

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

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

<b>Standard I: Institutional Mission &amp; Effectiveness (continued)</b>			<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>				
				<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>B. Improving Institutional Effectiveness</b>								
<i>Budget and Grants</i>								
I have a clear understanding of the role of the College Budget Committee in the budget process.	1995		<b>20%</b>	21%	39%	<b>20%</b>	16%	4%
In the development of the college budget, I have a clear understanding of the role of:								
• the Institutional Planning and Budget Council (IPBC)	2001		<b>23%</b>	24%	35%	<b>18%</b>	19%	4%
• the Institutional Planning and Budget Council (IPBC)	2008		<b>22%</b>	14%	31%	<b>33%</b>	18%	4%
• the College Budget Study Group (CBSG)	2001		<b>20%</b>	25%	37%	<b>18%</b>	17%	3%
• the College Budget Committee.	2008		<b>24%</b>	14%	28%	<b>34%</b>	20%	4%
There is adequate coordination between faculty, classified staff, and administration in the college budget development process.	1995		<b>11%</b>	27%	45%	<b>17%</b>	10%	0%
In the college budget development process:								
• there is adequate coordination between faculty, classified staff, and administration.	2001		<b>16%</b>	26%	36%	<b>22%</b>	15%	2%
In the budget development process in my area/unit:								
• there is adequate communication between faculty, classified staff, and administration.	2008		<b>42%</b>	11%	22%	<b>24%</b>	32%	10%
I have adequate opportunity for participation in the budget process.	1995		<b>22%</b>	21%	35%	<b>22%</b>	21%	1%
In the college budget development process:								
• I have adequate opportunity for participation.	2001		<b>31%</b>	19%	28%	<b>21%</b>	27%	4%
In the budget development process in my area/unit:								
• I have adequate opportunity for participation.	2008		<b>46%</b>	8%	20%	<b>26%</b>	34%	12%

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

'Neither disagree nor agree' used in 2008.

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

Standard I: Institutional Mission & Effectiveness (continued)		Percent who Agree or Strongly Agree	Percentage of those responding					
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	
<b>B. Improving Institutional Effectiveness</b>								
<i>Integrity, Equity, Diversity</i>								
My administrator would back me up in professional classroom practices.	1995	<b>76%</b>	5%	3%	<b>15%</b>	43%	33%	
	2001	<b>73%</b>	7%	5%	<b>15%</b>	46%	27%	
My dean would back me up in professional classroom practices.	2008	<b>87%</b>	1%	3%	<b>8%</b>	34%	53%	
At Chabot, the general "campus climate" is one of respect for differences in :								
• race-ethnicity	1995	<b>73%</b>	3%	10%	<b>14%</b>	58%	16%	
	2001	<b>87%</b>	0%	3%	<b>10%</b>	62%	24%	
	2008	<b>86%</b>	2%	3%	<b>10%</b>	52%	34%	
• gender	1995	<b>72%</b>	2%	7%	<b>20%</b>	57%	15%	
	2001	<b>89%</b>	1%	3%	<b>7%</b>	65%	24%	
	2008	<b>85%</b>	1%	3%	<b>11%</b>	51%	33%	
• physical disability	1995	<b>81%</b>	2%	6%	<b>12%</b>	58%	22%	
	2001	<b>86%</b>	1%	2%	<b>12%</b>	58%	28%	
	2008	<b>87%</b>	1%	2%	<b>11%</b>	52%	35%	
• age	1995	<b>78%</b>	2%	7%	<b>14%</b>	63%	15%	
	2001	<b>89%</b>	1%	2%	<b>9%</b>	65%	24%	
	2008	<b>85%</b>	1%	2%	<b>12%</b>	52%	33%	
• sexual orientation	1995	<b>55%</b>	5%	13%	<b>26%</b>	45%	10%	
	2001	<b>80%</b>	1%	7%	<b>11%</b>	61%	19%	
	2008	<b>79%</b>	1%	6%	<b>14%</b>	48%	31%	
• native language	1995	<b>56%</b>	4%	15%	<b>25%</b>	48%	8%	
	2001	<b>75%</b>	0%	6%	<b>19%</b>	55%	20%	
	2008	<b>81%</b>	1%	3%	<b>16%</b>	52%	28%	
• religion	1995	<b>69%</b>	1%	6%	<b>24%</b>	55%	14%	
	2001	<b>79%</b>	1%	4%	<b>15%</b>	58%	21%	
	2008	<b>75%</b>	1%	4%	<b>19%</b>	47%	28%	

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

'Neither disagree nor agree' used in 2008.

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

<b>Standard I: Institutional Mission &amp; Effectiveness (continued)</b>			<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>				
				Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree
<b>B. Improving Institutional Effectiveness (continued)</b>								
<i>Integrity, Equity, Diversity (continued)</i>								
1995: The following groups treat me with respect: 2001: The following groups demonstrate honesty and truthfulness in their dealings with me:								
	• faculty	1995	<b>82%</b>	2%	6%	<b>10%</b>	48%	34%
		2001	<b>80%</b>	2%	8%	<b>11%</b>	55%	24%
		2008	<b>81%</b>	2%	3%	<b>15%</b>	53%	27%
	• administrators	1995	<b>75%</b>	3%	6%	<b>15%</b>	48%	28%
		2001	<b>60%</b>	8%	13%	<b>19%</b>	44%	16%
		2008	<b>72%</b>	4%	7%	<b>18%</b>	50%	23%
	• classified staff	1995	<b>84%</b>	1%	2%	<b>12%</b>	48%	37%
		2001	<b>84%</b>	2%	4%	<b>11%</b>	59%	24%
		2008	<b>86%</b>	1%	2%	<b>11%</b>	55%	31%
The college curriculum adequately addresses issues related to cultural diversity.		1995	<b>51%</b>	4%	20%	<b>24%</b>	37%	14%
		2001	<b>66%</b>	2%	8%	<b>24%</b>	50%	16%
		2008	<b>61%</b>	4%	8%	<b>26%</b>	41%	20%

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

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

Standard I: Institutional Mission & Effectiveness (continued)			Percent who Agree or Strongly Agree	Percentage of those responding				
				Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree
<b>B. Improving Institutional Effectiveness (continued)</b>								
<i>Integrity, Equity, Diversity (continued)</i>								
I feel discrimination by other college staff on this campus.	1995	<b>16%</b>	36%	34%	<b>15%</b>	12%	3%	
	2001	<b>11%</b>	41%	36%	<b>11%</b>	7%	5%	
	2008	<b>15%</b>	47%	26%	<b>12%</b>	9%	6%	
			<b>Of those feeling discrimination by college staff, percent that attribute it to age, gender, ethnicity or race, sexual orientation, or other:</b>					
If I feel discrimination, it is based on my (you may check more than one):			<b>all staff</b>					
Age	1995	4%	<b>30%</b>					
	2001	6%	<b>59%</b>					
	2008	<b>3%</b>	<b>26%</b>					
Gender	1995	4%	<b>30%</b>					
	2001	4%	<b>41%</b>					
	2008	<b>2%</b>	<b>18%</b>					
Ethnicity or race	1995	8%	<b>58%</b>					
	2001	7%	<b>63%</b>					
	2008	<b>7%</b>	<b>59%</b>					
Sexual orientation	1995	3%	<b>20%</b>					
	2001	2%	<b>15%</b>					
	2008	<b>&lt;1%</b>	<b>3%</b>					
Other	1995	7%	<b>48%</b>					
	2001	12%	<b>107%</b>					
	2008	<b>6%</b>	<b>53%</b>					

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

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

<b>Standard II: Learning Programs and Services</b>		<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>				
			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>A. Instructional Programs</b>							
In the classroom, faculty members at Chabot encourage a balanced perspective of multifaceted issues, beliefs and world views.	1995	<b>65%</b>	3%	9%	<b>24%</b>	51%	14%
	2001	<b>74%</b>	2%	5%	<b>20%</b>	52%	21%
	2008	<b>67%</b>	1%	7%	<b>25%</b>	43%	24%
Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision.	1995	<b>71%</b>	3%	10%	<b>16%</b>	55%	16%
	2001	<b>63%</b>	2%	15%	<b>20%</b>	45%	18%
	2008	<b>65%</b>	3%	8%	<b>24%</b>	47%	18%
Educational programs are continually reviewed for consistency with: the college mission.	1995	<b>48%</b>	5%	25%	<b>23%</b>	40%	8%
	2001	<b>33%</b>	5%	28%	<b>33%</b>	29%	4%
	2008	<b>56%</b>	3%	8%	<b>33%</b>	47%	9%
Chabot instructors demonstrate a commitment to high standards of teaching.	1995	<b>76%</b>	1%	4%	<b>20%</b>	50%	25%
	2001	<b>72%</b>	0%	7%	<b>20%</b>	51%	21%
	2008	<b>81%</b>	1%	3%	<b>15%</b>	48%	34%
Most students seem prepared to succeed in the courses in which they are enrolled.	1995	<b>27%</b>	8%	41%	<b>25%</b>	25%	2%
	2001	<b>40%</b>	6%	33%	<b>21%</b>	31%	9%
My students have the necessary skills required to succeed in my courses.	2008	<b>48%</b>	6%	17%	<b>29%</b>	35%	13%
The typical “A” grade given at Chabot represents excellent student achievement in a course.	1995	<b>75%</b>	4%	8%	<b>13%</b>	44%	31%
	2001	<b>72%</b>	5%	6%	<b>17%</b>	52%	20%
	2008	<b>72%</b>	2%	9%	<b>17%</b>	48%	24%

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

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

Standard II: Learning Programs and Services (continued)		Percent who Agree or Strongly Agree	Percentage of those responding					
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	
<b>B. Student Support Programs</b>								
Counselors effectively advise students about appropriate academic courses.	1995	<b>35%</b>	9%	30%	<b>25%</b>	30%	5%	
	2001	<b>46%</b>	9%	25%	<b>20%</b>	39%	7%	
	2008	<b>60%</b>	3%	13%	<b>25%</b>	45%	15%	
Counselors provide students with accurate and useful information about:								
• transfer requirements	1995	<b>50%</b>	6%	20%	<b>24%</b>	42%	8%	
	2001	<b>58%</b>	6%	9%	<b>26%</b>	44%	14%	
	2008	<b>64%</b>	2%	9%	<b>25%</b>	45%	19%	
• technical-occupational programs	1995	<b>44%</b>	9%	18%	<b>29%</b>	36%	8%	
	2001	<b>47%</b>	7%	16%	<b>30%</b>	35%	12%	
	2008	<b>58%</b>	3%	8%	<b>32%</b>	41%	17%	
English, ESL, and Math assessment test results have recommended appropriate classes for my students.	1995	<b>45%</b>	4%	24%	<b>26%</b>	38%	8%	
	2001	<b>46%</b>	7%	22%	<b>24%</b>	37%	9%	
	2008	<b>54%</b>	3%	8%	<b>35%</b>	38%	16%	
The mid-term progress reports have been helpful in improving student success in my classroom.	1995	<b>40%</b>	13%	22%	<b>25%</b>	29%	11%	
	2001	<b>48%</b>	12%	18%	<b>23%</b>	38%	9%	
	2008	<b>42%</b>	6%	18%	<b>33%</b>	29%	13%	
Written information about student support services is readily available.	1995	<b>59%</b>	4%	14%	<b>22%</b>	48%	11%	
	2001	<b>65%</b>	1%	10%	<b>24%</b>	51%	14%	
Written information about student support services is readily available to faculty and staff.	2008	<b>64%</b>	1%	9%	<b>26%</b>	46%	18%	

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

'Neither disagree nor agree' used in 2008.

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

<b>Standard II: Learning Programs and Services (continued)</b>			<b>Of those who referred service to students and outcome is known, percent who were satisfied with outcome</b>		<b>Percentage of those responding</b>			
					Never Heard of it	Heard of, Never Referred	Referred Students and:	
							Don't Know	Not Satisfied
<b>B. Student Support Programs (continued)</b>								
Admissions and Records	1995	<b>32%</b>	8%	18%	64%	7%	3%	
	2001	<b>90%</b>	0%	5%	14%	8%	73%	
	2008	<b>94%</b>	2%	7%	15%	4%	72%	
Assessment Testing Center	1995	<b>85%</b>	4%	37%	25%	5%	29%	
	2001	<b>88%</b>	5%	25%	28%	5%	37%	
	2008	<b>90%</b>	5%	27%	27%	4%	37%	
Counseling	1995	<b>67%</b>	14%	24%	43%	6%	12%	
	2001	<b>70%</b>	0%	14%	25%	18%	42%	
	2008	<b>85%</b>	3%	14%	24%	9%	50%	
Financial Aid Office	1995	<b>87%</b>	1%	33%	31%	5%	31%	
	2001	<b>90%</b>	0%	28%	30%	4%	38%	
	2008	<b>86%</b>	2%	26%	27%	6%	38%	
Student Activities (i.e., Clubs, Intramural, Special Events)	1995	<b>87%</b>	3%	36%	28%	4%	28%	
Office of Student Life (Clubs, Activities, Events, Stu Gov)	2001	<b>93%</b>	3%	33%	26%	3%	35%	
Office of Student Life (Clubs, Activities, Events, Stu Gov)	2008	<b>87%</b>	5%	34%	29%	4%	27%	
Transfer Center	1995	<b>89%</b>	12%	37%	23%	3%	24%	
Career Center	1995	<b>93%</b>	4%	37%	25%	2%	31%	
Transfer/Career Center	2001	<b>94%</b>	3%	30%	26%	3%	39%	
Transfer, Employment, and Career Services Center (TECS)	2008	<b>89%</b>	5%	32%	27%	4%	32%	
Job Information	1995	<b>69%</b>	11%	38%	29%	7%	15%	
Student Employment Services (on-campus jobs)	2001	<b>89%</b>	3%	32%	30%	4%	31%	
Employment & Career Services Center (off-campus jobs/careers)	2001	<b>90%</b>	7%	34%	29%	3%	27%	
Tutorials Center	1995	<b>75%</b>	2%	21%	32%	12%	34%	
	2001	<b>76%</b>	2%	21%	29%	12%	37%	
Peer Academic Tutoring Help or PATH (formerly Tutorials) Bldg 2300	2008	<b>95%</b>	9%	27%	25%	2%	37%	
Student computer labs in departments	1995	<b>84%</b>	7%	29%	23%	7%	34%	
	2001	<b>83%</b>	9%	17%	28%	8%	38%	
Student computers in library	2008	<b>95%</b>	4%	23%	25%	3%	46%	
Student computer labs in other departments	2008	<b>93%</b>	9%	27%	25%	3%	35%	

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

'Neither disagree nor agree' used in 2008.



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

<b>Standard II: Learning Programs and Services (continued)</b>			<b>Of those who referred service to students and outcome is known, percent who were satisfied with outcome</b>		<b>Percentage of those responding</b>		
			Never Heard of it	Heard of, Never Referred	Referred Students and:		
					Don't Know	Not Satisfied	Satisfied
<b>B. Student Support Programs (continued)</b>							
Student Services Computer Center in Bldg. 2300	1995	<b>87%</b>	16%	39%	24%	3%	19%
Student Online Services Center in Bldg. 100	2001	<b>89%</b>	17%	22%	25%	4%	32%
Student Online Services in Bldg 100	2008	<b>94%</b>	12%	25%	28%	2%	32%
Disabled Students Programs and Services (DSPS)	1995	<b>95%</b>	3%	29%	19%	2%	47%
	2001	<b>94%</b>	3%	22%	17%	3%	54%
	2008	<b>97%</b>	4%	21%	18%	2%	55%
PACE Program for Working Adults	1995	<b>91%</b>	10%	49%	16%	2%	23%
	2001	<b>93%</b>	6%	42%	24%	2%	26%
	2008	<b>95%</b>	10%	41%	20%	1%	28%
Daraja	1995	<b>84%</b>	19%	49%	10%	4%	19%
	2001	<b>87%</b>	19%	37%	25%	3%	17%
Puente	1995	<b>90%</b>	14%	52%	9%	2%	22%
	2001	<b>90%</b>	14%	39%	25%	2%	19%
Intercollegiate Athletics	1995	<b>90%</b>	5%	57%	14%	2%	22%
	2001	<b>88%</b>	2%	45%	20%	4%	29%
	2008	<b>93%</b>	6%	41%	21%	2%	30%
College Bookstore	1995	<b>89%</b>	0%	7%	21%	8%	64%
	2001	<b>94%</b>	0%	4%	19%	5%	73%
	2008	<b>92%</b>	1%	10%	16%	6%	67%
Security/Safety Services	1995	<b>78%</b>	0%	15%	25%	13%	47%
Campus Safety and Security	2001	<b>92%</b>	0%	5%	14%	6%	75%
	2008	<b>97%</b>	1%	12%	16%	2%	69%

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

'Neither disagree nor agree' used in 2008.

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

Standard II: Learning Programs and Services (continued)			Percent who gave assignments 4 or more times	Percentage of those responding				
				Number of times				
C. Library and Learning Support Programs				None	1-3	4-6	7-9	10 plus
Please indicate the number of times you have:								
1) given assignments in the last year that required use of the Chabot Library/LRC.  • given assignments that required the use of the Chabot library or library web site.	1995	<b>21%</b>	51%	28%	<b>9%</b>	5%	7%	
	2001	<b>21%</b>	55%	25%	<b>13%</b>	4%	4%	
	2008	<b>28%</b>	43%	29%	15%	6%	7%	
2) given research assignments that required use of the Chabot reference staff.	1995	<b>11%</b>	65%	25%	<b>6%</b>	2%	3%	
	2001	<b>13%</b>	65%	22%	<b>8%</b>	3%	3%	
	2008	<b>19%</b>	56%	25%	12%	4%	3%	
Standard II: Learning Programs and Services (continued)			Percent who Agree or Strongly Agree	Percentage of those responding				
C. Library and Learning Support Programs (continued)				Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree
Resources available in the library/LRC are adequate for students to complete academic course work assignments.	1995	<b>29%</b>	28%	25%	<b>18%</b>	26%	3%	
	2001	<b>62%</b>	3%	15%	<b>21%</b>	49%	12%	
	2008	<b>78%</b>	2%	3%	<b>17%</b>	55%	23%	
Resources available in the library are adequate for students to complete academic course work assignments: • in the Library.	1995	<b>36%</b>	14%	23%	<b>28%</b>	27%	9%	
	2001	<b>44%</b>	3%	16%	<b>37%</b>	36%	8%	
	2008	<b>64%</b>	2%	7%	<b>27%</b>	42%	22%	
Faculty and staff are adequately involved in the selection of resource material to support their program areas.	1995	<b>50%</b>	16%	24%	<b>10%</b>	28%	22%	
	2001	<b>44%</b>	11%	24%	<b>22%</b>	22%	21%	
	2008		<b>Yes: 29%</b>		<b>No: 71%</b>			
Faculty and staff are adequately involved in the selection of library materials in their fields	1995	<b>77%</b>	5%	2%	<b>15%</b>	49%	28%	
	2001	<b>70%</b>	1%	5%	<b>24%</b>	37%	33%	
	2008	<b>89%</b>	2%	1%	<b>8%</b>	45%	44%	
I have scheduled library orientation sessions for my classes.	1995	<b>77%</b>	5%	2%	<b>15%</b>	49%	28%	
	2001	<b>70%</b>	1%	5%	<b>24%</b>	37%	33%	
	2008	<b>89%</b>	2%	1%	<b>8%</b>	45%	44%	
If yes, the library orientation sessions adequately addressed the needs of my students.	1995	<b>77%</b>	5%	2%	<b>15%</b>	49%	28%	
	2001	<b>70%</b>	1%	5%	<b>24%</b>	37%	33%	
	2008	<b>89%</b>	2%	1%	<b>8%</b>	45%	44%	

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

'Neither disagree nor agree' used in 2008.

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

<b>Standard III: Resources</b>		<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>				
			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>A. Human Resources</b>							
<i>Hiring and evaluation</i>							
Current evaluation procedures for non-tenured faculty are effective in making recommendations for tenure.	1995	<b>61%</b>	6%	15%	<b>18%</b>	43%	18%
	2001	<b>60%</b>	2%	14%	<b>24%</b>	50%	10%
	2008	<b>57%</b>	7%	9%	<b>27%</b>	42%	15%
Current evaluation procedures for administrators solicit and consider my opinion in assessing administrator effectiveness.	1995	<b>11%</b>	47%	28%	<b>14%</b>	9%	2%
	2001	<b>27%</b>	28%	23%	<b>22%</b>	20%	7%
	2008	<b>27%</b>	21%	23%	<b>29%</b>	22%	4%
Current student evaluation forms are adequate in helping faculty members assess teaching effectiveness.	1995	<b>55%</b>	6%	16%	<b>23%</b>	48%	8%
	2001	<b>58%</b>	10%	14%	<b>17%</b>	49%	10%
	2008	<b>62%</b>	4%	12%	<b>21%</b>	48%	14%
Teaching effectiveness is the principal criterion used in the selection of instructors.	1995	<b>48%</b>	9%	21%	<b>23%</b>	35%	12%
	2001	<b>42%</b>	11%	22%	<b>25%</b>	36%	6%
	2008	<b>60%</b>	3%	13%	<b>23%</b>	45%	16%
Personnel policies and procedures, i.e. workloads, retention, advancement, due process, privacy, and personnel policy development, are clearly stated and equitably applied.	1995	<b>38%</b>	11%	23%	<b>28%</b>	31%	7%
	2001	<b>43%</b>	11%	22%	<b>23%</b>	38%	5%
Human Resource policies and procedures: <ul style="list-style-type: none"><li>• are clearly stated.</li><li>• are equitably applied.</li></ul>	2008	<b>63%</b>	5%	11%	<b>21%</b>	50%	13%
	2008	<b>61%</b>	3%	11%	<b>25%</b>	50%	11%
Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas.	1995	<b>32%</b>	17%	33%	<b>18%</b>	25%	7%
	2001	<b>38%</b>	16%	30%	<b>16%</b>	29%	9%
	2008	<b>43%</b>	11%	22%	<b>25%</b>	34%	9%

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

'Neither disagree nor agree' used in 2008.

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

<b>Standard III: Resources</b>		<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>					
			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>	
<b>A. Human Resources</b>								
<b>Staff Development</b>								
Faculty are encouraged to experiment with new instructional approaches.	1995	<b>52%</b>	10%	12%	<b>26%</b>	41%	11%	
	2001	<b>54%</b>	4%	13%	<b>30%</b>	45%	9%	
	2008	<b>67%</b>	3%	6%	<b>24%</b>	48%	19%	
My administrator/supervisor encourages and supports my participation. in professional development activities.	1995	<b>69%</b>	7%	11%	<b>14%</b>	43%	25%	
	2001	<b>68%</b>	7%	11%	<b>15%</b>	41%	27%	
	2008	<b>67%</b>	4%	6%	<b>22%</b>	42%	25%	
Current evaluation procedures are effective in assessing job performance. and providing assistance in improving performance for:	• classified staff	1995	<b>34%</b>	18%	25%	<b>23%</b>	31%	4%
		2001	<b>39%</b>	17%	16%	<b>28%</b>	28%	11%
		2008	<b>49%</b>	10%	15%	<b>26%</b>	40%	9%
• part-time faculty	1995	<b>42%</b>	20%	19%	<b>19%</b>	37%	5%	
	2001	<b>49%</b>	10%	20%	<b>21%</b>	40%	8%	
	2008	<b>51%</b>	6%	18%	<b>25%</b>	40%	11%	
• non-tenured faculty	1995	<b>61%</b>	10%	12%	<b>16%</b>	46%	16%	
	2001	<b>60%</b>	5%	18%	<b>17%</b>	49%	11%	
	2008	<b>58%</b>	4%	10%	<b>28%</b>	44%	14%	
• tenured faculty	1995	<b>42%</b>	18%	19%	<b>21%</b>	35%	7%	
	2001	<b>48%</b>	9%	21%	<b>22%</b>	40%	8%	
	2008	<b>50%</b>	5%	14%	<b>31%</b>	39%	10%	
I feel respected and appreciated as an employee of Chabot College.	1995	<b>55%</b>	9%	14%	<b>21%</b>	40%	15%	
	2001	<b>55%</b>	14%	12%	<b>19%</b>	40%	15%	
	2008	<b>67%</b>	5%	11%	<b>18%</b>	48%	20%	

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

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

<b>Standard III: Resources (continued)</b>		<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>				
			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>B. Physical Resources (continued)</b>							
Available equipment is appropriate and adequate for me to carry out required work responsibilities.	1995	<b>39%</b>	22%	28%	<b>11%</b>	36%	4%
Computer-related equipment is adequate for me to carry out my work responsibilities	2001	<b>65%</b>	10%	14%	<b>11%</b>	45%	21%
The office or work space provided for me is appropriate for my job responsibilities	2001	<b>64%</b>	8%	18%	<b>9%</b>	46%	18%
The office or work space provided for me is appropriate for my job responsibilities.	2008	<b>58%</b>	11%	16%	<b>16%</b>	45%	13%
Supplies (e.g., paper, classroom materials) have been readily available for my needs	1995	<b>43%</b>	18%	24%	<b>15%</b>	40%	3%
	2001	<b>71%</b>	7%	14%	<b>8%</b>	54%	17%
Supplies (eg paper, classroom materials) have been readily available to support my job/tea	2008	<b>71%</b>	6%	11%	<b>13%</b>	56%	15%
The quality of current custodial services on campus is satisfactory and consistent in providing a clean and pleasant environment.	1995	<b>37%</b>	16%	29%	<b>19%</b>	30%	7%
Custodial services on campus provide a clean and pleasant environment.	2001	<b>59%</b>	6%	16%	<b>19%</b>	47%	13%
	2008	<b>64%</b>	7%	12%	<b>17%</b>	47%	17%
Requests for maintenance and/or repair of buildings are handled in a timely manner and with satisfactory results.	1995	<b>28%</b>	19%	33%	<b>20%</b>	23%	5%
Requests for maintenance and/or repair of buildings are handled:							
• in a timely manner	2001	<b>48%</b>	12%	21%	<b>19%</b>	38%	10%
• with satisfactory results	2001	<b>58%</b>	6%	12%	<b>24%</b>	47%	11%
Requests for maintenance and repair of buildings are:							
• handled in a timely manner	2008	<b>54%</b>	7%	18%	<b>21%</b>	44%	10%
• with adequate results.	2008	<b>61%</b>	6%	12%	<b>21%</b>	48%	13%
The landscaping on campus is well-maintained.	1995	<b>70%</b>	3%	10%	<b>17%</b>	50%	20%
The campus landscaping and playing fields are well-maintained.	2001	<b>77%</b>	4%	5%	<b>14%</b>	58%	19%
	2008	<b>73%</b>	3%	7%	<b>17%</b>	54%	19%
In the planning and design phase of new or remodeled facilities: faculty are adequately involved.	1995	<b>35%</b>	15%	28%	<b>22%</b>	30%	5%
In the planning, design, and implementation phase of new or remodeled facilities: the needs of the faculty are adequately considered.	2001	<b>39%</b>	10%	18%	<b>32%</b>	31%	8%
In the planning and design phase of new or remodeled facilities: classified staff are adequately involved.	1995	<b>19%</b>	19%	36%	<b>26%</b>	15%	4%
In the planning, design, and implementation phase of new or remodeled facilities: the needs of the classified staff are adequately considered.	2001	<b>32%</b>	13%	22%	<b>34%</b>	26%	5%
In the planning, design, and implementation of new and remodeled facilities the needs of my discipline/program/service area were adequately considered.	2008	<b>47%</b>	11%	19%	<b>23%</b>	37%	11%

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

'Neither disagree nor agree' used in 2008.

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

<b>Standard III: Resources (continued)</b>		Percent who Agree or Strongly Agree	Percentage of those responding					
			Strongly Disagree	Disagree	Neutral*	Agree	Strongly Agree	
<b>B. Physical Resources (continued)</b>								
It is clear what action should be taken on campus in case of:	• a personal injury	1995	<b>47%</b>	9%	27%	<b>17%</b>	40%	7%
		2001	<b>66%</b>	4%	17%	<b>13%</b>	58%	8%
		2008	<b>68%</b>	4%	12%	<b>16%</b>	49%	19%
	• an emergency (e.g., fire, earthquake)	1995	<b>46%</b>	10%	25%	<b>19%</b>	38%	8%
		2001	<b>60%</b>	8%	17%	<b>14%</b>	50%	10%
		2008	<b>65%</b>	5%	13%	<b>17%</b>	48%	17%
<b>Standard III: Resources</b>								
<b>C. Technology</b>								
In the Graphics/Print Shop, the hours and assistance are sufficient for me		1995	<b>62%</b>	9%	18%	<b>11%</b>	47%	15%
		2001	<b>68%</b>	8%	13%	<b>11%</b>	49%	19%
		2008	<b>81%</b>	2%	5%	<b>12%</b>	57%	24%
In the Media Services department:	• the hours and assistance are sufficient for me	1995	<b>74%</b>	3%	8%	<b>15%</b>	57%	17%
		2001	<b>83%</b>	3%	3%	<b>11%</b>	56%	27%
		2008	<b>75%</b>	4%	7%	<b>15%</b>	54%	21%
	• the equipment provided is properly maintained	1995	<b>77%</b>	3%	7%	<b>13%</b>	57%	20%
		2001	<b>81%</b>	3%	2%	<b>14%</b>	54%	27%
		2008	<b>76%</b>	3%	4%	<b>17%</b>	54%	21%

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

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

<b>Standard IV: Leadership and Governance</b>		<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>					
			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>	
<b>The Board of Trustees:</b>								
• equitably represents the interests of Chabot.	1995	<b>12%</b>	24%	36%	<b>28%</b>	11%	1%	
	2001	<b>17%</b>	29%	32%	<b>22%</b>	15%	2%	
	2008	<b>43%</b>	9%	15%	<b>33%</b>	36%	7%	
• exhibits interest in and understanding of the College's programs, services, and needs.	1995	<b>18%</b>	19%	32%	<b>31%</b>	17%	0%	
	2001	<b>18%</b>	28%	32%	<b>22%</b>	17%	1%	
	2008	<b>50%</b>	7%	10%	<b>34%</b>	41%	9%	
<b>College Management/Administration</b>								
The practice of shared governance has been adequately promoted and implemented by the college administration.	1995	<b>27%</b>	18%	26%	<b>30%</b>	22%	5%	
	2001	<b>32%</b>	19%	26%	<b>24%</b>	28%	3%	
	2008	<b>45%</b>	9%	14%	<b>32%</b>	37%	8%	
Important recommendations/decisions are implemented in a timely manner by the college administration.	1995	<b>19%</b>	15%	36%	<b>29%</b>	19%	0%	
	2001	<b>14%</b>	23%	28%	<b>34%</b>	13%	2%	
	2008	<b>33%</b>	11%	20%	<b>35%</b>	27%	6%	
The college climate encourages faculty, staff and administration to value and strive for cooperative and mutually respectful working conditions.	1995	<b>44%</b>	12%	23%	<b>20%</b>	36%	8%	
	2001	<b>46%</b>	13%	19%	<b>22%</b>	38%	8%	
	2008	<b>71%</b>	3%	9%	<b>17%</b>	54%	17%	
<b>District Management/Administration</b>								
MIS/ITS services are administered to meet the needs of the College.	1995	<b>43%</b>	9%	20%	<b>29%</b>	39%	5%	
	2001	<b>39%</b>	15%	21%	<b>25%</b>	34%	5%	
	2008	<b>59%</b>	6%	9%	<b>26%</b>	49%	11%	
Information Technology Services (ITS) is administered to meet the needs of the College.	1995	<b>12%</b>	31%	34%	<b>23%</b>	11%	0%	
	2001	<b>15%</b>	26%	39%	<b>19%</b>	13%	2%	
	2008	<b>25%</b>	11%	22%	<b>42%</b>	19%	6%	

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

'Neither disagree nor agree' used in 2008.

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

<b>Standard IV: Leadership and Governance (continued)</b>		<b>Percent who Agree or Strongly Agree</b>	<b>Percentage of those responding</b>					
			<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral*</b>	<b>Agree</b>	<b>Strongly Agree</b>	
<b>Faculty</b>								
There is adequate faculty participation in the development of: institutional policy.	1995	<b>25%</b>	10%	36%	<b>30%</b>	21%	4%	
	2001	<b>27%</b>	11%	30%	<b>32%</b>	25%	3%	
	2008	<b>44%</b>	7%	10%	<b>39%</b>	36%	7%	
The Academic Senate has been effective in communicating faculty professional concerns to the college administration.	1995	<b>60%</b>	3%	13%	<b>24%</b>	50%	10%	
	2001	<b>45%</b>	8%	14%	<b>33%</b>	38%	7%	
	2008	<b>56%</b>	4%	6%	<b>33%</b>	47%	9%	
The Academic Senate has been effective in communicating concerns of the faculty to the college administration.	1995	<b>48%</b>	10%	20%	<b>22%</b>	36%	12%	
	2001	<b>40%</b>	20%	21%	<b>19%</b>	34%	6%	
	2008	<b>56%</b>	7%	10%	<b>27%</b>	43%	13%	
As a member of the faculty, I feel respected and valued by the college administration.	1995	<b>48%</b>	10%	20%	<b>22%</b>	36%	12%	
	2001	<b>40%</b>	20%	21%	<b>19%</b>	34%	6%	
	2008	<b>56%</b>	7%	10%	<b>27%</b>	43%	13%	
<b>Classified Staff</b>								
The Classified Senate has been effective in communicating concerns of the classified staff to the college administration.	1995	<b>29%</b>	10%	11%	<b>50%</b>	26%	3%	
	2001	<b>46%</b>	4%	18%	<b>31%</b>	41%	6%	
	2008	<b>54%</b>	4%	6%	<b>36%</b>	44%	10%	
<b>Students/Student Government/Student Activities</b>								
Students are appropriately involved in the governance of the College.	1995	<b>28%</b>	12%	27%	<b>33%</b>	25%	3%	
	2001	<b>43%</b>	4%	19%	<b>34%</b>	40%	3%	
	2008	<b>44%</b>	4%	14%	<b>38%</b>	38%	7%	
The administration provides adequate means for students to have their desires and concerns addressed.	1995	<b>38%</b>	8%	20%	<b>35%</b>	33%	5%	
	2001	<b>44%</b>	6%	14%	<b>36%</b>	38%	6%	
	2008	<b>49%</b>	5%	12%	<b>34%</b>	43%	6%	

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

'Neither disagree nor agree' used in 2008.