

**Chabot College**  
**Student Accreditation Survey: All Students by Full Time, Part Time, Evening/Saturday Status**  
**October 2013**

Percentage Distribution of All Survey Items  
 Based on a sample of 1,720 student course enrollments

Satisfaction with Overall Experiences at Chabot	Percentage of those Satisfied or Very Satisfied			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
Overall experience at Chabot College	81%	83%	80%	88%
Overall experience with <u>instructors</u>	82%	87%	87%	88%
Overall experience with other <u>college staff</u>	63%	67%	65%	76%
Progress towards my educational goal	71%	68%	65%	74%
Preparation for <u>transfer</u> to four-year college or university	59%	54%	45%	58%
Preparation for <u>obtaining employment</u> in my field of study	46%	48%	53%	64%
Satisfaction with College Facilities				
Classrooms (lecture or group work)	70%	82%	81%	81%
Science labs: Bldg. 2100 (Biology, Anatomy, Physio, Micro)	44%	46%	47%	54%
Science labs: Bldg. 3900/1800 (Chemistry, Physics, Computer Sci)	58%	56%	51%	60%
Technology laboratories (Auto, Electronics, Machine Tool, Welding)	47%	50%	61%	64%
Tutoring areas (WRAC, PATH, Language Ctr., Math Lab, etc.)	64%	65%	66%	66%
Computer labs in library and departments	76%	81%	77%	82%
Availability/working order of equipment in all labs	69%	74%	71%	73%
Art/music/theatre/drama studios and performance areas	69%	69%	67%	60%
Physical Education and Athletics facilities	71%	74%	65%	71%
Bldg. 700 downstairs (A&R, Fin Aid, Online Servs, Assesment)	70%	77%	65%	71%
Bldg. 700 upstaris (Counseling, Career/Trnsf Ctr, Special Progs)	68%	73%	60%	65%
Library	75%	80%	71%	74%
Cafeteria	58%	61%	53%	61%
Parking Facilities	42%	54%	51%	65%
Maintenance/cleanliness of buildings and grounds	61%	72%	69%	64%

NOTE: Percentages can be plus or minus for:  
 FT (12+ units): 3%; PT (6-11.5 units): 5%;  
 PT (0.5-5.5 units) and Eve/Sat: 8%

Chabot College Fall 2013 Student Accreditation Survey: All Students by Full Time, Part Time, Evening/Saturday Status

Experience and Satisfaction with Student Services*	Percentage of those Satisfied or Very Satisfied			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
Admissions and Records Office	86%	90%	85%	89%
Online Orientation	89%	89%	83%	93%
Assessment Testing Center	89%	93%	88%	91%
Counseling Appointments	66%	71%	71%	66%
Front Desk Counseling (quick questions)	80%	80%	78%	73%
Financial Aid Office	76%	81%	80%	81%
Student Online Services in Bldg. 700	88%	93%	92%	90%
Career and Transfer Center	81%	86%	88%	74%
Office of Student Life (Clubs, Activities, Events)	81%	83%	87%	83%
Student Government (SSCC, formerly ASCC)	78%	81%	84%	88%
Student Health Center	87%	93%	88%	92%
Library	91%	94%	93%	93%
Tutoring (Peer Academic Tutoring Help) Bldg 2300	88%	90%	81%	87%
WRAC Center, Library Mezzanine Rm 354	89%	92%	90%	97%
Math Lab, Rm 3906B	87%	87%	77%	78%
Communications Lab in Rm 802	85%	89%	83%	91%
Disabled Students Programs and Services (DSPS)	84%	89%	86%	89%
Extended Opportunity Programs and Services (EOP&S)	83%	81%	80%	92%
PACE Degree and Transfer Program for Working Adults	81%	88%	81%	85%
Veteran's Office	81%	88%	83%	83%
Children's Center	84%	88%	87%	96%
Intercollegiate Athletics	90%	88%	82%	90%
College Bookstore	87%	89%	87%	84%
Food Services	76%	82%	78%	73%
Campus Safety and Security	89%	86%	84%	90%
Counseling	Percentage who Agree or Strongly Agree			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
Counselors helped me clarify my education goal.	77%	54%	41%	46%
Counselors helped me clarify my career goal.	47%	43%	38%	35%
Counselors gave me encouragement and support.	61%	49%	46%	41%

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Chabot College Fall 2013 Student Accreditation Survey: All Students by Full Time, Part Time, Evening/Saturday Status

Registration & Other Services	Percentage who Agree or Strongly Agree			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
My Chabot on-line application was easy to complete.	81%	80%	79%	78%
It was easy to register for classes on-line (CLASS-WEB).	76%	81%	79%	79%
The fee paymnetns process is easy to follow.	74%	76%	70%	77%
I use the <u>paper class shedule</u> for info on course time and services.	54%	52%	50%	49%
I use the <u>on-line class schedule</u> for info on course times and services.	80%	79%	78%	80%
I use the <u>college catalog</u> for info on program and transfer requirements.	58%	56%	55%	54%
It is clear to me what I need to do to complete my program (deg, cert, or trnsfr).	56%	55%	55%	57%
The courses I need are usually avaiavable during the semester I need them.	46%	47%	42%	48%
I know how to obtain student services if I need them.	55%	55%	50%	53%
Email communications from the college have been useful to me.	50%	50%	46%	54%
I use the Student Zone email for my Chabot business.	43%	38%	39%	44%
The college protects the privacy of my student records.	67%	64%	64%	64%

Courses and Instructors	Percentage who Agree or Strongly Agree			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
Course requirements and expectations are <u>provided clearly in writing</u> .	75%	80%	74%	83%
Written class requirements and grading policies are <u>followed by instructors</u> .	81%	81%	80%	83%
It is clear to me what I am expected to learn in each class.	77%	82%	85%	87%
Instructors inform me of my progress in what I am expected to learn.	58%	62%	70%	68%
Instructors are knowledgeable in the subjects they teach.	82%	86%	86%	87%
Instructors demonstrate commitment to high standards of teaching.	74%	76%	81%	81%
Instructors present material objectively without imposing their personal convictions.	66%	70%	73%	72%
Instructors encourage students to examine different points of view.	72%	76%	72%	75%
My instructors use a variety of teaching methods in my classes.	64%	67%	68%	66%
Instructors are willing to spend time outside of class to discuss issues with students.	70%	71%	66%	71%
Instructors have made special efforts to help me succeed.	56%	61%	61%	60%
Grading practices of instructors are fair.	71%	76%	75%	76%
Instructors encourage my participation in class no matter my race-ethnicity, cultural background, gender, sexual orientation, or non-academic characteristics.	82%	84%	83%	87%
Overall, I feel I'm learning something from my course(s) regardless of the grade I'm getting.	82%	85%	85%	87%
Course work has adequately prepared me for the next level of instruction.	73%	77%	74%	65%

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Chabot College Fall 2013 Student Accreditation Survey: All Students by Full Time, Part Time, Evening/Saturday Status

Tutoring, Labs, & Library	Percentage who Agree or Strongly Agree			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
Sufficient tutoring resources are available for students in a variety of subjects.	54%	54%	47%	39%
To complete my class assignments, open computer labs on campus:				
Enough available computers.	56%	58%	43%	41%
Appropriate software for my classes.	60%	58%	47%	44%
Enough lab assistants to help me.	46%	45%	39%	36%
I have attended a library orientation session taught by a Chabot College librarian.	Yes: 26%	19%	13%	11%
If yes, the Library orientation session adequately addressed my needs.	54%	51%	38%	32%
I find the research info for my class assignments in:				
The Chabot College Library's collections (books, magazines, AV materials).	42%	39%	36%	26%
The Library Internet Homepage.	49%	41%	39%	29%
The Library is open when I need to use it.	68%	65%	49%	38%

Student Involvement and Government	Percentage who Agree or Strongly Agree			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
I know my rights and responsibilities as a student.	62%	67%	63%	62%
There are enough opportunities for involvements in co-curricular student activities.	53%	52%	51%	43%
The college is responsive to student input and suggestions.	43%	46%	43%	38%
Student interests are adequately represented by the student government (SSCC).	33%	34%	37%	33%
	Percentage Likely and Very Likely			
I am likely to:				
Respond to communications by Student Senate (SSCC).	46%	41%	41%	43%
Attend meetings of the Student Senate (SSCC).	31%	25%	32%	29%

Campus climate	Percentage who Agree or Strongly Agree			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
I feel welcome at Chabot.	74%	80%	76%	81%
I am treated with respect by faculty, administrators, and other college staff.	83%	87%	82%	87%
At Chabot, there is general respect for differences in:				
race-ethnicity.	84%	86%	80%	85%
gender.	84%	87%	78%	82%
physical disability.	84%	87%	79%	81%
age.	83%	86%	78%	83%
sexual orientation.	80%	85%	75%	80%
native language.	79%	85%	76%	78%
religion.	78%	83%	74%	79%
Overall, I feel safe at Chabot.	73%	78%	74%	78%
At Chabot, there is a college-wide commitment to helping students learn.	69%	75%	72%	78%
I would encourage others to attend this college.	70%	75%	77%	81%

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Classroom Teaching Methods	Percentage who responded Most or All			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
Lectures (talking only)	55%	55%	52%	58%
Lectures (talking AND asking students questions)	56%	60%	54%	61%
Multi-media presentations (powerpoint, video, slides, ect)	39%	40%	30%	31%
Whole class discussions	31%	37%	37%	38%
Small group discussions or activities	30%	36%	33%	34%
Active/hands-on (labs, physical education, music, art, etc.)	28%	30%	39%	26%
One-on-one w/instructor during class	10%	56%	41%	39%

Engagement in Learning	Percentage who responded Often or Very Often			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
<b>In my classes I have:</b>				
• asked questions.	48%	48%	55%	54%
• participated in large class discussions.	55%	55%	53%	55%
• participated in small in-class discussions or projects.	72%	70%	66%	66%
• made a presentation to the class.	47%	41%	38%	36%
<b>Outside of classe time I have:</b>				
• discussed class topics or assignments with other students from my classes.	47%	42%	38%	34%
• met as a study group with other students from my classes.	31%	30%	25%	24%
• talked about class topics with family, friends, and others.	52%	54%	56%	53%
• used Email, Blackboard or other electronic means to communicate with an instructor.	62%	58%	49%	53%
• met with my instructor to discuss assignments or my progress.	33%	29%	32%	25%
<b>For my classes I have:</b>				
• come to class <u>without</u> my readings or assignments completed.	13%	13%	18%	10%
• prepared <u>two or more drafts</u> of a paper or assignment before the final draft.	49%	46%	40%	44%
• worked on a paper that required integrating ideas/information from various sources.	66%	63%	51%	52%
• produced original works (i.e., artwork, designs, music, objects, etc.).	41%	42%	40%	35%
• done work that was <u>not</u> assigned to improve my skills in classes.	31%	26%	27%	28%
• worked harder than I thought I could to meet an instructor's expectations.	51%	50%	46%	49%
• volunteered in a community organization as part of a regular course.	20%	17%	17%	13%
<b>On campus I have:</b>				
• tutored or taught other students (paid or voluntary).	15%	12%	10%	7%
• participated in campus clubs, student government, or intercollegiate sports.	19%	13%	11%	5%
• had serious conversations with students of different religious beliefs or political opinions.	17%	15%	14%	14%

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College-wide Learning Goals	Percentage who responded Often or Very Often			
	Full Time 12+ units (n=942)	Part Time 6-11.5 units (n=538)	Part Time 0.5-5.5 units (n=174)	Evening/Saturday (n=155)
<b>Communication:</b>				
• Reading effectively.	78%	78%	75%	79%
• Writing effectively.	83%	78%	80%	86%
• Speaking effectively.	78%	78%	75%	81%
• Communicating with respect for the views of others.	82%	83%	83%	88%
• Using computers and other technology effectively.	73%	74%	74%	73%
<b>Critical Thinking:</b>				
• Recognizing valid research information on the Internet.	81%	79%	79%	83%
• Critical thinking (evaluating, analyzing, questioning).	84%	83%	80%	82%
• Problem-solving (applying knowledge to new situations).	81%	78%	76%	81%
• Mathematical skills and abilities.	71%	66%	62%	66%
• Thinking for myself.	84%	82%	82%	87%
<b>Global and Cultural Involvement &amp; Responsibility:</b>				
• Understanding diverse philosophies, cultures, and ways of life.	78%	75%	75%	82%
• Becoming informed about current issues affecting the US and the world.	71%	73%	70%	74%
• Ability to make a positive contribution to my community.	67%	67%	69%	73%
• Developing a personal code of values and ethics.	74%	72%	76%	82%
<b>Development of the whole person:</b>				
• Balancing the health of my mind, body, and spirit.	71%	71%	76%	76%
• Discovering my own potential.	79%	76%	81%	84%
• Developing my own creative abilities.	75%	75%	79%	78%
• Developing clear educational or career goals.	77%	75%	81%	82%
• Developing a love of learning.	73%	73%	80%	80%

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