

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

Percentage Distribution of Survey Items, by Standard
Based on the responses* of 558 faculty, classified staff and administrators

Standard I: Institutional Mission & Effectiveness	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree		Strongly Agree	Number	Percent of 558
				Disagree	Agree			
A. Mission								
I am familiar with the Chabot College vision/mission statement.	71%	4%	9%	17%	49%	22%	528	95%
I have used the Chabot College vision/mission statement in some aspect of my work.	61%	6%	10%	22%	42%	20%	527	94%
I am familiar with the Chabot College values statements.	56%	5%	14%	25%	39%	17%	516	92%
Institutional planning and decision making are guided by the vision/mission statement.	50%	4%	11%	35%	39%	11%	424	76%
At Chabot, there is a college-wide commitment to student learning.	79%	3%	7%	12%	43%	35%	510	91%
B. Improving Institutional Effectiveness								
Planning								
I contributed to the development of my unit plan.	65%	9%	14%	12%	31%	34%	413	74%
The unit planning process in my area:								
• is useful to me.	58%	5%	11%	26%	39%	19%	384	69%
• has led to improvements in my area.	53%	6%	12%	29%	35%	18%	381	68%
• has led to new resources for my area.	45%	8%	13%	33%	28%	17%	368	66%
I have had sufficient opportunity to provide input into the college-wide planning process.	49%	7%	20%	24%	36%	13%	445	80%
I am familiar with this year's college priority objectives.	40%	8%	26%	26%	29%	12%	434	78%
The planning process at Chabot adequately identifies college priorities.	41%	6%	16%	37%	34%	7%	372	67%
The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand.	34%	9%	20%	37%	26%	8%	372	67%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	32%	10%	24%	34%	25%	7%	377	68%
In the planning, development, evaluation, and revision of programs and services:								
• program review results are used.	47%	5%	11%	37%	37%	11%	320	57%
• institutional research results are used.	53%	4%	8%	36%	41%	12%	314	56%
Faculty responses only:							Number	Percent of 325
The new academic program review process:								
• has helped me evaluate student learning in my classes.	36%	8%	22%	34%	28%	7%	205	63%
• is useful for identifying priorities for improvement or support.	41%	8%	18%	33%	32%	9%	207	64%

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

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard I: Institutional Mission & Effectiveness (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
B. Improving Institutional Effectiveness								
<i>Budget and Grants</i>								
College-wide and unit planning are linked to resource allocation.	50%	6%	15%	30%	41%	9%	303	54%
In the budget development process in my area/unit:								
• there is adequate communication between faculty, classified staff, and administration.	42%	11%	22%	24%	32%	10%	411	74%
• I have adequate opportunity for participation.	46%	8%	20%	26%	34%	12%	420	75%
The status of the budget in my program/discipline/unit is available to me.	53%	9%	15%	24%	39%	13%	375	67%
In the college planning and budgeting process, I have a clear understanding of the role of:								
• the Institutional Planning and Budget Council (IPBC).	22%	14%	31%	33%	18%	4%	486	87%
• the College Budget Committee.	24%	14%	28%	34%	20%	4%	488	87%
• the Faculty Prioritization Committee.	27%	13%	27%	32%	21%	7%	489	88%
• the Enrollment Management Committee.	25%	13%	27%	36%	20%	4%	485	87%
If I wanted to obtain a grant for my program, I know how to initiate that process at Chabot.	55%	7%	20%	19%	39%	16%	400	72%
The Grant Development Office writes grant proposals to support major college priorities.	66%	2%	4%	28%	45%	21%	354	63%
The Chabot College Foundation raises funds to support major college priorities.	57%	5%	9%	30%	44%	13%	343	61%
<i>Research</i>								
The college evaluates how well its mission and goals are accomplished.	59%	3%	9%	29%	48%	11%	361	65%
The Office of Institutional Research provides data for college and program evaluation.	76%	1%	2%	21%	50%	27%	388	70%
I use Institutional Research data in the planning and evaluation of my courses/program/unit.	38%	10%	19%	33%	26%	12%	361	65%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard I: Institutional Mission & Effectiveness (continued)	Percent who replied sometimes or often	Percentage of those responding			Responses to each question	
		Never	Sometimes	Often	Number	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.	65%	35%	42%	23%	539	97%
• in college-wide committees.	46%	54%	33%	14%	531	95%
• in my division/discipline/program meetings.	71%	29%	38%	32%	531	95%
• in meetings with one or more colleagues.	83%	17%	40%	42%	534	96%
• informally, in hallways or offices.	82%	18%	41%	41%	536	96%
I participate in thoughtful, reflective dialogues about <u>improving institutional effectiveness</u> at these places and times:						
• on college-wide flex days.	58%	42%	43%	15%	532	95%
• in college-wide committees.	45%	55%	29%	16%	528	95%
• in my division/discipline/program meetings.	66%	34%	43%	23%	529	95%
• in meetings with one or more colleagues.	76%	24%	44%	31%	532	95%
• informally, in hallways or offices.	74%	26%	45%	29%	531	95%
I collaborate or work with the following groups:						
• faculty/staff in my unit or discipline.	86%	14%	29%	57%	531	95%
• faculty or staff in my division.	86%	14%	38%	48%	528	95%
• faculty or staff outside of my division.	66%	34%	37%	29%	523	94%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

B. Improving Institutional Effectiveness <i>Integrity, Equity, Diversity</i>	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
The information that Chabot College presents to the public about my program/discipline/area is current and accurate.	71%	5%	8%	15%	48%	23%	416	75%
Chabot College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations.	69%	3%	12%	17%	50%	19%	423	76%
Academic freedom is upheld at Chabot.	79%	1%	4%	15%	50%	29%	404	72%
Faculty responses only:							Percent	
When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline.	84%	1%	4%	10%	42%	42%	285	88%
My dean would back me up in professional classroom practices.	87%	1%	3%	8%	34%	53%	264	81%
At Chabot, the general "campus climate" is one of respect for differences in:								
• race-ethnicity	86%	2%	3%	10%	52%	34%	507	91%
• gender	85%	1%	3%	11%	51%	33%	505	91%
• physical disability	87%	1%	2%	11%	52%	35%	505	91%
• age	85%	1%	2%	12%	52%	33%	504	90%
• sexual orientation	79%	1%	6%	14%	48%	31%	500	90%
• native language	81%	1%	3%	16%	52%	28%	493	88%
• religion	75%	1%	4%	19%	47%	28%	492	88%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard I: Institutional Mission & Effectiveness (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
B. Improving Institutional Effectiveness (continued) <i>Integrity, Equity, Diversity</i>								
The following groups demonstrate honesty and truthfulness in their dealings with me:								
• students	75%	1%	4%	19%	52%	24%	504 90%	
• faculty	81%	2%	3%	15%	53%	27%	517 93%	
• classified/professional staff	86%	1%	2%	11%	55%	31%	520 93%	
• administrators	72%	4%	7%	18%	50%	23%	512 92%	
Chabot provides programs and services that enhance understanding and appreciation of diversity on campus.	76%	2%	5%	17%	49%	28%	470 84%	
The college curriculum adequately addresses issues related to cultural diversity.	61%	4%	8%	26%	41%	20%	423 76%	
I feel discrimination by other college staff on this campus.	15%	47%	26%	12%	9%	6%	446 80%	

If I feel discrimination, it is based on my (you may check more than one):	Percentage responding	Responses to each question	
		Number	Percent of 558
• Age	3%	17	3%
• Gender	2%	12	2%
• Ethnicity or race	7%	39	7%
• Sexual orientation	<1%	2	<1%
• Other	6%	35	6%
• Two or more of the above categories	5%	30	5%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard II: Learning Programs and Services	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558 (or 325 if faculty only item)
A. Instructional Programs								
Educational programs:								
• are continually reviewed for consistency with the college mission.	56%	3%	8%	33%	47%	9%	341	61%
• reflect the educational needs of students & surrounding communities.	65%	3%	10%	22%	53%	12%	405	73%
• are assessed, reviewed, and modified regularly.	60%	3%	9%	28%	47%	13%	354	63%
Chabot instructors demonstrate a commitment to high standards of teaching.	81%	1%	3%	15%	48%	34%	464	83%
In the classroom, faculty members at Chabot encourage								
a balanced perspective of multifaceted issues, beliefs and world views.	67%	1%	7%	25%	43%	24%	373	67%
The typical "A" grade given at Chabot represents excellent student achievement in a course.	72%	2%	9%	17%	48%	24%	421	75%
Overall, Chabot provides a high quality learning experience for students.	83%	1%	3%	13%	55%	28%	475	85%
Faculty responses only:								
Faculty have sufficient opportunities for input on matters								
of curriculum review, evaluation, and revision.	65%	3%	8%	24%	47%	18%	292	90%
I had an opportunity to participate in the development of the new AA/AS degree and								
general education requirements.	48%	8%	21%	23%	32%	16%	291	90%
I regularly update my course content.	90%	0%	1%	9%	48%	41%	289	89%
I regularly experiment with different instructional approaches.	88%	0%	4%	8%	48%	40%	292	90%
I use a variety of teaching methodologies as a response to the learning styles of students.	91%	0%	1%	8%	47%	44%	293	90%
I use multiple methods of classroom assessment to measure student progress.	87%	0%	3%	10%	50%	38%	285	88%
The purpose and value of writing and assessing student learning outcomes is clear to me.	69%	5%	9%	17%	41%	28%	288	89%
I have received training from Chabot College in:								
• writing student learning outcomes.	41%	13%	22%	25%	30%	11%	290	89%
• assessing student learning outcomes.	38%	14%	24%	24%	30%	9%	287	88%
I have received training outside of Chabot College (conferences, workshops,								
reading, self-teaching) in writing or assessing student learning outcomes.	51%	12%	24%	13%	30%	21%	285	88%
I have contributed to the development of student learning outcomes for course(s) in my discipline	59%	7%	17%	18%	33%	26%	290	89%
I have assessed (or plan to assess within the year) student learning outcomes in my course(s).	62%	4%	13%	22%	39%	23%	288	89%
My unit/discipline has developed program-level student learning outcomes.	55%	4%	12%	29%	40%	15%	284	87%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard II: Learning Programs and Services (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 325	
		A. Instructional Programs (continued)							
<i>Faculty responses only:</i>									
I am familiar with the college-wide learning goals.	55%	4%	12%	28%	41%	15%	292	90%	
I consciously encourage my students to act ethically and responsibly as citizens.	92%	0%	2%	6%	40%	52%	293	90%	
I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.	88%	1%	3%	9%	40%	47%	292	90%	
My courses include critical thinking components.	90%	1%	1%	8%	36%	54%	291	90%	
I encourage my students to think creatively and /or produce original works.	86%	1%	1%	12%	36%	50%	289	89%	
My courses require basic computer literacy.	67%	4%	13%	16%	34%	32%	287	88%	
I include information competency concepts (the search for and analysis of information) in my courses/assignments.	74%	3%	3%	20%	38%	36%	286	88%	
My students have the necessary skills required to succeed in my courses.	48%	6%	17%	29%	35%	13%	289	89%	
Percent who stated most or 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):		Percentage of those responding							
		None	A little	Some	Most	All			
• Lectures: speaking or presenting only		25%	10%	17%	48%	25%	<1%	281	86%
• Lectures: with interactions/discussions		50%	4%	4%	43%	46%	4%	284	87%
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc		31%	11%	21%	36%	23%	8%	282	87%
• In-class discussions involving the whole class		34%	6%	13%	46%	28%	6%	282	87%
• In-class discussions or activities in small groups		23%	12%	19%	46%	20%	3%	284	87%
• Active/hands-on activities (experimenting, performing, creating, practicing)		42%	12%	9%	36%	32%	10%	285	88%
• Working with students in small groups during class		27%	13%	17%	43%	22%	4%	286	88%
• Working one-on-one with students during class		22%	15%	27%	35%	16%	6%	288	89%
What electronic means do you use for instructional delivery and/or communication with your students?		Email: 27%					325 100%		
		Website: 1%					325 100%		
		Blackboard: 3%					325 100%		
		Email and Website: 6%					325 100%		
		Email and Blackboard: 14%					325 100%		
		Email, Website, & Blackboard: 10%					325 100%		

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard II: Learning Programs and Services (continued)	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, Never Referred	Referred Students and:			Number	Percent of 558
				Don't Know	Not Satisfied	Satisfied		
B. Student Support Programs								
Admissions and Records	94%	2%	7%	15%	4%	72%	539	97%
Orientation sessions	92%	10%	28%	23%	3%	35%	532	95%
Assessment Testing Center	90%	5%	27%	27%	4%	37%	532	95%
Counseling	85%	3%	14%	24%	9%	50%	534	96%
Financial Aid Office	86%	2%	26%	27%	6%	38%	533	96%
Student Online Services in Bldg 100	94%	12%	25%	28%	2%	32%	527	94%
Children's Center	96%	4%	37%	25%	1%	33%	526	94%
Transfer, Employment, and Career Services Center (TECS)	89%	5%	32%	27%	4%	32%	534	96%
Student Health Center	96%	3%	27%	29%	2%	40%	531	95%
Office of Student Life (Clubs, Activities, Events)	87%	5%	34%	29%	4%	27%	532	95%
Student Government (ASCC)	81%	5%	41%	26%	5%	23%	524	94%
WRAC Center (Writing, Reading Across Curriculum) 2nd floor of library	94%	6%	27%	21%	3%	43%	531	95%
Math Lab Rm 1712	90%	10%	36%	23%	3%	27%	532	95%
Peer Academic Tutoring Help or PATH (formerly Tutorials) Bldg 2300	95%	9%	27%	25%	2%	37%	533	96%
Language Center Bldg 2300	94%	16%	37%	24%	1%	22%	525	94%
Student computers in library	95%	4%	23%	25%	3%	46%	531	95%
Student computer labs in other departments	93%	9%	27%	25%	3%	35%	530	95%
Disabled Students Programs and Services (DSPS)	97%	4%	21%	18%	2%	55%	528	58%
PACE Program for Working Adults	95%	10%	41%	20%	1%	28%	530	95%
Intercollegiate Athletics	93%	6%	41%	21%	2%	30%	530	95%
College Bookstore	92%	1%	10%	16%	6%	67%	534	96%
Campus Safety and Security	97%	1%	12%	16%	2%	69%	537	96%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard II: Learning Programs and Services (continued)	Of those who used the service, percent who were satisfied or very satisfied with outcome	Percentage of those responding					Responses to each question	
		Never Heard of it	Heard of, Never Used	USED It and was			Number	Percent of 558
				Not Satisfied	Satisfied	Very Satisfied		
B. Student Support Programs (continued)								
Admissions and Records	98%	1%	10%	2%	42%	45%	544	97%
Children's Center	97%	2%	71%	1%	8%	17%	545	98%
Student Health Center	97%	2%	50%	2%	25%	21%	542	97%
Office of Student Life	89%	5%	55%	4%	23%	13%	537	96%
College Bookstore	94%	1%	8%	6%	47%	38%	543	97%
Food Services/Cafeteria	84%	0%	9%	15%	50%	26%	548	98%
Campus Safety and Security	96%	0%	4%	3%	42%	50%	546	98%
Instructional Technology Center/HUB	95%	6%	41%	3%	26%	24%	542	97%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard II: Learning Programs and Services (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
B. Student Support Programs (continued)								
Chabot uses research and data on students to determine:								
• the learning support needs of its students.	69%	1%	4%	26%	51%	18%	344	62%
• the services and programs to address those needs.	68%	1%	4%	28%	48%	20%	343	61%
Student Services staff are dedicated to supporting student access, learning, and success.	81%	1%	1%	17%	49%	31%	397	71%
Written information about student support services is readily available to faculty and staff.	64%	1%	9%	26%	46%	18%	370	66%
The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs.	52%	5%	16%	27%	41%	11%	330	59%
Counselors provide students with accurate and useful information about:								
• courses in my department or division.	57%	6%	15%	23%	44%	13%	361	65%
• transfer requirements.	64%	2%	9%	25%	45%	19%	364	65%
• technical-occupational programs.	58%	3%	8%	32%	41%	17%	323	58%
Counselors effectively advise students about appropriate academic courses.	60%	3%	13%	25%	45%	15%	378	68%
English, ESL, & Math assessment test results recommend appropriate classes for my students.	54%	3%	8%	35%	38%	16%	309	55%
The mid-term progress reports are helpful in improving student success in my classroom.	42%	6%	18%	33%	29%	13%	333	60%
The new follow-up calls made to students have been effective in improving student retention.	54%	2%	4%	41%	36%	18%	266	48%
Student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success.	82%	0%	1%	17%	54%	28%	396	71%
The college offers a wide variety of special enrichment activities. (ie, cultural events/ celebrations, outside speakers, forums, debates, discussions) for students.	71%	2%	7%	20%	54%	17%	449	80%
Overall, Chabot provides high quality student support services (eg, counseling, financial aid, health services, EOPS, etc).	78%	1%	2%	19%	55%	23%	453	81%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard II: Learning Programs and Services (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree		Strongly Agree	Number	Percent of 558
				Nor Agree	Agree			
C. Library and Learning Support Programs								
Academic learning support services (tutoring, computer labs, instructional assistants) make effective contributions to student learning and success.	89%	0%	1%	10%	53%	35%	436	78%
Resources are adequate for students to complete academic course work assignments:								
• in the Library.	78%	2%	3%	17%	55%	23%	381	68%
• on the Library web site.	76%	1%	2%	21%	51%	25%	346	62%
Faculty & staff are adequately involved in the selection of library materials in their fields.	64%	2%	7%	27%	42%	22%	326	58%
							Responses to each question	
							Number	Percent of 325
Faculty responses only:								
I have scheduled library orientation sessions for my classes.		Yes: 29%					284	87%
		No: 71%						
	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree		Strongly Agree	Number	Percent of 325
If yes, the library orientation adequately addressed the needs of my students.	89%	2%	1%	8%	45%	44%	93	29%
Please indicate the number of times in the past year you have:		Percentage of those responding						
• given assignments that required the use of the Chabot library or library web site.		None	1-3	4-6	7-9	10+	259	80%
• given research assignments that required the use of the Chabot College reference staff.		43%	29%	15%	6%	7%	256	79%

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Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard III: Resources	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
A. Human Resources <i>Hiring and evaluation</i>								
Chabot links staffing decisions to its institutional planning.	45%	4%	14%	37%	39%	6%	302	54%
Hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College.	61%	2%	11%	26%	48%	13%	420	75%
Teaching effectiveness is the principal criterion used in the selection of instructors.	60%	3%	13%	23%	45%	16%	341	61%
Hiring processes are fair to all applicants.	62%	7%	9%	22%	45%	17%	435	78%
Human Resource policies and procedures:								
• are clearly stated.	63%	5%	11%	21%	50%	13%	451	81%
• are equitably applied.	61%	3%	11%	25%	50%	11%	408	73%
The college climate encourages faculty, staff and administrators to value and strive for cooperative and mutually respectful working conditions.	71%	3%	9%	17%	54%	17%	487	87%
Current evaluation procedures are effective in assessing job performance and improving the performance of:								
• classified/professional staff	49%	10%	15%	26%	40%	9%	360	65%
• part-time faculty	51%	6%	18%	25%	40%	11%	356	64%
• non-tenured faculty	58%	4%	10%	28%	44%	14%	298	53%
• tenured faculty	50%	5%	14%	31%	39%	10%	292	52%
• administrators	33%	18%	21%	29%	27%	6%	283	51%
Current evaluation procedures for non-tenured faculty are effective in making recommendations for tenure.	57%	7%	9%	27%	42%	15%	268	48%
Current evaluation procedures for administrators solicit and consider my opinion in assessing administrator effectiveness.	27%	21%	23%	29%	22%	4%	298	53%
Current student evaluation forms are adequate in helping faculty members assess teaching effectiveness.	62%	4%	12%	21%	48%	14%	335	60%

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

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard III: Resources	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
A. Human Resources								
<i>Staff Development</i>								
Chabot College provides the support and resources to improve my teaching or job skills.	60%	5%	14%	21%	46%	13%	457	82%
Sufficient training opportunities are offered in:								
• the Banner system/Web for Faculty/Web for Finance.	65%	5%	8%	22%	51%	14%	392	70%
• the latest MS Office and other computer applications.	60%	4%	9%	26%	46%	14%	379	68%
• Blackboard, web pages, or other online instructional tools.	75%	2%	6%	18%	53%	22%	397	71%
• online course development.	73%	2%	4%	21%	51%	21%	363	65%
I go to the HUB (staff resource & training center in library) for training or other computer uses.	46%	12%	23%	19%	33%	13%	376	67%
I use the HUB training materials for learning software or other instructional tools.	34%	14%	29%	23%	23%	11%	371	66%
Faculty are encouraged to experiment with new instructional approaches.	67%	3%	6%	24%	48%	19%	340	61%
Faculty & staff are encouraged to develop new programs & services that will enhance student learning.	70%	3%	5%	21%	51%	19%	403	72%
My administrator/supervisor encourages and supports my participation in professional development activities.	67%	4%	6%	22%	42%	25%	472	85%
The Staff Development Committee is available to support and fund my professional growth.	58%	5%	12%	26%	42%	16%	381	68%
I have used Staff Development funds for a conference or other activities.	52%	14%	21%	13%	34%	18%	406	73%
Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills.	43%	14%	15%	27%	34%	10%	447	80%
Chabot College acknowledges faculty who practice academic excellence.	60%	7%	11%	22%	44%	16%	409	73%
Chabot College acknowledges classified staff who practice professional excellence.	56%	5%	15%	24%	44%	12%	400	72%
I feel respected and appreciated as an employee of Chabot College.	67%	5%	11%	18%	48%	20%	501	90%

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

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard III: Resources (continued)							Responses to each question	
							Number	Percent of 558
B. Physical Resources								
My area is:							395	71%
	• currently under construction	28%						
	• going to be under construction in the next several years	24%						
	• currently under construction & going to be under construction in the next several years	5%						
	• not going to be under construction in the next several years	17%						
	• do not know	26%						
	Total: 100%	100%						
Standard III: Resources (continued)		Percent who Agree or Strongly Agree		Percentage of those responding			Responses to each question	
		Strongly Agree	Agree	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Strongly Agree	Number
I am <u>familiar</u> with the college Facilities Plan as it relates to my discipline/program/service area.	60%	6%	14%	19%	49%	12%	429	77%
I <u>had input</u> into the college Facilities Plan as it relates to my discipline/program/service area.	36%	17%	27%	21%	28%	8%	424	76%
In the planning, design, and implementation of new and remodeled facilities <u>the needs</u> of my discipline/program/service area were adequately considered.	47%	11%	19%	23%	37%	11%	364	65%
The <u>current</u> college facilities:								
• provide adequate physical space for my discipline/program/service area.	48%	13%	23%	17%	40%	8%	463	83%
• support and ensure the integrity and quality of my discipline/ program/ service area.	49%	9%	18%	24%	40%	9%	460	82%
• support student learning in my discipline/program/service area.	50%	8%	13%	28%	42%	8%	423	76%
The college facilities <u>that are planned and/or are under construction:</u>								
• will provide adequate physical space for my discipline/program/service area.	60%	6%	10%	23%	47%	14%	348	62%
• will support and ensure the integrity and quality of my discipline/ program/ service area.	61%	4%	10%	24%	47%	14%	345	62%
• will support student learning in my discipline/program/service area.	63%	4%	9%	24%	47%	16%	312	56%
The office or work space provided for me is appropriate for my job responsibilities.	58%	11%	16%	16%	45%	13%	482	86%
Supplies (eg paper, classroom materials) have been readily available to support my job/teaching	71%	6%	11%	13%	56%	15%	466	84%
Instructional equipment in labs (science, health, vocational programs etc) has been <u>readily available</u> to support student learning.	59%	7%	9%	24%	46%	13%	293	53%
Instructional equipment in labs (science, health, vocational programs etc) is <u>adequately maintained</u> to support student learning.	54%	10%	9%	26%	44%	11%	285	51%
The college adequately maintains the facilities that we have.	54%	7%	19%	20%	44%	10%	490	88%

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 FT faculty: 77%; Administrators: 100%;
 Adjunct faculty: 48%; PT Hourly: 31%.

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard III: Resources (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
B. Physical Resources (continued)								
Requests for maintenance and repair of buildings are:								
• handled in a timely manner.	54%	7%	18%	21%	44%	10%	423	76%
• with adequate results.	61%	6%	12%	21%	48%	13%	416	75%
Custodial services on campus provide a clean & pleasant environment.	64%	7%	12%	17%	47%	17%	513	92%
The campus landscaping and playing fields are well maintained.	73%	3%	7%	17%	54%	19%	456	82%
There are sufficient personnel and material resources to maintain the buildings and grounds.	38%	16%	24%	21%	30%	9%	395	71%
The current facilities in my area are adequately constructed and maintained to address safety.	62%	7%	11%	20%	52%	10%	483	87%
I feel safe on campus during daylight hours.	88%	1%	2%	9%	61%	27%	512	92%
I feel safe on campus during the evening or at night.	56%	8%	17%	20%	43%	13%	487	87%
Campus Safety and Security staff respond quickly in emergency situations.	81%	2%	4%	13%	49%	32%	456	82%
It is clear what action should be taken on campus in case of:								
• a personal injury.	68%	4%	12%	16%	49%	19%	463	83%
• an emergency (fire, earthquake).	65%	5%	13%	17%	48%	17%	449	80%
Overall at Chabot College:								
• college facilities support student learning programs and services.	78%	2%	6%	15%	63%	14%	462	83%
• the college assesses the effective use of facilities and equipment.	62%	4%	11%	22%	50%	12%	411	74%
• the college uses the results of the facilities evaluation as a basis for improvement.	60%	4%	9%	27%	47%	13%	341	61%

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 FT faculty: 77%; Administrators: 100%;
 Adjunct faculty: 48%; PT Hourly: 31%.

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard III: Resources (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
C. Technology								
In my <u>office</u> , the equipment, software, and network connections are sufficient to effectively carry out my work responsibilities.	75%	6%	11%	8%	57%	18%	450	81%
In my <u>classroom</u> , the equipment, software, and network connections are sufficient to effectively support student learning.	52%	10%	21%	16%	42%	10%	342	61%
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.	66%	3%	5%	25%	54%	13%	267	48%
Faculty are sufficiently involved in the selection of instructional technology equipment.	44%	10%	16%	31%	35%	9%	266	48%
I receive adequate training in the use of technology:								
• in my office.	56%	7%	14%	23%	44%	12%	417	75%
• in the classroom or lab.	53%	8%	12%	27%	42%	11%	323	58%
Technology hardware and software are <u>kept current</u> to meet my job or teaching needs.	61%	5%	13%	22%	49%	11%	435	78%
Requests for support services to <u>maintain my computer</u> are handled in a <u>timely manner</u> .	71%	4%	7%	18%	49%	22%	399	72%
Students have adequate access to technological resources on campus to support their learning.	68%	4%	9%	19%	55%	13%	361	65%
In the Graphics/Print Shop, the hours and assistance are sufficient for me.	81%	2%	5%	12%	57%	24%	385	69%
In the Media Services department:								
• the hours and assistance are sufficient for me.	75%	4%	7%	15%	54%	21%	389	70%
• the equipment provided is properly maintained.	76%	3%	4%	17%	54%	21%	356	64%
There is adequate technical staff to support the use of technology on campus.	51%	10%	16%	24%	39%	12%	388	70%
Chabot links technology decisions to its institutional planning.	49%	7%	9%	36%	37%	12%	261	47%
The college replaces and maintains technological equipment to ensure that discipline/program/service area needs are met.	54%	6%	13%	27%	43%	11%	352	63%
Instructional technology equipment is sufficient to support student learning programs and service	54%	7%	11%	27%	43%	11%	342	61%

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 FT faculty: 77%; Administrators: 100%;
 Adjunct faculty: 48%; PT Hourly: 31%.

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard IV: Leadership and Governance	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
A. Decision-making roles and processes								
My responsibilities in my job at Chabot are clearly defined.	79%	4%	6%	11%	54%	25%	528	95%
If I have a question about campus policies or procedures, I know where to go for an answer.	76%	2%	9%	13%	56%	20%	517	93%
I have a substantive role in college governance and policy-making that relates to my areas of responsibility and expertise.	42%	8%	26%	24%	30%	12%	446	80%
Faculty and/or staff input has:								
• helped the college better achieve its mission.	72%	2%	4%	22%	54%	18%	417	75%
• helped improve student learning.	74%	2%	3%	21%	54%	20%	408	73%
The current structure of Councils and Committees provides effective college-wide participation in decision-making for all segments of the college community.	46%	8%	13%	33%	37%	9%	342	61%
The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements.	46%	8%	14%	32%	38%	8%	307	55%
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	36%							
• 1 hour	24%							
• 2 hours	16%							
• 3 hours	8%							
• 4 hours	5%							
• more than 4 hours	11%						477	85%
Total	100%							

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 FT faculty: 77%; Administrators: 100%;
 Adjunct faculty: 48%; PT Hourly: 31%.

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard IV: Leadership and Governance (continued)	Percent who Agree or Strongly Agree	Percentage of those responding					Responses to each question	
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Number	Percent of 558
B. Board and Administrative Organization								
The Chabot-Las Positas Board of Trustees:								
• equitably represents the interests of Chabot.	43%	9%	15%	33%	36%	7%	324	58%
• exhibits an interest in and understanding of the college's programs, services and needs.	50%	7%	10%	34%	41%	9%	332	59%
• makes responsible decisions that support and promote the mission of the college.	46%	6%	9%	38%	40%	7%	337	60%
• accomplishes its responsibilities in ways that promote a positive learning environment at the college.	49%	5%	9%	37%	42%	7%	327	59%
The College administration provides effective management that supports the college's mission.	49%	7%	12%	31%	41%	8%	394	71%
The College administration has effectively encouraged:								
• excellence in instruction.	62%	6%	8%	24%	53%	9%	408	73%
• a positive learning environment.	66%	5%	7%	22%	55%	10%	401	72%
The practice of shared governance has been adequately promoted and implemented by the college administration.	45%	9%	14%	32%	37%	8%	355	64%
Important recommendations/decisions are implemented in a timely manner by the college administration.	33%	11%	20%	35%	27%	6%	369	66%
The division between District and College operational responsibilities is written down and clearly communicated.	27%	14%	27%	33%	22%	5%	318	57%
Information Technology Services (ITS) is administered to meet the needs of the College.	59%	6%	9%	26%	49%	11%	395	71%
There is adequate faculty participation in the development of institutional policy.	44%	7%	10%	39%	36%	7%	295	53%
Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas.	43%	11%	22%	25%	34%	9%	347	62%
As a member of the faculty, I feel respected and valued by the college administration.	56%	7%	10%	27%	43%	13%	341	61%
The Academic Senate has been effective in communicating concerns of the faculty to the college administration.	56%	4%	6%	33%	47%	9%	284	51%
There is adequate classified/professional staff participation in the development of institutional policy.	38%	7%	14%	41%	31%	7%	305	55%
As a member of the classified staff, I feel respected & valued by the college administration.	50%	7%	13%	30%	38%	12%	255	46%
The Classified Senate has been effective in communicating concerns of the classified staff to the college administration.	54%	4%	6%	36%	44%	10%	232	42%
Students are appropriately involved in the governance of the College.	44%	4%	14%	38%	38%	7%	285	51%
The administration provides adequate means for students to have their desires/concerns addressed.	49%	5%	12%	34%	43%	6%	318	57%

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 FT faculty: 77%; Administrators: 100%;
 Adjunct faculty: 48%; PT Hourly: 31%.

Chabot College Spring 2008 Staff Accreditation Survey: All Staff

Standard IV: Leadership and Governance (continued)	Percent who feel that things improved	Percentage of those responding					Responses to each question	
		Much Worse	Worse	No Change	Improved	Much Improved	Number	Percent of 558
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.	30%	9%	28%	33%	24%	6%	426	76%
Faculty/staff empowerment to improve or develop programs/services.	45%	7%	14%	34%	39%	6%	382	68%
Amount of innovation in programs and services.	58%	3%	6%	32%	51%	7%	385	69%
Leadership by the Chabot administration on educational issues.	40%	9%	13%	37%	34%	7%	339	61%
Vision by the College President (s) for the college.	45%	10%	13%	32%	37%	9%	336	60%
Effective functioning of the governance structure.	27%	9%	16%	48%	20%	7%	295	53%
Mutual trust between faculty, staff, and administration.	28%	12%	22%	39%	21%	7%	398	71%
Faculty being respected and valued by the administration.	34%	9%	13%	45%	25%	9%	346	62%
Classified/professional staff being respected and valued by the administration & faculty.	34%	7%	16%	44%	27%	6%	365	65%
Administration being respected and valued by faculty and staff.	31%	8%	19%	42%	23%	8%	371	66%
Communication across the campus on major college and academic issues.	42%	9%	11%	37%	36%	7%	383	69%
The District:								
Responsiveness by the District administration to Chabot needs.	25%	11%	22%	42%	19%	6%	288	52%
Responsiveness by District services to Chabot staff/faculty/administrators.	30%	11%	18%	41%	24%	6%	305	55%
The Board of Trustees (the Board)								
Board understanding of programs, services, and needs.	27%	8%	10%	55%	19%	8%	250	45%
Board support for the quality, integrity, & effectiveness of Chabot programs & services.	30%	8%	9%	54%	21%	8%	256	46%
Board decision-making that supports and promotes Chabot's mission.	26%	9%	7%	58%	19%	7%	248	44%
Percent who expect improvement								
Based on your experiences at Chabot since January 2008:								
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.	76%	1%	4%	20%	58%	17%	393	70%
Faculty/staff empowerment to improve or develop programs/services.	71%	1%	2%	26%	58%	13%	359	64%
Leadership by the Chabot administration on educational issues.	71%	1%	1%	27%	56%	14%	346	62%
Vision by the College President for the college.	79%	1%	2%	18%	58%	21%	351	63%
Effective functioning of the governance structure.	65%	1%	3%	32%	53%	12%	315	56%
Participation in shared governance.	62%	2%	2%	34%	51%	11%	319	57%
Mutual trust and respect between faculty, staff, and administrators.	71%	2%	2%	26%	52%	18%	381	68%
Communication across the campus on major college and academic issues.	79%	1%	2%	19%	56%	22%	389	70%

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