Chabot College
Accreditation Survey: Faculty/Classified Professional Staff/Administrators
March 2014

Percentage who agree/strongly agree, by Standard and Primary Staff Position
Based on the responses of 371 faculty, classified professional staff, and administrators

Standard I: Institutional Mission & Effectiveness	Percentage who agree or strongly agree				
	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	Admini-trators (n=12)
A. Mission					
I am familiar with the Chabot College vision/mission statement.	69%	81%	72%	92%	100%
I have used the Chabot College vision/mission statement in some aspect of my work.	44%	73%	61%	81%	92%
I am familiar with the Chabot College values statements.	56%	64%	61%	69%	83%
Institutional planning and decision making are guided by the vision/mission statement.	60%	62%	61%	56%	73%
At Chabot, there is a college-wide commitment to student learning.	88%	77%	93%	85%	100%
B. Improving Institutional Effectiveness					
Planning					
I contributed to the development of my area's program review	62%	65%	40%	93%	100%
The program review process in my area:					
• is useful to me.	54%	58%	47%	59%	100%
• has led to improvements in my area.	33%	49%	48%	64%	90%
• has led to new resources for my area.	33%	53%	47%	54%	90%
I have had sufficient opportunity to provide input into the college-wide planning proces	36%	39%	32%	61%	100%
I am familiar with the college's strategic plan goal	43%	45%	47%	72%	92%
The planning process at Chabot adequately identifies college priorities.	44%	49%	49%	41%	82%
The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand.	36%	29%	42%	38%	40%
The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated.	33%	27%	36%	31%	40%
In the planning, development, evaluation, and revision of programs and services:					
• program review results are used.	50%	47%	48%	54%	80%
• institutional research results are used.	57%	56%	54%	68%	80%
Faculty responses only:					
The academic program review process:					
• has helped me evaluate student learning in my classes.			61%	44%	
• is useful for identifying priorities for improvement or support.			64%	57%	

*Response rates: FT classified: 83%; FT faculty: 76%;

Standard I: Institutional Mission & Effectiveness (continued)	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n=130)	Faculty Full-time (n=126)	Admini-strators (n=12)
B. Improving Institutional Effectiveness	**Percentage who agree or strongly agree**				
Budget and Grants					
College-wide and unit planning are linked to resource allocation.	44%	59%	60%	56%	64%
In the budget development process in my program/discipline/area:					
• there is adequate communication between faculty, classified staff, and administration	43%	36%	51%	58%	45%
• I have adequate opportunity for participation.	43%	47%	43%	69%	64%
The status of the budget in my program/discipline/unit is available to me.	57%	54%	39%	59%	83%
In the college planning and budgeting process, I have a clear understanding of the role					
• the Institutional Planning and Budget Council (IPBC).	19%	28%	20%	53%	75%
• the College Budget Committee.	25%	25%	17%	38%	33%
• the Faculty Prioritization Committee.	19%	28%	19%	58%	75%
• the Enrollment Management Committee.	19%	27%	18%	52%	67%
If I wanted to obtain a grant for my program, I know how to initiate that process at Chabot	17%	32%	32%	59%	83%
The Grant Development Office writes grant proposals to support major college priorities	27%	71%	60%	67%	100%
Research					
The college evaluates how well its mission and goals are accomplished.	33%	64%	72%	62%	67%
The Office of Institutional Research provides data for college and program evaluation.	60%	81%	82%	89%	100%
I use Institutional Research data in the planning and evaluation of my courses/program/	38%	45%	29%	69%	82%

Standard I: Institutional Mission & Effectiveness (continued)

	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	Administrators (n=12)
B. Improving Institutional Effectiveness					
Dialogue and Collaboration					
I participate in thoughtful, reflective dialogues about improving student learning at these places and times:	**Percentage who agree or strongly agree**				
• on college-wide flex days.	69%	76%	63%	92%	83%
• in college-wide committees.	25%	53%	30%	86%	75%
• in my division/discipline/program meetings.	88%	77%	63%	95%	92%
• in meetings with one or more colleagues.	88%	86%	86%	98%	100%
• informally, in hallways or offices.	75%	76%	86%	95%	100%
I participate in thoughtful, reflective dialogues about improving institutional effectiveness at these places and times:					
• on college-wide flex days.	44%	70%	51%	87%	83%
• in college-wide committees.	19%	51%	24%	86%	83%
• in my division/discipline/program meetings.	56%	74%	53%	93%	100%
• in meetings with one or more colleagues.	75%	81%	68%	94%	100%
• informally, in hallways or offices.	63%	80%	71%	92%	100%
I collaborate or work with the following groups:					
• faculty/staff in my area or discipline.	93%	89%	86%	99%	92%
• faculty or staff in my division or program.	80%	91%	81%	99%	100%
• faculty or staff outside of my division or program.	47%	86%	50%	95%	100%

Standard I: Institutional Mission & Effectiveness (continued)

B. Improving Institutional Effectiveness
Integrity, Equity, Diversity

	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	Admini-trators (n=12)
	Percentage who agree or strongly agree				
The information that Chabot College presents to the public about my program/discipline/area is current and accurate.	69%	63%	74%	55%	36%
Chabot College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations.	75%	69%	71%	58%	67%
Academic freedom is upheld at Chabot.	85%	57%	79%	85%	89%
Faculty responses only:					
When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline.			90%	91%	
My dean would back me up in professional classroom practices.			90%	87%	
At Chabot, the general "campus climate" is one of respect for differences in:					
• race-ethnicity	100%	86%	93%	91%	75%
• gender	100%	81%	92%	90%	75%
• physical disability	100%	84%	94%	91%	92%
• age	94%	83%	89%	84%	82%
• sexual orientation	100%	82%	91%	87%	92%
• native language	100%	76%	89%	79%	92%
• religion	93%	73%	85%	78%	82%
The following groups demonstrate honesty and truthfulness in their dealings with me:					
• students	88%	71%	86%	78%	45%
• faculty	94%	70%	91%	81%	67%
• classified professionals	94%	81%	90%	89%	75%
• administrators	87%	53%	85%	59%	75%
Chabot provides programs and services that enhance understanding and appreciation of diversity on campus.	94%	82%	91%	77%	67%
The college curriculum adequately addresses issues related to cultural diversity.	54%	59%	64%	62%	33%
I feel discrimination by other college staff on this campus.	7%	21%	13%	16%	27%
If I feel discrimination, it is based on my (you may check more than one):					
• Age	*Not available yet*				
• Gender	*Not available yet*				
• Ethnicity or race	*Not available yet*				
• Sexual orientation	*Not available yet*				
• Other	*Not available yet*				
• Two or more of the above categories	*Not available yet*				

Standard II: Learning Programs and Services	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	dmini-trators (n=12)
	Percentage who agree or strongly agree				
A. Instructional Programs					
Educational programs:					
• are continually reviewed for consistency with the college mission.	83%	59%	84%	60%	40%
• reflect the educational needs of students & surrounding communities.	86%	66%	82%	62%	56%
• are assessed, reviewed, and modified regularly.	92%	67%	80%	69%	60%
Chabot instructors demonstrate a commitment to high standards of teaching.	94%	71%	92%	84%	78%
In the classroom, faculty members at Chabot encourage					
a balanced perspective of multifaceted issues, beliefs and world views.	100%	60%	83%	75%	67%
The typical "A" grade given at Chabot represents excellent student achievement in a co	79%	75%	76%	66%	71%
Overall, Chabot provides a high quality learning experience for students.	88%	76%	93%	87%	80%
Faculty responses only:					
Faculty have sufficient opportunities for input on matters					
of curriculum review, evaluation, and revision.			60%	83%	
I had an opportunity to participate in the development of the new AA-T degree and					
general education requirements.			17%	63%	
I regularly update my course content.			91%	96%	
I regularly experiment with different instructional approaches.			92%	92%	
I use a variety of teaching methodologies as a response to the learning styles of students.			92%	92%	
I use multiple methods of classroom assessment to measure student progress.			93%	93%	
The purpose and value of writing and assessing student learning outcomes is clear to me.			80%	62%	
I have received training from Chabot College in:					
• writing student learning outcomes.			41%	69%	
• assessing student learning outcomes.			50%	68%	
I have received training outside of Chabot College (conferences, workshops,					
reading, self-teaching) in writing or assessing student learning outcomes.			53%	45%	
I have contributed to the development of student learning outcomes for course(s) in my			56%	92%	
I have assessed student learning outcomes in my course(s).			81%	95%	
My program/discipline has developed program-level student learning outcomes.			75%	91%	

Standard II: Learning Programs and Services	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	Admini-strators (n=12)
	Percentage who agree or strongly agree				
I am familiar with the college-wide learning goals.				61%	83%
I consciously encourage my students to act ethically and responsibly as citizens.				93%	94%
I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.				94%	89%
My courses include critical thinking components.				95%	97%
I encourage my students to think creatively and /or produce original works.				90%	89%
My courses require basic computer literacy.				81%	88%
I include information competency concepts (the search for and analysis of information) in my courses/assignments.				79%	84%
My students have the necessary skills required to succeed in my courses.				65%	49%
Averaging over all the courses you currently teach, HOW MUCH of the CLASSROOM TIME					
do you ALLOCATE for the following TYPES of TEACHING ACTIVITIES (may overlap):					
• Lectures: speaking or presenting only				25%	25%
• Lectures: with interactions/discussions				49%	56%
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc				39%	44%
• In-class discussions involving the whole class				39%	35%
• In-class discussions or activities in small groups				32%	32%
• Active/hands-on activities (experimenting, performing, creating, practicing)				48%	41%
• Working with students in small groups during class				31%	22%
• Working one-on-one with students during class				19%	15%
What electronic means do you use for instructional delivery and/or communication with your students?					
Website:		*not available yet*			
Blackboard:		*not available yet*			
Email		*not available yet*			
Text		*not available yet*			

Standard II: Learning Programs and Services (continued)	Classified Part-time	Classified Full-time	Faculty Part-time	Faculty Full-time	Admini- strators
	those who referred students and outcome is known				
B. Student Services and Programs they referred students to:	percentage who were satisfied with outcome:				
Admissions and Records	100%	95%	99%	90%	89%
Orientation Orientation to Chabot College	83%	87%	95%	89%	100%
Assessment Testing Center	100%	93%	88%	88%	100%
Counseling Appointments	89%	74%	78%	66%	75%
Front Desk Counseling (quick questions)	100%	83%	92%	78%	75%
Financial Aid Office	100%	95%	91%	88%	89%
Student Online Services in Bldg 700	100%	95%	95%	95%	100%
Career and Transfer Center	100%	89%	95%	85%	100%
Office of Student Life (Clubs, Activities, Events)	100%	88%	91%	77%	86%
Student Government (SSCC, formerly ASCC)	100%	87%	94%	83%	80%
Student Health Center	100%	96%	98%	94%	86%
Library	100%	98%	98%	97%	100%
Tutoring (Peer Academic Tutoring Help) Bldg 2300	100%	100%	92%	93%	100%
WRAC Center (Writing, Reading Across Curriculum) Library Mezzanine; Rm. 354	100%	96%	98%	96%	100%
Math Lab, Rm. 3906B	100%	85%	92%	92%	100%
Communications Lab, Rm. 802	100%	90%	100%	97%	100%
Online Learning/Blackboard Student Support	100%	93%	96%	89%	83%
Disabled Students Programs and Services (DSPS)	100%	91%	93%	93%	78%
Extended Opportunity and Services (EOPS)	100%	98%	98%	96%	100%
PACE Degree and Transfer Program for Working Adults	100%	97%	100%	82%	83%
Veteran's Office	100%	100%	100%	95%	100%
Children's Center	100%	93%	96%	88%	100%
Intercollegiate Athletics	-	*Not available*		*Not available*	
College Bookstore	92%	92%	89%	82%	100%
Campus Safety and Security	100%	94%	99%	88%	100%
C. Campus services they used themselves	those who used service themselves, pct who were satisfied:				
Admissions and Records	100%	100%	98%	94%	100%
Children's Center	100%	93%	100%	91%	80%
Student Health Center	100%	96%	96%	96%	89%
Office of Student Life	100%	92%	95%	80%	86%
College Bookstore	93%	96%	99%	90%	100%
Food-Cafeteria	69%	88%	86%	88%	92%
Food-Catering	100%	96%	93%	98%	100%
Campus Safety and Security	100%	90%	96%	94%	100%
Online Teaching/Blackboard Faculty Support	100%	94%	96%	97%	71%

*Response rates: FT classified: 83%; FT faculty: 76%;
PT faculty: 46%; Administrators: 86%

Standard II: Learning Programs and Services (continued)	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Full-time (n =126)	Admini- strators (n=12)
B. Student Support Programs (continued)	**Percentage who agree or strongly agree**				
Chabot uses research and data on students to determine:					
• the learning support needs of its students.	70%	76%	84%	77%	90%
• the services and programs to address those needs.	78%	77%	82%	73%	90%
Student Services staff are dedicated to supporting student access,equity, and success.	77%	88%	92%	79%	91%
I know where to locate and access written information about student supportservices.	62%	74%	65%	72%	100%
I know where and how to refer my student to support services as needed……….	63%	86%	72%	75%	91%
The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs.	50%	54%	52%	45%	40%
In order to better help students in my course and/or my program, I need more info on:					
• Degree and certificate requirements in my area.	9%	45%	42%	27%	56%
• transfer requirements.	9%	51%	48%	34%	56%
• student support services for academic challenges.	33%	58%	60%	47%	22%
• student support services for non-academic challenges.	25%	61%	59%	52%	33%
In order to better help students in my course and/or my program, we need more info on:					
• Counseling support focused on our area.	46%	78%	56%	79%	90%
• Peer mentors focused on our area.	57%	65%	67%	75%	80%
• Tutoring for our students.	53%	73%	70%	79%	100%
• Learning assistants in our courses.	47%	63%	60%	68%	90%
English, ESL, & Math assessment test results recommend appropriate classes for my st	40%	73%	47%	50%	67%
Student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success.	92%	84%	87%	77%	80%
The college offers a wide variety of special enrichment activities. (ie, cultural events/ celebrations, outside speakers, forums, debates, discussions) for students.	88%	83%	87%	78%	82%
Overall, Chabot provides high quality student support services (eg, counseling, financial aid, health services, EOPS, etc).	75%	82%	88%	80%	67%

Standard II: Learning Programs and Services (continued)		Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	Admini-strators (n=12)
C. Library and Learning Support Programs		**Percentage who agree or strongly agree**				
Academic learning support services (tutoring, computer labs, instructional assistants) make effective contributions to student learning and success.		88%	81%	83%	90%	83%
Resources are adequate for students to complete academic course work assignments:						
• in the Library.		63%	59%	61%	63%	58%
• on the Library web site.		60%	58%	52%	71%	50%
Faculty & staff are adequately involved in the selection of library materials in their field		63%	39%	43%	59%	36%
Faculty responses only:						
I have scheduled library orientation sessions for my classes.	**yes**			26%	43%	
	no			74%	57%	
If yes, the library orientation adequately addressed the needs of my students.				80%	83%	
Please indicate the number of times in the past year you have:				*One or more times*		
• given assignments that required the use of the Chabot library or library web site.				50%	60%	
• given research assignments that required the use of the Chabot College reference staff				41%	49%	

Standard III: Resources

	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Full-time (n =126)	dmini-trators (n=12)
A. Human Resources					
Hiring and evaluation	**Percentage who agree or strongly agree**				
Chabot links staffing decisions to its institutional planning.	55%	47%	60%	44%	60%
Hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College.	69%	53%	68%	50%	55%
Teaching effectiveness is the principal criterion used in the selection of instructors.	67%	55%	54%	66%	50%
Hiring processes are fair to all applicants.	67%	47%	52%	60%	64%
Human Resource policies and procedures:					
• are clearly stated.	75%	63%	67%	63%	67%
• are equitably applied.	67%	58%	58%	59%	58%
The college climate encourages faculty, staff and administrators to value and strive for cooperative and mutually respectful working conditions.	88%	54%	67%	60%	58%
Current evaluation procedures are effective in assessing job performance and improving the performance of:					
• classified/professional staff	55%	30%	62%	41%	50%
• part-time faculty	75%	34%	66%	46%	43%
• non-tenured faculty	70%	39%	62%	62%	29%
• tenured faculty	63%	35%	59%	56%	29%
• administrators	57%	25%	41%	28%	50%
Current evaluation procedures for non-tenured faculty are effective in making recommendations for tenure.	33%	26%	41%	63%	43%
Current evaluation procedures for administrators solicit and consider my opinion in assessing administrator effectiveness.	11%	16%	20%	19%	60%
Current student evaluation forms are adequate in helping faculty members assess teaching effectiveness.	62%	40%	58%	64%	38%

Standard III: Resources	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty 'art-time (n =130)	ull-time (n =126)	dmini- trators (n=12)
A. Human Resources					
Staff Development	**Percentage who agree or strongly agree**				
When I started working at Chabot, I attended an orientation or training for my job.	47%	47%	53%	86%	36%
Chabot College provides the support and resources to improve my teaching or job	50%	33%	55%	46%	27%
Sufficient training opportunities are offered in:					
• the Banner system/CLASS-Web/Web for Finance.	30%	33%	43%	29%	8%
• the latest MS Office and other computer applications.	45%	28%	28%	24%	8%
• Blackboard or other online tools/course development.	54%	35%	56%	61%	33%
• Curricunet.	25%	22%	22%	55%	25%
Faculty are encouraged to experiment with new instructional approaches.	75%	50%	72%	64%	63%
Faculty & staff are encouraged to develop new programs & services that will enhance student learning.	71%	57%	71%	67%	60%
My administrator/supervisor encourages and supports my participation in professional development activities.	75%	62%	70%	77%	91%
Within the last 2 years, I have gone to the following number of conferences or other professional development events off-campus:					
none	31%	48%	42%	16%	9%
1	25%	12%	16%	16%	0%
2	19%	13%	15%	20%	36%
3-4	19%	17%	19%	30%	18%
5+	6%	10%	8%	19%	36%
If I went, my expenses to these events were paid by (check all that apply)					
myself			*not available yet*		
grants			*not available yet*		
my areas budget			*not available yet*		
other			*not available yet*		
Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills.	31%	26%	36%	24%	67%
Chabot College acknowledges faculty who practice academic excellence.	73%	65%	58%	55%	73%
Chabot College acknowledges classified staff who practice professional excellence.	58%	43%	58%	59%	75%
I feel respected and appreciated as an employee of Chabot College.	67%	51%	65%	67%	58%

*Response rates: FT classified: 83%; FT faculty: 76%;
PT faculty: 46%; Administrators: 86%

Standard III: Resources (continued)	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Full-time (n =126)	dmini-trators (n=12)
B. Physical Resources					
My main work area is:	**Percentage who agree or strongly agree**				
• currently under construction or will be in the next several years	0%	1%	5%	6%	13%
• is new or has recently been renovated (in the past 4-5 years)	46%	62%	57%	56%	88%
• Is an existing building that has not been remoldeled in the last 5 years	46%	37%	22%	37%	0%
• do not know	8%	0%	15%	0%	0%
I am <u>familiar</u> with the college Facilities Plan as it relates to my discipline/program/servi	54%	52%	37%	60%	70%
I <u>had input</u> into the Facilities Plan as it relates to my discipline/program/service area.	31%	27%	20%	58%	40%
In the planning, design, and implementation of new and remodeled facilities <u>the needs</u> of my discipline/program/service area were adequately considered.	31%	28%	43%	48%	40%
If my area is new or was remodeled :					
•the user group was the driving force behind the decisions	30%	32%	49%	52%	44%
•the end result met expectations	20%	28%	64%	49%	33%
•the end result enhances student learning	50%	40%	65%	66%	75%
The <u>current</u> college facilities for my area:					
• provide adequate physical space for my discipline/program/service area.	63%	54%	62%	60%	50%
• support and ensure the integrity and quality of my discipline/ program/ service area.	63%	53%	64%	57%	50%
• support student learning in my discipline/program/service area.	69%	49%	68%	57%	56%
The office or work space provided for me is appropriate for my job responsibilities.	53%	70%	70%	74%	83%
Supplies (eg paper, classroom materials) have been readily available to support my job/	57%	67%	67%	68%	73%
Instructional equipment in labs (science, health, vocational programs etc) has been <u>readily available</u> to support student learning.	57%	38%	70%	53%	67%
Instructional equipment in labs (science, health, vocational programs etc) is <u>adequately maintained</u> to support student learning.	31%	37%	64%	41%	33%

Standard III: Resources (continued)	Classified Part-time	Classified Full-time	Faculty Part-time	Faculty Full-time	Administrators
	(n=16)	(n=86)	(n =130)	(n =126)	(n=12)
B. Physical Resources (continued)	**Percentage who agree or strongly agree**				
The college adequately maintains the facilities that we have.	44%	36%	70%	35%	33%
Requests for maintenance and repair of buildings are handled:					
• in a timely manner.	46%	54%	64%	39%	33%
• with adequate results.	46%	58%	67%	45%	42%
Custodial services on campus provide a clean & pleasant environment.	53%	47%	72%	35%	58%
The campus landscaping and playing fields are well maintained.	73%	62%	88%	73%	58%
There are sufficient personnel and material resources to maintain the buildings and grou	42%	12%	68%	22%	10%
Facilities in my area are adequately constructed and maintained to address safety.	73%	53%	79%	53%	55%
I feel safe on campus during daylight hours.	94%	81%	94%	90%	100%
I feel safe on campus during the evening or at night.	53%	53%	72%	65%	83%
Campus Safety and Security staff respond quickly in emergency situations.	87%	76%	89%	83%	90%
It is clear what action should be taken on campus in case of:					
• a personal injury.	67%	68%	64%	68%	80%
• an emergency (fire, earthquake).	79%	72%	73%	73%	82%
Overall at Chabot College:					
• college facilities support student learning programs and services.	80%	65%	87%	65%	64%
• the college assesses the effective use of facilities and equipment.	75%	55%	80%	55%	45%
• the college uses the results of the facilities evaluation as a basis for improvement.	64%	52%	74%	45%	25%

Standard III: Resources (continued)	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Full-time (n =126)	Admini-trators (n=12)
C. Technology					
In my <u>office</u>, the equipment, software, and network connections are	**Percentage who agree or strongly agree**				
sufficient to effectively carry out my work responsibilities.	71%	68%	77%	64%	58%
In my <u>classroom</u>, the equipment, software, and network connections					
are sufficient to effectively support student learning.	64%	48%	78%	68%	40%
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.	78%	44%	75%	61%	0%
Faculty are sufficiently involved in the selection of instructional technology equipment.	13%	52%	51%	40%	33%
I receive adequate training in the use of technology:					
• in my office.	36%	46%	44%	41%	25%
• in the classroom or lab.	33%	33%	43%	44%	60%
Technology hardware and software are <u>kept current</u> to meet my job or teaching needs.	56%	51%	69%	36%	50%
Requests for support services <u>to maintain my computer</u> are handled in a <u>timely manner</u>.	67%	68%	66%	64%	75%
Students have adequate access to technological resources on campus to support their lea	75%	70%	70%	51%	67%
In the Graphics/Print Shop, the hours and assistance are sufficient for me.	83%	84%	76%	86%	100%
For Audio Visual Services					
• the hours and assistance are sufficient to me.	67%	73%	61%	72%	88%
• classroom equipment is properly maintained.	55%	60%	71%	59%	63%
There is adequate technical staff to support the use of technology on campus.	36%	38%	58%	25%	45%
Chabot links technology decisions to its institutional planning.	50%	49%	73%	30%	11%
The college replaces and maintains technological equipment to ensure that					
discipline/program/service area needs are met.	43%	48%	70%	38%	44%

Standard IV: Leadership and Governance	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Full-time (n =126)	Admini-trators (n=12)
A. Decision-making roles and processes	**Percentage who agree or strongly agree**				
If I have a question about campus policies or procedures, I know where to go for an ans	60%	67%	68%	62%	75%
I have a substantive role in college governance and policy-making that relates to my areas of responsibility and expertise.	10%	32%	15%	60%	83%
I feel empowered to improve or develop programs/services.	31%	36%	35%	57%	82%
Faculty and/or staff input has:					
• helped the college better achieve its mission.	73%	68%	74%	74%	82%
• helped improve student learning.	82%	68%	79%	74%	80%
I understand how the current structure of Council and Committees interacts to make recommendations on policy and procedures.	15%	45%	20%	38%	45%
The current structure of Council and Committees enables efective college-wide participation in decision-making for all segments of the college community.	22%	42%	29%	32%	36%
The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements.	40%	44%	48%	42%	36%
On average, I spend the following number of hour(s) per week on shared governance ac ing minutes, memos, newsletters, attending meetings, doing committee work):					
• 0 hours	63%	40%	63%	3%	9%
• 1 hour	25%	26%	30%	17%	0%
• 2 hours	0%	18%	5%	25%	9%
• 3 hours	13%	6%	1%	19%	9%
• 4 hours	0%	4%	0%	11%	0%
• more than 4 hours	0%	6%	1%	24%	73%

*Response rates: FT classified: 83%; FT faculty: 76%;
PT faculty: 46%; Administrators: 86%

Standard IV: Leadership and Governance (continued)	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Full-time (n =126)	Admini-trators (n=12)
B. Board, District, and College Administration					
Board of Trustees	**Percentage who agree or strongly agree**				
The Chabot-Las Positas Board of Trustees:					
• equitably represents the interests of Chabot.	27%	34%	48%	27%	27%
• exhibits an interest in and understanding of the college's programs, services and needs.	30%	38%	53%	38%	58%
• makes responsible decisions that support and promote the mission of the college.	33%	42%	56%	33%	42%
• accomplishes its responsibilities in ways that promote a positive learning environment at the college.	50%	39%	51%	34%	42%
•supports the equality, integrity, and effectiveness of Chabot programs and services.	30%	49%	57%	39%	36%
District Chancellor					
The Chancellor equitably represents the interest of both Colleges to the Boards of Trustees	36%	57%	53%	26%	64%
The Chancellor fosters effective communication between the two colleges and the Board	36%	54%	50%	21%	50%
District Administration					
The division between District and College operational responsibilities is clearly communicated.	20%	37%	32%	12%	25%
The District services are administered to meet the needs of Chabot College in					
•Maintenance and Operations	33%	41%	49%	25%	33%
• Infromation Technology Services (ITS)	36%	61%	50%	25%	17%
• Human Resources	55%	65%	50%	49%	64%
• Purchasing	44%	50%	32%	38%	58%
• Warehouse and Receiving	33%	71%	40%	49%	67%
District services are responsive to Chbaot staff/faculty/administrators	40%	54%	46%	16%	33%
Chabot College President					
The president is receptive to the concerns of classified professionals and faculty	67%	73%	78%	74%	82%
The president effectively communicates across the campus on major college and academic issues.	75%	71%	84%	74%	82%
The president promotes a climate that is tolerant and accepting of differences in ethnicity, cultural background, age, gender, sexual orientation, physical disability, and religious background	100%	90%	85%	88%	82%

*Response rates: FT classified: 83%; FT faculty: 76%;
PT faculty: 46%; Administrators: 86%

Standard IV: Leadership and Governance (continued)

	Classified Part-time (n=16)	Classified Full-time (n=86)	Faculty Part-time (n =130)	Faculty Full-time (n =126)	Administrators (n=12)
B. Board, District, and College Administration					
	Percentage who agree or strongly agree				
Chabot College Administration					
The college administration provides effective management that supports the college's mission	83%	54%	72%	55%	91%
The College administration has effectively encouraged:					
• excellence in instruction.	86%	66%	73%	66%	89%
• a positive learning environment.	79%	63%	74%	68%	90%
The college administration demonstrates leadership on educational issues	58%	64%	64%	50%	73%
The administration creates an environment that supports innovation in programs and services.	67%	56%	66%	53%	80%
The practice of shared governance has been adequately promoted and implemented by the college administration.	50%	52%	41%	42%	73%
Important recommendations/decisions made through shared governance are implemented by the college administration	45%	37%	48%	31%	70%
Faculty					
There is adequate **faculty** voice in the development of institutional policy.	63%	63%	55%	51%	56%
Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas.	56%	46%	53%	49%	57%
As a member of the faculty, I feel respected and valued by the college administration.	57%	47%	65%	65%	0%
The **Academic Senate** has been effective in communicating concerns of the faculty to the college administration.	88%	62%	55%	54%	60%
Classified Professionals					
There is adequate **classified professional** voice in the development of institutional poli	50%	42%	37%	30%	50%
As a classified professional, I feel respected & valued by the college administration.	64%	41%	37%	58%	0%
The **Classified Senate** has been effective in communicating concerns of the classified professionals to the college administration.	60%	63%	35%	59%	83%
Students					
Students are adequately involved in the governance of the College.	57%	48%	61%	49%	75%
The administration provides adequate means for students to have their desires/concerns addressed.	75%	57%	63%	52%	75%

*Response rates: FT classified: 83%; FT faculty: 76%;
PT faculty: 46%; Administrators: 86%