

Chabot College  
Faculty/Staff/Administrator  
Accreditation Survey  
Spring 2008

53413

Dear Colleague,

Thank you for taking time to provide your perceptions of Chabot as an educational institution and as a workplace. This is an important survey that we only conduct every six years. We will use the results both for writing our Accreditation Self-Study Report and for our ongoing self-evaluation as an institution.

Your colleagues on the Chabot Accreditation Standard Committees and the Institutional Research Office selected these questions in order to address the Standards in our Accreditation Self-Study Report and to provide us with a current self-evaluation of the college. We want your honest and thoughtful responses.

Please be assured that your responses are completely confidential, will not be seen by your administrator, and will be combined with many others. Thank you for contributing to a meaningful self-inquiry process.

Sincerely,

Carolyn Arnold, Coordinator, Institutional Research and Grants  
for the Chabot Accreditation Standard Committees

**TO RETURN:**

Make sure your administrator has checked your name off of the completion list. Your administrator's office will collect your confidential survey and return it to the Institutional Research Office. Or you can send it directly to Institutional Research.

**INSTRUCTIONS:**

Use BLUE or BLACK INK or a #2 PENCIL. Fill in the circle of your answer completely.

Please answer all the questions you can.

If you have no experience in the area asked, mark 'Does not apply' or 'Do not know.'

Shade Circles Like This--> ●

Not Like This--> ✗ ✓

**Primary Staff Position**

- ☐ Classified/Professional staff: Part-time/hourly
- ☐ Classified/Professional staff: Full-time
- ☐ Faculty: Adjunct
- ☐ Faculty: Full-time
- ☐ Administration

**Secondary Staff Position (If applicable)**

- ☐ Classified/Professional staff: Part-time/hourly
- ☐ Classified/Professional staff: Full-time
- ☐ Faculty: Adjunct
- ☐ Faculty: Full-time
- ☐ Administration

**Division, Department, or Location (Pick one)**

- ☐ Applied Technology & Business
- ☐ Arts & Humanities
- ☐ Health, Physical Education, & Athletics
- ☐ Language Arts
- ☐ Science & Mathematics
- ☐ Social Sciences & Community Education
- ☐ Media Services, Library, and Instructional Technology Center
- ☐ Student Services
- ☐ College Administration (Bldg 200, Business Services, Bookstore, Safety)
- ☐ District employees on campus (ITS, M&O)

**Number of years employed at Chabot**

- ☐ Less than 1 year
- ☐ 1-2 years
- ☐ 3-5 years
- ☐ 6-10 years
- ☐ 11-19 years
- ☐ 20 years or more

**Race-ethnicity**  
(fill in all that apply)

- ☐ African American/Black
- ☐ Asian American
- ☐ Pacific Islander/Hawaiian
- ☐ Filipino
- ☐ Chicano/Latino/Hispanic
- ☐ Native American/Alaskan Native
- ☐ White/European American
- ☐ Other: \_\_\_\_\_

**Gender**

- ☐ Female
- ☐ Male





## Standard I : Institutional Mission and Effectiveness

### A. Mission

Please tell us whether you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Do not know
1. I am familiar with the Chabot College vision/mission statement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have used the Chabot College vision/mission statement in some aspect of my work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am familiar with the Chabot College values statements.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Institutional planning and decision making are guided by the vision/mission statement.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. At Chabot, there is a college-wide commitment to student learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### B. Improving Institutional Effectiveness

#### Planning

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
6. I contributed to the development of my unit plan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The unit planning process in my area:							
- is useful to me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- has led to improvements in my area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- has led to new resources for my area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have had sufficient opportunity to provide input into the college-wide planning process...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am familiar with this year's college priority objectives.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The planning process at Chabot adequately identifies college priorities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The college planning process responds within a reasonable time to changing factors such as student characteristics, labor markets, or course demand...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The planning of educational programs, student services, staffing, and the use of physical and financial resources is sufficiently integrated...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. In the planning, development, evaluation, and revision of programs and services:							
- program review results are used.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- institutional research results are used...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The new academic program review process:							
- has helped me evaluate student learning in my classes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- is useful for identifying priorities for improvement or support...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For faculty only:

#### Budget and Grants

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
15. College-wide and unit planning are linked to resource allocation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In the budget development process in my area/unit:							
- there is adequate communication between faculty, classified staff, and administration...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- I have adequate opportunity for participation .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The status of the budget in my program/discipline/unit is available to me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. In the college planning and budgeting process, I have a clear understanding of the role of:							
- the Institutional Planning and Budget Council (IPBC)...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the College Budget Committee.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the Faculty Prioritization Committee.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the Enrollment Management Committee.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. If I wanted to obtain a grant for my program, I know how to initiate that process at Chabot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The Grant Development Office writes grant proposals to support major college priorities....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. The Chabot College Foundation raises funds to support major college priorities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Research

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
22. The college evaluates how well its mission and goals are accomplished.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The Office of Institutional Research provides data for college and program evaluation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I use Institutional Research data in the planning and evaluation of my courses/program/unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Standard I : Institutional Mission and Effectiveness (continued)

### Dialogue and Collaboration

1. I participate in thoughtful, reflective dialogues about improving student learning at these places and times:

- on college-wide flex days.....
- in college-wide committees.....
- in my division/discipline/program meetings.....
- in meetings with one or more colleagues.....
- informally, in hallways or offices.....

2. I participate in thoughtful, reflective dialogues about improving institutional effectiveness at these places and times:

- on college-wide flex day.....
- in college-wide committees.....
- in my division/discipline/program meetings.....
- in meetings with one or more colleagues.....
- informally, in hallways or offices.....

3. I collaborate or work with the following groups:

- faculty/staff in my unit or discipline.....
- faculty or staff in my division.....
- faculty or staff outside of my division.....

Never	Sometimes	Often
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Integrity, Equity, Diversity

4. The information that Chabot College presents to the public about my program/discipline/area is current and accurate.....

5. Chabot College provides students with clear expectations concerning the principles of academic honesty and the sanctions for violations.....

6. Academic freedom is upheld at Chabot.....

For faculty only:

7. When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline.....

8. My dean would back me up in professional classroom practices.....

9. At Chabot, the general "campus climate" is one of respect for differences in:

- race-ethnicity.....
- gender.....
- physical disability.....
- age.....
- sexual orientation.....
- native language.....
- religion.....

10. The following groups demonstrate honesty and truthfulness in their dealings with me:

- students.....
- faculty.....
- classified/professional staff.....
- administrators.....

11. Chabot provides programs and services that enhance understanding and appreciation of diversity on campus.....

12. The college curriculum adequately addresses issues related to cultural diversity.....

13. I feel discrimination by other college staff on this campus.....

14. If I feel discrimination, it is based on my (you may check more than one):

☐ Age ☐ Gender ☐ Ethnicity or race ☐ Sexual Orientation ☐ Other:\_\_\_\_\_

Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





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## Standard II : Learning Programs and Services

### A. Instructional Programs

	Strongly Disagree	Disagree	Nor Agree	Agree	Strongly Agree	Do not know
1. Educational programs: - are continually reviewed for consistency with the college mission.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- reflect the educational needs of students & surrounding communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- are assessed, reviewed, and modified regularly.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Chabot instructors demonstrate a commitment to high standards of teaching.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the classroom, faculty members at Chabot encourage a balanced perspective of multifaceted issues, beliefs and world views...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The typical "A" grade given at Chabot represents excellent student achievement in a course.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Overall, Chabot provides a high quality learning experience for students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Faculty only: Items 6 - 27. All others go to the next page →

6. Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I had an opportunity to participate in the development of the new AA/AS degree and general education requirements...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I regularly update my course content.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I regularly experiment with different instructional approaches.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I use a variety of teaching methodologies as a response to the learning styles of students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I use multiple methods of classroom assessment to measure student progress.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The purpose and value of writing and assessing student learning outcomes is clear to me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I have received training from Chabot College in: - writing student learning outcomes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- assessing student learning outcomes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I have received training outside of Chabot College (conferences, workshops, reading, self-teaching) in writing or assessing student learning outcomes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I have contributed to the development of student learning outcomes for course(s) in my discipline.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I have assessed (or plan to assess within the year) student learning outcomes in my course(s).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My unit/discipline has developed program-level student learning outcomes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am familiar with the college-wide learning goals.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I consciously encourage my students to act ethically and responsibly as citizens.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. My courses include critical thinking components.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I encourage my students to think creatively and /or produce original works.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. My courses require basic computer literacy.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I include information competency concepts (the search for and analysis of information) in my courses/assignments....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. My students have the necessary skills required to succeed in my courses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. 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):

	None	A little	Some	Most	All
Lectures: speaking or presenting only.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lectures: with interactions/discussions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multi-media presentations using computers, powerpoint, video, slides, audio, etc...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class discussions involving the whole class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class discussions or activities in small groups.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active/hands-on activities (experimenting, performing, creating, practicing).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with students in small groups during class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working one-on-one with students during class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. What electronic means do you use for instructional delivery and/or  
communication with your students? ☐ Email ☐ Website ☐ Blackboard  
(Check all that apply)





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## My Referral Satisfaction

HAVE REFERRED STUDENTS  
& the OUTCOME IS:

## Standard II : Learning Programs and Services (continued)

### B. Student Support Programs

Rate your referral experience and satisfaction  
with the following student services and programs.

Have you referred students, & if you did,  
did you know the outcome and if so, were you satisfied?

	Have NEVER HEARD of it	Have heard of it, but have NEVER REFERRED STUDENTS to it	Usually DO NOT KNOW	Am usually NOT SATISFIED	Am usually SATISFIED
1. Admissions and Records.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Orientation sessions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Assessment Testing Center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Counseling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Financial Aid Office.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Student Online Services in Bldg. 100.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Children's Center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Transfer, Employment, and Career Services Center (TECS).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Student Health Center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Office of Student Life (Clubs, Activities, Events).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Student Government (ASCC).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. WRAC Center (Writing, Reading Across Curriculum) 2nd floor of library.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Math Lab Rm. 1712.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Peer Academic Tutoring Help or PATH (formerly Tutorials) Bldg 2300.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Language Center Bldg 2300.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Student computers in library.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Student computer labs in other departments.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Disabled Students Programs and Services (DSPS).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. PACE Program for Working Adults .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Intercollegiate Athletics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. College Bookstore.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Campus Safety and Security.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## My Own Satisfaction

Please rate your satisfaction with your own use  
of the following college services:

	NEVER HEARD of it	HEARD of it, but NEVER USED IT	USED It and I was:		
			Not Satisfied	Satisfied	Very Satisfied
23. Admissions and Records.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Children's Center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Student Health Center.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Office of Student Life.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. College Bookstore.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Food Services/Cafeteria.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Campus Safety and Security.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Instructional Technology Center/HUB.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



1 1 0 0 1



## Standard II : Learning Programs and Services (continued)

### B. Student Support Programs (continued)

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
1. Chabot uses research and data on students to determine:							
- the learning support needs of its students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
- the services and programs to address those needs....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
2. Student Services staff are dedicated to supporting student access, learning, and success.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
3. Written information about student support services is readily available to faculty and staff...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
4. The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
5. Counselors provide students with accurate and useful information about:							
- courses in my department or division.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
- transfer requirements.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
- technical-occupational programs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
6. Counselors effectively advise students about appropriate academic courses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
7. English, ESL, & Math assessment test results recommend appropriate classes for my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
8. The mid-term progress reports are helpful in improving student success in my classroom...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
9. The new follow-up calls made to students have been effective in improving student retention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
10. Student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
11. The college offers a wide variety of special enrichment activities (i.e., cultural events/celebrations, outside speakers, forums, debates, discussions) for students...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
12. Overall, Chabot provides high quality student support services (e.g., counseling, financial aid, health services, EOPS, etc.)...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>

### C. Library and Learning Support Programs

13. Academic learning support services (tutoring, computer labs, instructional assistants) make effective contributions to student learning and success...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
14. Resources are adequate for students to complete academic course work assignments:							
- in the Library.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
- on the Library web site....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
15. Faculty & staff are adequately involved in the selection of library materials in their fields...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
For faculty only:							
16. I have scheduled library orientation sessions for my classes.....	<div style="border: 1px solid black; padding: 2px;"> Yes <input type="radio"/> No <input type="radio"/> </div>						
17. If yes, the library orientation adequately addressed the needs of my students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>
18. Please indicate the number of times in the past year you have:	None	1-3	4-6	7-9	10+		
- given assignments that required the use of the Chabot library or library web site.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
- given research assignments that required the use of the Chabot College reference staff...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		





## Standard III : Resources

### A. Human Resources

#### Hiring and evaluation

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
1. Chabot links staffing decisions to its institutional planning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teaching effectiveness is the principal criterion used in the selection of instructors.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Hiring processes are fair to all applicants.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Human Resource policies and procedures:							
- are clearly stated.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- are equitably applied.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The college climate encourages faculty, staff and administrators to value and strive for cooperative and mutually respectful working conditions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Current evaluation procedures are effective in assessing job performance and improving the performance of:							
- classified/professional staff...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- part-time faculty.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- non-tenured faculty.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- tenured faculty.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Current evaluation procedures for <u>non-tenured faculty</u> are effective in making recommendations for tenure...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Current evaluation procedures for <u>administrators</u> solicit and consider my opinion in assessing administrator effectiveness...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Current <u>student evaluation forms</u> are adequate in helping faculty members assess teaching effectiveness.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Staff Development

11. Chabot College provides the support and resources to improve my teaching or job skills..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Sufficient training opportunities are offered in:							
- the Banner system/Web for Faculty/Web for Finance.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the latest MS Office and other computer applications.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Blackboard, web pages, or other online instructional tools...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- online course development.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I go to the HUB (staff resource & training center in library) for training or other computer uses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I use the HUB training materials for learning software or other instructional tools.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Faculty are encouraged to experiment with new instructional approaches.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Faculty & staff are encouraged to develop new programs & services that will enhance student learning...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My administrator/supervisor encourages and supports my participation in professional development activities...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. The Staff Development Committee is available to support and fund my professional growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I have used Staff Development funds for a conference or other activities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Staff Development activities on campus (flex day, other events) have helped improve my teaching or job skills...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Chabot College acknowledges faculty who practice academic excellence.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Chabot College acknowledges classified staff who practice professional excellence.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I feel respected and appreciated as an employee of Chabot College.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Standard III : Resources (continued)

### B. Physical Resources

1. My area is: ☐ currently under construction  
☐ going to be under construction in the next several years  
☐ not going to be under construction in the next several years  
☐ do not know

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
2. I am <u>familiar</u> with the college Facilities Plan as it relates to my discipline/program/service area....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I <u>had input</u> into the college Facilities Plan as it relates to my discipline/program/service area....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the planning, design, and implementation of new and remodeled facilities, the <u>needs</u> of my discipline/program/service area were adequately considered...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The <u>current</u> college facilities:							
- provide adequate physical space for my discipline/program/service area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- support and ensure the integrity and quality of my discipline/ program/ service area....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- support student learning in my discipline/program/service area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The college facilities <u>that are planned and/or are under construction</u> :							
will provide adequate physical space for my discipline/program/service area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will support and ensure the integrity and quality of my discipline/ program/ service area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
will support student learning in my discipline'/program/service area.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The office or work space provided for me is appropriate for my job responsibilities.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Supplies (e.g. paper, classroom materials) have been readily available to support my job/teaching...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Instructional equipment in labs (science, health, vocational programs etc.) has been <u>readily available</u> to support student learning...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Instructional equipment in labs (science, health, vocational programs etc.) is <u>adequately maintained</u> to support student learning...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The college adequately maintains the facilities that we have.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Requests for maintenance and repair of buildings are:							
- handled in a timely manner...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- with adequate results.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Custodial services on campus provide a clean & pleasant environment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The campus landscaping and playing fields are well maintained.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. There are sufficient personnel and material resources to maintain the buildings and grounds...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. The current facilities in my area are adequately constructed and maintained to address safety...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I feel safe on campus during daylight hours.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I feel safe on campus during the evening or at night.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Campus Safety and Security staff respond quickly in emergency situations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. It is clear what action should be taken on campus in case of:							
- a personal injury.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- an emergency (fire, earthquake)...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Overall at Chabot College:							
- college facilities support student learning programs and services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the college assesses the effective use of facilities and equipment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the college uses the results of the facilities evaluation as a basis for improvement...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Standard III : Resources (continued)

### C. Technology

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does not apply	Do not know
1. In my <u>office</u> , the equipment, software, and network connections are sufficient to effectively carry out my work responsibilities..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In my <u>classroom</u> , the equipment, software, and network connections are sufficient to effectively support student learning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. 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...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Faculty are sufficiently involved in the selection of instructional technology equipment.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I receive adequate training in the use of technology:							
- in my office.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- in the classroom or lab...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Technology hardware and software are <u>kept current</u> to meet my job or teaching needs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Requests for support services <u>to maintain my computer</u> are handled in a <u>timely manner</u> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students have adequate access to technological resources on campus to support their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. In the Graphics/Print Shop, the hours and assistance are sufficient for me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. In the Media Services department:							
- the hours and assistance are sufficient for me.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the equipment provided is properly maintained...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. There is adequate technical staff to support the use of technology on campus.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Chabot links technology decisions to its institutional planning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The college replaces and maintains technological equipment to ensure that discipline/program/service area needs are met..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Instructional technology equipment is sufficient to support student learning programs and services....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Standard IV: Leadership and Governance

### A. Decision-making roles and processes

1. My responsibilities in my job at Chabot are clearly defined.....
2. If I have a question about campus policies or procedures, I know where to go for an answer...
3. I have a substantive role in college governance and policy-making that relates to my areas of responsibility and expertise...
4. Faculty and/or staff input has:
  - helped the college better achieve its mission.....
  - helped improve student learning.....
5. The current structure of Councils and Committees provides effective college-wide participation in decision-making for all segments of the college community...
6. The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements...
7. On average, I spend \_\_\_\_ hour(s) per week on shared governance activities (reading minutes, memos, newsletters, attending meetings, doing committee work).  
→ (select one) → ☐ 0 hrs. ☐ 1 hr. ☐ 2 hrs. ☐ 3 hrs. ☐ 4 hrs. ☐ more than 4 hours

Neither Disagree	Disagree	Strongly Disagree	Agree	Strongly Agree	Does not apply	Do not know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### B. Board and Administrative Organization

8. The Chabot-Las Positas Board of Trustees:
  - equitably represents the interests of Chabot.....
  - exhibits an interest in and understanding of the college's programs, services and needs...
  - makes responsible decisions that support and promote the mission of the college.....
  - accomplishes its responsibilities in ways that promote a positive learning environment at the college...
9. The College administration provides effective management that supports the college's mission
10. The College administration has effectively encouraged:
  - excellence in instruction.....
  - a positive learning environment...
11. The practice of shared governance has been adequately promoted and implemented by the college administration...
12. Important recommendations/decisions are implemented in a timely manner by the college administration...
13. The division between District and College operational responsibilities is written down and clearly communicated...
14. Information Technology Services (ITS) is administered to meet the needs of the College.....
15. There is adequate faculty participation in the development of institutional policy.....
16. Part-time faculty members are encouraged to participate in decision-making activities in their teaching areas...
17. As a member of the faculty, I feel respected and valued by the college administration.....
18. The Academic Senate has been effective in communicating concerns of the faculty to the college administration...
19. There is adequate classified/professional staff participation in the development of institutional policy...
20. As a member of the classified staff, I feel respected & valued by the college administration...
21. The Classified Senate has been effective in communicating concerns of the classified staff to the college administration...
22. Students are appropriately involved in the governance of the College.....
23. The administration provides adequate means for students to have their desires/concerns addressed...

Neither Disagree	Disagree	Strongly Disagree	Agree	Strongly Agree	Does not apply	Do not know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## Standard IV: Leadership and Governance (continued)

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:

	Much Worse	Worse	No Change	Improved	Much Improved	Does not apply	Do not know
1. Morale among the faculty/staff/administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Faculty/staff empowerment to improve or develop programs/services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Amount of innovation in programs and services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Leadership by the Chabot administration on educational issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Vision by the College President (s) for the college.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Effective functioning of the governance structure.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Mutual trust between faculty, staff, and administration.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Faculty being respected and valued by the administration.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Classified/professional staff being respected and valued by the administration & faculty.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Administration being respected and valued by faculty and staff.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Communication across the campus on major college and academic issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The District:

12. Responsiveness by the District administration to Chabot needs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Responsiveness by District services to Chabot staff/faculty/administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Board of Trustees (the Board):

14. Board understanding of programs, services, and needs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Board support for the quality, integrity, & effectiveness of Chabot programs & services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Board decision-making that supports and promotes Chabot's mission.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your experiences at Chabot since January 2008:

Based on your first impressions of Dr. Celia Barberena as the new Chabot College President,  
in what ways, if any, do you expect the following aspects of the college to change?

	Much Worse	Worse	No Change	Improvement	Much Improvement	Does not apply	Do not know
17. Morale among the faculty/staff/administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Faculty/staff empowerment to improve or develop programs/services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Leadership by the Chabot administration on educational issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Vision by the College President for the college.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Effective functioning of the governance structure.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Participation in shared governance.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Mutual trust and respect between faculty, staff, and administrators.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Communication across the campus on major college and academic issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





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Chabot College  
Faculty/Staff/Administrator  
Accreditation Survey  
Spring 2008

## COMMENTS

These comments will be sent to the appropriate Accreditation Committee(s).  
If you have longer comments for the Accreditation Committees to consider for their report,  
please Email or send separately to Carolyn Arnold in the Institutional Research Office: [carnold@chabotcollege.edu](mailto:carnold@chabotcollege.edu)

1. What are Chabot College's greatest strengths?

2. What could be done to improve Chabot College?

3. Other comments that elaborate on or add to issues covered in the survey:

**THANK YOU VERY MUCH FOR YOUR TIME!!**

**TO RETURN:**

Make sure your administrator has checked your name off of the completion list. Your administrator's office will collect your confidential survey and return it to the Institutional Research Office. Or you can send it directly to Institutional Research.

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