

Chabot College  
Faculty/Staff/Administrator  
Accreditation Survey  
Spring 2014



11520

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  
for the Chabot Accreditation Standard Committees

**TO RETURN:**

Please return survey to your administrator's office to get your name checked off the completion list. Your Administrative Assistant will then send your anonymous survey to the Institutional Research Office. Or you can send it directly to IR.

**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: Full-time Regular
- Classified Professional: Part-time Regular
- Faculty: Full-time
- Faculty: Part-time
- Administrator

**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

**Division, Department, or Location (pick one)**(optional if you feel this identifies you)

- Applied Technology & Business
- School of the Arts
- Health, Physical Education, & Athletics
- Language Arts
- Science & Mathematics
- Social Sciences
- Student Services, Student Life, Library, & Learning Connection
- College Administration & Services (Bldg 200, 700 South, Technology Services, Bookstore, President's Office, etc.)





## Standard I : Institutional Mission and Effectiveness

### A. Mission

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

|   | Strongly Disagree     | Neither Disagree Nor Agree | Disagree              | 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     | Neither Disagree Nor Agree | Disagree              | Agree                 | Strongly Agree        | Does not apply        | Do not know           |
|---|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. I contributed to the development of my area's program review.....  | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The program review 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 the college's strategic plan goal.....  | <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, budget cuts, 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 <i>integrated</i> ...             | <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 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

|  |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 program/discipline/area:                             |                       |                       |                       |                       |                       |                       |                       |
| - there is adequate communication between faculty, classified staff, and administrators...       | <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/area 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 Program Review and Budget Council (PRBC).....  | <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"/> |

#### Research

|  |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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/area. | <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

|  | Never                 | Sometimes             | Often                 |
|--|-----------------------|-----------------------|-----------------------|
| 1. I participate in thoughtful, reflective dialogues about <b>improving student learning</b> at these places and times:            |                       |                       |                       |
| on college-wide flex days.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in college-wide committees.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in my division/discipline/program meetings.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in meetings with one or more colleagues.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| informally, in hallways or offices.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I participate in thoughtful, reflective dialogues about <b>improving institutional effectiveness</b> at these places and times: |                       |                       |                       |
| on college-wide flex days.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in college-wide committees.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in my division/discipline/program meetings.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| in meetings with one or more colleagues.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| informally, in hallways or offices.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I collaborate or work with the following groups:  |                       |                       |                       |
| faculty/staff in my area or discipline.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| faculty or staff in my division or program.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| faculty or staff outside of my division or program.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Integrity, Equity, Diversity

|  | Neither Disagree      | Disagree              | Strongly Disagree     | Strongly Agree        | Agree                 | Does not apply        | Do not know           |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. The information that Chabot College presents to the public about my program/discipline/area is current and accurate...                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Chabot College provides students with clear expectations concerning the principles of <b>academic honesty</b> and the sanctions for violations..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. <b>Academic freedom</b> is upheld at Chabot.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>For faculty only:</b>   |                       |                       |                       |                       |                       |                       |                       |
| 7. When teaching, I consciously separate my personal convictions from the professionally accepted views of my discipline...                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. My dean would back me up in professional classroom practices.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. At Chabot, the general "campus climate" is one of respect for differences in:   |                       |                       |                       |                       |                       |                       |                       |
| - race-ethnicity.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - gender.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - physical disability.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - age.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - sexual orientation.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - native language.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - religion.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. The following groups demonstrate honesty and truthfulness in their dealings with me:   |                       |                       |                       |                       |                       |                       |                       |
| - students.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - faculty.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - classified professionals.....  | <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"/> |
| 11. Chabot provides programs and services that enhance understanding and appreciation of diversity on campus.....                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. The college curriculum adequately addresses issues related to cultural diversity.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. I feel discrimination by other college staff on this campus.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. If I feel discrimination, it is based on my (you may check more than one):   |                       |                       |                       |                       |                       |                       |                       |

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





**Standard II : Learning Programs and Services**

**A. Instructional Programs**

Neither Disagree 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<br>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 Instructors only: Items 6 - 27. All others go to the next page** →

|  |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Faculty have sufficient opportunities for input<br>on matters of curriculum review, evaluation, and revision...   | <input type="radio"/> | <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 a new AA-T degree in my area.....   | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/> |
| - assessing student learning outcomes.....   | <input type="radio"/> | <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,<br>self-teaching) in writing or assessing student learning outcomes.....  | <input type="radio"/> | <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"/> | <input type="radio"/> |
| 16. I have assessed student learning outcomes in my course(s).....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. My program/discipline has developed program-level student learning outcomes.....   | <input type="radio"/> | <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"/> | <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"/> | <input type="radio"/> |
| 20. I provide students with multiple opportunities to practice communication skills<br>(reading, writing, speaking) within the classroom or through assignments... | <input type="radio"/> | <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"/> | <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"/> | <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"/> | <input type="radio"/> |
| 24. I include information competency concepts (the search for and analysis of information)<br>in my courses/assignments....  | <input type="radio"/> | <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"/> | <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  Text  
(Check all that apply)





**My Referral Satisfaction**

**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. Online Orientation to Chabot College.....                                       | <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 Appointments.....  | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 5. Front Desk Counseling (quick questions).....                                    | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 6. Financial Aid Office.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 7. Student Online Services in Bldg. 700.....                                       | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 8. Career and Transfer Center.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 9. Office of Student Life (Clubs, Activities, Events).....                         | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 10. Student Government (SSCC, formerly ASCC).....                                  | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 11. Student Health Center.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 12. Library.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 13. Tutoring (Peer Academic Tutoring Help) Bldg 2300.....                          | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 14. WRAC Center (Writing Reading Across Curriculum) Library Mezzanine; Rm. 354.... | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 15. Math Lab, Rm. 3906B.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 16. Communications Lab, Rm. 802.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 17. Online Learning/Blackboard Student Support .....                               | <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. Extended Opportunity and Services (EOPS).....                                  | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 20. PACE Degree and Transfer Program for Working Adults .....                      | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 21. Veteran's Office.....  | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 22. Children's Center.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 23. Intercollegiate Athletics.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 24. College Bookstore.....   | <input type="radio"/>  | <input type="radio"/>                                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| 25. 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:

|   | HEARD of it, but      |                       | USED It and I was:    |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|   | NEVER HEARD of it     | NEVER USED IT         | Not Satisfied         | Satisfied             | Very Satisfied        |
| 26. Admissions and Records.....                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Children's Center.....                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. Student Health Center.....                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. Office of Student Life.....                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. College   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 31. Food Services-Cafeteria.....                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 32. Food Services-Catering.....                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 33. Campus Safety and Security.....                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. Online Teaching/Blackboard Faculty Support..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





**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"/> | <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"/> | <input type="radio"/> |
| 2. Student Services staff are dedicated to supporting student access, equity, and success.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I know where to locate and access written information about student support services.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I know where and how to refer my students to support services as needed.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. 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"/> | <input type="radio"/> |
| 6. In order to better help students in my course(s) and/or my program, I need more info on:   |                       |                       |                            |                       |                       |                       |                       |
| -Degree or certificate requirements in my area.....   | <input type="radio"/> | <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"/> | <input type="radio"/> |
| -Student support services for academic challenges.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Student support services for non-academic challenges   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. In order to better help students in my course(s) and/or program, we need more:   |                       |                       |                            |                       |                       |                       |                       |
| -Counseling support focused on our area.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Peer mentors focused on our area.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Tutoring for our students.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Learning assistants in our courses.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. 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"/> | <input type="radio"/> |
| 9. 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"/> | <input type="radio"/> |
| 10. 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"/> | <input type="radio"/> |
| 11. 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"/> | <input type="radio"/> |

**C. Library and Learning Support Programs**

|   |                       |                       |                       |                       |                       |                           |                          |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------------|--------------------------|
| 12. Academic learning support services (tutoring, computer labs, learning 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"/>     | <input type="radio"/>    |
| 13. 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"/>     | <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"/>     | <input type="radio"/>    |
| 14. 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"/>     | <input type="radio"/>    |
| <b>For faculty only:</b>  |                       |                       |                       |                       |                       |                           |                          |
| 15. I have scheduled library orientation sessions for my classes.....   |                       |                       |                       |                       |                       | Yes <input type="radio"/> | No <input type="radio"/> |
| 16. 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"/>     | <input type="radio"/>    |
| 17. Please indicate the number of times in the past year you have:  | <b>None</b>           | <b>1-3</b>            | <b>4-6</b>            | <b>7-9</b>            | <b>10+</b>            |                           |                          |
| - 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

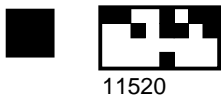
##### Hiring and evaluation

|   | 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 professionals.....   | <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. When I started working at Chabot, I attended an orientation or training for my job.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. 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"/> |
| 13. Sufficient training opportunities are offered in:  |                       |                       |                       |                       |                       |                       |                       |
| - the Banner system/CLASS-Web/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 or other online tools/course development.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - Curricunet.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. 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"/> |
| 15. 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"/> |
| 16. 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"/> |
| 17. Within the last 2 years, I have gone to the following number of conferences or other professional development events off-campus: | None                  | 1                     | 2                     | 3-4                   | 5+                    |                       |                       |
| <input type="radio"/> If I went, my expenses to these events were paid by (check all that apply):                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> myself <input type="radio"/> grants <input type="radio"/> my area's budget <input type="radio"/> other         |                       |                       |                       |                       |                       |                       |                       |
| 18. 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"/> |
| 19. 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"/> |
| 20. Chabot College acknowledges classified professionals 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"/> |
| 21. 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 main work area is:

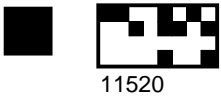
- currently under construction or will be in next several years
- is new or has recently been renovated (in the past 4-5 years)
- is an existing building that has not been remodeled in the last 5 years
- do not know

Neither Disagree Nor Agree  
Strongly Disagree Disagree Agree Strongly Agree  
Does not apply Do not know

|  | Strongly Disagree     | Disagree              | Neither Disagree Nor Agree | Agree                 | Strongly Agree        | Does not apply        | Do not know           |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. I am <b>familiar</b> 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 <b>had input</b> into the 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, <b>the needs</b> 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. If my area is new or was remodeled:   |                       |                       |                            |                       |                       |                       |                       |
| -the user group was the driving force behind the decisions of what was included in the planning and implementation...  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -the end result met expectations.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -the end result enhances student learning.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The current college facilities for my area:   |                       |                       |                            |                       |                       |                       |                       |
| - 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"/> |
| 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 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. 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 <b>office</b> , 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 <b>classroom</b> , 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 <b>computer labs</b> , 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:<br>- in my office.....<br>- 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. For Audio Visual Services:<br>- the hours and assistance are sufficient for me.....<br>- classroom equipment 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"/> |





## Standard IV: Leadership and Governance

### A. Decision-making roles and processes

|  | Strongly Disagree     | Disagree              | Neither Disagree Nor Agree | Agree                 | Strongly Agree        | Does not apply        | Do not know           |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. If I have a question about campus policies or procedures, I know where to go for an answer...   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I have a substantive role in college governance and policy-making when it relates to my areas of responsibility and expertise...  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I feel empowered 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"/> |
| 4. Faculty and/or staff input has:   |                       |                       |                            |                       |                       |                       |                       |
| - helped the college better achieve its mission.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - helped improve student learning.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I understand how the current structure of Council and Committees interacts to make recommendations on policy and prodecures.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. The current structure of Councils and Committees enables effective college-wide participation in decision-making by all segments of the college community...  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. The college evaluates its governance and decision-making structures in order to identify weaknesses and make needed improvements...   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. On average, I spend ____ hour(s) <u>per week</u> on shared governance activities (reading minutes, memos, newsletters, attending meetings, doing committee work).<br>→ (select one) → <input type="radio"/> 0 hrs. <input type="radio"/> 1 hr. <input type="radio"/> 2 hrs. <input type="radio"/> 3 hrs. <input type="radio"/> 4 hrs. <input type="radio"/> more than 4 hours |                       |                       |                            |                       |                       |                       |                       |

### B. Board, District, and College Administration

#### Board of Trustees

|  | Strongly Disagree     | Disagree              | Neither Disagree Nor Agree | Agree                 | Strongly Agree        | Does not apply        | Do not know           |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Chabot-Las Positas Board of Trustees:  |                       |                       |                            |                       |                       |                       |                       |
| - equitably represents the interests of Chabot.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - exhibits an interest in and understanding of the college's 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"/> |
| - makes responsible decisions that support and promote the mission of the college.....                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - accomplishes its responsibilities in ways that promote a positive learning environment at the college..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - supports the equality , integrity, and effectiveness of Chabot programs and services....                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### District Chancellor

|  |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The Chancellor equitably represents the interests of both Colleges to the Board of Trustees..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chancellor fosters effective communication between the two colleges and the Board.....       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

#### District Administration

|  |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The division between District and College operational responsibilities is clearly communicated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The District services are administered to meet the needs of Chabot College in:                 |                       |                       |                       |                       |                       |                       |                       |
| -Maintenance and Operations.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Information Technology Services (ITS).....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Human Resources.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Purchasing.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| -Warehouse and Receiving.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| District services are responsive 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"/> |



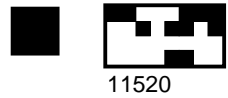


**Standard IV: Leadership and Governance (continued)**

**B. Board, District, and College Administration (continued)**

|   | Strongly Disagree     | Disagree              | Neither Disagree Nor Agree | Agree                 | Strongly Agree        | Does not apply        | Do not know           |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <i>Chabot College President</i>   |                       |                       |                            |                       |                       |                       |                       |
| The president is receptive to the concerns of classified professionals and faculty.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The president effectively communicates 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 president promotes a climate that is tolerant and accepting of differences in ethnicity, cultural background, age, gender, sexual orientation, physical disability, and religious background..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Chabot College Administration</i>  |                       |                       |                            |                       |                       |                       |                       |
| The college administration provides effective management that supports the college's mission  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The college administration has effectively encouraged: - excellence in instruction.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| - a positive learning environment.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The college administration demonstrates leadership on educational issues.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administration creates an environment that supports innovation in programs & services...  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The practice of shared governance has been adequately promoted and implemented by the college administration.....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Important recommendations/decisions made through shared governance are implemented in a timely manner by the college administration.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Faculty</i>  |                       |                       |                            |                       |                       |                       |                       |
| There is adequate <b>faculty</b> voice in the development of institutional policy.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Part-time faculty</b> members are encouraged to participate in decision-making activities in their teaching areas...   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a member of the faculty, I feel respected and valued by the college administration.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The <b>Academic Senate</b> has been effective in communicating concerns of the faculty to the college administration...   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Classified Professionals</i>   |                       |                       |                            |                       |                       |                       |                       |
| There is adequate <b>classified professional</b> voice in the development of institutional policy.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As a classified professional, I feel respected & valued by the college administration.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The <b>Classified Senate</b> has been effective in communicating concerns of classified professionals to the college administration.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <i>Students</i>   |                       |                       |                            |                       |                       |                       |                       |
| Students are adequately involved in the governance of the College.....  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The administration provides adequate means for students to have their desires/concerns addressed...   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |





11520

**Chabot College  
Faculty/Staff/Administrator  
Accreditation Survey  
Spring 2014**

**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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