



Chabot College Employee Accreditation Survey Spring 2021

Dear Colleague,

Thank you for taking time to provide your perceptions of Chabot! This is an important survey that we only conduct every 6-7 years.

The survey is designed to gather evidence for addressing the standards in our Accreditation Self-Study Report (“ISER”) 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.

Two lucky raffle winners will win \$50 gift certificates to DoorDash, courtesy of VP Thompson.

**Sincerely,
Cynthia Gordon da Cruz, Samantha Kessler, and the CAL Team**



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Demographic & Background Information

* 1. Primary Staff Position

- Classified Professional: Full-time and/or Part-time
- Faculty: Full-time
- Faculty: Part-time
- Administrator

2. Number of years employed at Chabot

- Less than 1 year
- 1-5 years
- 6-10 years
- 11 years or more

3. Area/Role on Campus (optional if you feel this identifies you)

- Academic Programs and Services
- Administrative Services & President's Office
- Student Services

4. Race-ethnicity (check all that apply)

- African American/Black/African
- Asian American/Asian
- Pacific Islander/Hawaiian
- Filipino/x
- Latinx/Hispanic/Chicanx
- Native American/Alaskan Native
- White/European American
- Fill in:

5. Gender

Female

Gender nonconforming or nonbinary or Genderqueer

Male

Prefer not to state

Transgender

Fill in:

6. Sexual Orientation

Straight/Heterosexual

Gay, Lesbian or Homosexual

Bisexual

Prefer not to state

Fill in:

7. Do you identify as having a disability?

Yes

No

Prefer not to state



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Standard 1A: Mission

8. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am familiar with the Chabot College Mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used the Chabot College Mission statement in some aspect of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Do Not Know
Institutional planning and decision-making are guided by the Mission statement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see a clear link between planning in my area and the mission of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standard I B: Academic Quality and Institutional Effectiveness

10. At Chabot, there is a college-wide commitment to student learning.

- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
- Does Not Apply/ Do Not Know

11. I have engaged in collegial dialogue about one or more of the following (check all that apply):

- student outcomes
- student equity
- academic quality
- institutional effectiveness
- continuous improvement of student learning and achievement

12. This collegial dialogue (about one or more of the following: student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement) occurred **at these places and times** (check all that apply):

- on college-wide flex days
- in college-wide/shared governance committees
- in my division/discipline/program meetings
- in meetings with one or more colleagues
- informally, in hallways or offices
- Other (please specify)

13. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
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"/>
- 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"/>
- 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"/>
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"/>

14. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I am familiar with the college's Strategic Plan (short-term planning document).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the college's (newly completed in Fall 2020!) Educational Master Plan (long-term planning document).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standard I C: Institutional Integrity, Equity & Diversity

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

- Strongly Disagree Disagree Neither Disagree Nor Agree Agree Strongly Agree
- Does Not Apply/ Do Not Know



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Standard I C: Institutional Integrity, Equity & Diversity

16. Which program/discipline/area has inaccurate information and where is the inaccurate information located? (If you prefer not to say, then write "NA")



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Standard I C: Institutional Integrity, Equity & Diversity

17. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
I feel a sense of belonging at Chabot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the Chabot leadership is committed to taking action to increase everyone's sense of belonging on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
There is an emotionally supportive climate at Chabot for administrators/ faculty/ classified professionals with mental health needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At Chabot, the general "campus climate" is one of respect for differences in:	<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"/>
- disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gender (men/women)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- gender (transgender, gender nonbinary, genderqueer)	<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"/>
- race-ethnicity	<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"/>
- sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
At Chabot, I engage in conversations about race, racism, and bias, even when they might be uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My contributions are dismissed or devalued because of my racial or ethnic background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people make assumptions about my intelligence and abilities because of my race or ethnicity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How often, if ever, do you experience discrimination at Chabot?

	Never	Rarely	Sometimes	Often	Very Often
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education Level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity or Race	<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"/>
Job classification (administrator, faculty, classified professional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious Beliefs	<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"/>
Socio-Economic Status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)



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Standard II A. Instructional Programs

21. Overall, Chabot provides a high quality learning experience for students.

- Strongly Disagree Disagree Neither Agree Nor Disagree Agree Strongly Agree
- Do Not Know

* 22. The next set of survey questions are for faculty. Are you a faculty member/instructor?

- Yes (you will be directed to the faculty questions)
- No (you will be directed to the next section for all Chabot employees)



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Standard II A. Instructional Programs

23. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
<u>Academic freedom</u> is upheld at Chabot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
I regularly update my course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
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"/>
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"/>
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"/>

24. 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):

	Never	Sometimes	Often	Very Often
Lectures: speaking or presenting only	<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"/>
Multi-media presentations using computers, powerpoint, video, slides, audio, etc...	<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"/>
In-class discussions or activities in small groups	<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"/>
Working with students in small groups during class	<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"/>



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Standard II B: Library and Learning Support Services

25. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
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"/>
Resources are adequate for students to complete academic course work:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- 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"/>
Faculty & classified professionals 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"/>
Library instruction and reference assistance meet student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standard II C: Student Support Services

26. Please rate your satisfaction with **your own use** (i.e. not your students' usage, but your own usage) of the following college services (We ask students about their own usage in the Student Satisfaction Survey.):

	Very Dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very Satisfied	Do Not Use
Admissions and Records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Safety and Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Children's Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disabled Students Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El Centro	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Services-Catering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food Services-Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Teaching/Canvas Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
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"/>
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"/>
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"/>

28. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
In order to better help students in my course(s) and/or my program, I need more info on:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- 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"/>
- Transfer requirements	<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"/>
- 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"/>
In order to better help students in my course(s) and/or program, we need more:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Counseling support focused on our area	<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"/>
- Tutoring for our students	<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"/>
Overall, 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"/>



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Standard III A: Human Resources

29. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
Evaluations of my job performance are systematic and conducted at stated intervals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations of my job performance seek to assess job effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluations of my job performance encourage improvement in performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

30. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
The college demonstrates its commitment to diversity through its hiring processes, including job descriptions, diversity of applicant pool, and the selection of hiring committee members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
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"/>
Human Resource policies and procedures are equitably applied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Within the last 2 years, I have gone to the following number of conferences (or other *externally sponsored* professional development events/webinars):

<input type="radio"/> None	<input type="radio"/> 3
<input type="radio"/> 1	<input type="radio"/> 4
<input type="radio"/> 2	<input type="radio"/> 5+



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Standard III B: Physical Resources

32. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
The facilities are constructed and maintained to assure:						
- Access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Healthful learning and working environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
- 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"/>
- 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"/>
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"/>
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"/>
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"/>
Overall, college facilities support student learning programs and services at Chabot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the college assesses the effective use of facilities and equipment at Chabot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standard III C: Technology Resources

33. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
Note: Please think back to when we were regularly on-campus (i.e. not during shelter-in-place) to answer the following questions:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- In my Chabot <u>office</u> , the equipment, software, and network connections allow me 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"/>
- In Chabot <u>classrooms and labs</u> , the equipment, software, and network connections effectively support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- <u>Across Chabot</u> , the equipment, software, and network connections effectively support students' access to support services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- <u>Across Chabot</u> , equipment, software, and network connections are kept current and effectively support the institution's management and operational functions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- I have the technological training needed in order to do my job effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standard III D: Financial Resources

34. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
The institution's mission and goals are the foundation for financial planning at Chabot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The budget process ties resource allocation to institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for members of the Chabot community to participate in Chabot's institutional planning and budgeting process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional planning reflects a realistic assessment of financial resource availability and expenditure requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Institutional Advancement applies for grants that align with major college priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
In the college planning and budgeting process, I have a clear understanding of the role of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the Program and Area Review Committee (PAR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the Planning and Resource Allocation Committee (PRAC)	<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"/>
- the Classified Prioritization Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the Administrative Prioritization Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- the Enrollment Management Committee (CEMC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standards IV: Leadership and Governance

36. Standard IV A: Decision-Making Roles and Processes

Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
Governance roles are designed to facilitate decisions that support student learning, programs, and services and improve institutional effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college administration clearly states and supports the role of <i>classified professionals</i> in shared governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The college administration clearly states and supports the role of <i>faculty</i> in shared governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decisions that have significant institution-wide implications are made through systematic participative processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Standard IV B: Chief Executive Officer

Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
The president effectively communicates across the campus about major college and academic issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The president establishes collegial processes that set values, goals, and priorities that support the teaching and learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The president ensures that educational planning is integrated with resource planning and allocation in ways that support the teaching and learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The president supports the use of high quality research and analysis that supports the teaching and learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Standard IV: Leadership and Governance (Continued)

38. Standard IV C: Governing Board

Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
The governing board implements policies that support academic quality, integrity, and effective student learning programs and services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The governing board is an independent, policy-making body that protects the institution from undue influence or political pressure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Standard IV D: Multi-College Districts or Systems

Please select the option below that best describes your opinion.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Does Not Apply/ Do Not Know
The district provides effective services that support the mission and functions of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizational roles of the district and the college are clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Comments

40. What are Chabot College's greatest strengths?

41. What could be done to improve Chabot College?

42. If you would like to be entered in a raffle drawing for one of two \$50 gift certificates to Door Dash, please enter your email here (survey responses will be separated from raffle entries and remain anonymous):