

**Chabot College**  
**Employee Accreditation Survey: Spring 2021**

Percentage Distribution of Survey Items, by Standard and Employee Classification  
Based on the responses of 312 faculty, classified professionals and administrators

<b>Standard I A: Mission</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
I am familiar with the Chabot College Mission statement.	86%	81%	94%	96%
I have used the Chabot College Mission statement in some aspect of my work.	71%	64%	73%	92%
Institutional planning and decision-making are guided by the Mission statement.	67%	67%	73%	67%
I see a clear link between planning in my area and the mission of the college.	64%	67%	71%	72%

<b>Standard I B: Academic Quality and Institutional Effectiveness</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
At Chabot, there is a college-wide commitment to student learning.	86%	96%	89%	96%
I have engaged in collegial dialogue about one or more of the following (check all that apply)	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
• student outcomes	65%	73%	88%	84%
• student equity	72%	64%	87%	96%
• academic quality	38%	69%	78%	68%
• institutional effectiveness	42%	41%	63%	88%
• continuous improvement of student learning and achievement	65%	73%	82%	84%
This collegial dialogue occurred at these places and times (check all that apply)				
• on college-wide flex days	70%	44%	81%	76%
• in college-wide/shared governance committees	58%	25%	67%	80%
• in my division/discipline/program meetings	64%	64%	87%	76%
• in meetings with one or more colleagues	64%	69%	80%	96%
• informally, in hallways or offices	48%	59%	74%	68%

<b>Standard I B: Academic Quality and Institutional Effectiveness (continued)</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The program review process in my area:				
• is useful to me	58%	58%	52%	54%
• has led to improvements in my area	60%	68%	52%	63%
• has led to new resources for my area	58%	27%	57%	52%
I use Institutional Research data in the planning and evaluation of my courses/ program/ unit.	42%	49%	67%	64%
I am familiar with the college's Strategic Plan (short-term planning document).	46%	25%	55%	96%
I am familiar with the college's (newly completed in Fall 2020) Educational Master Plan (long-term planning document).	46%	20%	40%	84%

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<b>Standard I C: Institutional Integrity, Equity &amp; Diversity</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The information that Chabot College presents to the public about my program/discipline/area is current and accurate.	68%	73%	56%	74%
I feel a sense of belonging at Chabot	66%	80%	77%	64%
I believe the Chabot leadership is committed to taking action to increase everyone's sense of belonging on campus.	59%	76%	58%	65%
There is an emotionally supportive climate at Chabot for administrators/ faculty/ classified professionals with mental health needs.	52%	63%	50%	55%
At Chabot, the general "campus climate" is one of respect for differences in:				
• age	61%	79%	77%	71%
• disability	67%	87%	83%	88%
• gender (men/ women)	69%	76%	81%	79%
• gender (transgender, gender nonbinary, genderqueer)	67%	76%	75%	79%
• native language	58%	79%	64%	58%
• race/ethnicity	70%	87%	77%	75%
• religion	59%	73%	60%	48%
• sexual orientation	72%	80%	83%	74%
At Chabot, I engage in conversations about race, racism, and bias, even when they might be uncomfortable.	65%	65%	81%	84%
My contributions are dismissed or devalued because of my racial or ethnic background.	18%	10%	17%	28%
Other people make assumptions about my intelligence and abilities because of my race or ethnicity.	21%	12%	19%	36%

<b>Standard I C: Institutional Integrity, Equity &amp; Diversity (continued)</b>	Percentage of those who rated often or very often			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
How often, if ever, do you experience discrimination at Chabot?				
• age	7%	4%	1%	8%
• citizenship status	0%	0%	1%	0%
• disability	2%	0%	1%	0%
• education level	10%	4%	3%	8%
• ethnicity or race	5%	4%	6%	17%
• gender	5%	4%	4%	13%
• job classification (administrator, faculty, classified professional)	27%	6%	7%	13%
• language	3%	0%	1%	0%
• religious beliefs	3%	2%	1%	0%
• sexual orientation	1%	0%	2%	0%
• socio-economic status	4%	0%	1%	8%

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<b>Standard II A: Instructional Programs</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Overall, Chabot provides a high quality learning experience for students.	80%	98%	80%	88%

*The next set of survey questions on Standard IIA: Instructional Programs are for faculty members/instructors only.*

<b>Standard II A: Instructional Programs (faculty members/instructors only)</b>	Percentage of those who agree or strongly agree		
		Faculty Part-Time (n=53)*	Faculty Full-Time (n=123)
Academic freedom is upheld at Chabot.		92%	85%
Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision.		82%	82%
I regularly update my course content.		81%	90%
I use a variety of teaching methodologies as a response to the learning styles of students.		88%	95%
I use multiple methods of classroom assessment to measure student progress.		85%	93%
The purpose and value of writing and assessing student learning outcomes is clear to me.		83%	71%
My program/discipline has developed program-level student learning outcomes.		88%	87%

<b>Standard II A: Instructional Programs (faculty members/instructors only)</b>	Percentage of those who report often or very often		
		Faculty Part-Time (n=53)*	Faculty Full-Time (n=123)
Averaging over all the courses you currently teach, HOW MUCH of the CLASSROOM TIME do you ALLOCATE for the following TYPES of TEACHING ACTIVITIES (may overlap):			
• Lectures: speaking or presenting only		58%	51%
• Lectures: with interactions/discussions		76%	87%
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc..		88%	79%
• In-class discussions involving the whole class		66%	74%
• In-class discussions or activities in small groups		72%	70%
• Active/hands-on activities (experimenting, performing, creating, practicing)		80%	68%
• Working with students in small groups during class		55%	62%
• Working one-on-one with students during class		61%	46%

\* Responses from classified professionals who are instructors are aggregated in the column for Part-Time Faculty.

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<b>Standard II B: Library and Learning Support Services</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Academic learning support services (tutoring, computer labs, learning assistants) make effective contributions to student learning and success.	84%	79%	87%	83%
Resources are adequate for students to complete academic course work:				
• in the Library	70%	67%	75%	70%
• on the Library web site	70%	64%	72%	74%
Faculty & classified professionals are adequately involved in the selection of library materials in their fields.	30%	41%	59%	67%
Library instruction and reference assistance meet student needs	57%	60%	67%	75%

<b>Standard II C: Student Support Services</b>	Percentage of those who used services and are satisfied or very satisfied			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Rate your satisfaction with your own use of the following college services:				
• Admissions and Records	69%	74%	80%	76%
• Bookstore	68%	66%	59%	71%
• Campus Safety and Security	81%	81%	79%	96%
• Children's Center	37%	14%	51%	63%
• Counseling	66%	64%	62%	72%
• Disabled Students Resource Center	70%	88%	84%	76%
• El Centro	73%	50%	40%	87%
• Fitness Center	73%	36%	65%	63%
• Food Services-Catering	68%	50%	47%	43%
• Food Services-Cafeteria	49%	68%	44%	37%
• Online Teaching/Canvas Support	58%	93%	88%	81%
• Student Life	56%	56%	66%	75%

<b>Standard II C: Student Support Services (continued)</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
I know where to locate and access written information about student support services.	79%	72%	86%	91%
I know where and how to refer my students to support services, as needed.	84%	74%	86%	90%
The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs.	52%	42%	46%	47%
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	46%	33%	31%	31%
• Transfer requirements	55%	41%	43%	41%
• Student support services for academic challenges	59%	48%	46%	35%
• Student support services for non-academic challenges	60%	56%	49%	29%

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<b>Standard II C: Student Support Services (continued)</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
In order to better help students in my course(s) and/or program, we need more:				
• Counseling support focused on our area	55%	58%	73%	89%
• Peer mentors focused on our area	56%	68%	69%	79%
• Tutoring for our students	64%	64%	68%	67%
• Learning assistants in our courses	51%	58%	60%	75%
Overall, student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success.	77%	79%	80%	71%

<b>Standard III A: Human Resources</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Evaluations of my job performance are systematic and conducted at stated intervals.	49%	80%	84%	82%
Evaluations of my job performance seek to assess job effectiveness.	55%	85%	81%	77%
Evaluations of my job performance encourage improvement in performance.	54%	83%	74%	77%
My administrator/supervisor encourages and supports my participation in professional development activities.	76%	92%	83%	86%
The college demonstrates its commitment to diversity through its hiring process, including job descriptions, diversity of applicant pool, and the selection of hiring committee members.	66%	67%	66%	50%
Hiring processes are likely to result in hiring personnel who will effectively advance the mission of Chabot College.	57%	67%	66%	55%
Human Resource policies and procedures are clearly stated.	49%	58%	59%	55%
Human Resource policies and procedures are equitably applied.	43%	52%	53%	55%

<b>Standard III A: Human Resources (continued)</b>	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Within the last 2 years, I have gone to the following number of conferences (or other externally sponsored professional development events/webinars):				
None	21%	18%	8%	0%
1	15%	10%	16%	5%
2	20%	22%	23%	14%
3	9%	10%	14%	23%
4	12%	10%	12%	18%
5+	22%	29%	28%	41%
At least one conference	79%	82%	92%	100%

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<b>Standard III B: Physical Resources</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The facilities are constructed and maintained to assure:				
• Access	77%	82%	76%	77%
• Safety	75%	79%	70%	73%
• Security	75%	72%	69%	73%
• Healthful learning and working environment	69%	82%	57%	68%

<b>Standard III B: Physical Resources (continued)</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The current college facilities for my area:				
• provide adequate physical space for my discipline/program/service area	57%	63%	49%	35%
• support and ensure the integrity and quality of my discipline/program/service area	65%	73%	55%	50%
• support student learning in my discipline/program/service area	67%	73%	59%	63%
Instructional equipment in labs (science, health, vocational programs, etc.) is adequately maintained to support student learning.	54%	64%	49%	64%
I feel safe on campus during daylight hours.	87%	95%	97%	91%
I feel safe on campus during the evening or at night.	58%	66%	66%	64%
Overall, college facilities support student learning programs and services at Chabot.	77%	86%	76%	95%
Overall, the college assesses the effective use of facilities and equipment at Chabot.	65%	71%	58%	62%

<b>Standard III C: Technology Resources</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Please think back to when we were regularly on-campus (i.e. not during shelter-in-place) to answer the following questions:				
• In my Chabot office, the equipment, software, and network connections allow me to effectively carry out my work responsibilities.	68%	58%	65%	36%
• In Chabot classrooms and labs, the equipment, software, and network connections effectively support student learning.	61%	74%	61%	50%
• Across Chabot, the equipment, software, and network connections effectively support students' access to support services.	67%	60%	46%	67%
• Across Chabot, equipment, software, and network connections are kept current and effectively support the institution's management and operational functions.	59%	53%	43%	68%
• I have the technological training needed in order to do my job effectively.	62%	68%	72%	70%

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<b>Standard III D: Financial Resources</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The institution's mission and goals are the foundation for financial planning at Chabot.	59%	63%	53%	57%
The budget process ties resource allocation to institutional planning.	61%	59%	49%	52%
There are opportunities for members of the Chabot community to participate in Chabot's institutional planning and budgeting process.	71%	50%	65%	86%
Institutional planning reflects a realistic assessment of financial resource availability and expenditure requirements.	55%	32%	47%	62%
The Office of Institutional Advancement applies for grants that align with major college priorities.	74%	48%	64%	82%
In the college planning and budgeting process, I have a clear understanding of the role of:				
• the Program and Area Review Committee (PAR)	49%	26%	42%	86%
• the Planning and Resource Allocation Committee (PRAC)	51%	21%	47%	86%
• the Faculty Prioritization Committee	46%	31%	68%	86%
• the Classified Prioritization Committee	56%	23%	44%	81%
• the Administrative Prioritization Committee	44%	15%	34%	81%
• the Enrollment Management Committee (CEMC)	42%	21%	37%	81%

<b>Standard IV A: Decision-Making Roles and Processes</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
Governance roles are designed to facilitate decisions that support student learning, programs, and services and improve institutional effectiveness.	77%	68%	67%	85%
The college administration clearly states and supports the role of classified professionals in shared governance.	66%	52%	68%	89%
The college administration clearly states and supports the role of faculty in shared governance.	76%	67%	72%	85%
Decisions that have significant institution-wide implications are made through systematic participative processes.	68%	59%	53%	75%

<b>Standard IV B: Chief Executive Officer</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The president effectively communicates across the campus about major college and academic issues.	76%	86%	83%	80%
The president establishes collegial processes that set values, goals, and priorities that support the teaching and learning environment.	70%	72%	77%	70%
The president ensures that educational planning is integrated with resource planning and allocation in ways that support the teaching and learning environment.	63%	68%	70%	60%
The president supports the use of high quality research and analysis that supports the teaching and learning environment.	65%	73%	75%	79%

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<b>Standard IV C: Governing Board</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The governing board implements policies that support academic quality, integrity, and effective student learning programs and services.	61%	59%	53%	61%
The governing board is an independent, policy-making body that protects the institution from undue influence or political pressure.	46%	56%	52%	72%

<b>Standard IV D: Multi-College Districts or Systems</b>	Percentage of those who agree or strongly agree			
	Classified (n=99)	Faculty Part-Time (n=59)	Faculty Full-Time (n=129)	Administrators (n=25)
The district provides effective services that support the mission and functions of the college.	47%	48%	40%	65%
Organizational roles of the district and the college are clearly defined.	42%	32%	31%	55%
The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner.	41%	40%	39%	60%