Chabot College
Employee Accreditation Survey: Spring 2021

Percentage Distribution of Survey Items, by Standard

Based on the responses of 312 faculty, classified professionals and administrators

Standard I A: Mission	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
I am familiar with the Chabot College Mission statement.	89%	1%	1%	8%	64%	25%	295	95%	✕
I have used the Chabot College Mission statement in some aspect of my work.	72%	2%	8%	17%	50%	23%	296	95%	✕
Institutional planning and decision-making are guided by the Mission statement.	69%	2%	4%	24%	48%	22%	290	93%	3%
I see a clear link between planning in my area and the mission of the college.	68%	3%	6%	23%	44%	24%	287	92%	3%

Standard I B: Academic Quality and Institutional Effectiveness	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
At Chabot, there is a college-wide commitment to student learning.	90%	2%	2%	6%	46%	43%	290	93%	1%

I have engaged in collegial dialogue about one or more of the following (check all that apply)	Pct of 312	This collegial dialogue occurred at these places and times (check all that apply):	Pct of 312
• student outcomes	77%	• on college-wide flex days	70%
• student equity	79%	• in college-wide/shared governance committees	57%
• academic quality	63%	• in my division/discipline/program meetings	74%
• institutional effectiveness	54%	• in meetings with one or more colleagues	74%
• continuous improvement of student learning and achievement	75%	• informally, in hallways or offices	63%

Standard I B: Academic Quality and Institutional Effectiveness (continued)	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The program review process in my area:									
• is useful to me	55%	5%	12%	28%	45%	10%	272	87%	6%
• has led to improvements in my area	58%	5%	11%	25%	47%	11%	270	87%	7%
• has led to new resources for my area	58%	7%	10%	25%	46%	12%	259	83%	9%
I use Institutional Research data in the planning and evaluation of my courses/ program/ unit.	58%	3%	9%	31%	40%	18%	245	79%	15%
I am familiar with the college's Strategic Plan (short-term planning document).	51%	2%	18%	30%	43%	8%	291	93%	✕
I am familiar with the college's (newly completed in Fall 2020) Educational Master Plan (long-term planning document).	42%	2%	23%	33%	36%	6%	291	93%	✕

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Chabot College
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Standard I C: Institutional Integrity, Equity & Diversity	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The information that Chabot College presents to the public about my program/ discipline/ area is current and accurate.	64%	3%	9%	23%	48%	16%	262	84%	11%
I feel a sense of belonging at Chabot	73%	2%	9%	16%	50%	23%	279	89%	✕
I believe the Chabot leadership is committed to taking action to increase everyone's sense of belonging on campus.	62%	6%	13%	20%	47%	15%	284	91%	✕
There is an emotionally supportive climate at Chabot for administrators/ faculty/ classified professionals with mental health needs.	53%	4%	17%	25%	34%	19%	265	85%	7%
At Chabot, the general "campus climate" is one of respect for differences in:									
• age	71%	1%	7%	20%	49%	23%	269	86%	4%
• disability	79%	2%	5%	15%	51%	28%	273	88%	5%
• gender (men/ women)	76%	3%	4%	17%	48%	28%	277	89%	4%
• gender (transgender, gender nonbinary, genderqueer)	73%	3%	4%	20%	46%	27%	267	86%	7%
• native language	64%	2%	8%	26%	42%	22%	266	85%	7%
• race/ethnicity	76%	4%	6%	14%	50%	26%	274	88%	4%
• religion	61%	3%	8%	28%	40%	21%	264	85%	7%
• sexual orientation	78%	3%	3%	16%	51%	28%	269	86%	6%
At Chabot, I engage in conversations about race, racism, and bias, even when they might be uncomfortable.	74%	2%	4%	20%	56%	18%	292	94%	✕
My contributions are dismissed or devalued because of my racial or ethnic background.	17%	19%	36%	27%	13%	4%	291	93%	✕
Other people make assumptions about my intelligence and abilities because of my race or ethnicity.	20%	15%	26%	39%	14%	5%	290	93%	✕

Standard I C: Institutional Integrity, Equity & Diversity (continued)	Pct who Often or Very Often	Percentage of those who responded…					Responses to each questions	
		Never	Rarely	Sometimes	Often	Very Often	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)
How often, if ever, do you experience discrimination at Chabot?								
• age	4%	55%	20%	21%	3%	1%	289	93%
• citizenship status	<1%	89%	7%	4%	<1%	0%	289	93%
• disability	1%	87%	8%	3%	0%	1%	288	92%
• education level	6%	64%	19%	11%	3%	3%	288	92%
• ethnicity or race	6%	55%	22%	17%	4%	2%	288	92%
• gender	5%	61%	20%	14%	3%	2%	287	92%
• job classification (administrator, faculty, classified professional)	14%	49%	15%	23%	6%	8%	289	93%
• language	1%	83%	8%	7%	1%	<1%	288	92%
• religious beliefs	2%	80%	14%	4%	1%	1%	288	92%
• sexual orientation	1%	88%	9%	2%	<1%	1%	287	92%
• socio-economic status	3%	77%	13%	7%	2%	1%	287	92%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Standard II A: Instructional Programs	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Overall, Chabot provides a high quality learning experience for students.	84%	2%	3%	11%	60%	23%	286	92%	1%

The next set of survey questions are for faculty members/ instructors only:

Standard II A: Instructional Programs (faculty members/instructors only)	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Academic freedom is upheld at Chabot.	87%	1%	5%	6%	61%	26%	171	55%	✕
Faculty have sufficient opportunities for input on matters of curriculum review, evaluation, and revision.	82%	1%	3%	14%	62%	20%	172	55%	✕
I regularly update my course content.	87%	1%	1%	11%	45%	42%	173	55%	✕
I use a variety of teaching methodologies as a response to the learning styles of students.	93%	1%	0%	6%	46%	47%	173	55%	✕
I use multiple methods of classroom assessment to measure student progress.	91%	1%	1%	8%	49%	42%	173	55%	✕
The purpose and value of writing and assessing student learning outcomes is clear to me.	75%	3%	9%	14%	47%	28%	173	55%	✕
My program/discipline has developed program-level student learning outcomes.	87%	1%	1%	12%	54%	34%	173	55%	✕

Standard II A: Instructional Programs (faculty members/instructors only)	Pct who Often or Very Often	Percentage of those who responded…				Responses to each questions	
		Never	Sometimes	Often	Very Often	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)
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	53%	14%	33%	34%	19%	168	54%
• Lectures: with interactions/discussions	84%	4%	12%	46%	37%	170	54%
• Multi-media presentations using computers, powerpoint, video, slides, audio, etc..	82%	5%	13%	32%	50%	171	55%
• In-class discussions involving the whole class	72%	4%	24%	34%	38%	171	55%
• In-class discussions or activities in small groups	71%	4%	26%	37%	34%	167	54%
• Active/hands-on activities (experimenting, performing, creating, practicing)	72%	4%	24%	31%	41%	171	55%
• Working with students in small groups during class	60%	6%	34%	28%	32%	171	55%
• Working one-on-one with students during class	50%	11%	38%	26%	24%	169	54%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Standard II B: Library and Learning Support Services	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Academic learning support services (tutoring, computer labs, learning assistants) make effective contributions to student learning and success.	84%	1%	3%	13%	32%	52%	270	87%	5%
Resources are adequate for students to complete academic course work:									
• in the Library	72%	1%	3%	25%	46%	26%	227	73%	18%
• on the Library web site	70%	0%	3%	27%	45%	25%	216	69%	20%
Faculty & classified professionals are adequately involved in the selection of library materials in their fields.	48%	3%	6%	44%	31%	17%	209	67%	23%
Library instruction and reference assistance meet student needs	64%	1%	4%	32%	44%	20%	209	67%	24%

Standard II C: Student Support Services	Pct who Satisfied or Very Satisfied	Percentage of those who responded…					Responses to each question		
		Very Dissatis-fied	Dissatis-fied	Neither Satisfied Nor Dissatisfied	Satis-fied	Very Satisfied	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Rate your satisfaction with your own use of the following college services:									
• Admissions and Records	76%	2%	6%	16%	39%	36%	254	81%	9%
• Bookstore	64%	2%	9%	25%	43%	21%	242	78%	13%
• Campus Safety and Security	81%	1%	5%	13%	40%	41%	273	88%	3%
• Children's Center	44%	0%	2%	53%	26%	18%	88	28%	62%
• Counseling	64%	3%	11%	21%	45%	19%	211	68%	23%
• Disabled Students Resource Center	81%	2%	3%	14%	43%	38%	218	70%	20%
• El Centro	71%	1%	1%	27%	33%	38%	150	48%	42%
• Fitness Center	65%	2%	3%	29%	29%	36%	123	39%	51%
• Food Services-Catering	54%	4%	14%	28%	36%	18%	183	59%	32%
• Food Services-Cafeteria	48%	5%	22%	25%	32%	16%	220	71%	20%
• Online Teaching/Canvas Support	81%	1%	4%	14%	35%	47%	227	73%	18%
• Student Life	63%	1%	4%	33%	45%	18%	163	52%	38%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Standard II C: Student Support Services (continued)	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
I know where to locate and access written information about student support services.	82%	1%	6%	11%	49%	33%	270	87%	3%
I know where and how to refer my students to support services, as needed.	84%	1%	6%	10%	46%	38%	270	87%	3%
The Counseling Division and Instructional Programs communicate with each other to make sure that students receive accurate information about courses and programs.	47%	3%	20%	29%	33%	15%	238	76%	13%
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	36%	8%	21%	35%	27%	8%	233	75%	15%
• Transfer requirements	46%	5%	16%	33%	37%	9%	237	76%	14%
• Student support services for academic challenges	49%	4%	15%	31%	41%	9%	251	80%	10%
• Student support services for non-academic challenges	52%	4%	15%	29%	40%	12%	247	79%	11%
In order to better help students in my course(s) and/or program, we need more:									
• Counseling support focused on our area	66%	2%	6%	26%	40%	26%	250	80%	10%
• Peer mentors focused on our area	66%	2%	7%	26%	44%	22%	247	79%	11%
• Tutoring for our students	66%	1%	6%	27%	38%	28%	249	80%	11%
• Learning assistants in our courses	58%	1%	9%	32%	35%	24%	237	76%	13%
Overall, student support services (counseling, financial aid, health services, EOPS, etc) make effective contributions to student learning and success.	78%	1%	3%	18%	41%	37%	260	83%	7%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Chabot College
Employee Accreditation Survey: Spring 2021

Standard III A: Human Resources	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Evaluations of my job performance are systematic and conducted at stated intervals.	72%	6%	5%	17%	50%	22%	276	88%	✕
Evaluations of my job performance seek to assess job effectiveness.	73%	4%	7%	16%	53%	20%	275	88%	✕
Evaluations of my job performance encourage improvement in performance.	70%	4%	6%	20%	48%	22%	275	88%	✕
My administrator/supervisor encourages and supports my participation in professional development activities.	83%	2%	3%	13%	49%	33%	278	89%	✕
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.	65%	5%	10%	20%	41%	24%	263	84%	5%
Hiring processes are likely to result in hiring personnel who will effectively advancethe mission of Chabot College.	62%	5%	11%	22%	44%	18%	256	82%	7%
Human Resource policies and procedures are clearly stated.	55%	6%	14%	25%	40%	16%	258	83%	6%
Human Resource policies and procedures are equitably applied.	49%	7%	12%	32%	36%	14%	241	77%	12%

Standard III A: Human Resources (continued)	Percentage of those who responded…						Total Num	Pct of 312
	None	1	2	3	4	5+		
Within the last 2 years, I have gone to the following number of conferences (or other externally sponsored professional development events/webinars):	14%	14%	21%	13%	12%	27%	280	90%

Standard III B: Physical Resources	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The facilities are constructed and maintained to assure:									
• Access	77%	2%	7%	14%	61%	17%	265	85%	3%
• Safety	73%	1%	11%	14%	57%	17%	267	86%	3%
• Security	71%	2%	10%	16%	55%	16%	263	84%	4%
• Healthful learning and working environment	66%	2%	13%	20%	52%	13%	267	86%	3%
The current college facilities for my area:									
• provide adequate physical space for my discipline/program/service area	53%	7%	25%	16%	39%	14%	269	86%	2%
• support and ensure the integrity and quality of my discipline/program/service area	60%	3%	16%	20%	46%	14%	263	84%	4%
• support student learning in my discipline/program/service area	64%	3%	15%	18%	50%	13%	252	81%	6%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Standard III B: Physical Resources	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Instructional equipment in labs (science, health, vocational programs, etc.) is adequately maintained to support student learning.	54%	6%	13%	27%	41%	14%	202	65%	23%
I feel safe on campus during daylight hours.	93%	0%	2%	5%	54%	39%	270	87%	2%
I feel safe on campus during the evening or at night.	63%	3%	16%	18%	44%	20%	245	79%	9%
Overall, college facilities support student learning programs and services at Chabot.	80%	1%	6%	13%	60%	20%	264	85%	3%
Overall, the college assesses the effective use of facilities and equipment at Chabot.	62%	3%	11%	24%	48%	14%	247	79%	9%

Standard III C: Technology Resources	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
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.	66%	5%	17%	13%	45%	21%	260	83%	4%
• In Chabot classrooms and labs, the equipment, software, and network connections effectively support student learning.	65%	4%	14%	17%	50%	16%	223	71%	16%
• Across Chabot, the equipment, software, and network connections effectively support students' access to support services.	56%	5%	16%	23%	43%	13%	237	76%	12%
• Across Chabot, equipment, software, and network connections are kept current and effectively support the institution's management and operational functions.	51%	7%	20%	22%	39%	12%	236	76%	12%
• I have the technological training needed in order to do my job effectively.	68%	4%	12%	16%	47%	21%	263	84%	4%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Standard III D: Financial Resources	Pct who Agree or Strongly Agree	**Percentage of those who responded…**					**Responses to each question**		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The institution's mission and goals are the foundation for financial planning at Chabot.	56%	2%	12%	30%	45%	11%	210	67%	18%
The budget process ties resource allocation to institutional planning.	54%	3%	13%	30%	43%	11%	208	67%	19%
There are opportunities for members of the Chabot community to participate in Chabot's institutional planning and budgeting process.	67%	2%	6%	26%	48%	18%	234	75%	11%
Institutional planning reflects a realistic assessment of financial resource availability and expenditure requirements.	49%	4%	14%	33%	39%	10%	196	63%	22%
The Office of Institutional Advancement applies for grants that align with major college priorities.	67%	2%	4%	27%	44%	23%	176	56%	29%
In the college planning and budgeting process, I have a clear understanding of the role of:									
• the Program and Area Review Committee (PAR)	45%	4%	20%	31%	36%	9%	268	86%	✕
• the Planning and Resource Allocation Committee (PRAC)	47%	3%	21%	29%	38%	9%	267	86%	✕
• the Faculty Prioritization Committee	56%	2%	13%	29%	43%	13%	264	85%	✕
• the Classified Prioritization Committee	47%	2%	18%	33%	35%	12%	268	86%	✕
• the Administrative Prioritization Committee	37%	5%	19%	39%	28%	9%	265	85%	✕
• the Enrollment Management Committee (CEMC)	39%	4%	21%	35%	31%	9%	267	86%	✕

Standard IV A: Decision-Making Roles and Processes	Pct who Agree or Strongly Agree	**Percentage of those who responded…**					**Responses to each question**		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
Governance roles are designed to facilitate decisions that support student learning, programs, and services and improve institutional effectiveness.	72%	2%	7%	19%	55%	17%	229	73%	10%
The college administration clearly states and supports the role of classified professionals in shared governance.	67%	2%	6%	24%	47%	21%	218	70%	14%
The college administration clearly states and supports the role of faculty in shared governance.	73%	1%	7%	19%	48%	26%	229	73%	10%
Decisions that have significant institution-wide implications are made through systematic participative processes.	60%	3%	13%	24%	46%	14%	231	74%	10%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.

Standard IV B: Chief Executive Officer	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The president effectively communicates across the campus about major college and academic issues.	81%	2%	5%	11%	53%	28%	254	81%	3%
The president establishes collegial processes that set values, goals, and priorities that support the teaching and learning environment.	74%	2%	5%	20%	48%	26%	242	78%	7%
The president ensures that educational planning is integrated with resource planning and allocation in ways that support the teaching and learning environment.	67%	2%	7%	24%	42%	25%	224	72%	12%
The president supports the use of high quality research and analysis that supports the teaching and learning environment.	72%	2%	4%	22%	44%	27%	223	71%	13%

Standard IV C: Governing Board	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The governing board implements policies that support academic quality, integrity, and effective student learning programs and services.	57%	3%	6%	34%	48%	9%	188	60%	22%
The governing board is an independent, policy-making body that protects the institution from undue influence or political pressure.	52%	3%	8%	36%	44%	8%	174	56%	26%

Standard IV D: Multi-College Districts or Systems	Pct who Agree or Strongly Agree	Percentage of those who responded…					Responses to each question		
		Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree	Likert Scale Resp.	Likert Scale Response Rate (Pct of 312)*	Do Not Know Resp. Rate (Pct of 312)*
The district provides effective services that support the mission and functions of the college.	46%	5%	16%	34%	38%	7%	217	70%	13%
Organizational roles of the district and the college are clearly defined.	37%	6%	20%	38%	30%	7%	214	69%	14%
The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner.	42%	6%	22%	31%	33%	9%	219	70%	13%

* Note that the percentages for "Likert Scale Response Rate" and "Do Not Know Response Rate" do not add up to 100% because of skipped responses.