

Crafton Hills College (CHC)

Fall 2010, Employee Campus Climate Survey

Dear Faculty, Staff, and Administrators,

Please help Crafton Hills College plan for the future. The college is collecting data to help examine how well it is meeting the Educational Master Plan (EMP) goals and objectives. The survey takes approximately 35 minutes to complete. You can complete the survey on the same computer at a later time if you click on the save button first and you do not delete any cookies. All your responses are confidential and anonymous. If you have any questions about the survey, please contact Cheryl Marshall, Vice President of Instruction, at (909) 389-3202. (Note: The numbers at the end of each question in sections 5 - 9 correspond to the objectives in the EMP.)

1. What is your primary function at CHC?

- Manager/Administrator
- Classified or Confidential Staff
- Full-time Faculty
- Part-time Faculty

2. What Area of the College do you work in?

- Administrative Services
- Instruction
- President's Area
- Student Services

3. How many years have you been employed at CHC? (Please round to the nearest year.)

- This is my first year.
- 2 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 or more years

4. How many Crafton or District-wide collegial consultation committees did you serve on during the 2009 - 2010 academic year? (Count only those groups that have voting or consensus members representing more than one constituency.)

- None
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

Please click on "Next" to continue to the next page!

5. Please indicate the extent to which you agree or disagree with the following statements about outcomes assessment:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Don't Know / No Opinion</i>
a. Student learning/service area outcomes assessment is ongoing at Crafton. (1.1.1, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Student learning/service area outcomes are considered in program review/annual planning. (1.1.1, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student learning/service area outcomes are considered in College-wide planning. (1.1.1, 3.1.5, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. CHC uses the results from student learning/service area outcomes assessments to improve student learning. (1.1.1, 3.1.5, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. CHC uses the results from student learning/service area outcomes assessments to improve programs and services. (1.1.1, 3.1.5, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improving student learning is a priority across the college. (1.1.1, 3.1.5, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Dialogue about student learning is ongoing and pervasive. (1.1.1, 3.1.5, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. CHC facilitates an ongoing dialogue about improving student learning. (1.1.1, 3.1.5, 4.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please click on "Next" to continue to the next page!

6. Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. The campus community is equally supportive of all genders. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. The campus community is equally supportive of all racial/ethnic groups. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. The campus community is equally supportive of all sexual-orientations. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Diversity contributes to everyone's success at CHC. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. CHC procedures and practices clearly demonstrate commitment to issues of employee equity and diversity. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. I am personally treated with respect at this college. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. I feel safe at CHC. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. CHC administrators encourage innovation. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i. My manager supports my ideas for improvements. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j. I know what is expected of me in my job. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k. My position allows me to make independent decisions. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| l. I feel pressure to accomplish too many tasks and priorities. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| m. My job requires me to learn new things. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| n. I get a feeling of personal satisfaction from my work. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| o. I am encouraged to be creative and come up with new ideas and improvements. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| p. I am given meaningful feedback concerning my performance. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| q. The job expectations set for me are realistic. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| r. There is a fair allocation of work in my area. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| s. I usually have enough time to complete my tasks and meet deadlines. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| t. In general, CHC supervisors, managers, and administrators lead by example. (2.1.3, 7.1.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| u. My immediate supervisor leads by example. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| v. I feel that I can talk to my immediate supervisor about my concerns. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| w. There is too much pressure on me to accomplish too many objectives and priorities. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| x. I am satisfied with the opportunities for advancement at CHC. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| y. I have adequate supplies/equipment necessary to complete my job. (2.1.3, 8.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| z. I am recognized for my good work. (2.1.3, 7.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| aa. I receive feedback on the extent to which my work contributes to the overall success of the college. (2.1.3, 7.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ab. When I arrived at Crafton, I felt welcomed into the college community. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ac. I feel accepted as a member of the college community. (2.1.3) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ad. CHC personnel are provided adequate opportunities for professional development. (3.1.2, 3.1.4, 7.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ae. Best practices are shared effectively at CHC. (3.1.2, 3.1.4) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| af. I feel included in opportunities to seek professional development. (3.1.2, 3.1.4, 7.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ag. I have received adequate training for my job duties. (3.1.2, 3.1.4, 7.1.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ah. I am informed about events/decisions in my area. (6.1.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ai. My immediate supervisor does a good job of communicating decisions to me. (6.1.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| aj. Communication across campus is timely and accurate. (6.1.2) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ak. Things change too fast around here. (7.2.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| al. Changes in rules and procedures have taken me by surprise in the last twelve months. (7.2.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| am. I am uncomfortable with the changes in my job or department that have occurred over the last twelve months. (7.2.1) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please click on "Next" to continue to the next page!

7. Please indicate the extent to which you agree or disagree with the following statements planning and program review:

	Strongly Agree	Agree	Disagree	Agree	Don't Know / No Opinion
a. CHC facilitates an ongoing dialogue about improving institutional processes. (2.1.3, 2.1.4, 2.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The annual process of prioritizing objectives at CHC is transparent. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The annual process of prioritizing objectives at CHC is easy to understand. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. CHC personnel contribute to the annual process of prioritizing objectives. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The annual process of prioritizing objectives is integrated with CHC Educational Master Plan. (2.1.3, 2.1.4, 2.1.5, 6.1.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. CHC resource allocation is directly related to the annual prioritization of objectives and the CHC Educational Master Plan. (8.2.2, 6.1.1, 8.1.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I am aware of the Annual Planning and Program Review process. (6.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I know how to participate in the Annual Planning and Program Review process (e.g.: help to create plans, participate in decision-making, etc.) (6.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In my area I participated in the Annual Planning and Program Review process in 2009-2010. (6.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. My participation influenced the outcome of the Annual Planning and Program Review process in my area in 2009-2010. (6.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think that the Annual Planning and Program Review process helps the college achieve its desired goals. (6.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I am encouraged to participate in the Annual Planning and Program Review process. (6.1.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The College uses both qualitative and quantitative data to identify student learning needs. (6.1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Crafton utilizes the results from research studies to inform decision-making. (6.1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Data and information are used routinely to inform institutional decisions. (6.1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I routinely collect and/or request data and information to help inform decisions that I need to make. (6.1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. After a program or service is evaluated, improvements are made. (6.1.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Overall, planning and decision-making processes at Crafton are open and easy to understand (i.e. transparent). (6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Overall, planning and decision-making processes at Crafton are evidence-based. (6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Overall, planning and decision-making processes at Crafton are effective. (6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Overall, planning and decision-making processes at Crafton are efficient. (6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing. (6.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please click on "Next" to continue to the next page!

8. Please indicate the extent to which you agree or disagree with the following statements about shared governance (also known as collegial consultation):

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Don't Know / No Opinion</i>
a. CHC's planning process offers adequate opportunities for input by appropriate constituencies. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have the opportunity to participate meaningfully in decision-making at CHC. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The opinions of students are given appropriate weight in matters of institutional importance. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The opinions of faculty are given appropriate weight in matters of institutional importance. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The opinions of classified staff are given appropriate weight in matters of institutional importance. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The opinions of managers are given appropriate weight in matters of institutional importance. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Faculty are provided adequate opportunities to participate in important college committees. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Classified staff are provided adequate opportunities to participate in important college committees. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Students are provided adequate opportunities to participate in important college committees. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The faculty exercise a substantial voice during decision-making processes. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The staff exercise a substantial voice during decision-making processes. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Managers exercise a substantial voice during decision-making processes. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Students exercise a substantial voice during decision-making processes. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is sufficient. (2.1.4, 2.1.5, 6.1.2, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Communication and understanding among the different organizational areas at Crafton (Administrative Services, Instruction, President's Area, and Student Services) is sufficient. (2.1.4, 2.1.5, 6.1.2, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I am optimistic about what the College will achieve with its current set of collegial consultation committees and processes. (2.1.3, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Overall, planning and decision-making processes at Crafton are collaborative. (2.1.3, 2.1.4, 2.1.5, 6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Overall, I feel well-informed about important issues facing the college. (6.1.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please click on "Next" to continue to the next page!

9. Please indicate the extent to which you agree or disagree with the following statements about resources:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Don't Know / No Opinion</i>
a. Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process. (8.1.1, 8.1.2, 8.3.3, 8.3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process. (8.1.1-8.1.2, 8.3.1-8.3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. CHC assures that physical resources at all locations are constructed and maintained to ensure access. (8.1.1-8.1.2, 8.3.1, 8.3.3-8.3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. CHC assures that physical resources at all locations are constructed and maintained to ensure safety and security. (8.1.1-8.1.2, 8.3.1, 8.3.3-8.3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. CHC uses its physical resources effectively to support the programs and services at the College. (8.1.1-8.1.2, 8.3.1, 8.3.3-8.3.4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Planning for technology resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process. (8.1.1-8.1.2, 8.3.2-8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The Technology Services Department at CHC provides professional support that enhances the operation and effectiveness of CHC. (8.1.1-8.1.2, 8.3.2-8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The Technology Services Department at CHC provides quality training for students and employees in the effective application of information technology. (8.1.1-8.1.2, 8.3.2-8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. CHC systematically maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs. (8.1.1-8.1.2, 8.3.2-8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I receive effective support for my computer and technology-related problems from campus technology support staff. (8.1.1-8.1.2, 8.3.2-8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process. (8.1.1-8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. The distribution of financial resources at CHC supports student learning. (8.1.1-8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. CHC plans and manages its financial affairs in a manner that ensures financial stability. (8.1.1-8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. CHC relies upon its mission and goals as the foundation for financial planning. (8.1.1-8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. CHC regularly evaluates its financial management processes and uses the results of the evaluation to improve them. (8.1.1-8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The distribution of resources from the District to CHC is adequate. (8.1.1, 8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. The distribution of resources from the District to CHC and Valley is equitable. (8.1.1, 8.1.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I understand the District Resource Allocation Model. (8.1.1-8.1.2, 8.2.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. The District Resource Allocation Model is open and easy to understand (i.e. transparent). (8.1.1-8.1.2, 8.2.2, 8.3.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. The grants that CHC seeks and/or obtains are aligned with the Educational Master Plan. (8.1.1-8.1.2, 8.2.1, 8.2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. The purpose of the funding sought by the Office of Resource Development (i.e. Foundation) is aligned with the Educational Master Plan and the goals of the college. (8.1.1-8.1.2, 8.2.1, 8.2.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please click on "Next" to continue to the next page!

10. If you have any comments or suggestions about any topic covered in this survey, please state them here.

Employee Demographics

11. What is your gender?

- Female
- Male

12. Age

- 34 years old or younger
- 35 - 39 years old
- 40 - 44 years old
- 45 - 49 years old
- 50 - 54 years old

13. Race/Ethnicity:

- Asian
- African American
- Hispanic
- Native American
- Pacific Islander
- White / Non-Hispanic

Other (please specify): _____

Thank you for participating in the survey!

Please click on the Submit button.