

Las Positas College
Accreditation Survey: Faculty/Classified Staff/Administrators
Fall 2014

Percentage Distribution of All Survey Items, by Standard
Based on the responses of 249 faculty, classified staff and administrators

Survey Sections	Percentage who	Percentage of those responding					Responses to each question	
	Strongly agree or Agree	Strongly Agree	Agree	Neither Disagree nor Agree	Dis- Agree	Strongly Dis- Agree	N	Pct. of 249
STANDARD 1A: MISSION								
The Mission Statement is central to institutional planning and decision-making.	76%	27%	49%	19%	4%	0%	205	82%
LPC programs and services are aligned with the Mission Statement.	77%	21%	56%	19%	3%	1%	199	80%
I have used LPC's vision/mission statement in some aspect of my work.	67%	21%	46%	22%	8%	3%	205	82%
The Mission Statement is developed, approved, & communicated in an effective manner.	60%	23%	37%	29%	9%	2%	202	81%
I see a clear link between planning in my area and the mission of the college.	67%	21%	47%	22%	7%	3%	202	81%
STANDARD 1B: IMPROVING INSTITUTIONAL EFFECTIVENESS								
LPC organizes key processes to support student learning (e.g., integrated planning, resource allocation, etc.).	74%	17%	58%	20%	6%	1%	200	80%
LPC uses ongoing and systematic evaluation and planning to refine its key processes.	64%	13%	51%	27%	8%	1%	193	78%
LPC employees understand institutional goals and work collaboratively toward their achievement.	67%	17%	50%	24%	8%	1%	193	78%
There are clear links between planning, resource allocation, and institutional evaluation.	43%	10%	32%	37%	18%	3%	183	73%
LPC systematically dialogues, reviews, and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts.	62%	12%	51%	29%	8%	1%	180	72%
The college (or segments of the college) engages in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies.	61%	12%	49%	27%	10%	2%	191	77%
The planning process at LPC is effective at identifying college priorities.	52%	11%	41%	34%	12%	3%	182	73%
I use Institutional Research data in the planning and evaluation of my courses/program/unit.	52%	16%	36%	25%	17%	6%	191	77%
The college planning and allocation process considers the needs of my area.	50%	9%	41%	30%	12%	8%	185	74%
STANDARD 2A: INSTRUCTIONAL PROGRAMS								
English basic skills courses adequately prepare students for college level work.	67%	22%	45%	21%	8%	4%	156	63%
Math basic skills courses adequately prepare students for college level work.	66%	16%	50%	23%	10%	2%	146	59%
Learning skills courses meet the needs of special student populations (e.g., learning disabled, physically disabled).	67%	22%	46%	22%	10%	1%	147	59%
Technical-vocational courses meet the needs of students interested in occupational job training.	76%	27%	48%	21%	1%	2%	139	56%
The faculty has a major and effective role in design, implementation, and revision of the curriculum.	80%	44%	36%	13%	6%	1%	194	78%
LPC is adequately providing educational programs in response to community needs.	61%	13%	48%	25%	12%	2%	179	72%

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The current Instructional program review process is an effective method for determining appropriate curriculum changes and improvements.	53%	11%	43%	36%	9%	2%	160	64%
Grading is consistent with student learning and is based upon generally accepted norms or equivalencies.	84%	29%	54%	14%	2%	0%	190	76%
Course credit is awarded based on achievement of stated learning objectives/outcomes.	90%	33%	56%	9%	2%	0%	195	78%
Instructional programs are systematically assessed in order to assure currency.	76%	22%	53%	18%	5%	1%	174	70%
Instructional programs are systematically assessed in order to improve teaching and learning strategies.	72%	22%	51%	22%	5%	1%	176	71%
Instructional programs are systematically assessed in order to achieve stated student learning outcomes.	76%	22%	54%	16%	6%	2%	184	74%
There is a regular and effective dialogue about the learning needs of students and best pedagogical approaches to utilize at LPC.	59%	16%	43%	25%	15%	1%	184	74%
LPC organizes pre-requisites to support student learning.	73%	16%	56%	22%	5%	1%	186	75%
LPC instructors demonstrate a commitment to high standards of teaching.	95%	52%	42%	5%	0%	0%	205	82%
Overall, LPC provides a high quality learning experience for students.	93%	49%	44%	7%	0%	0%	208	84%
-- FOR FACULTY ONLY --								
I use a variety of teaching methodologies as a response to the learning styles of students.	98%	67%	31%	1%	0%	1%	171	69%
I use multiple methods of classroom assessment to measure student progress.	97%	68%	29%	2%	1%	1%	171	69%
I provide students with multiple opportunities to practice communication skills (reading, writing, speaking) within the classroom or through assignments.	95%	65%	31%	3%	1%	1%	170	68%
STANDARD 2B: STUDENT SUPPORT SERVICES								
The current Student Services program review process is an effective method for determining appropriate improvements.	55%	11%	44%	37%	7%	2%	119	48%
The LPC catalog and addendums accurately reflect the courses which appear in the class schedule within a two-year cycle.	66%	14%	52%	17%	13%	4%	186	75%
The institution publishes its admission policies and follows practices that are consistent with those policies.	83%	26%	57%	15%	1%	2%	178	71%
The institution provides appropriate, comprehensive, and accessible services to its students regardless of services, location or delivery method.	78%	24%	54%	17%	4%	1%	181	73%
The institution maintains a campus climate which serves and supports its diverse student population.	84%	29%	55%	9%	5%	1%	201	81%
LPC promotes student understanding and appreciation of diversity.	82%	31%	50%	15%	2%	2%	206	83%
Student support services make effective contributions to student learning and success.	83%	30%	53%	15%	1%	1%	192	77%
LPC organizes assessment procedures to support student learning.	73%	18%	55%	23%	3%	1%	164	66%
LPC uses ongoing and systematic evaluation and planning to refine its assessment procedures.	66%	11%	54%	29%	6%	0%	140	56%

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STANDARD 2C: LIBRARY AND LEARNING SUPPORT SERVICES								
Library and other learning support services for students are sufficient to support the institution's instructional programs.	81%	28%	53%	13%	6%	0%	176	71%
Library and other learning support services for students are sufficient to support intellectual, aesthetic, and cultural activities.	79%	28%	51%	16%	6%	0%	174	70%
Library databases and electronic collections are sufficient.	77%	26%	51%	16%	6%	1%	162	65%
Library orientations adequately address the needs of students.	83%	40%	43%	15%	1%	1%	157	63%
Facilities used for training/orientation in the Library are sufficient.	64%	20%	44%	22%	9%	4%	157	63%
The amount of space in the library is adequate relative to the number of students enrolled.	49%	16%	33%	25%	23%	4%	167	67%
Resources available in the library are adequate for students to complete course work.	65%	19%	46%	26%	7%	2%	170	68%
Resources in the library are current with the needs of the courses they support.	68%	24%	45%	27%	4%	1%	164	66%
The hours of operation of the Library are adequate.	46%	9%	37%	21%	21%	12%	171	69%
Support staff coverage in the Library is adequate at all hours of operation.	64%	21%	43%	23%	12%	1%	150	60%
The Library support of Distance Education students is sufficient.	57%	15%	42%	38%	3%	2%	118	47%
Faculty and classified staff are adequately involved in the selection of resource materials to support their program areas.	78%	25%	53%	18%	2%	2%	158	63%
Faculty and classified staff are kept informed of new developments in learning technologies for possible future acquisition.	70%	29%	40%	22%	6%	2%	164	66%
Library instruction and reference assistance meet student needs.	82%	31%	50%	17%	1%	0%	157	63%
STUDENT LEARNING OUTCOMES								
Results of SLO assessment are used to improve learning at the course level.	75%	20%	55%	14%	9%	2%	192	77%
Results of SLO assessment are used to improve learning at the program/major level.	66%	16%	50%	20%	12%	2%	179	72%
Results of SLO assessment are used to improve student services.	61%	14%	46%	25%	12%	3%	138	55%
Appropriate resources are in place to support assessment of SLO's.	50%	13%	37%	26%	20%	5%	175	70%
Administration is supportive of the assessment of SLO's.	67%	21%	47%	24%	7%	2%	178	71%
There is wide-spread institutional dialogue about the results of SLO assessment.	50%	13%	37%	24%	18%	8%	173	69%

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PROGRAM REVIEW								
<i>- INSTRUCTIONAL PROGRAM REVIEW PROCESS -</i>								
Programs dialogue about the results of Program Review as part of discussion of program effectiveness.	66%	15%	51%	23%	10%	1%	80	32%
Results of Program Review are clearly and consistently linked to institutional planning processes and resource allocation process.	53%	9%	44%	21%	20%	6%	81	33%
LPC evaluates how effective the Program Review process is in supporting and improving student learning and student achievement.	60%	10%	50%	27%	12%	1%	78	31%
<i>- STUDENT SERVICES PROGRAM REVIEW PROCESS -</i>								
Programs dialogue about the results of Program Review as part of discussion of program effectiveness.	70%	15%	55%	15%	15%	0%	20	8%
Results of Program Review are clearly and consistently linked to institutional planning processes and resource allocation process.	47%	16%	32%	47%	5%	0%	19	8%
LPC evaluates how effective the Program Review process is in supporting and improving student learning and student achievement	65%	25%	40%	30%	0%	5%	20	8%
STANDARD 3A: HUMAN RESOURCES								
Personnel are treated equitably.	71%	23%	48%	13%	10%	6%	204	82%
Evaluations of my job performance are systematic and conducted at stated intervals.	78%	32%	46%	9%	10%	4%	200	80%
Evaluations of my job performance seek to assess job effectiveness.	77%	29%	48%	12%	7%	4%	198	80%
Evaluations of my job performance encourage improvement in performance.	78%	30%	48%	11%	7%	5%	197	79%
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.	73%	27%	45%	18%	6%	3%	186	75%
All personnel have adequate opportunities to participate in all aspects of the college hiring process.	66%	21%	45%	15%	11%	8%	183	73%
Personnel are provided opportunities for staff development.	57%	13%	44%	21%	15%	8%	199	80%
Procedures to receive staff development funds are clearly stated and equitably applied.	52%	7%	45%	25%	17%	6%	179	72%
Human resource planning is integrated with institutional planning.	40%	8%	32%	40%	10%	10%	135	54%
The size of the classified staff is adequate to meet the needs of the college.	23%	8%	15%	19%	31%	27%	181	73%
The size of the faculty is adequate to meet the needs of the college.	30%	7%	24%	22%	34%	13%	187	75%
The number of administrators is adequate to meet the needs of the college.	56%	16%	40%	16%	17%	10%	173	69%
LPC has a positive environment that is inclusive of all.	77%	28%	49%	13%	5%	5%	205	82%
My work and/or teaching methods have become more effective in serving LPC students as a direct result of Staff Development activities provided by the college.	43%	10%	33%	30%	18%	9%	197	79%
Hiring processes are fair to all applicants.	64%	20%	44%	21%	4%	10%	183	73%
I feel respected and appreciated as an employee of Las Positas College.	72%	31%	42%	15%	6%	7%	213	86%

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STANDARD 3B: PHYSICAL RESOURCES								
Physical resource planning is integrated with institutional planning.	54%	9%	45%	34%	11%	1%	152	61%
The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	64%	14%	50%	24%	10%	2%	183	73%
Conference rooms available on campus are sufficient for faculty, management, and classified staff needs.	69%	14%	55%	22%	8%	1%	182	73%
Storage space available on campus is adequate to meet faculty, management, and classified staff needs.	48%	9%	39%	20%	29%	4%	168	67%
Office space provided for part-time faculty is sufficient.	39%	7%	31%	21%	29%	11%	175	70%
Office space provided for full-time faculty is sufficient.	83%	20%	63%	13%	4%	0%	154	62%
Requests for maintenance and/or repair of buildings and grounds are handled in a timely manner and with satisfactory results.	57%	11%	45%	23%	16%	5%	175	70%
The quality of current custodial services on campus is satisfactory and consistent in providing a clean and pleasant environment.	55%	15%	40%	17%	19%	9%	204	82%
Classroom facilities are adequate for faculty to effectively carry out teaching responsibilities.	70%	19%	51%	16%	11%	3%	201	81%
Available equipment is appropriate and adequate for me to carry out required work responsibilities.	80%	22%	58%	11%	7%	1%	209	84%
The college provides and maintains efficient work and study environments (lighting, climate control, sound proofing, etc.).	73%	21%	51%	18%	9%	1%	211	85%
Long-range capital plans support institutional improvement goals.	52%	9%	43%	36%	11%	1%	129	52%
Long-range capital plans reflect projections of the total cost of ownership of new facilities and equipment.	43%	7%	36%	37%	14%	7%	120	48%
The college adequately maintains the facilities that it currently has.	60%	14%	47%	17%	18%	4%	207	83%
I feel safe on campus during daylight hours.	95%	44%	52%	3%	1%	0%	213	86%
I feel safe on campus during the evening or at night.	85%	31%	53%	10%	4%	1%	201	81%
STANDARD 3C: TECHNOLOGY RESOURCES								
Technology resources are used to support student learning programs and services and to improve institutional effectiveness.	89%	34%	55%	7%	2%	1%	204	82%
Technology planning is integrated with institutional planning.	75%	27%	48%	20%	5%	1%	153	61%
Planning process includes regular and systematic updating of technology to meet infrastructure needs.	79%	26%	53%	16%	5%	1%	164	66%
There is sufficient technology (e.g., computer hardware/software, network/wireless access) to effectively do my job.	82%	32%	50%	10%	7%	2%	209	84%

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STANDARD 3D: FINANCIAL RESOURCES								
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness.	34%	4%	30%	27%	29%	9%	157	63%
Financial resources planning is integrated with institutional planning.	46%	4%	43%	41%	8%	4%	134	54%
Institutional guidelines and processes for financial planning and budget development are clearly defined.	35%	4%	30%	39%	22%	5%	142	57%
Institutional guidelines and processes for financial planning and budget development are followed.	36%	5%	32%	47%	12%	5%	129	52%
Financial planning supports institutional goals and is linked to other institutional planning efforts.	44%	5%	39%	42%	11%	3%	132	53%
STANDARD 4A: DECISION-MAKING PROCESS								
Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness.	63%	9%	54%	29%	6%	3%	160	64%
Administration has a substantive and clearly defined role in institutional governance.	61%	11%	50%	29%	9%	1%	171	69%
Institutional support for faculty participation in governance is adequate.	65%	13%	52%	23%	11%	2%	170	68%
The faculty's role in institutional governance is effective.	56%	14%	42%	34%	8%	2%	167	67%
The institution clearly states and publicizes the role of classified staff in institutional	54%	13%	41%	26%	17%	3%	156	63%
The role of staff in institutional governance is effective.	50%	11%	39%	30%	16%	4%	155	62%
The institution clearly states and publicizes the role of students in institutional governance.	61%	16%	45%	27%	11%	1%	150	60%
The Chancellor efficiently manages financial resources.	30%	5%	25%	50%	10%	10%	115	46%
The Chancellor effectively implements the district-wide Budget Allocation Model.	33%	5%	28%	47%	12%	8%	117	47%
STANDARD 4B: BOARD AND ADMINISTRATIVE ORGANIZATION								
Organizational roles of the district and the college are clearly defined.	44%	7%	37%	29%	20%	6%	171	69%
The district provides effective services that support the mission and functions of the college.	35%	6%	29%	33%	21%	11%	172	69%
The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner.	34%	6%	29%	29%	25%	12%	178	71%