

Staff Accreditation Survey (Fall 2007)

Please see Instruction Page Instert before starting. Use DARK BLUE or BLACK INK to complete the survey. Return to Dr. Amber Machamer in building 100A or via campus mail by December 21st.

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Staff Position:	Service Area: (choose one)	Number of years employed at LPC:
O Faculty	O Academic Services (faculty and classified)	O Less than 1 year
O Classified	O Student Services/Counseling (faculty and classified)	O 1-2 years
O Administration	O Learning Resources Center (faculty and classified)	O 3-5 years
Employment Status:	O Other	O 6-10 years O More than 10 years
O Full-time O Part-Time		
	Please see Mission Statement insert	NEITHER

Please see Mission Statement insert	STRONGL	Υ	NEITHER AGREE NOR		STRONGLY	DON'T
IA Mission	AGREE	AGREE	DISAGREE	DISAGREE	DISAGREE	KNOW
The Mission Statement is central to institutional planning and decision-making	0	0	0	0	0	0
The LPC mission statement defines the institution's commitment to student learning	0	0	0	0	0	0
The faculty of LPC protects the academic freedom of its members	.0	0	0	0	0	0
The LPC mission statement is understood and supported by the Board of Trustees	. 0	0	0	0	0	0
LPC programs and services are aligned with the Mission Statement	.0	0	0	0	0	0
LPC is committed to supporting Student Learning as its primary goal	0	0	0	0	0	0
The college (or segments of the college) engages in inclusive, informed, and intentional dialogue about student learning	0	0	0	0	0	0
The planning process at LPC adequately identifies college priorities	.0	0	0	0	0	0
LPC uses the results of the master planning process to prioritize the allocation of resources	0	0	0	0	0	0
Institutional research is integrated with and supportive of institutional planning and evaluation	• 0	0	0	0	0	0
LPC demonstrates regard for issues of equity and diversity		0	0	0	0	0
LPC represents itself in an honest and truthful manner		0	0	0	0	0
In the classroom, faculty members at LPC encourage a balanced perspective of multifaceted issues, beliefs and world views		0	0	0	0	0
IB Institutional Effectiveness and Planning						
The results of SLO assessment are used in budget and planing at the course level	0	0	0	0	0	0
The results of SLO assessment are used in budget and planning at the program/discipline level	. 0	0	0	0	0	0
The results of SLO assessment are used in budget and planning at the General Education	~	~	-	-	-	-
level		0	0	0	0	0
LPC organizes key processes to support student learning LPC allocates resources to support student learning		0	0	0	0	0
		0	0	0	0	0
LPC uses ongoing and systematic evaluation and planning to refine its key processes		0	0	0	0	0
LPC uses ongoing and systematic evaluation and planning to improve student learning		0	0	0	0	0
LPC employees understand institutional goals and work collaboratively toward their achievement	0	0	0	0	0	0

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IB Institutional Effectiveness and Planning (continued)	1	STRONGLY	,	NEITHER AGREE NOR		STRONGLY	
LPC's planning process offers opportunities for input by appropriate constituencies		AGREE	AGREE O	DISAGREE			KNOW
There are clear links between planning, resource allocation, and institutional evaluatio	n	0	0	0	0	0	0
LPC tracks progress being made on plans and evaluates its performance regularly		0	0	0	0	0	0
LPC uses documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies		.0	0	0	0	0	0
LPC systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts		0	0	0	0	0	0
The processes for implementation and revision of the curriculum are clearly understood by faculty and function as intended		0	0	0	0	0	0
Faculty are provided with adequate opportunity to participate in the budget process .		0	0	0	0	0	0
Classified staff are provided with adequate opportunity to participate in the budget p	rocess	, О	0	0	0	0	0
There is consistency between institutional mission, goals, planning, and action		0	0	0	0	0	0
The college (or segments of the college) engages in inclusive, informed, and intentiona							
dialogue about the effectiveness of our processes and policies	••••	0	0	0	0	0	0
Changes to institutional processes and policies are guided by dialogue	•••••	0	0	0	0	0	0
IIA Learning Programs and Services: Instructional Progr	ams	5					
Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes		0	0	0	0	0	0
The class schedule and college catalog are easy to understand and use		0	0	0	0	0	0
English basic skills courses adequately prepare students for college level work		0	0	0	0	0	0
Math basic skills courses adequately prepare students for college level work		0	0	0	0	0	0
Computer skills courses meet the needs of the student population		0	0	0	0	0	0
Learning skills courses meet the needs of special student populations (i.e., learning disabled, physically disabled)		0	0	0	0	0	0
Technical-vocational courses meet the needs of students interested in occupational job			\sim	0	\sim	\sim	\sim
training	••••	.0	0	0	0	0	0
the curriculum		0	0	0	0	0	0
LPC is adequately providing educational programs in response to community interest		0	0	0	0	0	0
The college offers appropriate general education courses to meet student needs		0	0	0	0	0	0
The current <i>instructional</i> program review process is an effective method for determin appropriate curriculum changes and improvements		0	0	0	0	0	0
Students completing programs demonstrate achievement of stated learning outcomes		0	0	0	0	0	0
LPC ensures the academic rigor of its courses and programs		0	0	0	0	0	0
LPC ensures the quality of instruction of its courses and programs			0	0	0	0	0
LPC ensures the educational effectiveness of its courses and programs Grading is consistent with student learning and is based upon generally accepted nor	ns		0	0	0	0	0
or equivalencies		0	0	0	0	0	0
IIBLearning Programs and Services: Support Services The current <i>student services</i> program review process is an effective method for determining appropriate improvements		0	0	0	0	0	0

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IIBLearning Programs and Services: Support Services	ST	rongly Agree	AGREE	NEITHER Agree Nor Disagree	DISAGREE	STRONGLY DISAGREE	don't Know
The LPC catalog and addendums accurately reflect the courses which appear in the class schedule within a two-year cycle	(С	0	0	0	0	0
Faculty and other personnel are adequately informed of the academic advising service for students and can make appropriate referrals		0	0	0	0	0	0
LPC effectively utilizes a range of delivery methods and technology where appropria to meet the needs of students		С	0	0	0	0	0
The institution publishes its admission policies and follows practices that are consisted with those policies		С	0	0	0	0	0
Counselors effectively help students select appropriate courses for their educational	goals (С	0	0	0	0	0
The institution provides appropriate, comprehensive, and accessible services to its students regardless of services, location or delivery method		0	0	0	0	0	0
The institution demonstrates honesty and integrity in its athletic programs		0	0	0	0	0	0
The institution maintains a campus climate which serves and supports its diverse student population		0	0	0	0	0	0
IIC Learning Programs and Services: Library Services							
Library and other learning support services for students are sufficient to support the institution's instructional programs	(С	0	0	0	0	0
Library and other learning support services for students are sufficient to support intellectual, aesthetic, and cultural activities	(С	0	0	0	0	0
The number of Library computers are sufficient to meet the needs of our enrollment	(C	0	0	0	0	0
Library data bases and electronic collections are sufficient	(С	0	0	0	0	0
Library orientation adequately addresses the needs of students	(С	0	0	0	0	0
Facilities used for training/orientation in the Library are sufficient		0	0	0	0	0	0
The amount of space in the library is adequate relative to the number of students enr	colled (С	0	0	0	0	0
Resources available in the library are adequate for students to complete course work	· · · · · · ·	0	0	0	0	0	0
Resources in the library are current with the needs of the courses they support		0	0	0	0	0	0
The hours of operation of the Library are adequate	(0	0	0	0	0	0
Support staff coverage in the Library is adequate at all hours of operation		0	0	0	0	0	0
The library serves the needs of a diverse student population		0	0	0	0	0	0
The Library support of Distance Education students is sufficient	(0	0	0	0	0	0
Faculty and classified staff are adequately involved in the selection of resource mater to support their program areas		0	0	0	0	0	0
Faculty and classified staff are kept informed of new developments in learning technologies for possible future acquisition		С	0	0	0	0	0
There is a connection between the needs identified in instructional Program Review and library resource allocation processes		\circ	0	0	0	0	0
Library services and processes are evaluated and modified as appropriate			0	0	0	0	0
IIIA Human Resources							
Personnel are treated equitably		0	0	0	0	0	0
Personnel are evaluated regularly and systematically			0	0	0	0	0
Evaluations of my job are systematic and conducted at stated intervals		0	0	0	0	0	0

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IIIA Human Resources	S	TRONGLY AGREE		NEITHER Agree Nor Disagree	DISAGREE	STRONGLY DISAGREE	don't Know
Evaluations of my job performance seek to assess job effectiveness		0	0	0	0	0	0
Evaluations of my job performance encourage improvement in performance		0	0	0	0	0	0
Human Resources policies and procedures are clear and available for my review		0	0	0	0	0	0
The college demonstrates its commitment to diversity through its hiring process, incl							
job descriptions, diversity of applicant pool, and the selection of hiring committee me	embers	0	0	0	0	0	0
All personnel have adequate opportunities to participate in all aspects of the college hiring process		0	0	0	0	0	0
Personnel are provided opportunities for professional development			0	0	0	0	0
All categories of personnel are provided sufficient opportunities to keep current in		Ŭ	Ũ	Ũ	Ũ	Ũ	Ŭ
their fields		0	0	0	0	0	0
The planning and evaluation of staff development activities include the staff who participate in, or are affected by, the activity		0	0	0	0	0	0
Faculty participate in, or are anected by, the activity	•••••	Ŭ	Ŭ	Ŭ	Ŭ	U	Ŭ
development.		0	0	0	0	0	0
Classified participation in flex days allows opportunities for continued professional		~	~		~	~	~
development			0	0	0	0	0
Procedures to receive staff development funds are clearly stated and equitably applied			0	0	0	0	0
Human resource planning is integrated with institutional planning		0	0	0	0	0	0
The size of the classified staff is adequate to meet the needs of the college		0	0	0	0	0	0
The size of the faculty is adequate to meet the needs of the college	•••••	0	0	0	0	0	0
The number of Administrators is adequate to meet the needs of the college		0	0	0	0	0	0
LPC's organization encourages and facilitates personnel to express concerns, input potential solutions, and to discuss matters that affect their particular job tasks or their is hwithin the college		0	0	0	0	0	0
job within the college		0	0	0	0	0	0
The organization of the college supports teamwork, collegial sharing, cooperation, at team building as priorities	na	0	0	0	0	0	0
LPC makes serious efforts toward creating a positive environment that is inclusive o	of all		0	0	0	0	0
There is open and positive communication among the faculty			0	0	0	0	0
There is open and positive communication among the classified staff			0	0	0	0	0
IIIB Physical Resources		Ŭ	Ŭ	U	U	0	Ŭ
Devoiced recourses planning is integrated with institutional planning		\sim	\sim	0	\sim	\sim	\sim
Physical resource planning is integrated with institutional planning The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location		0	0	0	0	0	0
or means of delivery		0	0	0	0	0	0
Conference rooms available on campus are sufficient for faculty, management, and classified staff needs		0	0	0	0	0	0
Storage space available on campus is adequate to meet faculty, management, and classified staff needs		0	0	0	0	0	0
Office space provided for part-time faculty is sufficient		0	0	0	0	0	0
I have a clear understanding of the process for requesting maintenance and/or repai		-	-				-
of campus buildings and grounds		0	0	0	0	0	0
Office space provided for full-time faculty is sufficient		0	0	0	0	0	0
Requests for maintenance and/or repair of buildings and grounds are handled timely manner and with satisfactory results		0	0	0	0	0	0

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III	B Physical Resources	5	Strongly Agree Ag	GREE	NEITHER Agree Nor Disagree	DISAGREE	STRONGLY DISAGREE	don't Know
-	uality of current custodial services on campus is satisfactory and consistent ding a clean and pleasant environment		0	0	0	0	0	0
The ap	ppearance of landscaping on campus is well-maintained		0	0	0	0	0	0
Safety	and security on campus are adequate and effectively managed		0	0	0	0	0	0
Classr	coom facilities are adequate for faculty to effectively carry out teaching responsil	bilities	0	0	0	0	0	0
	able equipment is appropriate and adequate for me to carry out required work nsibilities		0	0	0	0	0	0
Period	dic replacement of college equipment is adequately scheduled		0	0	0	0	0	0
	ty and classified staff are adequately involved in the planning and design phase or remodeled facilities		.0	0	0	0	0	0
	eeds of the faculty and classified staff are adequately considered in the construct v or remodeled facilities		0	0	0	0	0	0
-	us construction projects are completed on time, within budget, and with actory results		.0	0	0	0	0	0
The co climat	ollege provides and maintains efficient work and study environments (lighting, ee control, sound proofing, etc.)		0	0	0	0	0	0
health	e a clear understanding of the process for reporting concerns regarding safety, n, or security problems		. 0	0	0	0	0	0
to read	us signs concerning building locations and room identification are sufficient, ea d and strategically located		0	0	0	0	0	0
	al and long-range capital plans support educational objectives and relate to the p sysical facilities		.0	0	0	0	0	0
There	are adequate facilities and spaces for Campus Life activities		0	0	0	0	0	0
IIIC	C Technology Resources							
Techn impro	ology resources are used to support student learning programs and services and ve institutional effectiveness	d to	0	0	0	0	0	0
Techn	ology planning is integrated with institutional planning		.0	0	0	0	0	0
	ing process includes regular and systematic updating of technology to meet tructure needs		\cap	0	0	0	0	0
	is a connection between Program Review and technology support in the classro			0	0	0	0	0
		Join	0	U	Ŭ	Ŭ	Ŭ	U
Finan	ID Financial Resources cial resources are sufficient to support student learning programs and services a	and						
	prove institutional effectiveness			0	0	0	0	0
	cial resources planning is integrated with institutional planning		0	0	0	0	0	0
are cl	utional guidelines and processes for financial planning and budget developmen early defined		0	0	0	0	0	0
	utional guidelines and processes for financial planning and budget developmen llowed		. 0	0	0	0	0	0
	ty concerns regarding budget matters are adequately addressed during the opriate phase of the budget process		0	0	0	0	0	0
	fied staff concerns regarding budget matters are adequately addressed during propriate phase of the budget process		.0	0	0	0	0	0
	Administrator concerns regarding budget matters are adequately addressed du the appropriate phase of the budget process		0	0	0	0	0	0

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IIID Financial Resources		TRONGI AGREE		NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Financial planning supports institutional goals and is linked to other institutional planning efforts		0	0	0	0	0	0
Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements		0	0	0	0	0	0
College administration efficiently manages financial resources and implements budge expenditures based on institutional priorities		0	0	0	0	0	0
IVA Decision-Making Roles and Processes							
Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness		0	0	0	0	0	0
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution		0	0	0	0	0	0
The college president provides effective leadership to define goals, develop plans, and establish priorities for the institution		0	0	0	0	0	0
The college administration ensures the implementation of statutes, regulations, and board policies		0	0	0	0	0	0
The administration provides effective and efficient leadership and management which make possible an effective teaching and learning environment		0	0	0	0	0	0
Administration has a substantive and clearly defined role in institutional governance		0	0	0	0	0	0
Administration's role in institutional governance is effective		0	0	0	0	0	0
The faculty Senate is an effective organization that provides leadership in student learning programs and services		0	0	0	0	0	0
Institutional support for faculty participation in governance is adequate		0	0	0	0	0	0
The faculty's role in institutional governance is effective		0	0	0	0	0	0
The institution clearly states and publicizes the role of classified staff in institutional governance		0	0	0	0	0	0
The role of staff in institutional governance is effective		0	0	0	0	0	0
The institution clearly states and publicizes the role of students in institutional governance		0	0	0	0	0	0
The role of students in institutional governance is effective		0	0	0	0	0	0
The Chancellor provides effective leadership to define goals, develop plans, and establishes priorities for the institution		0	0	0	0	0	0
The Chancellor efficiently manages financial resources		0	0	0	0	0	0
The Chancellor implements budget expenditures based on District wide priorities		0	0	0	0	0	0
The Chancellor ensures the implementation of statutes, regulations, and board policie	es	0	0	0	0	0	0
IVB Board and Administrative Organization							
Organizational roles of the district and the college are clearly defined		0	0	0	0	0	0
The district provides effective services that support the mission and functions of the c	ollege	0	0	0	0	0	0
The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner		0	0	0	0	0	0

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Student Learning Outcome Assessment	STRON AGRE	GLY E AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY	don't Know
Course level SLO's are effectively communicated to students	0	0	0	0	0	0
Course level SLO's understood by faculty	0	0	0	0	0	0
Program level SLO's (learning outcomes specific to a major) are effectively communicated to students	0	0	0	0	0	0
Program level SLO's (learning outcomes specific to a major) are understood by facult	ty O	0	0	0	0	0
Student Services SLO's are effectively communicated to students	0	0	0	0	0	0
Student Services SLO's are understood by faculty	0	0	0	0	0	0
General Education SLO's (Core Competencies) are effectively communicated to stud	lents O	0	0	0	0	0
General Education SLO's (Core Competencies) are understood by faculty	0	0	0	0	0	0
Assessment of SLO's are in place for courses	0	0	0	0	0	0
Assessment of SLO's are in place for programs/majors	0	0	0	0	0	0
Assessment of SLO's are in place for student services	0	0	0	0	0	0
Assessment of SLO are in place for the General Education level (Core Competencies)	0	0	0	0	0	0
Results of SLO assessment are used to improve learning at the course level	0	0	0	0	0	0
Results of SLO assessment are used to improve learning at the program/major level	0	0	0	0	0	0
Results of SLO assessment are used to improve student services	0	0	0	0	0	0
Results of SLO assessment are used to improve General Education	0	0	0	0	0	0
Course SLO's are aligned with degree SLO's	0	0	0	0	0	0
Appropriate resources are in place to support assessment of SLO's	0	0	0	0	0	0
Administration is supportive of the assessment of SLO's	0	0	0	0	0	0
There is wide-spread institutional dialogue about the results of SLO assessment	0	0	0	0	0	0
Organizational structures are evaluated using SLO Assessment results to support student learning	0	0	0	0	0	0

Program Review

For this section please indicate which Program Review process you are evaluating. Please chose only one. Skip this section if you have no knowledge of either process.

O Instructional Program Review Process OR O Student Services Program Review Process

	STRONGLY AGREE	AGREE	NEITHER Agree Nor Disagree	DISAGREE	STRONGLY DISAGREE	Don't Know
A Program Review process is in place and implemented regularly	• 0	0	0	0	0	0
Program Review is ongoing, systematic, and used to assess and improve student learning and achievement	0	0	0	0	0	0
Programs dialogue about the results of Program Review as part of discussion of program effectiveness	. 0	0	0	0	0	0
Dialogue about the results of all Program Reviews is evident throughout the institution as part of discussion of institutional effectiveness	0	0	0	0	0	0
Results of Program Review are integrated into institution-wide planning for improvement and informed decision -making	0	0	0	0	0	0
	•					

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Program Review	:	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	don't Know
Results of Program Review are linked to planning and resources allocation for program improvement		0	0	0	0	0	0
Results of Program Review are clearly and consistently linked to institutional plannir processes and resources allocation process	0	0	0	0	0	0	0
Results of Program Review are used to continually refine and improve program pract resulting in appropriate improvements in student achievement and learning		0	0	0	0	0	0
LPC evaluates how effective the Program Review process is in supporting and improving student achievement and student learning outcomes		0	0	0	0	0	0

This last page is for you to write any comments you have regarding any of the ten standards. First mark the standard(s) your comments address.

Your comments here: