# Las Positas College
## Accreditation Survey: Faculty/Classified Staff/Administrators
### Spring 2001

### Percentage Distribution of All Survey Items, by Standard
Based on the responses of 121 faculty, classified staff and administrators

| Survey Sections | Percentage who | Percentage of those responding | | | | Responses to each question | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Strongly agree or Agree | Strongly Agree | Agree | Dis-Agree | Strongly Dis-Agree | N | Pct. of 121 | Margin of Error |
| **STANDARD 1A: INSTITUTIONAL MISSION** | | | | | | | | |
| Mission Statement adequately defines broad-based objectives developed through the college planning process | **96%** | 26% | 70% | 4% | 1% | 113 | 93% | 5% |
| Institutional planning and decision making are guided by the mission statement | **86%** | 16% | 71% | 11% | 2% | 96 | 79% | 9% |
| **STANDARD TWO: INSTITUTIONAL INTEGRITY** | | | | | | | | |
| The board and college management protect and support LPC faculty in their exercise of academic freedom | **89%** | 20% | 69% | 11% | 0% | 93 | 77% | 8% |
| The faculty of LPC protects the academic freedom of its members | **97%** | 35% | 62% | 3% | 0% | 98 | 81% | 5% |
| In the classroom, the faculty encourage a balanced perspective of multifaceted issues, beliefs, and world views | **94%** | 24% | 69% | 4% | 2% | 94 | 78% | 7% |
| LPC fosters an environment in which every person is treated with respect | **87%** | 29% | 58% | 12% | 1% | 116 | 96% | 8% |
| LPC provides faculty and classified staff with clear expectations concerning the principles of academic honesty and the sanctions for violations | **79%** | 16% | 63% | 20% | 2% | 107 | 88% | 10% |
| The LPC catalog accurately reflects the courses which appear in the class schedule within a two-year cycle | **83%** | 22% | 61% | 13% | 5% | 110 | 91% | 9% |
| The college makes serious efforts toward creating a positive environment in which all individuals are likely to feel respected and esteemed | **83%** | 25% | 58% | 14% | 3% | 118 | 98% | 9% |
| The institution demonstrated honesty and integrity in its athletic programs | **87%** | 24% | 63% | 8% | 5% | 62 | 51% | 11% |
| **STANDARD THREE: INSTITUTIONAL EFFECTIVENESS** | | | | | | | | |
| Institutional research is integrated with and supportive of institutional planning and evaluation | **78%** | 13% | 65% | 16% | 6% | 69 | 57% | 13% |
| All segments of the campus community at LPC have an effective role in the established college planning process | **66%** | 11% | 55% | 30% | 3% | 89 | 74% | 13% |
| The planning process at LPC adequately identifies college priorities | **74%** | 11% | 63% | 24% | 2% | 92 | 76% | 12% |
| LPC uses the results of the planning process to prioritize the allocation of resources | **83%** | 14% | 69% | 12% | 5% | 81 | 67% | 11% |

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|---|---|---|---|---|---|---|---|---|
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| **STANDARD FOUR: EDUCATIONAL PROGRAMS** | | | | | | | | |
| The class reschedule and college catalog are easy to understand and use | **90%** | 24% | 66% | 8% | 2% | 120 | 99% | 7% |
| English basic skills courses meet the needs of the overall student population | **91%** | 21% | 69% | 8% | 1% | 85 | 70% | 8% |
| Math basic skills courses meet the needs of the overall student population | **90%** | 19% | 71% | 8% | 1% | 84 | 69% | 8% |
| Computer skills courses meet the needs of the overall student population | **96%** | 14% | 82% | 4% | 0% | 84 | 69% | 5% |
| Learning skills courses meet the needs of the special populations (I.e. learning disabled, physically disabled) | **93%** | 28% | 65% | 5% | 2% | 82 | 68% | 7% |
| Technical-vocational courses meet the needs of students interested in occupational job training | **86%** | 21% | 65% | 11% | 3% | 72 | 60% | 11% |
| The faculty has a major and effective role in design, implementation, and revision of the curriculum | **93%** | 35% | 58% | 5% | 2% | 105 | 87% | 6% |
| The institution provides sufficient human, financial, and physical resources (including technology) to support its educational programs | **60%** | 11% | 49% | 35% | 5% | 115 | 95% | 12% |
| The processes for implementation and revision of the curriculum are clearly understood by faculty and function as intended | **64%** | 6% | 59% | 30% | 6% | 90 | 74% | 13% |
| The employment needs of our community are being met through our occupational educational programs | **67%** | 3% | 64% | 33% | 0% | 61 | 50% | 16% |
| Faculty and other personnel are adequately informed of the academic advising services for students and can make appropriate referrals | **83%** | 13% | 71% | 16% | 1% | 109 | 90% | 9% |
| LPC effectively utilizes a range of delivery methods and technology where appropriate to meet the needs of students | **94%** | 21% | 73% | 6% | 0% | 104 | 86% | 6% |
| LPC is adequately presenting educational programs of community interest outside the regular curriculum, such as community education, symposia, conferences, and workshops | **88%** | 25% | 64% | 11% | 1% | 110 | 91% | 8% |
| LPC offers a sufficient number of independent study courses | **74%** | 9% | 66% | 22% | 3% | 58 | 48% | 15% |
| The college offers appropriate general education courses to meet student needs | **98%** | 29% | 70% | 1% | 1% | 112 | 93% | 3% |
| The current program review process is an effective method for determining appropriate curriculum changes and improvements | **79%** | 13% | 66% | 21% | 0% | 76 | 63% | 12% |
| Students are provided adequate opportunity to obtain credit by examination and advance placement credit | **75%** | 13% | 62% | 20% | 5% | 60 | 50% | 15% |
| Students completing programs demonstrate achievement of stated learning outcomes | **94%** | 10% | 84% | 6% | 0% | 86 | 71% | 7% |
| Students completing degree programs demonstrate competence in the use of language and computation | **93%** | 9% | 84% | 7% | 0% | 82 | 68% | 7% |
| The general education programs provide the opportunity for students to develop the skills social attitudes, and appreciation of cultural diversity that will make them effective learners and citizens | **93%** | 17% | 76% | 5% | 2% | 104 | 86% | 6% |

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| Students completing the general education program demonstrate competence in communication, reasoning, and critical thinking skills | **94%** | 10% | 84% | 5% | 1% | 93 | 77% | 7% |
| LPC ensures the quality of instruction, academic rigor, and educational effectiveness of its courses and programs | **85%** | 16% | 68% | 14% | 1% | 104 | 86% | 9% |
| Grading is consistent with student learning and is based upon generally accepted norms or equivalencies | **86%** | 12% | 74% | 11% | 3% | 99 | 82% | 9% |
| **STANDARD FIVE: STUDENT SUPPORT AND DEVELOPMENT** | | | | | | | | |
| The institution publishes its admission policies and follows practices that are consistent with those policies | **100%** | 32% | 68% | 0% | 0% | 107 | 88% | 0% |
| LPC sufficiently supports and generates outside-the-classroom events of cultural enrichment to the community, such as musical, theatrical, and celebratory events, as well as multi-cultural events | **89%** | 28% | 60% | 9% | 3% | 116 | 96% | 8% |
| The institution maintains a campus climate which services and supports its diverse student population | **88%** | 21% | 67% | 9% | 3% | 115 | 95% | 8% |
| Counselors effectively help students select appropriate academic courses | **60%** | 13% | 47% | 29% | 11% | 98 | 81% | 13% |
| Counselors provide students with accurate and useful information about technical-vocational programs | **68%** | 15% | 53% | 21% | 11% | 73 | 60% | 14% |
| Counselors provide students with accurate and useful transfer information | **78%** | 26% | 52% | 14% | 8% | 96 | 79% | 11% |
| The institution provides appropriate, comprehensive, and accessible services to its students regardless of services, location or delivery method | **86%** | 18% | 69% | 13% | 1% | 96 | 79% | 9% |
| **STANDARD SIX: INFORMATION AND LEARNING RESOURCES** | | | | | | | | |
| Resources available in the library/LRC are adequate for students to complete academic coursework assignments | **86%** | 18% | 69% | 14% | 0% | 96 | 79% | 9% |
| Resources in the library/LRC are up to date | **89%** | 19% | 70% | 10% | 1% | 91 | 75% | 9% |
| The library facilities available are sufficient to support the college's educational offerings | **86%** | 14% | 72% | 13% | 1% | 99 | 82% | 9% |
| Media resources and equipment are adequate for students | **88%** | 11% | 78% | 11% | 1% | 95 | 79% | 9% |
| Electronic access to CD ROMS, computerized database, and Internet in the library are adequate | **90%** | 18% | 72% | 9% | 1% | 90 | 74% | 8% |
| The hours of operation of the library/LRC are adequate | **82%** | 10% | 72% | 17% | 1% | 99 | 82% | 10% |
| Support staff coverage in the Library/LRC is adequate at all hours of operation | **83%** | 15% | 69% | 16% | 1% | 89 | 74% | 10% |
| The amount of space in the LRC is adequate relative to the number of students enrolled | **89%** | 12% | 77% | 10% | 1% | 98 | 81% | 8% |
| Computing and data communications services are provided in sufficient quality and quantity for use by students and faculty | **84%** | 13% | 71% | 16% | 0% | 89 | 74% | 10% |
| Faculty and classified staff are adequately involved in the selection of resources materials to support their program areas | **86%** | 20% | 66% | 13% | 1% | 88 | 73% | 9% |

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| Faculty and classified staff are kept informed of new developments in learning technologies for possible future acquisition | **78%** | 16% | 62% | 21% | 1% | 97 | 80% | 11% |
| Library/LRC materials and library orientation adequately address the needs of both traditional and non-tradition students | **96%** | 21% | 75% | 3% | 1% | 75 | 62% | 6% |
| The LRC services the needs of a diverse student population | **96%** | 25% | 71% | 3% | 1% | 95 | 79% | 5% |
| **STANDARD SEVEN: FACULTY AND STAFF** | | | | | | | | |
| The size of the classified staff is adequate to meet the needs of the college | **45%** | 6% | 39% | 46% | 9% | 107 | 88% | 12% |
| The size of the faculty is adequate to meet the needs of the college | **59%** | 2% | 58% | 32% | 8% | 106 | 88% | 12% |
| The transition from Area Chairs to Division Deans better supports the college's programs and services | **72%** | 15% | 57% | 17% | 11% | 72 | 60% | 14% |
| The number of Division Deans is adequate to meet the needs of the college | **58%** | 7% | 52% | 29% | 13% | 91 | 75% | 13% |
| The ratio of full-time faulty to part-time faculty is appropriate | **24%** | 1% | 23% | 54% | 21% | 94 | 78% | 12% |
| All personnel have adequate opportunities to participate in all aspects of the college hiring process | **67%** | 11% | 55% | 25% | 8% | 96 | 79% | 12% |
| 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 | **90%** | 19% | 71% | 5% | 5% | 104 | 86% | 7% |
| Evaluations of my job are systematic and conducted at stated intervals | **75%** | 21% | 54% | 15% | 11% | 114 | 94% | 11% |
| Evaluations of my job performance seek to assess job effectiveness | **77%** | 17% | 61% | 13% | 10% | 115 | 95% | 10% |
| Evaluations of my job performance encourage improvement in performance | **76%** | 16% | 61% | 13% | 11% | 114 | 94% | 10% |
| All categories of personnel are provided sufficient opportunities for continued professional development | **78%** | 18% | 60% | 17% | 6% | 107 | 88% | 10% |
| All categories of personnel are provided sufficient opportunities to keep current in their fields | **70%** | 13% | 57% | 22% | 7% | 107 | 88% | 11% |
| Procedures to receive staff development funds are clearly stated and equitably applied | **84%** | 24% | 60% | 13% | 3% | 106 | 88% | 9% |
| The planning and evaluation of staff development activities include the staff who participate in, or are affected by, the activity | **87%** | 16% | 70% | 11% | 2% | 98 | 81% | 9% |
| Human resources policies and procedures are clear and available for my review | **67%** | 10% | 58% | 21% | 12% | 104 | 86% | 12% |
| Faculty participation in flexible flex days, rather than set flex days, allows greater opportunities for continued professional development | **82%** | 30% | 52% | 10% | 8% | 83 | 69% | 11% |
| **STANDARD EIGHT: PHYSICAL RESOURCES** | | | | | | | | |
| Conference rooms available on campus are sufficient for faculty, management, and classified staff needs | **44%** | 6% | 38% | 40% | 17% | 101 | 83% | 13% |
| Storage space available on campus is adequate to meet faculty, management, and classified staff needs | **18%** | 2% | 16% | 45% | 37% | 98 | 81% | 10% |

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| Office space provided for part-time faculty is sufficient | 15% | 2% | 13% | 47% | 39% | 96 | 79% | 9% |
| I have a clear understanding of the process for requesting maintenance and/or repair of campus buildings and grounds | 61% | 9% | 52% | 30% | 9% | 105 | 87% | 12% |
| Office space provided for full-time faculty is sufficient | 48% | 7% | 40% | 36% | 17% | 84 | 69% | 14% |
| Requests for maintenance and/or repair of buildings and grounds are handled in a timely manner and with satisfactory results | 74% | 15% | 58% | 15% | 11% | 91 | 75% | 12% |
| The quality of current custodial services on campus is satisfactory and consistent providing a clean and pleasant environment | 92% | 35% | 57% | 4% | 3% | 116 | 96% | 6% |
| The appearance of landscaping on campus is well-maintained | 98% | 45% | 53% | 1% | 1% | 119 | 98% | 3% |
| Off-campus facilities (i.e. physical education/performing arts) are adequate for faculty to effectively carry out teaching responsibilities | 58% | 5% | 53% | 29% | 13% | 55 | 45% | 17% |
| Safety and security on campus are adequate and effectively managed | 86% | 16% | 70% | 11% | 3% | 118 | 98% | 8% |
| On-campus facilities are adequate for faculty to effectively carry out teaching responsibilities | 62% | 6% | 56% | 29% | 10% | 104 | 86% | 12% |
| Faculty and classified staff clearly understand their responsibilities in the event of an emergency | 53% | 9% | 44% | 41% | 6% | 115 | 95% | 12% |
| Available equipment is appropriate and adequate for me to carry out required work responsibilities | 78% | 11% | 67% | 21% | 1% | 117 | 97% | 10% |
| Periodic replacement of college equipment is adequately scheduled | 57% | 8% | 49% | 41% | 2% | 93 | 77% | 13% |
| Adequate provisions have been made for the security of campus equipment | 84% | 9% | 75% | 16% | 0% | 101 | 83% | 9% |
| Faculty and classified staff are adequately involved in the planning and design phase of new or remodeled facilities | 58% | 1% | 57% | 30% | 12% | 83 | 69% | 14% |
| The needs of the faculty and classified staff are adequately considered in the construction of new or remodeled facilities | 53% | 5% | 48% | 38% | 9% | 87 | 72% | 14% |
| Campus construction projects are completed on time, within budget, and with satisfactory results | 33% | 4% | 30% | 46% | 20% | 84 | 69% | 13% |
| The college provides and maintains efficient work and study environments (lighting, climate control, sound proofing, etc.) | 76% | 9% | 66% | 19% | 5% | 116 | 96% | 10% |
| I have a clear understanding of the process for reporting concerns regarding safety, health, or security problems | 73% | 11% | 63% | 25% | 2% | 112 | 93% | 11% |
| Campus signs concerning building locations and room identification are  sufficient, easy to read and strategically located | 58% | 8% | 50% | 32% | 10% | 116 | 96% | 12% |
| **STANDARD NINE: FINANCIAL RESOURCES** | | | | | | | | |
| Faculty are provided with adequate opportunity to participate in the budget process | 65% | 5% | 60% | 32% | 3% | 65 | 54% | 15% |
| Classified staff are provided with adequate opportunity to participate in the budget process | 60% | 4% | 56% | 35% | 6% | 52 | 43% | 18% |

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| Fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity | **77%** | 9% | 68% | 16% | 7% | 69 | 57% | 13% |
| The planning process assists in prioritizing the allocation of fiscal resources for programs and services | **72%** | 7% | 65% | 19% | 8% | 72 | 60% | 14% |
| There is centralized coordination in the college budget development process | **64%** | 4% | 60% | 30% | 6% | 53 | 44% | 17% |
| Faculty are adequately informed regarding progress in development of the  college budget | **51%** | 3% | 48% | 37% | 12% | 67 | 55% | 16% |
| Classified staff are adequately informed regarding progress in the development of the college budget | **58%** | 2% | 56% | 29% | 13% | 48 | 40% | 19% |
| Faculty concerns regarding budget matters are adequately addressed during the appropriate phase of the budget process | **45%** | 2% | 44% | 44% | 11% | 62 | 51% | 16% |
| Classified staff concerns regarding budget matters are adequately addressed during the appropriate phase of the budget process | **52%** | 2% | 50% | 35% | 13% | 48 | 40% | 19% |
| Financial planning supports institutional goals and is linked to other institutional planning efforts | **74%** | 4% | 70% | 19% | 7% | 57 | 47% | 15% |
| Annual and long-range  financial planning reflects realistic assessments of resource availability and expenditure requirements | **68%** | 9% | 59% | 23% | 9% | 56 | 46% | 16% |
| Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities | **71%** | 7% | 64% | 22% | 7% | 59 | 49% | 15% |
| Institutional guidelines and processes for financial planning and budget development are clearly defined | **46%** | 3% | 43% | 46% | 8% | 61 | 50% | 17% |
| Institutional guidelines and processes for financial planning and budget development are followed | **58%** | 2% | 56% | 36% | 6% | 50 | 41% | 18% |
| Administrators, faculty, and classified staff have appropriate opportunities to participate in the development of financial plans and budgets | **53%** | 4% | 49% | 39% | 9% | 70 | 58% | 16% |
| **STANDARD TEN: GOVERNANCE AND ADMINISTRATION** | | | | | | | | |
| The college president provides effective leadership to define goals, develop plans, and establish priorities for the institution | **88%** | 32% | 56% | 10% | 2% | 102 | 84% | 8% |
| College administration efficiently manages financial resources and implements budget expenditures based on institutional priorities | **80%** | 18% | 62% | 18% | 2% | 85 | 70% | 11% |
| The college administration ensures the implementation of statutes, regulations, and board policies | **94%** | 23% | 71% | 5% | 1% | 93 | 77% | 7% |
| The administration provides effective and efficient leadership and management which make possible an effective teaching and learning environment | **84%** | 16% | 68% | 12% | 4% | 106 | 88% | 9% |
| Administration has a substantive and clearly defined role in institutional governance | **86%** | 19% | 67% | 11% | 3% | 90 | 74% | 10% |
| Administration's role in institutional governance is appropriate | **81%** | 15% | 66% | 17% | 2% | 88 | 73% | 11% |
| Administration's role in institutional governance is effective | **73%** | 13% | 61% | 22% | 4% | 94 | 78% | 12% |
| The faculty Senate is an effective organization that provides input into institutional governance | **79%** | 16% | 63% | 18% | 3% | 76 | 63% | 12% |

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| Institutional support for faculty participation in governance is adequate | **79%** | 15% | 63% | 17% | 5% | 84 | 69% | 12% |
| The faculty's role in institutional governance is appropriate | **79%** | 18% | 61% | 20% | 1% | 82 | 68% | 12% |
| The faculty's role in institutional governance is effective | **70%** | 12% | 58% | 27% | 4% | 83 | 69% | 13% |
| The institution clearly states and publicizes the role of classified staff in institutional governance | **68%** | 10% | 59% | 32% | 0% | 73 | 60% | 14% |
| The role of staff in institutional governance is appropriate | **83%** | 14% | 69% | 17% | 0% | 64 | 53% | 12% |
| The role of staff in institutional governance is effective | **75%** | 11% | 64% | 25% | 0% | 64 | 53% | 14% |
| The institution clearly states and publicizes the role of students in institutional governance | **83%** | 13% | 69% | 17% | 0% | 75 | 62% | 11% |
| The role of students in institutional governance is appropriate | **85%** | 13% | 72% | 15% | 0% | 71 | 59% | 11% |
| The role of students in institutional governance is effective | **75%** | 12% | 64% | 23% | 1% | 69 | 57% | 13% |
| The Chancellor provides effective leadership to define goals, develop plans, and establish priorities for the institution | **53%** | 9% | 44% | 35% | 13% | 78 | 64% | 15% |
| The Chancellor efficiently manages financial resources | **42%** | 7% | 35% | 39% | 18% | 71 | 59% | 15% |
| The Chancellor implements budget expenditures based on District wide priorities | **47%** | 6% | 41% | 39% | 14% | 66 | 55% | 16% |
| The Chancellor ensures the implementation of statutes, regulations, and board policies | **75%** | 5% | 70% | 14% | 11% | 76 | 63% | 13% |
| The district provides effective services that support the mission and functions of the college | **54%** | 3% | 51% | 36% | 10% | 92 | 76% | 13% |
| The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner | **54%** | 5% | 48% | 31% | 15% | 97 | 80% | 13% |
| SECTION ELEVEN: OTHER THINGS WE NEED TO KNOW | | | | | | | | |
| The campus environment, in general, is one of tolerance to differences in ethnicity, cultural background, age, gender, sexual orientation, physical disability and religious beliefs | **95%** | 25% | 70% | 2% | 3% | 118 | 98% | 5% |
| I feel comfortable interacting with faculty, management and classified staff who are of a different ethnicity than myself | **98%** | 60% | 38% | 2% | 0% | 118 | 98% | 3% |
| The organization of the college provides an environment that encourages and facilitates the professional growth and continuous learning of all employees | **84%** | 30% | 54% | 14% | 2% | 116 | 96% | 9% |
| 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 job | **73%** | 16% | 58% | 19% | 7% | 113 | 93% | 11% |
| The organization of the college provides appropriate, responsive, and timely feedback on decisions that affect individual job tasks | **65%** | 9% | 56% | 30% | 5% | 102 | 84% | 12% |
| The organization of the college supports teamwork, collegial sharing, cooperation, and team building as priorities | **78%** | 20% | 58% | 17% | 5% | 110 | 91% | 10% |
| LPC makes serious efforts toward creating a positive environment that is inclusive of all | **86%** | 26% | 60% | 11% | 3% | 114 | 94% | 8% |
| LPC ensures that college policies and procedures are clearly communicated to the college community | **76%** | 17% | 59% | 23% | 1% | 110 | 91% | 10% |

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| LPC makes serious efforts toward creating a positive environment in which individuals are likely to feel esteemed | 87% | 26% | 61% | 8% | 5% | 110 | 91% | 8% |
| LPC is "open" in terms of listening and caring about the concerns of the faculty, management, classified staff, and students | 77% | 20% | 56% | 15% | 8% | 108 | 89% | 11% |
| College administration effectively and fairly resolves grievances dealing with racial or sexist issues | 87% | 23% | 64% | 9% | 4% | 47 | 39% | 13% |
| The management staff is open to listening to concerns of the faculty, classified staff and students | 81% | 19% | 63% | 14% | 5% | 107 | 88% | 10% |
| There is open and positive communication among the faculty | 79% | 13% | 66% | 17% | 4% | 99 | 82% | 11% |
| There is open and positive communication among the classified staff | 87% | 16% | 71% | 13% | 0% | 69 | 57% | 11% |
| I feel respected and valued by the faculty | 92% | 28% | 64% | 8% | 0% | 110 | 91% | 7% |
| I feel respected and valued by the classified staff | 93% | 25% | 68% | 6% | 1% | 113 | 93% | 6% |
| I feel respected and valued by the college administration | 79% | 27% | 51% | 12% | 10% | 113 | 93% | 10% |
| Publicity released by LPC is accurate and timely | 76% | 14% | 62% | 19% | 5% | 97 | 80% | 11% |
| The college has an effective marketing system to attract students to the campus | 61% | 8% | 53% | 27% | 12% | 95 | 79% | 13% |
| The college has an effective program to attract local high school students to the campus | 70% | 12% | 58% | 21% | 10% | 92 | 76% | 12% |