

Las Positas College
Accreditation Survey: Faculty/Classified Staff/Administrators
October 2007

Percentage Distribution of All Survey Items, by Standard
Based on the responses of 140 faculty, classified staff and administrators

Survey Sections	Percentage who	Percentage of those responding					Responses to each question		Margin of Error
	Strongly agree or Agree	Strongly Agree	Agree	Neither Disagree nor Agree	Dis- Agree	Strongly Dis- Agree	N	Pct. of 140	
STANDARD 1A: INSTITUTIONAL MISSION									
The Mission Statement is central to institutional planning and decision-making	84%	24%	61%	13%	3%	0%	127	91%	8%
The LPC mission statement defines the institution's commitment to student learning	91%	37%	54%	8%	2%	0%	133	95%	6%
The faculty of LPC protects the academic freedom of its members	85%	30%	55%	12%	2%	0%	121	86%	8%
The LPC mission statement is understood and supported by the Board of Trustees	72%	23%	49%	25%	3%	0%	92	66%	12%
LPC programs and services are aligned with the Mission Statement	82%	22%	61%	14%	2%	1%	125	89%	9%
LPC is committed to supporting Student Learning as its primary goal	91%	44%	47%	6%	3%	0%	132	94%	6%
The college (or segments of the college) engages in inclusive, informed, and intentional dialogue about student learning	82%	26%	56%	10%	7%	1%	126	90%	9%
The planning process at LPC adequately identifies college priorities	58%	9%	50%	27%	14%	1%	115	82%	12%
LPC uses the results of the master planning process to prioritize the allocation of resources	65%	18%	47%	26%	7%	2%	102	73%	12%
Institutional research is integrated with and supportive of institutional planning and evaluation	69%	14%	55%	27%	4%	0%	99	71%	12%
LPC demonstrates regard for issues of equity and diversity	87%	26%	61%	9%	3%	1%	134	96%	7%
LPC represents itself in an honest and truthful manner	82%	22%	60%	17%	2%	0%	133	95%	9%
In the classroom, faculty members at LPC encourage a balanced perspective of multifaceted issues, beliefs and world views	87%	24%	63%	11%	2%	0%	99	71%	9%
STANDARD 1B: INSTITUTIONAL EFFECTIVENESS AND PLANNING									
The results of SLO assessment are used in budget and planning at the course level	30%	5%	25%	49%	18%	3%	77	55%	14%
The results of SLO assessment are used in budget and planning at the program/discipline level	38%	8%	30%	42%	18%	3%	77	55%	14%
The results of SLO assessment are used in budget and planning at the General Education level	30%	7%	23%	46%	20%	4%	74	53%	14%
LPC organizes key processes to support student learning	77%	10%	68%	18%	5%	0%	114	81%	10%
LPC allocates resources to support student learning	83%	21%	62%	13%	5%	0%	126	90%	9%
LPC uses ongoing and systematic evaluation and planning to refine its key processes	68%	14%	54%	22%	9%	1%	108	77%	12%

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LPC uses ongoing and systematic evaluation and planning to improve student learning	77%	15%	62%	17%	6%	0%	116	83%	10%
LPC employees understand institutional goals and work collaboratively toward their achievement	73%	15%	58%	18%	10%	0%	125	89%	10%
LPC's planning process offers opportunities for input by appropriate constituencies	75%	13%	62%	15%	9%	1%	121	86%	10%
There are clear links between planning, resource allocation, and institutional evaluation	50%	11%	39%	30%	18%	2%	100	71%	13%
LPC tracks progress being made on plans and evaluates its performance regularly	64%	8%	57%	27%	6%	3%	104	74%	12%
LPC uses documented institutional assessment results to communicate matters of quality assurance to appropriate constituencies	55%	5%	50%	38%	6%	1%	80	57%	14%
LPC systematically dialogues, reviews and modifies, as appropriate, all parts of the planning cycle, including institutional and other research efforts	64%	9%	55%	27%	8%	1%	99	71%	13%
The processes for implementation and revision of the curriculum are clearly understood by faculty and function as intended	60%	13%	47%	22%	15%	3%	104	74%	12%
Faculty are provided with adequate opportunity to participate in the budget process	43%	4%	39%	27%	22%	8%	98	70%	13%
Classified staff are provided with adequate opportunity to participate in the budget process	46%	5%	41%	32%	18%	5%	79	56%	15%
There is consistency between institutional mission, goals, planning, and action	67%	10%	58%	23%	10%	0%	113	81%	11%
The college (or segments of the college) engages in inclusive, informed, and intentional dialogue about the effectiveness of our processes and policies	55%	8%	47%	24%	16%	5%	119	85%	12%
Changes to institutional processes and policies are guided by dialogue	52%	9%	43%	23%	20%	5%	114	81%	12%
STANDARD 2A: LEARNING PROGRAMS AND SERVICES: INSTRUCTIONAL PROGRAMS									
Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes	77%	15%	63%	17%	5%	0%	110	79%	10%
The class schedule and college catalog are easy to understand and use	85%	25%	60%	8%	7%	1%	136	97%	8%
English basic skills courses adequately prepare students for college level work	64%	17%	47%	21%	13%	2%	106	76%	12%
Math basic skills courses adequately prepare students for college level work	68%	13%	54%	19%	12%	1%	105	75%	12%
Computer skills courses meet the needs of the student population	72%	16%	56%	27%	1%	0%	94	67%	12%
Learning skills courses meet the needs of special student populations (i.e., learning disabled, physically disabled)	69%	11%	58%	22%	6%	3%	97	69%	12%
Technical-vocational courses meet the needs of students interested in occupational job training	81%	21%	60%	16%	1%	1%	85	61%	11%
The faculty has a major and effective role in design, implementation, and revision of the curriculum	86%	44%	42%	9%	3%	2%	120	86%	8%
LPC is adequately providing educational programs in response to community interest	73%	19%	54%	19%	7%	2%	117	84%	11%

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	Strongly agree or Agree	Strongly Agree	Agree	Neither Disagree nor Agree	Dis- Agree	Strongly Dis- Agree	N	Pct. of 140	
The college offers appropriate general education courses to meet student needs	88%	31%	57%	12%	0%	0%	123	88%	8%
The current instructional program review process is an effective method for determining appropriate curriculum changes and improvements	63%	12%	51%	26%	10%	1%	90	64%	13%
Students completing programs demonstrate achievement of stated learning outcomes	72%	12%	60%	26%	2%	0%	95	68%	12%
LPC ensures the academic rigor of its courses and programs	72%	13%	59%	18%	8%	2%	126	90%	10%
LPC ensures the quality of instruction of its courses and programs	75%	16%	60%	16%	8%	1%	126	90%	10%
LPC ensures the educational effectiveness of its courses and programs	71%	16%	55%	23%	5%	1%	121	86%	11%
Grading is consistent with student learning and is based upon generally accepted norms or equivalencies	77%	17%	59%	16%	4%	3%	116	83%	10%
STANDARD 2B: LEARNING PROGRAMS AND SERVICES: SUPPORT SERVICES									
The current student services program review process is an effective method for determining appropriate improvements	52%	12%	40%	33%	11%	4%	73	52%	15%
The LPC catalog and addendums accurately reflect the courses which appear in the class schedule within a two-year cycle	87%	19%	68%	9%	4%	1%	127	91%	8%
Faculty and other personnel are adequately informed of the academic advising services for students and can make appropriate referrals	66%	10%	56%	20%	13%	1%	127	91%	11%
LPC effectively utilizes a range of delivery methods and technology where appropriate to meet the needs of students	82%	21%	61%	13%	2%	2%	131	94%	9%
The institution publishes its admission policies and follows practices that are consistent with those policies	90%	26%	64%	8%	2%	1%	124	89%	7%
Counselors effectively help students select appropriate courses for their educational goals	61%	17%	44%	19%	12%	8%	113	81%	12%
The institution provides appropriate, comprehensive, and accessible services to its students regardless of services, location or delivery method	80%	14%	66%	13%	6%	1%	114	81%	10%
The institution demonstrates honesty and integrity in its athletic programs	67%	10%	57%	23%	10%	0%	88	63%	13%
The institution maintains a campus climate which serves and supports its diverse student population	81%	21%	60%	15%	3%	2%	129	92%	9%
STANDARD 2C: LEARNING PROGRAMS AND SUPPORT SERVICES: LIBRARY SERVICES									
Library and other learning support services for students are sufficient to support the institution's instructional programs	81%	25%	56%	8%	10%	2%	115	82%	10%
Library and other learning support services for students are sufficient to support intellectual, aesthetic, and cultural activities	78%	25%	53%	9%	12%	1%	117	84%	10%
The number of Library computers are sufficient to meet the needs of our enrollment	64%	18%	45%	17%	18%	1%	88	63%	13%
Library data bases and electronic collections are sufficient	81%	20%	60%	6%	12%	1%	98	70%	10%
Library orientation adequately addresses the needs of students	90%	32%	57%	10%	1%	0%	105	75%	8%

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Facilities used for training/orientation in the Library are sufficient	71%	23%	47%	11%	14%	5%	95	68%	12%
The amount of space in the library is adequate relative to the number of students enrolled	56%	15%	42%	14%	28%	2%	108	77%	12%
Resources available in the library are adequate for students to complete course work	84%	19%	65%	8%	8%	0%	106	76%	9%
Resources in the library are current with the needs of the courses they support	82%	23%	59%	11%	7%	0%	99	71%	10%
The hours of operation of the Library are adequate	64%	14%	50%	11%	16%	10%	114	81%	12%
Support staff coverage in the Library is adequate at all hours of operation	77%	22%	55%	17%	5%	1%	99	71%	11%
The library serves the needs of a diverse student population	88%	27%	61%	12%	0%	0%	108	77%	8%
The Library support of Distance Education students is sufficient	60%	16%	44%	37%	4%	0%	57	41%	17%
Faculty and classified staff are adequately involved in the selection of resource materials to support their program areas	76%	20%	56%	17%	5%	2%	101	72%	11%
Faculty and classified staff are kept informed of new developments in learning technologies for possible future acquisition	68%	19%	50%	18%	11%	3%	107	76%	12%
There is a connection between the needs identified in instructional Program Review and library resource allocation processes	51%	12%	39%	36%	10%	3%	67	48%	16%
Library services and processes are evaluated and modified as appropriate	67%	18%	49%	30%	3%	0%	67	48%	15%
STANDARD 3A: HUMAN SERVICES									
Personnel are treated equitably	76%	20%	56%	10%	13%	2%	128	91%	10%
Personnel are evaluated regularly and systematically	82%	23%	58%	10%	5%	3%	125	89%	9%
Evaluations of my job are systematic and conducted at stated intervals	82%	26%	56%	6%	8%	5%	132	94%	9%
Evaluations of my job performance seek to assess job effectiveness	85%	22%	63%	11%	1%	2%	136	97%	8%
Evaluations of my job performance encourage improvement in performance	82%	25%	58%	12%	3%	2%	137	98%	8%
Human Resources policies and procedures are clear and available for my review	56%	15%	40%	22%	18%	5%	131	94%	11%
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	67%	13%	54%	17%	11%	4%	123	88%	11%
All personnel have adequate opportunities to participate in all aspects of the college hiring process	61%	18%	43%	21%	13%	5%	112	80%	12%
Personnel are provided opportunities for professional development	70%	15%	55%	16%	12%	2%	136	97%	10%
All categories of personnel are provided sufficient opportunities to keep current in their fields	52%	12%	40%	21%	21%	6%	117	84%	12%
The planning and evaluation of staff development activities include the staff who participate in, or are affected by, the activity	70%	16%	55%	20%	8%	2%	115	82%	11%
Faculty participation in flex days allows opportunities for continued professional development	59%	12%	47%	22%	9%	9%	116	83%	12%
Classified participation in flex days allows opportunities for continued professional development	36%	27%	9%	30%	27%	7%	44	31%	19%

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Procedures to receive staff development funds are clearly stated and equitably applied	73%	17%	56%	21%	5%	1%	114	81%	11%
Human resource planning is integrated with institutional planning	51%	7%	44%	28%	14%	7%	71	51%	15%
The size of the classified staff is adequate to meet the needs of the college	29%	4%	25%	12%	29%	30%	122	87%	11%
The size of the faculty is adequate to meet the needs of the college	42%	8%	35%	22%	25%	11%	118	84%	12%
The number of Administrators is adequate to meet the needs of the college	58%	18%	40%	17%	19%	6%	114	81%	12%
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 within the college	61%	10%	51%	21%	13%	5%	121	86%	11%
The organization of the college supports teamwork, collegial sharing, cooperation, and team building as priorities	68%	13%	54%	19%	9%	5%	127	91%	11%
LPC makes serious efforts toward creating a positive environment that is inclusive of all	81%	26%	55%	12%	5%	2%	135	96%	9%
There is open and positive communication among the faculty	69%	15%	54%	21%	4%	5%	114	81%	11%
There is open and positive communication among the classified staff	70%	12%	58%	20%	7%	3%	91	65%	12%
STANDARD 3B: PHYSICAL RESOURCES									
Physical resource planning is integrated with institutional planning	76%	15%	60%	20%	3%	1%	86	61%	12%
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	74%	17%	57%	13%	8%	5%	121	86%	10%
Conference rooms available on campus are sufficient for faculty, management, and classified needs	66%	14%	51%	12%	18%	4%	119	85%	11%
Storage space available on campus is adequate to meet faculty, management, and classified staff needs	30%	6%	24%	8%	36%	26%	109	78%	11%
Office space provided for part-time faculty is sufficient	28%	10%	18%	17%	39%	15%	104	74%	11%
I have a clear understanding of the process for requesting maintenance and/or repair of campus buildings and grounds	53%	9%	44%	12%	29%	6%	129	92%	11%
Office space provided for full-time faculty is sufficient	71%	16%	55%	17%	12%	1%	102	73%	12%
Requests for maintenance and/or repair of buildings and grounds are handled in a timely manner and with satisfactory results	70%	18%	52%	22%	4%	4%	114	81%	11%
The quality of current custodial services on campus is satisfactory and consistent providing a clean and pleasant environment	79%	29%	50%	8%	11%	2%	135	96%	9%
The appearance of landscaping on campus is well-maintained	96%	47%	49%	3%	1%	0%	139	99%	4%
Safety and security on campus are adequate and effectively managed	82%	29%	53%	8%	8%	1%	134	96%	9%
Classroom facilities are adequate for faculty to effectively carry out teaching responsibilities	74%	18%	56%	13%	12%	2%	126	90%	10%
Available equipment is appropriate and adequate for me to carry out required work responsibilities	82%	23%	59%	8%	9%	1%	137	98%	9%

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Periodic replacement of college equipment is adequately scheduled	79%	22%	56%	11%	9%	2%	117	84%	10%
Faculty and classified staff are adequately involved in the planning and design phase of new or remodeled facilities	67%	25%	41%	17%	15%	2%	114	81%	11%
The needs of the faculty and classified staff are adequately considered in the construction of new or remodeled facilities	65%	22%	43%	20%	11%	3%	115	82%	12%
Campus construction projects are completed on time, within budget, and with satisfactory results	31%	5%	25%	27%	31%	12%	95	68%	12%
The college provides and maintains efficient work and study environments (lighting, climate control, sound proofing, etc.)	69%	9%	60%	14%	14%	3%	136	97%	10%
I have a clear understanding of the process for reporting concerns regarding safety, health, or security problems	80%	20%	59%	10%	9%	1%	138	99%	9%
Campus signs concerning building locations and room identification are sufficient, easy to read and strategically located	60%	13%	47%	17%	19%	4%	137	98%	11%
Annual and long-rang capital plans support educational objectives and relate to the plan for physical facilities	73%	13%	60%	21%	5%	1%	96	69%	12%
There are adequate facilities and spaces for Campus Life activities	49%	7%	42%	25%	21%	5%	116	83%	12%
STANDARD 3C: TECHNOLOGY RESOURCES									
Technology resources are used to support student learning programs and services and to improve institutional effectiveness	94%	31%	63%	4%	2%	0%	125	89%	5%
Technology planning is integrated with institutional planning	90%	22%	68%	9%	0%	1%	104	74%	7%
Technology planning is integrated with institutional planning	91%	25%	66%	9%	0%	0%	111	79%	7%
There is a connection between Program Review and technology support in the classroom	70%	20%	51%	22%	7%	1%	91	65%	12%
STANDARD 3D: FINANCIAL RESOURCES									
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness	26%	4%	23%	29%	35%	10%	110	79%	11%
Financial resources planning is integrated with institutional planning	61%	10%	51%	23%	14%	2%	87	62%	14%
Financial resources planning is integrated with institutional planning	40%	7%	33%	36%	18%	6%	84	60%	14%
Institutional guidelines and processes for financial planning and budget development are followed	45%	9%	35%	39%	14%	3%	74	53%	15%
Faculty concerns regarding budget matters are adequately addressed during the appropriate phase of the budget process	34%	6%	27%	34%	23%	9%	77	55%	14%
Classified staff concerns regarding budget matters are adequately addressed during the appropriate phase of the budget process	35%	9%	26%	37%	19%	9%	68	49%	15%
Administrator concerns regarding budget matters are adequately addressed during the appropriate phase of the budget process	57%	22%	35%	25%	14%	4%	51	36%	18%
Financial planning supports institutional goals and is linked to other institutional planning efforts	55%	9%	46%	33%	7%	5%	82	59%	14%

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Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements	47%	6%	41%	28%	18%	7%	85	61%	14%
College administration efficiently manages financial resources and implements budget expenditures based on institutional priorities	53%	13%	41%	26%	16%	5%	88	63%	14%
STANDARD 4A: DECISION-MAKING ROLES AND PROCESSES									
Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness	72%	9%	63%	20%	6%	2%	109	78%	11%
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution	73%	12%	61%	19%	4%	3%	113	81%	11%
The college president provides effective leadership to define goals, develop plans, and establish priorities for the institution	84%	24%	60%	14%	2%	0%	108	77%	9%
The college administration ensures the implementation of statutes, regulations, and board policies	80%	16%	64%	17%	4%	0%	113	81%	10%
The administration provides effective and efficient leadership and management which make possible an effective teaching and learning environment	73%	18%	55%	21%	4%	2%	121	86%	10%
Administration has a substantive and clearly defined role in institutional governance	70%	18%	52%	22%	5%	3%	112	80%	11%
Administration's role in institutional governance is effective	65%	16%	49%	23%	9%	3%	112	80%	12%
The faculty Senate is an effective organization that provides leadership in student learning programs and services	44%	8%	36%	31%	15%	11%	95	68%	13%
Institutional support for faculty participation in governance is adequate	67%	11%	56%	20%	11%	2%	99	71%	12%
The faculty's role in institutional governance is effective	48%	10%	38%	37%	13%	3%	101	72%	13%
The institution clearly states and publicizes the role of classified staff in institutional governance	60%	11%	49%	29%	7%	4%	94	67%	13%
The role of staff in institutional governance is effective	45%	5%	40%	39%	13%	3%	95	68%	13%
The institution clearly states and publicizes the role of students in institutional governance	71%	9%	63%	18%	7%	4%	104	74%	12%
The role of students in institutional governance is effective	42%	9%	33%	40%	14%	4%	93	66%	13%
The Chancellor provides effective leadership to define goals, develop plans, and establishes priorities for the institution	46%	5%	40%	33%	12%	10%	94	67%	13%
The Chancellor efficiently manages financial resources	39%	5%	33%	21%	25%	16%	96	69%	13%
The Chancellor implements budget expenditures based on District wide priorities	40%	8%	32%	27%	17%	15%	84	60%	14%
The Chancellor ensures the implementation of statutes, regulations, and board policies	61%	8%	53%	30%	5%	5%	87	62%	14%
STANDARD 4B: BOARD AND ADMINISTRATIVE ORGANIZATION									
Organizational roles of the district and the college are clearly defined	55%	8%	46%	23%	12%	10%	106	76%	13%
The district provides effective services that support the mission and functions of the college	37%	6%	31%	29%	23%	10%	115	82%	12%

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The district and the college utilize effective methods of communication and exchange information in a timely and efficient manner	31%	6%	25%	28%	27%	15%	108	77%	11%
STUDENT LEARNING OUTCOMES									
Course level SLO's are effectively communicated to students	47%	9%	38%	33%	13%	7%	96	69%	13%
Course level SLO's understood by faculty	71%	7%	64%	13%	11%	5%	104	74%	12%
Program level SLO's (learning outcomes specific to a major) are effectively communicated to students	34%	6%	28%	34%	24%	8%	86	61%	13%
Program level SLO's (learning outcomes specific to a major) are understood by faculty	60%	8%	52%	14%	20%	5%	98	70%	13%
Student Services SLO's are effectively communicated to students	45%	7%	38%	28%	20%	7%	69	49%	16%
Student Services SLO's are understood by faculty	50%	6%	44%	19%	19%	11%	72	51%	15%
General Education SLO's (Core Competencies) are effectively communicated to students	41%	8%	33%	33%	18%	9%	79	56%	14%
General Education SLO's (Core Competencies) are understood by faculty	56%	7%	49%	23%	14%	7%	87	62%	14%
Assessment of SLO's are in place for courses	60%	14%	47%	24%	13%	3%	96	69%	13%
Assessment of SLO's are in place for programs/majors	48%	12%	36%	23%	24%	5%	83	59%	14%
Assessment of SLO's are in place for student services	51%	7%	43%	30%	13%	6%	69	49%	16%
Assessment of SLO are in place for the General Education level (Core Competencies)	54%	9%	45%	30%	12%	4%	69	49%	16%
Results of SLO assessment are used to improve learning at the course level	54%	9%	46%	30%	9%	7%	81	58%	14%
Results of SLO assessment are used to improve learning at the program/major level	50%	6%	44%	33%	10%	8%	80	57%	15%
Results of SLO assessment are used to improve student services	48%	9%	39%	35%	9%	9%	69	49%	16%
Results of SLO assessment are used to improve General Education	46%	7%	39%	37%	8%	8%	71	51%	15%
Course SLO's are aligned with degree SLO's	50%	9%	41%	38%	6%	6%	66	47%	16%
Appropriate resources are in place to support assessment of SLO's	55%	12%	43%	20%	15%	10%	86	61%	14%
Administration is supportive of the assessment of SLO's	76%	18%	58%	20%	3%	1%	92	66%	12%
There is wide-spread institutional dialogue about the results of SLO assessment	52%	14%	38%	22%	16%	10%	94	67%	13%
Organizational structures are evaluated using SLO Assessment results to support student learning	43%	12%	31%	30%	16%	10%	67	48%	16%
PROGRAM REVIEW: INSTRUCTIONAL									
A Program Review process is in place and implemented regularly	92%	22%	71%	6%	2%	0%	51	36%	10%
Program Review is ongoing, systematic, and used to assess and improve student learning and achievement	70%	10%	60%	22%	8%	0%	50	36%	17%
Programs dialogue about the results of Program Review as part of discussion of program effectiveness	73%	13%	60%	10%	17%	0%	48	34%	17%
Dialogue about the results of all Program Reviews is evident throughout the institution as part of discussion of institutional effectiveness	55%	10%	45%	24%	18%	2%	49	35%	19%
Dialogue about the results of all Program Reviews is evident throughout the institution as part of discussion of institutional effectiveness	53%	9%	44%	31%	13%	2%	45	32%	19%

Survey Sections	Percentage who	Percentage of those responding					Responses to each question		Margin of Error
	Strongly agree or Agree	Strongly Agree	Agree	Neither Disagree nor Agree	Dis- Agree	Strongly Dis- Agree	N	Pct. of 140	
Results of Program Review are linked to planning and resources allocation for program improvement	53%	11%	43%	30%	13%	4%	47	34%	19%
Results of Program Review are clearly and consistently linked to institutional planning processes and resources allocation process	43%	9%	34%	34%	18%	5%	44	31%	19%
Results of Program Review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning	50%	8%	42%	33%	15%	2%	48	34%	19%
LPC evaluates how effective the Program Review process is in supporting and improving student achievement and student learning outcomes	43%	9%	34%	43%	11%	2%	44	31%	19%
PROGRAM REVIEW: STUDENT SERVICES									
A Program Review process is in place and implemented regularly	93%	36%	57%	7%	0%	0%	14	10%	18%
Program Review is ongoing, systematic, and used to assess and improve student learning and achievement	79%	36%	43%	7%	14%	0%	14	10%	29%
Programs dialogue about the results of Program Review as part of discussion of program effectiveness	71%	29%	43%	7%	14%	7%	14	10%	32%
Dialogue about the results of all Program Reviews is evident throughout the institution as part of discussion of institutional effectiveness	62%	23%	38%	23%	8%	8%	13	9%	36%
Dialogue about the results of all Program Reviews is evident throughout the institution as part of discussion of institutional effectiveness	77%	15%	62%	8%	8%	8%	13	9%	31%
Results of Program Review are linked to planning and resources allocation for program improvement	93%	14%	79%	0%	0%	7%	14	10%	18%
Results of Program Review are clearly and consistently linked to institutional planning processes and resources allocation process	79%	14%	64%	7%	7%	7%	14	10%	29%
Results of Program Review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning	75%	25%	50%	8%	8%	8%	12	9%	34%
LPC evaluates how effective the Program Review process is in supporting and improving student achievement and student learning outcomes	69%	8%	62%	23%	0%	8%	13	9%	34%