

**COS Accreditation Survey - Fall 2008
November 15, 2008**

DEMOGRAPHIC INFORMATION

Q1. What is your employee group?

	Response Percent	Response Count
Full-time Faculty	21.2%	29
Adjunct Faculty	24.8%	34
Classified Staff	38.0%	52
Administrative Support/Management	13.9%	19
Administration	2.2%	3
	answered question	137

Q2. In what area do you work?

	Response Percent	Response Count
Instruction	48.9%	66
Instructional Support	11.9%	16
Student Services	27.4%	37
Administrative Services	4.4%	6
Technology	5.2%	7
Institutional Support	2.2%	3
	answered question	135
	skipped question	2

Q3. How many years have you worked at College of the Siskiyous?

	Response Percent	Response Count
< 1 year	7.4%	10
1-2 years	15.6%	21
3-5 years	14.8%	20
6-10 years	25.2%	34
> 10 years	37.0%	50
	answered question	135
	skipped question	2

Q4. What is your employment status?

	Response Percent	Response Count
Temporary	24.1%	32
Permanent	75.9%	101
	answered question	133
	skipped question	4

Q5. What is your age group?

	Response Percent	Response Count
25-34	12.0%	16
35-44	18.8%	25
45-54	35.3%	47
55	33.8%	45
	answered question	133
	skipped question	4

Q6. What is your disability status?

	Response Percent	Response Count
Not Disabled	91.8%	123
Disabled	8.2%	11
	answered question	134
	skipped question	3

Q7. What is your gender?

Answer Options	Response Percent	Response Count
Male	32.6%	44
Female	67.4%	91
	answered question	135
	skipped question	2

STANDARD ONE: MISSION & EFFECTIVENESS

Q8. Are you aware of the COS mission?

	Response Percent	Response Count
Yes	96.0%	121
No	4.0%	5
	answered question	126
	skipped question	11

Q9. I feel COS is committed to achieving its mission.

	Response Percent	Response Count
Strongly agree	26.2%	33
Agree	56.3%	71
Neutral/No Opinion	8.7%	11
Disagree	4.0%	5
Strongly Disagree	0.8%	1
I don't know enough about this to respond	4.0%	5
Comments		22
	answered question	126
	skipped question	11

Please comment on the COS mission.

1. Students are not always put first.
2. As with any mission statement, it is limited by the understanding and the abilities of the people who are trying to carry it out. My mission is to be the best teacher of my subject that I can possibly be - and if I fulfill that task, I am benefiting the mission of COS in general. However, of all the things I see that the administration of COS does poorly in fulfilling the mission of the college, I see advertising and communications with the community as needing far more understanding and attention than they now receive. There should be representatives from the college at every general community function (The County Fair, The Senior Health Fair, Mt. Shasta Run, etc. etc. I think they do a good job of communicating what's available in Weed and, perhaps, Mt. Shasta - but I know they do very badly at communicating with the other small towns in Siskiyou County - And sending out E-Mail articles to local newspapers is NOT good communicating.
3. I don't believe as a whole the campus is on the same page of what the vision/mission is for College of the Siskiyou. Both the full-time employees and adjunct faculty are teaching the youth of America here on campus and I can truly say the vision is skewed for most, at least on my end of things.
4. Providing equal opportunities for all students to learn is important-and I think COS makes an admirable effort to do this, in addition to nurturing academic and artistic passions!! Maintaining a safe, attractive educational institution is also an important goal so that students are free to explore academic areas in comfort and confidence!
5. Would be good if it included "inspire students."
6. I think that the mission is well thought out and we addressing what we have committed to doing.
7. Students with disabilities have many resources, still they report that they often feel left out, lonely and seem to require more staff /faculty interaction to fill that gap. I have seen staff members go out of their way to provide that extra something to students in these situations. I applaud those that make a point of establishing these relationships.
8. I believe that the new president of the college is committed to the college mission; however, I believe that one or more of the V.P.'s are only functioning in self-serving ways that are not in line with the mission of the college.

9. We do provide a safe environment as a whole, and we are moving towards an attractive environment with our new buildings. Once we take the older buildings off-line many of the very unattractive, minimally functional classrooms will disappear! My hope is that we make a concerted effort to find programs and curriculum that will bring in new students of all ages from our community who never thought they'd be attending COS!
10. The mission statement is one sentence. This sentence is vague. It says COS will serve our community, and the assumption is that we will do this by being safe, attractive, and passionate about learning, cultural enrichment, and inclusion.
11. The mission is strong but reality is that the students have not been required to achieve. Instead COS does everything for the students, rather than have them be self-sufficient.
12. I think that COS is an exceptional college that meets the needs of the students. I feel the COS practices the values in the mission statement of embracing diversity. At COS they also provided a wonderful learning environment that is safe and welcoming. Having graduated from COS I can say that the staff is the best.
13. I think that the COS mission is well written and worded. I think, however, that it is lip-service and that most employees and policies are not congruent with the mission.
14. Due to the changes in COS Administration, I believe the ""mission"" has become one of politics and the focus is on monetary considerations.
15. The mission to offer and provide the best educational opportunities to all of the people in our community and those who choose to come here to pursue their education.
16. I don't feel the college administration dedicates as much to trying to provide athletic facilities as much as academic. I realize the importance of academics, however athletics is the only reason many students extend their careers past the high school level. Better facilities means more athletes will attend this school. Its location and "things to do" for the athlete are limited. A locker room is hardly something that would entice a student to come to the area. I believe the athletic department should have more of a say on funds for the athletic department. It would be like having a football coach decide what needs to be in the arts department.
17. COS offers a variety of classes for anyone to learn and many cultural events for the community. There are a lot of student services to help students attend college.
18. It needs more exposure to staff and students. The mission statement seems to be more about atmosphere and environment than specific actions.
19. I'd like to see the mission reviewed and used more often. maybe it could quickly mentioned at campus committee meetings as part of the call to order.
20. We are not committed to vocational education.
21. As a former student, and now an employee of College of the Siskiyous, I really do believe that this mission statement is being upheld and achieved every day. I love the fact that one of the goals in our mission is to mirror the environment and its beauty by doing the same with our campus, and by "going green" we just further that statement. I love it.
22. When I was a student at COS I felt that the quality of the instructors was high which helped me learn and also feel welcome as an international student.

Q10. The COS mission is central to institutional planning and decision-making.

	Response Percent	Response Count
Strongly agree	16.0%	20
Agree	51.2%	64
Neutral/No Opinion	21.6%	27
Disagree	3.2%	4
Strongly disagree	0.8%	1
I don't know enough about this to respond	7.2%	9
Comments		13
	answered question	125
	skipped question	12

Please comment on the use of our mission in decision-making.

1. The county is vast, and it is harder to uphold the mission in terms of student services provided outside of Weed.
2. We plan according to the mission
3. Here in the lodges we often refer to points of the mission statement to see if we are achieving our goals asking if our educational programs provided by the resident advisors create a safer environment with theft awareness programs such as Tag Your Stuff, Shut your door or enhance cultural enrichment with programs like my room is a hate free zone.
4. I believe that most of the time this is true, but I feel we need to put more focus on creating programs that integrate the surrounding environment and energize the local economy; as stated in our Vision Statements. Our specialty programs, nursing and fire, do send some of our students into our local workforce. However, I would like to see the College partner with County leaders to develop new local businesses/industries that we could provide a trained workforce for.
5. I am not aware of how our mission statement is used in the planning processes in which I am involved. It's not like we have a big banner in our meeting rooms with the mission statement plastered on it.
6. Seems that we forget to look at the mission when making decisions -- for instance -- compressed calendar.
7. COS uses collaboration when making important decisions which is key to running a good college or any business.
8. Much of COS's decision-making policy is governed by a good ole' boys system/network.
9. The use of the limited funds that Calif. community colleges have currently must be considered carefully. The thought to future needs and current demands are dictated by the ever changing needs of the county population.
10. COS looks at the demographics of our students and community and offers classes according to their needs.
11. The mission must be addressed in the planning process.
12. It is imperative to have a mission and also a vision to steer the college in a desired direction.

Q11. I am aware of the college's planning process.

	Response Percent	Response Count
Yes	50.0%	63
Somewhat	42.9%	54
No	7.1%	9
Comments		9
	answered question	126
	skipped question	11

Comments?

1. Adjunct faculty is seldom considered of sufficient importance to even query about administrative matters. This is not a criticism of COS - I have taught for 5 different higher ed. institutions - none of them considered adjunct faculty worth soliciting for opinions on anything.
2. We spend hours a day on
3. I am adjunct, yet have been invited to participate in planning and decision making processes. I appreciate the opportunity to help make COS more diverse in its offerings of community art and expression. Not every community college offers belly dancing, but COS does--at both campuses!!
4. It needs some refinement but it is overall a good process
5. We have holes in our planning process, places where communication does not, but should, occur.
6. I am also aware that the planning process is a little clunky. The process is in place, but not everyone uses it; and some folks/departments get their projects funded without going through process.
7. Yes, I am.
8. Aware but not always a part of the planning process.
9. Being a fairly new employee, I am still on a learning curve and my knowledge of how things work is still evolving.

Q12. The annual planning process (levels 1,2,3) offers all employees a role in planning.

	Response Percent	Response Count
Strongly agree	8.7%	11
Agree	46.8%	59
Neutral/No Opinion	17.5%	22
Disagree	11.9%	15
Strongly disagree	3.2%	4
I don't know enough about this to respond	11.9%	15
Comments		21
	answered question	126
	skipped question	11

Comments

1. When plans are made, the actual individuals involved should be also consulted. It seems that the Administration is famous for implementing plans only to find out there were reasons for why we were doing things a certain way.
2. Adjunct faculty would no doubt be tolerated at planning sessions - but if they really wanted our opinion about something, they would query us in writing because we don't keep the same hours as full-time faculty and administration
3. The shared governance is good at COS
4. Although we all have an opportunity to participate in the level one planning, we don't always receive information on the decisions from the other levels and why they were made.
5. flex days fill this need
6. Even though all staff have a role in our annual planning DAYS, I think that managers need to keep in mind that they need to continually seek input from their staff throughout the year. Our area lends itself to that atmosphere, but there are other areas on campus where it is more difficult.
7. I think Student Services is sticking its nose to much into instruction. I think Student Services is overgrown for this small campus at the expense of instruction. I think Student Services is taking resources away from instruction at the level 3 decision making process.
8. I believe that through this process, important things get lost that need to get done ASAP and they have to jump through to many holes to get done. Also we have people making decisions on issues that do not understand all areas of campus. For important issues it should go straight from the Dean or director to the VP's and the President then to the board. I feel that this would speed up the process and then people that need have things done will get them done in a timely manor or at least we will be told if the project is on hold for now.
9. Some key players do not participate in the level 3 process.
10. While I agree that the current planning process offers everyone a role in planning, I don't believe that everyone on campus feels that way, and for various reasons. For example, a Classified staff member told me that she didn't have the opportunity to give input in her area as often as the more important people; did (it could be perception), and other Classified staff member told me that he didn't know enough about some stuff to provide valuable input.
11. The current structure quickly weeds out options deemed unacceptable by a select few. The final stage, PAC, should only be Instructional and Non-Instructional. Right now instructional is only 20% of the voice and in the past decisions have been leaning to non-instructional side.
12. It's set up to work that way. However, some supervisors do not ask their employees to offer suggestions/thoughts/ideas for planning.
13. The potential for participation exists. Does everyone participate?—no.
14. Adjuncts are marginalized

15. Adjunct faculty are historically under-represented.
16. I believe this process works well, and yes it does offer all employees a role, this implies people have the opportunity to not be involved as well, which I think is the case. Some people choose not to be involved, and sometimes wonder how decisions were made. I don't think this is a problem with the planning process, rather an issue with how people get information at COS.
17. Our office has not been involved in the Planning Office for several years, other than submitting an annual budget for approval.
18. I get the feeling that often the process is just something we go through but in the end, things will go the way that some administrators already had in mind.
19. We are asked for input occasionally but it ends there. The decisions have been made and the planning process is just a formality sometimes.
20. Opportunity is there but some employees are not informed of times when their input is sought. Possibly not a college problem, but an individual department or supervisory problem of not passing on information to all employees.
21. As we talked about in our meetings during staff day, levels 1, 2, and 3 don't necessarily all collaborate together well enough.

22.

Q13. My employee representative group has sufficient opportunities to provide input into the college planning decisions.

	Response Percent	Response Count
Strongly agree	19.2%	24
Agree	36.8%	46
Neutral/No Opinion	19.2%	24
Disagree	7.2%	9
Strongly disagree	5.6%	7
I don't know enough about this to respond	12.0%	15
Comments		13
	answered question	125
	skipped question	12

Comments?

1. The senate has a big voice on campus
2. We are allowed to provide input, but I don't feel it has much weight.
3. staff members have been asked to sit on a variety of committees from parking lot planning to accreditation and I have noticed that all ideas are met with respect regardless of the employee who has made them
4. We are represented on all committees and many of our members are on multiple committees.
5. My employee representative group is CTA and CTA representative does not even sit at the board table.
6. In most instances. The ASM group is comprised of people with high skill level, vast historical knowledge of the College, and many have advanced degrees, however the nature of this group ("at will", no negotiating power, looked at by some Classified as thinking we're better than them and being considered lesser than by some faculty, etc) creates a situation where we don't anyways have the input where and when I feel we should, or to the degree I feel we should. For instance, why do faculty have more votes than Classified and ASM on PAC? In Level 2 groups, the VPs typically run the meetings where opinions are asked, and faculty are typically the people who seem to feel most comfortable speaking up. Maybe there's a fear/concern on the part of ASM about disagreeing with administration.
7. Again ideas are weeded out by a select few.
8. Adjuncts have been discouraged from participating in the academic senate. They have no representation.
9. Adjunct faculty are historically and continually under-represented.
10. ...because the adjunct instructors are not at the college on a regular basis for meetings and discussions
11. Our group is asked for input and advice.
12. Only on paper
13. I do not know who my employee representative group is.

Q14. The 2005-2010 Strategic Master Plan has improved this institution.

	Response Percent	Response Count
Strongly agree	5.7%	7
Agree	33.3%	41
Neutral/No Opinion	38.2%	47
Disagree	5.7%	7
Strongly disagree	0.0%	0
I am not familiar with the Strategic Master Plan	17.1%	21
Comments		10
	answered question	123
	skipped question	14

Please provide comments on the Strategic Master Plan.

1. Many of the projects are being accomplished and new programs are being built which will help attract more students to the college
2. The Strategic Master Plan seems to be a moving target. It is constantly being changed, so hard to measure our progress toward the defined goals. The plan isn't always followed.
3. While there are some elements of the master plan that I personally disagree with the overall plan will help keep our campus up to date with the changing times
4. Our administration does a good job of keeping the Plan in the forefront when making decisions.
5. An educational master plan would be more helpful in my situation.
6. Most of the improvements have occurred in facilities and technology. Regarding improvements related to the instructional areas of the Master Plan, the college seems to take one step forward and TWO steps back.
7. I have little request for input in this matter.
8. I believe it would have been impossible to manage the Measure A funds without the master plan
9. I have been introduced to the Strategic Master Plan and feel that is will provide for many great advances in our college.

Q15. The COS resource allocation and budgeting processes are driven by the annual planning process.

	Response Percent	Response Count
Strongly agree	4.0%	5
Agree	40.3%	50
Neutral/No Opinion	21.0%	26
Disagree	13.7%	17
Strongly disagree	0.8%	1
Don't Know	1.6%	2
I don't know enough about this to respond	18.5%	23
Comments		11
	answered question	124
	skipped question	13

Comments?

1. Sometimes it appears as if the COS Foundation veers the college from its goals.
2. I believe that is the goal but we haven't yet gotten there. Once we assess student outcomes, it should drive the annual planning process.
3. I am not sure if this is happening when the budget is built
4. At the moment the resource allocation and budgeting process are being driven by the lack of resources from the State and the 50% law.
5. There have been exceptions to this due to unexpected needs which is understandable. I think that the administration needs to be sure that a fair process is used when this happens to avoid conflict.
6. The budget process is strongly driven by Student Services at the expense of instructional needs. Student Services has money to purchase computers they don't even know how to use, while instruction is forced to work without technology. Ditto for VP of Business. Student Services cuts into budget money that previously supported instructional needs to provide additional positions in their ever growing department. Tech services and Business VP purchase newest technology just to use as "toys" while instruction can not get any new technology equipment without years of waiting and jumping through hoops and numerous committee battles. Tech services and Business VP decides what instruction "needs" while they have exactly zero instructional experience or expertise.
7. Resource allocation has not been in producing income but rather economic development of the county's under-educated.
8. In principle they are, but things always seem to come up that take priority, so the budgeting process doesn't always mean that much.
9. Current state budget situation has affected our ability to follow through.
10. It really kind of sad that I don't know enough to answer this question
11. Again, I don't quite know enough to give an opinion.

12.

Q16. When COS establishes instructional programs, it is careful to ensure there is alignment of the program or course purpose and the needs of the student population.

	Response Percent	Response Count
Strongly agree	7.4%	9
Agree	42.1%	51
Neutral/No Opinion	23.1%	28
Disagree	10.7%	13
Strongly disagree	2.5%	3
I don't know enough about this to respond	14.0%	17
Comments		15
	answered question	121
	skipped question	16

Comments?

1. I am unaware of any yearly surveys that are done community wide to help provide the college with this information. Most colleges seem to assume that they know what is wanted by the population they serve, and then seem to think it is some sort of cosmic accident when attendance goes down.
2. There's not enough input from the one's who actually teach the classes.
3. A lot of input is used to find the best fit
4. On the whole I agree, but sometimes the needs of the students are not met. I understand staffing and time is not always available as needed, but I think we can make more of an effort.
5. Some programs such as the fire academy operate when the rest of school is closed and the lodgesa have to make special arrangements for additional staffing for supplemental housing and those same students
6. Sometimes, but not always. And once those programs are in place, we don't always continue to support (personnel and/or financial support and/or facilities) those that bring in the most FTES, but we often continue to support those that don't produce/create as many FTES and are costly but high profile (nursing, fire).
7. However, most of these decisions are driven by felt sense and personal perspectives, not by data.
8. I have taken many classes at COS and when I transferred for my BA many were transferred and I entered my BA program with over 90 units. I think COS is very careful to choose instructional programs that are of value, and meet the needs and desires of the students.
9. How many welders does this county need?
10. It is my experience that instructional program planning is heavily influenced by funding.
11. Sometimes decisions are made based on instructor opinion, not on actual student research
12. I have had a class at COS Yreka in which there has been a steady increase in the number who take this course; COS administration did not make me aware of deadlines and/or ask if I wished to continue this course again (I did) and "gave away" the room, date, time I teach this course without consulting me. The focus is more on which course bring in the most funding without consideration of what the students want (sometimes these are not the same).
13. I'm not sure of the level of student participation in this process
14. This is best accomplished in our vocational programs
15. Being a graduate of COS, I feel that the needs of the student population are adequately addressed when establishing instructional programs - that's how we make it work.

Q17. When COS establishes student service programs, it is careful to ensure there is alignment of the program purpose and the needs of the student population.

	Response Percent	Response Count
Strongly agree	11.2%	14
Agree	44.0%	55
Neutral/No Opinion	18.4%	23
Disagree	8.8%	11
Strongly disagree	1.6%	2
I don't know enough about this to respond	16.0%	20
Comments		8
	answered question	125
	skipped question	12

Comments?

1. I know many students who have benefitted from EOPS/CARE, as well as received support for learning disabilities to provide equal access.
2. This happens more in Weed than other sites.
3. The students are well served
4. The Student Services Council meets monthly and does a good job of reviewing and discussing the benefits and potential problems of programs on students.
5. We are establishing student services programs to provide employment for various “favorites”, in-laws, children of prominent locals, and other “ins”. We never consider the need. We certainly never consider who will pay for these programs - only push the faculty to work harder and harder to generate more and more FTE to pay for Student Services ever increasing appetite.
6. See my response to No. 9.
7. Again I believe more attention is made to the academic students, not the athletes
8. I think that without student services programs being in line with the needs of the student population there would be no real student services. I believe that the needs of the students are what propels student services and I feel that they do a good job of addressing those needs.

Q18. I know how COS defines institutional success.

	Response Percent	Response Count
Yes	49.2%	59
No	50.8%	61
Comments		8
	answered question	120
	skipped question	17

Other (please specify)

1. Accomplishing goals in the strategic master plan
2. I didn't know they have a specific definition.
3. We define institutional success by many COS graduates and non-graduates we can hire and elevate to extremely high paying jobs with little or no education.
4. Other colleges provide annual reports that summarize degree/certificate completions, transfers to universities, and job placement in the workforce. I have not seen that type of success-reporting for years. Where is the accountability to the community? We should be publishing such data on an annual basis.
5. I'm not sure but I would think that COS defines institutional success by how successful the students are. Do they graduate? Do they go on for a BA or higher? Did they learn a trade? The goal is in my opinion to have the students leave COS successfully.
6. I wasn't sure how to answer this question. Were you asking about what is their official/written definition or the one that they often carry out?
7. Not sure
8. I'm not real sure exactly what defines institutional success. I would think that it is the success of our students, the number of graduates, and the overall progress of the college.

Q19. Do you have any overall comments on the COS mission, planning processes or assessment of effectiveness activities?

	Response Count
answered question	19
skipped question	118

Do you have any overall comments on the COS mission, planning processes or assessment of effectiveness activities?

1. No
2. No
3. We seem to spend more time on kick-offs and brainstorming than on conclusion and assessment of projects.
4. There is usually good planning and the assessment helps us to refine our activities
5. There is a disconnect between the staff and the planning processes. The staff are not informed of the reason for the decisions being made. For example: if your level one plan requests funding for a specific purpose, you turn in your plan and may never hear anything about it again. There is no communication informing the staff of the decisions that were made and why.
6. This is potentially a great place with too many vice presidents and deans. We seem to be top-heavy with too much money going to way too many administrators.
7. The planning process needs to be looked at from all angles, I believe that there are areas on this campus that do not understand the some areas are bigger and that they require more money more time and updated facilities to keep up with other schools. COS is a great campus but our facilities are outdated and in some areas below Junior high level since high schools are starting to really upgrade. This is an issue that is going to hurt major programs and effect the enrollment of full-time students at COS. I understand that they are needs all across campus but I feel that we should look at the population and years of that population in those areas when making decisions. There are people on this campus that work hard everyday that are not full-time that are doing great things for this place, and these people and programs are getting over looked in the big picture of this campus.
8. I don't think that we have gotten very far into assessment yet.
9. We need to re-focus and remember that we are here for the students
10. It would be nice to see COS become a more progressive, forward-thinking institution. My experience indicates that it is a rather stagnant "backwater" type of environment...a very small pond with certain people trying to be big fish.
11. I believe that adjunct faculty should be respected and be included in COS's overall process. We often have our pulse on the needs of the students, especially adult learners, in a way that the administration does not.
12. Recent (last couple of years) expansion of program review has improved planning and assessment. Helps to keep us "in touch" with ourselves.
13. I feel the campus operates in silos. Cross communication between all areas of the campus needs improvement. I think most people feel a sense of COS community, but maybe more on a personal level vs. an institution level. Our new President could do a lot to flatten out the current culture that exists at COS. We need fresh ideas and a fresh direction.
14. Positive future
15. Everyone seems to have their own agenda - we have positions filled that are unnecessary and costing the district money on the wrong side of 50% because they lighten the load for administrators - two that come to mind are the Assistance Maintenance Director and Director of Instructional Services. Lots of money going out on the wrong side.
16. Although a work in progress, I believe the annual planning/program review process engages the college community as it allocates resources in furtherance of its stated goals and objectives as outlined in the

strategic master plan and our overall mission. That's a clumsy way of saying I think we care about students and we all have a say in how we serve their needs.

17. Mission needs to be shortened and made easier to remember.

18. No - again, being new sets me at a slight disadvantage for comments.

19. Without a mission and a vision it is impossible to create the context that will move COS forward. There is an organization called The Hunger Project and one of their cornerstones is to create a context for ending hunger. ("The Hunger Project is about creating a context - creating the end of hunger as an idea whose time has come"). The context for COS would of course not be to end hunger but there could be an idea that could be encompassed by everyone working here and this idea would be the one that create the context that moves us forward.

Q20. I feel COS is committed to high standards of teaching.

	Response Percent	Response Count
Strongly agree	18.2%	22
Agree	60.3%	73
Neutral/No Opinion	11.6%	14
Disagree	8.3%	10
Strongly disagree	0.0%	0
I don't know enough about this to respond	1.7%	2
Comments		16
	answered question	121
	skipped question	16

Comments?

1. Retention is a must for a small school to survive. What is the easiest isn't always the answer for COS.
2. The instructors hold the students to high standards
3. NOT ALWAYS!
4. In my personal experience as a student here the teachers have been attentive to my needs and concerns and have worked hard to help me achieve my personal; goal of 4.0 gpa
5. I know the instructors are committed to high standards of teaching, but COS is certainly not committed to its instructional program. COS is committed to generating as much FTE as possible (i.e. pass as many people as possible) as cheaply as possible so we can use extra funds generated to create more new jobs for the local population. We call that "economic development".
6. In part because we strive to hire dynamic, passionate, educated people who understand, value, and appreciate the mission of a community college, but we also expect a tremendous amount of time and energy from these people, and often risk burning them out. On the other hand, there are instructors who do nothing "extra" and aren't exceptional, but don't seem to be held accountable for achieving higher standards.
7. Awesome faculty!
8. I attended COS for 4 years and in all that time I only had two teachers that in my opinion were below par and only one of them is still here.
9. We do have some instructors who have been around a long time and seem to be burned out on teaching
10. We would demonstrate higher standards if we were to survey EVERY class at the end of the semester. (as SOU does) We also should have more tenured faculty rather than adjuncts teach the courses here. One problem being in a remote area is that our adjunct pool is small and instructors are hired because they are the best available within our county, which is sometimes not saying much.
11. Maybe the college is but not all instructors are held accountable for their standards of teaching.
12. I think we have some excellent instructors here at COS that are committed to learning outcomes of their students. There are just as many that don't have high standards of teaching and don't care much about what the student learns or doesn't learn.
13. Instructor evaluations/surveys by students at the end of each course would help.
14. In most cases but not always.
15. The school might be committed, but they don't pay adjunct faculty enough to be committed.
16. Having been a student, I feel that the teaching standards are set at a level that allows for great opportunities and sets up its graduates to achieve even greater heights of success as they venture on in their lives to higher education and/or employment.

Q21. COS faculty present material fairly and objectively, while distinguishing between fact and opinion.

	Response Percent	Response Count
Strongly agree	10.0%	12
Agree	40.8%	49
Neutral/No Opinion	22.5%	27
Disagree	4.2%	5
Strongly disagree	0.0%	0
I don't know enough about this to respond	22.5%	27
Comments		8
	answered question	120
	skipped question	17

Comments

1. I teach. I don't attend classes. My students tell me that the answer to this is extremely subjective to the individual teacher. Some are fair and objective, some are not.
2. There is good group of instructors on the campus
3. For the most part.
4. It seems so, but I can't comment on this regarding all faculty because I have not had the opportunity to observe.
5. I am sure that some instructors do this better than some others.
6. I think most faculty do this, but I hear stories from students about some faculty who are very difficult to deal with.
7. They tend to present what works in their best interest.
8. I have found the COS faculty to be very good at presenting material.

Q22. The general college climate is respectful and responsive to a diverse educational and cultural campus environment.

	Response Percent	Response Count
Strongly agree	23.1%	28
Agree	56.2%	68
Neutral/No Opinion	10.7%	13
Disagree	7.4%	9
Strongly disagree	0.8%	1
I don't know enough about this to respond	1.7%	2
Comments		17
	answered question	121
	skipped question	16

Please comment on the campus environment.

1. With the sole and significant exception of Trustee Dorris Woods
2. We could improve sustained momentum for our responsiveness.
3. We provide many activities that give the campus a diverse environment
4. We need to do more to involve different cultures particularly those students who are non Christian
5. The wording on this question itself excludes the disabled. We don't care about disabled employees. We do not have any disability advocate for employees on campus.
6. As with everything, some people are very much respectful and responsive to diversity, and some are not. The danger to our institution and to our students are those who believe they are respectful and responsive to diversity, but their actions, choices, and behaviors tell a different story. Overall our campus talks about the importance of diversity but beyond the Senate voting for the diversity graduation requirement, it collectively does little to actually support it, much less to celebrate it (beyond special "days" or "months"). I feel that more commitment must be made from the administration.
7. COS has one of the most welcoming environments I have ever had the privilege to work at or attend as a student.
8. One of my students got beaten up on campus for being gay. Part of the mission statement is that we provide a safe environment.
9. Somewhat, but I think there needs to be more consideration for adult/senior learners.
10. Faith based programs are not offered on campus as accredited classes. Both my kids were sent to other institutions. However new programs are offered relevant to the Muslim religion.
11. I feel the college is a wonderful place for students to feel part of this community, however I don't believe there are enough support systems for students who have cultural challenges or struggles with identity development.
12. Need more multicultural diversity in faculty and staff.
13. Although we have made some strides, the college seems ill-equipped to handle students that come from a different culture (anything beyond the Siskiyou County, Oregon or Washington). We say that it's important, but the employees and programs do not consistently or actively support efforts to support these students.
14. On paper yes, but look at the makeup of our staff and faculty. We are lacking in diversity.
15. I'm not on campus enough to know this.
16. Part of what helped me to succeed at COS was the respect and responsiveness that I found here. The diversity of the campus culture is accepted and people are treated as if they matter.
17. The college used to have many more international students. As I used to be one of them I have noticed that there are not that many international students any longer. To be able to enroll more international students could truly make this campus even more diverse and interesting.

Q23. COS provides educational and cultural events that serve the needs of the community,

	Response Percent	Response Count
Strongly agree	10.9%	13
Agree	63.0%	75
Neutral/No Opinion	17.6%	21
Disagree	6.7%	8
Strongly disagree	0.0%	0
I don't know enough about this to respond	1.7%	2
Comments		17
	answered question	119
	skipped question	18

Comments?

1. We have had the same cultural events for years (Performing Arts Series). Is it possible to recruit new show? As for Educational needs, we offer community service classes which round out our offerings.
2. The theater, for instance, is being used very regularly for community events
3. I agree on the educational portion, but not the cultural.
4. We do provide educational and cultural events. Whether they are presented in response to a need or are presented with the hope they fill a need, I don't know.
5. Difficult to provide much because of our size, but I would like to see more cultural events
6. We could have a few more events that are sponsored by the college for the public.
7. It is great on theater and music; dismal on educational/intellectual offerings.
8. This is more true of the Weed campus, less so at Yreka Campus.
9. There are a lot of diverse events that are held on campus.
10. I would like to see more events, and more varied, as opposed to the same ones repeated.
11. Need more cultural diversity in events
12. More educational and cultural events are needed that are free or more affordable to the community. The Performing Arts Series is wonderful but I can't afford the ticket price.
13. I would like to see more events and shows that appeal to a younger audience. Most of our PAS shows are aimed at the "Blue Hairs".
14. More needs to be done
15. Could do more - the success of students and the attraction of students is often based on the cultural events a campus supports and provides
16. I feel the college overlooks the agricultural community in Siskiyou County.
17. I am sure that we do; however, I am not living in this area and don't really know what all is done. I know that there are theatric plays but other than that, I just don't know.

Q24. COS employees promote the development of a diverse educational and cultural campus environment.

	Response Percent	Response Count
Strongly agree	13.3%	16
Agree	56.7%	68
Neutral/No Opinion	17.5%	21
Disagree	7.5%	9
Strongly disagree	0.8%	1
I don't know enough about this to respond	4.2%	5
Comments		9
	answered question	120
	skipped question	17

Please comment on the campus environment.

1. Most of diversity events I have attended are all theory and feel good...have not seen any real racial or cultural discussion that get at the meat of any social issues. All surface stuff..
2. Many are vocal in the community for the college
3. We do have a Diversity Council and they are making a real effort to promote cultural awareness, but there are not enough members. Only a handful of staff are working at it.
4. Again, diverse educational and cultural campus environment excludes disabled employees.
5. We have quite a diverse campus community and I believe with very few exceptions that it is an excepting and inclusive environment.
6. See comment section of #3.
7. Need more daily emphasis on diversity--from administrators to staff to student level.
8. I believe we try. It is sometimes difficult to know what to do.
9. I think that without the employees promoting an accepting environment here, there wouldn't be much of a college. I feel that the employees are dedicated to the success of our students.

Q25. COS values the assessment of student learning.

Answer Options	Response Percent	Response Count
Strongly agree	21.5%	26
Agree	56.2%	68
Neutral/No Opinion	16.5%	20
Disagree	4.1%	5
Strongly disagree	0.0%	0
I don't know enough about this to respond	1.7%	2
Comments		14
	answered question	121
	skipped question	16

Please comment on how well you feel the college is assessing student learning.

1. I have found that assessing student learning is often more an assessment of the teachers popularity with their students - I have found my own questionnaire to the students a lot more helpful in assessing how well I have performed as a teacher and where I need to make improvements, than the one the college does.
2. Some instructors have higher standards than others. Education is for learning not setting the curve for failure. As a whole most instructors understand that if they are not teaching at a comprehensive level for students to learn, they need to adjust to there teaching habits. There are instructors on this campus which will actually fail the majority of students in there class and not seem to look within their own self of teaching.
3. Lots of assessment is happening on campus, we need to make sure that we are documenting it
4. It depends on what section of people you are referring to here.
5. Who is COS? The faculty? The administration? The staff? The students?
6. By trial and error we are finding ways to do accurate assessments. As more programs are finding ways to assess themselves, those who hadn't figured it out are able to borrow ideas.
7. We may value it, but it seems that we're having a difficult time documenting the ways in which we do it.
8. Although the faculty are awesome instructors and are very skilled at imparting what they know to students, they are not yet accustomed to reporting what their students actually learn.
9. i think the college as a group is getting better at this. Ultimately the success is shown by how many people complete and are achieving their educational goals.
10. By using the student learning outcome assessment.
11. I think COS staff do this, but would like to do it better, but are not sure how to assess student learning in new innovative ways.
12. If it is happening across the campus it is not being communicated.
13. It's hard to say what the college values. As an instructor I value it, but I don't hear anything from the college in this area.
14. I know that if we didn't have a high value on assessment, we wouldn't have a very good picture of how our students are doing and wouldn't be knowledged in how to make it better.

Q26. How effective do you feel the establishment of student learning outcomes (SLOs) has been in your course, program or area?

	Response Percent	Response Count
Very effective	13.2%	16
Somewhat effective	35.5%	43
Neutral	19.8%	24
Somewhat ineffective	6.6%	8
Very ineffective	4.1%	5
I do not have SLOs in my area	11.6%	14
I don't know enough about this to respond	9.1%	11
Comments		16
	answered question	121
	skipped question	16

Comments

1. There has not been enough time to determine the effectiveness, but it seems like it will help improve teaching.
2. It has helped us to figure out how all of the courses work together
3. Since our area doesn't have contact with students, it is hard even see a connection between the work we do and student learning outcomes. It just doesn't make sense.
4. Though we have tried to involve student participation in a meaningful way many students do not chose to participate we are currently assessing what needs to change to encourage more student participation one thought is that it will take a least a full semester before students realize the benefits of our incentive points program
5. It causes us to continually evaluate our processes which benefits the students because we are always looking for new outcomes.
6. I always had student learning outcomes. We just called them objectives.
7. It was more a matter of having it "on paper" as opposed to simply doing it. The value will increase when analysis of the data can be made.
8. Very effective for helping me to focus on what is important. Does (simply) having SLOs improve learning? Sometimes I think that question is irrelevant.
9. I have not always achieved all of the SLO's for the classes I have taken.
10. Adjuncts have largely been left out of the loop on this.
11. Completely dysfunctional, actually. More lip-service that is not at all really representative of what has happened in the classroom. It is a paper-work process, not an actual process.
12. I think once we have the SLO's online, it will be more effective
13. I think we are still collecting data to show how effective they are for students. I think having staff talk about the mission and way we help students is very valuable.
14. I have been here a long time, and I still have not seen the program SLO's. While my department head said he would send them to me, he hasn't. They are not available online.
15. There is no direction
16. I think that SLOs will become more effective after they are around for awhile. Establishment is the first step, while practice of them takes time.

Q27. The assessment of SLOs has changed my behavior in my area.

	Response Percent	Response Count
Significant change	4.2%	5
Changed somewhat	37.8%	45
Neutral/No Opinion	21.0%	25
Not changed at all	16.8%	20
I do not have SLOs in my area	11.8%	14
I don't know enough about this to respond	8.4%	10
Comments		11
	answered question	119
	skipped question	18

Comments

1. I think SLOs exist in good classrooms regardless of what we call them. Bad teachers have no objectives, good teachers do. To articulate our goals in such a manner is insulting and undermines the dynamic and ever-changing world of academia.
2. we have created a whole new incentive points program to measure student responsibility and lodge staff spend time discussing the effectiveness of this program
3. I don't directly assess, but it has had the effect of my looking at something I routinely do and seeing a way to measure it or doing it in a different way that allows me to measure it.
4. We are just getting into assessments of slos this semester. Hard to say
5. My students' assessment results have not surprised me. Their success just reaffirms that the activities I have them engage in are successful. But then I expected as much since the activities I use to teach my students are gleaned from the past twenty-five years of research in teaching and learning.
6. As a student I have always worked hard but to have an idea from the start what I can expect to learn I feel is a great tool.
7. I had learning outcomes in place already
8. I try to have the students do the task instead of me doing a task for them.
9. My change has been in my focus back to students and what they learn because their participation in my program.
10. Yes, my individual assessments in my classes influence my approach to teaching.
11. Knowing that we are working to make students more accountable and less dependent on staff has definitely made me more aware of how much assistance I should be to a student. I learned to keep my hands in my pockets and not take over for them.

Q28. Student learning outcomes have been created for most COS programs.

	Response Percent	Response Count
Strongly agree	5.8%	7
Agree	52.1%	63
Neutral/No Opinion	14.0%	17
Disagree	2.5%	3
Strongly disagree	0.8%	1
I don't know enough about this to respond	24.8%	30
Comments		8
	answered question	121
	skipped question	16

Comments

1. Some groups have hammered out the details better than others by now.
2. Can only answer for the areas I work in
3. I think we are all still trying to figure out the definition and how to determine this
4. I'm not sure i can prove this other than that I've heard it from people who know more than I do.
5. Yet to be determined
6. All though instruction program outcomes have been identified, most have no substance. The culture seems to be write something down and then you're done.
7. I know it has been worked on diligently for the past couple years.
8. I'm not totally sure, but I would assume the answer to be yes.

Q29. Student learning outcomes have been assessed for most COS programs.

	Response Percent	Response Count
Strongly agree	0.8%	1
Agree	24.8%	30
Neutral/No Opinion	25.6%	31
Disagree	10.7%	13
Strongly disagree	4.1%	5
I don't know enough about this to respond	33.9%	41
Comments		10
	answered question	121
	skipped question	16

Comments

1. We have not done this portion of the assessment yet.
2. Finding ways to assess them is an ongoing issue, but we are working on establishing good mechanisms.
3. I am not sure about other programs
4. Can only answer for the areas I work in
5. I don't know if the assessing has caught up to the outcomes established, but we're well on our way.
6. Some are still wondering 'how to'
7. I think we're working on getting there, but I have no information that would indicate which programs have been assessed.
8. You can't manage what you can't measure. Some instructors my feel they are measuring SLOs, yet we are not collectively taking a look at the success or lack there of.
9. Assessed by the college or by the individual instructors?
10. Again unsure, but my response would be yes. I think that the college has a good handle on SLOs and the assessing of them.

Q30. The student services offered at COS provide fair and ethical treatment of the entire population.

Answer Options	Response Percent	Response Count
Strongly agree	17.4%	21
Agree	58.7%	71
Neutral/No Opinion	11.6%	14
Disagree	4.1%	5
Strongly disagree	1.7%	2
I don't know enough about this to respond	6.6%	8
Comments		9
	answered question	121
	skipped question	16

Comments?

1. More times than not, if a student is from out of state, they are told they can't afford COS. Why can't we find a way to make COS feasible for all. We will not survive with only Siskiyou County students.
2. As far as I can tell, it is fine on the campus
3. I'm not sure who the entire population is - but disabled employees are not treated fairly at this campus.
4. I believe our programs are very student centered and we try to treat individuals and populations as a whole with respect.
5. For the most part I would agree, however I strongly feel that this institution is not trained/prepared to effectively address the issues of young Black athletes. In addition, from feedback from students and some staff members it seems the Lodges are not consistently a place conducive to learning or to emotional, intellectual, and physical safety. Also, we don't adequately address the physical needs/challenges of our disabled students in terms of access to all areas of campus.
6. Adult Learning Classes are treated as second-class educational offerings. These often meet the interests and needs of our growing senior population. There needs to be more respect for elder needs and wishes.
7. I believe so, and staff work internally to identify anomalies
8. For most, but definitely not the entire population.
9. I believe that this college is fantastic at providing fair and ethical treatment to all of its students. There are so many programs available to assist with needs, and I think it is great!

Q31. The services offered by COS support student learning and enhance the mission of the college.

	Response Percent	Response Count
Strongly agree	15.8%	19
Agree	67.5%	81
Neutral/No Opinion	9.2%	11
Disagree	1.7%	2
Strongly disagree	0.8%	1
I don't know enough about this to respond	5.0%	6
Comments		6
	answered question	120
	skipped question	17

Comments?

1. The posters I see where I teach make me shudder. We still seem to be telling young people that, as long as they feel good about what they are doing, no one has the right to criticize them. This runs absolutely counter to the real world where everyone who pays you has the right to criticize you. How can colleges justify encouraging attitudes that will only bring students pain when they leave the protection of a college campus?
2. There is tremendous help for students to be successful
3. The services offered by COS support the good paying jobs of the COS non-instructional staff. Education is not our primary reason for being or COS would support its faculty.
4. As a student I used these services and feel that they made all the difference in my education.
5. COS is very focused on the economically disadvantaged students. There are great programs for basic skills students, financial need students, etc. There is nothing for the middle class student that can not afford college but does not qualify for grants or aid.
6. I think that COS does a fine job of supporting student learning, especially since learning is what the college is all about.

Q32. COS offers high quality support services to our students regardless of their location.

	Response Percent	Response Count
Strongly agree	11.7%	14
Agree	44.2%	53
Neutral/No Opinion	14.2%	17
Disagree	17.5%	21
Strongly disagree	0.8%	1
I don't know enough about this to respond	11.7%	14
Comments		23
	answered question	120
	skipped question	17

Please comment on the support services at our various locations.

1. The on-line registration process is often a road block for students that are using financial aid.
2. Even our distance learning courses provide good support
3. Not in our outlying areas. Weed and Yreka yes
4. Establishment of a full compliment of student support services at our various locations would be beneficial.
5. It seems to me that it would be a physical impossibility to offer the same services to outlying areas particularly with services that are only offered weekly such as the health clinic
6. I am well aware that a student in Happy Camp can't readily access the weekly health clinic held at the Weed Campus. But with teleconferencing capabilities to all of our distance learning centers I am sure that if a student has a need for one of our services we would be able to offer it to them.
7. Many of our support services are not well represented for off-campus students
8. With the exception of advising/counseling and tutoring services.
9. I don't believe that students who attend COS via videoconferenced classes in Happy Camp, Tulelake, etc. receive the same services unless they come to campus.
10. I agree, but there is more that can be done to create equitable services for Distance Learning students.
11. Need more in Yreka and other feeder sites. Students can not always come to Weed and they cannot always make it on a certain day of the week.
12. Outside of the Weed and Yreka campuses it seems we can't afford to offer quality support to distance learners
13. Services to Yreka Campus, as well as those taking classes in outside locations off the I-5 Corridor have limited to no support services.
14. While these are offered they don't equal what is available on campus so cannot be judged as "high quality"
15. The students who come onto the Weed campus have access to a lot more services, but students can still get some services if they do not come on campus.
16. I do not have enough experience with students outside of the two main campuses
17. We try, but there are not as many services available at the Yreka Campus.
18. The Yreka campus has great employees. They do not get the support from the Weed campus they need. It has that feeling of the step-child.
19. All our services are high quality. The quantity may be a different issue. Our outlying service areas such as Happy Camp, Doris, Tulelake probably don't receive the same number of services as those provided in Weed and Yreka.
20. I'm not sure how students in outlying areas receive student support services.
21. There are some systems and policies that make it impossible to support students who are out of the area in the same way as students who are on campus.

22. I think that there may be fewer support services in the outlying areas, but for the most part I feel that overall the support services to students is of high quality.
23. I believe that the distance learning education (the videoconferenced classes) could have a higher level of support to/at the remote sites. Happy Camp has had videoconferenced counseling sessions and that is a big help. That could be done for all the sites.

Q33. The evaluation results of Instructional Program Reviews are used to improve institutional programs.

	Response Percent	Response Count
Strongly agree	3.3%	4
Agree	37.5%	45
Neutral/No Opinion	28.3%	34
Disagree	4.2%	5
Strongly disagree	2.5%	3
I don't know enough about this to respond	24.2%	29
Comments		12
	answered question	120
	skipped question	17

Please comment on Instructional Program Review.

1. They should be, but do not appear to be used effectively.
2. That is the goal. But we have not completed that portion of the cycle.
3. It's hard to find time for applying the results with all the ongoing evaluations and the ever changing financial picture.
4. Our program is better because of the process
5. I'm not sure about this area
6. But even after hours of preparation of instructional reviews, and even after convincing the dean of instruction and VP of instruction that there is a need, we still have to convince the VP of business and various admin in tech services that there is an instructional need. It is a long, time consuming, tiring, up hill battle to get anything done for our instructional program. Meanwhile, other non-instructional departments purchase whatever they want (any new toy which they may or may not ever use or learn how to use) on a whim with out any oversight.
7. This only happens if the instructors in the program review area take the initiative/responsibility to follow up on their findings.
8. This is true. But generally, faculty know what improvements need to be made before they engage in a program review. They then tailor the program review to fit the needs that they have pre-identified. Rarely does the Program Review process bring to light new areas of needed improvement that faculty and staff are unaware of.
9. Instructional Program Reviews have seemed to me, in our Department, totally ineffective. We never hear any feedback on them. More meaningless paperwork.
10. I would like to believe this review is for the improvement of institutional programs, but I think it is mostly done to fulfill a mandate related to funding. I hope I am wrong about this and that is why I have chosen to take the time to fill out this survey...
11. I have not seen this
12. Completely. The only way to improve programs is to know what is and isn't working well. Evaluating program reviews is one great way to do that.

Q34. The evaluation results of program reviews in my area are used to improve services.

	Response Percent	Response Count
Strongly agree	7.6%	9
Agree	47.1%	56
Neutral/No Opinion	16.8%	20
Disagree	2.5%	3
Strongly disagree	2.5%	3
My area does not conduct program reviews	8.4%	10
I don't know enough about this to respond	15.1%	18
Comments		6
	answered question	119
	skipped question	18

Please comment on Student Services Program Review.

1. We never hear any feedback from this process.
2. Not enough time has passed to truly score this one accurately
3. I am not informed of the evaluation results of program reviews. A good number of employees here don't even know what program review is.
4. I have not seen this. I have not heard anyone say "We have learned from our program review that x=y therefore we are going to make the following changes"
5. Have not done program review for my area in the past but it has been mentioned this past semester as a goal.
6. I would think that all areas would use the program reviews to improve their services - I know my area is.

Q35. The information in the COS catalog is clear and accurate.

	Response Percent	Response Count
Strongly agree	11.7%	14
Agree	65.8%	79
Neutral/No Opinion	7.5%	9
Disagree	9.2%	11
Strongly disagree	1.7%	2
I don't know enough about this to respond	4.2%	5
Comments		20
	answered question	120
	skipped question	17

What suggestions would you make for improving the catalog?

1. Where the college falls down is that in an effort to save a few bucks, they keep printing fewer and fewer catalogs and don't seem to provide a place where they can be picked up in every little community. Again - it is the absolute blindness towards the power of advertising.
2. Make sure that all courses are listed and that students understand how to accurately utilize the catalog to develop their educational plan
3. The catalog is user friendly and checked for errors by many on the campus
4. Most of the time
5. The inclusion of student input in the catalog development and planning process would be beneficial.
6. Include comments like this class only available spring semester
7. Most of the catalog is devoted to Student Services with very little space (beyond the course descriptions) dedicated to instruction.
8. It is hard to assess this one because I am familiar with most of the information contained and can't look at it with the eyes of someone not familiar with our institution. I suggest getting some student input if you haven't already.
9. I think some important items are hidden. It could use some help.
10. With the exception of the graduation and transfer patterns. Because they constantly change, they should be omitted from the catalog.
11. Some of the material is quite dated and inaccurate.
12. This past semester administration cut all information in the catalog to help students determine the differences within my classes; location of class was left as TBD and further confused students...it took a tremendous amount of effort through PR on my part in order to clarify class content and to make sure I had enough students for each section of class.
13. Mostly but there are errors.
14. It is consistent for the majority of students. As times change the online version may need to become more online friendly rather than just a PDF document.
15. The catalog is confusing unless you know exactly where to look for information.
16. Descriptions of courses are outdated.
17. Use a different publisher, keep more control over content and organization. The last version of the catalog was a disaster.
18. It is not always accurate.
19. For the most part I agree, but as with all things there are mistakes made - we are human after all.
20. Most of the time- the last catalog wasn't as clear as years past

Q36. COS provides ample distance learning opportunities to meet the needs of the community

	Response Percent	Response Count
Strongly agree	8.3%	10
Agree	59.2%	71
Neutral/No Opinion	13.3%	16
Disagree	8.3%	10
Strongly disagree	0.0%	0
I don't know enough about this to respond	10.8%	13
Comments		19
	answered question	120
	skipped question	17

Comments on Distance Learning?

1. Some students enroll in the online courses offered by other community colleges because the online courses they need are not offered by COS.
2. Distance Learning may require more staff to help students.
3. Both online and video conference classes are in abundance
4. Distance Learning has grown tremendously and provides access to students in our area that would not otherwise be able to attend.
5. Great programs that are growing!
6. I think we do a good job of stretching our courses as much as we can to reach other areas, but because of our size and resources, we do not meet all the needs out there.
7. I would like to see more types of classes offered online, there are not enough.
8. Given the geographical spread of the county, I think the population would benefit from more online courses.
9. Instructors receive technological training, but pedagogical training is not required. Poor instructional practices then result, giving students a poor impression of distance learning.
10. We live in a sub-rural community, meaning that populations are spread out over a large range. COS gives lip service only to their commitment to increase distance learning opportunities...small communities must meet the same 15 student rule in order to proceed and there is no reimbursement for fuel to outer areas (sometimes fuel costs for the instructor are greater than the teaching fee).
11. I have one friend who has shared that the online offerings to complete a degree (basic courses) are not available online rather only specialty course for students who are closer to the end of their degree programs.
12. I have not seen enrollment information about distance learning. It seems we could offer more methods of learning.
13. I think that distance learning should be expanded as much as possible and include many more areas of instruction. I have heard many students say that the online classes have been a big plus for them.
14. This area is improving.
15. I believe we are headed in expanding and perfecting our delivery of distance education. It is the best way to serve our sparsely populated, large, rural district.
16. It seems we have quite a few distance learning courses, but I have not participated and do not know if it meets the needs of the community.
17. We need to expand this and make distance learning more user-friendly.
18. Having different sites which provide for videoconferencing classes and the accessibility of online classes makes COS easier for students to attend and succeed.
19. There could be even more distance learning classes offered to more schools. Also, there could be a larger selection of distance learning classes that could attract different kinds of students. In an area like Siskiyou County I believe that these kinds of classes are very important and help many in outlying areas who cannot come in person to the Weed campus.

Q37. The COS library selects and maintains an adequate and current collection of on-line resources to support the institution's educational programs.

	Response Percent	Response Count
Strongly agree	21.7%	26
Agree	48.3%	58
Neutral/No Opinion	15.0%	18
Disagree	0.8%	1
Strongly disagree	0.0%	0
I don't know enough about this to respond	14.2%	17
Comments		6
	answered question	120
	skipped question	17

Comments?

1. As long as you qualify this by stating the programs that the college administration feels are significant.
2. they have a large collection but I am not sure of its currency. They have many online resources
3. There is no library at Yreka Campus.
4. I have not found information on student service topics in the library to assist me in my work role however I have no experience as a student using the library.
5. There are almost no periodicals or resources in my discipline.
6. I believe that they do, but I don't have personal knowledge of just what they have available.

Q38. Library services are available to all students.

	Response Percent	Response Count
Strongly agree	41.7%	50
Agree	40.8%	49
Neutral/No Opinion	5.8%	7
Disagree	1.7%	2
Strongly disagree	0.8%	1
I don't know enough about this to respond	9.2%	11
Comments		11
	answered question	120
	skipped question	17

Comments?

1. As long as they live or attend in Weed.
2. We need more services in Yreka.
3. Could use something in Yreka for those who are unable to get to Weed COS Library in a timely manner.
4. I am not familiar with all services they provide other than the obvious book and online resources.
5. See #18 comment.
6. The students have to come onto the Weed campus for library services. There are limited hours for the library.
7. I believe they are, even by online use, however the hours may not fit students who needed evening or weekend access, this may even be access to computer labs.
8. I have no information on what is available to our Yreka campus students.
9. The great folks in the library cannot be replicated on the Web. Students will always get better services by visiting the Weed campus. This is not possible for all students
10. Library staff are very helpful.
11. Staff in the library are always very open to assist students with any needs that they have. I have never found them to be unavailable in any fashion to anyone.

Q39. Students and instructors are aware of tutoring services.

	Response Percent	Response Count
Strongly agree	18.3%	22
Agree	57.5%	69
Neutral/No Opinion	10.0%	12
Disagree	5.8%	7
Strongly disagree	0.0%	0
I don't know enough about this to respond	8.3%	10
Comments		8
	answered question	120
	skipped question	17

Comments?

1. As a whole yes, but most students are embarrassed to get help, what do you do about this? How do you get the students the necessary help when they won't walk over to get themselves.
2. We could do a better job BEFORE midterms to make tutoring sound attractive to students.
3. We have a good tutoring program
4. I think they are aware of the service, but I think many of them think tutoring services is only available through DSPS and/or that it isn't free to everyone.
5. So many students are not aware of the tutoring services. They are under the impression that they have to qualify to have a tutor.
6. Some are, some are not
7. Instructors could encourage the use of tutoring services more.
8. I think yes; however, beginning students are not always aware of all of the possibilities offered to them. Often times they find out about services strictly from word-of-mouth from other students (at least that is what I found when I was a student).

Q40. The college provides sufficient professional development support for faculty and staff.

	Response Percent	Response Count
Strongly agree	0.8%	1
Agree	42.9%	51
Neutral/No Opinion	16.0%	19
Disagree	29.4%	35
Strongly disagree	4.2%	5
I don't know enough about this to respond	6.7%	8
Comments		24
	answered question	119
	skipped question	18

Comments?

1. While there are flex activities at the beginning of each semester, they are mostly repetitive or irrelevant to my area. I would like to see the college encourage a college-wide course for the entire faculty, such as sign-language or Spanish.
2. We need more professional development activities for classified; especially during Planning Day in the Fall. The past two years, Planning Day in the fall has pertained only to Faculty and it has been a waste of the classified employee's time.
3. For some YES. Professional development is a must from full-time to adjunct faculty, make it feasible for a round trip ticket.
4. Professional development opportunities for Maintenance/Custodial staff are very near nonexistent.
5. We have a committee that helps to provide professional development and the district provides money to cover costs of travel for the faculty.
6. There are few professional development opportunities/activities that are supported by the District for staff and most activities are restricted to classes on software upgrades....it is a no growth model.
7. MAYBE FOR FACULTY, BUT NOT ALWAYS STAFF
8. Rather than dedicate district funds to pay for faculty travel to workshops and conferences, the board voted to include themselves on the COS benefits package to the tune of \$70,000. \$70,000 per year would have gone a long way to pay for travel and registration fees to professional development.
9. I don't think there is enough money designated for all employees to have the opportunity to get comprehensive professional development. Yes, there are on-campus offerings a few times per year, but by necessity are subjects that all staff can benefit from. Specific job related trainings are out of reach for the majority of our staff.
10. Lack of funding for travel/training and dismantling of the TLC have severely limited training options.
11. The amount of funds allocated to both faculty and staff professional development needs to be increased so that: 1) more can take advantage 2) more funds will be available for expensive projects.
12. More should be made available, and the staff development days should be planned in accordance with faculty/staff needs or interests.
13. Have to jump through hoops to have professional development approved for hours or reimbursement.
14. There need to be more funds available for faculty to travel to their discipline conferences so that they can stay current or to travel to other notable conferences that will train staff and faculty what can be done for overall institutional improvement.
15. Some development support is there for COS Weed Faculty, none for those of us who teach out of Yreka and/or other locations.
16. I always like to see more or to be reminded how trainings we attend can be used in our work back in our offices, more clearly.
17. Not much appreciation for staff and faculty daily contributions.
18. There is not much professional development offered to Classified Staff.
19. Not enough money

20. We need to be more proactive in our planning of professional development opportunities.
21. Faculty need the Technology Learning Center back.
22. There isn't much money for classified development, and it seems most of the flex activities done on campus are more appropriate for faculty.
23. There may be opportunities, but they frequently are scheduled at a time and location that can't be accommodated. Why aren't professional development opportunities offered online or through distance learning?
24. Ahhhhhh - Planning Days!

Q41. Answer ONLY if you Teach Classes at COS: I feel I have academic freedom in my teaching

	Response Percent	Response Count
Strongly agree	39.4%	37
Agree	21.3%	20
Disagree	2.1%	2
Strongly disagree	1.1%	1
I do NOT teach classes	36.2%	34
Comments		4
	answered question	94
	skipped question	43

Comments?

1. The administration is committed to allowing academic freedom.
2. That too translates to my students who also enjoy a generous amount of freedom.
3. I feel very much the opposite, to be honest. I feel that I am walking on eggs in certain classes so that certain "good ole' boys" don't take opposition to my material.
4. I have never had COS administrators question my teaching. Thanks!

Q42. COS employs an adequate number of faculty with appropriate qualifications to support its educational programs and services.

	Response Percent	Response Count
Too many	2.6%	3
Just right	20.7%	24
Too few	48.3%	56
I don't know enough about this to respond	28.4%	33
Comments		23
	answered question	116
	skipped question	21

Comments?

1. I think we employ an adequate number of faculty.
2. I think all teachers, full-time and adjunct, need to list their degrees and classes taught. I feel the equivalency process is unfairly applied.
3. We need more full time faculty
4. Budgetary concerns leave many areas understaffed particularly MOT & health clinic days/hours
5. We have had a number of faculty retire and have not replaced all of them.
6. We have way too many people in Maintenance and student services. If someone can't or won't do their job then we made them admin/supervisory and hire them an assistant. Oh well, the faculty can always cram a few more students into their classes, work harder to generate more FTE, and then we can hire even more non-instructional staff. Maintenance spends their day "hiding out" rather than doing their jobs, so what do we do? We hire even more maintenance because they can't get over their work.
7. We have too many frozen positions because of the state budget crisis.
8. The number of faculty is on a decrease and many are not truly qualified to do what they do. They have been deemed so but don't have the correct paperwork to prove it.
9. There are a number of open positions. There are a number of needed positions.
10. Maintenance staff and safety personal should have more employees.
11. COS is very adjunct dependent, but treats them second-class.
12. More full-time and less reliance on adjunct would be more beneficial to students
13. Assuming open positions are filled and new programs are sufficiently staffed.
14. There are some classes that I see that fill up quickly that students have to take in order to graduation or transfer. A lot of classes are not offered every semester, which makes it difficult if it is a pre-requisite for another class.
15. I'd like to see more permanent faculty, however the COS seems to be inline with the nationwide trend of depending on adjunct faculty to teach many classes.
16. Hiring freeze and funding is limiting us right now...
17. Depends too much on adjunct
18. We are in need of full time faculty members in several areas. I understand that the budget is tight but again the students suffer from the cutbacks.
19. We have programs being run by Adjunct Faculty. We have approximately 46 full time instructors and over 160 Adjunct. I know this is a money issue. It is also a Instruction issue. We need more full time faculty
20. Obviously no since we are having trouble maintaining the 50% or maybe it is because of the hiring of people on wrong side.
21. There are a lot of open full-time positions that haven't been funded because of budgetary limitations.
22. Too few full-time faculty and too many adjunct.
23. I really don't know the numbers but I know that they do a good job. As the college grows there may be a need to increase faculty to encompass other areas of study that we don't currently offer.

Q43. COS employs an adequate number of staff with appropriate qualifications to support its educational programs and services.

	Response Percent	Response Count
Too many	19.3%	22
Just right	23.7%	27
Too few	28.1%	32
I don't know enough about this to respond	28.9%	33
Comments		20
	answered question	114
	skipped question	23

Comments?

1. We have a lot of staff positions for such a small college.
2. We have steadily moved towards a “must have degree” before hiring doctrine without experience required. It has affected the quality of support offered at this institution.
3. I think we could combine a few classified positions such as the cashier and the cashier in the bookstore. It seems these positions are not busy year round. We could also eliminate the Director of Instructional Services. This position is another padded position for the Vice President of Instruction.
4. Same as #1
5. The staff has really grown over the last 10 years and now there are too many
6. I FEEL THERE ARE A FEW LOCATIONS ON CAMPUS THAT MAY BE OVERSTAFFED. THE LIBRARY IS ONE EXAMPLE.
7. We have added a number of buildings and programs without providing the staff to maintain the buildings or the technology.
8. The key words here are “with appropriate qualifications”. Now there's a joke. We hire people with AA degrees (and sometimes without AA degrees) as the registrar? Human Resources Director? Executive Assistant to the President? The list goes on and on. We hire any one from the county with the right name that can drive themselves to work.
9. We have too many open positions that are being filled on a temp basis or by giving extra workload to others.
10. In some areas too many, and in others too few.
11. There are probably too few in certain areas, and too many in others.
12. Assuming open positions are filled.
13. Support for student success is important to me, how can we get more people helping faculty so students can have more access to faculty.
14. We need more faculty and staff but have been restricted by the State Budget crisis.
15. Exception: We really need more people in maintenance.
16. Other duties as assigned gets big when positions are not filled and everyone needs to do more.
17. I don't exactly know how to answer this because of late the people who have been hired haven't necessarily had the knowledge necessary for their positions. Directors should have some knowledge of education - these are not entry level positions.
18. I know my qualifications are absolutely adequate for what I was hired for, I cannot speak for anyone but myself.
19. Again, there are open positions that haven't been filled because of budgetary limitations. There are a lot of positions being filled by temp workers.
20. Again; I don't know the numbers, but the job done are done with the utmost intent to support students in all of their endeavors of study.

Q44. COS employs an adequate number of administrators with appropriate qualifications to support its educational programs and services.

	Response Percent	Response Count
Too many	38.8%	45
Just right	34.5%	40
Too few	6.0%	7
I don't know enough about this to respond	20.7%	24
Comments		16
	answered question	116
	skipped question	21

Comments?

1. Peggy was an effective VP of Instruction. Since she left, we have several people filling her shoes, yet they do not accomplish what she did.
2. Appropriate qualifications are questionable. The right degrees but not necessarily any experience.
3. We have gone to the dean structure with chairs directly below them where. We use to have only area directors for each area who reported directly to the Vice President of Instruction. I am sure this alleviates the Vice President of Instruction from dealing with a lot of issues and allows him to travel.
4. I think this is fine.
5. How many instructors do we have? Now count the vice presidents and the deans. We spend too much money for non teaching positions. No entity on earth, except for government controlled institutions, can succeed with our allocations. As instructors about the follow-through of some V.P.s. and the waste of funds.
6. The addition of a Dean has added undue expense and has not resulted in increased FTES.
7. Why is there such a hierarchy in maintenance and tech services. How many bosses do we need? Let's see - there's Richard who answers to Philip who answers to Randy who answers to Mark who answers to Steve or answers to the President. I only see Richard out working, sometimes Philip. Everyone else is a boss I guess. It is the same way in tech services. Jason, Matt and Scott scramble about to get every thing done, while Mike Midkiff, Gary, Glenn etc basically don't seem very busy at all. We have too many administrators.
8. A complete position was eliminated and those duties distributed to the remaining three administrators. Not all of them are appropriately distributed.
9. There are areas with too much bureaucracy. For example maintenance and tech services.
10. There are too many administrators in Instruction.
11. We have enough administrators but I don't feel they are doing a good enough job.
12. Again appropriate qualifications would be the question. It would seem lately that we are more interested in hiring for diversity than for qualified individuals.
13. This college is too small to have both deans and division chairs.
14. But some I do question qualifications on at least one who seems to sidestep responsibility and does not seem to understand position and responsibilities.
15. All educational institutions spend too much money on administration.
16. I would assume that there are an adequate number of administrators because otherwise things would not run as smoothly as they do. It takes organizational leadership and accountability which is what the administrators do.

Q45. The evaluation of all employees is systematic and conducted at stated intervals.

	Response Percent	Response Count
Strongly agree	16.1%	19
Agree	55.9%	66
Neutral/No Opinion	9.3%	11
Disagree	4.2%	5
Strongly disagree	2.5%	3
I don't know enough about this to respond	11.9%	14
Comments		10
	answered question	118
	skipped question	19

Comments?

1. Did not meet the agreed upon time process thereby nullifying the evaluation process. Did not review the process with the peer evaluators prior to the evaluation process. Are the evaluators qualified to evaluate? Do they possess the State of California required training and background to be evaluators of instructional staff?
2. Was impressed compared to other facilities I have worked I noted that the evaluation and interviews were conducted with complete professionalism
3. This is true for Classified staff, but I am not sure it is true of ASM or Administrators.
4. Well coordinated through HR
5. Evaluation of administrators from top and bottom has been episodic and ineffective
6. I think evaluations are done in a timely fashion however, I'm not sure how often the evaluation questions are reviews or able to accurately assess employee effectiveness.
7. Evaluations should be done annually but some supervisors do not conduct them. I did not have an evaluation done last year and as far as I know, HR did not follow through on this.
8. Full time and part time faculty need to be evaluated more.
9. There is at least one department where evaluations have not been conducted in years.
10. I know this one. The answer is Yes. All employees are evaluated on a regular basis, varying of course depending on how long they have worked here.

11. Q46. If your position is directly responsible for student progress toward achieving SLOs, does your evaluation include a component regarding effectiveness in producing learning outcomes?

	Response Percent	Response Count
Yes	40.2%	45
No	16.1%	18
Not applicable	43.8%	49
Comments		13
	answered question	112
	skipped question	25

Other (please specify)

1. Not sure.
2. 2 part question as such can not be utilized with a singular response. Evaluative tool does not contain a component for this criteria
3. I participate when asked.
4. Here it is in a nutshell. What a question. So now, not only am I supposed to increase student success rates to generate more money so we can hire more student services and administrators (many of whom are under qualified and do absolutely nothing), but now my evaluation is to based on production of student learning outcomes. Just give me the test we are going to use, and I will teach to it.
5. Not formally, but I include it in some form.
6. But this might be openly because I want to discuss my students' achievement of SLOs with my peers.
7. Not yet, but I imagine it will soon.
8. I don't know
9. I think this may be a recent addition.
10. The form used does not address this, but my supervisor includes it.
11. The verbiage is not specific to SLOs in the current evaluation tool; however, it is identified as a major component of the planning/program review process. In that sense I think it is covered in the "planning and goal setting" portion of the evaluation document and in the narrative and comments my supervisor can add.
12. I have no idea.
13. I don't understand the question.

Q47. At COS, the hiring process is fair and objective and established policies are followed.

	Response Percent	Response Count
Yes, all of the time	42.4%	50
Yes, some of the time	31.4%	37
Not at all	5.1%	6
I don't know enough about this to respond	21.2%	25
Comments		18
	answered question	118
	skipped question	19

Other (please specify)

1. I think we focus too much on diversity and not the best individual for the position.
2. It was fair when I was hired, but I don't know enough about others.
3. Search committee recommendations have been ignored and some interviews are conducted in an almost adversarial manner. Private industry would not usually and could not usually treat applicants the way COS and many other colleges treat the candidates and finalists. We demand that our procedures be followed, and then we make applicants wait for answers. Could that be a reason why too many new hires fail to reach tenure?
4. There doesn't seem to be any policies established for hiring Adjunct positions and there is no equivalency established for classified staff.
5. We have someone locally who needs a job. They are an "in" because they are related to someone or know someone. So we open a position in a hurry, give a 2 or 3 week response time and advertise locally. Oh and by the way, did I mention they only need an AA or equivalent to be registrar or director of human resources?
6. I have served on many hiring committees and this has been true for the past few administrations.
7. Hiring process seems to be clear and compliant with regulations
8. The majority of the time.
9. Often timelines for closure are just a few weeks so searches seldom produce results outside of the count
10. I know there are policies in place, and they are followed most of the time. But sometimes it seems as though these policies are tweaked a bit or job descriptions re-written to ensure that a particular person is hired.

Q48. The hiring process ensures the individuals who are the most qualified are the ones who are hired.

	Response Percent	Response Count
Yes, all of the time	18.3%	21
Yes, some of the time	42.6%	49
No	15.7%	18
I don't know enough about this to respond	23.5%	27
Comments		21
	answered question	115
	skipped question	22

Other (please specify)

1. There are a few instances where the person hired was not the most appropriate for the job.
2. Paper qualifications are misleading. Several people with anti-social tendencies have been hired to fill key people skills positions. This trend is disturbing and counter productive. Adjunct hiring is very prone to this tendency
3. Degrees take preference to qualifications.
4. How can you really know with just two interviews and limited ability to freely discuss issues with the candidates. In the name of "fairness" limitations are present in the current process.
5. Unless the best candidate drops out
6. Let us only examine the recent choices made in the communication area and the consequences. In the last few years, we have had a law suit and forced resignations. In at least one case, the search committee was totally ignored by a senior administrator. And where is that instructor? Do we need to wax poetic about the most recent search for a dean?
7. Never. We want to hire people we know and trust. We don't value education and degrees. Are you kidding?
8. The most qualified is not always the one hired. All that make it to the interview are qualified. Then it is up to the committee to determine who is the best fit for the position.
9. Yes, most of the time.
10. The majority of the time.
11. The hiring process often boils down to the thoughts and feelings of those on the hiring committee. And while many people come across great in an interview, they are often not the best fit for the position overall. I don't know how the hiring process can overcome this though.
12. But just because the finalist is the most qualified does not guarantee that he or she will do well.
13. I have been surprised by some choices where the person had no college degree (not even an AA) and were put into positions that in my opinion called for one. Whenever you are going to be directly working with students at a college in my opinion you should have a college degree of some sort. We are promoting education and it looks a lot better if we have one too.
14. There seems to have been some improvement in this regard.
15. Who knows who.
16. Not always. Again, I think there is favoritism.
17. The process is a bit slow and it seems we have lost countless individuals to the faster responding institution.
18. All hires are adequately qualified.
19. This is a tough question. The process is good, but if we can't get good reference information, then we might not hire the most qualified.
20. I don't care what you do, you're basically hiring an unknown quantity until the person actually starts performing the job. Personnel hires are a crap shoot.
21. Process ensures greatest possibility of success in hiring.

Q49. COS provides effective workshops and FLEX activities to support faculty and staff professional development.

	Response Percent	Response Count
Strongly agree	7.6%	9
Agree	46.6%	55
Neutral/No Opinion	21.2%	25
Disagree	14.4%	17
Strongly disagree	1.7%	2
I don't know enough about this to respond	8.5%	10
Comments		18
	answered question	118
	skipped question	19

Comments?

1. There is not enough variety in the offerings.
2. As an adjunct faculty teaching a more recreational topic, I am not involved in the FLEX program.
3. We need more professional development for staff in the fall. The flex activities are always geared toward faculty and these activities are always offered to the faculty first before the rest of the staff is invited.
4. What little is provided has almost nothing to do with the mission of the Maintenance dept.
5. Is there an instructional professional development survey utilized by the staff to identify appropriate professional development needs?
6. The flex committee is committed in doing so
7. FLEX activities are offered, but I'm not sure that enough or varied staff professional development is offered.
8. FLEX IS USUALLY GEARED TOWARD FACULTY, STAFF ARE NOT ALWAYS CONSIDERED.
9. Workshops and Flex activities are usually scheduled during peak registration and many of the staff can't attend.
10. Some flex activities are attended "just for the credit" and there have been very few training workshops lately.
11. But the one-size-fits-all approach to most Planning Days does not serve constituent groups well.
12. Need more emphasis upon the positive...what works
13. There is not enough training for Classified staff.
14. We need an annual plan.
15. Could do more
16. Most flex activities are more appropriate for faculty.
17. I've always had to petition for my own flex activities because there is rarely anything of interest to me offered by the college.
18. The workshops that have been offered to the staff could be geared much more toward the actual area where we are working. The groups could be smaller and focus on issues and aspects of that particular area which would be very helpful.

Q50. My immediate supervisor encourages and supports my participation in professional development activities.

	Response Percent	Response Count
Strongly agree	31.4%	37
Agree	45.8%	54
Neutral/No Opinion	14.4%	17
Disagree	6.8%	8
Strongly disagree	1.7%	2
Comments		9
	answered question	118
	skipped question	19

Comments?

1. I have to advance on my own, as there are not flex activities to suit my needs (I have taken the ones which are relevant). I could take a class, but it would be on my own time (I do take classes every semester, but not that are geared towards my job).
2. Renata Funke is absolutely the most professional and responsible administrative head that the Yreka Campus has had in the past 8 years. Her gifts and abilities are far superior to those held by any of the previous heads.
3. My "chair" supports us and supports the college.
4. I have reassigned to a new supervisor and don't know if he will support professional development activities.
5. Only since Dr. Russell. Prior to Dr. Russell, instructional development activities for faculty was not supported.
6. Funding is limited for these activities
7. I am unsupervised.
8. Not enough money available
9. Definitely. All opportunities for participation are strongly encouraged and any changes to my schedule that may be necessary to attend are totally supported.

Q51. COS upholds a written code of ethics for employees insuring fair treatment of all employees.

	Response Percent	Response Count
Strongly agree	12.8%	15
Agree	48.7%	57
Neutral/No Opinion	7.7%	9
Disagree	8.5%	10
Strongly disagree	1.7%	2
I don't know enough about this to respond	20.5%	24
Comments		11
	answered question	117
	skipped question	20

Other (please specify)

1. Have not seen a code
2. I am unaware of a written code of ethics for employees.
3. After conversations with the new president, I am totally confident that our code of ethics will be upheld.
4. I would like to know where the code of ethics are housed....I was not aware we had one.
5. There is no consideration for the disabled employees. There is no advocate for disabled employees on campus. There is no education/sensitivity training/repercussions for employees/students who make offensive comments about a disability or needs of disabled.
6. The area of sexual harassment needs to be improved.
7. Applied with bias.
8. I am not aware of a written code of ethics.
9. Because of an opinion of a certain board member of the foundation last year, she was verbally torn apart by the faculty of this school. They showed hatred towards her in their remarks yet they indicated she was the one with hatred. She had an opinion and she was right in many things she said. The bashing went on to include having her fired. She has been with the school many years and it was unjustified. I lost much respect for many of the faculty here at COS. I respected her for her honesty.
10. I think this true, however sometimes I wonder if staff who are involved in unethical behavior are provided enough feedback or punishment in order to change their behavior.
11. I don't think we have a written code of ethics.

Q52. COS provides an adequate software program training for employees to effectively perform their job duties.

	Response Percent	Response Count
Strongly agree	8.5%	10
Agree	47.0%	55
Neutral/No Opinion	14.5%	17
Disagree	17.1%	20
Strongly disagree	5.1%	6
I don't know enough about this to respond	7.7%	9
Comments		20
	answered question	117
	skipped question	20

Comments?

1. I would like more training in this area.
2. Never heard of this
3. No software training what so ever was delivered to me
4. The flex workshops help with this, but more one on one attention is needed.
5. The short overview offered on flex day for mailbox training did not help me near as much as my immediate supervisor
6. Providing software training for staff is relatively recent and is usually limited to an overview, so you have to be proficient in the previous version in order for these trainings to help you. Usually staff take a class for general software (like Microsoft Office) and the District provides training for specific software (such as Fundware).
7. There is no place to send people, either locally or otherwise, to receive some of the training they need. Training in web page creation and design is an ongoing need.
8. We need the teachers' lab back where teachers could go and get help with computer programs and problems.
9. Hit and miss
10. This used to be true. This is no longer true since the removal of funding and staffing for a TLC (Technology Learning Center).
11. Loved the workshop for word 2007
12. I can do so by paying tuition for regularly offered courses. I am unaware if this is reimbursable.
13. I have never been offered software program training!
14. While the information is in the computer I'm not sure than getting anything out of the computer is very usefull. Changing query's looking at other information is not easy to do and getting technical support is like pulling teeth
15. It could be better.
16. We love Michael Graves!
17. We need the TLC back - crash courses in Word 2007 are not adequate.
18. There are usually staff trainings available for commonly-used software or upgrades, and we are usually encouraged to enroll in classes if we feel it will benefit our work skills.
19. I have received much of my software program training on the job. I have no doubt however, that if I were to need training outside of my department that it would be provided for me.
20. The implementation of the Microsoft Office 2007 software could have been done with more training in all the different programs.

Q53. Technology Services provides our area with effective services with reasonable response time.

	Response Percent	Response Count
Strongly agree	37.3%	44
Agree	46.6%	55
Neutral/No Opinion	9.3%	11
Disagree	5.9%	7
Strongly disagree	0.8%	1
Comments		17
	answered question	118
	skipped question	19

Comments?

1. Support for classroom technology is diminishing
2. When you work in Yreka, the Yreka office is the only realistic support - but most of the services are on the Weed campus and so constrained as to be almost useless. As a adjunct faculty member, I cannot even directly print something off a campus computer. There are times when this is a royal pain.
3. Had 4 issues and they weren't resolved in a timely fashion. 3 months for a phone change.
4. They are overworked but do a great job to deliver services
5. They are very good
6. All registration issues are very timely however we are still waiting for microsoft 07 which we were told would be installed by the end of summer
7. Distance Learning Center in Weed was extremely supportive when I taught there.
8. Matt, Jason and Scott do their jobs and they are over worked. The others including admin and their boss should be helping those three, rather than sitting around trying to look like they have a job to do. Glenn is especially ineffective, and the projector situation on campus is so disgusting despite sinking lots of \$\$ into equipment, it has been improperly mounted so as to be virtually worthless.
9. Tech Services is very responsive to items sent through the Help Desk system
10. Jason, Scott, and Matt do but their hands are tied by a top heavy administrative structure that is a barrier to getting necessary work accomplished in a timely manner.
11. Most of the time
12. They're the best!
13. We still need word 2007
14. Services are generally fine, but some classrooms are technologically primitive. Recent new wireless firewall which does not allow adjuncts to log on makes it extremely difficult for us to use the Internet in the classroom.
15. The technicians are great, changing database queries seems to be very confusing and it feels as though requests for changes are discouraged because of busy network staff.
16. The Tech Services staff is very customer oriented and does a great job.
17. I appreciate the effectiveness of Tech Services. Whenever there is a problem they are quick to take care of it. It is a great staff of people who care about keeping things running smoothly.

Q54. The COS grounds are well maintained and provide a satisfactory environment for student learning.

	Response Percent	Response Count
Strongly agree	17.1%	20
Agree	53.8%	63
Neutral/No Opinion	9.4%	11
Disagree	16.2%	19
Strongly disagree	3.4%	4
Comments		30
	answered question	117
	skipped question	20

Comments?

1. Just supplying proper heating and cooling to all areas of the campus, still appears to be a challenge. Back up generator does not backup all power on campus.
2. I agree that Maintenance works hard to keep the campus looking nice and well maintained, but with a small custodial/grounds staff, areas have been forgotten...such as the main entrance to the right. There is leftover materials from the parking lot and road renovation project and construction of the Water Well building in plain sight. These materials should be removed so the area is not cluttered with junk and immediately visible as you enter the main campus entrance.
3. STOP WATERING THE SIDEWALKS... HARD TO WALK TO CLASS WITHOUT GETTING WET.
4. There is no one knowledgeable caring for the Yreka campus grounds. They're a shambles. The college cannot expect to find someone part-time who is capable of taking care of everything that needs doing both inside and outside on a campus. Landscape maintenance is a science and most maintenance people don't have a clue about how things should be kept.
5. The restrooms on this campus are filthy and need much attention. Since we are all recycling more, couldn't the trash be picked up every other day and the bathrooms be a priority for the off days?
6. Grounds maintenance staffing within this district has suffered terribly, and the grounds suffer because of it. As good as our grounds tend to look, it is largely attributable to the natural beauty of the area. Despite this, our one sole grounds maintenance technician fights a constant uphill battle to stay on top of the seemingly insurmountable amount of tasks that he is faced with. This is unfair to him, to the students, to the district, and to the taxpayers who expect better support of their investment.
7. Steve Stretz does a great job at the Yreka campus!
8. When I go walk the track I think I go by a garbage dump with an old truck and rubble.
9. Student Learning Environment has maintenance needs that are left unmet due to understaffing. Physical plant upgrade is underway but day to day upkeep is sorely lacking and is reflected in the unclean classrooms, restrooms and grounds which students and staff must utilize on a daily basis. The instructional staff have cleaned bathrooms and classrooms in an attempt to make it a somewhat inviting instructional learning environment. Not what should be expected or tolerated in a higher educational arena.
10. The campus looks good all of the time
11. More trash cleanup is needed currently this need is being served by Les Courtemanches' leadership class
12. Our Maintenance department is understaffed and as a result they are constantly trying to catch up.
13. Would be nice to have a garden. Get the green house going. Have students involved in campus more.
14. Of all the incompetents on campus, and there are plenty, Mark Healy has to be the biggest incompetent I have ever met. This guy is a complete and total waste of wages, but beyond that he is costing the school excessive money in wasted energy costs (even after sinking a ton of money into climate control it does not work properly), improper maintenance of expensive equipment (the diesel

- generator and the electrical system have not been maintained causing expensive repair), and overall poor documentation of all underground work on campus.
15. The landscaping is well kept but budget and staffing constraints keep some necessary maintenance from being done. Example-bathrooms are tidy but dirty, walls in hallways and common areas are rarely washed or touched up with paint, there is a major upheaval and crack on the sidewalk by the theater, just before the handicapped ramp.
 16. Given the short staffing, the maintenance crew does an exceptional job in this area.
 17. The theater building needs a great deal of work on the outside.
 18. For the most part, however there are areas on campus that need improvement for the safety of our students and staff.
 19. The grass is green and the trees are tall, but there is little design or planning in the landscaping. The landscaping reflects a lack of understanding of purpose, of aesthetics, and of the properties of plants themselves. (Why are tall trees and shrubs planted too close to buildings where they grow up under the eaves?)
 20. COS Weed Campus is quite beautiful; Yreka is another matter all together, more so since they have started the building...no parking and lighting is inadequate (for nighttime students).
 21. We need more outside seating areas that are not smoking areas. Seats that have partial roofs for inclement weather. The bus stop has no covering and folks are freezing by the time the bus comes.
 22. The grounds are adequate, however asking for assistance seems to be discouraged. In this case there is little follow up to provide information about project timelines, or if they will even happen at all.
 23. Some rooms are too hot or too cold; sometimes the sprinklers cause problems
 24. The Maintenance staff needs more help but still manage to do a pretty good job with the COS grounds.
 25. The parking lot was a HUGE improvement aesthetic and safety wise.
 26. I am at times embarrassed by the upkeep of our grounds.
 27. Most of the time. The pine needles could be cleared away from the buildings as a deterrent to fire.
 28. Shortage of staff and temporary workers have caused noticeable lack of cleaning and janitorial services. Grounds have been in turmoil the past year but much of that is unavoidable with construction going on. But, there have been numerous projects that have been started and left unfinished for months and even years. I realize lack of funding causes much of this, but a coat of paint on an otherwise completed construction project or a stump hole left for several years does not require capital to finish up.
 29. I wish we could avoid cutting old trees more often than we do.
 30. For such a natural environment, I think that they do a good job of keeping the place well maintained. The natural beauty of the campus grounds aid in providing a satisfactory environment for everyone, students, staff, and faculty.

Q55. Maintenance Services provides my area with effective services with reasonable response time.

	Response Percent	Response Count
Strongly agree	11.9%	14
Agree	44.1%	52
Neutral/No Opinion	15.3%	18
Disagree	24.6%	29
Strongly disagree	4.2%	5
Comments		28
	answered question	118
	skipped question	19

Comments?

1. Again. The department is understaffed and attention is somewhat lacking (i.e. clean restrooms, clean office space, trash removal, etc.)
2. I feel they are a little short handed
3. The buildings need to be cleaned more thoroughly on a regular basis. Maintenance is understaffed.
4. Inside the classroom things are great.
5. This department cannot possibly provide this level of service with their current dismal level of staffing. This lack of support for the maintenance of our facilities stands in defiance to the expectations of county taxpayers who rightfully expect better support of their investment.
6. see above
7. Sometimes it is reasonable, other times it is as if no one is around
8. IT OFTEN TAKES MULTIPLE REQUESTS BEFORE NEEDS ARE ACKNOWLEDGED.
9. Excellent in some areas other things are about 6 months behind this is due to the understaffing of that dept.
10. Even though they are understaffed they manage to take care of our needs in a timely manner.
11. Sometimes they forget to unlock the classrooms in the morning. It is all I can do to hunt them down to come unlock the doors so we can hold class to generate some FTE to pay their salaries.
12. They are very good at responding to all of my requests.
13. Some items are attended to right away, while others languish for years.
14. Informally I can get nearly immediate service. Use the formal maintenance request and it can disappear forever...
15. Sometimes need to make multiple requests.
16. However, snow removal often needs to begin earlier in the morning—before the first cars arrive. This will be especially true this year as there is an increased number of 8:00 classes.
17. We send requests often that are not responded to in a timely manner.
18. The maintenance worker is very nice and responds to needs pretty well.
19. The maintenance staff is able to provide the bar minimum, any thing above general cleaning seems to be put off or really is a struggle to complete.
20. They are good about responding if a maintenance request is submitted. For the day to day needs, we sometimes don't get the service we need because of all the other activity going on.
21. They are improving... just too many jobs and not enough people.
22. Sometimes it is difficult to get something simple done - like having the room temperature reset.
23. I have seen both sides of this issue. Sometimes they are very quick and other times it takes weeks--even months to respond to an issue.
24. The bathrooms in the John Mantel Center need to be cleaned daily. They have been dirty this semester.

25. Most service requests are handled quickly, although there is sometime a breakdown in communication, either reporting a delay or a planned activity at a later date. Safety work orders are reviewed by the Safety Committee regularly for completion.
26. Classrooms are generally dusty and not maintained as well as they should be.
27. I haven't had any problems yet.
28. The Maintenance department is most likely understaffed or not able to put the correct priority on different projects as some Maintenance Requests take an unreasonable time to be completed.

Q56. Financial information and reports, as they relate to my area, are easy to use.

	Response Percent	Response Count
Strongly agree	5.1%	6
Agree	41.0%	48
Neutral/No Opinion	17.9%	21
Disagree	6.0%	7
Strongly disagree	0.9%	1
I don't know enough about this to respond	29.1%	34
Comments		7
	answered question	117
	skipped question	20

Comments?

1. I've never seen one.
2. The system for student accounting is unwieldy and has too many opportunities for human error if a student is on a 5 day meal plan with a double occupancy room i must enter each of those charges seperatly then subtract Dec pay Double August pay then exit the system and reenter system to double check calculation
3. I love the fundware reports. I think that it would be nice, however, to be able to access expenditures from July through October even though the budget hasn't been entered
4. Connie Warren is a tremendous help with these reports. Kent Gross and Bruce Hurlbut are also helpful. Without their assistance, my answer may have been different.
5. Generally, out of the loop on this, too.
6. I think for staff they are a fine tool. However for students reviewing information I think the laundry list of charges and payments is awkward and difficult to track.
7. I have never even looked at the financial information and reports that are related to my area.

Q57. Financial information provided to me is accurate.

	Response Percent	Response Count
Strongly agree	11.9%	14
Agree	44.1%	52
Neutral/No Opinion	15.3%	18
Disagree	2.5%	3
Strongly disagree	0.8%	1
I don't know enough about this to respond	25.4%	30
Comments		5
	answered question	118
	skipped question	19

Comments?

1. My pay is accurate - My W-2s are accurate. Is there anything else?
2. None provided
3. Sometimes there are errors
4. None of this pertains to my area. Financial information is not given to me
5. I am sure that if I were to be provided with that information, that is would be accurate.

Q58. Business policies and procedures (budgets, contracts, audit, etc.) used at the college are effectively communicated to applicable staff.

	Response Percent	Response Count
Strongly agree	5.1%	6
Agree	41.9%	49
Neutral/No Opinion	13.7%	16
Disagree	10.3%	12
Strongly disagree	5.1%	6
I don't know enough about this to respond	23.9%	28
Comments		14
	answered question	117
	skipped question	20

Comments?

1. They do send out e-mails when they're out of money for some area.
2. Adjunct Faculty contracts need a more attention
3. No information or workshop was delivered to new staff to meet this need
4. NEW STAFF NEED APPROPRIATE TRAINING ON BUSINESS POLICIES AND PROCEDURES. MAYBE SOME INSTRUCTIONS ON THE WEB.
5. I think we need to provide workshops on the processes and procedures of the Business Office to communicate any changes to the staff as well as train any new staff.
6. Sometimes it is difficult to get enough information to carry forward a business-related task that the college has never done or does rarely. Examples include MOUs and RFPs.
7. Procedures change and we are not advised of this until we try to do something the way we have always done it and discover that the paperwork has now changed and tripled.
8. As a budget manager, I sometimes find that expenditures have been charged to the accounts I oversee without my official approval (signature) - timesheets, for example.
9. Explanation of summer pay really twisted my head around. How about plain English?
10. for my area this seems fine. I have access to people with the answers if I am unable to locate them myself.
11. I don't think all of the staff understands the business policies and procedures. It would be helpful to have an orientation for new employees to cover the budget process.
12. It is sort of learn as you go.
13. Is our bond money being overseen properly? Is all of the funding being used for what it was intended for?
14. I have no doubt.

Q59. The relationship between institutional expenditures and the institution's stated priorities is clear and consistent.

Answer Options	Response Percent	Response Count
Strongly agree	0.9%	1
Agree	25.2%	29
Neutral/No Opinion	23.5%	27
Disagree	15.7%	18
Strongly disagree	4.3%	5
I don't know enough about this to respond	30.4%	35
Comments		10
	answered question	115
	skipped question	22

Comments

1. Many times the campus is told to cut expenditures because there is not enough money. However, this past summer, sod was laid on a large area of the football practice field. This expense was not budgeted for as part of the 0708 budget, but somehow the funds were “found” to pay for it. Where did the money come from?
2. Most of the time, but not always
3. I'VE HEARD STAFF EXPRESS CONCERN ABOUT SOME OF THE EXPENDITURES MADE WITH BOND MONEY. IT SEEMS LIKE WE'RE SPENDING HUGE AMOUNTS OF BOND MONEY ON SHORT-TERM TECHNOLOGY, OFTEN FOR PERSONAL STAFF USE AND PREFERENCE.
4. From what I observe.
5. Things promised are not done as promised. Especially in the athletic department
6. I agree, however people interpret things through their own lenses and sometimes the background is not clear, such as a sewer lift station was installed and campus wide wiring was installed, these are critical upgrades, but do not appear to have impact on building buildings, unless it is explained in the greater context.
7. Unless our priority is travel.
8. Not sure on this one. I would like to see a data-driven, cost-benefit analysis for all programs and services as well as a review of staffing to work load ratios by formulas derived from approved CCCC methods and comparable colleges. I think EVERYTHING needs to be reviewed.
9. I have some concerns about allocation of bond money for equipment purchases.
10. I would assume that expenditures and priorities are clear and consistent, although I really don't know that much about it.

Q60. Final financial decisions reflect effective use of the planning process.

	Response Percent	Response Count
Strongly agree	0.9%	1
Agree	28.2%	33
Neutral/No Opinion	27.4%	32
Disagree	18.8%	22
Strongly disagree	2.6%	3
I don't know enough about this to respond	22.2%	26
Comments		9
	answered question	117
	skipped question	20

Comments?

1. Again, this relates to my comments in #18.
2. Not always.
3. What we want and what we need are two different things.
4. NOT ALWAYS!
5. While it is only rumor, we may have problems and money may be being diverted to less than ethical uses.
6. I believe funds are wasted. We talk of energy, last year the gym had the heaters blowing full blast 24 hours a day. The doors had to be left open during basketball, mens and womens, softball, volleyball, womens aerobics, etc., due to the gym being too hot. The costs of this had to be hundreds daily. A waste of money, energy that could have been used for something else. Almost 1/2 million went to lockers and locker room. Huge waste. Softball dugouts could have been completely finished with funds from insurance, they wasted money and time to build temporary, now have to tear them down and spend even more to build the permanent. This is senseless.
7. It always seems that the planning process can be circumvented when someone really wants to do so.
8. See previous response. In these difficult economic times, we need to review how we do EVERYTHING.
9. There are some things that come through that haven't been through the approval process, I think. But, most items are reviewed.

Q61. The institution's ongoing analysis of data informs its financial decision-making.

	Response Percent	Response Count
Strongly agree	2.6%	3
Agree	17.9%	21
Neutral/No Opinion	25.6%	30
Disagree	13.7%	16
Strongly disagree	4.3%	5
I don't know enough about this to respond	35.9%	42
Comments		13
	answered question	117
	skipped question	20

Comments

1. Without proper research help, data cannot always drive the decision-making
2. At this time the resources the State allocates to us is what is driving the budget process.
3. We were just beginning to be able to retrieve data more easily when the researcher left, but never really got to the point of looking at data to drive financial decisions.
4. Unfortunately that means that the instructors are constantly being asked to produce data, the paperwork never gets easier, only more cumbersome.
5. We don't utilize data enough to make informed and appropriate decisions.
6. Lack of a function researcher for half a decade is inexcusable. What data is used is selective.
7. The institution has lived without a knowledgeable, skilled researcher for six years. The data supplied for program review and planning has been insufficient.
8. I'm not sure I see evidence of data analysis in decision making beyond the fiscal impact.
9. Without a researcher, this is difficult to answer. When we had data, we used it. Now that we don't have easy access to it, I am afraid we do not use it as much to inform our financial decision-making.
10. We do not have any researchers pursuing this
11. It this was the case then the recent hiring trend would not have been happening.
12. We don't have an institutional researcher, we aren't making data-driven decisions.
13. Data is the backbone of the institution and analysis is the only way to get the needed information necessary for making financial decisions.

Q62. The Board of Trustees creates an environment for empowerment, innovation and institutional excellence.

	Response Percent	Response Count
Strongly agree	3.4%	4
Agree	25.9%	30
Neutral/No Opinion	27.6%	32
Disagree	18.1%	21
Strongly disagree	6.9%	8
I don't know enough about this to respond	18.1%	21
Comments		22
	answered question	116
	skipped question	21

Please comment on how well you feel the Board promotes excellence.

1. Hopefully, this will change with the new board members.
2. Hopefully, the election will change this.
3. I rarely see any of the board members on campus unless it is for their monthly meeting. As an elected official, you would think that they would circulate more.
4. They are supportive
5. I DON'T FEEL THE BOARD OF TRUSTEES CREATES THIS TYPE OF ENVIRONMENT AT ALL. I DO FEEL THE STAFF DO THIS. I'VE WORKED AT THIS COLLEGE FOR A GOOD DEAL OF TIME AND THERE ISN'T ONE BOARD MEMBER WHO KNOWS MY NAME.
6. Oh Please, the board is not concerned about instruction as far as I can tell. Otherwise they would want to hire the best instructors money can buy - not make us the bottom paid faculty in the state for many many years, while non-instructional wages are in the middle range statewide.
7. My sense is that, while much goes TO them, not a lot comes FROM them.
8. I feel the Board allows the Administration to do their jobs without micromanagement which helps to promote excellence.
9. They don't actively do anything
10. Problem trustee retired recently.
11. I am totally embarrassed by our Board of Trustees!!!
12. Not this past board, hopefully the new one will be different
13. I am sure that a majority of the board desire this. I was appalled by the lack of integrity to take a stand against bigotry when Doris Woods made her comments.
14. This is many of the board that mistreated a certain Board member of the foundation with disrespect for her opinion, and I believe anyone with a point of view that is not in agreement with the rest could face the same treatment.
15. Need more support and praise for the faculty and staff
16. The Board does not seem that involved with what is going on at this campus. Maybe now that we are getting some new Board members, there will be more involvement.
17. It has been a rough year with our current board. With two new members, hopefully the board will be less self serving and share governance as they are intended to.
18. Currently the voted to give themselves Health Benefits, while part-time employees have none.
19. They are more of a reactive Board as opposed to proactive. They mostly address fiscal issues.
20. I feel that they are out of touch. I don't see them on campus except for some events. I don't feel that they really know what it is like to work here.
21. I feel some of the board decisions the past two years have been self-serving and not for the good of the college (i.e., voting themselves medical benefits when staff & faculty positions are not filled or are cut or they are talking about how expensive it is for insurance and that part-time employees do not

deserve benefits, but they feel they deserve them). In this instance they went directly against all recommendations from faculty, staff, president and community.

22. If the board truly cared about this institution, they would not be taking the benefit package in this time of financial hardship.

Q63. Overall, college administrators create an environment for empowerment, innovation and institutional excellence.

	Response Percent	Response Count
Strongly agree	3.4%	4
Agree	48.3%	56
Neutral/No Opinion	27.6%	32
Disagree	11.2%	13
Strongly disagree	1.7%	2
I don't know enough about this to respond	7.8%	9
Comments		17
	answered question	116
	skipped question	21

Please comment on how well you feel the college administrators promote excellence.

1. Excepting the VP of Instruction, who I feel is not well-matched to our institution.
2. Some administrators have their own agenda.
3. Some do. Some are self-absorbed.
4. Micromanagement seems to be the rule.
5. Barry Russell is excellent. Steve Crow is very poor. Robin Richards is OK.
6. Mixed, depending on the administrator.
7. I feel that I am able to freely ask questions, give opinions and input without condemnation. That is true for all of the administrators, not just the one I work for.
8. Over the last few years I have felt more stifled than empowered. Innovation and creativity no longer seem to be as valued.
9. Hopefully, more can be done in this department.
10. Some are dismissive and disinterested.
11. I used to feel that administrators did create a positive environment; however, recent changes in personnel have left me feeling unheard, unappreciated. I do not feel that what I bring to COS has value, that I am not listened to. I try to remember that there are many financial issues that administration is struggling with, but some attitudes feel very ineffective and backward-thinking.
12. Jeff Cummings is an excellent Dean; he is great at working with the instructors for his programs.
13. Administrators are generally not very involved with "front line" efforts; little to no recognition of the daily work of staff and faculty.
14. The administrators certainly work hard to create this atmosphere.
15. It depends on which administrator you are talking about. A couple only put on the veneer of creating such an atmosphere.
16. We need an institutional researcher, we need to make data-driven decisions, we need to review EVERYTHING and not just dog along, business as usual.
17. Departmental meetings addressing issues and ideas aid in promoting excellence. Empowerment and innovation are encouraged by the administrator in my area - I don't know that much about areas other than my own.

Q64. Overall, representative group leaders (Academic Senate President, Faculty Association President, CSEA President, ASM President) create an environment for empowerment, innovation and institutional excellence.

	Response Percent	Response Count
Strongly agree	8.7%	10
Agree	51.3%	59
Neutral/No Opinion	16.5%	19
Disagree	11.3%	13
Strongly disagree	4.3%	5
I don't know enough about this to respond	7.8%	9
Comments		15
	answered question	115
	skipped question	22

Please comment on how well you feel the representative group leaders promote excellence.

1. There should be a significant number of part-time faculty in all these organizations. Leaders of these groups should actively support such participation.
2. The faculty are well-served by the Academic Senate President and the Faculty Association President. I have no knowledge of the other employee groups' representatives.
3. Our current CSEA president is focused only on what benefits her and she is unapproachable. I hope someone steps up for next year who will represent the classified staff.
4. They are very supportive to their groups
5. So do. Some bully to get their way.
6. Representative group leaders do not have the power to create an environment for empowerment, innovation and institutional excellence. This is not the job of representative group leaders!
7. Our ASM representatives work hard on our behalf.
8. We are fortunate to have group reps who communicate and work well with each other most of the time.
9. Academic senate leader has been strongly anti-adjunct.
10. The Academic Senate is the worst! It is run like a boot camp and there is a ruling elite. I find it one of the most dysfunctional aspects of the College.
11. I think there has been a level of immaturity displayed by one of these leaders recently
12. Not for adjunct faculty
13. With a few exceptions.
14. Low morale typically ignored by these groups
15. Some a very empowered themselves - it does not necessarily carry over to their constituents.

Q65. The College Administrators take initiative in improving the practices, programs and services in which they are involved.

	Response Percent	Response Count
Strongly agree	6.0%	7
Agree	52.6%	61
Neutral/No Opinion	19.8%	23
Disagree	7.8%	9
Strongly disagree	1.7%	2
I don't know enough about this to respond	12.1%	14
Comments		14
	answered question	116
	skipped question	21

Please comment on how well you feel the administrators take initiative for improvement.

1. Again, excepting the VP of Instruction
2. Decisions are sometimes arbitrary and counterproductive rather than improvements (i.e. pet agendas)
3. In most areas but not all.
4. The VPI has a problem following through with programs and services
5. Barry Russell definitely yes. The other administrators hinder improvement of instruction.
6. I think all administrators feel they are working on improvements to the college every day.
7. Due to concern over budget cuts, programs and services are being cut or compromised instead of improving.
8. I can't blanket say this. Some are good, some are horrible.
9. In particular, the Vice President of Student Services
10. The college generally lacks strong, innovative leadership. The knuckleheads in the Academic Senate throw monkey wrenches in the wheels of progress.
11. The new LAS administrator seems more interested in numbers than classes and learning.
12. Administrators, in my opinion, have little knowledge about practices, etc.
13. Again, it depends on which administrators you are talking about.
14. In my area, I feel that the administrator is great at taking the initiative for improvement.

Q66. The representative group leaders (Academic Senate President, CSEA President, ASM President) take initiative in improving the practices, programs and services in which they are involved.

	Response Percent	Response Count
Strongly agree	10.3%	12
Agree	54.3%	63
Neutral/No Opinion	19.8%	23
Disagree	5.2%	6
Strongly disagree	1.7%	2
I don't know enough about this to respond	8.6%	10
Comments		9
	answered question	116
	skipped question	21

Please comment on how well you feel the representative group leaders take initiative for improvement.

1. Our current CSEA president is focused only on what benefits her and she is unapproachable. I hope someone steps up for next year who will represent the classified staff.
2. They are very active
3. Some do. Some bully.
4. Being a group leader doesn't give you the power to improve practices, program or services! As an employee you can make suggestions, but the decision is usually out of your hands!
5. Most are involved in other groups on campus which gives them a broader perspective and helps in guiding their groups to make informed decisions.
6. They are more concerned with power, benefits, sabbaticals, etc., than long-term vision.
7. Adjunct are excluded from this process
8. Some not all.
9. Many appear to have their own agendas--not necessarily in keeping teaching students.

Q67. Communication at COS is effective and timely. I know what I need to know, when I need to know it.

	Response Percent	Response Count
Strongly agree	2.6%	3
Agree	46.6%	54
Neutral/No Opinion	19.8%	23
Disagree	27.6%	32
Strongly disagree	3.4%	4
Comments		25
	answered question	116
	skipped question	21

Please comment on how well you think effective methods of communication are used.

1. The Weekly Wednesday email is an excellent method of informing the campus of news at the State level. However, agendas and minutes from the PAC meetings (held bi-weekly or monthly) should be emailed to the campus as a whole so staff are aware of action to be taken and decisions made. This should not be something that “trickles” to the campus through the constituent reps.
2. Most of the time. My direct supervisor sometimes does not communicate exactly what she wants, which at times has caused confusion for myself and others.
3. The weekly “Wednesday Updates” are very helpful.
4. For over 2 years, no one sent me a query concerning what I wanted to teach because they wanted to do everything by E-mail - but adjunct faculty is not on campus except when they actually teach (and some not even then) and that's not when notices were sent. Now they require the E-mail addresses of every faculty member - but instead of having a focused list for adjunct type faculty - they put us on the 'all' list. Now I have to waste 2 hours or more every week getting rid of the 100 or so totally pointless, unwanted E-mails that do not pertain in any way, shape or manner to my job as a parttime teacher at COS. It is inconceivable to me that part-time faculty can't go on a list that is deliberately accessed by the rest of the faculty when they have something significant to say to us. I have made the request and it has been ignored. So I give up 100 hours per year so that they do not have to spend 30 extra seconds resending messages once a month or so to the adjunct staff.
5. With folks wearing many hats, timeliness becomes an issue.
6. Not everything gets to everyone who needs to know within the time they need to know it, but extensive use of e-mail assists in this daily communication process.
7. Most of the time we are informed of major issues in a timely manner through email or directly by our supervisors. If something is coming through the staff communication route (hearsay) the administrators will work quickly to inform.
8. This has improved in recent months.
9. In my area - instruction - I find decisions being made out of the instruction office without consultation with the relevant people.
10. Sometimes yes, sometimes not at all.
11. Not always I work part time so I do not always get all information.
12. Adjuncts are the last to know, if informed at all.
13. Communication between the Faculty Senate and Adjunct Faculty is almost non-existent. Mike Graves made a unilateral decision last Summer ('08) to no longer include Adjunct Faculty in his e-distribution list.
14. I think I have addressed some of my concerns in prior answers. Again, the most upsetting issues have to do with changes in COS leaders this past year and their unwillingness to notify me of deadlines for catalogues/teaching this next semester and disrespect and no consideration for adult learners.

15. Usually but not always
16. Not much face to face interaction.
17. Communication is an ongoing problem here. Information often does not get passed on as everyone is too busy!
18. Most of the time... but sometimes it is quite slow.
19. Some things, like campus safety is not really dealt with.
20. More transparency please
21. At least regarding the budget, we are kept up-to-date.
22. The PAC agenda and minutes should be distributed to everyone. This would encourage people to either communicate concerns to the president or representative of their group or attend the meeting on their own.
23. E-mails are the most effective method in my opinion. They allow for information to reach all of the campus staff and faculty in a timely manner.
24. There seems to be somewhat of a hierarchical structure at COS which sometimes does not work when it comes to communication. Some people "hold the knowledge" and do not maybe think about communicating it to people below them or it does not seem important. Without good communication this college will most likely not be able to succeed with its mission/vision and goals.
25. Not always

Q68. Overall, institutional leaders support and use a decision-making process which involves the persons who will be affected.

	Response Percent	Response Count
Strongly agree	0.9%	1
Agree	39.7%	46
Neutral/No Opinion	20.7%	24
Disagree	17.2%	20
Strongly disagree	6.0%	7
I don't know enough about this to respond	15.5%	18
Comments		20
	answered question	116
	skipped question	21

Please comment on the decision-making processes at COS.

1. Getting better.
2. More involvement at the lower levels when planning; not after the fact.
3. Many decisions that I see implemented within the district take into account only those functional areas of the organization in which the decision is made. Often times, affects on other areas are ignored or discounted as irrelevant.
4. They make the decisions and simply inform the rest of us. If we don't like it, we can always quit.
5. PAC and instruction council have improved in the last couple of years, before that, it was a mess
6. Many decisions are made without any input from the people it will affect.
7. Barry Russell, yes. The others, no.
8. I think most of us try to work well together and involve those who will be affected.
9. I believe the President's Advisory Council's input is working to make sure the decision making process is fair.
10. We still need to work hard on this. Stakeholders are still not always included in the decision making process.
11. Unfortunately, not always.
12. There are enough times to note that leaders sometimes make decisions that affect others and do not notify those who are affected. One very recent example is the canceling of the ski-snowboard program: the decision not to fund the program was made in April or May, but the coach and the athletes were not notified until August.
13. Seems that students are not involved in decisions that affect them -- ie. compressed calendar
14. Within my area they do.
15. Adjuncts are disbarred from committees, have little say, and no vote.
16. Not when it comes to adjunct faculty
17. No, often decisions are made without getting input from the very people that are going to be affected.
18. I have seen a number of situations where decisions were made in my area and I was not talked to and have seen negative results.
19. Sometimes.
20. For the most part

Q69. COS does a good job of regularly evaluating itself at every level, and uses those evaluations to make changes.

	Response Percent	Response Count
Strongly Agree	5.3%	6
Agree	37.7%	43
Neutral/No Opinion	22.8%	26
Disagree	12.3%	14
Strongly Disagree	3.5%	4
I don't know enough about this to respond	18.4%	21
	answered question	114
	skipped question	23

Q70. The college has clearly defined leadership roles (i.e. people generally know who is responsible for what).

	Response Percent	Response Count
Strongly agree	6.9%	8
Agree	65.5%	76
Neutral/No Opinion	10.3%	12
Disagree	12.1%	14
Strongly disagree	1.7%	2
I don't know enough about this to respond	3.4%	4
Comments		8
	answered question	116
	skipped question	21

Please comment on the leadership roles.

1. I am not always sure who to turn to for various questions.
2. The new president should improve the leadership roles. I am hopeful things will change for the better. So far he shows great promise.
3. I disagree with this, based on my own observations, but I do see definite improvement of this situation of late.
4. Our last leader was a good man with tremendous talent. I believe with every fiber that our new president is a great fit, and he will see and fix the problems.
5. There was no room for comment on #8 so I am including it here. COS does a good job of regularly evaluating itself at every level, but I am not sure that these evaluations are used to make changes.
6. There appears to be competition for power.
7. Most of the time - not always.
8. The pecking-order is obvious, and leadership roles are well defined.

Q71. Overall, there is good leadership at COS.

Answer Options	Response Percent	Response Count
Strongly Agree	10.3%	12
Agree	56.9%	66
Neutral/No Opinion	20.7%	24
Disagree	6.9%	8
Strongly Disagree	2.6%	3
I don't know enough about this to respond	2.6%	3
	answered question	116
	skipped question	21