

Analysis
of the
Spring 2010 Staff Survey

Mendocino College

June 2010

Office of Institutional Research

Executive Summary

In Spring 2010, the Office of Institutional Research conducted a survey of faculty and staff of Mendocino College. The survey consisted of 2 demographic questions (employment group and length of service), 18 Likert-scaled questions which addressed four general themes, 2 questions regarding community involvement and three open-ended text questions. 91 valid responses were returned.

The strongest response came on questions related to the Mission of the College. On average, 78.5% of respondents either agreed or strongly agreed with those four statements. The highest level of agreement, for all survey questions, was question 3, which stated that what the College does on a daily basis reflects the Mission, Vision and Values statement. Questions related to Policies and Procedures had the next highest level of agreement, with an average of 74.08% of respondents whether agreeing or strongly agreeing with the five questions in this area. The stand-out exception was the question related to equitability of workload where only 46.2% of respondents agreed or strongly agreed with the question.

The three questions related to allocation of Resources were split. Two of the questions yielded an average agreement in excess of 80% of respondents. However the third question in the group, which addressed sufficiency of support staff had an agreement level of only 48.4% (either agreed or strongly agreed with the statement). Finally, the questions related to Shared Governance and Communication had the lowest overall level of agreement (an average of 53.8%) and the question addressing equitability of participation in governance had the lowest overall level of agreement, 33%.

Written responses echoed the responses found in the Shared Governance and Communications questions. Respondents stressed the need for greater communication both from “Administration” down and also within groups. Respondents’ suggestions for budgetary savings range from cutting Athletics and continuing the furlough program to centralized supply ordering; outsourcing various functions; and, turning over landscaping to Agriculture students.

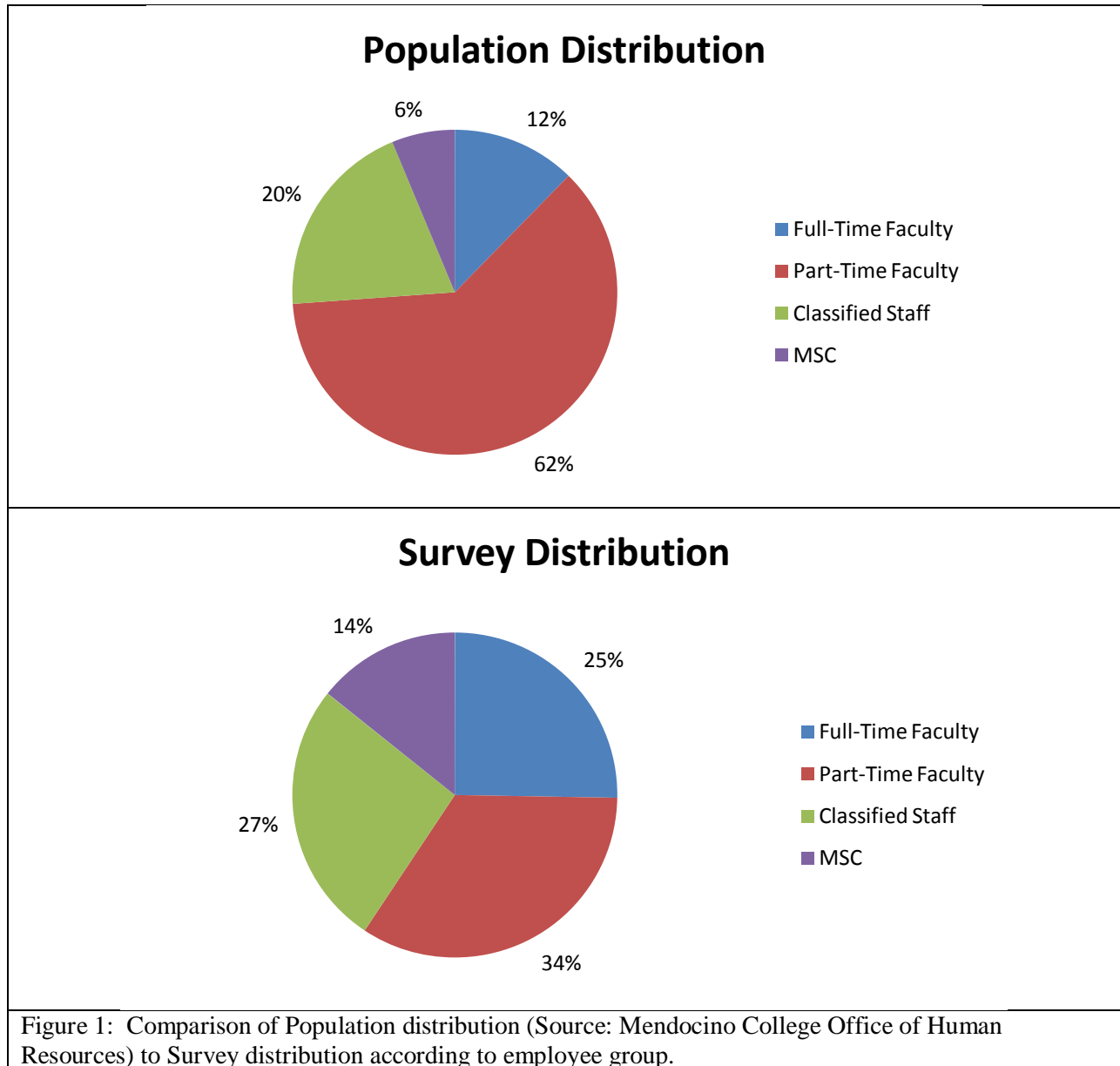
Introduction

In Spring 2010, Institutional Research conducted a survey of faculty and staff at Mendocino College, in conjunction with the college's on-going assessment effort. The survey consisted of 2 multiple choice questions which asked respondents to self-identify which employee group (Full-time Faculty, Part-time Faculty, Classified Staff or Management/Supervisory/Confidential [MSC]) they belonged to and approximately how long they had been employed by Mendocino College. These two questions were followed by 18 Likert-scaled items. These items asked respondents to indicate their level of agreement with the statement, ranging from *Strongly Agree* to *Strongly Disagree*. Respondents were also given a *Don't Know/No Opinion* option so it was not quite a fully forced response question. Questions 21 and 22 asked respondents about their participation in community organizations. Finally, there were 3 open-ended questions where respondents were asked:

- What one thing they would change about Mendocino College
- To elaborate on any "Strongly Disagree" response in the Likert-scaled questions
- To suggest ways that Mendocino College could reduce expenses with minimal impact upon students.

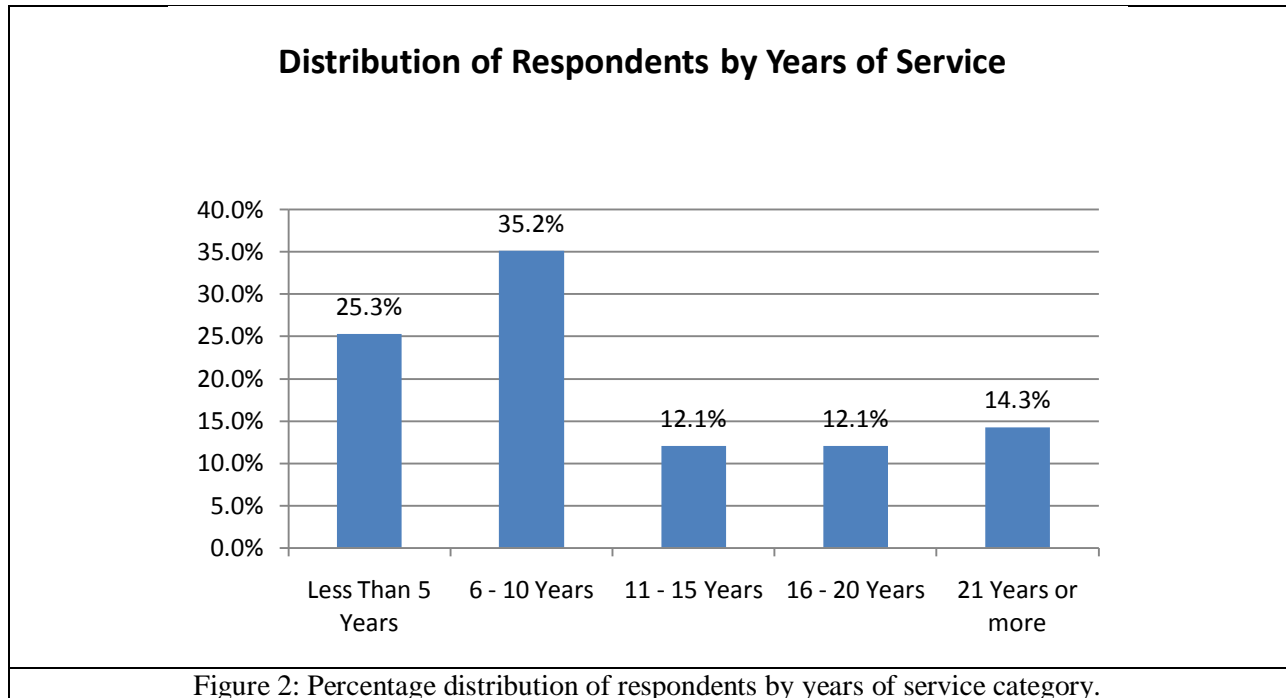
Surveys were distributed as "smart" PDF documents via email to all faculty and staff. The email was sent under the President's email address. Respondents were asked to respond to the questions by clicking on the response which best described their level of agreement with the statement. Text boxes were identified for the open-ended questions. Upon completion, respondents were asked to return their responses to Institutional Research. Respondents were given the choice of emailing responses (scripting to automatically send the mail was built into the PDF) or to print the completed PDF and send it anonymously through campus mail. Roughly 40% emailed their response and 60% used completely anonymous paper. A copy of the survey instrument is included with this report as Appendix I.

In total, 93 surveys were returned. Two completed paper surveys were discarded because the respondents tore off the first page which included the two demographic questions thus reducing the number of valid responses to 91. Based upon a total population of 398 faculty and staff, the number of usable returned surveys provides a relatively valid snapshot of opinion. Sampling error is calculated to be 7.8% with a confidence level of 95%. As shown in Figure 1, the distribution of the respondents (the "Sample") is relatively close to the distribution of the employee population, with the exception of Part-time faculty.



In terms of response rate, responses were received from 46.9% of Full-Time Faculty; 12.65% of Part-Time Faculty; 30.37% of Classified Staff; and 52% of MSC.

In terms of years of service, respondents, as shown in Figure 2, were weighted toward the younger end of the spectrum, with the largest group of respondents, those with 6-10 years of service constituting 35.2% of respondents, followed by those with 5 years of less of service, with slightly more than 25% of respondents.



Results of the Survey

By and large, most respondents hold positive attitudes toward Mendocino College. On average, more than 67% of respondents agreed with the statements, with 20.5% “Strongly” agreeing and another 47% “Agreeing”. A full item analysis is included with this report as Appendix II.

This is not to say, however, that the degree of agreement was consistent across all statements. Overall agreement levels ranged from a high of 86.8% on questions related to mission, vision and values and whether or not practices demonstrate an understanding and concern for issues of diversity to a low of 33% on the question regarding equity in participation in campus governance (“All constituencies have an equitable role in governing, planning, budgeting and policy-making bodies.”).

On three questions the percentage of respondents who *Strongly Disagreed* was higher than the percentage of respondents who *Strongly Agreed*. These were the aforementioned question on campus governance; the question regarding equitability of workloads (“Given current circumstance, workloads are equitably assigned.”); and the question of Board leadership (“The Board of Trustees of Mendocino College provides effective leadership.”). One factor to keep in mind, when interpreting this pattern is that each of these three questions has a substantial percentage of respondents who selected *Don’t Know/No Opinion* as their response. Also, there were no questions where the percentage of respondents who selected *Strongly Disagree* reached double digits.

The survey questions can be broken down into four general themes: mission; policies, procedures and practices; shared governance and communications; and resources.

Mission

Four questions related directly to the mission of the College and how well we think we are doing in relation to the mission. The four questions were:

(3) What Mendocino College does daily, as an institution, accurately reflects the College's mission, vision and values statement.

(7) Mendocino College is headed in the right direction.

(16) Student success is clearly uppermost in the minds of employees at Mendocino College.

(20) The administration of the College encourages and supports faculty and staff to better serve students.

Overall, 86.8% of respondents agreed with question 3 (24.2% *Strongly Agree* and 62.6% *Agree*). 5.5% of respondents either *Don't Know* or did not answer; these respondents were predominantly Part-Time Faculty. Finally, of the 7.7% who *Disagree* with the statement, 6 out of 7 are Classified Staff. All Full-Time Faculty respondents or MSC respondents, either *Agree* or *Strongly Agree* with this statement.

Questions 16 and 20 address the College's core value of student success. In question 16, the respondent was asked if they felt that faculty and staff believed in the centrality of student success as a core value. Question 20 asks whether or not the "Administration" actually encourages faculty and staff to serve better serve students.

Overall, 79.1% of respondents agree (30.8% *Strongly Agree* and 48.4% *Agree*) with question 16. However, 17.6% of respondents disagree with question 16 (14.3% *Disagree* and 3.3% *Strongly Disagree*), indicating a significant polarization on this core value. Table 1 illustrates the distribution of responses on this question by employment category.

		Employee Group				
		Full-Time Faculty	Part-Time Faculty	Classified Staff	MSC	Total
Strongly Agree	Count	8	13	6	1	28
	Group %	34.8%	41.9%	25.0%	7.7%	30.8%
Agree	Count	12	12	11	9	44
	Group %	52.2%	38.7%	45.8%	69.2%	48.4%
Disagree	Count	3	1	6	3	13
	Group %	13.0%	3.2%	25.0%	23.1%	14.3%
Strongly Disagree	Count	0	2	1	0	3
	Group %	.0%	6.5%	4.2%	.0%	3.3%
Don't Know	Count	0	1	0	0	1
	Group %	.0%	3.2%	.0%	.0%	1.1%
Missing Data	Count	0	2	0	0	2
	Group %	.0%	6.5%	.0%	.0%	2.2%
Total	Count	23	31	24	13	91
	Group %	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1: Distribution of responses to question 16 (“Student success is clearly uppermost in the minds of employees at Mendocino College.”). Percentage indicates the percent of respondents in *Employee Group* category.

Both faculty groups have very high levels of agreement with this statement. 87% of Full-Time Faculty (34.8% *Strongly Agree* and 52.2% *Agree*) and 80.6% of Part-Time Faculty agree with the statement (41.9% *Strongly Agree* and 38.7% *Agree*). Both MSC (23.1% *Disagree*) and Classified Staff (25.0% *Disagree* and 4.2% *Strongly Disagree*) have significant minorities which disagree with this statement. Interestingly, about 25% of Classified Staff respondents also disagree with question 3. In fact, it appears that there is a small core of Classified Staff respondents, about 20-25%, who consistently disagree with the four questions on Mission.

Question 20 addresses student success from a slightly different angle. Here, respondents were asked if they felt that “administration” encourages and supports faculty and staff to better serve students. Overall, 75.6% of respondents (32.2% *Strongly Agree* and 43.3% *Agree*) agreed with this statement. This statement had the highest level, at 32.2% of respondents who *Strongly Agree* with the statement. However, as with question 16, there was a fairly significant minority (16.6% of all respondents) who disagree with the statement. Table 2 disaggregates responses to question 20 based upon employee group.

		Employee Group				
		Full-Time Faculty	Part-Time Faculty	Classified Staff	MSC	Total
Strongly Agree	Count	9	13	4	3	29
	Group %	40.9%	41.9%	16.7%	23.1%	32.2%
Agree	Count	8	11	10	10	39
	Group %	36.4%	35.5%	41.7%	76.9%	43.3%
Disagree	Count	2	3	7	0	12
	Group %	9.1%	9.7%	29.2%	.0%	13.3%
Strongly Disagree	Count	1	0	2	0	3
	Group %	4.5%	.0%	8.3%	.0%	3.3%
Don't Know	Count	2	1	0	0	3
	Group %	9.1%	3.2%	.0%	.0%	3.3%
Missing Data	Count	0	3	1	0	4
	Group %	.0%	9.7%	4.2%	.0%	4.4%
Total	Count	22	31	24	13	90
	Group %	100.0%	100.0%	100.0%	100.0%	100.0%

Table 2: Disaggregation of responses to question 20 (“The administration of the College encourages and supports faculty and staff to better serve students.”) by employee group. Percentage indicates the percent of respondents in *Employee Group* category.

While both Full-Time Faculty and Part-Time Faculty have high levels of agreement with this statement, 13.6% of Full-Time Faculty and 9.7% of Part-Time Faculty disagreed with the statement. Members of the MSC group provided 100% agreement (76.9% *Agree* and 23.1% *Strongly Agree*) with the statement. On the opposite end of the spectrum, 37.5% of respondents who are Classified Staff either *Disagree* or *Strongly Disagree* with the statement.

Delving deeper, there was a positive correlation with both Full-time faculty and Part-time faculty on questions 16 and 20. Within both groups, there is a statistically significant correlation between attitudes expressed in question 16 and actions in question 20 (Full-Time Faculty: tau-b = 0.414, $p < .033$; Part-Time Faculty: tau-b = 0.474, $p < .003$). In other words, faculty generally agree that student success is a core value and that “administration” acts to further it¹.

The final question related to “mission” was question 7, which, conceptually, overlaps with the issues of governance. On this question, which asked the respondent if they felt Mendocino College was “on the right track”, 72.5% agreed (19.8% *Strongly Agree* and 52.7% *Agree*).

¹ See “Statistical Note” at the end of this document regarding the correlation statistic.

However, 19.8% of respondents disagreed and another 7.7% either indicated that they didn't know or did not respond to the question. Table 3 disaggregates responses by employment group.

		Employee Group				
		Full-Time Faculty	Part-Time Faculty	Classified Staff	MSC	Total
Strongly Agree	Count	4	10	2	2	18
	Group %	17.4%	32.3%	8.3%	15.4%	19.8%
Agree	Count	12	14	13	9	48
	Group %	52.2%	45.2%	54.2%	69.2%	52.7%
Disagree	Count	4	2	5	2	13
	Group %	17.4%	6.5%	20.8%	15.4%	14.3%
Strongly Disagree	Count	1	1	3	0	5
	Group %	4.3%	3.2%	12.5%	.0%	5.5%
Don't Know	Count	2	3	0	0	5
	Group %	8.7%	9.7%	.0%	.0%	5.5%
Missing Data	Count	0	1	1	0	2
	Group %	.0%	3.2%	4.2%	.0%	2.2%
Total	Count	23	31	24	13	91
	Group %	100.0%	100.0%	100.0%	100.0%	100.0%

Table 3: Disaggregation of responses on question 7 (“Mendocino College is heading in the right direction.”) by respondent employment group. Percentage indicates the percent of respondents in *Employee Group* category.

As with other questions addressing the College mission, the largest proportion of disagreement was among Classified Staff. 33.3% of Classified Staff respondents (8 of 24) either *Disagree* or *Strongly Disagree* with the statement that Mendocino College is heading in the right directions. Among Full-Time Faculty respondents, 21.7% (5 of 23) either *Disagree* or *Strongly Disagree* and 15.4% of MSC respondents (2) *Disagree*. While only 9.7% of Part-Time Faculty either *Disagree* or *Strongly Disagree*, another 12.9% either *Don't Know* or did not respond to the question.

The other demographic variable, length of service, is crosstabulated with responses to question 7 as shown in Table 4. The stereotype, of course, is the “crusty old-timer” for whom nothing is as good (or as bad) as it was during some previous administrative era. However, for this sample of respondents, the stereotype fails. 90.9% of the respondents with 16-20 years of service agreed with question 7. 46.2% of respondents with 21 or more years of service (6 of 13) also agreed with the statement. The greatest spread of opinion is among respondents with 6 – 10 years of service.

		Length of Service at Mendocino College							
		Less Than 5 Years	6 - 10 Years	11 - 15 Years	16 - 20 Years	21 Years or more	9	Total	
Strongly Agree	Count	4	7	3	4	0	0	18	
	% within Service	17.4%	21.9%	27.3%	36.4%	.0%	.0%	19.8%	
Agree	Count	14	16	6	6	6	0	48	
	% within Service	60.9%	50.0%	54.5%	54.5%	46.2%	.0%	52.7%	
Disagree	Count	2	6	1	0	4	0	13	
	% within Service	8.7%	18.8%	9.1%	.0%	30.8%	.0%	14.3%	
Strongly Disagree	Count	0	2	0	1	1	1	5	
	% within Service	.0%	6.2%	.0%	9.1%	7.7%	100.0%	5.5%	
Don't Know	Count	2	0	1	0	2	0	5	
	% within Service	8.7%	.0%	9.1%	.0%	15.4%	.0%	5.5%	
Missing Data	Count	1	1	0	0	0	0	2	
	% within Service	4.3%	3.1%	.0%	.0%	.0%	.0%	2.2%	
Total	Count	23	32	11	11	13	1	91	
	% within q2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Table 4: Crosstabulation of responses to question 7 (“Mendocino College is headed in the right direction”) with length of service of respondents. Percentage indicates percent of respondents in *Length of Service* Category.

Among respondents with 6-10 years of service, 71.9% either *Agree* (50.0%) or *Strongly Agree* (21.9%) with question 7. Conversely, 18.8% *Disagree* and another 6.2% *Strongly Disagree*. Moreover, only 1 respondent did not respond and no respondents claimed to have no opinion. The 6-10 year cohort consists principally of faculty (25% Full-Time Faculty and 46.9% Part-Time Faculty). Conversely, the most supportive service cohort, the 16-20 category, consists principally of Classified Staff (45.5%).

In Table 5, the responses are cross-correlated using tau-b (used for ordinal level measures). Interestingly, while correlations are low (ranging between 0.412 and 0.516, the relationships are all statistically significant. This indicates a fair amount of consistency in the response patterns.

The respondents who agree or strongly agree with question 3 are fairly likely to agree with the other three statements and vice versa. With this consistency, one can deduce that the disagreement pattern is also fairly consistent, which suggests that it is generally confined to a consistent group of respondents and not very widespread.

		q3	q7	q16	q20
q3	Correlation Coefficient	1.000	.412**	.440**	.516**
	Sig. (2-tailed)	.	.000	.000	.000
	N	91	91	91	90
q7	Correlation Coefficient	.412**	1.000	.415**	.415**
	Sig. (2-tailed)	.000	.	.000	.000
	N	91	91	91	90
q16	Correlation Coefficient	.440**	.415**	1.000	.442**
	Sig. (2-tailed)	.000	.000	.	.000
	N	91	91	91	90
q20	Correlation Coefficient	.516**	.415**	.442**	1.000
	Sig. (2-tailed)	.000	.000	.000	.
	N	90	90	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5: Correlations (tau-b) among questions related to College mission

When these correlations are disaggregated by employment group, two interesting patterns emerge. First, both Classified Staff and Part-Time Faculty generated statistically-significant (but low) correlations on all pairs of the four statements. This accounts for a lot of the consistency found when all respondents were analyzed as a group. Second, Full-Time Faculty exhibited statistically significant correlations on only two pairs of questions, 3 and 20 and 16 and 20. MSC respondents had the least consistency of attitudes, with only one correlation that was statistically significant, the pair consisting of questions 3 and 20, as well.

Policies, Procedures and Practices

Five questions in the survey were related to policies and procedures at Mendocino College. The five questions were:

- (4) Mendocino College, through its policies and practices, demonstrates an appropriate understanding of and concern for issues of equity and diversity.
- (8) College policies and procedures are clearly written.
- (10) Job performance evaluations are conducted in a constructive manner.
- (14) Given current circumstances, workloads are equitably assigned.

(17) I am satisfied with the procedures available to resolve problems I may have within the College.

By and large, respondents largely agreed with 3 of the 4 statements. On question 4, 86.8% of respondents agreed with the statement (61.5% *Agree* and 25.3% *Strongly Agree*). On questions 8 and 10, 82.4% of respondents agreed with each statement. In both cases, the distribution between those who *Agree* and *Strongly Agree* were similar. Finally, on question 17, 72.6% of respondents agreed with that question. On Question 17, nearly as many respondents either *Didn't Know* (5.5%) or failed to respond (7.7%) as *Disagreed* (8.8%) or *Strongly Disagreed* (8.5%).

The one statement in this set which yielded the greatest spread of opinion was question 14, regarding distribution of workloads. Only 46.2% of respondents agreed with this statement, the third lowest rate of agreement in the survey. Only 7.7% strongly agreed. As shown in Table 6, opinion on this question was widely dispersed for all employee groups.

		Employee Group				
		Full-Time Faculty	Part-Time Faculty	Classified Staff	MSC	Total
Strongly Agree	Count	2	3	1	1	7
	Group %	8.7%	9.7%	4.2%	7.7%	7.7%
Agree	Count	6	14	10	5	35
	Group %	26.1%	45.2%	41.7%	38.5%	38.5%
Disagree	Count	6	3	5	5	19
	Group %	26.1%	9.7%	20.8%	38.5%	20.9%
Strongly Disagree	Count	3	2	3	1	9
	Group %	13.0%	6.5%	12.5%	7.7%	9.9%
Don't Know	Count	3	3	4	1	11
	Group %	13.0%	9.7%	16.7%	7.7%	12.1%
Missing Data	Count	3	6	1	0	10
	Group %	13.0%	19.4%	4.2%	.0%	11.0%
Total	Count	23	31	24	13	91
	Group %	100.0%	100.0%	100.0%	100.0%	100.0%

Table 6: Distribution of responses to question 14 ("Given the circumstances, workloads are equitably assigned.") by employee group. Percentage indicates the percent of respondents in *Employee Group* category.

Among the different employee groups, MSC employees were almost equally split between those who agreed with the statement (7.7% *Strongly Agree* and 38.5% who *Agree*) and those who disagreed with question 14 (7.7% *Strongly Disagree* and 38.5% *Disagree*). Classified Staff tend to have a more favorable view of question 14, with 45.9% voicing agreement with the statement

and 33.3% voicing disagreement. However, another 20.9% either *Don't Know* or failed to respond to the questions.

Full-Time Faculty respondents have the greatest dispersion in opinion on this question, with slightly more Full-Time Faculty members disagreeing than agreeing. Overall, 26% agreed with the statement and 26% of faculty respondents disagreed. 8.7% of Full-Time Faculty respondents strongly agreed and 13.0% strongly disagreed. Part-Time Faculty conversely had the highest level of agreement of the four groups, with 54.9% of Part-Time Faculty respondents indicating agreement with question 14 (9.7% *Strongly Agree* and 45.2% *Agree*). The low level of disagreement is offset by the large proportion of Part-Time Faculty respondents who either didn't have an opinion or failed to respond, 29.1% of Part-Time Faculty respondents.

Shared Governance and Communication

Six questions were directly related to issues of shared governance (and governance in general) and communications. These questions were:

- (5) Faculty have a substantial voice in matters relating to educational programs.
- (9) I am satisfied with my opportunities to participate in key institutional decisions, such as long-term planning, budget and mission.
- (11) All constituencies have an equitable role in governing, planning, budgeting and policy-making bodies.
- (12) There is effective (clear, current and widely available) communication at Mendocino College.
- (13) As a member of the Mendocino College community, I feel empowered to actively participate in creating and implementing innovative solutions.
- (18) The Board of Trustees of Mendocino College provides effective leadership.

All six of these questions had low levels of agreement, ranging from 33% (question 11) to 72.6% (question 5).

On question 11, opinion was split three ways. 27.5% of all respondents *Agree* with the statement and 5.5% *Strongly Agree*. Another 27.5% *Disagree* and 9.9% *Strongly Disagree*. The final third consist of those who *Don't Know* (8.8%) and those who failed to respond (20.9%). Overall, then, slightly more than 1/3 of respondents agreed with the statement; slightly more than 1/3 disagreed with the statement and slightly less than 1/3 either didn't know or had no response.

Looking at the breakdown of the responses, the MSC group is split but mostly in agreement; 53.4% of MSC respondents agree (23.1% *Strongly Agree* and 30.8% *Agree*). Conversely, 38.5% disagree (30.8% *Disagree* and 7.7% *Strongly Disagree*).

The group which disagrees the most with this statement is Classified Staff, with 54.2% of respondent disagreeing (37.5% *Disagree* and 16.7% *Strongly Disagree*) with the statement regarding equitability in governing roles. The highest level of disagreement among Classified Staff is among those who have been employed the shortest length of time. One-third of those who disagree with the statement have been employed 5 years or less and another 1/3 of those who disagree have been employed by Mendocino College from 6-10 years. There was a small, but statistically significant, correlation among Classified Staff ($\tau\text{-}b = .412, p < .014$) of their responses on question 11 and their responses with question 12 (effective communication). In other words, those who were more likely to disagree with the equitability of governing roles are more likely to feel that communication on campus is not effective.

Faculty, on the other hand, exhibit distinct response patterns on question 11 based upon their employment status. Among Full-Time Faculty respondents, 39.1% agree with question 11 and 39.1% disagree with question 11; the remaining 21.7% either had no opinion or did not respond. Part-Time Faculty, however were remarkably unresponsive on this question; 16.1% of respondents checked *Don't Know/No Opinion* and 38.7% (the largest proportion of respondents in this group) simply did not respond to this question.

There is also a very low level of agreement on question 18, regarding the effectiveness of the Board of Trustees; only 41.8% of respondent felt that the Board “provides effective leadership.” (2.2% *Strongly Agree* and 39.6% *Agree*). The strongest level of disagreement was among MSC respondents, where 30.8% *Disagree* and 7.7% *Strongly Disagree*. None of the MSC respondents *Strongly Agree* with question 18. With only two respondents not responding, MSC respondents were particularly polarized, with 46.2% stating that they *Agree* with question 18. Part-Time Faculty, again, apparently have little knowledge regarding the role of the Board of Trustees, with 19.4% selecting *Don't Know/No Opinion* and 35.5% not responding.

Questions 9 and 13 both deal with how respondents view their opportunities to participate in and contribute to the governance of Mendocino College. For both questions, more respondents agreed than disagreed with the statement. For question 9, 56.6% of respondents agreed (33.3% *Agree* and 23.3% *Strongly Agree*) that they are satisfied with their opportunities to participate. On question 13, 58.3% agreed (41.8% *Agree* and 16.5% *Strongly Agree*) that they feel empowered to participate.

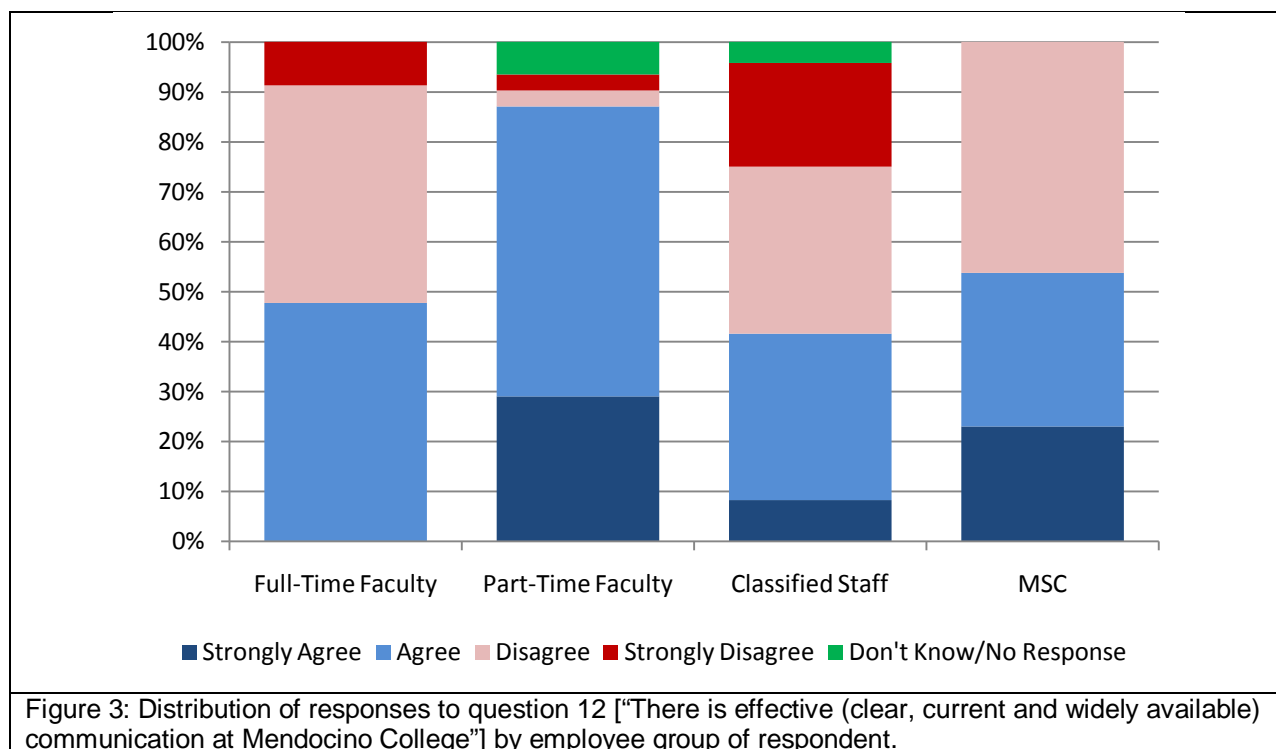
In terms of satisfaction with opportunities, MSC respondents had the highest level of agreement with question 9, 77.0% (38.5% *Agree* and 38.5% *Strongly Agree*). They were followed by Classified Staff with 58.3% of respondents agreeing with the statement (45.8% *Agree* and 12.5% *Strongly Agree*); Full-Time Faculty with 56.5% agreeing (30.4% *Agree* and 26.1% *Strongly Agree*); and, Part-Time Faculty with 46.6% of respondents agreeing with the question (23.3% *Agree* and 23.3% *Strongly Agree*). However, an almost equal amount of Part-Time Faculty respondents, 40.0%, either *Don't Know* or did not respond to the question.

On the other hand, with question 13, MSC respondents had the second lowest level of agreement with the question. Only 58.3% agreed that they felt empowered to participate in creating and implementing solutions (41.8% *Agree* and 16.5% *Disagree*). This is a remarkable shift in opinion among this group. Of the 10 respondents who agreed or strongly agreed with question 9, 3 (30%) disagreed or strongly disagreed with question 13.

Full-Time Faculty had the highest level of agreement with the statement, with 69.6% of respondents agreeing (52.2% *Agree* and 17.4% *Strongly Agree*). Classified Staff, with only 45.8% of respondents agreeing with the statement (33.3% *Agree* and 12.5% *Strongly Agree*) feel the least empowerment. Part-Time Faculty with 61.3% agreeing (45.2% *Agree* and 16.1% *Strongly Agree*) resemble their Full-Time counterparts. An interesting point about Part-Time respondents on this question is that very few (12.9%) indicated that they either *Don't Know/No Opinion* or failed to respond at all.

Within this group of questions, there is general agreement that faculty have a substantial voice in matters relating to educational programs (question 5). Overall, 72.5% of all respondents agreed with this statement (44.0% *Agree* and 28.5% *Strongly Agree*). With the exception of Part-Time Faculty, nearly 80% of respondents within each employee group registered agreement with this statement. Among Part-time Faculty, only 58.1% of respondents (45.2% *Agree* and 12.09% *Strongly Agree*) agreed with this statement. Only 12.9% of Part-Time Faculty actually registered disagreement with the statement; the remainder indicated that they either *Don't Know* or failed to respond.

Finally, question 12 deals with the issue of communication at Mendocino College. Overall, 60.4% of respondents felt that communication was “effective” at Mendocino College. Figure 3 illustrates the considerable disparity of opinion regarding communication at Mendocino College.



45.1% indicated that they *Agree* with the statement and 15.4% *Strongly Agree*. However, there is considerable difference of opinion within the different groups of respondents. While 47.8% of Full-Time Faculty agreed with this statement, none of the Full-Time Faculty strongly agreed with it. Rather, 43.5% disagreed and another 8.7% strongly disagreed. Part-Time Faculty, on the other hand, feel very strongly that communication is effective at Mendocino College. 29.0% of Part-Time Faculty respondents *Strongly Agree* with question 12 and 58.1% *Agree*.

While 8.3% of Classified Staff respondents *Strongly Agree* with question 12, 54.1% disagree (33.3% *Disagree* and 20.8% *Strongly Disagree*, making this the group of employees who feel the most negative regarding communication. Lastly, respondents in the MSC group have very mixed feelings. 53.4% of MSC respondents agree with the statement (23.1% *Strongly Agree* and 30.8% *Agree*) but 46.2% *Disagree* with the statement. No MSC respondents *Strongly Disagree* with the statement.

Length of service seems to have no real relationship to level of agreement with question 12. Respondents who have been employed at Mendocino College between 11 and 20 years (two groups) have virtually identical agreement patterns: 27.3% *Strongly Agree* and 45.5% *Agree* with question 12. Respondents who have been employed by Mendocino College the longest, 21 years or more, show the most disagreement, with 53.8% of respondents stating that they *Disagree* with

question 12 and an additional 15.4% *Strongly Disagree*. No respondents with 21 years or more service *Strongly Agree* with question 12.

Resources

Finally, three questions deal with issues related to resources at Mendocino College. These questions are:

(6) I am satisfied with the systematic maintenance, upgrade and replacement of the technical resources I use in my work.

(15) The number of support staff is sufficient to provide effective support service for students.

(19) The computer hardware and software available at Mendocino College help me to effectively perform my job duties.

In general, respondents agreed with all three statements, as shown in Table 7.

Response	Q6	Q15	Q19
Strongly Agree	25.3%	5.5%	30.8%
Agree	54.9%	42.9%	51.6%
Disagree	12.1%	27.5%	8.8%
Strongly Disagree	4.4%	5.5%	3.3%
Don't Know/No Response	3.3%	18.7%	5.5%

Table 7: Summary response distribution for questions related to resource availability at Mendocino College.

The question with the lowest level of agreement was question 15, regarding the sufficiency of support staff on campus. Overall 27.5% indicated that they *Disagree* with the statement and another 5.5% *Strongly Disagree*.

Breaking down responses to question 15 by employment category of the respondents yields interesting patterns, as shown in Table 8.

	Employee Group				
	Full-Time Faculty	Part-Time Faculty	Classified Staff	MSC	Total
Strongly Agree	4.3%	9.7%	4.2%		5.5%
Agree	47.8%	38.7%	45.8%	38.5%	42.9%
Disagree	26.1%	16.1%	33.3%	46.2%	27.5%
Strongly Disagree		6.5%	12.5%		5.5%
Don't Know	13.0%	9.7%	4.2%		7.7%
Missing Data	8.7%	19.4%		15.4%	11.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Table 8: Distribution of responses to question 15 (“The number of support staff is sufficient to provide effective support services for students.”) by respondent employment category.

The highest level of disagreement came from MSC respondents, 46.2% *Disagree* with this statement. This is slightly higher than the 45.8% of Classified Staff who disagreed (33.3% *Disagree* and 12.5% *Strongly Disagree*). Further, none of the MSC respondents *Strongly Agree* with the statement and only 38.5% *Agree*. This low level of agreement contrasts with the 4.2% of Classified Staff respondents who *Strongly Agree* and 45.8% who *Agree* with question 15.

Full-Time Faculty and Part-Time Faculty have very similar response patterns on question 15 with high levels of agreement, 52.1% and 48.6%, respectively.

A last question was designed to gauge the level of community involvement on the part of faculty and staff of Mendocino College. 56% of respondents indicated that they were an active member of community organizations. 27.5% indicated that they were not active and 15.4% declined to answer the question. 49 respondents answered the follow-up question regarding the number of organizations they were active in. Of that group, 60% were active in 2 or 3 organizations.

Written Comments

Participants in the survey were asked to respond to three open-ended text questions at the end of the survey. These three questions are:

(23) What is the one thing about Mendocino College that you would change, if you could?

(24) If you checked “Strongly Disagree” for any of the above questions and would like to elaborate, add your comments in the following text box.

(25) In what ways do you think Mendocino College could reduce expenses with minimal impact on students?

Fifty four respondents shared the “one thing about Mendocino College they would change.” While some of the responses were idiosyncratic (change of status from part-time to full-time; fixing a piece of equipment) and some were “finger-pointing” (e.g. singling out a particular individual or group), the majority of responses to this question dealt with meeting the needs of students; in particular, meeting student needs better. Comments focused upon issues such as:

- More transfer courses in specific areas.
- Increased number of CTE programs, specifically “green” programs.
- Extending the high level student support to all students as that modeled in programs such as EOPS.
- Creating a more social/inviting atmosphere for students.
- Better customer service.
- Improved access to tutoring.
- An overly static schedule in terms of when specific classes seem to be offered.

While most respondents addressed things that would improve how Mendocino College meets student needs, a number of responses were directed at internal needs. Foremost among issues cited was communication. This included both internal communication across departments and/or groups as well as external communications via our website. Although many comments cited areas where the College was felt to be lacking, other were quite positive, such as:

“I really like Web Advisor – it truly aids communication, saves time and simplifies many aspects of the grading and registration system.”

The other area that was cited for improvement was “leadership.” Specifically mentioned by a number of respondents was “faculty leadership.” One respondent tied everything into a single package:

“More communication from leadership and reminders about student success. Less drama constantly about office space and other useless nonsense. Better faculty leadership.”

Question 24 asked respondents to elaborate on any of the Likert-scaled questions on with which they “Strongly Disagree.” Twenty one respondents availed themselves of this option and provided responses. While most respondents focused upon one or two questions, several provided responses to multiple questions, with one respondent responding to 8 questions.

Of the questions that are mentioned specifically, question 12 [“There is effective (clear, current and widely available) communication at Mendocino College”] appeared to be singled out the most. One respondent noted:

“I think there is still room for improvement on communications. I don’t like reading things in the Ukiah Daily Journal first. The rumor mill runs rampant around here and I’m not sure Admin can do anything about that but when a decision has been made on an issue I think it should go out to staff as soon as possible.”

Echoing that sentiment, another respondent noted:

“the Senate is too slow to get info to us and it is often inaccurate.”

Another respondent noted:

“If you want to know what is going on, you have to develop your own source of information.”

Other comments specifically address, once again, leadership issues. One theme is the centrality of decision-making in the “Big 5” group. The other theme in several responses was the Academic Senate leadership and their concentration on what is seen as “their” agenda.

The final question on the survey asked respondents to discuss what they would recommend Mendocino College do to reduce expenses with minimal impact upon students. This question elicited the most responses, 56, of the three open-ended questions. Respondents presented a wide variety of options for reducing expenses. Some of the more often cited items include:

- Reduce/eliminate athletics.
- Offer popular classes in the Little Theatre or other large rooms to enroll more students.
- Outsource janitorial and custodial services.
- Extend the four-day week from Summer to a year-round proposition.
- Scale back landscaping; use native, drought-tolerant plants; turn more landscaping over to the Agriculture program.
- Eliminate extra administrators and staff; continue the hiring freeze.
- Reduce waste.
- Centralize supply purchases

Summary

91 members of the Full-time and Part-Time faculty, Classified Staff and MSC groups responded to the Spring 2010 staff survey. Overall, most respondents are very positive in their attitudes toward Mendocino College. On the key question regarding whether or not Mendocino College is “headed in the right direction”, 72.5% of respondents agreed that the College is on course.

The one area that seems to be a critical concern in both the Likert-scaled items and in the open-ended question is “communication.” This includes both communication from “Administration” to faculty and staff but also communication within faculty and Classified staff groups (e.g. Senates).

Statistical Note

Throughout this document, the statistic *tau-b* is used as a measure of correlation between responses on various questions. Tau-b is used instead of the more familiar Pearson correlation, or *r*, because of the type of data being analyzed; the interpretation of the tau-b statistic, however, is the same.

Correlation measures the level of agreement between responses. A positive correlation means that responses on two questions tend to agree with each other. A negative correlation means that responses on two questions tend to disagree with each other. A zero correlation indicates that there is no pattern between the responses on two questions.

Statistical significance is indicated by the value of *p*, or probability; this indicates the likelihood that the observed relationship is a coincidence and not a true relationship. Generally, a statistic is considered statistically significant if this probability is less than .05 (e.g. $p < .05$).

Appendix I
Survey Instrument

Thank you for taking a few moments to read, think about and respond to this survey. Your responses will assist the College in its continual drive for improvement.

All information from this survey is confidential. Individual responses which may allow others to identify a respondent will not be used in the analysis of this survey. Responses will be studied in aggregate form only.

Instructions

To complete this survey, click on the button which best describes your response to the question. At the end of the survey there are a few open-ended questions. Please type in your response, but please do not exceed the boundaries of the box. If you wish to say more, please use a word processor and send your response via campus mail to Institutional Research or send the electronic document to institutional_research@mendocino.edu, indicating which question you are responding to.

When you have finished the survey, click the "Print Form" button at the top of the first page to print your survey and responses and send via campus mail to Institutional Research. If you wish to send via email, click the "Submit by Email" button.

A note for Mac users...when you click the "Submit by Email" button, you may be presented with a choice between "Desktop email" and "Internet email." "Desktop email" has been tested and did not work reliably. It is recommended that you select "Internet email." This will save your responses to a file on your desktop which you can then send to Institutional Research using your normal email client.

(1) I am a member of the:

- Full-time Faculty
- Part-time Faculty
- Classified Staff
- Management-Supervisory-Confidential

(2) I have worked at Mendocino College for:

- Less than 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- 21 years or more

For the following statements, please check the button which best describes your level of agreement with the statement. If the question asks for your opinion on something that you feel that you are not qualified to reflect upon, or if you have no opinion, please check the "Don't Know/No Opinion" box.

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know No Opinion
(3) What Mendocino College does daily, as an institution, accurately reflects the College's mission, vision and values statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(4) Mendocino College, through its policies and practices, demonstrates an appropriate understanding of and concern for issues of equity and diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(5) Faculty have a substantial voice in matters relating to educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(6) I am satisfied with the systematic maintenance, upgrade and replacement of the technical resources I use in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(7) Mendocino College is headed in the right direction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(8) College policies and procedures are clearly written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(9) I am satisfied with my opportunities to participate in key institutional decisions, such as long-term planning, budget and mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(10) Job performance evaluations are conducted in a constructive manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(11) All constituencies have an equitable role in governing, planning, budgeting and policy-making bodies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(12) There is effective (clear, current and widely available) communication at Mendocino College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(13) As a member of the Mendocino College community, I feel empowered to actively participate in creating and implementing innovative solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(14) Given current circumstances, workloads are equitably assigned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(15) The number of support staff is sufficient to provide effective support services for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(16) Student success is clearly upper most in the minds of employees at Mendocino College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(17) I am satisfied with the procedures available to resolve problems I may have within the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(18) The Board of Trustees of Mendocino College provides effective leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(19) The computer hardware and software available at Mendocino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

College help me to effectively perform my job duties.

(20) The administration of the College encourages and supports faculty and staff to better serve students.



(21) Are you an active member (go to meetings, serve on committees, officer) of any local community organizations?

Yes

No

I decline to answer

(22) If you answered "Yes" to question 21, at any given time, about how many community organizations do you participate in?

(23) What is the one thing about Mendocino College that you would change, if you could? (Please limit your response to the size of the following text box)



(24) If you checked "Strongly Disagree" for any above questions and would like to elaborate, add your comments in the following text box.

An empty rectangular text box with a thin black border. The bottom and right edges feature a scroll bar with a grey and white checkerboard pattern. The scroll bar includes a vertical track on the right with a small grey slider, and horizontal tracks at the bottom with left and right arrow buttons.

(25) In what ways, do you think Mendocino College could reduce expenses with minimal impact on students? (Please limit your response to the size of the following text box)

An empty rectangular text box with a thin black border. The bottom and right edges feature a scroll bar with a grey and white checkerboard pattern. The scroll bar includes a vertical track on the right with a small grey slider, and horizontal tracks at the bottom with left and right arrow buttons.

Thank you for completing this survey. Remember, you may either print the survey and deliver it through campus mail to Institutional

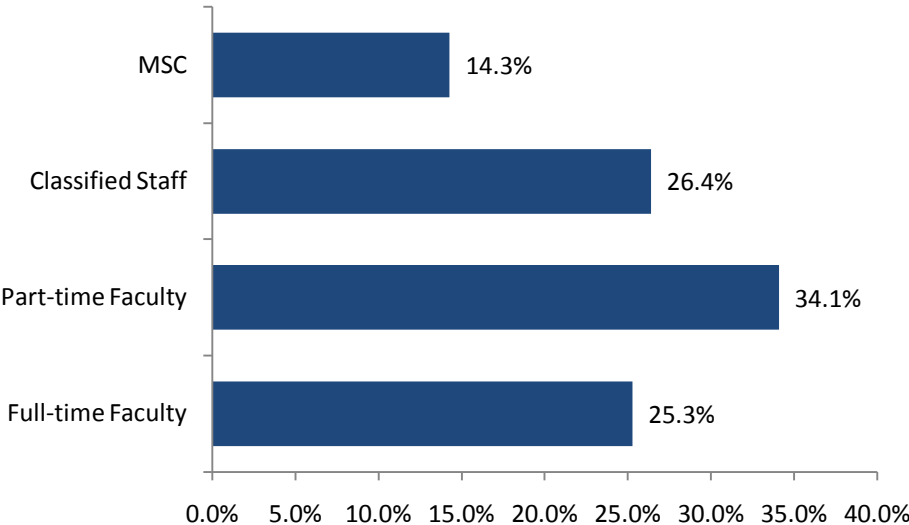
Research or, you may send your responses electronically as an email attachment. Both buttons are located at the top of page 1.

Appendix II
Item Analysis

Appendix II: Item Analysis

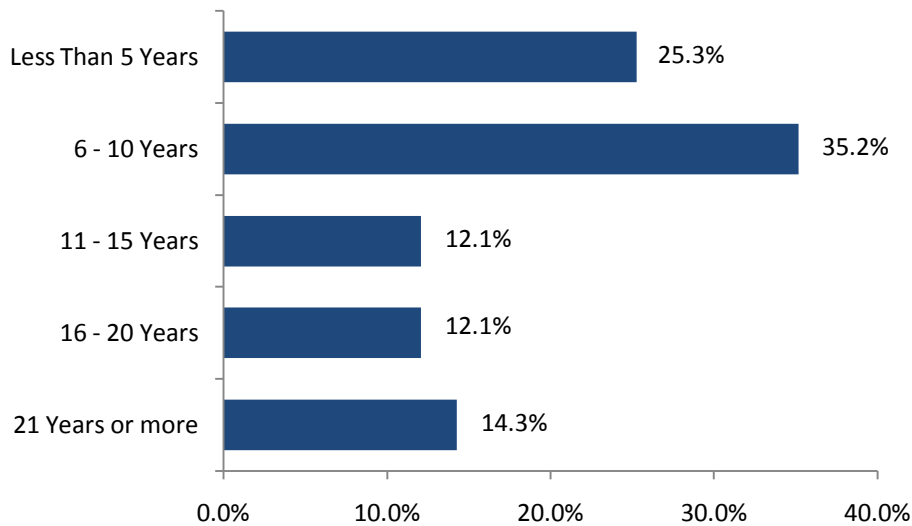
(1) I am a member of:

	Frequency	Percent	Valid Percent	Cumulative Percent
Full-time Faculty	23	25.3	25.3	25.3
Part-time Faculty	31	34.1	34.1	59.3
Classified Staff	24	26.4	26.4	85.7
MSC	13	14.3	14.3	100.0
Total	91	100.0	100.0	



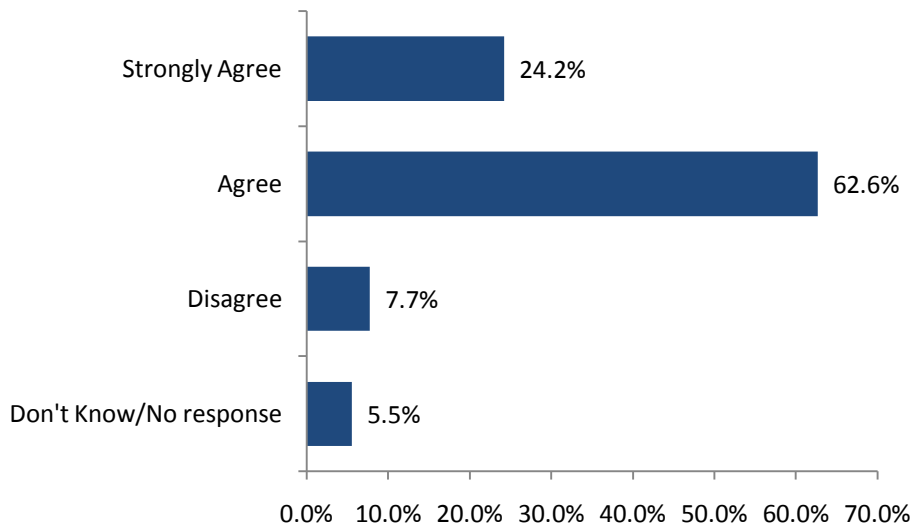
(2) I have worked at Mendocino College for:

	Frequency	Percent	Valid Percent	Cumulative Percent
Less Than 5 Years	23	25.3	25.3	25.3
6 - 10 Years	32	35.2	35.2	60.4
11 - 15 Years	11	12.1	12.1	72.5
16 - 20 Years	11	12.1	12.1	84.6
21 Years or more	13	14.3	14.3	98.9
Missing data	1	1.1	1.1	100.0
Total	91	100.0	100.0	



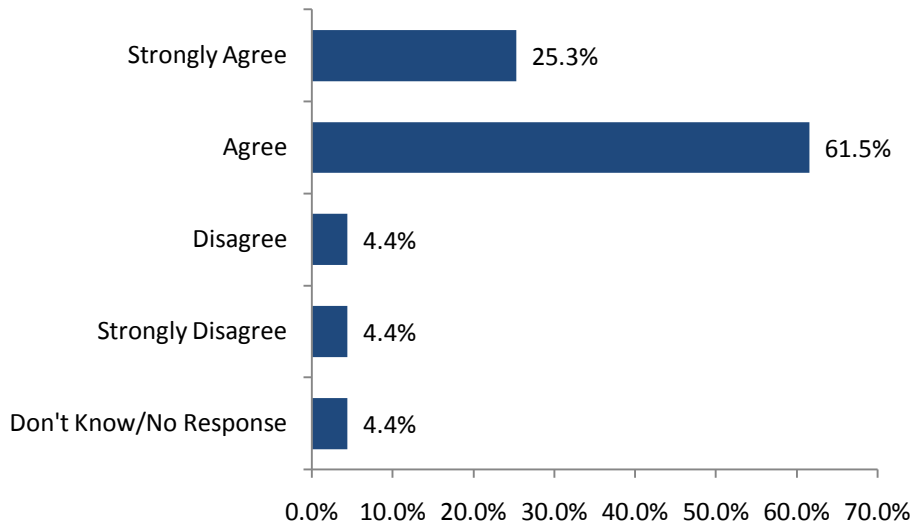
(3) What Mendocino College does daily, as an institution, accurately reflects the College’s mission, vision and values statement

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	22	24.2	24.2	24.2
Agree	57	62.6	62.6	86.8
Disagree	7	7.7	7.7	94.5
Don't Know	4	4.4	4.4	98.9
Missing Data	1	1.1	1.1	100.0
Total	91	100.0	100.0	



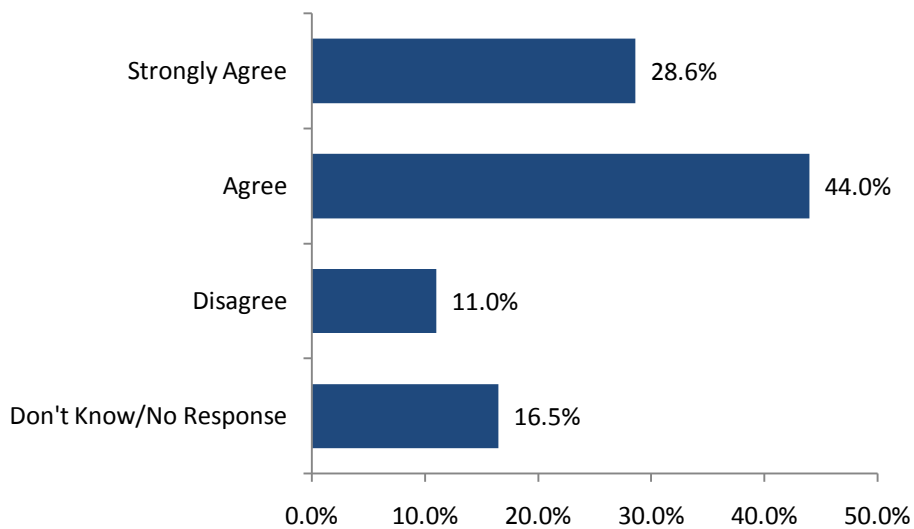
(4) Mendocino College, through its policies and practices, demonstrates an appropriate understanding of and concern for issues of equity and diversity.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	23	25.3	25.3	25.3
Agree	56	61.5	61.5	86.8
Disagree	4	4.4	4.4	91.2
Strongly Disagree	4	4.4	4.4	95.6
Don't Know	2	2.2	2.2	97.8
Missing Data	2	2.2	2.2	100.0
Total	91	100.0	100.0	



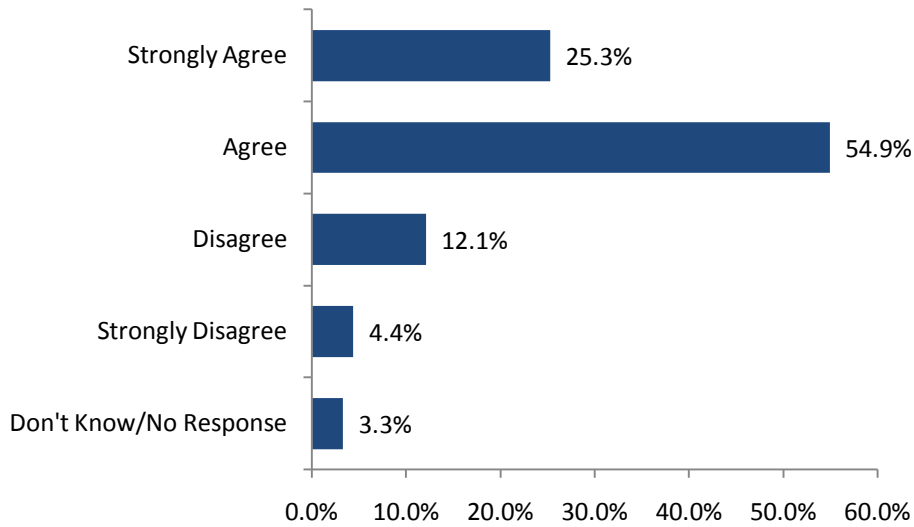
(5) Faculty have a substantial voice in matters relating to educational programs.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	28.6	28.6	28.6
Agree	40	44.0	44.0	72.5
Disagree	10	11.0	11.0	83.5
Don't Know	5	5.5	5.5	89.0
Missing Data	10	11.0	11.0	100.0
Total	91	100.0	100.0	



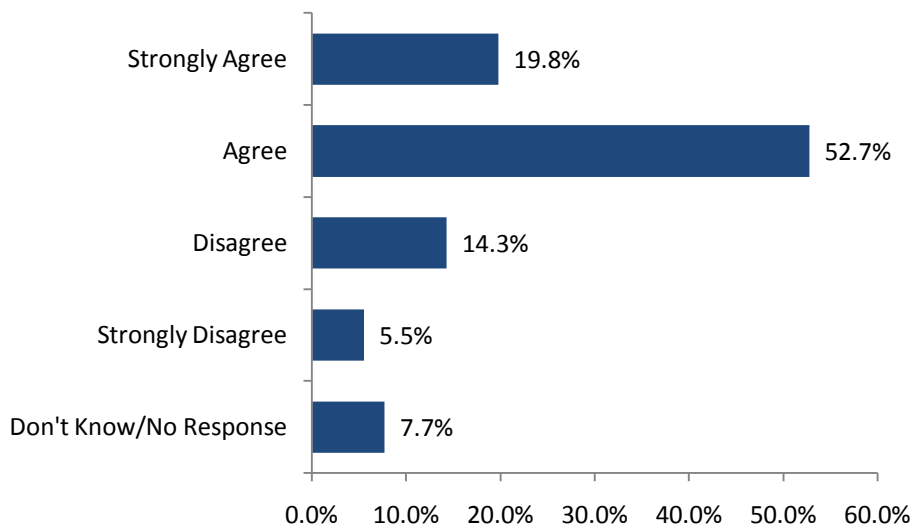
(6) I am satisfied with the systematic maintenance, upgrade and replacement of the technical resources I use in my work.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	23	25.3	25.3	25.3
Agree	50	54.9	54.9	80.2
Disagree	11	12.1	12.1	92.3
Strongly Disagree	4	4.4	4.4	96.7
Don't Know	2	2.2	2.2	98.9
Missing Data	1	1.1	1.1	100.0
Total	91	100.0	100.0	



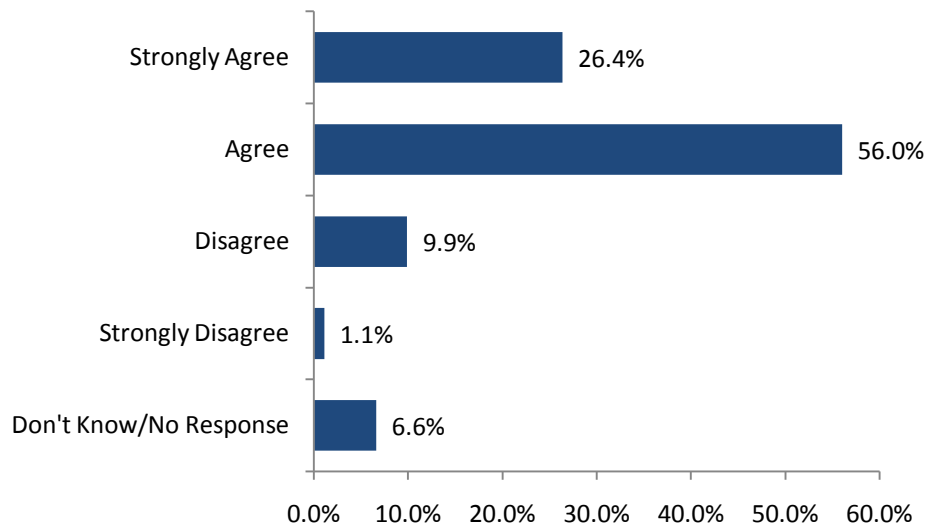
(7) Mendocino College is headed in the right direction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	18	19.8	19.8	19.8
Agree	48	52.7	52.7	72.5
Disagree	13	14.3	14.3	86.8
Strongly Disagree	5	5.5	5.5	92.3
Don't Know	5	5.5	5.5	97.8
Missing Data	2	2.2	2.2	100.0
Total	91	100.0	100.0	



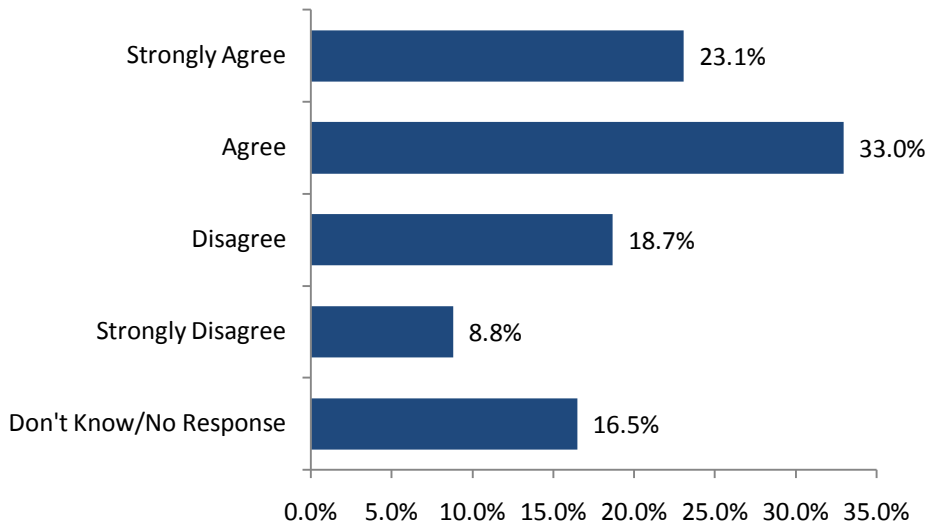
(8) College policies and procedures are clearly written.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	24	26.4	26.4	26.4
Agree	51	56.0	56.0	82.4
Disagree	9	9.9	9.9	92.3
Strongly Disagree	1	1.1	1.1	93.4
Don't Know	2	2.2	2.2	95.6
Missing Data	4	4.4	4.4	100.0
Total	91	100.0	100.0	



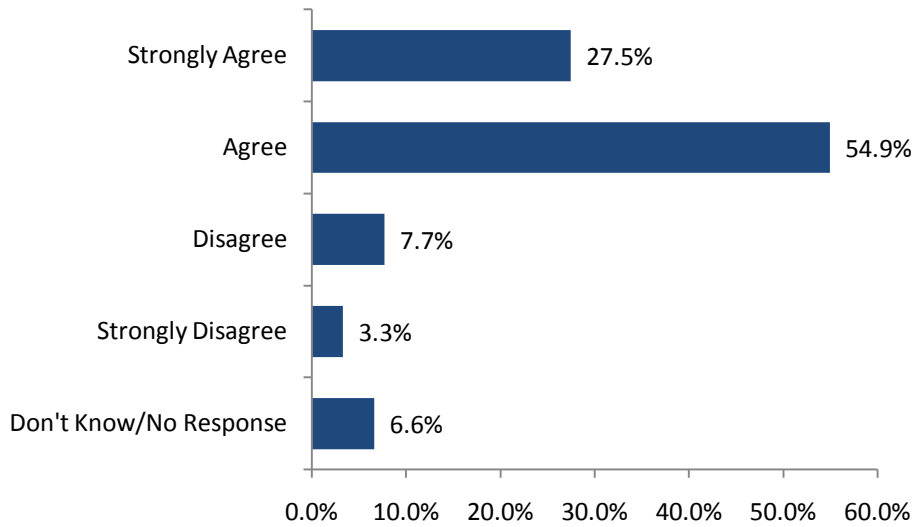
(9) I am satisfied with my opportunities to participate in key institutional decisions, such as long-term planning, budget and mission.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	23.1	23.3	23.3
Agree	30	33.0	33.3	56.7
Disagree	17	18.7	18.9	75.6
Strongly Disagree	8	8.8	8.9	84.4
Don't Know	6	6.6	6.7	91.1
Missing Data	9	9.9	9.9	100.0
Total	91	100.0	100.0	



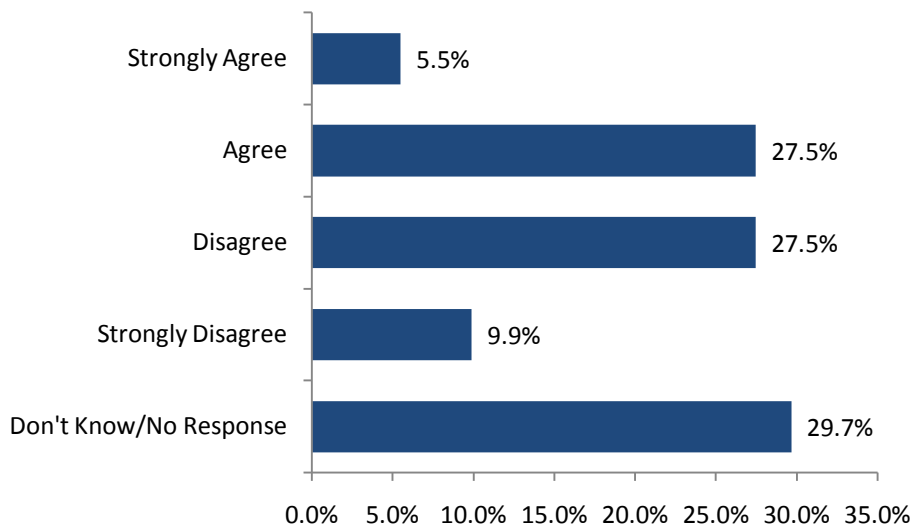
(10) Job performance evaluations are conducted in a constructive manner.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	25	27.5	27.5	27.5
Agree	50	54.9	54.9	82.4
Disagree	7	7.7	7.7	90.1
Strongly Disagree	3	3.3	3.3	93.4
Don't Know	4	4.4	4.4	97.8
Missing Data	2	2.2	2.2	100.0
Total	91	100.0	100.0	



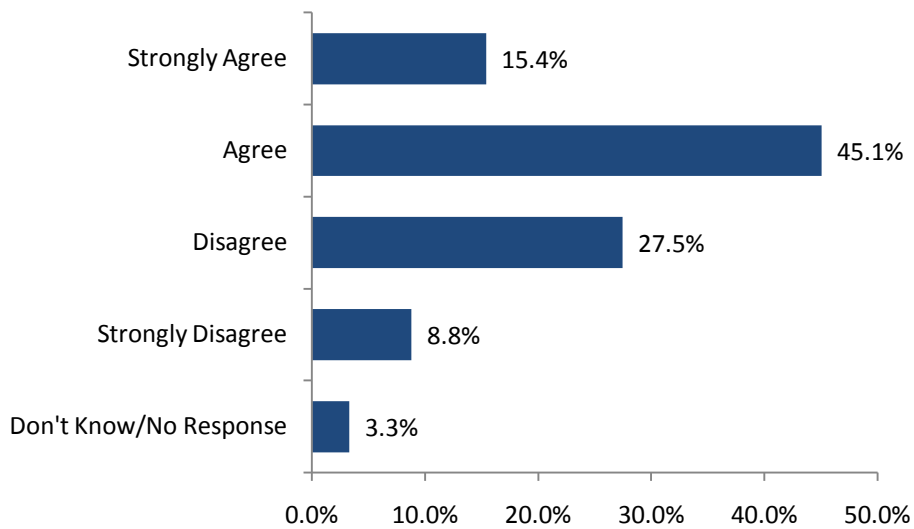
(11) All constituencies have an equitable role in governing, planning budgeting and policy-making bodies

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	5.5	5.5	5.5
Agree	25	27.5	27.5	33.0
Disagree	25	27.5	27.5	60.4
Strongly Disagree	9	9.9	9.9	70.3
Don't Know	8	8.8	8.8	79.1
Missing Data	19	20.9	20.9	100.0
Total	91	100.0	100.0	



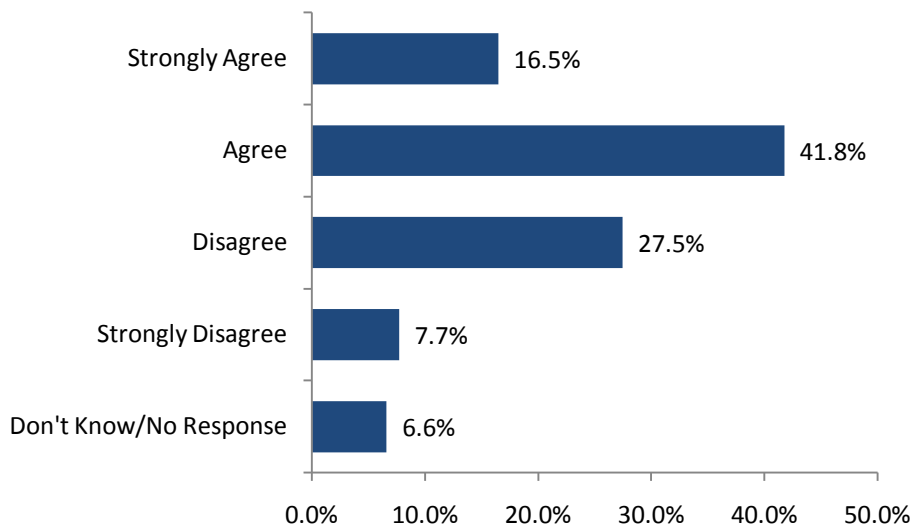
(12) There is effective (clear, current and widely available) communication at Mendocino College

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	14	15.4	15.4	15.4
Agree	41	45.1	45.1	60.4
Disagree	25	27.5	27.5	87.9
Strongly Disagree	8	8.8	8.8	96.7
Don't Know	2	2.2	2.2	98.9
Missing Data	1	1.1	1.1	100.0
Total	91	100.0	100.0	



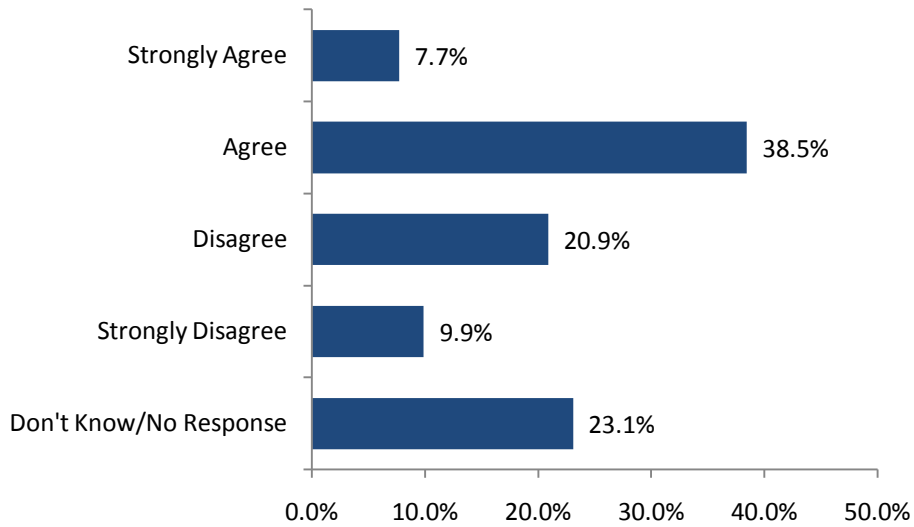
(13) As a member of the Mendocino College community, I feel empowered to actively participate in creating and implementing innovative solutions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	16.5	16.5	16.5
Agree	38	41.8	41.8	58.2
Disagree	25	27.5	27.5	85.7
Strongly Disagree	7	7.7	7.7	93.4
Don't Know	2	2.2	2.2	95.6
Missing Data	4	4.4	4.4	100.0
Total	91	100.0	100.0	



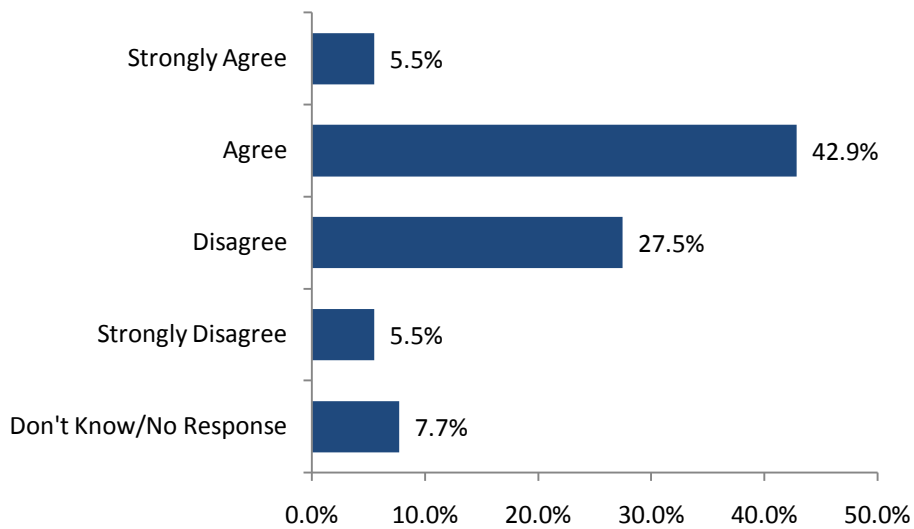
(14) Given current circumstances, workloads are equitably assigned.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	7	7.7	7.7	7.7
Agree	35	38.5	38.5	46.2
Disagree	19	20.9	20.9	67.0
Strongly Disagree	9	9.9	9.9	76.9
Don't Know	11	12.1	12.1	89.0
Missing Data	10	11.0	11.0	100.0
Total	91	100.0	100.0	



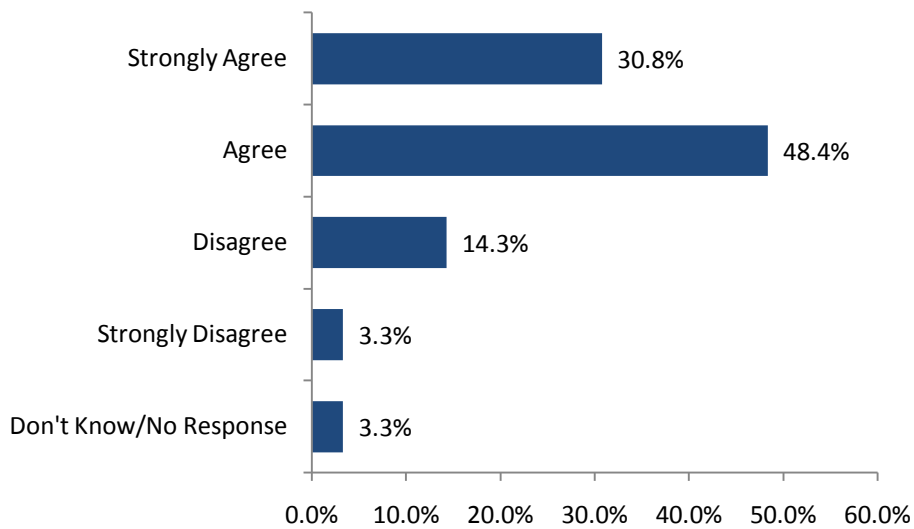
(15) The number of support staff is sufficient to provide effective support services for students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	5	5.5	5.5	5.5
Agree	39	42.9	42.9	48.4
Disagree	25	27.5	27.5	75.8
Strongly Disagree	5	5.5	5.5	81.3
Don't Know	7	7.7	7.7	89.0
Missing Data	10	11.0	11.0	100.0
Total	91	100.0	100.0	



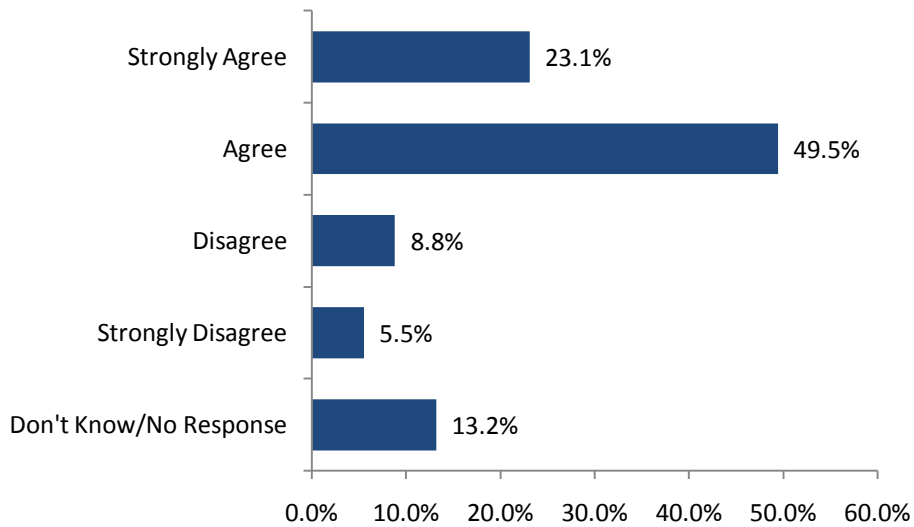
(16) Student success is clearly uppermost in the minds of employees at Mendocino College.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	30.8	30.8	30.8
Agree	44	48.4	48.4	79.1
Disagree	13	14.3	14.3	93.4
Strongly Disagree	3	3.3	3.3	96.7
Don't Know	1	1.1	1.1	97.8
Missing Data	2	2.2	2.2	100.0
Total	91	100.0	100.0	



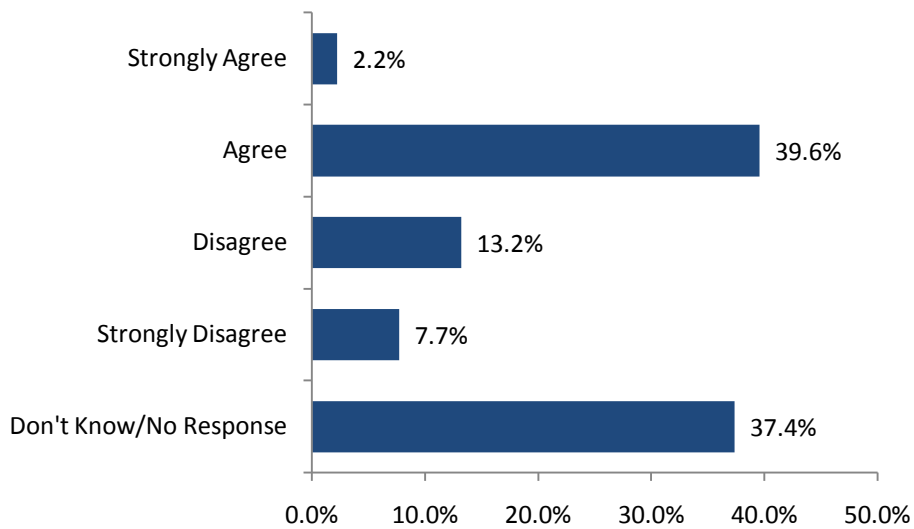
(17) I am satisfied with the procedures available to resolve problems I may have within the College.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	21	23.1	23.1	23.1
Agree	45	49.5	49.5	72.5
Disagree	8	8.8	8.8	81.3
Strongly Disagree	5	5.5	5.5	86.8
Don't Know	5	5.5	5.5	92.3
Missing Data	7	7.7	7.7	100.0
Total	91	100.0	100.0	



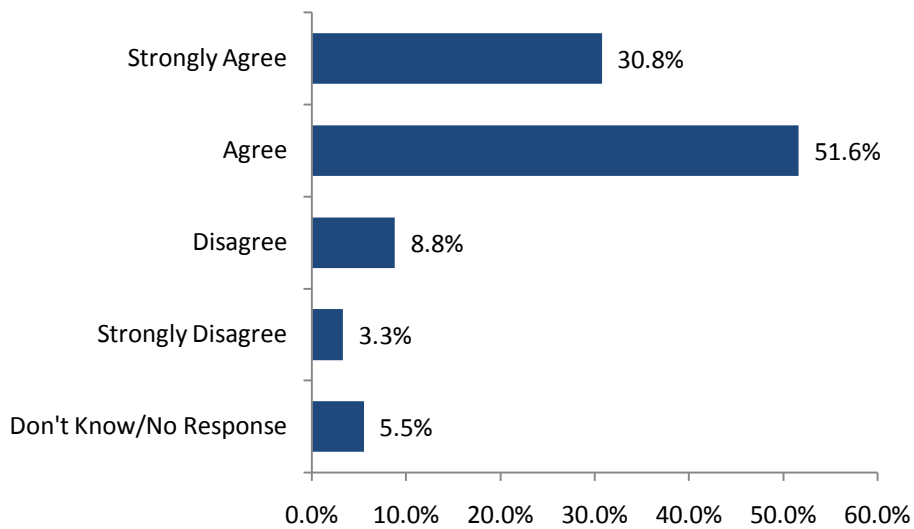
(18) The Board of Trustees of Mendocino College provides effective leadership.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	2	2.2	2.2	2.2
Agree	36	39.6	39.6	41.8
Disagree	12	13.2	13.2	54.9
Strongly Disagree	7	7.7	7.7	62.6
Don't Know	13	14.3	14.3	76.9
Missing Data	21	23.1	23.1	100.0
Total	91	100.0	100.0	



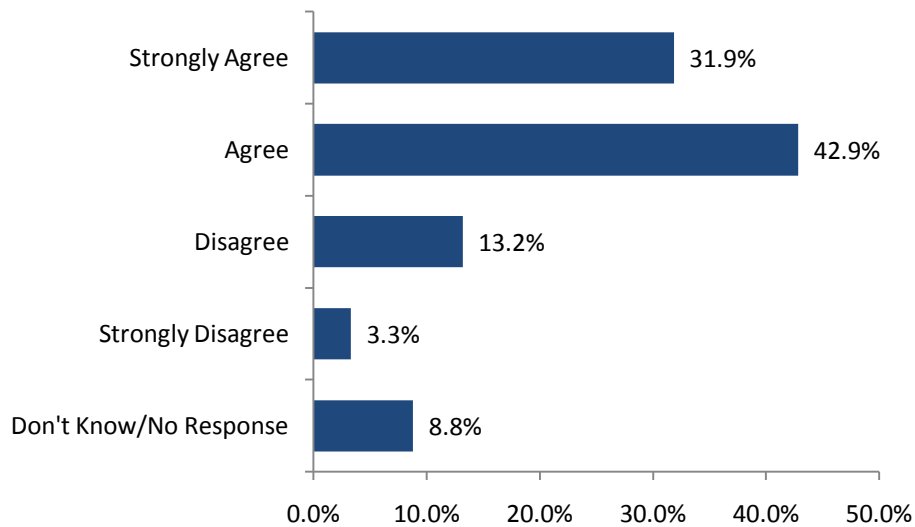
(19) The computer hardware and software available at Mendocino College help me to effectively perform my job duties.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	28	30.8	30.8	30.8
Agree	47	51.6	51.6	82.4
Disagree	8	8.8	8.8	91.2
Strongly Disagree	3	3.3	3.3	94.5
Don't Know	2	2.2	2.2	96.7
Missing Data	3	3.3	3.3	100.0
Total	91	100.0	100.0	



(20) The administration of the College encourages and supports faculty and staff to better serve students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	29	31.9	32.2	32.2
Agree	39	42.9	43.3	75.6
Disagree	12	13.2	13.3	88.9
Strongly Disagree	3	3.3	3.3	92.2
Don't Know	3	3.3	3.3	95.6
Missing Data	4	4.4	4.4	100.0
Total	90	98.9	100.0	
Missing System	1	1.1		
Total	91	100.0		



(21) Are you an active member (go to meetings, serve on committees, officer) of any local community organizations?

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	51	56.0	56.7	56.7
No	25	27.5	27.8	84.4
Decline to State	14	15.4	15.6	100.0
Total	90	98.9	100.0	
Missing	1	1.1		
Total	91	100.0		

Appendix III
Written Comments

Appendix III: Written Comments

The following written comments were provided by survey respondents. Note that some written comments have been edited for content. Remarks that named a specific individual have been expurgated. Portions of comments that have been expurgated are noted with an ellipsis (...).

(23) What is the one thing about Mendocino College that you would change, if you could?

I wish I was working here in a full-time capacity. I feel I work in that capacity but am paid at a 67% rate. I like it here and would like to stay.
More open communication between individual faculty and the administration. Sometimes one person becomes the department's "contact/chair," and the others in the department may not have access to all the information, or be actively involved in all decisions.
I would start a 'what we say in the last day to . . . calendars, we do' campaign. In other words, if we say that a student's last day to enroll is on xxxxxx, then there are no exceptions, ever. In just a short time, the word would be out that you want to enroll, you do it by the deadline or you'll just have to wait to the next time.
Faculty attitude that they are the only thing that matters at the college, it gets really tiring when every department and employee is truly needed.
I would like to see us more focused on transfer requirements for science students, even if it meant running some advanced course with extremely low enrollment. If we are going to represent ourselves as a transfer preparation school, we need to offer the whole curriculum necessary for a student to start at a university, in their chosen major, as a true junior. Students can't do that unless we offer a full curriculum in the subject. My case in point is organic chemistry, we have the lab, we don't offer the classes. A student who is accepted to University of California, Davis in Biology will start as a sophomore, not a junior, unless we offer the o-chem. And, I am not a science teacher.
I would like to see better customer service to students and other employee groups on campus. It is disappointing to see coworkers treat students like an interruption rather than a valuable customer. It is disheartening to be scolded when going the extra mile for a student. I have seen faculty, managers and staff alike treat students rudely and with an attitude that says "I don't have time for you" or "you should be able to do this yourself." The same can be said for our poor part-time faculty when they have questions. If it were not for our students or our PT faculty, Mendocino College would not be here, yet many on campus treat them badly. Mendocino College goes against every corporate customer service training I have ever received.
The custodial staff at the Lake Center continually changes (...) The copier at the Lake Center breaks down, quite often. (Sorry - that was two.)
There should be more course offerings on the Lake County campus.
Faculty leadership
I would supply more outreach programs to the local high schools and other secondary schools.
Staffing Decisions!!!
More communication from leadership and more reminders about student success. Less drama constantly about office space and other useless nonsense. Better faculty leadership.

<p>This campus needs cohesion. I feel it could come from both the students and the faculty. Is it out of the question that we develop an Art Festival in the spring each year. I know this is a job of the art faculty, and we are one member light right now, but we could start next year as a trial of a one day and evening campus wide celebration of all things art.</p>
<p>There have been studies showing that students introduced and exposed to creativity building classes subsequently increased in their other academic areas as well. Earth Day is a good start to bring the campus community closer to our valley community, lets continue with an Art Day!</p>
<p>I am one of the many devoted part time faculty (10 years this year) who also work a full time day job and do not feel I have the time and energy to participate more fully in the college at large. In these very difficult fiscal times it doesn't seem reasonable to recommend the creating of more full time faculty opportunities...</p>
<p>I really like Web Advisor - it truly aids communication, saves time and simplifies many aspects of the grading and registration system. If the college could find and enact another idea like that - this is rather like saying "Hey! Velcro! - what a great idea - let's think of something else kind of like that and invent it!</p>
<p>Best to you in this endeavor.</p>
<p>At the Lakeport campus, in the area of technology, the network seriously restricts my ability to share data with students. Our lack of a true central file server, significantly hampers what I would often like to do with students in the classroom. There appears to be money to upgrade monitors, computers and display equipment (for which I am very glad), but we continue to ignore the important need described above. An effective network is very important for the teaching environment.</p>
<p>I would like to be able to provide the same high level of student support to all Mendocino College students, such as that provided in EOPS, CARE and DSPS.</p>
<p>All student services offices should maintain the same hours available to the students.</p>
<p>Continued use of a static schedule. Courses should be offered at different times in different semesters to open the door for more participants.</p>
<p>If I could change one thing about Mendocino College, it would be our web site. For many prospective students, it serves as their first impression of the college. Sadly, it is hard to navigate, lacks sophistication, has many out-dated pages, it is not user-friendly, and is unattractive. For staff who add or edit pages, the web-editor is hard to use and we are provided very little training. Upgrading the Explorer 8 made it even worse.</p>
<p>More resources.</p>
<p>Pay for performance rather than longevity -- it provides an incentive for people to do better work and correct/improve their weaknesses.</p>
<p>Besides magically fixing all our budget problems? One of the most important things I'd change if I could, would be to change tutoring back to the way it used to be: tutors are there for drop-in tutoring when the hours say. Currently, there are hours listed, but tutors won't actually be there unless a student calls ahead to make an appointment. This change was, of course, due to budget. I understand that it's so we don't have to pay tutors when no one comes. However, it makes tutoring inconvenient. Students can't just stop in when they have a question. Not everyone can plan for when they have questions, and the easier the help is to get, the better.</p>
<p>Find a way to improve the quality of the teaching staff - perhaps evaluations more thorough or more often. It seems that many times no one is aware that someone is a poor teacher except the students, since the teacher can manage to pull it together for one pre-warned evaluation day and/or it isn't clear in a single day's evaluation that the teacher is not actually teaching the material indicated by the official course outline. Not sure how to solve this problem, but it seems a serious one.</p>
<p>I would implement more technical programs to assure that students who are not "college bound" would be able to compete in the job market. Students need to learn job skills and I feel that this is sadly lacking in our community college system.</p>
<p>Once this economy crisis is over, I hope college will add more supporting staff. I totally understand that we cannot do that right now.</p>
<p>Facility parking closer to class location.</p>

I would like to see on-campus housing and dorms at Mendocino College. Many young adults would be more successful if they did not have to stress about housing costs and availability. Dorms offer a “home-away-from-home” feeling which many people need when they move to Ukiah or Willits for college.
I think the Board needs to be better in touch with what happens on campus. It may have changed with the recent additions to the Board, but it seems that we lead them (i.e. keep them on track, explain presumably simple concepts about our institution, redirect their energy towards needed goals, etc.) more than they lead us. It seems the Board would benefit from having a better foundational understanding of the college.
Renew focus on the community and helping local students succeed instead of recruiting (but not really recruiting) students from Florida.
Emphasize community (Lake, Mendocino, California) education opportunities and not out of state students to fill expensive sports teams. With future budget cuts looming, to maintain athletic programs at this level is irrational and ludicrous.
Communication and confidentiality are difficult at this college. If you confide in one person in any Administrator position, everyone soon knows all of the details. This discourages communication and honesty. I believe this is unacceptable. There is a duty to maintain confidentiality of employees. Also, Administrators often do not believe they have to bother themselves with opinions other than their own even though someone more qualified to make the decision differs with them. Power should be exercised in a thoughtful and inclusive manner. (...)
I would choose to involve all employees in decisions such as cut backs, replacement for open positions, and general budget concerns. Many here on campus currently feel as though their jobs are in jeopardy and this does not make for a pleasant work environment. Administration at times makes decisions without fair representation from faculty and staff groups. We do notice and it does not foster trust. In regards to current budget issues it should be discussed in an open forum, not just as a presentation given to everyone on in-service day. We all should get a vote on any possible cuts. What courses or programs are most important to the community? The current administration needs to get out and talk to everyone rather than staying in her office and just being available for meetings. Show support and show that you are sacrificing as well (don't give yourself a raise to offset budget pay cuts).
I would try to assure that a balance of the real needs of students, community needs and faculty are the primary goal of the college instead of protecting the entrenched interests of a few that like to represent their views as the majority view of the faculty. I would vigorously define and institute programs that recognize evolving needs of students and the community.
I believe the stated emphasis on participatory governance needs major attention at this time. As the budget has become more difficult, some decisions are being made without thorough involvement by constituent group representatives. A lack of attention to posting meeting minutes and having information about decisions readily available to a wide audience (online at a minimum) is leading to increasing communication and perception problems that will only worsen if the state budget situation continues to force hasty decisions. This will undoubtedly lead to further erosion of trust of most administrative employees and have a lasting impact well-beyond the next few years, making the future administration and management of the college more difficult.
The college needs a bigger and better student center in order to make the campus a destination for students and to promote improved student life. I'm glad this is part of the current campus makeover.
Communication between the BIG 5 and the rest of campus
Communication between Instruction and Student Services
I feel that some members of the administration respond to input from those of us with less powers in ways which contribute to shutting down dialogue. I have been in several meetings where the President has requested input from others, but few speak up. (...)
This is unfortunate, because every idea needs to be re-examined in the light of our current budget challenges. It contributes to the feeling that decisions are made by a handful of powerful administrators, and that minds are already made up and input is actually too late by the time we are asked to give it.

<p>Honestly...the one thing I would change would be to get rid of the sports program. It's a luxury we can no longer afford.</p> <p>I noticed there's no place on this survey to write anything positive so I'll make my own spot. I appreciate the work Kathy has done in trying to improve communication. I also appreciate her open-door policy and that fact that she means it when she says we are welcome to come talk to her.</p>
<p>I would reinstate all the art, music, yoga, etc. classes.</p> <p>I would shift as much as possible of basic skills over to the adult school.</p> <p>I would explore the possibility of a community college awarding a four-year degree.</p>
<p>The Managers:</p> <ul style="list-style-type: none"> ■ Micro-managing ■ Intimidation, disrespect ■ Lack of communication, or dishonest communication ■ Nepotism
<p>I would make sure that all outside groups would be treated equally.</p>
<p>I would like to have a better feel for the overall vision of where the college is heading in terms of balance of programs and priorities</p>
<p>It seems like we have a very vocal minority who are always the first to judge and voice their displeasure while the rest of the employees are very busy and focused on doing what needs to be done in order to "make it happen" with less funding, less resources, less time and less staff. If those employees who are always so busy complaining about changes, etc. would apply themselves to the job at hand, it would be a much better place for all of us to work!</p>
<p>One thing would be to create a process specifically for responding to the changing economy and community needs. One aspect of that would involve hiring individuals to focus on creating or adapting programs, particularly CTE, that meet the needs of the community and are self-sustaining. Hiring a person, for example, to develop a "Green Technology" program for the College. Another feature of such a "creative-response" process would be for the Office of Institutional research to be more actively involved in searching and applying for grants to both create and support programs. Another strategic feature would be a program of professional development that would assist faculty and staff to develop new knowledge, skills and credentials to support and perhaps move into new discipline areas, or to allow major overhauls of existing programs (such as Computer science or Agriculture), with funding from grants, the Foundation, or industry contributions as identified by the new program developer position. It is unrealistic to expect existing faculty to have the time and expertise to create new programs which would most likely involve disciplines unrelated to their own. Research, development, coalition-building, etc. are very time-consuming. Hiring Sue Goff was a step in the right direction, but her job is consumed by the minutiae of CTE administrative work and leaves little time for creative program development, as was originally intended for her position. I imagine that the college has lost significant apportionment funding and community good will by not offering meaningful programs, either in existing disciplines or by creating new ones, that result in jobs.</p>
<p>More paid professional development for faculty and assistance with innovative curriculum development.</p>
<p>Creating a more social/inviting atmosphere for students. I'm concerned about students choosing to attend Mendocino College if they have visited other campuses that may offer more school-based activities.</p>
<p>1. (...)</p> <p>2. Many decisions in the past year, that affect faculty, students and programs, have been made without faculty input. Often, faculty hear about these decisions after the fact. Some faculty are concerned that some administrator agenda's dominate decision making as opposed to decisions being made within the spirit of shared governance. Omitting faculty from these critical decisions affects morale and creates a sense of mistrust.</p>
<p>Too many managers do not understand the term "Conflict of Interest." Also, the Personnel department needs to get out of the '60s.</p>
<p>Request and take under advisement more of what the classified staff say.</p>

<p>I would make certain that communication is made regularly and that it is easily accessible. For instance, the intranet sites are sometimes difficult to locate information, but some very important committees (PBC, SLO, etc.) use them for minutes. Related to that is our web site. It is another thing that needs improvement, that is related to communication, not only for faculty, students and staff, but to the outside world that wants to know about Mendocino College.</p>
<p>It's just hard to know where to start.</p>
<p>Lately it has not been very enjoyable to work at Mendocino College. Communication is worse than ever, but no one will ask questions, because they are afraid they will be the next one fired. So everyone just shuts up.</p>
<p>This is a time when we need more leadership, better leadership. Instead, I feel the managers are using Classified fear of layoffs to press their advantage. We may stay quiet about it for now, but a debt of resentment is building up. That debt will eventually come due.</p>
<p>I would place a greater emphasis on Vocational Education and implement "green" courses of study and training.</p>

(24) If you checked "Strongly Disagree" for any of the above questions and would like to elaborate, add your comments in the following text box.

<p>Workloads are not equitable. Overload caps have been assigned to some faculty members, but not to all. As far as I understand, this is not being done based on teaching merit, etc. This has negatively impacted the number of classes available for students.</p>
<p>I didn't strongly disagree on any statement. The few that need work is the perception of classified and students in the decision-making roles/committees. AND, I really don't see much evidence of the board doing the leadership; I see our executive officers provided that needed leadership dynamic.</p>
<p>Questions 14 & 15 are related in that the current review of staff in key positions needs to be ongoing, not just during the budget crisis years (which always come back).</p>
<p>Current faculty leadership take an adversarial role with the administration and with others also which makes it difficult for other constituent groups to have an opportunity to share ideas.</p>
<p>There are constant complaints about the lack of communication but all the information is there if anyone wants to be proactive and seek it.</p>
<p>I don't think that the classified really has that much input in the planning of future building or budget decisions</p>
<p>I believe that my "Strongly Disagree" selections are explained in response 23 and the additional fact that I feel I have had no success in trying to voice my concerns.</p>
<p>There might be enough support staff for the students but, the hours of availability are not consistent.</p>
<p>There is a big lack of communication school-wide. One department doesn't know what the other is doing.</p>

For each of these questions the problem is not with the administrations desire or efforts in these areas, (...).

#9, 11 & 12 - a few faculty members monopolize the senate positions limiting opportunities for the rest of us and they do not accurately represent the majority of us. They take on issues that affect themselves and their personal gains.

#13 - again we are indirectly (and sometimes directly) discouraged to participate by the senate, again it is monopolized, so we don't have an opportunity to participate. (...) When was the last time a resolution was passed that benefits the faculty? Heck, when was the last time a resolution was passed?!?

#12 - the senate is too slow to get info to us and it is often inaccurate.

However, so far MCFT has asked for folks to be involved, listen to our concerns and responded effectively.

For 20 years I worked at companies where top performers worked for the common good, volunteering to help set direction was appreciated, as was continuous process improvement.

My experience with the Distance Education Committee has been very different. I would expect a group like that 1) to be interested in getting input from all stakeholder groups (administrators, students and faculty teaching online) so their solution meets the needs of the college, 2) to communicate their decisions to those affected by them, and 3) to try to leverage the expertise of all of the online instructors at the college when investigating possible solutions. My experience, as a PT faculty member who teaches online is that the committee is a very closed group, making sometimes poor decisions/recommendations based on inadequate information. Why are minutes from monthly minutes not distributed to DE instructors? Why do they never ask for input?

Distance Education is one of the departments listed on the main college intranet, but nothing has been posted since Sept 2008. And when minutes were posted, it looks like they were usually posted 2 months after the meeting, but sometimes as long as 5 and 8 months after the meeting. One wonders whether the lack of transparency is intentional.

For #19, about computer software and hardware, it's really a yes and no answer. I only chose "strongly disagree" in order to elaborate here. The computers and software DO help me do my work. However, there are aspects that are, well, ridiculous. If we log into a classroom computer, we are faced with about four or five pop ups, and we must click through them all. What are they for? To stop this from loading or have that load or install this update, which we can't install anyway because we don't have Administrative rights. And we can't save the settings of what we click for this session, so every time we log in, we have to do it all over again. Not only is it silly, but each of these takes 30 seconds to a minute to load--making the entire boot up process lengthy. I can't just turn on the computer and talk to my class as I wait for it to boot. I've got to stop and wait and click and wait and click and wait and...It's not a major problem in the big picture of things, but it is inefficient and frustrating.

We are expanding the campus and reducing the grounds staff from four to one with Johnny and Stan retiring this July (...). The east campus expansion along with the new library already adds to my work load. Our existing landscape is aging and requires long term planning to maintain and improve what we have now. The campus has a reputation as a beautiful place to come to learn. I would hate to see it become an institutional landscape like Walmart just for the sake of efficiency. Our aging irrigation system increasingly requires repairs and is a time consuming maintenance reality. I know we may all have to share responsibilities and building maintenance guys may be helping out in these tough times ahead with the grounds. In the long run adding at least one additional qualified, young, enthusiastic motivated, and knowledgeable employee would keep our high standard maintained. Grounds staff would still be cut in staff by 50 percent but just adding one employee.

Equipment in room is in disrepair and much equipment is stored there unused and out-of-date and unable to be used.

I wish there was a "somewhat agree" and a "somewhat disagree" option because I would have indicated the response about the Board as "somewhat disagree."

I see that often ego replaces the importance of meeting student and community needs. I strongly believe we should consider the needs of the community first. This community supports the college in numerous ways: with the Bond measures, by sending their kids here to learn, and by attending community enrichment courses. They support the theatre performances, the arts, and the many other activities we offer on campus.

We should hire within our local community as much as possible. We should make decisions when cutting costs that negatively impact our community as little as possible.

There appears to be a token effort being made to placate faculty who are attempting to assure that the principle of shared governance is honored during fiscally difficult times. The actual decisions are still being made with regard to a small group who have a vested interest in maintaining the status quo with regard to program decisions and apportionment of funds. Actually changes based on ineffective or demonstrated low interest classes does not appear to be under consideration. Administration continues to see a need for more administration as a solution to the problem. At the staff meeting where faculty voted to take a 4% paycut it was noted that there are 50 administrative positions making 90K and up. Who are these people. If the mission is to teach, why are there so many high paid administrators?

#7 I would like to see the college focus more on vocational/technical education. I know we aren't a trade school but I think this type of education is at least as valuable as traditional education for the kids in our area.

#10 I believe there needs to be additional follow-up on evaluations before we get "stuck" with an employee who is under-performing. This causes bad morale among other staff. One suggestion would be that the Dean who oversees the department is required to check back with the supervisor of any employee who receives a poor evaluation. Supervisors should be strongly encouraged to give accurate evaluations with a specific plan for improving employee performance.

#12 I think there is still room for improvement in communication. I don't like reading things in the Ukiah Daily Journal first. The rumor mill runs rampant around here and I'm not sure Admin can do anything about that but when a decision has been made on an issue I think it should go out to staff as soon as possible.

I marked "Disagree" that MC is heading in the right direction because I don't think what the State is forcing us to do is the right direction. It is just a shame to have to focus entirely on transfer, certificate and basic skills at the expense of art, music and, in general, personal enhancement. It takes a lot of the "community" out of community college and shifts us more and more into basic skills because so many high school students arrive so woefully unprepared.

#4 The College has a shallow view of diversity: (...). The College needs to develop a broader outlook.

#7 Headed in the right direction? No. Not a congenial or respectful atmosphere. This trickles down to the students.

#9 & # 11 The "Big 5" make all the decisions. Committees are just window-dressing for accreditation and the BOT. Like this survey will be.

#12 If you want to know what is going on, you have to develop your own source of information.

#14 many employees work very hard. Others could stay home for 12 months, and the College would be no worse off. This description applies to members of all three bargaining groups.

#17 Don't talk back or we will get even.

#18 The BOT has absolutely no idea of what goes on around here. The purpose of the Board meetings is to make sure they never find out.

As a Classified staff member, I would like to see managers focus on human resource management and helping staff develop their skills and careers. Right now you all seem focused on firing the “bad staff” who speak up, and giving “awards” to employees who brown-nose. You can understand that this creates a demotivating work situation.
Support staff have been cutback with the budget crisis. I know this isn't the college's fault – rather the circumstances of the times. I just don't like the cut backs.
Workloads are not evenly distributed. Director of Auxiliary Services and Distance Education are just two examples of positions that need to be studied to see if these really warrant full-time personnel or could be redistributed through reassigned time to other departments to handle. Tough decisions need to be made in these tough budget times.

(25) In what ways do you think Mendocino College could reduce expense with minimal impact on students?

Any position that a work study student can do, should be replaced by work study students permanently. If someone is upset about losing a work study student, and speaks/behaves as if they can not work without them, then their position needs to be evaluated. For example, a work study student can not do my job. If a work study student can do my job, why am I here?
Turning off lights/computers when not in use. Planting native landscaping to reduce water use and costs of maintenance.
1) Outsource the custodian services and reassign current people, if possible. 2) (...) 3) Reduce all student services office hours to allow paperwork processing to be done on time and with minimal errors for the student's records as well as state and federal reporting. May help to push the student to our WebAdvisor services (and to add strength to what be missing components that we can provide). 4) Decide what 'services' are a luxury and, if staffed by a permanent employee, move the staff to an area that is inadequately staffed.
Centralize supplies Sale of little used facilities....or build them up to generate revenue. An example of fulfilling a community need in addition to building the tech training portion of the college could be found in Oakland at the Crucible... http://thecrucible.org/ The college could build a welding certification program into the welding class programs adding an additional level of competency to those already building job skills.

<p>Eliminate Director of Auxiliary Services position - not needed anymore and very minimal duties in support of Duplicating and Food Services could easily be absorbed by other employees. Purchasing - Patti Gulyas could handle this. Does ComEx need someone to oversee it more than the Administrative Assistant I position?</p>
<p>Eliminate Director of Athletics position and return to full-time faculty position. Current interim AD could remain as Head Football coach, along with part-time duties as AD.</p>
<p>Do not replace retiring Business Office Technology full-time instructor. Fill classes with part-time instructors for the time being.</p>
<p>Eliminate Administrative Assistant II, Student Services. Shift Scholarship duties to Foundation Support Specialist, and remaining duties to Administrative Assistant I, Counseling.</p>
<p>Fill Administrative Assistant II, Instruction Office with one of the current staff members in the office. You have Mary Houghton and Cyndi Woskow in the office. Follow the lead of the Business Office/Auxiliary Services with actually cutting back on staff. These two positions should be able to adequately support the Dean of Instruction and Dean of CTE along with some support to the Director of Distance Ed.</p>
<p>Could the Administrative Assistant I, Community Extension position function at 20 hours per week instead of 32?</p>
<p>What are the duties of the Computer Support Technicians I and II - are both positions really full-time positions?</p>
<p>Could Office Services Assistant, Duplicating become a part-time position year-round?</p>
<p>Offer popular classes in a larger format (60 plus students in the Little Theatre).</p>
<p>Contract out all janitorial services.</p>
<p>Exclude the Board of Trustees from all health benefits, pay them a stipend.</p>
<p>Investigate a financial incentive for those who are eligible to participate in STRS reduced workload; such as paying their portion of STRS deductions on the part the employee would be required to pay. My understanding is the employee must pay all STRS deductions, for the reduced portion of load, during the time of reduced workload, I am suggesting that the district split it with them. Back fill with part-time instructors.</p>
<p>Since intercollegiate sports are not part of our mission, if we reduced the amount spent on these programs, we could provide much more for the programs that are our primary mission: vocational and academic programs.</p>
<p>Put a hold on load bank leave and sabbaticals. Charge disciplines for their own office supplies/paper so they will be more frugal when using it. Encourage everyone to print double sided whenever possible. Eliminate food at meetings/functions.</p>
<p>Many ways have already been implemented with the online system!</p>
<p>Reduce use of paper towels: install air hand dryers in restrooms</p>
<p>Reduce use of electricity: install timed motion sensitive light switches in classrooms, hallways & offices</p>
<p>Re-use furniture; do not purchase until it is actually worn out.</p>

Eliminate unnecessary and exuberant amounts of money spent per student to maintain our football program. English, science, or art students don't receive the same "equity". I think we really need to consider the how much is being funneled toward a program/ "discipline" that generates no long-term advancement for local, region, or national education. This, of course, is only a consideration.
I think the Ag dept could reduce the cost of landscaping materials and landscape maintenance if they had more input into what was being used in the Science landscape and the East Campus landscape. I have seen the plans and they utilize plants that are heavy water users and that will require more maintenance than other choices. I also think that with enough notice they could grow out a number of plants at no charge to the college.
Take a little from everyone. We all must feel some sort of pinch.
In the Maintenance and Operations areas. Outsource custodial and/or reduce overall number of positions.
I think 4 day weeks would save money, and be better for the environment. Fridays are dead around campus as it is.
Universities use the model of large auditorium style lectures for intro level classes. It is not the lovely interaction of the classroom but you can serve a lot of students at lower cost while getting through lean times.
Focus on essential courses (especially in difficult budget times) which meet the needs of students to (a) get or advance their employment and (b) advance on to higher levels of education.
Avoid layoffs; freeze vacancies; reallocate existing resources to high priorities.
I think we need to look at areas where we have redundancies. Are we offering multiple sections that meet the same GE requirements? Are there programs that serve a small number of students that do not find work locally, thus not supporting the local economy?
Can we use more technology to increase efficiency?
Counselors seem to have many "no shows", do we have too many for the number of students?
Can we get the toilets to flush the first time so we don't use 3-4 times the water?
Compact schedule into four week days and Saturday and close Friday/Sunday campus charge minimally for parking (.50/day or \$20./semester)
Just a quick brainstorm:
Shorten the teaching day, maybe? So the campus can open later and/or close earlier on certain days?
Increase number of online offerings--saving on classroom expenses like electricity, equipment, etc.
Partner with local schools and organizations to teach more classes off-campus?
Make more documents available online rather than having paper copies and mailings of so many things. Using the internet for A&R and counseling services, come up with some sort of contest with a prize for the teacher or student(s) with the best idea(s) about how to save money while preserving quality services.
Cut the funding for football coaches to go recruit out of state players - in fact, reduce the amount of money the football team gets period. Let them do fund raisers, like the rest of the programs. Few students care about the team, and even those that do are rarely here because of it, and those who are here solely for football tend to fail and drop out in large numbers anyway. Don't eliminate the program entirely, just quit spend lots of money that could benefit more students if used elsewhere.
I feel that Mendocino College and many learning institutions today place too much emphasis on looks. I love a great looking campus and high tech equipment in a class room, but if money is tight, it does not make sense to cut classes and programs when you are considering new building. Look at the rest of the world. Third world countries are managing to produce educated graduates on practically nothing. We need to reevaluate our priorities and concentrate on education that will provide a means of employment for our graduates. A fancy building will not do that.
I suppose we could let go of the beautiful gardens. We could also choose cheaper, much cheaper texts and offset that a bit by higher fees.

The Mendocino College Agricultural Department can reduce the cost of landscaping materials and landscape maintenance if:

- 1) They were consulted or allowed to give input on current and future projects ie. the new library (this could have eliminated the need to go back to the architect several times and then hire a new firm (all additional & needless bond costs) to hopefully design a landscape that will look good and function well with lower resource inputs far into the future thus minimizing maintenance, equipment, resources, personal and water costs. These would all be non-bond associated costs).
- 2) Allowed to grow plants as student projects for landscaping jobs at M.C. at no cost to Mendocino College. These are both bond and Non-bond costs.
- 3) Allowed to take over partial maintenance of some of the landscaping areas on campus. Student enhancement and no labor costs to the school. Non-bond costs.

Thank you for listening.

I think books could be checked out from the library. This would not limit expenses on the college but, if students didn't have to pay for books they might have more money to pay for other college fees that are not yet in place.

Following so many cuts it is hard to identify further ways to reduce expenses that wouldn't impact students. At best we could evaluate our programs individually and identify any procedures that could be eliminated, reduced or restructured to save on manpower or resources.

More education, less sports focus in bad budget years.

Focus on career education. Cut sports. Other students don't require costly bus trips, ridiculous amounts of water (for the fields). The state initially recommended that colleges cut back their athletics programs and I would suggest that we take the recommendation seriously instead of balancing the budget on the backs of the employees.

Increase job retraining and career education and reduce or eliminate athletics 'till the state budget is stable.

Employee jobs could be combined in some cases or reduced to part-time. (...)

I like the idea of not filling positions when they become vacant. Positions that do need to be filled should be compensated at the lowest pay rate possible. Why are we hiring people with Master's degrees when all a certain position requires is an Associate's degree? People need to realize that every decision counts no matter how small. Tuition increases are becoming the norm for struggling ccs. As long as it weren't a dramatic increase, I think it would not affect enrollment.

Eliminate Fridays or ½ days on Friday.

Look at lowering the salaries of those who make 6 figures.

Clean up load and overload. In fact get rid of overload completely. This is the most abused system on campus. Someone should be going over this area with a magnifying glass. Accountability needs to be created surrounding load. People can say anything they want. They can say they are doing his or that, but not everyone is just full of integrity. Some are just working the system.

I hate to say it but Dance, and the arts should probably be put on the back burner until the economy improves. Dance in particular are courses that do not fill and yet we pay a fortune to maintain them and pay instructor salary.

Focus on our local community and give high priority to courses or programs that the community wants/needs. Reduce hours for some positions that are not needed as much right now (...). Arrange classes so fewer days per week (Monday-Wednesday or Tuesday-Thursday for classes formally three days per week)., make work days Monday through Thursday and have campus closed on Sundays and half days Fridays (saving electricity and allowing for less maintenance/custodial costs). For 40 hour per week staff this could easily be accomplished by an extra hour Mon-Thursday and four hours on Friday. Traditional Friday classes could continue but campus could be closed by 1:00 PM. Have everyone be responsible for clean-up in their own personal space (their office) so that custodians can focus on cleaning classrooms. This may reduce the number of custodians needed. We could all leave the garbage outside our doors to someone to pick up rather than them having to do each can individually. No meetings should have food/beverage expenses. Let people bring their own food or drink with them. No new programs until we can easily support the ones we have. Do not rely on grant funding to get a program without remembering that grants end. Give priority to local instructors rather than distance ed. Instructors from other communities/states. No more "sweet deals" like giving houses to live in, cars to drive, etc. This is a job and people should take that into consideration when applying. If you don't want to drive to work don't apply here.

Eliminate extra administrators.

Eliminate administrative staff that are so ineffective that an additional layer of administration is needed to manage them.

The President received a huge salary increase and should be proportionately cut.

Eliminate Distance ED Director. The people that teach these classes get little benefit from this position and the salary is exorbitant.

Eliminate any staff that feels the college owes them a job, whether they perform their duties well or not. If appropriate, give priority for hiring to locals.

Eliminate programs where enrollment is so low, or only a small group of students are served that it gives the appearance of a private club.

Give priority to funding of programs (new and existent) that result in jobs or a degree that will lead to a job.

Either insist on standards, and monitor standards for housekeeping or eliminate them; I am cleaning my own office anyway.

<p>Salary reduction of another 5% for all employee groups; corresponding “furlough” reduction of office services to 4 days per week for one year or one semester at a time as needed to meet budget targets; acknowledge that Fridays are already approaching a low service/low interest in services day anyway as the reason for the reduction in work week services. Experiment with providing an on-line response forum for student inquiries and staff responses to eliminated workday #5 (closed day/Fridays). In the absence of salary or work-week reductions, clearly inform all employees of the steps needed to reduce the workforce which should include a clear description of employee rights in the bumping process; rights of non-tenured and tenured faculty, management contract rights and procedures, etc. More information about the impact of formal reduced work assignments and the actual impact on employee retirement planning might also help longer-term employees identify options they might not now know about.</p>
<p>Reduce energy consumption by dimming or cutting off lights, computers, etc. when not in use or over night; curtail expenditure on athletic field maintenance and other grounds keeping; have all departments cut their supply budgets to zero; seek out more reasonable health insurance options; hiring freeze; raise private money via the foundation.</p>
<p>Close all office to students on Friday except by appointment. This would give offices an opportunity to stay current on workflow, while still providing an adequate amount of access for students.</p>
<p>Reduce the number of students served by the special programs.</p>
<p>Reduce travel expense for everyone—it’s probably not the time to serve on state boards on the College’s dime. Use video and web conferencing.</p>
<p>Increase co-pay for all health service except preventative ones – Mendocino College has the most generous health benefit plan of any employer in Mendocino and Lake counties and we can’t afford it now.</p>
<p>Replace the current heat/air conditioning system with Measure W funds so that we can get a system that works well and saves money. We need to be able to program buildings to have less heat/air conditioning on days the college is closed. We need classrooms that don’t have the air conditioning running at night.</p>
<p>Get maximized use out of the facilities – if you can’t shut down the heat and air – offer more classes on Fridays and Saturdays! Scheduling precludes students from taking many classes they need – most classes seem to cluster between 11 and 3. If we went back to a M-W-F and T-Th-S schedule, students might be able to have more available choices to complete the classes they need to graduate in a timely manner.</p>
<p>Make the furlough permanent.</p>

I think the college needs to take a hard look at the sports program. In the past we may have been able to afford a recreational program such as this but as times get tougher, I don't think this is the way to spend our money. Is this program held to the same standard that all other programs are held? Does it support our mission statement? Can we afford the personnel and resources (including water for fields, transportation fees, etc.) to keep the program going? It seems that the caliber of students the sports program brings to our campus is not what we want to attract either. Disciplinary problems, vandalism and theft seem to be at an all-time high. Do we want to spend our limited resources paying to repair damage done by the athletes, let alone paying for the toilet paper they are so fond of stealing.

Another way to reduce expenses might be to hire out most of our landscaping/irrigation needs. With the (rumored?) departure of two more people on this crew we would be down to one employee in that area. I'm not suggesting he be laid off but could he work as a liaison/worker with an outside crew? This might be a less expensive option than the four full-time twelve month positions we had at one point. Did we really need four grounds-people here in the pouring rain in the dead of winter? Consider a similar option for our custodial needs.

Temporarily shorten library evening hours. The library needs to provide service to students who cannot go there during the day but maybe they could stay open late one night or close earlier every night. Temporarily shorten library hours by one hour per day during summer session.

Severely limit travel budgets temporarily. We can take advantage of different technologies (phone, live chat, etc.) to reduce/eliminate hotel expenses and rental cars and their associated costs.

Ask the Foundation for financial help.

Actively promote the use of our facilities, grounds, etc. to community members and organizations. Make the rental fees very affordable so as to actually attract people to the college. Each person who comes out here for an event is a potential student. Put "community" back in Mendocino Community College!

Frankly, I don't know but not rehiring full-time faculty positions produces, in most cases, maximal impact on students.

There are credibility issues. If there is such a big problem, why are people still going to all those conferences? (...)

(...missing text...) minimal or actually no impact on students would be to charge for all events or groups that come to Mendocino College for their events or meetings. The more money we can acquire is better. It is a bit ridiculous to ask people to take pay cuts and spending cuts, because we are in an economic crisis and then give any amount of service and rental fees away. We are an academic institution first (I thought), but it is looking like our focus is to the community groups, and to give them free services. The college is physically falling apart and needs consistent up keep, but, when the staff in a variety of departments are giving their time and equipment to outside groups for their agendas and not being reimbursed and we have no budget to keep equipment maintained or replaced, it seems very ridiculous and unfair. Everyone in the community needs to tighten our belts and realize we all have to pay our way. I feel that if we were honest with the community about our cuts and need for \$\$\$\$, that when they come to us for services, they would understand that they will be paying for the use of our campus for their events, our time to accommodate these events and the equipment and materials it takes to accommodate them. These events do not impact students, but the addition of \$\$\$ for the general fund would definitely help our budgets. Also small parking fees for all staff, faculty, administration and students would bring revenue in for up keep and to cover some part-time staff wages. Being more thrifty in some of the spending on things for offices and meetings. Athletics could scale down their spending, do they really need new uniforms every year? Or the extra staff to monitor the athletic lab or tutoring classes specific to athletes? How about when we have days off, whether they are furlough or not, we do not have everyone with a key on campus during off hours using power, water in showers, etc.

We need to analyze at each process that is done an streamline whenever possible by reducing the number of steps or complexities involved. Train key staff in lean office techniques.

Utilize student workers (free or reduced labor) whenever possible.

Partner with like institutions or look at contracting out in appropriate areas.
Look for new revenue sources.
I think centralizing purchasing into one area would be a great way to save money. I've found there to be "stockpiles" of supplies in many various area on campus which could be eliminated with the implementation of a central purchasing department. We could also benefit from the additional cost savings of ordering in bulk instead of the few numbers that are usually purchased individually. Putting our printing and/or supply needs out to bid could possibly be another way to find cost savings.
The college could, perhaps, reduce expenses by eliminating the athletics programs that require imported students. If we cannot field a football team with local players, for example, then it really isn't a "community" college program. Furthermore, the football and baseball fields required millions (literally) of gallons of water each month in the late spring and summer. This is expensive and a waste of limited local resources., resulting in community members being prohibited from watering lawns and having gardens! How is this in the spirit of "community"?
I imagine the cost of faculty, management, staff, equipment, facilities, fields, maintenance, utilities, recruiting trips, etc. related to the athletics programs really add up. Some will argue that these programs bring in many full-time students, but I imagine the costs probably more than wipe out the benefits. It is worthwhile to consider that if a portion of the cost of the athletics programs were put into CTE programs that led to employment, or new (or revised) academic programs that led to transfer, we'd have more than enough new student to make up the difference. Besides, if we are at our student capacity, it would make sense to shed expensive programs that are neither academic or career technical in nature.
If possible, we should consider a 4 day week. Electricity, salaries, etc. could be cut back. Students schedules and classes could still be offered. Some people could choose to work 4 ten-hour days or cut to 32 hours. However, I feel that maintaining health benefits is important.
1. Layoff a handful of positions that are not truly needed in their current structure.
2. Look more closely at the need for the Willits Center.
Keep the hallways at a different temperature than the classrooms and the offices.
Monitor all room temps better (Sometimes they are too warm or too cold).
Make sure that lights are turned off in unused rooms.
Check with each department (everyone, not just department heads) to see if and where they can cut expenses.
We should look for ways to use our current resources more effectively. Voluntarily reducing supplies budgets to the essentials, for example, or restructuring jobs within departments for most coverage during the day, etc. could be ways to help better serve students.
Figure out the budget shortfall percentage and then everyone take a TEMPORARY pay cut (in the appropriate percentage) so that everyone can stay working. We need everyone to educate and support students, and most likely everyone needs (and loves) his/her job. I'm "just" an adjunct and know I am most vulnerable, so perhaps my perspective doesn't match other permanent staff. Also – certainly make certain that there are no unnecessary expenditures (lights on, unnecessary travel, etc.) perhaps charge for parking to offset security and maintenance? Go paperless wherever we can.

(1) Consider reducing contracts of management/Confidential positions from 12 months to 10.5 or 11 month positions. Do we really need an Institutional Researcher on a 12-month contract? If we continue with a Director of Distance Education, could this contract be shortened to 10 months? Many of the Director positions should be evaluated to see if reducing their contracts to 10 or 11 months actually will have no impact on students but will significantly reduce salary expenses. No union negotiations would be necessary. These contracted management positions can be negotiated or not renewed.

(2) Offer/impose reduced work weeks (40 to 32 hrs.) to all staff and encourage time-off without pay options with no adverse affect to benefits.

(3) Consider offering "golden handshakes" or some other incentive to those employees nearing retirement that have high step salaries and are paid maximum longevity pay to help reduce long-term expenses.

1. Close the Willits Center. Building plans should grind to a halt. When you subtract Distance Education, there is very little going on up there.

2. Sell the Pt. Arena station. (...) We cannot afford to maintain this facility that is so infrequently used.

3. Process our own mail.

4. Outsource the CDV.

5. (...)

1. The first 5 parking slots in each row of the parking lot should be reserved for a fee.

2. Each department and program should be responsible for the cost of their copies and postage.

3. All scholarships should have a college work component (like community service, but without the courts!) as a requirement.