

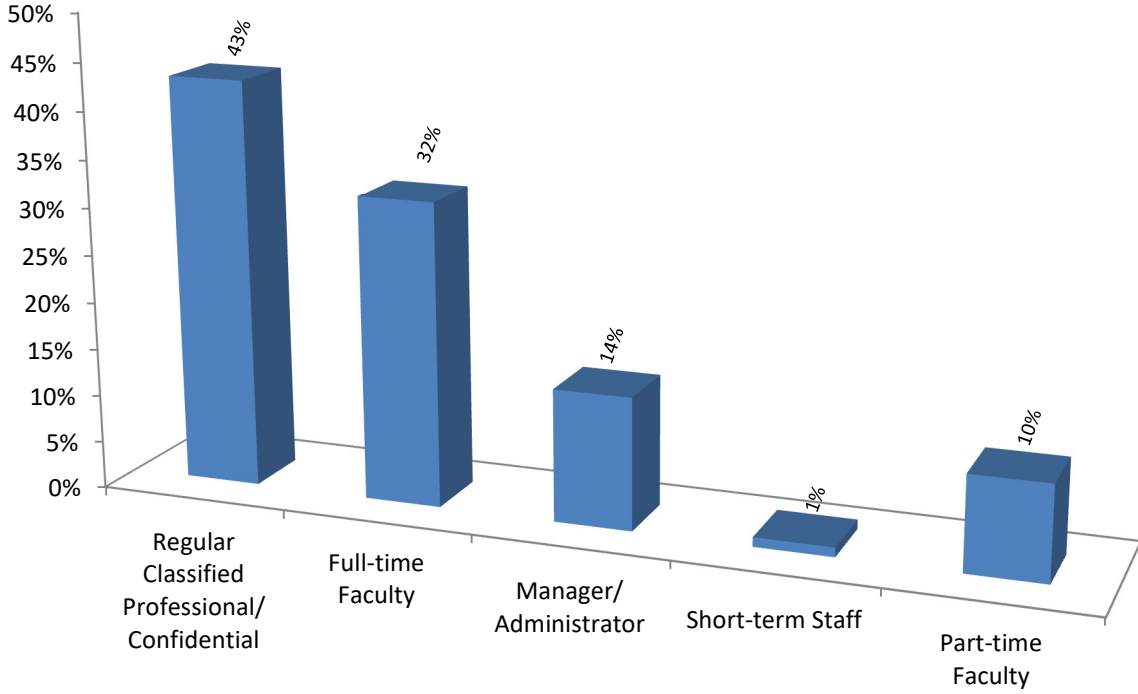


Coast Community College District

Survey of District Employees Regarding the Board of Trustees

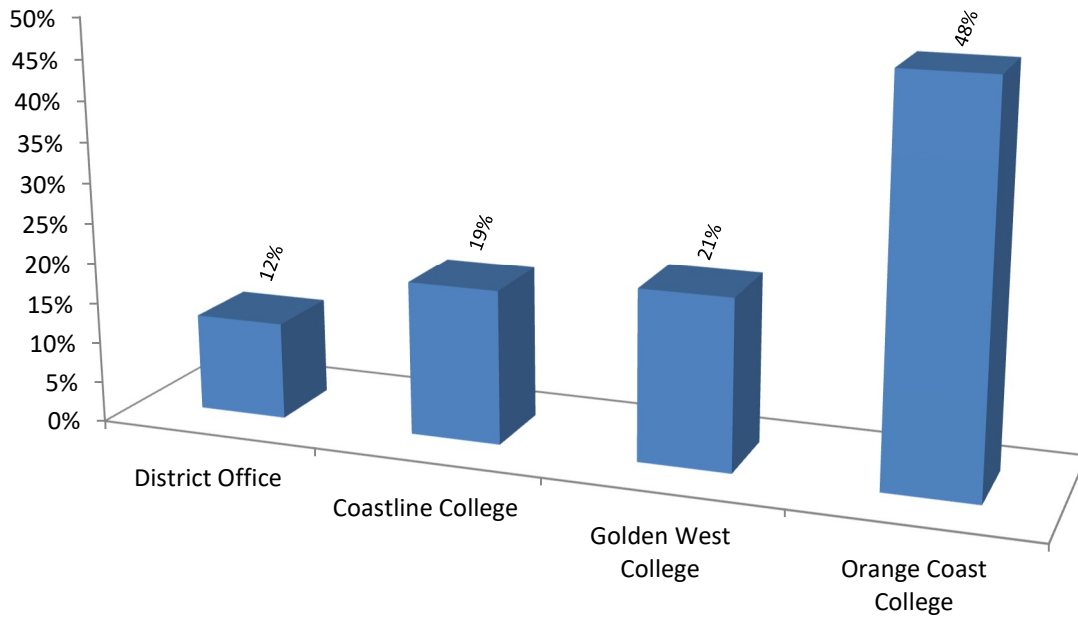
Fall 2025 (168 responses)

1. Which employee class most closely matches your primary position?



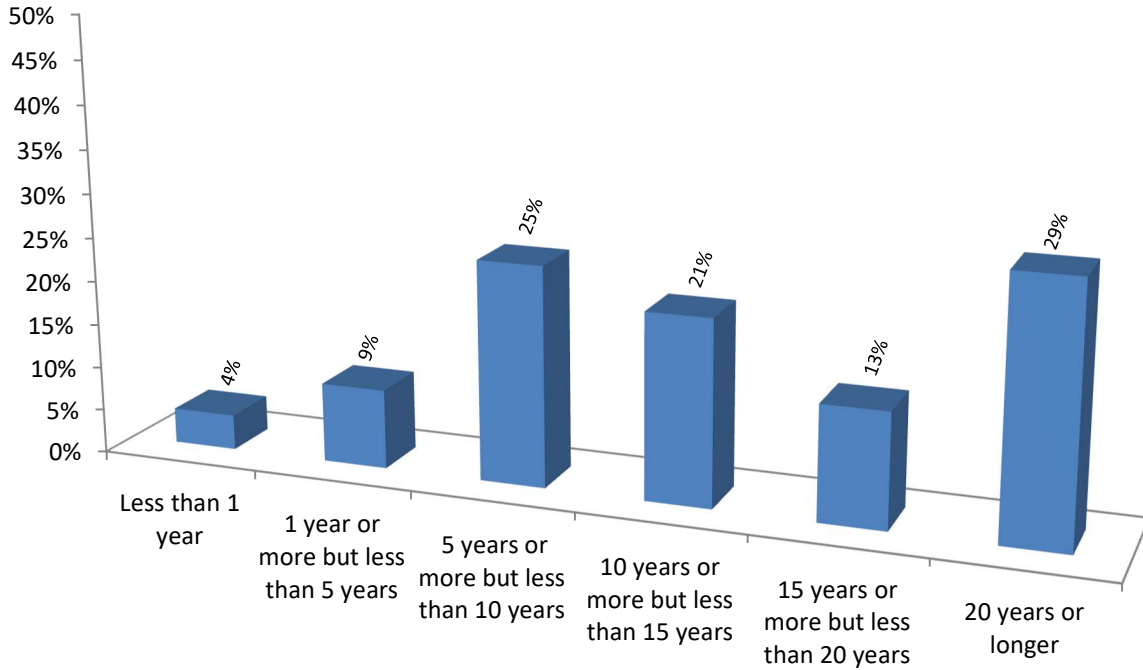
■ 2025

2. Which is your primary work location?



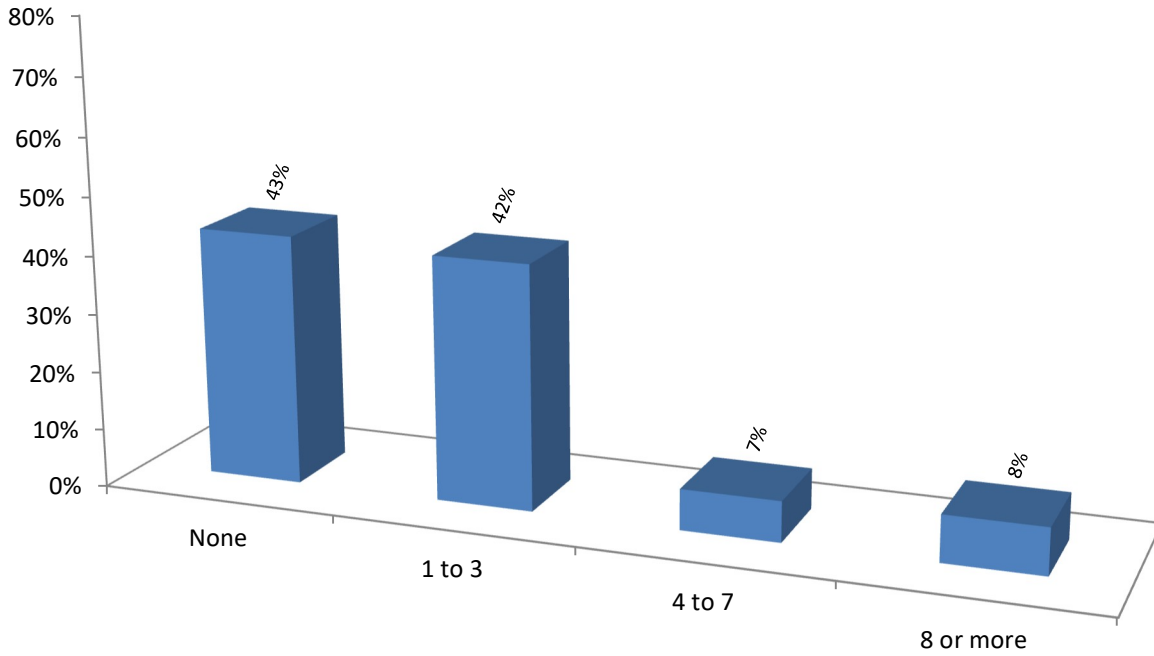
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3. How long have you been employed with the district?



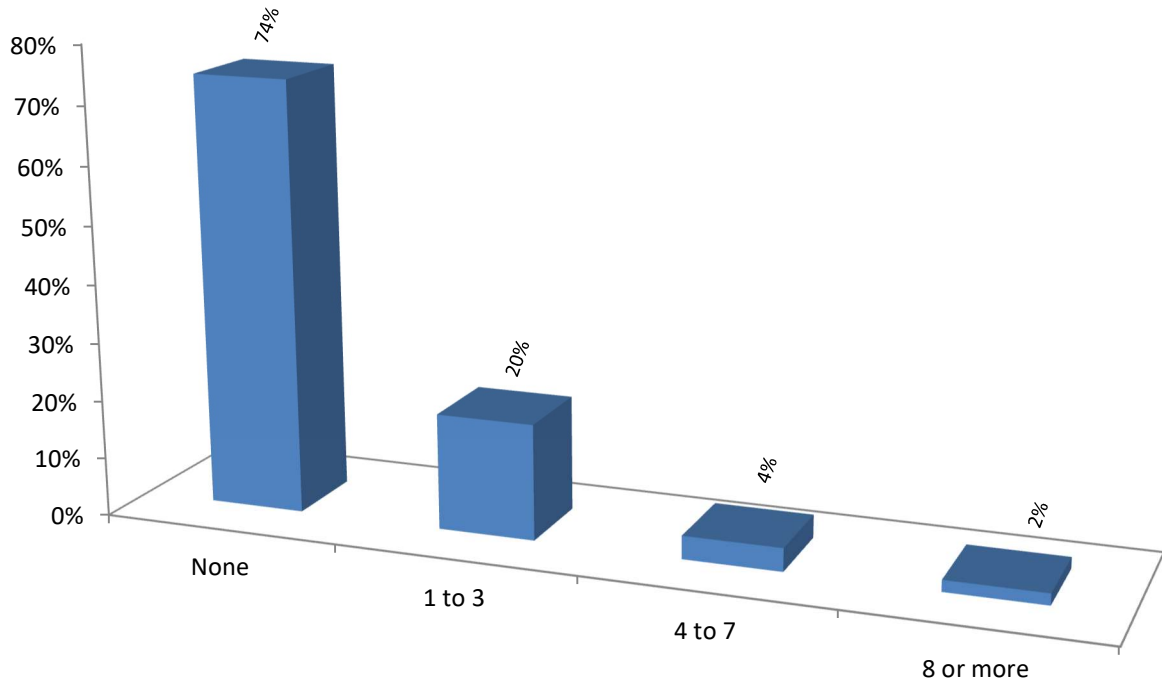
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4. How many Board of Trustees meetings of the full Board have you attended in the last 12 months, either in person or remote?



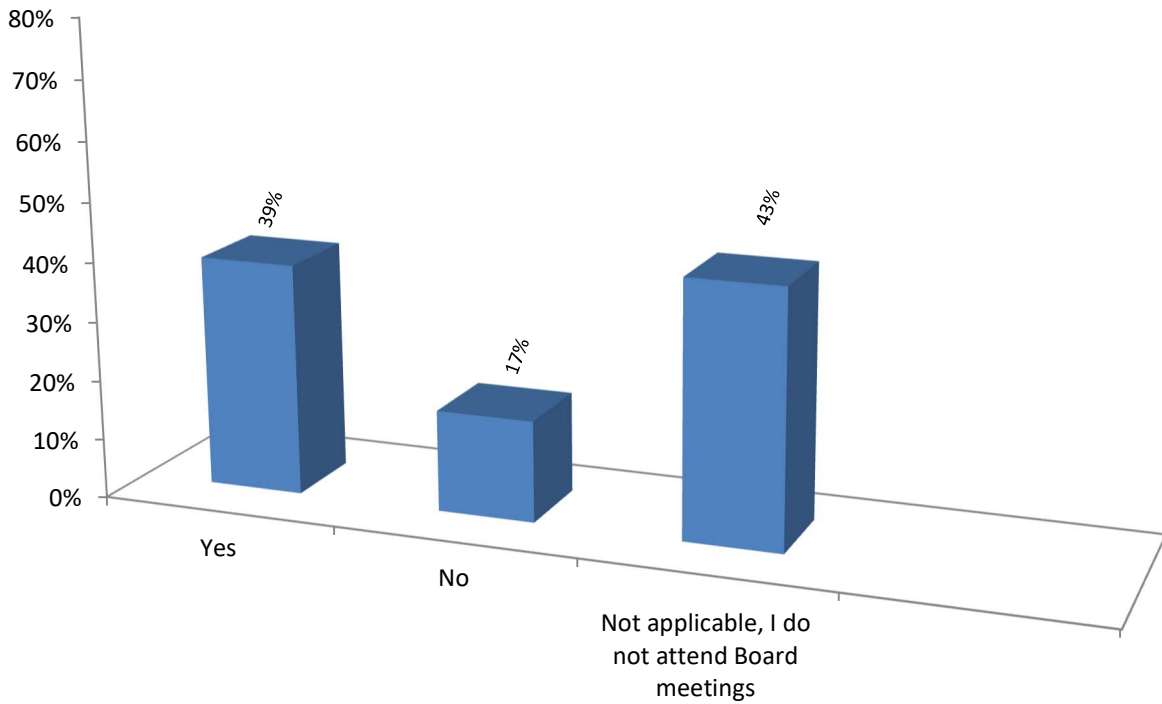
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5. How many Board of Trustees Committee meetings have you attended in the last 12 months, either in person or remote?



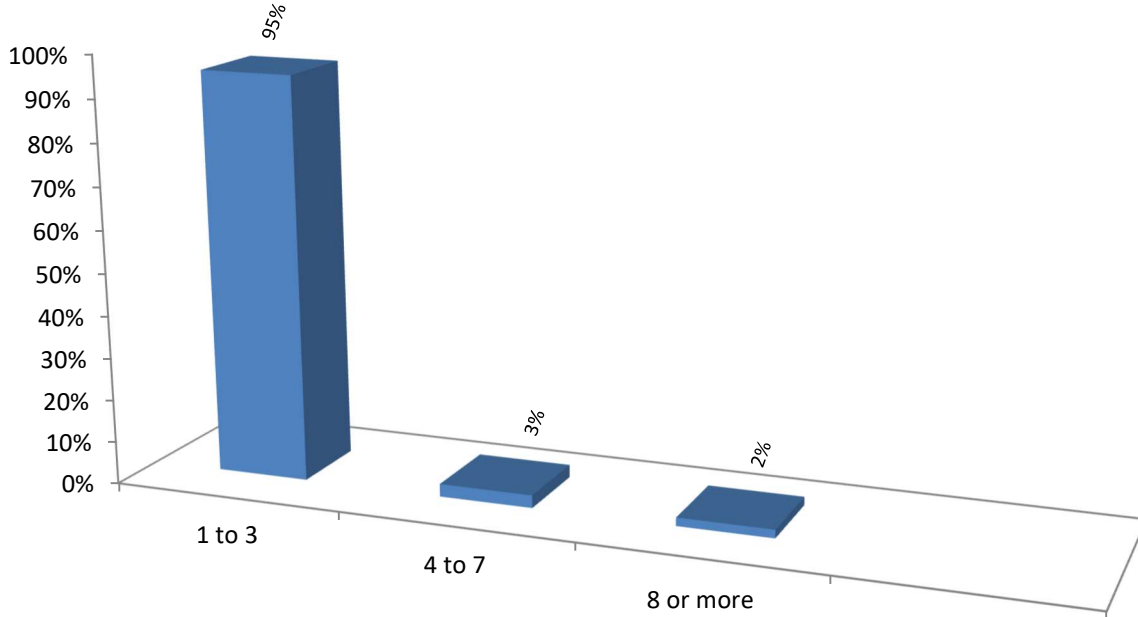
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6. Has providing live streaming of the Board of Trustees meetings of the full Board made it easier for you to attend the meetings?



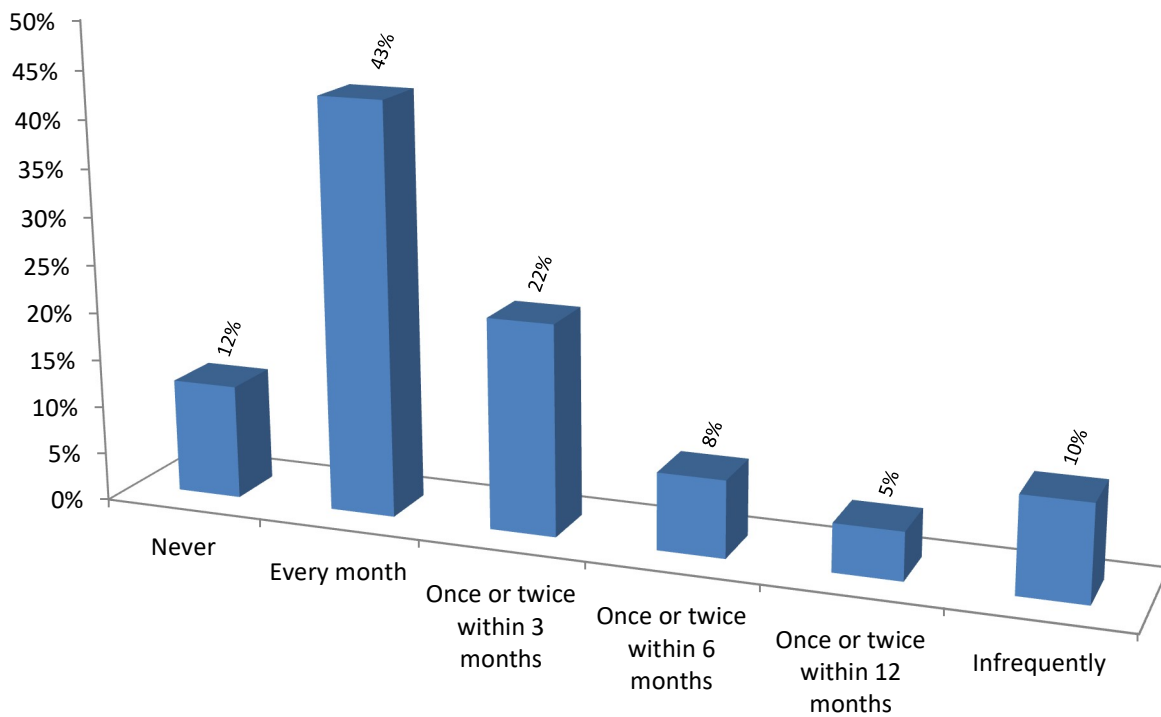
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7. If you answered yes to the question above, please indicate how many Board of Trustees meetings of the full Board have you attended remotely in the last 12 months?



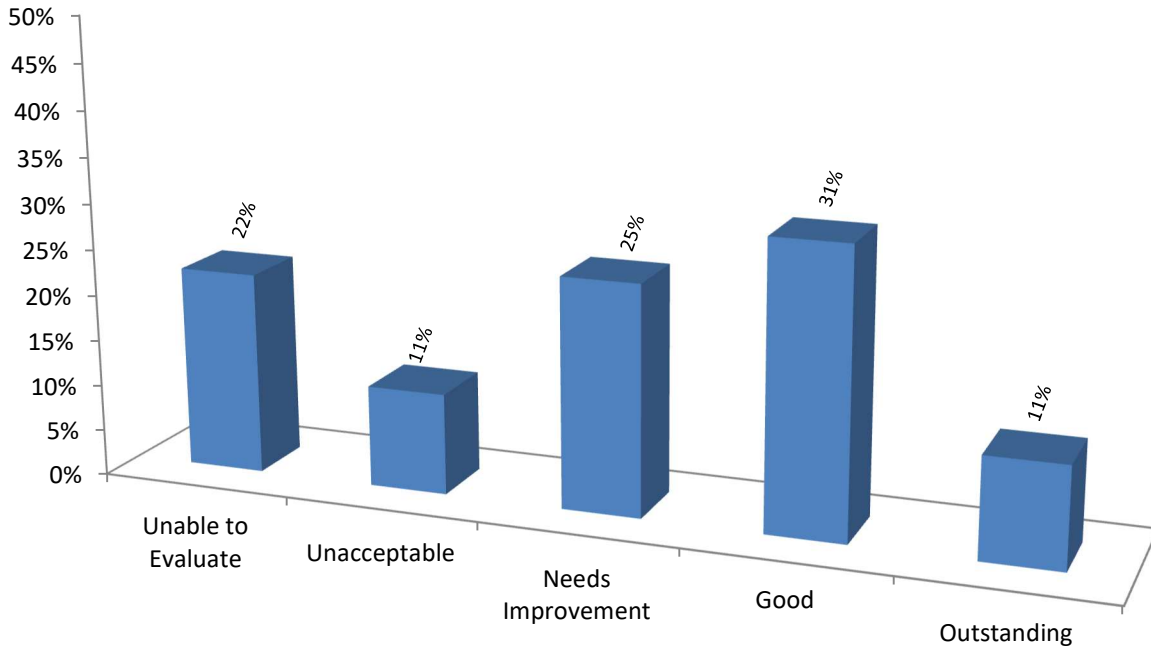
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8. How frequently do you read the agendas for Board of Trustees meetings?



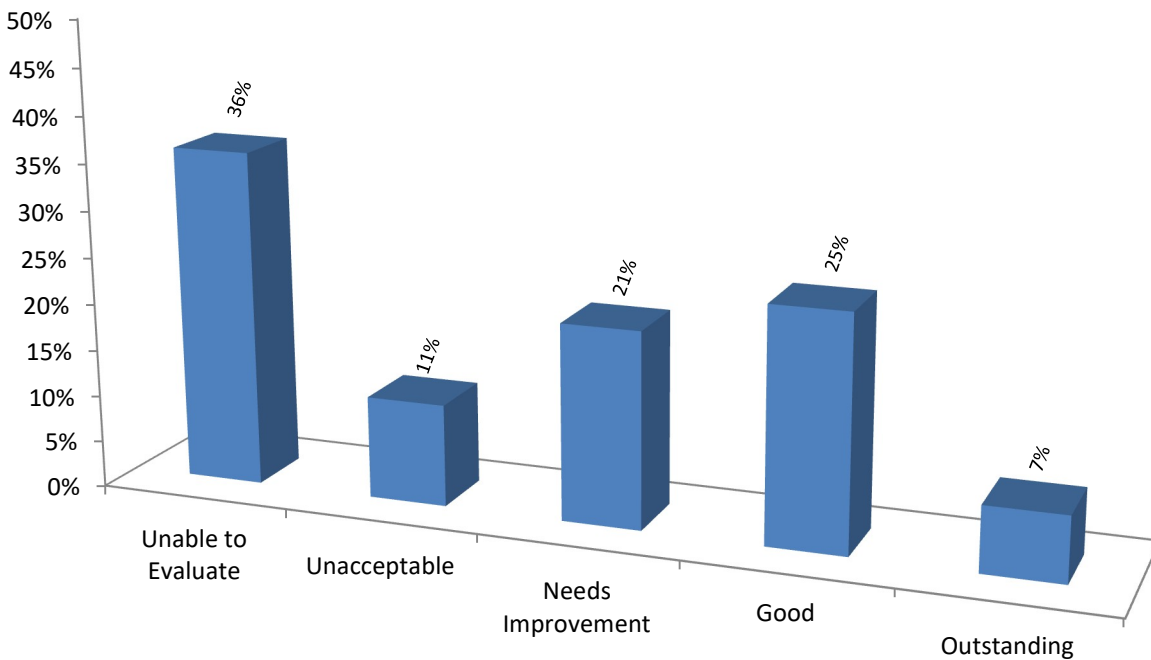
■ 2025

9. Acting through policy, the Board of Trustees takes responsibility for the overall quality and stability of the district, and regularly monitors progress towards its goals and fiscal health.



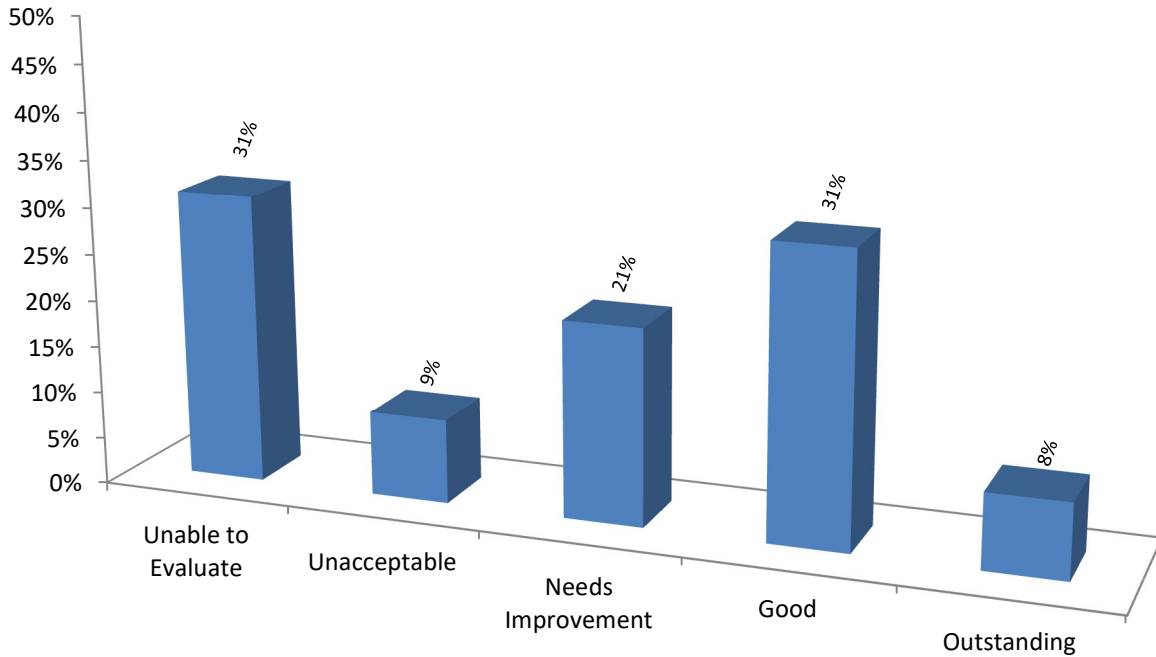
■ 2025

10. The Board of Trustees selects and evaluates the Chancellor.



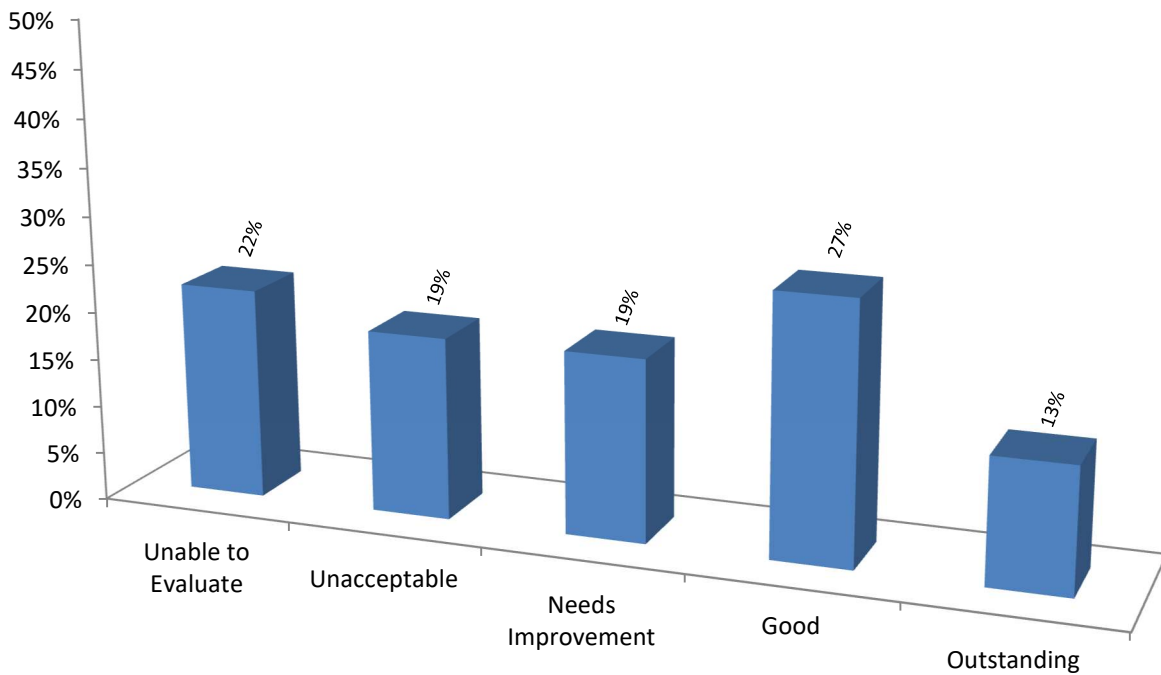
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11. The Board of Trustees gives the Chancellor full authority to implement board policies and ensure effective operations and fulfillment of the district mission.



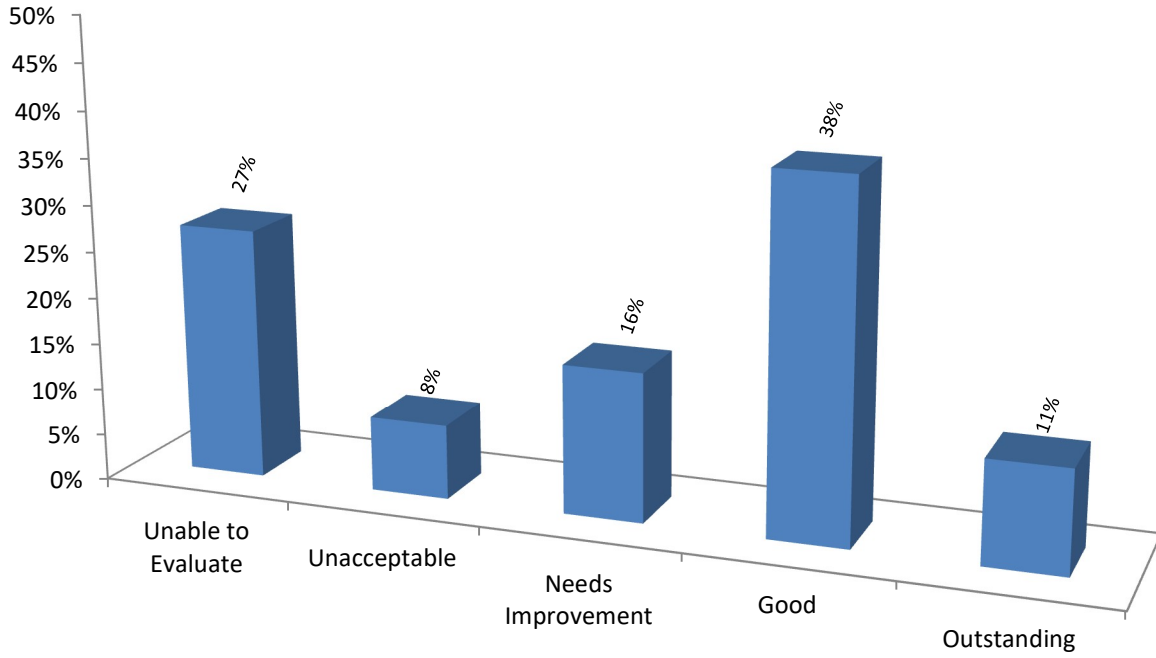
■ 2025

12. The Board of Trustees functions effectively as a collective entity to promote the district's values and mission and fulfill its fiduciary responsibilities.



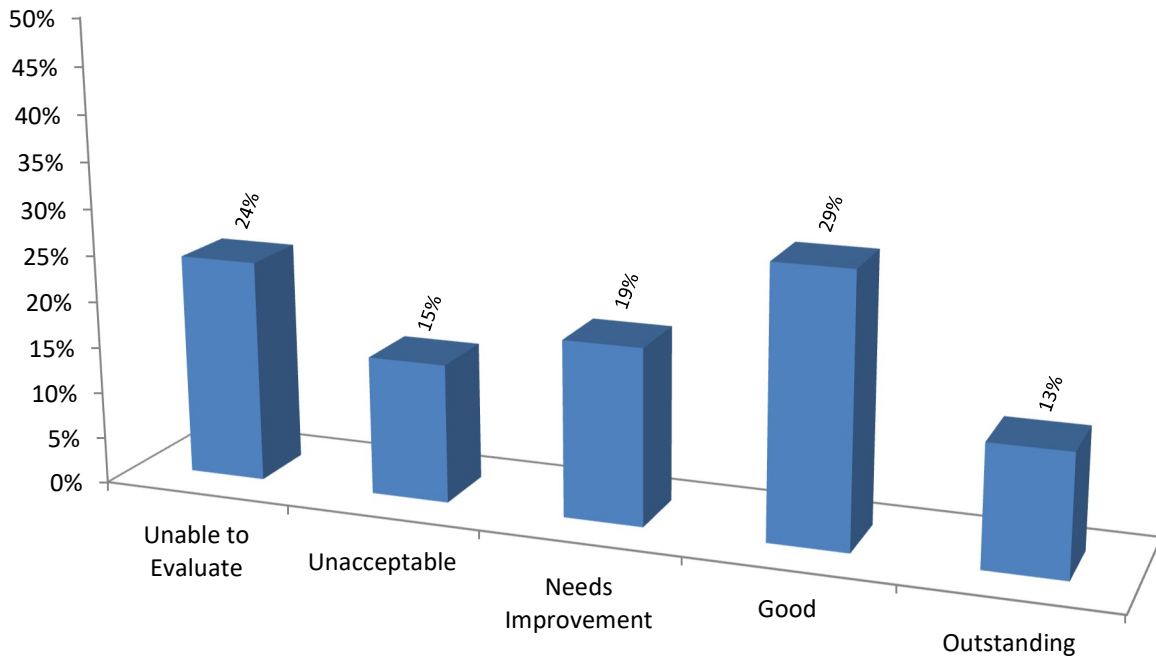
■ 2025

13. The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.



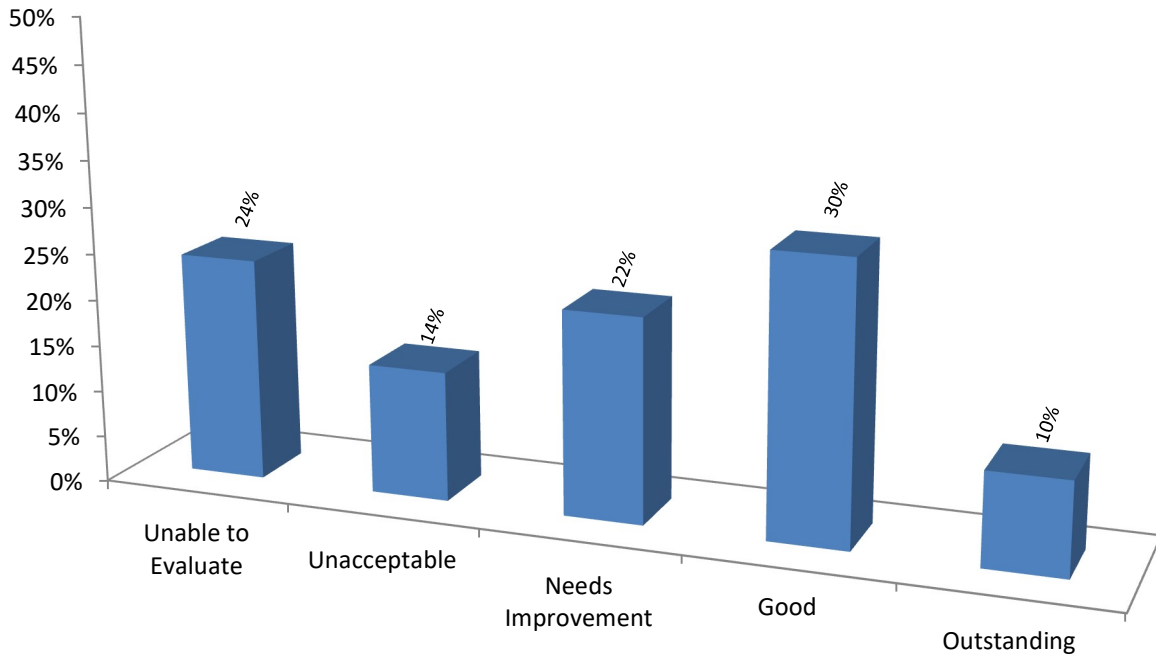
■ 2025

14. The Board of Trustees has provided leadership and support for the work of the District on diversity, equity, inclusion, accessibility, and anti-racism.



■ 2025

15. The Board of Trustees has provided leadership and support for the work of the District to close the equity gap for students.



■ 2025

Comments (each bullet represents an individual response as submitted)

9. Acting through policy, the Board of Trustees takes responsibility for the overall quality and stability of the district, and regularly monitors progress towards its goals and fiscal health.

- Although I don't attend most Board Meetings, I have worked closely with the BOT in the past.
- As a part-time instructor, I share concerns about inclusion, healthcare affordability, and job stability for part-time faculty.
- While the Board of Trustees oversees policy and monitors the district's overall health and progress, hearing directly from part-time instructors is essential to understanding the full picture. I believe more opportunities for engagement and dialogue would be beneficial, and I hope part-time instructors will be invited to participate in those conversations as well. The challenges related to healthcare for those teaching only a single course, along with the limited availability of assignments, are concerns shared by many. The current number of available classes does not offer enough opportunities for part-time instructors to maintain stable employment. These issues highlight the ongoing need for advocacy and stronger institutional support. Thank you again for your thoughtful input these concerns are important, and I hope we can continue working toward meaningful changes that better support all faculty.
- Because of my role being primarily in the kitchen, my hours do not coincide with the meetings. I do from time to time read the agendas when time allows. Not much time behind the computer. My perspective is that the board appears to be moving in the right direction and with the success of the students in mind.
- Better communication is needed between BOT members (Chancellor and Vice Chancellors) and faculty on various policies, initiatives, etc.
- Board disregards severe enrollment issues and the warnings of those who work directly with students about the potential impacts of policy changes, it fails to meet the intent of this standard. Enrollment trends are a fundamental indicator of institutional health. Ignoring both data and the professional insight of faculty, counselors, and staff who observe student challenges firsthand undermines evidence-based decision-making and erodes trust between governance and the campus community. Such disregard can lead to unintended policy consequences that negatively affect student access, retention, and overall institutional stability.
- Does not care about the well being of their staff, faculty and students. They care more about how they look rather than their employees and students.
- I'm concerned about the CPOS issues affecting our students.
- I'm having difficulty finding an example of the Board implementing policy with the intent of improving the quality or stability of our District. For as long as I've been here, this is the most unstable the state of the District and Colleges have felt.
- I am very heartened to see our Board members actively engaged in analysis and Q&A regarding our financial results, budgets, cash position and other key metrics. I feel this is essential to our District's continued fiscal health and stability.
- I believe that the Board feels that they are taking responsibility for the overall quality of the district as well as its stability, but my observation is that there is a disconnect between the district decisions and the needs of the colleges to function effectively. My understanding is that the goals are to retain students throughout their academic journey until they graduate or transfer as well as maintain fiscal health. While I find a huge emphasis on fiscal health, it seems we are focusing on that to the detriment of other needs, such as hiring adequate staff/faculty and implementing appropriate communication regarding changes, and holding managers accountable.
- I believe the Board of Trustees listens to the Administration representatives at each college versus the faculty and staff who are working on the ground to make the colleges run. I also believe the Administration is out of

touch with what is truly going on, and based on that they make recommendations to the Board which the Board approves.

- It's clear that the Board is taking an overly conservative perspective of finances which is having material harm on the employees and students of the district. Why are there surpluses each year that do not match the original projections? This is a pattern of concern.
- I think the Board is interested in the fiscal health, but this isn't the only thing that is used to rate stability.
- It seems as a College and perhaps as a District, we have moved away from education as our primary goal. Neither good or bad, there is now more emphasis on student services (addressing food insecurity etc.) rather than tutoring and supporting education, faculty, and classrooms. I sense a huge amount of burn-out (emotional exhaustion) among faculty. So fiscal health may be good, but emotional health is not so good.
- Keep up the good work
- Lab factor and Lecture Pay should be the same for faculty members
- More communications or invitations are needed between the college employees and Board of Trustees.
- No comment
- part time instructors are not really seen and appreciated by this college; there is no reason to follow the proceedings of the board of trustees
- Please note, I am a temporary Interim Associate Dean (Nursing) and most likely will not be involved or included in Board matters
- Poor and unacceptable
- Sometimes there is a significant effort to prepare and publish Board Policies and Administrative Procedures (BP/AP's) and then not so much focus on the degree of communication, implementation, and adoption.
- Still far too many expensive management positions are approved to add or replace retirements vs. faculty and essential classified, who are in short supply. Still have not seen any apology for the way employees and students were treated during Covid, considering most of what was imposed has been long-since shown and proven to have been false, unsafe, or arbitrary.
- The Board does an excellent job at focusing on policy and fiscal health of the district, while delegating responsibility through their one employee -- the Chancellor -- and in turn, the chancellor supports the Presidents in the delegation of operation of their respective colleges.
- The board does not know what year it is. Literally. They put too much trust into their Presidents and their VPS, reacting to problems after it's too late. Golden West is a great example. They blindly trust the people in charge of each college, they along with the chancellor forego their responsibilities as caretakers of the district in it's entirety. Reacting later and figuring out damage control after the mess has been made.
- The board has moved from a teaching and learning priority to a social theory priority which has hurt our students. No longer are they expected to learn as validation and feeling good about themselves has replaced learning, rigor and true college preparation.
- The Board is in bubble. If the colleges have not been performing in attendance and their spending is not in alignment - how come there are not consequences for that? In 2019 the union required the attendance records from 2003-2019- it showed a drop in attendance over 10 years by 19.87%. District lives in a bubble and fixes it after it is broke--- You can do much better by "right sizing your ship" in much better way.
- The Board is very diligent in terms of being fiscally conservative, but I am concerned that often saving money comes before providing high quality instruction.
- The Board of Trustees needs to better monitor project spending to ensure the planned costs align with the actual costs and hold those responsible when it doesn't.

- The board rubber stamped the reduction of courses at the OCC Children's Center. This substantially reduces the quality of the early child development program. The community presented options that were ignored. Not only were students faculty and staff alienated, but the community as well.
- The Board seems to rubber stamp the Chancellor's whims.
- the board seems very keen to use business jargon to describe the running of a public service. Terms like "right sizing", "restructuring" and "synergy" are a coded way to tell the campus we would like you to do more with less. While the board sits on nearly \$70 million dollars, our campus are falling to meet student needs and run effectively. Effective not efficient should be the goal.
- The Board should strengthen its oversight of administrative hiring and personnel practices to ensure alignment with Title 5 and accreditation Standards III.A and IV.A. In recent years, there has been an overreliance on in-house-only recruitments and the conversion of acting or interim appointments into permanent positions without broad searches. In addition, the District has increasingly depended on professional experts and external consultants to perform ongoing administrative work, which can circumvent competitive hiring, reduce accountability, and create governance conflicts. The Board should ensure that long-term administrative and academic functions are carried out by competitively hired employees, and that consultant use is transparent, limited in scope, and subject to clear oversight.
- The Chancellor's obsession with efficiency and fiscal restraint threatens to ruin the district and the Board should be doing much more to stop his office's overreach. The hiring freezes, lack of full-time faculty hiring for years, cuts to distinct health insurance, cuts to resources on campus, etc. are all massive cuts to the "quality and stability" of the district in the name of "efficiency" and "productivity" and it is shameful.
- The Chancellor should not make all decisions for the board.
- The fiscal decisions the board has made over the last few years have been detrimental to our college, our programs, and students.
- There has been little to no consultation with instructional faculty about the changes to major policies that affect students, especially about AI but also about enrollment policies and financial aid.
- The Trustees do not have a slightest clue on what goes on in the District. They take the executive team's word as gospel and does not engage it's constituents in any manner that could better the students. It appears their entire focus is to increase the fiscal reserves for a fiscal armageddon that will never occur.
- This Board does not listen to its constituents. It routinely ignores the will of faculty and the needs of students. It outright disrespects students, as was clearly the case last semester around issues with federal aid. I don't just mean disrespecting students because of the decision it made (though that applies). I mean disrespecting students who came to the Board meetings to voice their opinions--no member moved to extend public comment time. No member seemed to be empathetic in the least to the stories those students told. Absolutely no nod was made toward shared governance. This district does not value the concept of shared governance. This Board loves an immunity bath--having some few pocket faculty who will vouch for their machinations so they can pretend they went through a process of collegial consultation.
- Throughout my years attending Board meetings, I feel that the Board has always been engaged at one level or another with regards to their engagement and asking of questions pertaining to the goals, progress and fiscal stability of the District. They focus on Students first, which I feel is key. I feel that with the addition of Trustee Parker to the Board, the level of engagement, both with participation in the discussion by sharing her experiences and asking questions shows her goal to moving the District forward with a focus on Students first, equity, diversity, and inclusion, but with also nurturing a healthy work environment, ensuring that faculty and staff are not forgotten.
- While the Board of Trustees is responsible for ensuring the quality and fiscal stability of the district, their recent decisions have not consistently reflected those priorities. In practice, there has been a tendency to

invest in inefficient practices and technologies that are rarely utilized by staff or students, while underfunding the people and resources that have a direct impact on student success and institutional stability. This misalignment between stated goals and resource allocation raises concerns about fiscal stewardship and overall effectiveness. To truly act through policy and safeguard the district's quality and stability, the Board should reassess priorities with an emphasis on student-facing services, equitable staffing levels, and sustainable technology investments that are widely adopted and actually improve outcomes. Regular monitoring should not just track expenditures, but also measure impact and utilization, ensuring resources are directed toward strategies that strengthen both fiscal health and educational quality.

10. The Board of Trustees selects and evaluates the Chancellor.

- As statement of fact it does these things, but I do not have intimate knowledge of how well it does them. I'm not particularly keen on the present Chancellor, so I would have to say that there is need for improvement.
- Chancellor has poor judgement and the board just agrees with him.
- I'm sure they do , but they don't talk the people that work under the Chancellor.
- I'm sure this is a process that is done; however, I have no idea when/how this takes place or what his evaluation looks like. I feel that there should more transparency in this process.
- I do not have faith that our Chancellor is making good decisions for our district, and is only taking his experience from his past college to try to implement at our district. He is not looking at what our district truly needs and it would seem he is a rather passive Chancellor who takes the recommendations of those around him.
- I do not work with the Chancellor and cannot question his hiring, but I do question many of the manager hires you have done over the past 5-8 years. The entire hiring proactive needs a full overhaul and full formal process of vetting need to take place.
- If a survey went out about the chancellor, most of the body at all 3 schools would tell you that they don't know what he does.
- I feel that the Chancellor could be more student-centered when making decisions that affect budget and cuts across campus.
- I know this is done but I don't believe this information is effectively communicated.
- I think the Board chooses to ignore the obvious with this Chancellor and his tyrannical, mean behavior. All of you are culpable for allowing it to continue.
- Lab factor and Lecture Pay should be the same for faculty members
- More input could be asked of employees regarding the Chancellor
- N/A
- Not sure if it occurs, but if not, I believe that a survey similar to that of what is sent for employees to evaluate a manager should also be conducted for all executive leaders as well, which would include the Chancellor. This at a minimum should be done prior to an extension of the Chancellor's contract, but could be done annually as well. Following the shared governance program when selecting a Chancellor is also important to me. While it is ultimately the Board who makes this decision, knowing that they value the input from each of the representative groups demonstrates their respect for the employees.
- Questionable behaviors/actions on both sides
- Thank you for the information. However, I was not able to find any reference to the Board of Trustees evaluating the Chancellor.
- The board needs to do a better job of evaluating the chancellors performance.
- The board of trustees does not seem to have a critical eye when it come to the actions of the chancellor and vice chancellor.

- The Board of Trustees seems to do whatever the Chancellor wants, so I do not see how an authentic evaluation would be possible.
- The Chancellor's Cabinet offers an opportunity to discuss goals and ideals favored by the Chancellor. Keeps important matters in front of the Chancellor and secondarily in front of the Board of Trustees.
- The chancellor clearly uses AI in communication and is bullish on an existentially dreadful technology. We would vote no confidence on the chancellor if we had a more democratic system.
- The Chancellor has lost the support of faculty at OCC as a result of his failure to engage in collegial consultation with the changes to financial aid.
- The Chancellor is one of the worst things that has happened to the district since I have been employed here. Almost every decision coming out of that office is detrimental to the district and our mission, and a community college should not be run as a "business" that is attempting to maximize efficiency. Unilateral cuts to student financial aid, to the credits needed for a college degree, etc. are all horrible.
- The chancellor seems to have an authoritarian disposition. It would be nice if the BOT made sure that groups like the DCC actually engage in discussion/debate (rather than administrators presenting without much conversation) and require actual collegial consultation on the 10+1.
- The District should select and evaluate the Chancellor. Who elects or appoints the Board. Whose taking care of the chicken coop? and who is honoring the hard-working tax payers who put our trust in whom we select (VOTE???). I always hear congratulate a new Board member, who invariably is a rich, fat person. How'd he or she get there, I think? I never had a say. Where does the say come from? I think there should be a faculty rep on the Board who does not attend meetings physically (association breeds inbreeding and all that) but remotely so that the constituents [hundreds of teachers and staff, thousands of students, and millions of tax payers] execute their voice. The Board et al is a closed system of people playing with our lives and money.
- The role of Chancellor requires vision, respect, and the ability to inspire confidence across the institution. Unfortunately, concerns have been raised about Chancellor Yamamura leadership style and its impact on morale and organizational culture. Communication Style: Interactions are often described as demeaning and dismissive rather than constructive. This has created a workplace environment where staff feel undervalued and reluctant to voice ideas or concerns.

Leadership Approach: The Chancellor's tendency toward harsh criticism rather than guidance has eroded trust in leadership. Effective leaders should encourage professional growth and collaboration, yet current practices discourage open dialogue. Impact on Morale: Morale among faculty and staff has declined under current leadership. Instead of fostering unity and motivation, the Chancellor's behavior has contributed to a culture of frustration and disengagement. Organizational Outcomes: A lack of positive leadership has made it more difficult to move initiatives forward effectively. When employees feel unsupported, productivity, innovation, and long-term institutional success are at risk. The Chancellor's current leadership style is negatively affecting both staff morale and institutional progress. For the success of the organization, it is critical that leadership demonstrate respect, professionalism, and a commitment to empowering others. He needs to go or at least the Board needs to be aware of how his behavior is negatively affecting this institution and has been since he got here. I know a lot of people feel the same way but are scared to speak up or bring it to attention but if you ask around...a lot of great people have had very bad interactions with the Chancellor, and it continues to spider web out further and further on how many people are seeing his true colors. Waiting until his contract ends in 2027 will be extremely detrimental for all campuses. His leadership has created a toxic environment that stifles collaboration, lowers morale, and prevents progress. The negative impact is evident across campuses, where talented, hardworking employees are leaving and will continue to leave because they cannot thrive under his rule.

- This Chancellor is one of the worst members of administration, and either the Board likes his plans or the Board is unwitting to the damage he's causing. Neither look good--in the former case, they are satisfied with his stomping all over collegial consultation; in the latter case, they are simply unaware, despite faculty and students outlining the ways they are being affected by poor decisions made at the executive level.
- Very good choice
- We have a Chancellor. I wonder if he is being evaluated; there are many complaints about his leadership and management style throughout the district. He is very authoritarian and top-down, avoiding collegial consultation. Is this coming up in his evaluations? It's not made clear to anyone, though he must be getting a green light since his regime continues unabated.
- When I started there was a real sense of teamwork and pride. People were engaged, supportive, and morale was high. Recently I've seen that shift - things feel more tense and uncertain.

11. The Board of Trustees gives the Chancellor full authority to implement board policies and ensure effective operations and fulfillment of the district mission.

- As the Chancellor continues to alienate faculty and staff, it is the Board of Trustees who will be affected at the ballot box. The board needs to rein in the Chancellor and demand he engaged in collegial consultation
- Because I have zero confidence in the chancellor, I find the Board's oversight of his disastrous tenure unacceptable.
- I'm sure the Chancellor has the full authority to implement board policies and ensure effective operations but I don't always see this in action. I'm aware of some disappointing circumstances where things were interpreted differently for different constituencies that were dependent on desired outcomes that weren't equitable. I would like to see policies that support all employees in the same manner, and I feel that the Chancellor is the one to ensure that this is the case even in exceptions.
- I believe the Board approves what the Chancellor wants without questioning whether what he wants is right for the district or schools.
- I don't think the chancellor should have executive order power. He serves the District and should not base decisions on personal or prejudicial factors. He has no business involving a personal problem with a person, school, program, or department with his decisions.
- I read the sentence "The Board of Trustees gives the Chancellor full authority to implement board policies and ensure effective operations and fulfillment of the district mission," and I imagine it is satire. I imagine it is a joke. I imagine it's not a quality the Board should want to exhibit. This Chancellor lets AI write his terrible weekly letters. This Chancellor intends to cut cut cut cut any and all spending that might go toward student success while upholding token nonsense that gives him a shield to continue to wage his war from behind. This Chancellor is brazen in his hostility to faculty and staff. Is it true that the Board allowed him to force out certain employees because those employees didn't bow their heads to the chain of command? Is it true that this Chancellor is culpable for terrible firing blunders? Does this Chancellor lean on school executives until they obey his will and fire certain employees?
- It would be nice to have all your senior administration job descriptions available for all district employees to see. Full transparency. I have no clue what powers college presidents, vice chancellors, chancellor, or board members have. What don't you share them with everyone - so a question like this can honestly be answered by every employee in the district.
- I understand that the Board of Trustees gives the Chancellor full authority to implement board policies and ensure effective operations, as well as fulfill the district's mission. This helps clarify the delegation of responsibilities.
- Lab factor and Lecture Pay should be the same for faculty members

- Looking over the past five years, and the responsibilities and authority that the current and even past Chancellor has been given helps the district as a whole continue to make progress, even during challenging times. While COVID was one of the hurdles to overcome under the previous Chancellor, our current executive team must now face fiscal stability challenges, and I feel that the Board has done a great job with supporting our Chancellor and College Presidents on making tough decisions to ensure fiscal stability and maintaining the mission of the District and its Colleges. While I don't always agree with the decisions made, I feel that we are doing a decent job ensuring that we continue to operate without dipping into our reserves. While that may not be the case in a few years, finding creative ways to help keep us out of the red gives hope that we can continue to succeed in our fiscal responsibilities.
- N/A
- Need better increased communication when new policies are imposed on faculty in the district. Need more/better "collegial consultation" with faculty and staff members.
- Oh yeah, he is given all the authority and leeway he needs to implement whatever policies he wants. I do find this unacceptable and want the board to understand that they are not doing due diligence with his policy implementations.
- Our current Chancellor's "full authority" is only leading to bad decisions and the failing health of the district, as noted above.
- Poor judgement
- See above.
- Sometimes the Chancellor shouldn't have full authority to make decisions that they are not prepared to make.
- Success shouldn't be only defined by money saved. I feel that there is a substantial disconnect between campus and chancellor.
- The Board does give Chancellor Yamamura full authority, but it is too much authority for one person, in my opinion. The Chancellor says one thing and does another. From my perspective, he gives off a very duplicitous vibe and is very much a politician who says all the right 'politically correct' buzz words but there is very little genuine action taken or expressed.
- The Board gives the Chancellor full authority. Sometimes it appears that they rely too much on his judgement and delegate too much authority.
- The board has no clue what goes on at each campus. Neither does the chancellor.
- The Board lets the Chancellor do his job
- The board of trustees does give full authority to the chancellor to the extent that they do not question or debate his decisions. I think the board has give too much authority to the the chancellor.
- The environment we have now is when the Board lets go of too much. We have a ruler, not a leader.
- This is a difficult question to answer with the listed responses. Do I believe that the Board gives this authority? Yes. Do I believe that this is good? Not sure. Sometimes it feels as if authority is granted without oversight.
- way too many unfilled classified positions not filled at the campus too many professional experts public safety dispatcher are just some examples skeleton grounds crew part time public safety dispatcher are just some examples

12. The Board of Trustees functions effectively as a collective entity to promote the district's values and mission and fulfill its fiduciary responsibilities.

- A five year hiring freeze has created an untenable situation at the campuses. Burn out rates are on the rise, collective mood is down, retirements are up and the collective institutional knowledge is lost day by day. Fiduciary responsibilities do not outweigh the human component to create student success and campus belonging.

- Again, you live in bubble, and there is no transparency- do I think you take your fiduciary responsibilities seriously? How can one think that - by your own admission - and the constants banner is we are in financial mess for many years.
- Agree
- Far reaching participatory governance is needed. Decisions are made without taking into full account of college's and programs that will be directly impacted.
- I believe the District works to focus on the mission and fiscal stability, and while I don't always agree with the decisions on a personal level, I feel that the collaborative efforts of the shared governance has made the efforts more understandable and transparent than it once was. This Board has definitely done a better job ensuring transparency than it did 10 to 15 years ago.
- I do believe in some respects the Board has the best interest of the district in mind. When it comes to the hiring freeze/frost, I definitely question their judgement in not filling both faculty and classified positions as this counteracts the district's values and directly affects the student experience. Students are NOT finding enough classes to take, are on ridiculously large wait lists, and are going elsewhere. When it comes to student services, we are cheating students out of the services that they need to be successful. I have always been so proud to work at OCC, but that sentiment is being eaten away by the overall discouraging "climate" on campus for those of us left behind to do the work of more than one job. I now feel that I'm always in a hurry and no longer doing a stellar job to help students get there.
- I don't find the district's values evident in the Board right now. The Board is overseeing an administration that flagrantly disregards collegial consultation, via the 10 plus 1.
- I do not trust or have faith in this Board. They seem out of touch with what is happening at each college, and they need to start consulting faculty and staff who work at each college rather than listening to primarily the Administration at each college.
- If the district's values and mission are to serve students, then in no world do I see this happening. The Board allows students to flap in the wind--their funding has been cut. The Children's Center at OCC has been cut. The Board is impervious to the cries of its constituents and should look to their election campaigns. What this Board has allowed is shameful. Does this Board think it's Hunger Games out here? Where is the demand coming from that each of the three schools fight each other, tooth and nail, for "swirling" students? If a student is all in the same district, doesn't the institution win? Instead, each school is given the directive that they should compete with other schools in the district. This is insane and a tactic derived from the corporate world. I'm sure our Chancellor would take that to be a compliment--but I'm pretty sure I was recently told that we all agree that dismantling capitalism is our shared mission (this was somehow a pro-AI stance at a pro-AI event shoved down the throats of faculty). So guess what? My Chancellor doesn't share that mission if he thinks this maneuver is a good one.
- If the goal is more money in the reserves, then they are excelling at that .
- In theory, the Board of Trustees is intended to function collectively to advance the district's mission and uphold fiduciary responsibilities. In practice, however, the Board's effectiveness as a unified body is questionable. Decisions often reflect inefficient priorities, with significant resources allocated toward technology or initiatives that see little practical use, rather than toward people, staffing, and student-facing services that would more directly support the district's mission. This pattern suggests the Board is not always exercising its fiduciary role with the district's long-term health and values in mind. Effective collective governance requires not only alignment with the mission on paper, but also transparent, student-centered, and fiscally responsible choices that build trust and demonstrate accountability. Greater focus on equity, impact, and resource stewardship would allow the Board to more fully embody its role as a collective entity serving the district community.

- It's main fiduciary responsibility is to its employees. The Board regularly denues employees full compensation for the hard work they do.
- It is certainly looking out for the fiduciary duty first and quality of education a distant last.
- It would help to see open forum speakers' comments have more of a direct effect on decision making and planning rather than open forum feeling like just an empty formality. If the board would discuss openly some of the public comments, at very least, it could let participants feel their voices were valid enough to prompt a conversation.
- I would like to see the Board take a more detailed look at the specifics of travel expenses and the extensive lists of employees traveling as detailed in every Board meeting. I feel we (as a District) expend too much on sending a LOT of employees to various meetings because such travel is permitted by the regs of individual grants & programs. However, at what point do we stop and say: "Wait... just because we CAN spend on travel in this program doesn't mean we SHOULD spend this much on travel. Is all this travel REALLY the best use of the precious funds we are granted? How much of this travel is necessary and beneficial to student outcomes, and how much is just letting people take trips because it's permitted and there are some unused dollars available?" Every dollar spent on sending more than a few key or necessary people to a symposium or meeting is a dollar NOT spent on DIRECTLY aiding a student - our primary mission and responsibility. Yes, certifications and direct training is vital, but do we need to send 10, 15, or even 20+ people to some of these meetings? When we send that many people to a meeting is it really benefitting our students, or is it making us feel good about raising awareness with no tangible or measurable beneficial outcomes? So, how could these restricted funds be better spent? I believe some of these dollars would be better spent on more tutors, counseling, mentoring, internships and other activities that affect student outcomes more directly. Additionally, every dollar spent on travel in the General Fund is another dollar we are not saving for the tough times we foresee headed our way. When we look at tightening our belts, this seems to be a place we can tighten. I know approval of some travel is contractually required by our CBA's, but there is a lot of travel to some of these meetings that looks excessive. So, I urge the Board to take a hard look at all the travel dollars we spend to see what is necessary, mandatory, or truly beneficial to maintaining our certifications and aiding our students - and what looks more like junkets and could be curtailed. Thank you.
- I would say that my response lies halfway between Needs Improvement and Good. I do believe the Board functions collectively to support the District's values. I'm just not sure if the Board fulfills its responsibility to the Colleges in ensuring the District's policies match those values.
- Lab factor and Lecture Pay should be the same for faculty members
- Poor and unacceptable
- Pretty Good. More input from campuses on the impact of policy decisions and fiduciary "choices" would be beneficial. Although, some decisions are tough.
- See above.
- So much time and energy are being spent with saving money that the primary goal of education of students seems to be an after thought.
- The Board has failed to protect the brand of each college in the district. The attempt to integrate all colleges into one uniform college has moved too far and infringed on the ability of each college to promote its own values.
- The board has repeatedly violated 10 +1 issues and has a blatant disregard for collegial consultation. They do not listen to the community, faculty, or students. It is clear that while they allow people to express themselves at meetings, there is no consideration for the people's opinions, as they have already decided on issues.
- The board is burdening departments to do more with less, less staff and less resources.

- The Board is very diligent in terms of business operations and being fiscally conservative. I don't know about values and mission -- I'm concerned that educational quality and integrity is declining in the District.
- The board needs to intervene with the Chancellor and Vice Chancellor of Instruction to demand that they engage in collegial consultation as they develop policies and procedures that our faculty purview under 10 + 1. Faculty will not support a bond measure and may look to a vote of no confidence if this behavior continues.
- The Board of Trustees fiduciary responsibilities are not being sufficiently fulfilled.
- The Board used to be open and objective, but now newer members seem more interested in power, influence, and control. I don't think they are a collective because not all Board members behave this way.
- The distinct likes to pay lip service to our "values and mission" and tout our inclusiveness while refusing to put any material resources into instruction, faculty hiring, etc. and the baseline operations that are necessary to provide our students a quality education, and I have never known morale to be so low among teaching faculty.
- The district relies only on the Chancellor and Vice Chancellor for this. These sources are not always truthful or reliable. As a result, horrible fiscal policies and hiring policies are implemented that are short-sighted and do not promote the long term health of the colleges and some key specific departments that are disproportionately shouldering the burden.
- The districts values and mission have moved from teaching and preparing for a 4-year institution to a cuddly, feel good about expressing yourself failed social experiment.
- We are very fortunate to have a Board that acts together as a collective; having worked in Districts were this was not the case.
- When the Board of Trustees does not support students in developing and pursuing their own educational goals-as permitted and encouraged by federal regulations-it inadvertently limits opportunities for innovation and individualized learning. Supporting student autonomy in educational planning is essential for fostering creativity, engagement, and adaptability in an evolving educational landscape. A lack of such support can discourage program flexibility and stifle initiatives that promote student-centered success.
- Yes but need to really look at filling vacant positions across the district over supplementing more reserves. Employees are feeling the effects of being understaffed and overwhelmed.

13. The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance.

- Agree
- By allowing the chancellor and vice chancellor of instruction to bypass collegial consultation, the board is violating its own policy related to local decision making.
- From what I've observed, the Board is able to self-govern according to its bylaws and expectations for best practices. I don't know what takes places in Closed Session as that is very protected.
- I appreciate the fact that the BOT meetings tend to be shorter now.
- I believe that with the help of Council (Lipton), we continue to do a better job at following Roberts Rules and the Brown Act, as well as providing accessibility with the remote (virtual) option for our meetings. I also feel that we are doing better with how business is managed. 15 years ago, it would take 4+ hours to work through meetings, some lasting closer to 8 hours. Not every item needs to be a discussion item. I would say that if an agenda item is "receive and file" that there really shouldn't be discussion or questions. If the "receive and file" item is something that should be discussed, then it should not be "receive and file" but maybe a discussion item instead.
- If self-governance implies unaccountability to the faculty who teach the students in the district, this is trivially true; but overall, this is not acceptable.
- I think the Board adheres to its bylaws and expectations.

- I would suggest that when the Board has a room filled with hundreds of concerned constituents who would like to speak to a detrimental decision made by the Chancellor's office, they should make room for those people's voices to be heard by extending the time allotted to public comments.
- Judged over time -- generally good.
- Lab factor and Lecture Pay should be the same for faculty members
- No evidence of this is shown--the Board rules with an iron fist and cotton in their ears. This is another hilarious criterion: "The Board of Trustees demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance." They only self-govern. There is no attempt at true collegial consultation. There is no attempt at true shared governance. So yeah, they SELF- govern all the time, which ultimately just means they rule. Might is right in this district. I have been told, unironically, that the Chain of Command is king.
- Poor and unacceptable
- The Board is no longer interested in hearing the business of the District. Now it's turning into only listening to what is legally required. Well, that's not good governance. Things will happen and you'll never know. I understand not wanting Board meetings to go on forever, but what you're doing is not in the interest of the public, the community, or the District. There should be a balance.
- The Board needs to govern itself and its own ethics; we don't need "governing." Are we slaves to the land, serfs? Who do they think they are??? Power breeds contempt. All persons in administrative positions from chairs on up should teach one class within an 18-month period so they can stay real to what's truly happening in the classroom and what it's truly like to do our jobs.
- The Board of Trustees is a rubber stamp that does not listen to the students, staff, and faculty who are most in touch with what is actually happening in higher education.
- Yes
- You need to be able to take questions via zoom meetings--- how is that providing equity and inclusion to the employees or victors who attend the meetings?

14. The Board of Trustees has provided leadership and support for the work of the District on diversity, equity, inclusion, accessibility, and anti-racism.

- Agree
- Although the board should be commended for the DEi initiatives, their follow through is poor. They should set goals and milestones to be met each year. Not just play the pr service. Actions, not words.
- But remember to be inclusive of all and not discriminate against some in the name of diversity.
- Define leadership. I don't want to follow the leader. I want a voice. The students need educations. Too many online WASC-accredited schools, colleges, and universities (ex. University of the People, offering FREE tuition for bachelor's degrees) are being developed and are going to out-compete you and other districts. In twenty years, there may not be a Coast district, and Coastline or Golden West will probably close. Orange Coast will be a four-year university, if it can get its ego under control. You people have no idea.
- Headed in the right direction. This is climbing a steep hill. Especially lately, due to obstacles coming from Washington. Sometimes hands are tied by federal or state constraints.
- I believe the Boar provides a lot of lip service to this, but actually the district is run inequitably and many voices are not heard when needed.
- I don't know what the Board has done other than talk about it. I think the Chancellor is doing whatever he's doing.
- I do not feel the inclusivity that once existed at my college, especially since our (my) right to free speech has been significantly diminished in the past year. Is saying this going to get me in trouble? Is filling out this

questionnaire honestly and thoughtfully going to get me in more trouble? The only reason I am answering this survey is that it is allegedly anonymous; otherwise, I will not risk my voice being heard for fear of offending someone, or worse, getting shot. I do not feel that there are safe spaces at the college or district anymore.

- I know that the Board is supportive of and provides policies regarding DEIA. While this may apply to the students, I find that they often contradict themselves when it comes to employee groups. While Classified Professionals are provided opportunities for professional development and inclusion in shared governance, our workloads are prohibitive to actually engaging in those opportunities. Since we are so busy trying to ensure that our students are being taken care of properly (doing the work of more than one position and maintaining student-facing coverage) as employees who care about education and student success, we are stagnant as a group to grow both professionally and personally. Having opportunities is not the same as having the time and management support to take advantage of those offerings. It is discouraging when you see what's available to you yet watch them pass you by because you can't possibly afford the time away from the incessant work. I have watched a constant stream of great employees leave the district for opportunities in other districts that place more value on a healthy balanced work environment over continued salary savings on vacant positions. I don't know if this applies to faculty and/or management, but I do see them attending many conferences/workshops/trainings when Classifieds are told no.
- In my opinion, there isn't enough diversity amongst faculty.
- In my opinion there has been too much focus on DEi, which takes away from more important issues that we face as a district.
- In recent cycles, there has been a pattern of issuing shorter management contracts (one year rather than two) or non-renewals to employees, particularly older employees. This raises concerns about the consistency, equity, and legal compliance of contract practices. The Board should examine whether these decisions are being applied uniformly and in alignment with Education Code, Title 5, and anti-discrimination laws. Contract length practices should be transparent and applied consistently across employee groups.
- It's all rhetoric, I see little action in place on our campus.
- I'm very disappointed with the Board of Trustees. They made a very poor decision to reduce services at the Children's Center at OCC. Have you ever stepped foot there? Do you know how many families and children had to leave because of you? It is such a vital and important child care center for so many families and you just destroyed it. Did you know other preschool schools come to tour the school and learn from it because it is the best of the best? Why would you reduce a service so valuable to the community? You made a poor choice.
- Lab factor and Lecture Pay should be the same for faculty members
- Supporting recent decisions to reduce courses at the children's center and change the financial aid requirements, results in increasing barriers for students. This is the opposite of diversity equity and inclusion.
- The Board and the District have provided wonderful DEIA statements, but I can't think of many examples of work being done by either entity to support these statements. Our Board and District seem to adhere to a strict climate of neutrality and silence to the detriment of our campus communities. Instead of adopting stances that would make our most vulnerable communities feel safe in these tumultuous times, they adopt an "every viewpoint is welcome" stance which only encourages those with hateful and hurtful rhetoric to feel safe. I can't think of a single example of our Board or District encouraging or supporting ANY anti-racism work. I would say that work within the Coast District does not exist.
- The Board demonstrates a focus on justice, equity and supports our diverse student communities and employees -- they have regular reports on employee recruitment and student support ensuring closing of equity gaps.
- The Board has been very active in promoting high profile initiatives in this area. I'm very pleased that the colleges are creating more affinity groups and student services that meet a variety of critical needs for

vulnerable populations. However, I am concerned that we're falling behind in terms of instruction and instructional support, which is critical for achieving diversity, equity, inclusion, accessibility and anti-racism.

- The board has repeatedly acted against students on measures of equity, inclusion, and accessibility, as evidenced by the downsizing of the OCC Children's Center and its implementation of the Course Program of Study (CPoS)
- The Board of Trustees has stated commitments to diversity, equity, inclusion, accessibility, and anti-racism, but in terms of visible leadership and support, the impact has been limited. The only meaningful effort I have seen consistently is the Professional Development newsletter, which provides some communication and awareness. Beyond that, there has been little evidence of the Board driving systemic or sustainable initiatives in this area. To truly demonstrate leadership, the Board must move beyond symbolic gestures and commit to ongoing investment, accountability, and measurable action that advance equity and anti-racism throughout the district.
- The board should be providing leadership in instruction, preparation and professionalism with standards. Instead, it has become a mouthpiece for DEi and as a result is not preparing those who it is entrusted to protect.
- There has been little discussion of how AI hurts vulnerable populations especially by depriving them of the kind of less automated instruction their richer and whiter peers get elsewhere.
- There is amply talk about DEIAA, but the things that would best help us to provide our diverse students a more equitable and inclusive education that is accessible to them all is through material investment in faculty hiring, staffing offices on campus that serve student needs, not unilaterally and without warning doubling the printing costs for students in campus labs and the library, etc. It's hard not to feel that DEIAA is mostly feel-good talk and flashy advertisement and hollow underneath.
- There is zero evidence that the board has any role in this.
- The state and college have gone too far in implementing DEi. The hiring process was compromised for several years and faculty were not able to use appropriate standards for evaluating candidates.
- This Board believes in tokenism at best. All institutional attempts at DEIAA measures are candy coating at best.
- This has been a goal as long as I can remember, and while some may argue we can do better, I think that this has always been something we work towards.
- Very one sided and biased.
- When the Board of Trustees enacts policies that are more strict than the federal government requires for financial aid, it hurts those that need it the most and perpetuates racism and exclusion.

15. The Board of Trustees has provided leadership and support for the work of the District to close the equity gap for students.

- Agree
- Define the gap and work on the details that might show themselves. Teachers have been told to give leniency to some groups since the remedial classes do not exist. Such a point of view or practice of leniency does not establish equality. Once in the "real world," how can students perform? Over-arching programs hurt individuals, and may not address any problem but with a giant band aid, which is good for publicity, I guess. Some students are being pushed out of equality (a utopian ideal given human nature) in favor of others. How does that make them feel? It causes friction and inequality. Bars of achievement cannot be slid around and pushed up or down or quality will suffer in programs and the work force.
- Equity gaps are closed through assistance, not excuses, not lowering of standards, not constant validation. The board is going in the wrong direction. Move away from social theory claims and instead focus on giving

minorities and underrepresented the assistance they need. Univariate labels are inaccurate and harmful. Do your homework, learn about the harm your policies are doing in real time through real studies that follow the real consequences of DEI policy over education and preparation.

- I'm not sure what work the Board is doing in this area. There is a lot of good work being done at the Colleges, so I assume the Board plays a role in promoting this.
- I don't know what the Board has done in this area.
- I feel bad for students who want to take classes from a variety of available schedules, but unfortunately, some classes get canceled and are instead assigned to favored instructors.
- I know there is much talk about closing equity gaps and how to do that. It seems that despite the efforts being made, we continue to leave those groups behind. I would like to see more leadership in data driven efforts that specifically address the needs of the various groups with equity gaps.
- Lab factor and Lecture Pay should be the same for faculty members
- Not when you impact the Federal financial aid processes without prior consideration of how it will be rolled out. Counselors are struggling and marginalized students are the ones who are the most impacted and do not have support at home if they're first generation students. This is just one example.
- Our black community is non-existent, our latino community is underserved.
- Our Board and District seem to encourage support models where services are offered to all instead of focusing solely on the marginalized groups within these equity gaps. While some of these services or support might increase success for these marginalized groups, it also increases success for the comparison group, leading to continued gaps. I think this aligns with my comments on the District's DEIA policies that focus on neutrality. Instead of educating our students and communities on equity and equity gaps, we simply work not to "offend" anyone and do work that essentially gets us nowhere, especially in regards to equity. The leadership in these areas by the Board is severely lacking.
- Please take time to meet with those on the ground doing the work to receive a clear picture of the issues we are facing so you can better support
- Poor
- Proceeding with CPOS was not equitable for our student populations. This is just one example.
- Same as above: There has been little discussion of how AI hurts vulnerable populations especially by depriving them of the kind of less automated instruction their richer and whiter peers get elsewhere.
- See above.
- Stop stealing funding from the pockets of students. Nothing says "close the equity gap" more than making it so students can't take classes???? In what world would this Board think it's working toward helping students when it is literally forcing students to stop taking classes by not funding them.
- Supporting recent decisions to reduce courses at the children's center and change the financial aid requirements, results in increasing barriers for students. This is the opposite of diversity equity and inclusion.
- The Board is continually overseeing a hiring freeze for multiple years that has a material effect on the quality of education and campus experience/services students have access to. This is not real equity.
- The board refuses to hire anything but leadership. Faculty and staff are stretched thin trying to support students, which hurts the equity gap.
- They always attend student events and show support for our diverse student population.
- They certainly talk about it, a lot, but nothing has really changed based on the data they present on a yearly basis.
- This has been a goal as long as I can remember, and while some may argue we can do better, I think that this has always been something we work towards.
- Trying hard. Slow but steady success.
- Trying to keep up with all the changes is quite difficult. From Federal government down to local decision making and shared governance... Gaps still remain, and are seemingly growing. Loss of financial aid, and loss of support processes to help students is a real shame. WE NEED to remember that we are an amazing community college that should remain a comprehensive learning place.
- Tutoring services and support of faculty to help students educationally were greater before the pandemic.

- When the Board of Trustees enacts policies that are more strict than the federal government requires for financial aid, it hurts those that need it the most.
- While the Board of Trustees is tasked with providing leadership and support to close equity gaps for students, it is unclear how this commitment is demonstrated in practice. When was the last time the Board actively engaged with or recognized the work classified professionals are doing to close racial and equity gaps? Classified staff are often on the front lines of this work, yet their contributions remain largely invisible at the Board level. When has the Board ensured that staff are supported in professional development opportunities? Many of us seek out conferences and trainings to strengthen our understanding and bring back best practices to our students, yet these opportunities are often blocked by our Vice President—who in turn points to "district decisions" as the reason. If the Board is truly providing leadership in closing equity gaps, there should be clear evidence of advocacy, access to resources, and direct support for staff engagement in equity-focused learning. Without these, the leadership feels more symbolic than substantive.
- Would like to see more consultation and discussion with different constituency groups on items that affect students.