

EXCELLENT CUSTOMER SERVICE GUIDE



“Student retention is based on student satisfaction.”

— Frances A. Gusman
Vice President, Student Services



COLLEGE of the
SEQUOIAS

the first step to success

Statement from Superintendent/President

Friends and Colleagues,

The business of education is people. Our students need our help, both inside and outside of the classroom—and that means you! Whether you are interacting with students across a counter, setting up equipment for labs, answering questions on the phone, or working to keep our facility beautiful, the way you interact with students and the public creates an image of COS that they will remember.


Take a moment to think back to your first experiences in a new situation—your first day at college or on a new job. For most of us that day was intimidating and perhaps a bit scary. Hopefully, you encountered a person with a smile and a kind word that helped you feel at ease. Here at COS that person is YOU!

The Customer Service Initiative is about shifting the focus from just doing your job to a higher emphasis on being sure that the person in front of you gets the service they need and has a positive experience at COS. Yes, that person may be difficult. The Customer Service Initiative will show you how to cope. Yes, that person may be asking you about a concern that is not in your area.

The Customer Service Initiative will provide cross training so that all of our staff are knowledgeable about all our services across campus. Yes, your workload may be challenging—particularly at crunch time.

The Customer Service Initiative will give you an avenue to learn more about how to work smarter—and give you an opportunity to share ideas about how your own unit can function more effectively. A strong focus on people—both you and the person you are serving—is what Customer Service is all about.

I am excited about creating an even stronger message to the community that COS is the place to be!

A handwritten signature in black ink that reads "Bill Scroggins". The signature is written in a cursive, flowing style.

Bill Scroggins
Superintendent/President

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Purpose of Guide/Introduction

The purpose of this guide is to provide faculty, staff and students with a collection of information that will enhance their ability to provide excellent customer service to the entire college community.

With the President/Superintendent's urging, the Customer Service Committee (CSC) is involving the entire College in its efforts to improve the service provided to students and the Committee will continue to identify, discuss and pursue new and innovative ideas to meet future training needs. The CSC was formed to help institute and sustain excellence in customer service in the district. Past customer service training performed by the Customer Service Committee includes; cross training within departments, discussions on the importance of customer service in retail, Managing Stress in the Workplace, Ethics in the Workplace and Handling Difficult People.

The committee wants to learn from the campus community on ways to improve customer service as guided by the standards and principals shared in this guide. To this end, comment cards were developed by the committee and card holders were located in many offices. The results of the comment cards were tallied and disseminated at key times during the semester. The department that received the best students' rating was acknowledged and praised.

In the spring of 2008, the College of the Sequoias Student Services Committee elected to eliminate the comment card process and instead implemented the Student Satisfaction and Expectation Survey. The purpose of the survey is to determine how we can better serve the needs of our students. It is the Committee's belief that information from the survey will identify areas for enhancement in the College's customer service and result in the development and improvement of customer service systems throughout the College.

Additionally, to gain insight to your customer service knowledge, the CSC encourages staff and faculty to take a self-administered evaluation/questionnaire on customer service that is contained in this guide.

Definition of a Customer

For the purpose of this guide, the Committee has chosen to define a customer as a current student, potential student, staff member, faculty member, vendor or any member of the college community.

All of these individuals are a potential student-base for College of the Sequoias and; therefore, will be considered a customer.

College Mission Statement Vision and Strategic Plan

Mission Statement

College of the Sequoias is a comprehensive community college focused on student learning that leads to productive work, lifelong learning and community involvement.

College of the Sequoias affirms that our mission is to help our diverse student population achieve their transfer and /or occupational objectives and to advance the economic growth and global competitiveness of business and industry within our region.

College of the Sequoias is committed to supporting students' mastery of basic skills and to providing programs and services that foster student success.

Vision

The vision of what College of the Sequoias needs to become was formed through college-wide collaborative planning. College constituents identified five key sign posts as guides for planning the future of the college. The five key signs are: (a) Diversity; (b) Community Linkages; (c) Balancing Technology and Human Skills; (d) Flexibility in Curriculum and Teaching Styles; and (e) Evaluation and Assessment.

Strategic Plan

This strategic plan's overall purpose is to strengthen the College of the Sequoias (COS) as a dynamic higher learning institution and valuable community economic development resource to its two-county service area (primarily, Tulare and Kings Counties) and the larger surrounding region. The plan focuses on these four central; issues: (a) Future Growth Trends and Opportunities; (b) Student Basic Skills Improvement and Student Retention; (c) COS Technology Environment and (d) COS Economic Development Role and Opportunities.

The Customer Service Committee supports the College's Mission Statement, Vision and Strategic Plan and to that end has established the following Goals and Objectives.

2008-2009 Goals and Objectives for the Customer Service Committee (CSC)

1. To enhance the college community's knowledge, skills and provision of excellent customer service to our students, potential students, staff, faculty, a vendor or any member of the college community; the customer service committee will provide customer service trainings and related materials to meet identified needs.

Objective A: In 2008-2009, the committee will sponsor and coordinate two training activities and disseminate information in a timely and effective manner. The training will be attended by 40 percent of the college's employees each semester.

Activity 1: Plan Verbal Judo presentation during the fall semester, 2008.

Activity 2: Plan training in the spring semester at the October 2008 meeting.

Activity 3: Send out notices to all employees and encourage their attendance with an explanation of how it will help them in their job, whether they are faculty or staff.

Activity 4: Evaluate each event for future planning.

Objective B: The committee will develop the Excellent Customer Service Guide for distribution in the spring of 2009.

Activity 1: Review and revise the current draft of the Guide during the May to August, 2008 period.

Activity 2: Distribute the Guide during the fall semester to all campus.

Activity 3: Use the Guide in presentations to programs, offices and divisions to promote an appreciation of customer service at COS.

Activity 4: Conduct an evaluation of the use and effectiveness of the Guide in Spring 2009.

Activity 5: Revise the Guide based on the employee and student feedback and re-distribute in fall 2009.

2. To achieve coordination, cooperation and commitment from administration, faculty and staff, all offices and programs will regularly examine areas for improvement within their operation.

Objective: Establish a schedule to present customer concepts to all offices, programs and divisions; and seek their active participation in customer service activities during 2008-2009.

Activity 1: Each committee member will make a presentation to a program or division using the new COS Guide.

Activity 2: Based on the presentation, each program, office and division will identify one area to improve and change in the delivery of service to students in 2008-2009. The committee should encourage offices to review their customer services practices to select an area of which they would like to improve upon.

3. To provide recognition to the college community for the role of exemplary customer service in improving and enhancing the learning/service environment, the customer service committee will assess campus efforts and identify exemplary service.

Objective: Conduct various forms of evaluation and data analysis to see if the customer service activities are improving the learning environment at COS.

Activity 1: At designated times during the academic year, customer service cards and student surveys of service visits will be distributed to obtain student and guest observations about the customer service impact on the campus learning environment. These surveys should be done in gateway classes and conducted in offices during times of high use, such as registration periods.

Activity 2: Student focus groups will be held in April 2009 to see if students notice the improvement in customer service on campus.

Activity 3: Based on the compilation of the comment cards, surveys, and focus groups; a customer service status report will be prepared and presented to the campus community at the beginning of the next academic year.

Activity 4: Based on the status report, the top customer service delivery department/person in Student Services, Instruction and Administration will be identified and recognized at the welcome back Convocation in Fall 2009.

INDIVIDUAL COMMITMENT

How Would You Rate Your Customer Service Skills?

It might be interesting to evaluate your own customer service skills. The questionnaire takes less than five minutes. Please take it and discover areas you may want to add to your customer service tool bag and develop through training and full utilization of the tips in this booklet. Keep those areas in mind as you read through the Guide. Continue to ask yourself how you can improve your customer service.

Self-Administered Pre-Test

CUSTOMER SERVICE SELF-EVALUATION QUESTIONNAIRE

Instructions: *Rate yourself using the following:*

0 = rarely 1 = sometimes 2 = often 3 = almost always

1. _____ When having a conversation with a customer, do I give him/her my complete attention, use active listening, and avoid doing other activities (reading e-mail, checking calendar, and shuffling papers)?
2. _____ Do I make eye contact when speaking with a customer to show that I am paying attention?
3. _____ When speaking to a customer over the phone, do I make an effort to use inflection in my voice to convey interest and concern?
4. _____ Do I pick up the telephone by the third ring?
5. _____ When I need to put a customer on hold, do I ask his/her permission and wait for a response before doing so?
6. _____ Do I avoid institutional jargon and use language that the customer can understand?
7. _____ When I cannot provide my customer with exactly what he/she wants; do I suggest options and alternatives?
8. _____ Do I sincerely apologize to the customer when a mistake has been made by me or my company?
9. _____ When a customer is voicing a complaint, do I remain calm and understanding, seek clarification, even if I think he/she is wrong?
10. _____ Do I view customer complaints as an opportunity to improve service rather than as a problem that is taking up valuable time?

_____ Total Score 0-12 = Need improvement—work on customer service basics
 13-22 = Doing well, just be more consistent.
 23-30 = Great job—keep up the good work!

The most popular and often used Customer Services Techniques can be used in many different professions. For example, it is just as appropriate for a pharmacist to allow an irate customer to vent, as it is for a financial aid clerk to allow an irate student to vent.

COS staff must be aware of, and should implement, sound Customer Service Techniques. This is the most important way to maintain and increase the number of satisfied customers. The following are suggested customer service tips and techniques.

Customer Service Tips and Techniques

- The first contact you have with the customer is the most important. Do whatever is necessary to ensure it is a positive experience.
- Treat the customer like you want to be treated. The customer will respond best to sincere and honest treatment.
- Keep your customer. Don't let the existing customer go to the competition. It is far less costly to satisfy the customer than to get a new one.
- Know your customer. You can only serve the customer correctly when you know what they need and want. Ask several questions to clarify need.
- Always tell the customer what you CAN do for him/her. Don't begin your conversation by telling them what you CANNOT do.
- Use the customer's name when speaking to the person.
- Allow the customer to vent. Do not interrupt or start to speak until the person has completed what he/she has to say.
- Listen attentively and actively! There is nothing more frustrating than speaking to someone who is not paying full attention.
- If you don't have the answer to the customer's question, tell him/her that you will look into it. Consult your supervisor or a reputable source and follow-up with the customer.
- Remember following-up is the key to good customer service.
- Always ask if there is something else you can do for the customer. This often times leads to increased enrollments

A large percentage of COS employees spend the majority of their working hours talking on the phone to their customers. The telephone is one of those must have tools, in order to conduct business. Employees sometimes forget to use the best telephone etiquette when speaking to our customers. While the examples are directed to student help, many of the tips can serve all staff who responds to inquiries over the phone.

Telephone Etiquette within Offices and Programs

Every time a faculty, staff or student worker makes or receives a call, s/he is representing COS. All calls should be handled importantly. Willingness to assist others is reflected in a one's tone of voice. All faculty, staff and student workers should:

- Speak with a smile.
- Be calm; speak slowly and clearly.
- Be friendly, courteous and efficient at all times.
- Be alert and pleasant.
- Be natural.
- Be expressive and distinct.
- Be helpful.
- Be tactful.
- Be patient and understanding.

When the telephone rings, student workers should:

<p>Answer promptly Greet caller</p> <p>Screen call and announce to recipient</p>	<p>On the first ring if possible</p> <p><i>Good morning (afternoon) _____ office, Student worker speaking, may I help you? May I tell him/her who's calling, please?</i></p>
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Transfer calls only when necessary.

Faculty, staff and student workers should give the caller the phone number (prefix and extension number) of the extension to which student is transferring the call. In case connection is lost in the transferring process; the caller will be able to dial back directly.

When transferring a call:

<p>When the person answers, say:</p>	<p><i>This is (student's name) at _____ office. I am transferring a call to you regarding (give brief explanation of the nature of the call).</i></p>
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Taking Messages/all employees should:

Be thorough and accurate. Do not be afraid to ask the caller to repeat anything that is not understood. Fill out the message form completely with:

- Caller's full name (correct spelling)
- Correct phone number/extension number (include area code if different than ours and repeat number back to caller)
- Caller's firm name or department
- Message (if caller chooses to leave one)
- Date and time of call
- Sign your name

Our human resources are the most important resources that the College of the Sequoias has. Without humans, there would be no students, staff, or community. It is our responsibility to treat everyone with dignity and respect, showing them that we value their diversity and whatever it is they bring to the College. We do this, not because it is the law or a mandate, but because it is the right and moral thing to do. See College Mission.

We live in a time, and in an area, in which the ethnicity of individuals has changed drastically in the last 50 years. The European White American demographics have decreased, while the Hispanic, Asian and African Americans, American Indians, and many other ethnic American groups have increased. Our world changes everyday. Not only has the ethnic makeup of our demographics changed, but we now have more persons with disabilities, older workers, workers who are weight challenged, and the list goes on. Those of us who work at the college need to be cognizant of these changes. Particularly, how diversity, and our reactions to diversity, impacts the way we do business.

Civility and Respect on the Campus

According to Piercy and Stricklen, 2003, *Civility and Respect*, their definition of Civility is, “The ability to interact with others from a foundation of respect”. They state, “Everyone deserves and should be given basic human dignity, and a fundamental level of respect. Incivility usually occurs when people have differing ideas or opinions. When individuals tend to share the same interests, beliefs and goals, their interactions tend to be civil. When ideas threaten our belief system, we tend to discount those ideas and defend our own.” The establishment of civil, respectful, and caring campus can lead to trust by the student customers with the result generating a safer campus environment.

Piercy and Stricklen offer ways to strive for civility in the workplace. They suggest the following:

- If you disagree with an idea or the approach of the person presenting it, remember, your disagreement is with the idea, not the person.
- Ask yourself, have I tried to understand their point of view? Realize that you can always learn something new and you don't have to lose anything by attempting to understand.
- Respond to conflict by responding in a civil manner. Being uncivil will lead to more consequences.
- Remember the Golden Rule: Do unto others as you would have them do unto you.
- Incivility is not always related to specific moments, but rather differences in lifestyles and beliefs.
- Sometimes you can learn from these differences, other times you have to agree to disagree and remember that the other person deserves respect and has just as much right to be a member of your community and workplace as you do.

They also suggest that knowing yourself is a key role in understanding Diversity issues and how you feel about the issues. They recommend that you know yourself well enough to know what creates the potential for incivility in you. They suggest you ask yourself the following questions:

- Am I passionate about this topic?
The more passionate about the topic one is, the shorter his/her fuse tends to be when faced with a conflicting idea.
- What emotion am I feeling? Am I really angry or am I hurt?
Hurt feelings can tempt us to lash out in an uncivil manner.
- What emotion am I communicating?
Remember, others have to interpret your communications based on their experiences, biases and assumptions. What are your words, tone, and body language saying?
- Who/what am I upset with? The person? Their opinions? Their actions?
You have the right to be respected but you also have the obligation to respect others, whether you agree with them or not.

- Has experience taught me the habit of incivility?
This habit is difficult to overcome but a conscious effort and practice can result in a more civil habit.

According to Piercy and Stricklen, “Treating others with civility and respect is not always the most common, or easy way of communicating, but by making the effort, you will benefit yourself and all around you.”

As discussed in previous Customer Service training sessions, dealing with difficult people is a reality that we can not afford to dismiss. Therefore, it is important for all of us who provide service to students, staff and guests to be aware of the pitfalls of dealing with difficult people. John Baker, Attorney at Law recommends using the points below to improve outcomes when dealing with difficult people and sensitive issues.

Techniques for Dealing with Difficult People

- **Affirm and Validate**
Ask the parties how they wish to be addressed. Show the parties you hear them by restating what they say. Let the parties know you appreciate that this conversation may not be easy. Thank the parties for their hard work.
- **Make the Parties Responsible for Their Words and Actions**
Use open ended questions like, “By difficult you mean” and “Help me to understand what you mean by...” Be aware of non-verbal cues and note any distractions. Point out the “triggers” that are being used to avoid discussing the issue or issues.
- **Be Aware of the Seating Arrangement (when appropriate)**
If necessary, change the seating arrangement. Appropriately position any “difficult” persons.
- **Slow Down the Conversation**
Lower your voice, slow the cadence of your speech, relax your body language, and take a break, either at the table or away from the table.
- **Adjust the Emotional Intensity by Restating the Issues**
Move emotions up or down the scale of intensity so that they can be recognized. Encourage everyone to hear each other.
- **Be Silent, Do Not Rush to Fill Gaps in the Conversation**
Encourage “silent” parties to speak. Give the parties time to think.
- **Set Limits**
End the discussion if the parties do not demonstrate respect for all involved. Set a time limit for the discussions. Be prepared to refer to your supervisor if the conversation deteriorates.
- **Get All Important Information Out for All Parties to Hear**
Ensure all parties have the opportunity to be heard. Look for the hidden agenda.
- **Model Good Behavior**
Remain neutral and be an active listener. Show that you are taking the situation seriously. Be committed to the problem solving process.

Remember that the difficult person speaks only for him/herself. Often times a difficult person will say, “We are all upset about this issue.” When in reality, he/she is the only one upset about the issue. Use common sense when dealing with a difficult person and always keep in mind how you would want to be treated in the same situation. In the end, if you have tried everything and feel threatened, leave the area to get your supervisor or campus police.

INSTITUTIONAL COMMITMENT

Standards must be met at the College, in order to provide quality customer service. The following Standards are considered very important to the success of College of the Sequoias.

Standards to Strive For

1. Treat our students, staff, and community members as if they are our only customer. We want people in the community to come to our College, not another institution of higher learning.
 - When we go out into the community, tell people what we have to offer, and invite them to visit our campus.
 - When individuals call on the phone, give them your complete attention.
 - When guests come to our offices, greet them with a smile, show them that you are interested in helping them and give them your complete attention.
 - Treat everyone with respect and dignity at all times.
2. Give our students and potential students the resources to succeed. They come to us for help. Our job is to assist them however we can.
 - Students and guests come to us because we have the answers to their questions. If they need a form or application, ensure that they get it.
 - If they are lost and need directions, give them a map or walk them to their destination.
 - Help them to understand and listen carefully to their responses. Make them aware of our policies and procedures. When possible, give them a copy of our policies and procedures, especially when it pertains to their concerns.
3. Give our students and potential students up-to-date and accurate information about the College of the Sequoias.
 - Ensure that each student and guest receives information or has access to information such as: Student Handbook, Catalog, Schedule of Classes, map of the campus, program brochures, flyers, etc. Keep WebPages current.
 - Ensure that changes to policies and procedures are announced in many venues and are dispersed in a timely manner.
 - Identify key places on campus where students and visitors can go to get timely and accurate information: Student Services Departments, a kiosk, the Student Center.
4. Work with our students and members of the community to understand, their level of satisfaction or dissatisfaction.
 - Conduct surveys to determine how students, potential students, vendors and others in the community perceive our services. Release the results of the surveys and follow-up on feedback when/if possible.
 - When out in the community, ask individuals if they know about the College. Ask them for information on how we can improve our services. Pass the information on to individuals who are “Change Agents” in the organization.
 - Identify individuals on the campus who students and guests can go to, to obtain information; i.e., (to learn about the application and registration process, learn about the instructional programs to see a counselor, and to get financial aid information.)

5. Outreach to all parts of the community.
 - Focus efforts on high schools and middle schools. Target other organizations that are preparing students to come to college. Prepare and disseminate information to audiences who are most likely to attend a post-secondary institution.
 - Take information to local businesses. Identify ways for the College of the Sequoias to partner with local businesses.
 - Attend all major events in local and surrounding areas, in which the College is allowed to have a booth or table to present information.
6. Set hours which reflect the students' and community needs.
 - Ensure that the hours of departmental offices are posted/announced in many venues: COS website, COS Catalog, Schedule of Classes, kiosks, bulletin boards, radio, local newspapers.
 - Ensure hours of operation are the same hours that are needed by students and community members. If not, make every effort to change them.
7. Ensure prompt and helpful responses to inquiries.
 - When customers request information about the College, give it to them, as soon as possible. If the information is not available, let them know when it will be available, and make every effort to get the information to them in a timely manner.
 - Work to minimize the time customers waiting in lines to speak with someone. Find ways and methods to reduce the wait time for services; such as registration, admissions, financial aid and counseling processes. Customers who must wait in long lines perceive that they are not important, and may take their business to other places where they are perceived as important.

There are several Principles that our staff, faculty and administrators should apply when interacting with our students, staff, guests and community members. The College has revised information from the customer service philosophy, developed by Anthony Mullins of Elite Coaching Alliance, 2005.

Principles to Abide By

This information is taken and revised from the customer service philosophy developed by Anthony Mullins of Elite Coaching Alliance, 2005. Mr. Mullins describes seven points in his philosophy that certainly do apply to the way we interact with our students, staff, guests and community member at the College of the Sequoias. It is proposed that the College of the Sequoias adopt the following principles:

1. Students are the reason for our work, not an interruption of our work.
 - Staff and faculty sometimes lose sight of the importance of the student and get consumed in lesser day to day tasks. We cannot afford to sacrifice service to our students to get them.
 - Good customer service must be a priority for each of our departments.

Training is an important aspect of customer service.

- It is important that staff become familiar with as many student services and instructional services as possible. If nothing else, they should speak intelligently about the different departments and guide students in the proper direction.
2. Empower staff to serve.
 - Please do not shuffle students between departments and employees who are not empowered or who are unable to assist them.
 - Establish a system of resources for staff to serve our students and guests.
 - Ask staff what tools would enable them to provide better service to the students and guests. Failing to empower our staff with the necessary tools to help the customer, leaves our staff with few options to provide optimum customer service.
 3. Make service personal.
 - Students and guests succeed in an environment that makes them feel included, safe, and comfortable. Greet them by their name, when possible. Offer a handshake and introduce yourself. Help them diffuse difficult situations that may arise. Thank them for coming and assure them that you will continue to be there to serve them.
 4. It is ok to say “yes”, even when you might say “no”.
 - Support staff when they make a customer service decision, particularly when they have made a decision when trying to assist a student or guest. Often times, staff is reluctant to make a decision for fear of getting into trouble. When employees feel they can make decisions without repercussions, there will be a greater willingness to serve the customer.

5. Offer solutions.
 - Put yourself in the student's shoes. Shift from the problem to the process of finding a solution. Offer choices to the student. Clearly explain issues and don't leave him/her hanging. Involve the customer in determining the solution. Continue to drill down to help a student via more questions to clarify.
6. Recognize staff for outstanding service.
 - Implement a customer service awards program that will recognize employees for exceptional customer service. Try something different. Take time to acknowledge employees at faculty and staff meetings.

Academic Components for Quality Customer Service in the Classroom

Dr. Ed Shenk held a Student Focus Group on April 30, 2008. Students who participated in this group stated that they would like to see faculty respond in the following ways:

- Post current office hours both on the web and on office doors.
- Keep appointments with students. Adhere to posted office hours.
- Return students' phone calls.
- Observe written processes for wait list.
- Talk to students, not down at them.
- Do not embarrass a student in front of other students.
- Interact with students in the classroom and outside of the classroom.
- Follow-up with students who do not show up for class via phone calls.
- Process tests and paper results quickly with helpful comments.

APPENDICES

Frequently Asked Questions about Services and Program

A copy of the Frequently Asked Questions about Services and Programs may be obtained from the office of the Dean of Student Services.

Campus Services and Personnel

The current Department Directory by Subject and Telephone Directory are available online at **www.cos.edu**

We hope to learn and grow from the feedback we receive from our students.

STUDENT SATISFACTION AND EXPECTATION SURVEY PROCESS

In the spring of 2008, the College of the Sequoias Student Services Committee elected to eliminate the comment card process and instead implemented the Student Satisfaction and Expectation Survey. The purpose of the survey is to determine how we can better serve the needs of our students.

The survey will be sent to students via email several times during the year. The surveys will then be collected and tabulated for each department. The results will be given to managers to review the feedback and when appropriate, make changes to improve customer service in their work environment.

On the following page, you will find for your reference, a copy of the Student Satisfaction and Expectation Survey.

STUDENT SATISFACTION AND EXPECTATION SURVEY

Participation is voluntary. All responses will be anonymous. We appreciate your assistance. Thank you.

Your Status: (choose one)

- Full time student (12+ units)
- Part time student (.5-11 units)
- Former COS student
- Community member

Your Age: (choose one)

- Under 20 35-39
- 20-24 40-49
- 25-29 50-59
- 30-34 60+

1. Area you visited recently: (choose one)

- | | | |
|---|---|---|
| <input type="checkbox"/> ASB | <input type="checkbox"/> EOPS | <input type="checkbox"/> Math Lab |
| <input type="checkbox"/> Admissions & Records | <input type="checkbox"/> Financial Aid | <input type="checkbox"/> MESA |
| <input type="checkbox"/> Assessment Center | <input type="checkbox"/> First Year Experience | <input type="checkbox"/> Outreach/Inreach |
| <input type="checkbox"/> Bookstore | <input type="checkbox"/> Food Service/Carl's Jr. | <input type="checkbox"/> Payroll |
| <input type="checkbox"/> Campus Police | <input type="checkbox"/> Foundation/Scholarships | <input type="checkbox"/> Puente |
| <input type="checkbox"/> Career/Transfer/FWS/Work Exp | <input type="checkbox"/> Hanford Center | <input type="checkbox"/> Registration Lab - 156 |
| <input type="checkbox"/> CalWORKs/WIA | <input type="checkbox"/> Health Center | <input type="checkbox"/> Tutorial Center |
| <input type="checkbox"/> Cashier | <input type="checkbox"/> Instructional Media/AV | <input type="checkbox"/> Veterans Office |
| <input type="checkbox"/> Counseling (Academic) | <input type="checkbox"/> Learning Resources Ctr (LRC) | <input type="checkbox"/> Writing Lab |
| <input type="checkbox"/> DRC | <input type="checkbox"/> Learning Skills Lab | <input type="checkbox"/> Other: _____ |

2. Purpose of your visit: (choose one)

- To gather information To resolve an issue Other: _____

3. Was this your first visit to this area?

- Yes No

INSTRUCTIONS: Please indicate your level of agreement: 1 = Strongly Agree; 5 = Strongly Disagree

4. Did you find the COS staff member(s):

- | | 1 | 2 | 3 | 4 | 5 |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Polite and courteous | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Knowledgeable about your requests/concerns | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. Helpful | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. Able to provide you with the information you needed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Level of satisfaction:	1	2	3	4	5
E. Satisfied with the resolution of your concern	()	()	()	()	()
F. Pleased with the service you received	()	()	()	()	()
G. Able to recommend COS to others:	()	()	()	()	()

6. Additional comments and/or suggestions:

References

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