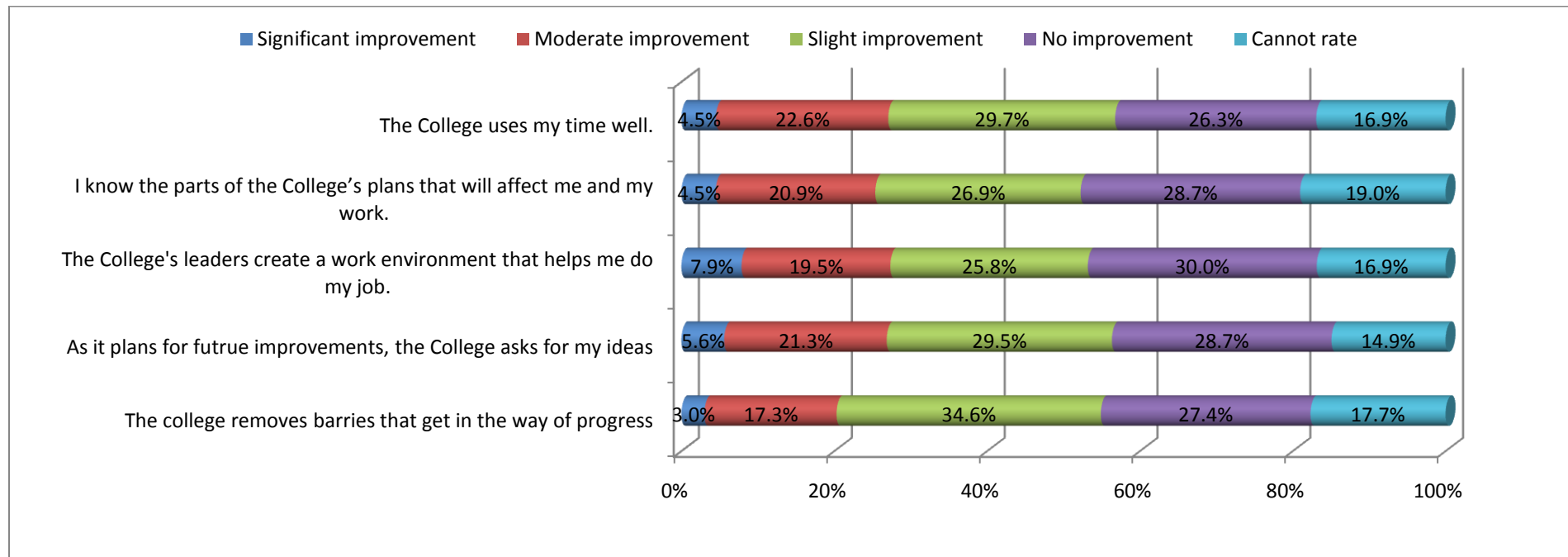


Culture of Quality Survey – Fall 2010

A questionnaire was e-mailed to a list of 410 Moraine Park staff members. A total of 274 respondents completed the questionnaire for a 66.8% response rate. Given the response rate we find the results are within +/- 4.49% at the 99% confidence interval (utilizing a finite population size calculation).

Initial Culture of Quality Survey

Figure 1. 2010 - Agreement level in 5 key areas as a result of the processes and actions put into place since the 2008 Culture of Quality Survey Results



As evidenced in Figure 1, over half of the College has seen slight to no improvement in the 5 key areas since the 2008 Culture of Quality Surveys.

Comments or clarification for any of your responses for the statements above:

- ****NOTE:** This is VERY specific to my department/division. (and is a + change from previous years) The dean in our area has been very proactive seeking input from faculty and has tried to do things that "make sense" and, on our behalf, has questioned some procedures that make our jobs more difficult. Sometimes the Dean has made our case, sometimes the former procedures ruled. (even though it seems the tail is wagging the dog) Because of the dean, my responses were "improvement". If it were based solely on VP level & above, or areas outside of our division, slight improvement would have been the highest rating.
- Although the college does ask for my input, it is not clear how that input is used if at all. I also feel the college needs to be more honest and just tell us why something was decided the way it was.
- As a new employee I provide accurate feedback at this time.
- At a time when it has never been more important and difficult to keep up with the technology of industry, we instructors are required to take on more tasks of a clerical and administrative nature than ever before. This serves only the college and is a disservice to our students. The college should be correctly identifying our priorities and remove barriers to providing our students with an education that is technologically up to date by allowing time for instructors to keep up to date in a timely fashion.
- Constant staff moves, etc. is not a good use of staff's time.
- For College's Leaders create a work environment that help me do my job. My Dean has always fostered this type of environment so there has been no change.
- I am a newer employee, so I apologize if I do not have a good basis for judgment.
- I do not feel that the staff that could provide valuable input towards improvements are heard. It seems that those staff that are hands on dealing with the students and their issues are not asked for input or that their input is not valued.
- I don't think anyone could argue that that the college hasn't improved it's communication with the staff. I feel now, more than ever before, that the college takes time to listen to my concerns.
- I feel the college does not use its staff resources wisely. They are very close minded to new ideas.
- I feel the college is continually asking for my feedback, and input, for change and improvement. If I felt that I wasn't being heard, it was probably because I wasn't talking to the right person, or not sharing my thoughts clearly.
- I feel there is a lack of progress and things move very slow here. We don't practice what we preach in the classrooms (leadership, collaboration - core values, teamwork).
- I have always used my time well with little direction from others.
- I have not been here long enough to be able to rate improvement.
- I haven't been an employee long enough to evaluate
- I never know what the leaders are doing.
- I spend a significant amount of time preparing for the numerous courses I teach. Thank heavens for summer as I can catch up on sleep and family time lost. This last summer I wrote numerous WIDS courses. I also had 5 new courses to prepare. It has been a very busy time and I do believe that MPTC has benefitted and has gotten their monies worth from me. I do believe my primary mission is to the students, and they have prospered. I like that and like MPTC and support the improvements and strengthening of the school.
- I spend less and less time helping students grasps the necessary concepts in my program and more and more time on administrative tasks. I thought I was hired to teach not shuffle paper work or bridge the gaps in student services created by MPTC!?!?
- I started teaching in 2009, so it is hard for me to know what it was like before.
- I think there are still too many initiatives taking place at one time to do things well.
- I think there has been an effort to try to realize that we have too many priorities going on at once, that make it difficult for folks to do their best. I also think there has been a realization by many that we have to 'juggle' many projects to keep with the pace of change. So there has been movement on both sides, which is good.

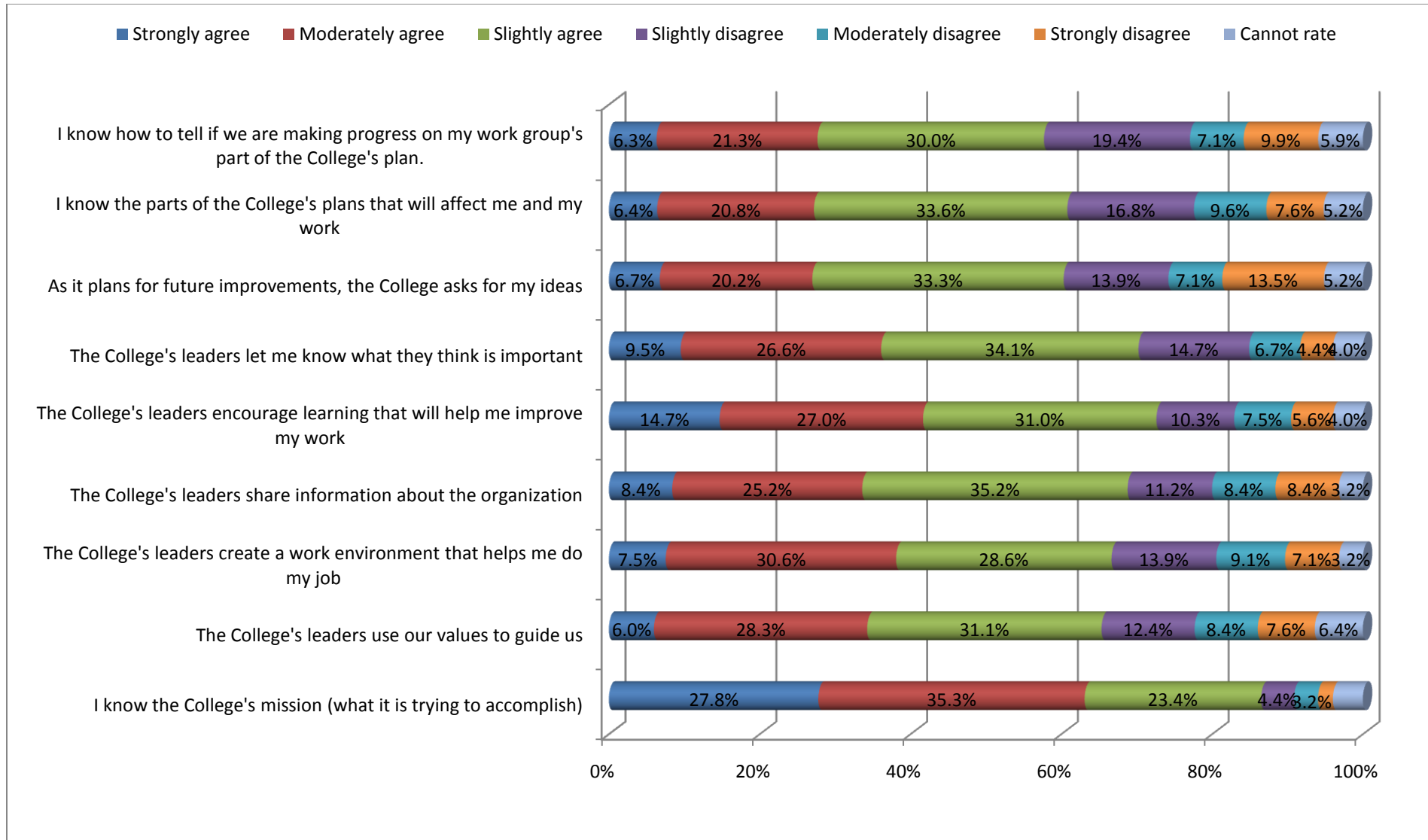
- I was not employed by Moraine Park in October of 2008.
- I was not employed through MPTC in October 2008.
- I would like to see more processes in place that limit the amount of time spent in meetings so that we can actually work more and spend more time in our offices working on deliverables.
- I'm doing so much more clerical work at a teacher's salary.
- It seems that ideas are driven from the "top down"; an effort is then made to attach the idea, forced compliance, and "wa la", consensus!!! Multiple excuses are made for this process, but in the end it is the method used to give an appearance of cooperation.
- Many decisions are made without input from faculty. We are not told of future planning. Our faculty group is given multiple extra projects without any form of compensation. Many of us are burning out.
- Maybe in the future I will be able to provide better feedback. I have only been on campus for going on three weeks. Thank you.
- Meeting after meeting...most of the time there is no agenda or objective so I cannot always be prepared.
- My responses to #1 refer to the "the College" as the entire body. On the other hand, my dean and department collaborate very well, our time is valued, and we provide input. We are a team, as it should be. It is my hope that "the College" can become a true team as well.
- My work environment has always been OK as far as allowing me to do my job. I am interested in learning more about the college's plans, and how it will affect me professionally.
- No improvement makes it sound bad, but it could be that it just hasn't changed.
- Nothing has changed.
- Only have been employed since April 2009.
- Proctoring exams using management?? How much does that cost the College per hour? Resiliency Training - it would be great if the audience had a chance to discuss whether these continued assignment are taking us anywhere? Again, lots of money used for this and it was apparent from the comments made at the end of the 2nd session, that many people felt this was an inappropriate activity for us to spend our time on. From the beginning, it was not clear why we were even delving into the book and reflection process - it still is not. Does this help me do my job? How? Is this using my time well? I don't think so.
- Several Deans DO NOT ask for input. Decisions are made without us even knowing that directly affect the programs we teach in. I do not think the issue is at the Sr. Mgmt level but the Dean level. We are talking more than 1 example. This is more than 1 Dean.
- Still a GREAT lack of communication from Supervisor's on what's happening -- it is frustrating!
- Thanks for the new copier!
- The college continues to work against my program. Administrators have provided resources to help students transfer OUT of the college instead of helping applicants and current students survive the mess that is our admissions and learning systems (Academic Advisors). Administrators are still piling on additional busy work to make the college look good to outside entities: edit program descriptions to add "green" initiatives. Can I please have time to teach students?
- The college has never asked for my ideas on future improvements. I have been sent several surveys- where they end up is anybody's guess. The college did not allow staff at Tiny Tech to "do their jobs" when they closed the doors without any warning. I think that answers the question "I know the parts of the College's plans that will affect me and my work". Absolutely disagree.
- The College makes changes/decisions without ever including the department it affects. Just once I'd like to hear about a possible change being looked at and then be asked to give input as it directly affects me and not the people making these changes.
- The college may ask for ideas but won't use them. Upper management makes all of the decisions. Why waste our time with these silly surveys? You know it and so do we.
- The college still seems to not ask advice of those staff members that are doing the jobs that are being affected by the changes they decide would work best for students. Those in management need to see what actually happens at those particular levels to see what really takes place before making decisions.
- The college tends to hinder staff work by continuing to relocate staff. These moves are very costly and time consuming. Staff are unable to work when they are in the process of being moved and the time that is spent setting up their new office space takes them off line from working as well. Another

issue that is becoming more of a problem is staff bullies. There are staff members who continue to use yelling as a scare tactic. Staff members become afraid of the staff who are yelling at them and end up doing their work for them in order to avoid conflict. How does this issue get addressed when your manager sides with the bully?

- The communication within my department is very good. Unfortunately, I can't say the same for communication within the college as a whole; thereby creating barriers.
- The IT department is drifting toward dysfunctional management.
- The leaders are still not communicating nor seeing certain needs of their co-workers. They did not communicate regarding training available with the MyMPTC website (an email was sent to certain leaders, but the leaders never forward it or gave the option to their subordinates). This training would of been extremely important, especially in my department, we work directly with the students face to face and don't have time for a Monday crash course trying to help the student and also to help us work efficiently and confidently. The training was never mentioned nor organized through the department to let workers leave for a short time to go. Subs were never scheduled. and Yes, MyMPTC website is not difficult to use, but that is beside the point. We as front-line staff are dealing directly with the student and are suppose to direct them to the correct information, we should of least had some type of training the week before, so we could feel more confident and know what we are doing. Secondly, we at the front desk are supposed to be back-up for the Call Center, and I guess a request was made for headsets and none have been produced. Why couldn't the leaders see that headsets were needed. There has not been any improvement regarding the College asking for my ideas....so far the only way the College has done this is through the surveys. The leaders should be working with each of their work teams asking for their input.
- The most obvious improvement is the Electronic Presidential Updates. I appreciate hearing directly from XXX what the College has accomplished and/or working on.
- The questions are asked but nothing is getting done. Too much fear and stagnation at the middle and upper levels. Have heard "Just wait until she's gone" too often.
- There has been no improvement in these areas. We have moved away from those closest to the customer (the process experts) having the time and ability to address the issues and process improvements that we have identified. Rather, our time and energy is spent on addressing issues others without proper information/expertise in the area have identified and directed us to address without our input.
- This is too vague to be able to give an accurate rating.
- Unfortunately, ADMINISTRATORS (VPs and Exec Deans) who do not seek my input regarding decisions they make that influence my work and those of my staff. Also, they do not seek my input regarding decisions that impact our work environment. We have top ADMINISTRATORS that do not embrace shared decision making. It wastes time and creates poor morale. That is a shame.
- Was not employed at this time.
- was not employed oct 2008 by MPTC
- We are headed in the right direction! :)
- We have made suggestions, but there has been no response from leadership. We are told we are supported by the college for our program, but only on paper, as we are off campus and have no true classrooms and lab to get our jobs done.
- we need more managers
- We put all this time into focus strategies ideas, etc and nothing ever transpires nor do we get the slightest feedback from any of it. Too many hurdles to get simple things such as technology to work like it should in the real world....that is one of the hugest barriers here is IT stating they can't do it.
- When I rate things as no improvement, I am not referring to my direct supervisor but instead am referring to upper management. Decisions made at the upper management level have made my work much harder and much less productive. There were very recent (within the last month) decisions that were made without input from my department which have a huge impact on the future registration process, and we an integral part of that process.
- Who is the College? Administrative Coun, CPLT, Deans? This is confusing as the College should be all of us.

Leadership and Planning

Figure 2. 2010 - Agreement level with leadership and planning statements



Overall Staff:

As can be viewed in Figure 2, the College is performing well in several areas related to leadership and planning, indicated by high levels of agreement with the statements presented. Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know the College's mission (what it is trying to accomplish) – 86.5%
- The College's leaders encourage learning that will help me improve my work – 72.6%
- The College's leaders let me know what they think is important – 70.2%
- The College's leaders share information about the organization – 68.8%
- The College's leaders create a work environment that helps me do my job – 66.7%

There is also noted room for improvement in several areas related to leadership and planning. Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- I know how to tell if we are making progress on my work group's part of the College's plan – 36.4%
- As it plans for future improvements, the College asks for my ideas – 34.5%
- I know the parts of the College's plan that will affect me and my work – 34.0%

Faculty:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know the College's mission (what it is trying to accomplish) – 80.6%
- The College's leaders encourage learning that will help me improve my work – 72.8%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- I know how to tell if we are making progress on my work group's part of the College's plan – 34.8%
- The College's leaders use our values to guide us – 34.1%

Management/Confidential:

Management/Confidential viewed each statement regarding leadership and planning with a high level of agreement (two-thirds strongly agree, moderately agree or slightly agree). There were no areas related to customer and market focus with high levels of disagreement (one-third strongly disagree, moderately disagree and slightly disagree).

Support Professionals:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know the College's mission (what it is trying to accomplish) – 88.0%
- The College's leaders let me know what they think is important – 69.3%
- The College's leaders use our values to guide us – 67.3%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- I know the parts of the College's plan that will affect me and my work – 45.5%
- I know how to tell if we are making progress on my work group's part of the College's plan – 44.1%
- As it plans for future improvements, the College asks for my ideas – 40.2%

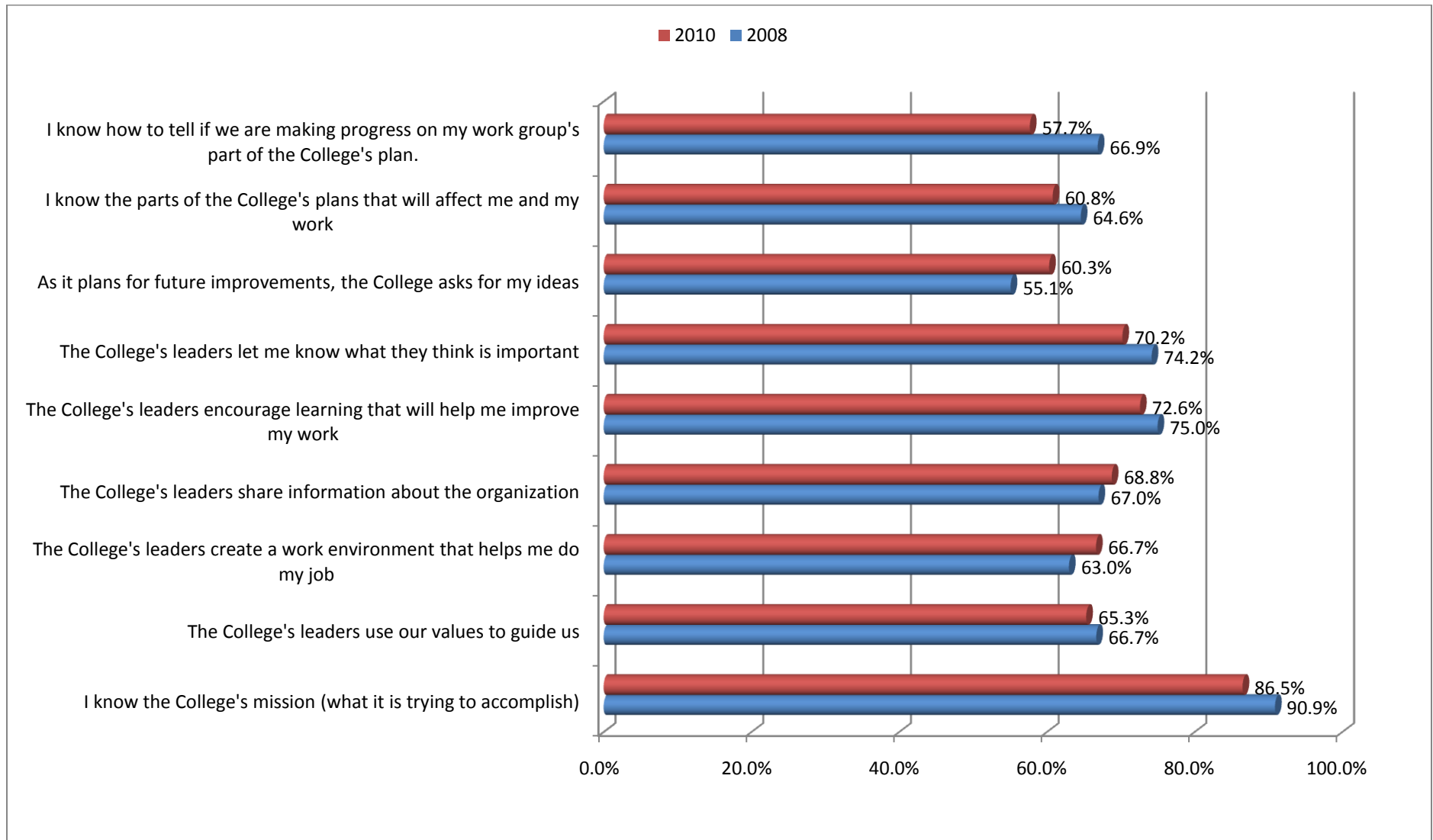
Comments or clarification for any of your responses for the leadership and strategic planning statements

- "Our" values not! THEIR values, their personal agenda, yes. They are still very out of touch with staff. Interesting..."my work group's part of the College's plan" didn't know there was such a thing.
- Again, I am referring to upper management when I am rating the "college leaders."
- Asking what I think is one thing. Doing what needs to be done is another, apparently difficult task. Nobody in authority wants to take a risk.
- College leaders encourage learning - this may be true if support staff had the tuition reimbursement as management
- Communication is the key....I don't think the leaders communicate with each other which therefore spirals down to their subordinates in helping them do their job more effectively and efficiently. The leaders have never asked me how something can be done more efficiently and effectively especially since we are the ones working with the students more often than they are. Regarding learning, again communication is the key...in the front line the only training manual that is presented is how to use Banner. There should be a training manual developed in the OS for how the college works as a whole, process and procedures, and contact information. This would empower the new employees and they would also feel more confident and efficient. Communicate, Communicate, Communicate.....the attitude should be --I would want to train someone to be better than myself because this will reflect on the college and students.
- Despite our work group's conscientious efforts to develop and accomplish objectives necessary to support the college and what the college needs from our particular system, these items are always trumped by other items identified by the college president outside of the college's plan. This makes it difficult to understand what the real priorities of the college are and impossible to accomplish the work of our system.
- I do not believe there is a sense of collaboration--I feel most ideas are formulated in management. I may be asked to give my input, but I don't feel it is valued or looked at.
- I feel as if upper management only tells XXX what she wants to hear and not the true about what is going on.

- I have had the enjoyment of working for two great Deans. They have communicated well. It is a pleasure...
- I see very little evidence that MPTC is here to serve the students. I see faculty working themselves to the point of health problems to serve students without the support of the college.
- I think we should over communicate this process rather than under. Keeping it in front of everyone at all times will help keep everyone on task.
- I would appreciate more communication with the grants office. Grants are written and if I have some involvement with activities, I should know back in the planning stages.
- I'm understanding "the College" as in "the college's mission, leaders, etc. is Moraine Park as a whole. I feel that nobody outside my department has any idea what I do or what I need. I have taken computer courses at Moraine Park in the past, which has helped me perform my job here, but the current delivery of computer courses turns me off (internet or self-paced only) so I will not be taking computer courses at Moraine Park again.....which is a shame! If we can't even get our employees to take courses here, how do we get the general public in the door?
- If I define College leaders as the President and VPs, the above ratings are accurate. My immediate supervisor does a much better job of communicating and sharing information that is relevant to our team.
- In my particular work area, I feel comfortable with the information that is shared. My system leader does a good job of sharing information. I still believe the majority of the college decisions are made in admin. council, with the collaborative groups giving 'blessing' to what has already been decided. But over time I have come to be 'ok' with that model. It works and lets us move more things forward more quickly.
- Information for extended learning (such as credit reimbursement) could be in a more easily findable place. Not sure how to go about starting external class work.
- Mission - we know it and like the new shorter version! Our two VP's, XXX and XXX, are very straightforward about their values and their commitment to us and our students. I have really appreciated the verbalization of points of management and expectations jointly presented at Management meetings. I am, also, more likely to know of the activities of other parts of the College than previously - but we still have more to do.
- My impression of upper level managers is that most of them truly have no clue what is happening on the front line with students. Additionally, many of them seem to have forgotten that the only purpose for MPTC's existence is to deliver instruction to students. This means that the instructors, and providing direct support for the instructors, must be the primary function of management and all other college personnel. Providing the best possible environment for the delivery of instruction must take precedence over any policy or procedure (i.e. being told in September that because of changes beyond the control of the instructor that have just occurred in a program, the needed classroom computer upgrades must wait until the following summer).
- My responses to "the College's leaders"-related statements are in relation to upper management, not my dean. I would be able to respond with "Strongly Agree" if responding in relation to my dean.
- Not all of our institutional decisions (many from the past) appear ethical which would not seem to represent our stated values.
- Professional Development Days provide very good opportunities
- Some of the college leaders do a good job at communicating what is important and some do not. Some just agree with everyone and do not have an opinion. There is outright disagreement within the team. Some discussion is helpful, but disrespect should not be tolerated.
- Staff were not asked for input/ideas when the decision was made about closing Tiny Tech.
- The answers marked "Moderately agree" are based on my dept/division". The "slightly agree or cannot rate" answers are based on college wide strategies
- The college relies too heavily on passing information from the top down instead of all across the board. Decisions are made repeatedly by the same few key people, and everything seems to be kept very secretive.
- The learning provided by org development is inadequate and does not help me improve my work. Their online classes are a joke
- The term "college leaders" does not, in my mind, refer to my immediate work supervisors- who are wonderful. It's the top level that I see as the problem.
- The values of MPTC are not worth the paper they are written on. If we are on a paper saving plan, get rid of them. That would be a way to save!
- The VPs of Learning and Student Services and Strategic Advancement recently developed a list of behaviors that are expected of leaders an employees, but it's not this kind of information that I need to understand what is important.
- They may ask for ideas but they are never willing to change - ever. This is the way it was always done mentality.

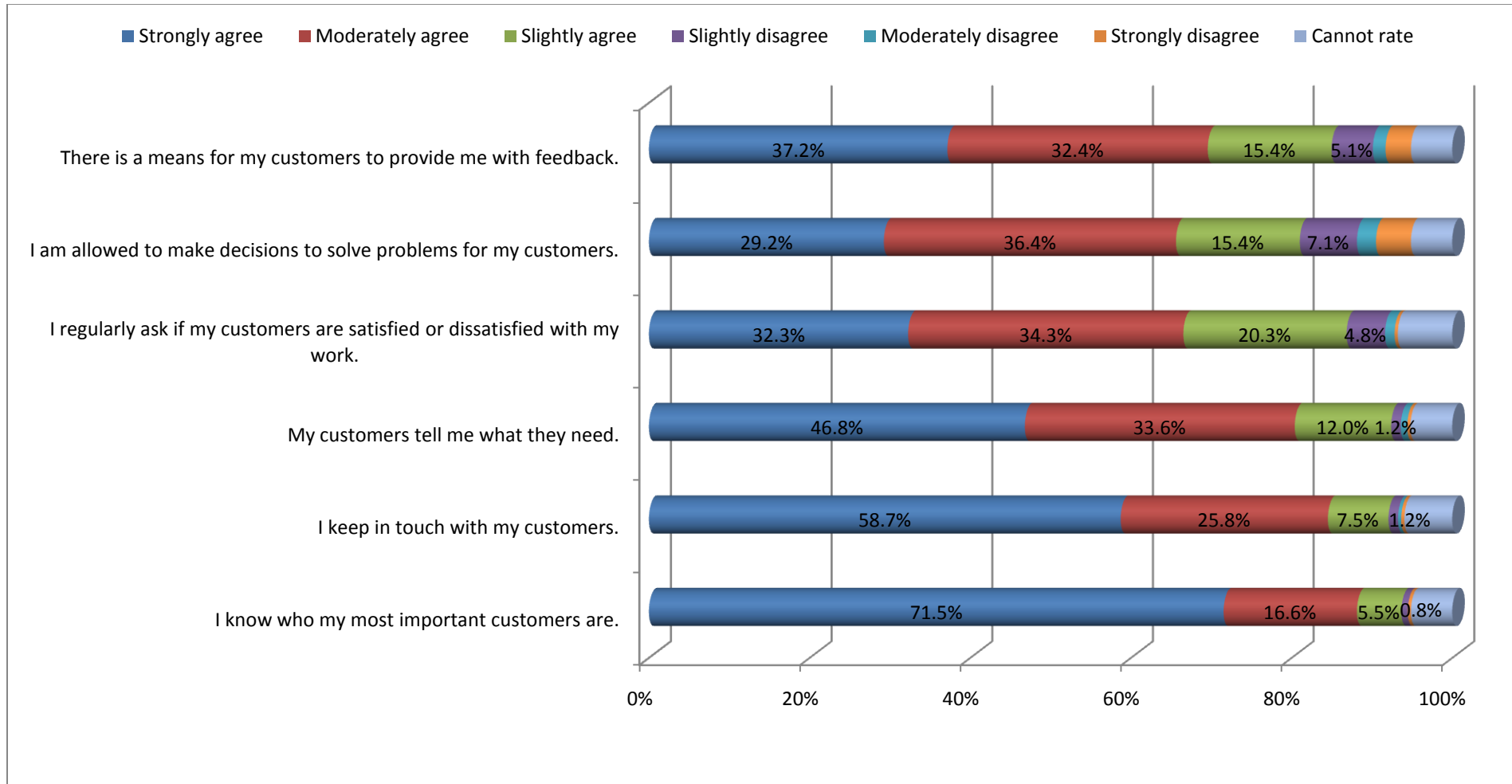
- This depends on how leaders are defined. XXX communicates. The deans and there direct supervisor nowhere near the extent.
- Too many layers of folks above me - do not always know the big picture or understand how it is playing out to my level. More information is on the web but feel it is not connecting.
- When responding to these statements I am defining College Leaders as those above the Dean Level. I feel that my Dean does an excellent job in all areas however I feel that this level of management often has their hands tied due to the bureaucracy and dictator style of leadership from above.
- While the administration worries about the big picture to the outside, the insides of the college are hemorrhaging.

Figure 3. 2010 – 2008 Comparison of agreement level with leadership and planning statements



Customer and Market Focus

Figure 4. 2010 - Agreement level with customer and market focus statements



Overall Staff:

As can be viewed in Figure 3, the College is performing well in all areas relating to customer and market focus, indicated by high levels of agreement with the statements presented (two-thirds strongly agree, moderately agree or slightly agree).

There were no areas related to customer and market focus with high levels of disagreement (one-third strongly disagree, moderately disagree and slightly disagree).

Faculty:

Faculty viewed each statement regarding customer and market focus with a high level of agreement (two-thirds strongly agree, moderately agree or slightly agree). There were no areas related to customer and market focus with high levels of disagreement (one-third strongly disagree, moderately disagree and slightly disagree).

Management/Confidential:

Management/Confidential viewed each statement regarding customer and market focus with a high level of agreement (two-thirds strongly agree, moderately agree or slightly agree). There were no areas related to customer and market focus with high levels of disagreement (one-third strongly disagree, moderately disagree and slightly disagree).

Support Professionals:

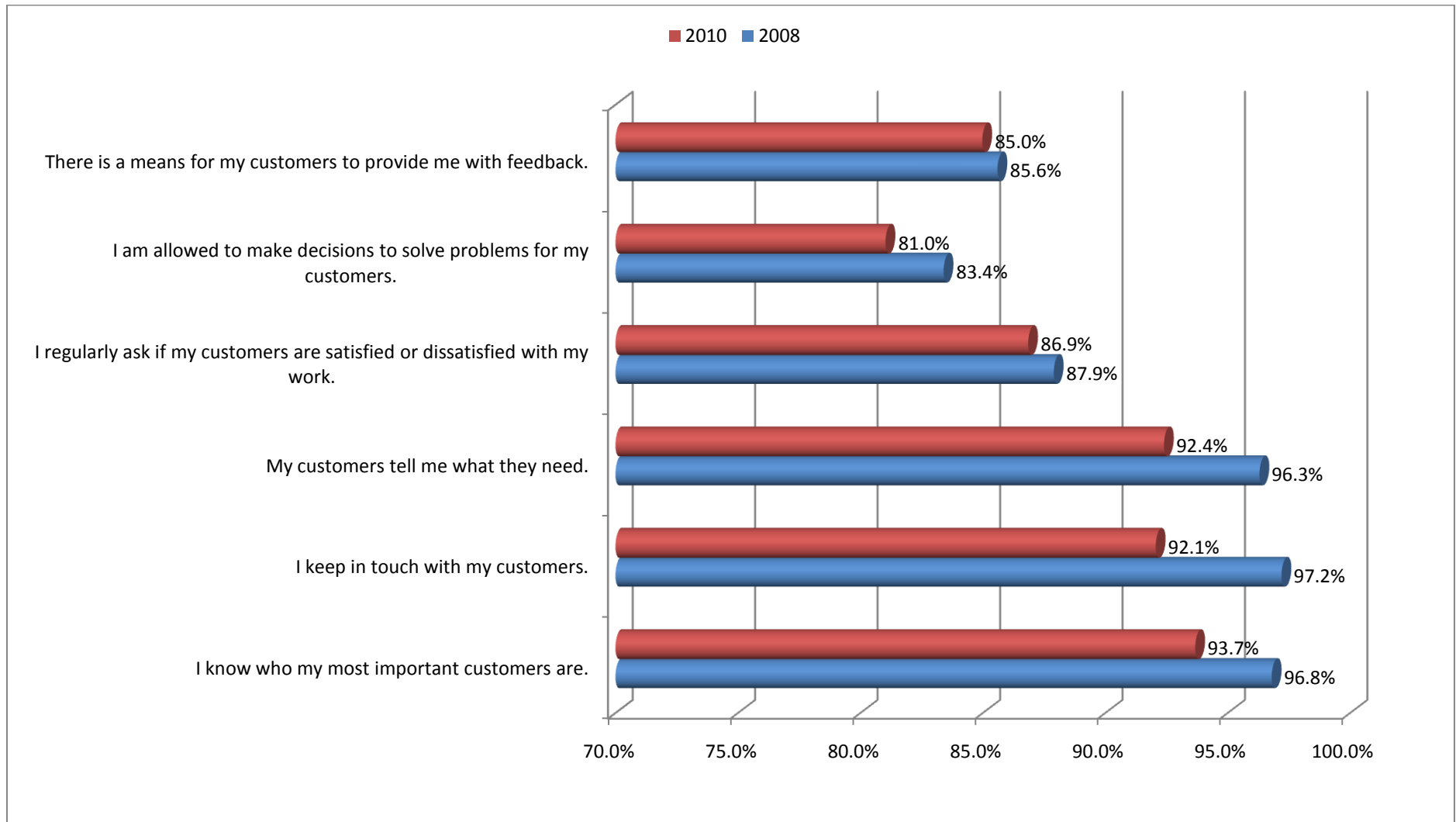
Support professionals viewed each statement regarding customer and market focus with a high level of agreement (two-thirds strongly agree, moderately agree or slightly agree). There were no areas related to customer and market focus with high levels of disagreement (one-third strongly disagree, moderately disagree and slightly disagree).

Comments or clarification for any of your responses for the customer and market focus statements

- A survey was present during registration... we were told to give each student one to fill out....the completed surveys were given to our supervisor but we never heard of the results positive or negative.
- As a college, we could share more information from what we are hearing. How do I share what I am hearing with other people? There's not a good way to consolidate the information so that we can better react to trends and avoid reacting to the one-time situations.
- Feedback I receive from my customers and then given to my dean are not addressed and I am not empowered to address the issue to best serve the needs of the customer.
- Feedback is elicited but implementation is a challenge
- For the "There is a means for my customers to provide me with feedback." question, the help desk survey tool does not separate responses for the IT staff versus the help desk staff.
- Hate how we are administering feedback back surveys. I had double the response taking my student to the lab, leaving and asking them to complete.
- I am micromanaged
- I know who my most important customers are - but do not feel that the College values them as much as I do. We say we are "student centered" but just look around where are we expounding that in reality? We are deep into a well-designed wellness program - FOR THE STAFF!!! Where's the wellness program for the students? Is the College really into building wellness -or just saving money on insurance costs? We have recognized those who are serving in the military - but there all people who are connected to STAFF!!! Where is the "wall" of recognized students who are also serving? See what I mean? We say we want to move out of silos and start building community - where can students do that? Even our student clubs are siloed by being limited to program-connected clubs! How can we help our students learn to work with a diverse group of people when we don't give them the experience here? This word processing program is so frustrating - it is only picking up random strokes! Maybe it's my keyboard
- I know who my most important customers are, but I am not sure the college does, which are the students who pay to take classes here. They are my #1 priority, they need to be the colleges as well
- I too communicate. It is part of the ongoing customer service.
- I understand my external customers and they provide feedback. Inside the college, that is a different story. Leaders in silos (including the department I work for) do not provide information and support to faculty, staff and students.
- Maybe we need more formal feedback processes for many of the internal services we provide to staff.
- My "customers" are students; each day I prioritize my to-do list based on their needs.
- My customers are internal.
- My customers are my students.
- My customers may provide feedback but are only listened to if they are in line with management
- My customers tell me they are stuck how classes are delivered and the customers are not satisfied with many instructors.
- My department provides feedback forms to be filled by students at the end of the school year. Not all students participate.
- My most important customer is the student. I work very closely with my students, but many issues they have are not resolvable due to other program requirements. Ex, need to take more credits, but financial aid cannot be used for classes not within the program's requirements even if they would be helpful. such as medical terminology for any allied health program would be helpful, but is not a requirement for my program.
- My primary customers are students, who are often unsure about what they need or, in some cases, confuse the term "want" with "need." Sometimes the decisions made about my customers is handled by someone who does not teach full time or author classes; this almost always leads to unhappy students and teachers.
- My whole team understands the importance of providing service and communicating with the customer.
- My work is rated -- I never see those ratings.
- Need to find additional ways to get feedback from customers. They may not be willing to address things in all honesty face-to-face.

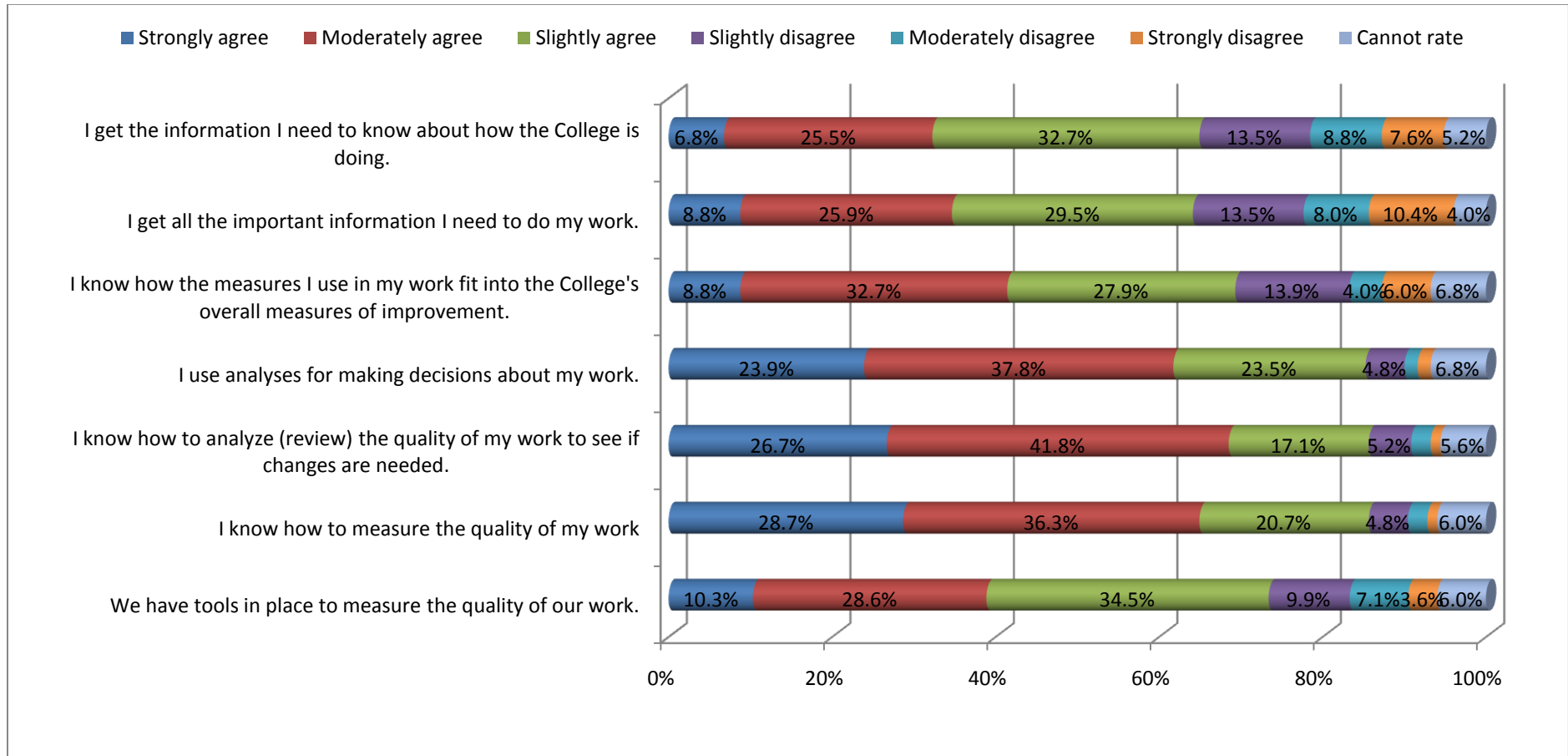
- None of the feedback referenced in this area comes from Talk2Us - that is not a useful mechanism for my area. Truly having a culture of quality requires each of us providing feedback (in an appropriate manner) directly to the process owners. Having a Quality Council in place has not enhanced the customer feedback process for our department.
- Our department has created more layers that has removed me from the customer. I am encouraged not to be too close to my customers and that only the account managers are allowed to be in contact with them.
- Some problems we were able to solve but now we won't be able to do that in the future due to new processes that will hinder that ie: accuplacer scores.
- Students are upset with the change in 400 and 600 level classes and tuition charges. 600 level classes are priced too high and many are not enrolling in classes because of this. Community classes are suffering. Personal Enrichment classes were taken because they were fun, but the cost now is a deterrent.
- The feedback forms sent to student email accounts doesn't work well for my business and industry students taking only one course at MPTC. Many don't complete a survey since they don't activate their email accounts.
- The primary means I receive feedback from my customers and community partners is through direct oral feedback and communication. I can make moderate changes based on my faculty role and the current knowledge and information I have; collaboration with my supervisor is key in the possibility of making significant changes that impact the program as a whole. Based on the information exchanged between myself and Supervisor, the Supervisor will make a decision that benefits all.
- There is currently a push-pull scenario of providing what we know is best for the customers vs. the customer feeling they are experts is what I/we have to offer them. There would be benefit if folks would let each area be "experts" of their areas.
- We do not have "customers", until we get this idea correct we will be using a business model that has many wrong assumptions. Also we do not have "guests"..... Can we not face the fact that we have "students" and students have a much different role than a "customer" or "guest"..... How many customers or guests are put on probation????????? Do you give your guests an exam??? (2 of a myriad of examples...)
- We need to send out surveys to our external customers asking how MPTC is doing in the customer service area and how satisfied are they with seeing that their needs are filled.

Figure 5. 2008 – 2010 Comparison of agreement level with customer and market focus statements



Measurement, Analysis and Knowledge

Figure 6. 2010 - Agreement level with measurement, analysis and knowledge management statements



Overall Staff:

As can be viewed in Figure 4, the College is performing well in several areas related to measurement, analysis and knowledge management indicated by high levels of agreement with the statements presented. Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to measure the quality of my work – 85.7%
- I know how to analyze (review) the quality of my work to see if changes are needed – 85.7%
- I use analyses for making decisions about my work – 85.3%
- We have tools in place to measure the quality of our work – 73.4%
- I know how the measures I use in my work fit into the College's overall measures of improvement – 69.3%

There were no areas related to measurement, analysis and knowledge management with high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree).

Faculty:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to analyze (review) the quality of my work to see if changes are needed – 92.3%
- I know how to measure the quality of my work – 91.2%
- I use analyses for making decisions about my work – 90.2%
- I know how the measures I use in my work fit into the College's overall measures of improvement – 72.8%
- I get all the important information I need to do my work – 71.4%
- We have tools in place to measure the quality of our work – 70.7%

There were no areas related to measurement, analysis and knowledge management with high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree).

Management/Confidential:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to measure the quality of my work – 89.7%
- I know how to analyze (review) the quality of my work to see if changes are needed – 87.9%
- I use analysis for making decisions about my work – 86.2%
- We have tools in place to measure the quality of our work – 81.0%
- I know how the measures I use in my work fit into the College’s overall measures of improvement – 77.2%
- I get all the information I need to know about how the College is doing – 74.1%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- I get all the important information I need to do my work – 36.2%

Support Professionals:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I use analysis for making decisions about my work – 80.2%
- I know how to measure the quality of my work – 78.4%
- I know how to analyze (review) the quality of my work to see if changes are needed – 78.4%
- We have tools in place to measure the quality of our work – 71.6%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

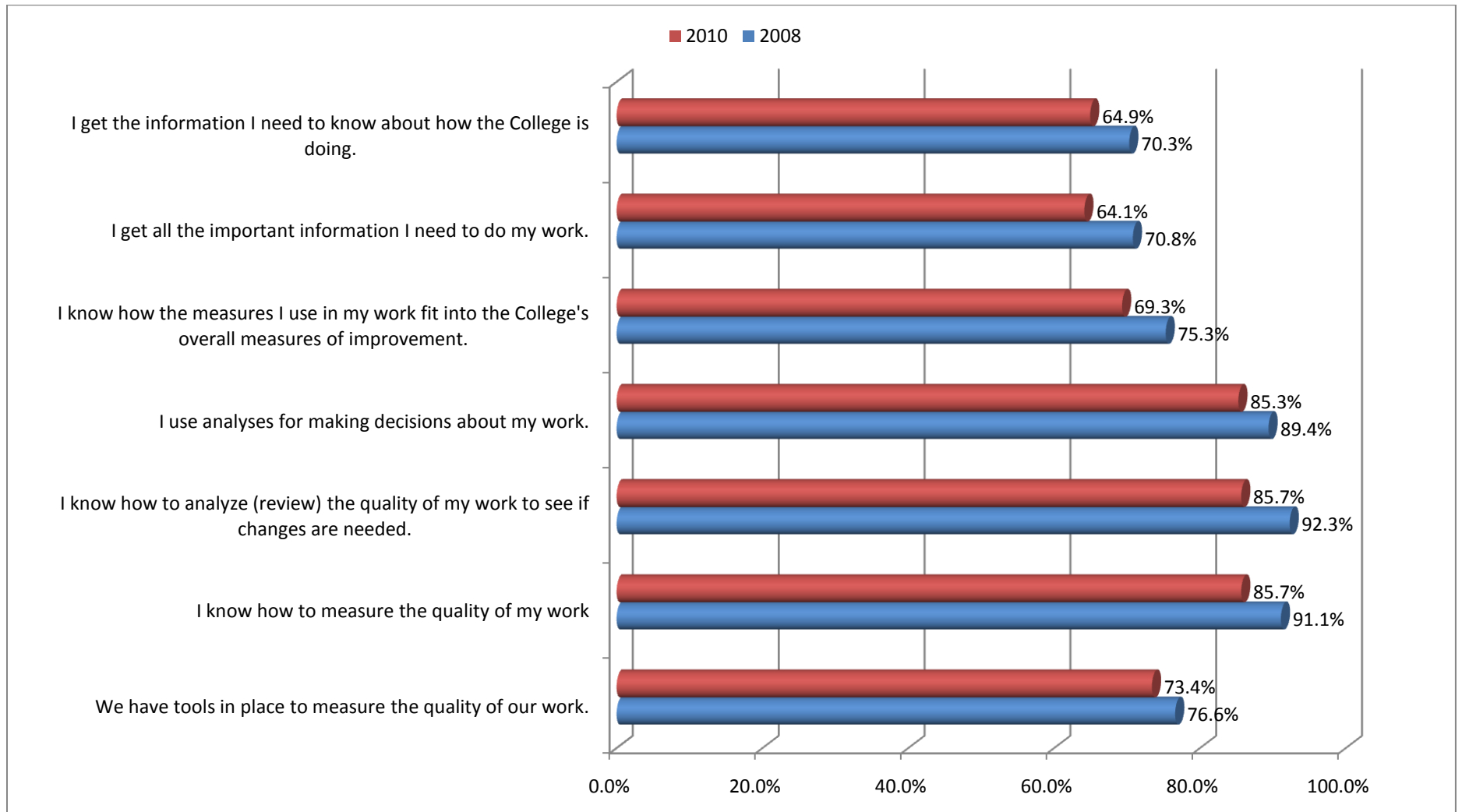
- I get all the important information I need to do my work – 37.3%

Comments or clarification for any of your responses for the measurement, analysis and knowledge management statements

- Again, lack of communication at the dean level
- Communication on present and future projects is almost non-existent.
- Faculty eval tool is cumbersome and parts are irrelevant
- Faculty/Staff evaluation does provide some measure
- For the statement regarding having tools in place to measure the quality of work I feel that the faculty evaluation tool is too cumbersome for faculty and Deans.
- Great, we have the portal. But it is not being utilized properly. Heck, my supervisor is gone for almost 2 weeks and didn't tell me personally that they were going to be gone.
- I do not feel it is appropriate to have the program evaluation on the same survey as the faculty evaluation of the course. instructors see comments about other instructors when students state they "like" and instructor or they "dislike" and instructor, which is not appropriate
- I have found that client reporting is the ONLY way to measure "quality" - we are rewarded \$\$ based on our outcomes, and how they are reported, not the effort to achieve those outcomes. That reporting is based on how efficiently Banner reporting is set up for us, which seems to fail miserably every fiscal year.
- I imagine that we can account for the closing of Tiny Tech and other and other budget cuts because mptc finances aren't good. Yet enrollment is up. I'm not saying that we've been deceived or lied to, but it should be explained to employees why the economy has hurt us, despite having more "customers."
- I know how to measure the quality of my work, but it is not because of anything the college does. The employee evaluation process needs to be overhauled and managers need to be more involved in the day to day operations of the areas they supervise in order (review) the quality of the employees work
- I receive liberal ongoing information as to how my program is progressing, improvements that are needed and how to move forward in making those improvements. I know very little as to how the College is progressing wholistically and what if any, improvements are being made college wide to assist the faculty in meeting the needs of students. I understand the evaluation tool is one way to measure the quality of a faculty's work, however it is very broad based and difficult to apply to program work. I would like to see a tool that measures the quality of work that is condensed and specific.
- I think everything in this area is great in our group and beyond.
- I think many understand that it takes time to get data reports. Others are becoming impatient. I think we need more research staff dedicated to this.
- I wonder if it really matters. There are many "bad" faculty/staff that could use some serious improvements and others who are not recognized or promoted for their accomplishments and skills!
- In my position I am given little or no feedback about my job, with very little supervisor input.
- Information is not shared by managers in my department. Information is provided to department staff on a need to know basis.
- It is always hard to rate if one is getting all the information they need.
- It would be helpful if the College would provide us with a tool to use with people we supervise to get feedback on the way activities are planned and implemented within the work teams.
- Measurements are where this organization is lacking. Each department should have measureable goals identified.
- Regarding instruction, the College needs to figure out whether "quality" means high retention or high performance/career preparation of students. Instructors get the message that we are supposed to achieve both these goals, but they are sometimes contradictory and often influenced by factors outside of the classroom, which makes it difficult to assess the quality of instruction.
- Reporting and metrics are still a big issue here. Getting data is hopefully going to get easier this year, but we aren't in agreement as a college as to what data reflects the quality of our results. I can get info on enrollments and FTE, but does that really reflect the quality, like you are asking? This one is a tougher one to get at. We need lots of help with the reporting features out of Banner to provide the information we need to make better decisions on a daily basis. But we're getting there! I'm hopeful that we will make great progress on that this year.

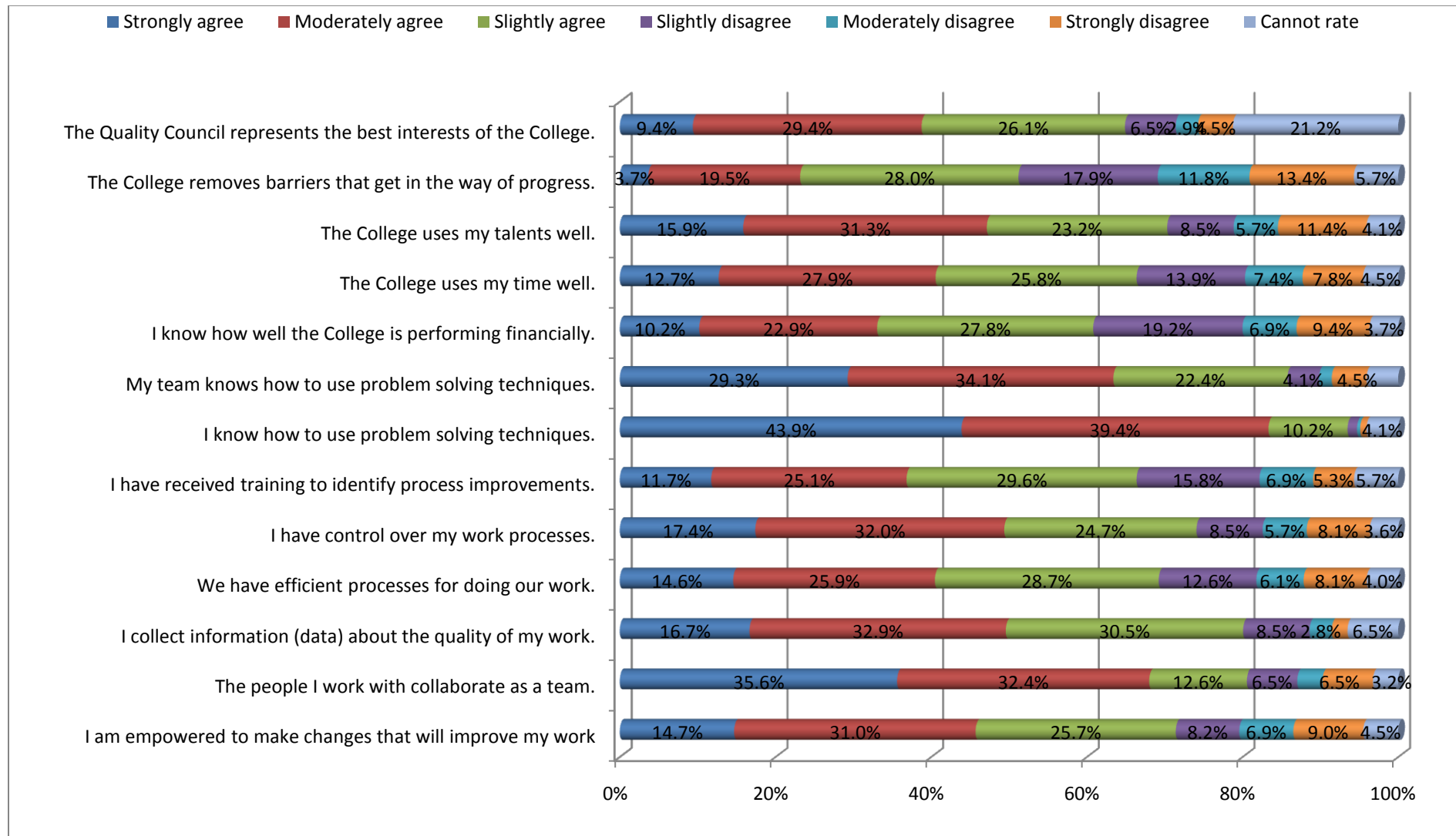
- The Banner system has not provided access to information needed for student planning. The system for tracking financial information is extremely difficult to use and understand with multiple entries of different sorts for each order/invoice.
- The College's overall measures of improvement seem to ignore the ongoing improvement in my department as documented in part by the annual process improvement we do related to our annual focus strategies.
- The instructor evaluation tool is too lengthy therefore does not benefit specific areas that I need to work on because it is so long.
- The last question: I do get information about WHAT the College is doing but, not necessarily HOW we're doing. And what is meant by how we're doing? As compared to what?
- There are structural changes that need to happen within the organization in order to make it function better.
- There are times when groups within the college seem disjointed.
- There is a difference between having a tool in place and the valid, system-wide application of those tools. An FTE or headcount dashboard does little to reveal the true nature of our current culture, which is one of fear and self-preservation.
- Until we can make data driven real-time decisions we are not going to be able to move forward as we would like.
- We follow a statewide program, but sometimes the best guide is whether or not the student is able to pass the national board versus how well they did on some assessment on campus.
- When changes are in the funnel, the department is told of the final decisions made by people who do not work directly with students on a daily basis. Thus, I don't always get the info I need that is important to doing the best job I can with the students I deal with every day.
- While working with customers it is important to analyze how one is doing. Surveys were in place in our department, but this did not help any of us analyze our quality of work, because we were never given the survey results. Personally I analyze my quality of work through the customer's interactions. If the same customer comes back to me for answers that they tried to get from someone else or a different department this reflects how I am doing as an employee. My measurement is to try to go beyond myself and help the customer. Regarding the question, I get all the important information I need to do my work..that's questionable. We get a Banner training manual and sometimes we will get updates from a co-worker from hearsay, but we don't get a manual for the total college process and procedures. Communication is the key....withholding information will not empower the employees.

Figure 7. 2008 – 2010 Comparison of agreement level with measurement, analysis and knowledge management statements



Process Management and Results

Figure 8. 2010 - Agreement level with process management and results statements



Overall Staff:

As can be viewed in Figure 5, the College is performing well in several areas related to process management and results, indicated by high levels of agreement with the statements presented. Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to use problem solving techniques – 93.5%
- My team knows how to use problem solving techniques – 85.8%
- The people I work with collaborate as a team – 80.6%
- I collect information (data) about the quality of my work – 80.1%
- I have control over my work processes – 74.1%
- I am empowered to make changes that will improve my work – 71.4%
- The College uses my talents well – 70.3%
- We have efficient processes for doing our work – 69.2%

There is also noted room for improvement in several areas related to process management and results. Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- The College removes barriers that get in the way of progress – 43.1%
- I know how well the College is performing financially – 35.5%

Faculty:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to use problem solving techniques – 92.2%
- I collect information (data) about the quality of my work – 90.0%
- My team knows how to use problem solving techniques – 84.4%
- The people I work with collaborate as a team – 76.7%
- The College uses my talents well – 72.2%
- I am empowered to make changes that will improve my work – 71.1%
- I have control over my work processes – 71.1%
- We have efficient processes for doing our work – 70.0%
- I have received training to identify process improvements – 67.8%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- The College removes barriers that get in the way of progress – 41.1%
- I know how well the College is performing financially – 34.4%

Management/Confidential:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to use problem solving techniques – 100.0%
- My team knows how to use problem solving techniques – 89.7%
- I collect information (data) about the quality of my work – 89.5%
- The people I work with collaborate as a team – 82.8%
- I know how well the College is performing financially – 82.5%
- I am empowered to make changes that will improve my work – 77.6%
- I have control over my work processes – 74.1%
- The College uses my talents well – 74.1%
- I have received training to identify process improvements – 69.0%
- The Quality Council represents the best interests of the College – 69.0%
- The College uses my time well – 67.2

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

- The College removes barriers that get in the way of progress – 39.7%
- We have efficient processes for doing our work – 34.5%

Support Professionals:

Areas of high levels of **agreement** (two-thirds strongly agree, moderately agree or slightly agree) include:

- I know how to use problem solving techniques – 90.9%
- My team knows how to use problem solving techniques – 84.7%
- The people I work with collaborate as a team – 82.8%
- I have control over my work processes – 76.8%
- We have efficient processes for doing our work – 71.7%
- The College uses my time well – 70.8%
- The Quality Council represents the best interests of the College – 68.4%
- I am empowered to make changes that will improve my work – 68.0%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:

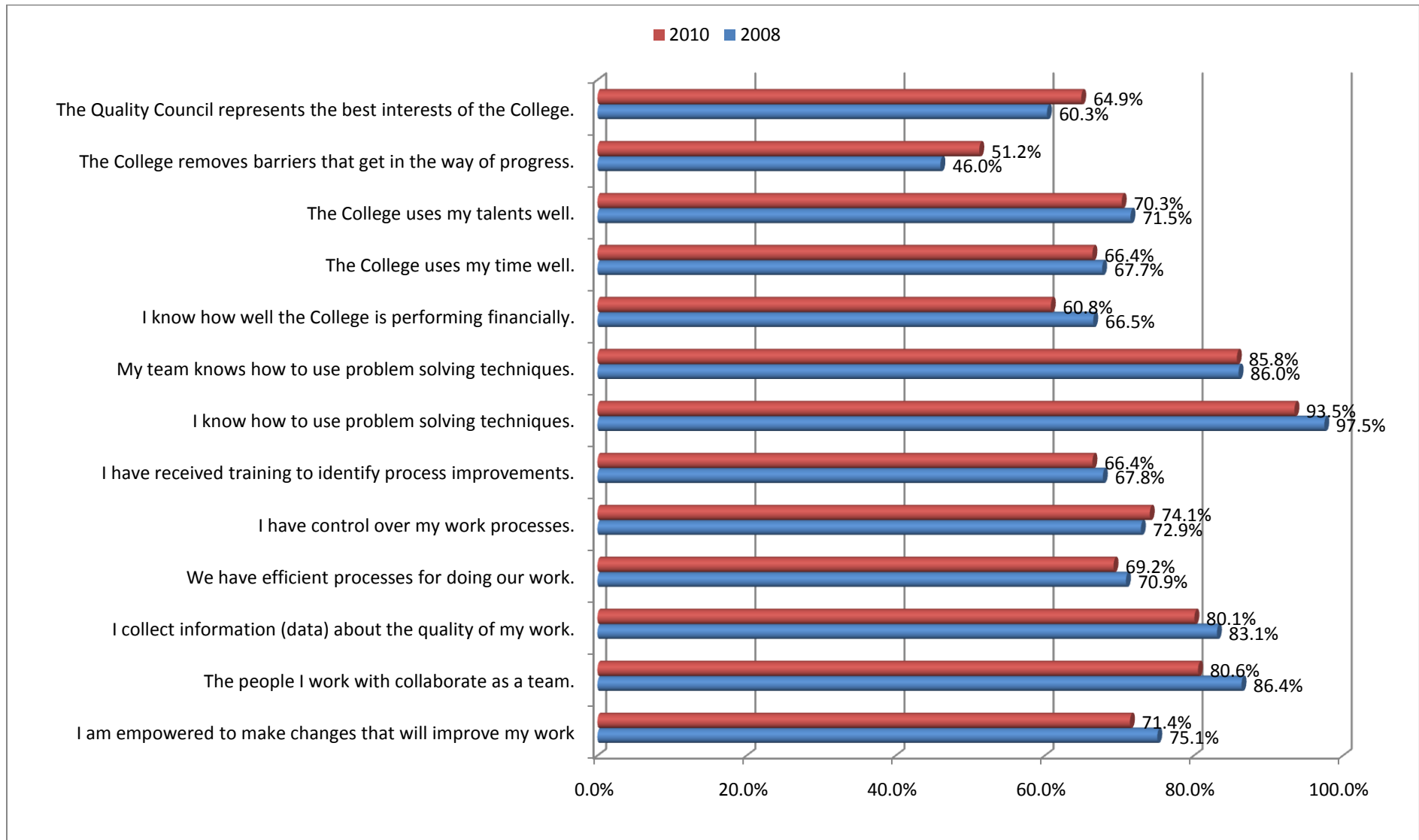
- I know how well the College is performing financially – 46.9%
- The College removes barriers that get in the way of progress – 46.9%

Comments or clarification for any of your responses for the process management and results statements

- "The people I work with collaborate as a team." - there is a disconnect taking place within my department.
- ****NOTE:** Most of the responses that are "Moderately or Strongly agree" pertain to my specific division/dept. There is a marked increase in collaboration and empowerment in our area. (Business Division)
- Again, the barriers that get in the way of progress is the lack of communication between the leaders and for the leaders to take the lead and want to break-down that weakness and have the attitude to move things forward for the good of the College and students. In essence we need more communication and then people/leaders to take action. Making tons of committees will not strengthen the college, it is a collaboration amongst the leaders, to put away personal agendas and move forward. Each employee is in their position for a reason, good leaders will utilize each one of their strengths.
- Banner still has a long way to go and is not efficient as of yet. Takes longer to do a process that it did in the past. Still do not get accurate reports. Seems like there may be some control issues within a department.
- don't know what the quality counsel is...
- First of all, we lost efficient processes for work when Banner was implemented. We have taken 20 steps backwards when it comes to efficiency in our department, which means I have no control over how I spend much of my time working. I am not using my talents and time where I should be because we spend so much time with the new processes.
- Generally speaking, I have SOME authority over my own job responsibilities...until I cross a line that I was unaware of. Meaning, if another area of the College is having discussions regarding something that may affect my work, I typically find out about it after the fact. Although the President shares information on a monthly basis, changes in processes or procedures are not always communicated efficiently or effectively. I'm basing this statement on mid-level management activities.
- How we are doing financially? It's just "spin"
- I am overall pleased with this area.
- I believe that this is the first year in my overall employment years, the college is allowing me to use my talents to serve all members of the college. One, because my Supervisor has collaborated with me to set goals for the year that allows my talent to be utilized for the program, and two because the MPFT Union President asked if I would be interested in serving on a committee based on my years of work experience in my chosen profession. Because of this, I believe this has been an exciting year for professional growth and development in being able to serve the College, the student body and all members of MPTC.
- I feel the leaders of the Quality Council are intimidated by staff during process improvement projects. This influence by certain staff members inhibits the ability to develop quality processes. I have seen little if any improvement to the processes that I have been involved in. I would suggest that the college hire an experienced individual from the outside to facilitate the process improvement teams, someone that does not have contacts at the college.
- I have had to take on additional courses to teach due to the new "workload" formula. I feel overwhelmed at times and feel cramped for enough time to prep for class work or meet with students. I want to do good work, but the extra classes make it difficult.
- I received training elsewhere, but cannot use it here
- I think the culture of innovation exists in some areas, but not in others - which is where the conflicts tend to occur. I see it more in the managers now than I have in the past. I still see it at the staff level, so somehow the collaboration message isn't making it all the way through the organization. Our processes are very manual, making it easy for people to make mistakes. In our own area, we have the freedom to change processes as we see fit. The barriers come into play when we are between work teams or systems. I think that is changing. I'd like to see it happen more at the staff level so the managers don't have to be so involved in these types of situations.
- I wish there were a clear explanation of roles - I hear many comments from adjuncts and other support staff regarding who to go to with issues. In most cases, they should be going to the dean for permissions or especially assignments
- Managers ask union members to fight their battles for fear of retribution, refuse to take risks.

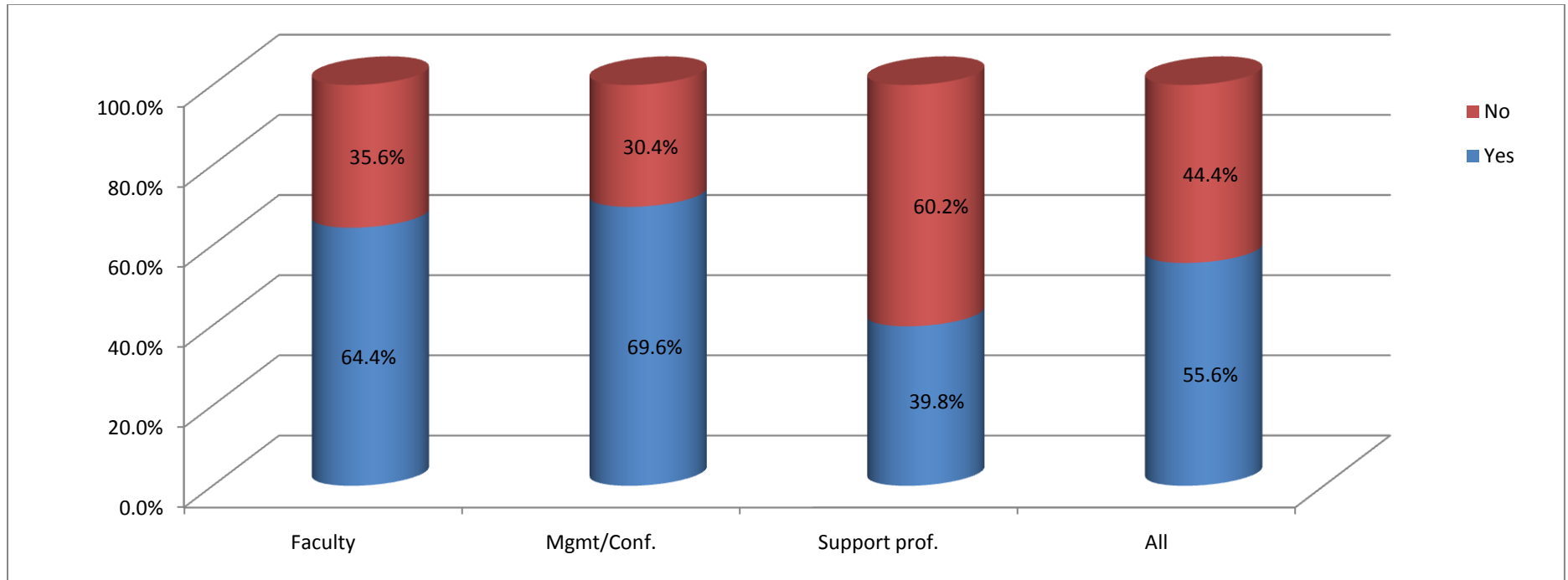
- Many members of our team are deficient in critical areas. It has taken over a year with multiple attempts to try to institute some remediation for those people. This is exhausting.
- My team knows problem-solving techniques but often doesn't have time to use them.
- My work team collaborates and works together effectively.
- Our department has efficient processes for doing our work but the college overall does not in many areas.
- Parts of my team effectively collaborate. I don't know much about the Quality Council. Why doesn't someone bury their information on the portal? Put it in a really accessible place.
- Process Management is a Joke in this college
- Since our term is wrong.....how can we do the above??????
- Some of the processes of the college remain complicated and time consuming (e.g. curriculum).
- Some of the worse processes we have are those imposed upon us by the WTCS.
- Still do not have a good grasp as to what the purpose of this group is.
- Striking a reasonable balance is a challenge.
- The college needs to be aware that I do much more (and should have a much higher union scale ranking) than the part time evening janitors that barely speak English! I possess and use various computer skills on my job that I know employees in higher pay grades do not! My department collaborates very well, as we communicate and problem solve (or should I say "put out fires"?) very well together. It is unfortunate that problems arise mainly because the students are misinformed time and time again by others (ie: Student Services, testing, Workforce Dev.) and we have to tell the student the TRUTH, which doesn't always turn out that well.
- The EWD department is the most dysfunctional department I have ever been a part of.
- The people I work with collaborate as a team, but this also included management which is not always forthright on what the college has in mind. I know how to use problem solving techniques because that is how I have to function here, constantly solving problems created by the college that negatively impact students.
- The Quality council is not open to suggestions unless they are driven by upper management
- The time I spend on clerical type work is excessive. However, the lack of devoted clerical staff for faculty makes this a necessity.
- Training for process improvement was not as part of my employment.

Figure 9. 2008 – 2010 Comparison of agreement level with process management and results statements



Involvement in Continuous Improvement

Figure 10. 2010 - Actively involved in continuous improvement efforts



As evidenced in figure 10, support professionals have been least involved in continuous improvement efforts.

Please describe how you have been actively involved over the past 2 years

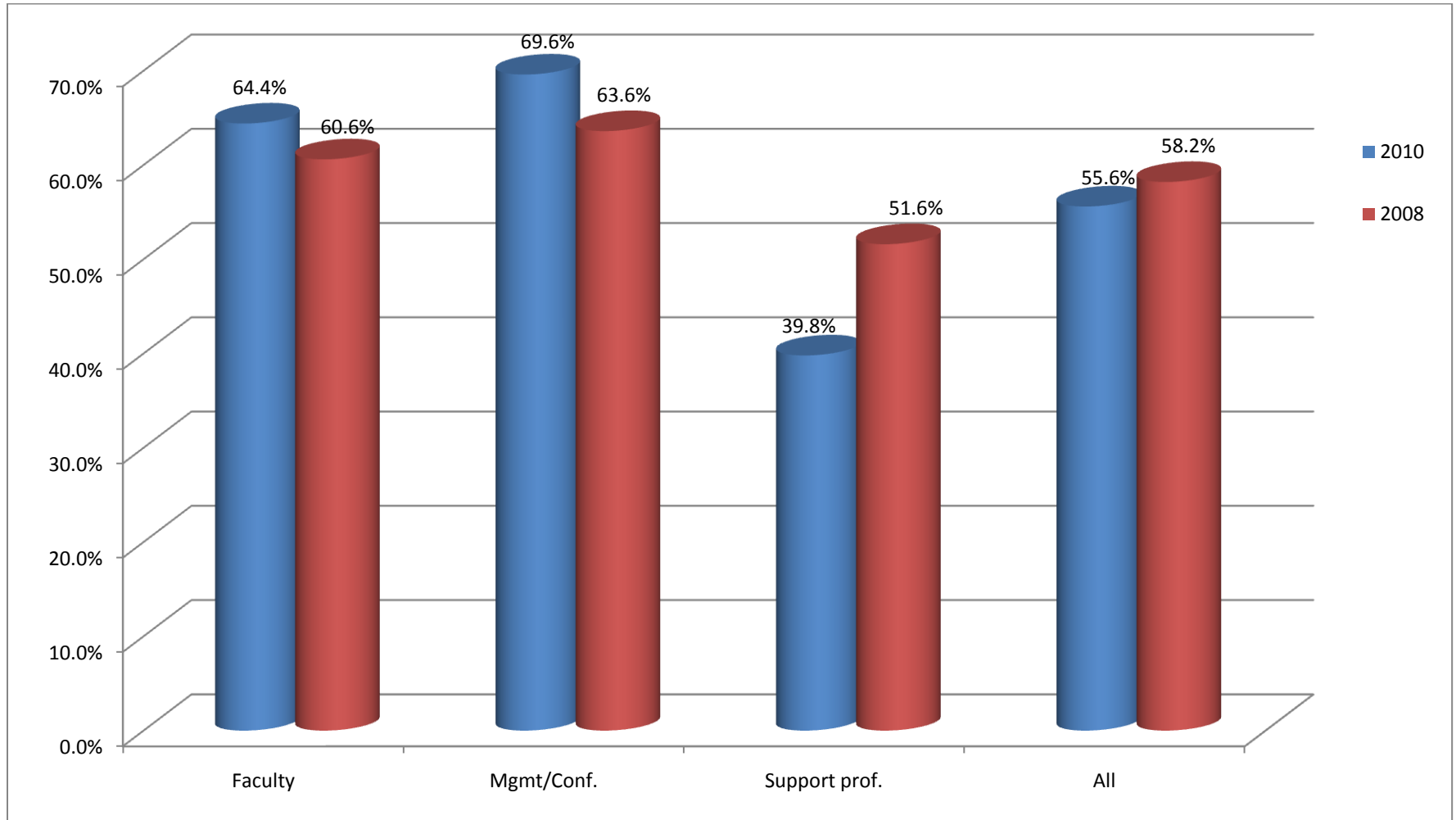
- Accreditation of my program Member of college-wide committee
- Activities and individual job responsibilities are reviewed throughout the year. Changes are made with regard to services when needed. Team leader attends meetings and communicates back to the team on a regular basis.
- Answering this would no longer make this an anonymous survey.
- As a sponsor for some project improvement activities.
- As it relates to our teaching area.
- As stated previously, deficiencies have been noted. Several of us have taken courses to improve these and are trying to engage other members of the team.
- At Team meetings we have discussed improvements and goals.

- Attending meetings involving changes to the postal regulations
- By being fully committed and involved in program improvements that require full dedication to program needs, students and the team.
- core ability committee, QRP data, Program accreditation
- CQIN team
- Current member of CPLT
- Currently serve on AQIP committee.
- Developed a new program and making plans to add a second year to that program.
- Development of new processes.
- Everything actually is connected to continuous improvement - personnel evaluations, program evaluations, dissemination of data concerning student performance, constant surveys on-line
- Goal setting, WIDS updates and revisions and new courses, involvement in the schools programs, speaking at schools, making changes and improvements continually... in my teaching, courses, communication... all efforts...
- Have participated in faculty development grants.
- haven't ,,,,,, to far behind in work
- I create and achieve goals in an action plan.
- I have been a member of the Quality Council and have been on two process improvement teams.
- I have been a part of three Quality Improvement project teams and participated in the listening sessions regarding our 5 year strategic plan.
- I have been a team member for 3 ad hoc improvement process teams; Book Order Process, Course Schedule Process; and Supply Inventory Project
- I have been involved in an appreciative inquiry and many HR projects that will hopefully continue to improve our efficiencies and processes. I am also involved in CPLT as of this year.
- I have been involved in Banner implementation and have worked in collaboration with multiple departments to get the job done. We have improved processes along the way for both students and staff.
- I have been involved in committees or teams that have reviewed various processes or improvement efforts.
- I have been involved in continuous improvement efforts within the past 5 years, but have found that my input is ignored
- I have never been asked to.
- I have served on 2 different committees and have led on activity for my division.
- I rely on the professional society I belong to supply me with the tools to improve the courses in my program on a regular basis.
- I spent the numerous hours cleaning the work area, have tried to use efficient resources to provide instruction for adult learners while away from school and have tried to improve curriculum materials. Also --- advertising to high schools to try and promote program.
- I started working for MPTC in Sept. 2010.
- I try to continually improve what I am doing. I have taken classes that the WTCS offers and have implemented some of those concepts to improve my teaching ability.
- I was a member of quality council. I was involved in grants for continuous improvement efforts. I am serving on process planning/improvement teams.
- I was not asked to work on these efforts. In fact, I supported ideas that the top-level leaders disagreed with.
- I was on the project team.
- I'm actively involved in my department and the constant changes we face. Outside of my department, I'm not asked for involvement or even an opinion.
- I've been actively involved in continuous improvements related to SHPMI.
- I've been on a number of work teams.
- I've completed all feedback surveys sent regarding process improvement; I use student feedback to guide my work; I discussed ideas and concerns with representatives on major process teams; I am a current member of one of the system teams.
- I've held positions on various cross teams within the college.
- Involved in a process that began two years ago, and is only now starting to see some resolution due to a lack of resources in manpower and technology through IT

- Listening sessions, quality council, cplt
- mailroom & IVC process improvement
- Member of several initiatives.
- More as a champion for change, not directly involved in specific projects.
- My co-workers and I have made lots of changes in the last 2+ years
- My team has been involved in extensive data collection and program improvement.
- NA
- New mail process decision
- No one has asked or I have not seen any information on the this until now
- Not a chance. Too scared.
- On several teams and committees.
- Ongoing process improvements/enhancements in our department, "bigger" process improvements identified as annual focus strategies for our system (only some of which are documented in the college's annual progress review), individual performance goal setting/assessment with department staff, lean projects, participation on college project teams, providing feedback to other departments regarding their provision of service/key performance issues, etc.
- Only on a personal level. Not at a department or college-wide level
- Our team seeks to gather more information as a group in order to make more appropriate and informed decisions and to strategize for more successful programming.
- Our work team communicates and works well together.
- participate in group meeting to discuss how to improve processes for the students
- Participate on college teams and in various process, continuous improvement practices in work roles and responsibilities.
- Participation in various college committees and groups.
- Previous member of Quality Council.
- previously on quality council
- QRP
- Quality Council input, CPLT decisions andTalk2US input and suggested use.
- Quality Council member and working on improvement projects
- Quality Council projects
- re-certification activities, conference and in-service attendance, committee involvement
- reviewing the materials that are covered in the program and meeting the states requirements.
- Serve on the QC
- served on 2 committees
- Several committees
- Since the implementation of Banner software, I have become involved in the setting up and data entry of classes that I had not been involved in previously in my position because I had participated in training.
- Subsystem upgrades that results in faster turn-around for new systems and millions in savings.
- Suggestions to council Improved Team communication Improved delivery systems
- Surveys, talking with students/staff about our green initiative, sharing ideas with my supervisor, asking for feedback from the students and if a suggestion is made I share it with the appropriate person.
- Take advice from advisory meetings Work in the field to better my clinical skills Change with the curriculum
- The nursing program in on a constant improvement process to increase NCLEX test results
- The nursing program has been continually undergoing quality improvements and how the college views and sees, as well as contributes to these improvements are known.

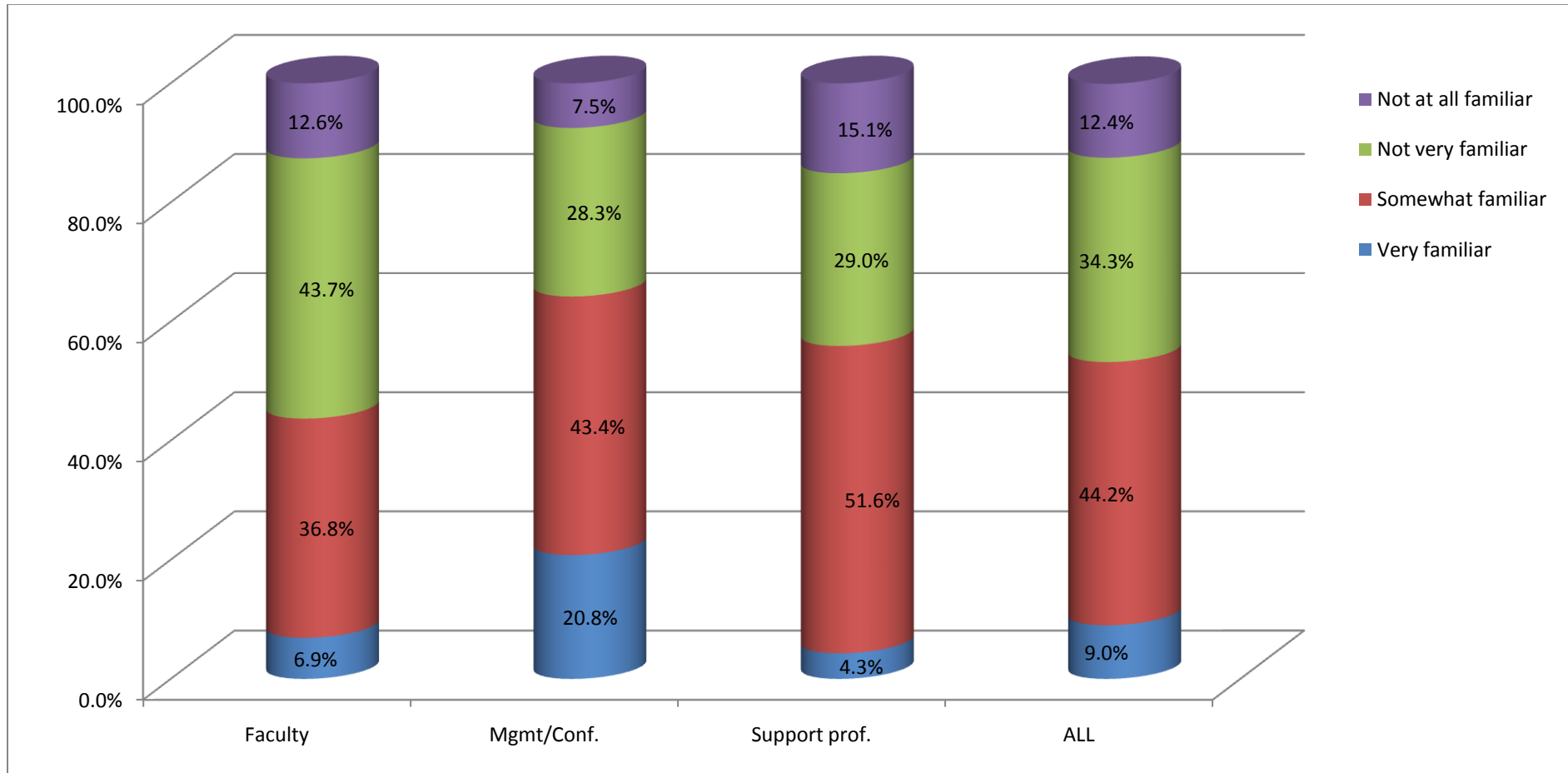
- Through team meetings.
- Title 3 Campus Connections committee
- Too many to list.
- Utilizing Early Alert System, Team member of numerous MPTC committees, Involved in Title 3, Perkins and Technical Skill Attainment initiatives
- We are continually reviewing our procedures and processes to be more efficient and to have better outcomes for our department. We have periodic training for staff for how to perform client reporting correctly to maximize our outcomes.
- What do you consider continuous improvement? I attempt to make sure we can meet our accreditation standards, but no one connected to management really understands the huge amount of work this creates for the faculty.
- Within my team we try to solve problems and make improvements, then it stops there.
- Work on 2 committees, program upgrades
- work team
- Work Team Focus Strategy process.
- Worked with XXX and XXX to improve processes
- Working on process improvements for the team
- Yes, on college committees and work team.
- You might want to give some examples of what CI actually is and the projects that exist. My bet is that people don't realize that they have been involved.

Figure 11. 2008 – 2010 Comparison of staff actively involved in continuous improvement efforts



Familiarity with Continuous Improvement Activities

Figure 12. 2010 - Familiarity with the activities of the quality council



Faculty (Figure 12) are least familiar with the activities of the Quality Council (56.3% not very or not at all familiar) followed at a distance by support professionals (44.1% not very or not at all familiar) and management/confidential staff (35.8% not very or not at all familiar).

Figure 13. 2008 – 2010 Comparison of staff familiar with the activities of the quality council

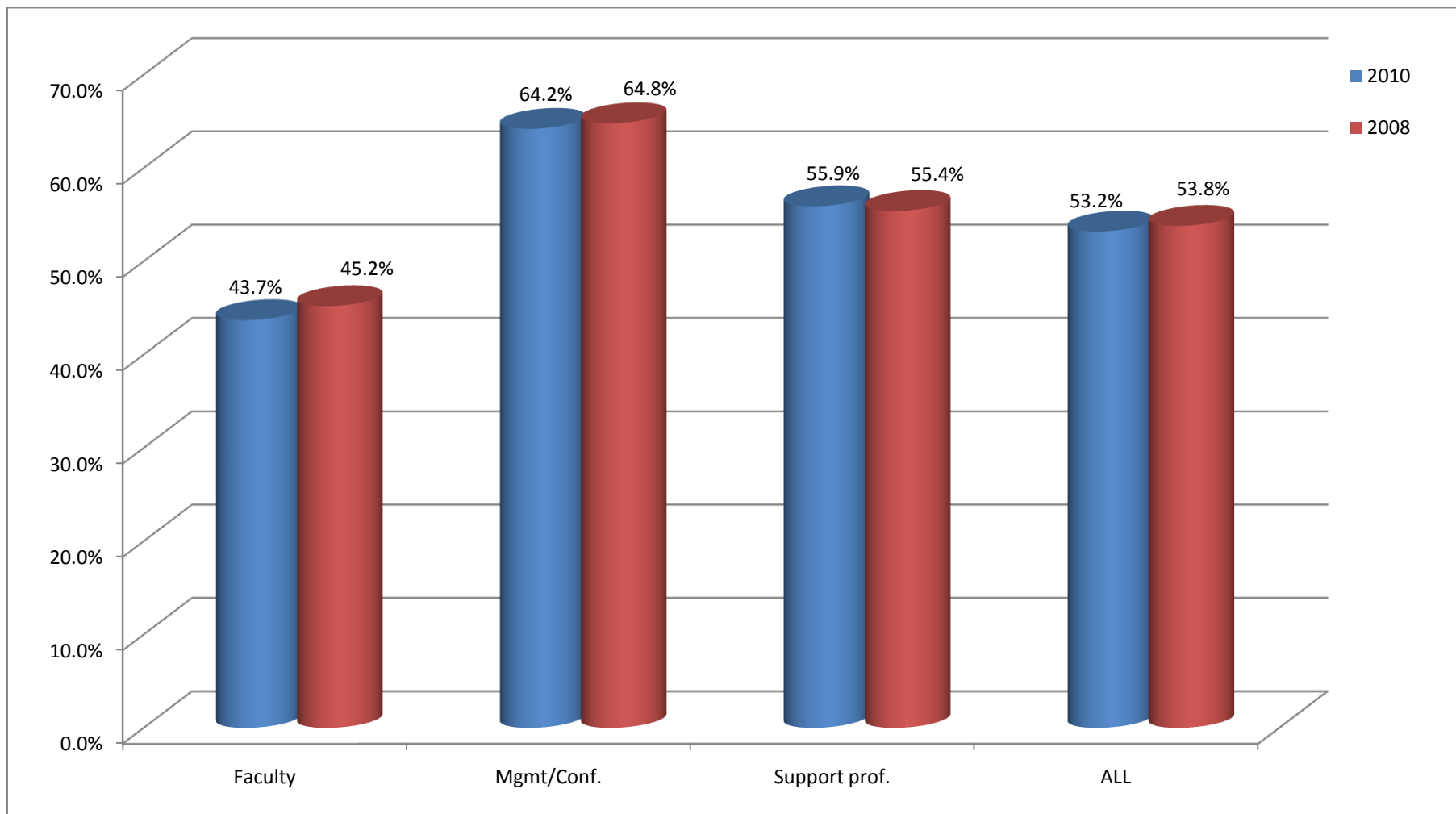
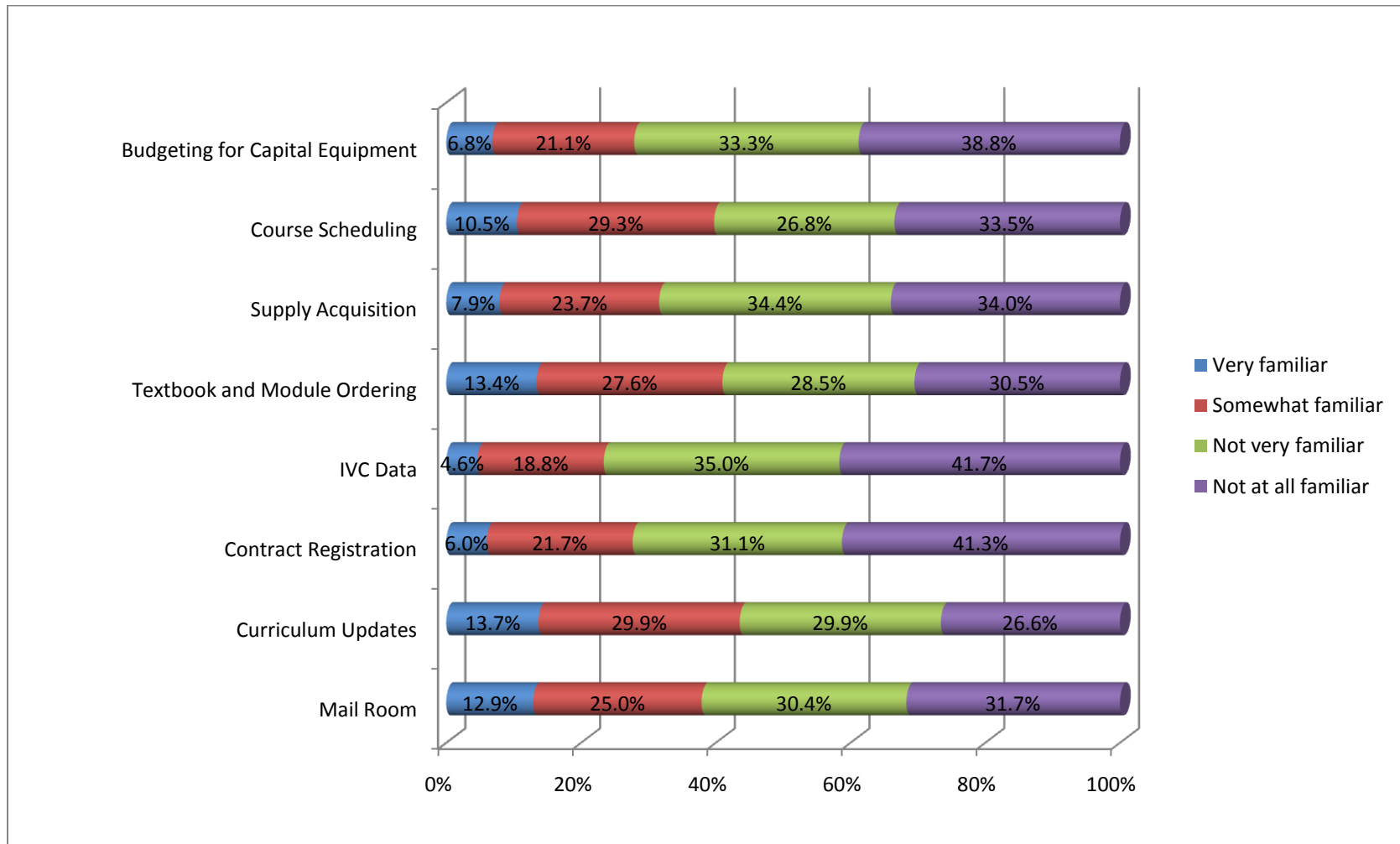


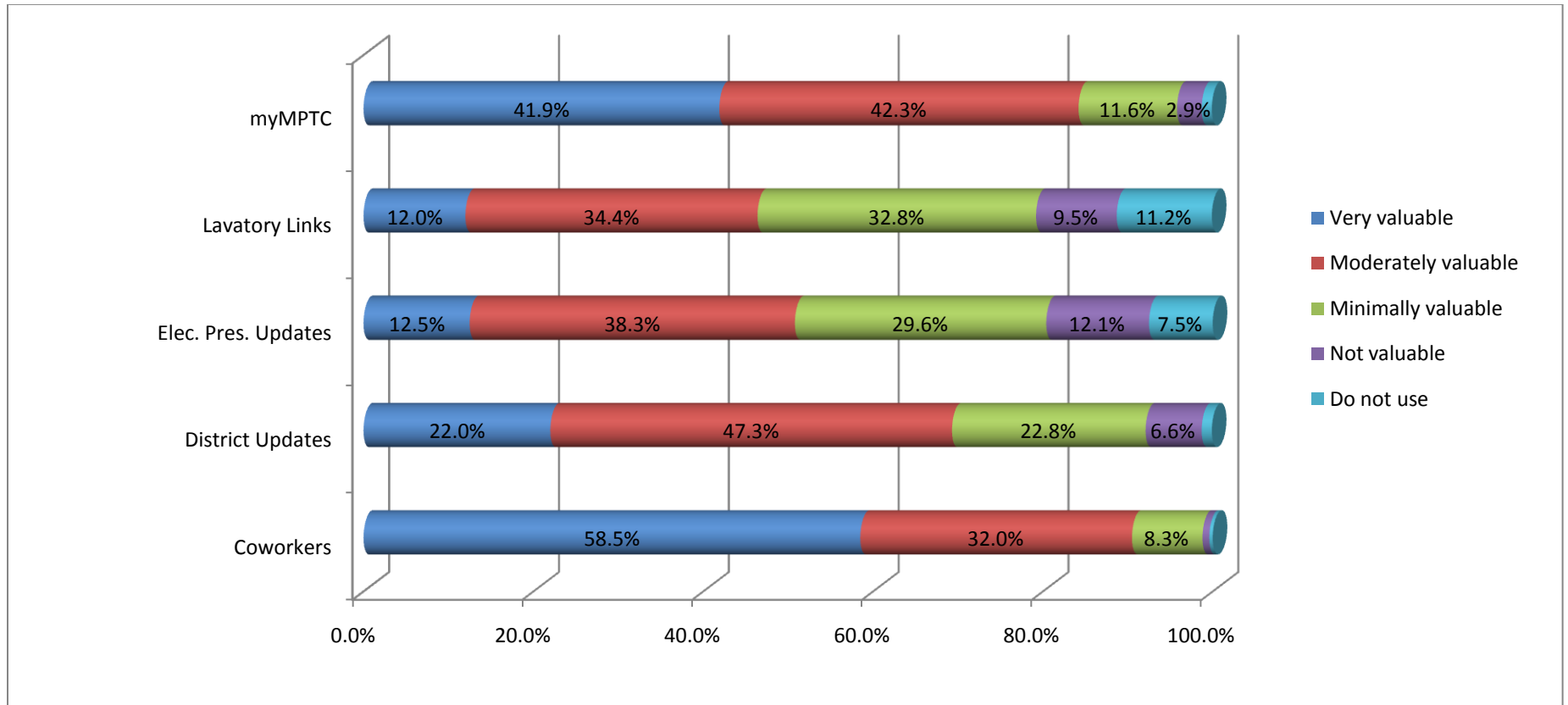
Figure 14. 2010 - Familiarity with each of the quality improvement projects undertaken by the quality council



On average, nearly half of the College staff are unfamiliar with the quality improvement projects undertaken by the Quality Council to date. Results varied little when broken out by faculty, management/confidential and support professionals.

Value of Information Sources

Figure 15. 2010 - Value of information source for keeping abreast of the College's activities



The most valuable information source for keeping abreast of the College's activities was coworkers (90.5% very or moderately valuable), followed by myMPTC (84.2% very or moderately valuable) and District Updates (69.3% very or moderately valuable).

Figure 16. 2008-2010 Comparison of value of information source for keeping abreast of the College's activities

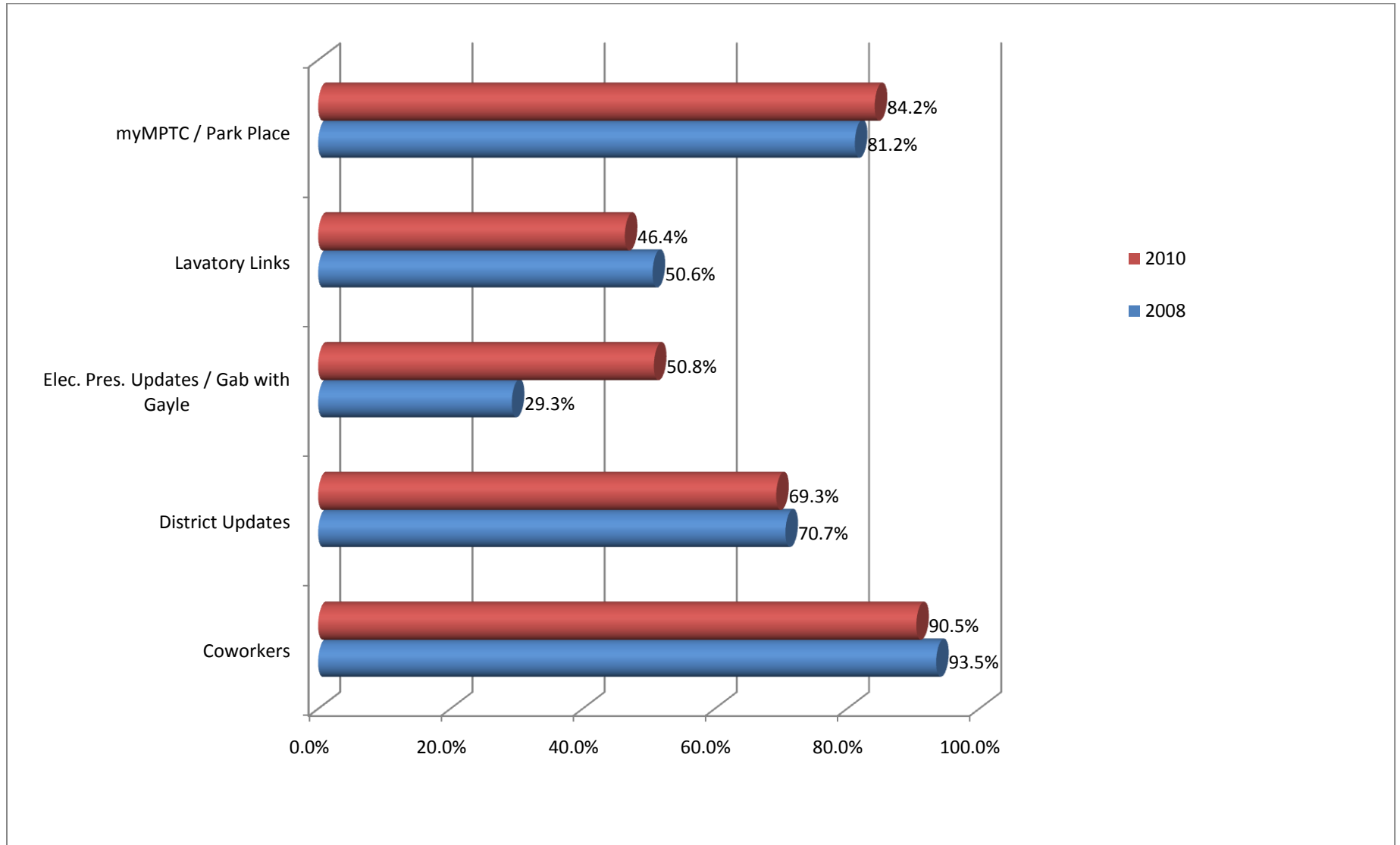
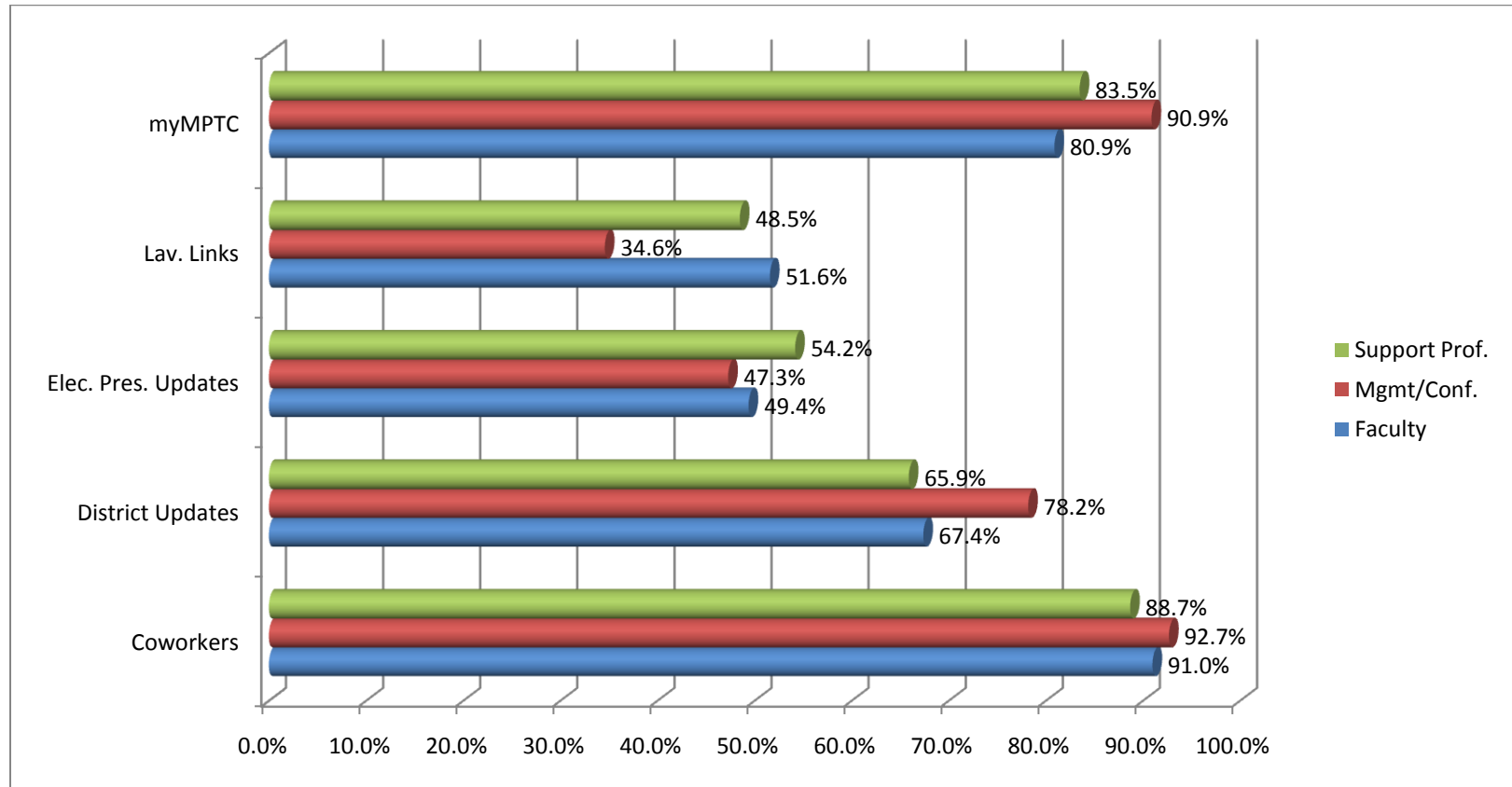


Figure 17. 2010 - Value of information source for keeping abreast of the College's activities by employment classification (percent finding the source very valuable or moderately valuable)



- Faculty (80.9%) view myMPTC as less valuable a source for keeping abreast of the College's activities than do management/confidential staff (90.9%) and support professionals (83.5%).
- Management/confidential staff (78.2%) view District Updates as a more valuable means of communication than do faculty (67.4%) or support professionals (65.9%).
- Support professionals (54.2%) view Electronic Presidential Updates as more valuable of a communication tool than either faculty (49.4%) or management confidential (47.3%).
- Finally, management/confidential staff (34.6%) do not find Lavatory Links as valuable a communications tool as do faculty (51.6%) and support professionals (48.5).

Feel free to share any constructive advice you have for the College as it moves forward in its quality journey.

- Allocate resources for continuous improvement and offer training for all employees to sign-up for.
- Are you trying to say that we have more effective and efficient course scheduling? I'm sure this and the book orders was thrown on the back of the already overworked Admins, staff or faculty. Yes, it has changed but it has created more work for those that are already overburdened. What is contract registration? Lavatory Links would be better if the print was larger. I would share my name, but I don't have time for another committee. This college has a new portal, but we're still lacking vital communication from managers and administration. I am sick and tired of Online Learning changing the rules midstream and not giving faculty any indication of what is going on. Ask someone in management about the eCollege migration and how faculty didn't know that courses were being migrated before the curriculum deadline of October 1. How much duplicative work do we need in this college? Evidently the faculty and staff have plenty of time to buffer students from the ridiculous changes this college keeps shoving down their necks. Pate' anyone?
- At atmosphere of sharing information would be very useful. My dean is reluctant to share information.
- cannot get computer access to things that would make my job easier -
- Continue with regular faculty/staff input.
- Could we have a summary page on each tab of myMPTC which would indicate which channels or topics have been updated within a short amount of time. - we have so much information out here - who can take the time to keep reading and reading and reading all that information? It would also be helpful if the color of the type would change if you have already read that item, etc. Otherwise, it's hard to remember if you've read about something and on which tab?
- Current data and reporting are issues we seem to be constantly facing along with a need for more IT support within the college.
- Don't just talk the talk - WALK THE WALK!!!!
- I really wish there were a smoother purchase requisition process for smaller supply items not available in the bookstore. What is the process? I find myself purchasing what I need as there is such a delay in obtaining materials I need.
- I think there is a real effort to change the culture. And that's good! It's just going to take time. We need more people willing to see the big picture and how all the pieces fit together, rather than just their piece of the puzzle. The more we reinforce those types of big picture and collaborative behaviors, the better off we will be. The folks who just want it to be the way it always was and stand in the way of change are going to have to be dealt with, rather than just let them hinder the process.
- I think we are headed in the right direction. As an institution, we could continue to improve communications with the persons directly affected, whenever decisions are made. This would especially include facilities, curriculum, training opportunities.
- I think we are off to a good start at making proactive changes.
- I would be helpful to have an anonymous place to leave comments. Persons often do not want to bring up issues due to fear of reprisals. Continuous improvement cannot happen in an environment of fear.
- I would suggest that the college uses outside consultants to facilitate the quality improvement projects. The current facilitators are too easily influenced by staff which inhibits change to existing processes. The one project that I feel has been successful used someone from outside the quality council as the facilitator.
- If fear could be eliminated or at least lessened that would improve my work environment tremendously.
- If we truly want to be collaborative, then we need to move away from how we work together now. Right now the college has a vision and then comes and ask employees what they think about that situation without sharing the vision. If the employee input matches the vision, great, if not they move ahead anyhow. Additionally, the identification of problems and concerns also needs to come from the bottom up as well as the top down. Currently, few concerns from the bottom are addressed while most if not all of the concerns at the top are addressed. We need to move towards trusting each other and working together if we are to be the one of the best Technical College in the State.
- Implement shared decision making as training topic for top Administrators.
- It is great that there is a Quality Council. Bringing forth these surveys is a great idea. With so much time the Quality Council works to develop a means to help the College move forward, you would think the leadership would grab hold of these results and quickly move to make any changes needed to

make improvements. It seems like no one wants to offend or step on another department's shoes. The only way changes will be made is to graciously acknowledge and be acknowledged on the needed improvements. Take the criticism and make yourself better. Accept change and challenge. A person learning to dance will step on the other person's shoes, accept it, move forward, and continue to learn to dance.

- It is so extremely important for the sake of students and our college reputation that as new college processes and procedures, like the new registration process that includes registration blocks, are implemented, managers get ALL necessary stakeholders input before decisions are made. There seems to be an unending pattern of allowing people who think they are all-knowing to make major changes in the college. Those people never ask for information before making decisions that affect every part of our college - especially students' experience and satisfaction with our college. Their decisions can be and have been disastrous. As an employee who tries so hard to contribute in a positive way, I become very offended and very depressed when I see the people who've made our college a big mess get promotions and praise. Upper management acts deaf, dumb, and blind to the huge mistakes of those hand-picked employees. When those people are the ones who seem to move up the ladder and never suffer any negative consequences for their actions, the rest of us want to just give up. It is very demoralizing. It is very important that all college employees who suffer from poor management decisions see that someone at the top "gets" it and takes appropriate action.
- It will be nice for the college to know all the work that is done to improve the quality at our college.
- Keep going thru the motions!
- Lavatory Links displayed in poorly lit bathroom stalls are difficult to read...what looks good and reads easily on screen (white fonts on dark backgrounds) doesn't read easily in dim light.
- Let's really try for sustainability, not just try to take credit for it.
- Making sure that all levels of employees are provided with information regarding the college's decisions and future. While asking managers/supervisors to share information with their employees is how the details should be passed along, when there's no accountability on whether that manager actually shares information, there's no way to know if as an employee, I'm actually getting the information I should (which I feel that I'm not).
- Management needs to move forward on ideas from various forums and teams. They always seem worried someone is watching, paralyzed with fear, hoping the serfs will pick up the cause. We need real leaders, not people watching their retirement accounts to determine when it's time to leave.
- Meaningful communication with the Grants office is down to nothing. Changes occur and we are supposed to figure them out and respond accordingly. There is total disconnect. I'm sure THEY are aware of activities, changes etc.
- My thoughts have been shared in the past and I have never felt heard. I have no confidence that anything said in this survey would be any different.
- Please look at the workload formula to take into account lab maintenance, supplies, and the time it takes to oversee a lab setting versus a lecture.
- Please reevaluate SunGard. Please have the support staff attend productive breakout sessions at District Updates for support staff needs.
- Please see notes on previous pages. A person's immediate manager can make a huge difference in one's outlook, feeling as though you have been heard and willingness to do extra work to get the best possible outcome. Top management needs to trust mid-management to make good decisions. Mid-management can then trust their staff or faculty to make good decisions. Everyone feels more empowered - like they have a real stake to achieve a positive outcome.
- Quality Journey? Did we start one?
- Real quality improvement cannot be dictated by a Quality Council or required responses to anonymous feedback sources. Real quality improvement occurs when employees are knowledgeable about their work processes and how those processes relate to the other areas of the college, and when employees/supervisors feel capable of addressing issues and have the time to do so. This requires proper time for on-the-job training and a proper level of interaction/communication with work team members and individuals outside of the work team on an ongoing basis and in the form of work team meetings, cross functional team meetings, etc.
- Rekindle college wide team environment
- Review all (emphasis is on ALL) job descriptions and reporting structure of management positions. Find out what people are actually doing as compared to what others think they are doing. Benchmark against what other colleges are doing. Staff that do not have the proper credentials for their positions should be moved to more appropriate positions. You will find that lower level staff are actually managing those above them. This creates resentment, confusion and difficulty in obtaining goals. Workloads are not evenly distributed. Some band adjustment may be necessary. Value on skills change over time. We need a overhaul.
- Show me what's right with an organization and I'll take you to the top, show me what's wrong with an organization and I'll take you to the top.

- The current Quality process pays service to improvement but does not truly deal with the issues that could have a major effect on the college and our students. Need to be addressing items that impact our work processes. Quality means nothing if there is not a willingness to change and a willingness to hear what the workforce is saying. To allow the workforce to participate in the process without fear of retribution or threat. Make Quality a partnership not a token process.
- The more involved the better and stronger the cultural change. It really strengthens all the good done. I think we are moving in the right direction as in my little time here I have seen some great things...
- The more we can use understandable language to communicate (vs. a ton of acronyms and team names that are difficult to understand), the more effectively and efficiently we will all be able to work together toward common goals. I continue to hear of "rule by fear and intimidation" tactics in management. I currently am fortunate enough to work on a collaborative team with a positive/supportive dean. This doesn't seem to be the case in all work areas.
- There are many initiatives that have been started. Please do not start anymore until the college community can catch up. Where is the VP of Student Services? That is a valuable position and the College chose not to replace this position? How can we say we are student focused when we disregard a key leadership position?
- There needs to be an emphasis on the "soft-side" of quality in addition to the "hard-side" of quality initiatives if the college wants to sustain the results long-term. It is about doing it through people and not to people.
- treat students as students
- Utilize the skills and abilities of the current staff. MPTC never seems to give THEIR employees a chance for promotions. They need to look within when possible - this can certainly help with continuous improvement efforts!
- We need leadership to lead by example and make good sound decisions when looking forward.
- We need to streamline our processes and document/train everyone on them. They are fuzzy and roles are blurred. Cumbersome processes make it difficult to do our jobs efficiently. We need to practice our core values and provide training for all so we live and breathe them. Our customers need to come first. We should do whatever we can to serve them in a way that works for them (not the way that works for us). As a college, I think we need to remove as many barriers as we can to serve them the way they want to be served (limited boundaries are needed but I feel we have too many right now to serve them as they desire).