A questionnaire was e-mailed to a list of 354 Moraine Park staff members. A total of 259 respondents completed the questionnaire for a 73.2% response rate. Given the response rate we find the results are within +/- 4.0% at the 99% confidence interval (utilizing a finite population size calculation).

Leadership and Planning

*Figure 1. Agreement level with leadership and planning statements*
**Overall Staff:**

As can be viewed in Figure 1, 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) – 90.9%
- The College’s leaders encourage learning that will help me improve my work – 75%
- The College’s leaders let me know what they think is important – 74.1%
- I know how to tell if we are making progress on my work group’s part of the College’s plan – 66.8%
- The College’s leaders use our values to guide us – 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:

- As it plans for future improvements, the College asks for my ideas – 42.1%
- The College’s leaders create a work environment that helps me do my job - 35.7%
- I know the parts of the College’s plan that will affect me and my work – 33.5%

**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) – 93.5%
- The College’s leaders share information about the organization – 76.3%
- The College’s leaders let me know what they think is important – 76.3%
- The College’s leaders create a work environment that helps me do my job – 69.9%
- The College’s leaders use our values to guide us – 67.7%
- The College’s leaders encourage learning that will help me improve my work – 67.4%

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

- As it plans for future improvements, the College asks for my ideas – 37.0%
**Management/Confidential:**

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) – 90.9%
- The College’s leaders encourage learning that will help me improve my work – 87.3%
- I know how to tell if we are making progress on my work group’s part of the College’s plan – 83.6%
- The College’s leaders let me know what they think is important – 77.8%
- The College’s leaders use our values to guide us – 70.4%
- I know the parts of the College’s plan that will affect me and my work – 67.3%
- The College’s leaders share information about the organization – 66.7%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:
- The College’s leaders create a work environment that helps me do my job – 38.9%
- As it plans for future improvements, the College asks for my ideas – 36.4%
- The College’s leaders share information about the organization – 33.3%

**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) – 87.8%
- The College’s leaders encourage learning that will help me improve my work – 72.2%
- The College’s leaders let me know what they think is important – 70.8%
- The College’s leaders use our values to guide us – 67.8%

Areas of high levels of **disagreement** (one-third strongly disagree, moderately disagree and slightly disagree) include:
- As it plans for future improvements, the College asks for my ideas – 50.0%
- The College’s leaders share information about the organization – 39.3%
- I know the parts of the College’s plan that will affect me and my work – 37.1%
- The College’s leaders create a work environment that helps me do my job – 36.7%
- I know how to tell if we are making progress on my work group’s part of the College’s plan – 35.6%
Comments or clarification for any of your responses for the leadership and strategic planning statements

• "...plans for future improvements, the College asks for my ideas." I was on a committee with several other staff members to plan a change for the college. After all was said and done with 2 full days of discussions, the head of the department did what she wanted to do anyway. I have experienced this is the past too. Input is asked for but never followed. I and others have learned that the College Leaders do whatever they want regardless of what is needed or best for the staff and students. The College Leader of our department has been here for years yet still has not acknowledged our presence as part of the department. Our specific mission at the college is never discussed. We have been told, "There is no use trying to talk..." and I have come to believe that is true. The new plan for construction in Fdl is again being shoved down our throats by those who make decisions that are not in the least bit made by those it will affect. If our own closest College Leader does not know our needs of course we know for sure the new construction will not suit ours, nor the student we work with, needs. "...we are making progress on my work group's part of the College's plan." No. The College Leader of my work group does not condescend to even acknowledge us. "...encourage learning that will help me improve my work." No. My specific skill set has never been addressed nor recognized.

• Before and since the inception/implementation of One Stop Shopping, the key team players have been basically kept in the dark, our input (other than the types of phone & front desk questions we receive) was requested and we continue to "operate" in haphazard fashion. There is no blame placed with our immediate one-stop supervisor for these circumstances.

• By leadership, I am referring to the highest level of leadership, the President, the Vice President of Teaching & Learning, and Human Resources who are woefully out of touch with the issues of student success in the nursing program. Jamming students through, without regard to quality of student performance, is the reason that the NCLEX pass rate has fallen to 58%. This low performance predicted to the leadership when foolish changes were implemented, to no avail. I am sorry to work at a college that has brought the nursing program to such a low level of achievement.

• Changes have been made without all the department having input and how it may effect that area. When one area changes all other areas are impacted. I used to feel working at MPTC was great. Now I wonder because of poor communication between areas and management. I think decisions have been made at the upper levels with very little input from the staff who works directly in the area or with the students. Some decisions are made quickly with very little input of those that are working directly in the area and others are not made at all.

• Communication is extremely poor from the top down. There is little value placed on staff input and opinions. The college is more disjointed today than it has been in the past, we have more meetings, more busy work and get less done. The students suffer because of it

• Communication is not always consistent among leaders...some do a good job communicating plans and giving feedback while others don’t. I think some people just don't know how their work impacts the plans or how they can contribute. How do the pieces fit together overall vs. having silos.
• Communication is vague and often doesn't exist. I have heard in external meetings something the college is working on and I am not aware of it - even though it is an area I should know about because of my position and responsibilities. I would like to be consulted more - decisions have been made that were poor and should have had my input.
• Decisions are made without the people that matter.
• I am not privy to the information the college uses to base their directional decisions on. I feel they only share the information they feel that we should reiterate when asked. My learning and work environment aren't areas that change unless it is by my own initiative - my supervisor is not proactive or even reactive that way. He knows I will pick up new skills or make adjustments within my environment on my own.
• I am too new to the college to give any opinion. Thank you.
• I believe that the college leadership is not necessarily in agreement as how to get to the end point. This shows by having to many irons in the fire and pushing things to meet unreasonable deadlines.
• I believe there are "hubs" of health and positive leadership within the College. I do believe the overall culture remains one of mistrust and "leadership by fear."
• I defined College's leaders as those positions at the VP level and up.
• I did not understand what was meant by "our values". (College's values, leader's values, employee's values). Being fairly new to the college I'm unclear about "work groups".
• I don't know what our values are and I think the college makes it harder for us (teachers) to get our jobs done every year.
• I feel that some of the "College's leaders" do an excellent job, but others do not fit in at all with the College's mission and goals and fall very short on most of the questions asked.
• I feel the college is trying too many new things at once and the staff is overwhelmed. I don't believe they ask enough input from the staff that actual has to input the changes. I also believe that most of the managers at this college are nervous about their jobs and are afraid to voice their opinions in support of their staff.
• I feel we tend to work in a reactive rather than proactive scenario. My concern is that staff at MPTC seem more concerned about protecting themselves or "covering their own butt" (sorry, couldn't come up with a better way to say it) than worrying about the big picture and what's good for the college. I believe Customer Service is lacking. A "long"-range plan would be good, only if we follow it.
• I have been working here less than 1 year am not ready to make many judgments yet about the administration. I am happy working here because of my boss and what generally seems like a positive environment.
• I have only been at MPTC for a month and have not been able to observe some of these qualities.
• I have only been employed for three weeks so there is information that I do not yet have. I believe that is simply a result of the length of my employment.
• I think the College's leaders talk the talk - we have great ideas about growth and progress, student service and success. This is good! However, the leaders need to walk the walk - do not just talk about growth; support us when we try to progress and grow. Hold individuals responsible for their own actions, rather than punishing all of us when one team member goes astray. Make eye contact with us, welcome us to meetings, treat us with respect. Thank us for being here, show us that we are valued. Encourage support staff to support faculty, rather than working against us, or complaining that faculty have it "easy." Allow us freedom and empowerment, not rigid structure and endless, meaningless forms. Finally, streamline leadership processes. Changes take too long at MPTC and your best and brightest are frustrated by the lag time.

• I think the questions are quite vague and I can think of examples of positive and negative for most of them, so I am not sure what specifically the questions were asking.

• I understand the College's mission, but don't believe the College adheres to it's mission and goals. Too many groups working in different ways on same issues, and way too many initiatives and work expectations to accomplish in a quality fashion. College takes on work beyond its capacity and resources and them blames people for not producing quality work.

• I would have appreciated at least a heads-up notice with overall explanation of the "Mandatory" banner trainings to be accomplished this Fall. Two of these trainings have been announced with less than two weeks lead time to coordinate attendance at trainings by me and work mates and coverage of our work location hours which demands some staff availability to students, staff and public...We can't just close to attend meetings!! Right now I have no idea how many other training sessions I(we) may be required to attend on short notice and that missing info bugs me!

• It doesn't feel like we are all one. People who are involved in the programs are not asked to attend meetings. They are kept out of the loop.

• It seems that the college systems work in isolation of each other. So many new initiatives and too little time makes staff narrowly focused without a thought of the big picture. Would like to see MPTC find a niche that would make this college known for something. As we compete for students and resources it is important to focus and move in a direction instead of many at the same time. What is paid attention to is what gets done.

• Lately there is so much being thrown at us, that it is hard to see where we are going or what the intended outcome is supposed to look like.

• Many changes have not made for improvement in the recent past including changes in marketing, student admissions policies and the 66% drop in admissions counseling. Admissions should be the poster department for excellence, outreach and smoozing. The one stop shop is a real concern. At some point, students should be able to really speak for a hour or more (over 1 or more visits) with an admissions counselor to assist them in one of the most significant life changing choices they will ever make! When I started working here there were three full time admissions counselors. Now there is one (on my campus). I am not aware that staff have ever been asked about a major change in marketing or admissions. The consultant
who thought anyone could answer the phone for all three campuses this year should not be sought for any further consulting.

- My dean and our dept. staff do a great job of the above; however, I don't see these things happening at the higher levels.
- My ideas are not important.
- Open communication does not seem to be practiced regularly, and the decisions made (particular to the creation/adaptation of new administrative positions) is not tied directly to the current work that we seem to be aware of at Moraine Park.
- Our group has absolutely no goals, plans for improvement, plan(s) to increase enrollment, plans to better develop teaching materials and curriculum, to even measure.
- Our leaders are trying to change too much too fast. It doesn't feel like we have a clear direction or that our direction is shared with everyone. We get off on tangents. We are always being compared to other organizations but they don't take the time or spend the resources necessary to fully implement their "new strategies". We hear about "Getting on the Bus", then we're compared to "Theda Care" quality initiatives and then to a big fancy hotel (can't remember the name from inservice). No clear focus.
- Regarding values: 1) There is not much collaboration when it comes to decision making. It is quite top-down in relation to budget, policy, and decisions made regarding contracts. 2) While the college might value data driven decision making, getting data is difficult. Long term trend data is extremely limited. I find it hard to believe how much this college works in a data/information vacuum. There is a lot of support for professional development. HR seems to get a lot of resources.
- Some policies, specifically IT related, are very conflicting with what our department is attempting to accomplish on behalf of the college. I often do not have the tools available to carry out what we are selling although on the surface, it appears we do.
- Some Top priorities seem to change or are re-defined. This makes it difficult to stay on top of what MPTC is trying to accomplish. One question: "the College asks for my ideas" I would have to say they actually ASK for input, but I said "slightly agree" because they don't seem to act on the input.
- The administration's communication chain seems to be broken. I hear of new plans in a roundabout way. My Dean has not been kept in the loop and is the last to know. This concern is being addressed, but if I am experiencing this, what about the rest of the college.
- The college doesn't want to educate it's workers. They don't want to give more for improving our education. The college only looks out for money in their pocket. No information is passed down- what do you think Park place is for?
- The college has never approached this transition with the staff's values, needs, concerns in mind. It is an approach of this is the way it is going to be, if you do not like it then we ask you to leave. The college's leaders encourage us to learn our new responsibilities during our work day, yet with all the new responsibilities added no one seems to be able to manage "extra" time to do practice banner or learn other areas in one stop. The training that took place in a few hours and then the leaders
made us sign for the information we received that we are now responsible for that knowledge. Insultive. No leadership has ever - ever come to another campus to watch how that campus functions, guiding us in transition. Sink or swim on your own attitude. This is the way its going to be, make it work. One time leadership came to inquiry if we had any questions, though we shared concerns, with the do it or leave attitude, staff is afraid to be really verbal and then branded.

- The leaders of this college never ask for input
- The leadership does occasionally ask for input - - but they (especially the President) do not listen. Minds are made up beforehand.
- The manager's leadership style in my department is autocratic rather than collaborative. So most of the above behaviors above are not modeled and applied in my department. Please note I am using the term "department" rather than "team." From my observation, I do believe that there are other area of the college who are lead differently and these indicators are applied. (Please note it is not my intent to discredit my manager rather identify the leadership style needed to foster this type of Culture.)
- The way one stop and banner has been handled it has been very difficult to do my job, they rushed implementation and it is sloppy. The college enrollment does not want or ask for our ideas we wanted to provide ideas how it would work better and it was not up for discussion. Made for lots of hard feelings.
- There is a work environment of fear and distrust. The values of only a hand full of this college's leaders guide us.
- This is my first year teaching and do not have enough information to rate some of survey questions.
- To whom do you refer when you say "the college's leaders", exactly?
- Too many priorities
- Total lack of communication about goals and agendas. I see personal agendas shaping what is done versus strategic goals.
- We share the same "official" mission, but in reality we operate with different and sometimes conflicting missions.
- What are you considering to be the college's leaders? Deans, President?
- Where do I find the "College's Plan?"
- With so many projects on everyone's plates, it makes it difficult for individuals to feel like they are doing the quality job they would like to. There is very little time to seek input, and too many projects going on for everyone to be informed of it all. This has caused several issues with my work team, as the culture changes from being overly team involved to having teams provide input through means other than extensive meetings.
- With the multiple new things that have been put in place recently, i.e., new portal, one-stop shop, and Banner conversion, I'm afraid our students are going to suffer. Especially, with the implementation of Banner at a crucial time-Registration. My concern how these factors will affect our enrollments.
Customer and Market Focus

Figure 2. Agreement level with customer and market focus statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
<th>Cannot Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a means for my customers to provide me with feedback.</td>
<td>43.8%</td>
<td>22.9%</td>
<td>18.9%</td>
<td>8.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am allowed to make decisions to solve problems for my customers.</td>
<td>25.5%</td>
<td>38.9%</td>
<td>19.0%</td>
<td>4.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I regularly ask if my customers are satisfied or dissatisfied with my work.</td>
<td>36.1%</td>
<td>30.1%</td>
<td>21.7%</td>
<td>6.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My customers tell me what they need.</td>
<td>50.4%</td>
<td>30.2%</td>
<td>15.7%</td>
<td>1.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I keep in touch with my customers.</td>
<td>62.7%</td>
<td>26.5%</td>
<td>8.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know who my most important customers are.</td>
<td>75.5%</td>
<td>17.7%</td>
<td>3.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall Staff:

As can be viewed in Figure 2, 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

- "Customers" takes on many different meanings. sometimes it is students, sometimes it is employers, sometimes it is internal staff, faculty & management. I wasn't sure what definitions we were to use. As far as the question: "I am allowed to make decisions to solve problems for my customers." I had to say I disagreed with this, because for some very important decisions for the overall group, management unrelated to or unknowledgeable about a situation management imposed a decision. This may have been based on single (vocal) dissenting viewpoint. Sometimes to the detriment of the group.
- Advisory committees come to mind -
- By "customers" I am assuming you mean "students."
- College has too many people invested in one another's work. Staff and faculty in the College are making decisions without looking at data, history, or current efforts. They lack the expertise to make the decision and do so without consulting with the people who do the work. Having an opinion about something is not the same as expertise.
- Customer feedback - If our external customers don't like the answers they receive, or don't agree with what they are told, they go to the next higher level and often tell half truths.
• Dislike the customer wording. Doesn't seem appropriate for what I am doing.
• Faculty are the most evaluated people at the college. Customer service feedback needs to be equally received for all people that work at the college. My students have shared concern with the behaviors (manner in which they were spoken to) they have had to deal with in financial aid and even the bookstore.
• Have not been able to keep in touch with customers as in the past due to changes in work load due to all the priorities we have.
• I am responsive to my students however, as an internal customer, decisions are made that affect my work but there was no opportunity to provide input before decisions were made (e.g. moving mailboxes, outsourcing modules).
• I can make some decisions to solve problems for my customers. Other very important decisions are out of my control.
• I do not believe that call staff provide any type of feedback for their supervisors or deans. They seem to be a group we do not care much about. They can make such a BIG difference in how we are perceived. This NEEDS to be addressed.
• I don't have to ask my specific customers if they are satisfied or not. They feel free to contact me with requests, suggestions, complaints, etc. I feel free to give my supervisor suggestions on how to solve problems for my customers. My supervisor makes the decision.
• I have not seen the results from student feedback course surveys for a year now in the program courses. This is an asset for planning for the future.
• I have only been employed for three weeks so these questions are hard to answer as i have not yet had all these experiences.
• I totally understand my customers and what we need to do to contact them in order to let them know we are here. There is nothing in place to allow me to do this and our group does nothing to address this issue.
• I value the feedback of my customers and I personally and the College actively seeks it. A constant follow of feedback (constructive and positive) is what makes an organization a high performance one! Unfortunately, I am limited in my ability to resolve customer issues that are not in my control. I am not always empowered by my manager to do what is in the best interest of the customer.
• I work with a great group of people. Everyone is extremely busy but we all do the best we can.
• I'm in direct contact with students, which allows for immediate feedback because I've decided to ask for it. I'm not certain of other ways in which the college is acquiring this information.
• It is what our customers’ think they need as in the customer is always right? I think a better word could be found. There needs to be some clarity on this.
• Many times the outside customers make suggestions that are difficult to incorporate into our setting. Many times the cost outweighs the benefits many times over.
• My customers receive my business card with their receipts. It gives them multiple means to contact me. I also respond to the department emails that are received via my individual account which also includes my direct email, phone and address information - again a multitude of methods to reach us.
• My most important customers are my students, and I know that I do well with them. Also important are my internal customers - co-workers and managers.
• my team is for the students not their own interests
• Not sure how you rate customers. All customers are important.
• Often in our department, our customers want more than we can give. Our availability of resources prohibits us from being as flexible as we should be for our customers.
• Our customers are our students. We are losing touch of this fact Feedback that has no real purpose has no real worth We need to make use of our customers feed back
• Our customers tell us what they want but do they really need it...how do they USE the info we give them?
• Some problems are beyond my control ; IVC
• Sometimes the "problem" involves a process or system at the College. Other times the "problem" involves specific staff at the College (customer service lacking or poor). These two "problems" are beyond the scoop of what I am able to "solve."
• The biggest barrier here is communication. Making sure that people get the message. Perhaps email or the intranet is not the best way to communicate. Sometimes it is better if people hear the message rather than bury it or not pay attention to it.
• There is a means to provide feedback (for students) but is it really evaluated and used?? Are the results tabulated??
• Timely course evaluation feedback would be extremely helpful. Customers give me feedback when I ask for it.
Measurement, Analysis and Knowledge Management

Figure 3. Agreement level with measurement, analysis and knowledge management statements

Overall Staff:

As can be viewed in Figure 3, the College is performing well in all areas relating to measurement, analysis and knowledge management, 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 measurement, analysis and knowledge management with high levels of disagreement (one-third strongly disagree, moderately disagree and slightly disagree).

**Faculty:**

Faculty viewed each statement regarding measurement, analysis and knowledge management with a high level of agreement (two-thirds strongly agree, moderately agree or slightly agree). 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 use analysis for making decisions about my work – 92.7%
- I know how to analyze (review) the quality of my work to see if changes are needed – 92.6%
- I know how to measure the quality of my work – 90.9%
- I know how the measures I use in my work fit into the College’s overall measures of improvement – 81.8%
- We have tools in place to measure the quality of our work – 72.7%
- I get all the information I need to know about how the College is doing – 70.9%

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 – 35.2%

**Support Professionals:**

Support professionals viewed each statement regarding measurement, analysis and knowledge management with a high level of agreement (two-thirds strongly agree, moderately agree or slightly agree). There were no areas related to measurement, analysis and knowledge management 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 measurement, analysis, and knowledge management statements.

- "...the measures I use in my work fit into the College's overall measures of improvement." My measures are not recognized by the College because they do not fit the typical office function.
- Right now, the college does not use a real "quality measurement tool." What is currently being used can be manipulated to provide any outcome desired by management. 2. As a professional teacher, I apply authentic quality measurements to my work. 3. As a professional teacher, I am constantly seeking feedback from my students.
- Again poor communication top down The school does not have a viable measurement tool to assess my work
- Again, some College leaders are very good at keeping us informed of what the College is doing, others fails miserably at this.
- Again, we may have measures in place to gauge the quality of our work...but do we do anything with them??
- Banner!!!
- Hopefully, BANNER will provide much needed data for making decisions based on the needs of students as shown by their performance.
- I do not received accurate information in doing my work. I receive instructions one day, and the next day instructions are changed.
- I don't think that we have defined measures beyond enrollments and FTE's.
- I don't think we are there yet...
- I feel the college is pushing for change at the expense of quality.
- I have only been at MPTC for a month and have not been able to observe some of these qualities.
- I use ANALYSIS?
- I would like some sort of self-rating chart that would allow me to compare my work to the College's mission.
- Information in my department is shared on a need to know basis or if you ask basis.
- No degree of measurement is in place to perform above and beyond in the current workplace. The only recognition comes with a good review once a year. Only personal satisfaction from a job well done, or acknowledgement from peers provide our feedback. In previous jobs, before one stop, all the support needed came from each individual departments. Now, we must scramble amongst ourselves to try and serve the student in all the areas we are expected to know........sad.
- Offering up information or suggestions for making improvements are automatically disregarded unless it comes from top leadership.
- Quality in instruction is a very difficult thing to measure. Although we have some metrics in place, and can measure whether I'm "qualified" as a teacher I'm not convinced that they can capture if I'm a "quality" teacher.
- Quality of OUR work - Evaluation tools in place but no reports produced to give feedback on results.
Some of the indicators I find most useful for my program come from a national exam with pass/fail and loads of data. The indicators that the college would like to use to show improvement or quality are more subjective and for my students less significant.

The data systems of the college are very inconsistent. It is hard to make data driven decisions. Banner is to solve all of this right?

The faculty evaluation tool does little to support the quality or improvement of my job performance or professional growth.

The first statement is a "we" statement. Who is "we"?

The word "all" is too strong of a word for the above.

There is no "group" effort within our group to come together to get better quality. We are all totally on our own .... and I can only "judge myself" with no outside positive, productive criticism.

There is so much more than faculty evaluations that need to be implemented here. Staff at all levels...including administration, should also be evaluated from all sides.

This college is data and information poor. No accessible long term trend data on program enrollment, FTEs, quality indicators. Graduate follow-up info is piece meal. Please give us trend data to help us conduct analyses. Research or IT needs to be proactive and share more data.

We claim that we use data, but the reality is that we skew information and use perception to direct decision-making at Moraine Park.

Would like to be able to find data on the web that is up to date and is what the President uses for review. For example in Spring 2008 there was on Park Place in the lower right hand corner a list of program enrollment data that I heard was what the President reviewed. It was not updated all summer.
Process Management and Results

Figure 4. Agreement level with process management and results statements

- The Quality Council represents the best interests of the College.
  - 13.60% Strongly agree
  - 27.70% Moderately agree
  - 19.00% Slightly agree
  - 7.90% Slightly disagree
  - 25.60% Moderately disagree
  - 0% Strongly disagree

- The College removes barriers that get in the way of progress.
  - 30.00% Strongly agree
  - 25.20% Moderately agree
  - 20.05% Slightly agree
  - 11.10% Slightly disagree
  - 20.90% Moderately disagree
  - 0% Strongly disagree

- The College uses my talents well.
  - 14.70% Strongly agree
  - 39.20% Moderately agree
  - 17.60% Slightly agree
  - 9.00% Slightly disagree
  - 8.00% Moderately disagree
  - 0% Strongly disagree

- The College uses my time well.
  - 16.50% Strongly agree
  - 32.60% Moderately agree
  - 18.60% Slightly agree
  - 14.50% Slightly disagree
  - 6.60% Moderately disagree
  - 0% Strongly disagree

- I know how well the College is performing financially.
  - 11.80% Strongly agree
  - 22.90% Moderately agree
  - 31.80% Slightly agree
  - 11.40% Slightly disagree
  - 11.40% Moderately disagree
  - 0% Strongly disagree

- My team knows how to use problem solving techniques.
  - 24.20% Strongly agree
  - 39.30% Moderately agree
  - 22.50% Slightly agree
  - 5.70% Slightly disagree
  - 0% Strongly disagree

- I know how to use problem solving techniques.
  - 41.60% Strongly agree
  - 44.90% Moderately agree
  - 11.00% Slightly disagree
  - 0% Strongly disagree

- I have received training to identify process improvements.
  - 14.70% Strongly agree
  - 25.30% Moderately agree
  - 27.80% Slightly agree
  - 13.10% Slightly disagree
  - 9.80% Moderately disagree
  - 4.50% Strongly disagree

- I have control over my work processes.
  - 18.00% Strongly agree
  - 34.40% Moderately agree
  - 20.50% Slightly agree
  - 9.80% Slightly disagree
  - 7.00% Moderately disagree
  - 0% Strongly disagree

- We have efficient processes for doing our work.
  - 18.40% Strongly agree
  - 25.00% Moderately agree
  - 27.50% Slightly agree
  - 8.60% Slightly disagree
  - 7.80% Moderately disagree
  - 11.90% Strongly disagree

- I collect information (data) about the quality of my work.
  - 19.80% Strongly agree
  - 33.30% Moderately agree
  - 30.00% Slightly agree
  - 7.80% Slightly disagree
  - 3.30% Moderately disagree
  - 0% Strongly disagree

- The people I work with collaborate as a team.
  - 39.70% Strongly agree
  - 31.00% Moderately agree
  - 15.70% Slightly agree
  - 6.60% Slightly disagree
  - 0% Strongly disagree

- I am empowered to make changes that will improve my work.
  - 18.90% Strongly agree
  - 33.20% Moderately agree
  - 23.00% Slightly agree
  - 11.50% Slightly disagree
  - 4.90% Moderately disagree
  - 8.70% Strongly disagree
**Overall Staff:**

As can be viewed in Figure 4, 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 – 97.6%
- The people I work with collaborate as a team – 86.4%
- My team knows how to use problem solving techniques – 86.1%
- I collect information (data) about the quality of my work – 83.1%
- I am empowered to make changes that will improve my work – 75.0%
- I have control over my work processes – 73.0%
- The College uses my talents well – 71.4%
- We have efficient processes for doing our work – 70.9%
- I have received training to identify process improvements – 67.8%
- The College uses my time well – 67.8%
- I know how well the College is performing financially – 66.5%

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 – 52.5%

**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 – 97.8%
- I collect information (data) about the quality of my work – 91.4%
- The people I work with collaborate as a team – 97.1%
- My team knows how to use problem solving techniques – 82.6%
- The College uses my talents well – 77.4%
- I have control over my work processes – 76.3%
- I am empowered to make changes that will improve my work – 73.1%
• We have efficient processes for doing our work – 69.9%
• I know how well the College is performing financially – 67.7%
• I have received training to identify process improvements – 66.7%

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 – 54.3%
• The College uses my time well – 34.8%

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 – 96.4%
• The people I work with collaborate as a team – 88.9%
• I collect information (data) about the quality of my work – 85.5%
• My team knows how to use problem solving techniques – 83.6%
• I know how well the College is performing financially – 72.7%
• I have received training to identify process improvements – 70.9%
• I am empowered to make changes that will improve my work – 69.1%
• We have efficient processes for doing our work – 69.1%
• I have control over my work processes – 67.3%

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 – 54.5%
• The College uses my talents well – 38.2%
• The College uses my time well – 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 – 98.9%
• My team knows how to use problem solving techniques – 92.4%
• The people I work with collaborate as a team – 85.7%
• I am empowered to make changes that will improve my work – 83.5%
• I have control over my work processes – 75.8%
• We have efficient processes for doing our work – 74.7%
• I collect information (data) about the quality of my work – 74.4%
• The College uses my time well – 74.4%
• The College uses my talents well – 73.9%
• I have received training to identify process improvements – 67.4%

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 – 47.8%
• I know how well the College is performing financially – 33.7%

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

• "The people I work with collaborate as a team." Only our most bottom layer of team. The general big team ignores us completely at all big team meetings.
• Clarification: The group printer is out of toner. Know one knows the process for replacing, need to call Administrative assistant on another campus who needs to try to figure it out. ONE PERSON NEEDS TO BE RESPONSIBLE FOR PRINTERS AND COPIERS IN EACH DEPT. AND MAKE SURE THEY ARE WORKING!! Everyone is "Fooling around" with them. Small wonder they are always broken!!!!
• Don't know what the Quality Council does. The college thrives on creating barriers Decisions are made from necessity and fear not cooperation and collaboration
• Efficiency is key. Don't ask me to complete updates and dupe requests before I have a workload. Don't make me fill out multiple forms for dupe requests when one form could contain multiple requests. Ask all people to exhibit positive attitudes when processing my requests from Registration to Curriculum and hold them accountable if they do not comply. The job needs to get done - we might as well be nice about it.
• How long is it going to take this place to create an electronic (Excel) version of the Expense Reimbursement form???????????????????????????????????? What a time waster!!!!!!!!!!!!!!!!
• I am discouraged that sometimes decisions are made that are not necessarily in the best interest of our students or even staff. Again, I refer to the multiple changes that have taken place right before we are registering for courses.
• I am unclear as to "formal" training to identify process improvements.
• I believe that there are a number of very time-consuming processes used at the college that could be simplified (program update plans, curriculum, textbook ordering). Faculty is spending considerable time marketing their programs. I know marketing is critical to program growth, and I am supportive of all the initiatives currently taking place. However, I feel there needs to be more specific program marketing done by college staff when FT instructors are teaching full-time. It would also be extremely helpful to have a staff person designated to work out articulation agreements with colleges and universities. This is very time-consuming work that used to be done by Mary Ann Bazile and is now being done by faculty. If our (faculty) true customers are our students, then I believe our focus and energy needs to primarily be geared to doing the very best job we can teaching. The additional non-teaching responsibilities become especially burdensome for single faculty programs.
• I believe the College has the intent to foster an environment of collaboration and trust, however it is the immediate supervisor who has the greatest influence to make that happen. It's not what we do, rather how we do it! To date, this is the first effort I have observed that the Quality Council is addressing quality from the Culture/human side rather than process/hard side. If you do process improvement "to people" you will get the results, but they will not be sustained and owned by the people doing the work. Long term results and sustainability come from engaging people in the process. People who are close to the work, usually have some of the best solutions! Staff at Moraine Park in general really want to do a "great" job...we just need to lead them and empower them to do it! I think there would be great value in combining the efforts of the Organizational Development Department with the Quality Council.
• I cannot speak for the members of my work team's problem solving techniques, the college's current financial state or the current focus of quality council - I don't have facts on these issues.
• I do not know what the Quality Council is doing.
• I do not see a connection with the work the quality council is doing and what higher administration is actually doing in the college.
• I don't think the Quality Council has been given enough time, resources or respect to be effective for the college yet.
• I feel the Quality Council is imposing initiatives that impede my team from making the progress/process improvements that we have identified as critical for the College. These activities are in our plan of work but we are not able to devote the necessary resources to them.
• I have control over my work processes because I do everything on my own. There is no collaboration, sharing or working together - despite continual asking for this.
• I know how well the College is performing financially' is hard to answer. For months, I heard we had no money. All of a sudden I hear through the grapevine that we have thousands of extra dollars. ?????
• I often feel I am subject to everyone else's deadlines/timelines/processes, rather than what is best for my area and the customers we serve. The college often feels very internally focused rather than remembering who we are here to serve and our mission. We do things because they are easier for us, rather than easier for the customer.
• I think that most people are juggling to many balls to use their time and talents well.
• Mostly a matter of having enough time in the day to get involved in process improvements- over scheduling of classes means just working to get through day to day,
• My supervisor has training to identify process improvements scheduled. "the College removes barriers that get in the way of progress" is quite a grandiose statement.
• My work team performs very well. The college as a whole keeps cutting back on support for faculty allegedly due to money, yet can afford to hire more vice-presidents. I don't believe in Quality Council.
• Perhaps the Quality Council represents the best interests of the College, but the timing required to do changes isn't reflected as best it could be.
• Quality Council is supposed to represent, however I don't believe they are listened to.
• The college has no idea what I do
• The one-stop shop concept is great, however, it is not working well here at MPTC since its inception. Add to that the new software implementation and you have a group of loyal but extremely frustrated and frazzled employees.
• We are no longer an empowered college.
• We have competent, capable faculty and staff who are not allowed to do what they do best. More than ever the Quality Council has provided a "bully" mentality whereby some people decide without consulting with those who do the work, what should change or be done differently. Most often the decisions are poor because the Council can't even articulate what the existing practice is or what the results (data, information, feedback) from the existing practice is. People who no longer want to perform their job should apply for another job, but not simply begin working outside their expertise or attempt to perform others' work without the benefit of understanding. Trying to apply success from other organizations without adapting them to Moraine Park's culture isn't helpful either.
• We have had our ability to serve our customers to the best of our ability taken away from us. Our jobs have been pigeon holed and flexibility has been taken away from us.
• What team is the question referring to? I do not know what the quality council is working on or much about it at all.
• When you "vote" may not be addressing things that need to be done for other personal interests
• With more admin support, I could do so much more to add to the bottom line and improve partnerships, community relationship and contracting dollars.
Involvement in Continuous Improvement

Figure 5. Actively involved in continuous improvement efforts

As evidenced in figure 5, support professionals have been least involved in continuous improvement efforts.

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

- Active participant in the CQIN conference.
- Applying the process to quality improvement to my area.
- As a member of the QC assessment, QRP, grants for skill-building.
- Assist in the development of metrics and data.
- At the faculty meeting level, I have repeatedly asked about the pass rate on the national licensing exam. I have received no answers from the leadership regarding follow up on prior low license scores.
- Attended meetings, training, and discussions regarding one stop shop, banner and fire training classes.
- Brainstormed a number of processes to find areas that could be streamlined.
• collecting assessment data for my courses, reviewing data from student feedback surveys and conducting my own surveys of students to get feedback on specific areas of my courses.
• completing surveys
• Continued program development
• CPLT, PS then Banner implementation, AI
• Curriculum revisions, ongoing education, student feedback
• Discussion on required reading and math skill levels for incoming student.
• efficiencies in planning and budget development and definition of measurements for long-term goals
• Everything we do in our department is working towards continuous improvement. Creating formal processes, implementing leading edge technology, improving the processes for students.
• First of all, our program, like everyone else's has been part of the QRP process. But more specifically, I have modified the teaching format in a number of courses to allow me to improve efficiencies. Also, my program has worked closely with other programs to streamline offerings to improve efficiencies while improving accessibility to students.
• For my program we have gone to an exit assessment in place of a portfolio to better serve our students. The data we get from the exit assessment is helpful in shoring up our program weaknesses and preparing our student for the National exam. We also follow data from an assessment that has been troublesome in the past to see if a new and different approach could improve test scores. This is actually the first year such data will be evaluated.
• Gave/will give talks at faculty in-service 2008/2009. Developed a fully functional web-site in the math area that could be used as a "model" describing my long term goals of over 20 years.
• I am a member of several committees. I complete Focus Strategies every year.
• I am always looking for ways to improve how we serve our customers.
• I am in graduate classes and attend conferences for my field.
• I am on the Core Abilities Task Force.
• I continuously take classes to improve my work performance and abilities.
• I do whatever I'm instructed to do in the name of continuous improvements. I administer the student feedback tool and use the results to adjust my teaching.
• I had to fill out a form which meant basically nothing
• I have been involved in improving our processes on my work team.
• I have been a member of the Resources Development Standing Committee and have developed and implemented a Student Satisfaction survey for use by my team.
• I have been an active participant on a college-wide committee.
• I have been involved on CQI projects.
• I have been involved thru and with our team efforts to make the college a safer place to work and learn.
• I have been involved with instructors in helping them better meet the needs of students. I have been involved in reviewing the college's processes and identifying ways to improve those processes. I have been involved in mentoring various new and existing employees as they acclimate to new positions within the college.
• I have been working here >1 year. However, I have been involved in making changes/improvements in the area where I work during the time I have been here.
• I have participated on 2 committees for college improvement.
• I have updated curriculum in my program area as a result of state-wide changes, advisory committee feedback, and student feedback. Also, I have participated in a committee to review the academic advising model.

• I have volunteered to meet with fellow instructors and take responsibility for revising curricula for two General Education courses. Fellow instructors emailed projects they wanted included in the new modules. When I wanted to add a competency to one course, I convened the instructors involved, shared the Learning Activities and proposed learning plan and reached consensus on including the new competency. I’ve met with our Social Science group as scheduled by the Dean to work out issues.

• I look at the systems that are in place and constantly work to improve those systems

• I serve on a Title 3: Campus Connections task force.

• I started a new program here and I have worked to see that my program reaches an accreditation status. I have also worked to get a lab, so my students succeed in a clinical setting

• I try to improve the processes I coordinate when I can...it might not be formal, but I try to make tweaks where I can.

• I'm on the Financial Planning Team also CPLT team

• Implements software to measure team service throughout the college.

• Improvements in curriculum due to poor NCLEX results

• Improving processes and services to serve our customers better; providing input on same to team, unit and college; providing information and direction on changes to customers

• In my own area of work, we are always looking to improve processes and procedures; we recently reviewed and re-wrote many procedures to update processes.

• Increasing applications

• Integral part of new system implementation

• I’ve been involved by

• I’ve been involved in the Software/Hardware Management Process Improvement (SHMPI) and the Mailroom Distribution Redesign Task Force.

• I’ve been part of CPLT

• I’ve taken numerous trainings that my supervisor recommended and that I have recommended to my supervisor for myself within the past 2 years. Currently, I am on the CPLT Team. Attendance on my team meetings and cross-functional team meetings has been regular. I hold membership on the Business Technology Advisory Committee. I’m call staff teaching in the Business Technology area and have been for the last several years. While working full-time I'm attending classes part-time at UW-Stout to earn a BS degree. Researching new innovative technologies is something I’ve been pursuing as well.

• Just by continuing to do my job to the best of my abilities and striving for continuous improvement. I have also served on committees for improving Academic Advising as well as our Core Abilities

• Keep in touch on a regular bases with our customers and ask how MPTC can help them with their training needs.

• Keeping current on new systems/processes by using Skillsoft training & Banner training as required. Being involved in the compilation of statistical information re workload and processes and the continuous review of workload/timelines/processes/customer needs in order to improve and more efficiently serve our customers.

• Listen to reports, helped identify potential problems...

• Major player in the Banner conversion - can't wait till it is over.

• Moraine Park has a long history of engaging in continuous improvement. I, along with most other employees, engage in continuous improvement within my circle of influence and area of expertise.
• My active role takes place in my position every day. In Student Life, here at Moraine Park Technical College, we have been working very hard over the past 4 years to make Moraine Park a place that not only offers students the chance to learn a specific program, but to learn leadership, teambuilding, and social skills as well that in turn, builds in them a confidence that they will need to succeed in life!!! I think the College needs to see how important focusing on that really is in terms of retention and FTE's!!!
• My team has been involved in a number of quality improvement processes to identify inefficiencies, problem-solve, and create needed components.
• My team works together to improve processes in our department and I am a member of a cross-functional team (previously a Major Process team).
• Numerous program changes to increase retention and success
• On an individual level as well as team level, we are always striving to improve our processes and maximize opportunities to meet the needs of our students while moving forward at all times.
• On Quality Council
• Our dept and work team have been going through the process each year. We review past years and determine the tools we think will help measure our success and areas to improve.
• Our team has Quality improvement as an agenda item and we monitor different aspects of our work for ways to improve.
• Our team tries to make a more user friendly environment
• Participant of the One Stop Shop. The final goal of this project is to serve our customers/clients more efficiently. To be able to assist the student and all the concerns they may have. Partaking in the Banner training. Also, to eventually serve the customer with better service and also our internal customers. Member of the Organizational Development Major Process Team. This committee continually strives to give Moraine Park staff the highest quality of professional growth activities to perform their jobs.
• participate in QRP meetings, follow direction of program advisory committee
• Participated in Appreciative Inquiry, continually look to improve procedures, customer services, own personal improvement.
• Participating in focus strategies and providing feedback.
• participating in Quality Council improvement projects, assessing ongoing programs for future development, volunteering
• Participation on CPLT, AQIP action project done by our system, key participant in Banner implementation project, completion of system focus strategies which include comprehensive, five-year initiatives, updating of unit procedures to meet customer needs, etc.
• Personal and team goal setting and achievement. Data collection from customers.
• Provided data as requested.
• Provided feedback regarding course delivery and curriculum.
• Providing the best services to students that are within my control.
• QC and various projects.
• QRP process with my work team
• Quality Council membership
• recertification classes, attend conferences, collaborate with colleagues
• Responding to surveys and participating in the Appreciative Inquiry process.
• serve on committees; involved with a quality project
• Served on a committee to help develop a new mail distribution process on the FDL campus.
• Served on numerous work groups and receive customer feedback.
• Setting benchmarks for our success Enlisting help on process improvement
• Sharing ideas at our team meeting's for constant improvement.
• submitting data to Bobbi Lane
• Taking classes and discussions with dean and other teachers
• Team Meetings
• Thru workshops, conferences and classes.
• Timely responses to real student and community needs
• Too long of a list but basically networking with customers and seeking their input.
• Took "lean" training.
• Took lean overview training, contributes to Environmental Scanning, member of Quality Council, past member of CPLT and Primary Learning.
• updating and writing new curriculum. Introducing a new web based program to enhance the traditional and online instruction. Collecting and evaluating data on student progress on 4 course competencies.
• Various
• Was involved with the Outcome Assessment Committee
• We have been involved in staff and student surveys and take the necessary actions to respond to the results. Through the evaluation processes we make efforts to assist each team member in finding better ways to do their individual work in a way that supports the team's goals.  We also review, through various media, the college trends in our areas that are or will impact our operations. This also involves attending state and national meetings to help keep us connected to the network of our peers.
• With team meetings.
• Worked on project teams for one-stop student center, crisis response teams for plan updates and active shooter drills; actively updating benchmarks for my area; introducing the Banner system to identify overall efficiencies for processing; member of CPLT to identify goals metrics and priorities; also involved in the introduction and monitoring of focus strategies.
• working within the ADN curriculum for improvement with faculty.
Familiarity with Continuous Improvement Activities

*Figure 6.* Familiarity with the activities of the quality council

Faculty (Figure 6) are least familiar with the activities of the Quality Council (54.9% not very or not at all familiar) followed at a distance by support professionals (44.6% not very or not at all familiar) and management/confidential staff (35.2% not very or not at all familiar).
Figure 7. 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 8. 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 (93.5% very or moderately valuable), followed by Park Place (81.2% very or moderately valuable) and District Updates (70.7% very or moderately valuable).
Figure 9. 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 (70.2%) view Park Place as less valuable a source for keeping abreast of the College’s activities than do management/confidential staff (87.3%) and support professionals (88.3%).
- Management/confidential staff (83.6%) view District Updates as a more valuable means of communication than do faculty (65.6%) or support professionals (68.1%).
- Support professionals (60.9%) view Lavatory Links as more valuable of a communication tool than either faculty (46.3%) or management confidential (40.0%).
Finally, faculty do not find Gab with Gayle as valuable a communications tool as do management/confidential staff (32.8%) and support professionals (36.5%).

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

- Although we are required to take trainings to better improve our service to customers, it is clear that Management/Confidential and Faculty do not follow (or are they even required to take) what is presented. Quality is not the organization propagating itself at the top level. Quality is not an organization, such as MPTC, that is too top heavy in sheer numbers and compensation while ignoring the needs of competent staff. Quality is not a faculty person with a 50% drop rate in classes. (They should not have a contract renewed - retention issue.) Quality is a College that is there for STUDENTS not for the College Leaders self gratification, wealth and glory.
- Ask for input from the people that will actually be doing the tasks. As of right now we have never been asked for ANY input of any kind. We are not prepared for "go live".
- Bring work groups together by encouraging/compelling the setting of goals within the group that develop common-shared things within that work group.
- Communication is important!
- Communication. It is hard to find things on Park Place - the search does not help us find things on the edu or org site. Employees do not have time to spend looking for information on the web. Communication needs to happen across groups in the college. There is too much top down and bottom up going on that slows down the rate of change in the college.
- Continuous improvement needs to be clearly defined. Where is the college going? Until improvement and direction becomes a collaborative effort the College is not going to move forward. We need to be the best at what we are good at rather than adequate at a lot of things. Problem... Nobody asks, Nobody listens
- I am a fairly new employee who is just beginning to learn about the processes of the college
- I do believe if we're serious about building community, we need to "let go" of Park Place as the only communication vehicle. I've missed innumerable retirements and other events because I don't take time to go to Park Place. Well, you argue, I should go to Park Place. Hey -- I spend upwards of an hour a day just answering emails now that we have that customer-friendly service. I spend nearly another hour a day updating my website for students, again another customer-friendly service. But all of these customer-friendly tools absorb huge amounts of time. When I got a hard copy of "what's new at MPTC," somehow I made time to review it. I just cannot take the time to scan Park Place.
- I feel like we have so much going in the organization it is stressing relationships and people's abilities to work together. Normally we are a very cooperative, helpful staff. But lately it seems the pressures on everyone have caused individuals to be more blameful, less cooperative, and less tolerant of one another. This is especially evident between departments where
cooperation is key to making everything work successfully for our customers. None of us can do our jobs independently, and it takes everyone to make our customers succeed.

- I have only been employed for less than a month and do not know the value my answers will give this survey.
- I think "quality" is your key word in your plan for the College to move forward in its journey. We must always remember who is our number one customer - the student-whether they are taking a class, the public who come to attend a meeting, the parent who comes to request information pertaining to the college, the passer-by asking for guidance, whomever???? Let's always serve them the very best we can. There are many other colleges throughout the state where one can attend. For what is our purpose - to serve the customer/student - for without them - there would be no college!!!
- I want to take the initiative to make things better! :-) I am willing to share my time and talent to help the College move forward with it's Quality Initiatives as supported and valued by the College. Our customers/clients utilize my services/skill to build and maintain the Culture of their organizations and in order for us to continue to serve their needs we need to have the same Culture at Moraine Park. Please let me know what I can do to make a positive difference! =-)
- I would like to see meetings that we can address our issues in team meetings versus just the supervisor’s issues. Many times we haven't had things brought up that could be beneficial to our work group team. We really had made progress in team meetings back about 5-6 years ago and I really think we have gone backwards since then.
- I would like to see the college focus on our product quality versus quantity. It is more important to help students be successful in completing the course and getting a job versus graduating more students who will not be able to pass a national exam and or find a job.
- If new information is posted on Park Place which could improve communication - please show date that information was changed and indicate the changed item by posting it in a different color. I read every link on Park Place when I was first hired and some of that has not changed - other areas have changed but I don't know when. I check items on Park Place over and over just to find that it's the same old material - so then I quit checking. I don't know why items title colors change on Park Place - can't they change when new information is added? Or use some other indication to catch attention that there's new info there?
- I'm leaving my name off as a volunteer for now. I'd suggest that under the new "professional" model, volunteers for committees such as this be drawn from the work team meetings.
- Is the College only soliciting positive feedback here? If so, MPTC lacks objectivity. Not convinced the College actually wants my feedback.
- Leadership means: *leading rather than managing *giving people the tools they need to be effective *taking into consideration all aspects of decisions made and effects they will have on entire college *thinking thru those effects and how to support people to deal with them when they are negative *listening to what people are saying - really listening - and then doing something about it Leadership starts at the top.
• Listen to the people that are doing the jobs. Sometimes it's not about the job but about the team.
• Need to create a culture of trust before any of our improvement efforts will be well received.
• Need to have effective communication throughout the college. Inter communication with all departments. When investigating and implementing new processes, look for input from the staff that will be directly involved with the new processes. Not staff that are hand selected and think they know the processes well. The staff of the college need to be updated continuously whether it is good or bad when working on processes. Provide longer timelines when implementing new processes (with the possibility of extending them if needed) so the morale of the college is more positive for internal and external customers.
• Park Place is moderately valuable as an information source but so cluttered and difficult to search that I actually have to "force" myself to go and browse around in order to find new information or, more frustrating, to reread older info. The continued display of out-of-date info is especially annoying...if we are no longer using a dean and department organization, remove the posting, if an event is over, remove the announcement, etc.
• Park Place is not utilized the way it should be. Many things in "Top of the News" do not belong there. They are not "news", they are simply information that should be listed under the respective Unit's area. Also, banner ads on Park Place are left up much too long. One week should be adequate unless it is advertising an event that has not been held yet, or there is new information, in which case the banner should be revised to indicate the change. Our President needs to mandate that everyone check Park Place everyday for any info they need to know about what is going on at the College. Also, employees need to know that this is considered part of their job. I feel more people would use Park Place if it wasn't so cluttered with unnecessary and outdated info.
• Please consider the input from staff as decisions are made regarding process changes.
• Quality needs to start at the top of the organization. Expectations need to be set and as the quality initiative flows down through the organization, staff need to be involved and held accountable for quality to improve.
• Remove the words "I can't do that" from IT's vocabulary. I have had very good experiences from IT and very bad experiences. It almost seems that it doesn't matter to them if I'm unable to perform my job. This frustrates me when I have a deadline that I can't always control either. We are trying to please our customers as much as possible and need the cooperation and flexibility of all departments to do this.
• Review the prior records of the earlier Quality Council -- what worked and what did not?
• Share success stories of continuous improvement so that others will be motivated or better understand how easy it is to make it happen in their own department. Doesn't have to be a formal process to get lots of benefit. Promote new ideas or suggestions for tweaking processes.
• Stop assuming that quality resides in the Quality Council and recognize that quality efforts occur daily throughout the College and by those closest to the work. Stop imposing efforts on areas and people throughout the College and allow faculty and staff to be empowered to engage in continuous improvement as appropriate to their work.

• strive for more open and honest communications among all levels of staff

• Support staff needs to be adequately funded to be able to do their jobs well....particularly more of them. Please return academic counseling to its previous glory with more staff for students to get the help that they require.

• The college needs to place more value on the input from its employees -- those directly involved with one stop shop have been virtually left in the dark except for a few minor details, i.e., what should the new one- stop shop be called? Certain people at the top have no idea what the real problems are, how the operations should flow, and that there is inadequate manpower to accomplish what needs to be done. Certain employees place little or no value on trying to learn what is required of them insofar as answering questions on financial aid, admissions, registration, etc. Again, if it had been done correctly with adequate training for all employees involved and not done just a few months before implementation of a new software system, the one stop shop could have been successful much sooner.

• The college should stop thinking that everyone wants to be online! Not everyone wants to take online classes. Stop thinking everyone will go online to find information in the course schedule. Everyone doesn't have a computer at home and everyone doesn't know how to use one yet! We wouldn't need to keep teaching computer courses or how to use the internet courses if everyone knew them already, so stop thinking everyone wants to go online to find a course or take a course! It's no surprise enrollments are down when the course schedule says "For a complete course listing go to morainepark.edu. Does the college think most people will go to the web to see what other courses might be offered or to find the description to a course? If it is not in the printed schedule someone has in front of them very few people will go to the web to see what other courses are offered, or to find the course description. Online is convenient and great for some people, but don't forget that some people still like a face-to-face class or a printed course schedule.

• The focus on quality needs to be at the system level because that is where the most valuable continuous improvement occurs (continuous improvement that has the most impact on customers). The emphasis should be on what the units have identified as critical for their customers and are doing as opposed to what the Quality Council determines.

• The timing of the one stop shop, banner implementation and registration/payments was not well thought out. Customer service is not what it should be, stress levels extremely high with work and timelines to meet. Training expected to be done and still keep the office covered. Not enough help in phone centers. Too much expected without compromising the service to the customers. One stop should have been started after banner implementation not at the same time.

• There is so much email back and forth I don't have time to go out to Park Place on a regular basis.
• There seems to be so much information needing to be shared. It would be helpful if some type of weekly summary of "Need to Know" information could be published on Park Place. The "need to know" info. May vary depending on if one is an administrator, support staff or faculty.
• This is a great place to work. The more we all focus on this the better it will be.
• Too often people forget to celebrate the success of others. It is a necessary and valuable step. As we move forward it would be good to stop and celebrate even small improvements. Communication is a key ingredient to all success and improvement. Having everyone know where the starting point and what the goal is at the end is important. Too often we get caught up in the day to day work and do not have time to reflect on the big picture. We get lost as we are not directly involved with the student day-to-day activities. Keep us informed and let us know what we can do to help.
• Training at the lowest level for staff would be critical.
• We tend to do training after we move into new processes and systems. We also tend to do things last minute, working in crisis mode. The front line people are your best source and are asked after the fact, or asked and not listened too. We have no evaluation tool for our customers. Say when someone comes to the counter could there be a "how did I do" or how are we doing customer feedback like in retail. Too much change all at the same time, is not efficient. We can't learn what we don't know.

Five Areas of Focus

1. The College removes barriers that get in the way of progress.
2. As it plans for future improvements, the College asks for my ideas.
3. The College's leaders create a work environment that helps me do my job.
4. I know the parts of the College’s plans that will affect me and my work.
5. The College uses my time well.
Directions for Providing Feedback on the Culture of Quality Survey via Talk2Us

1. Visit [www.morainepark.edu/talk2us](http://www.morainepark.edu/talk2us)
2. Enter the focus area you are addressing and your comment on the “Tell us how we are doing?” section.
3. Type your suggestion for how the college can improve or address the issue in the “Any suggestions for how we can resolve the issue?” section.
4. **IMPORTANT**: Be sure to select “Other” in the “To what area of the College is your feedback most closely related?” section. This will ensure that the feedback is sent to the Quality Improvement area of the College.
5. Select “Staff/ Faculty” under the “Which best describes your relationship with Moraine Park?” section.

**NOTE**: Feedback is anonymous unless you volunteer your name and contact information.