

# Campus Quality Survey

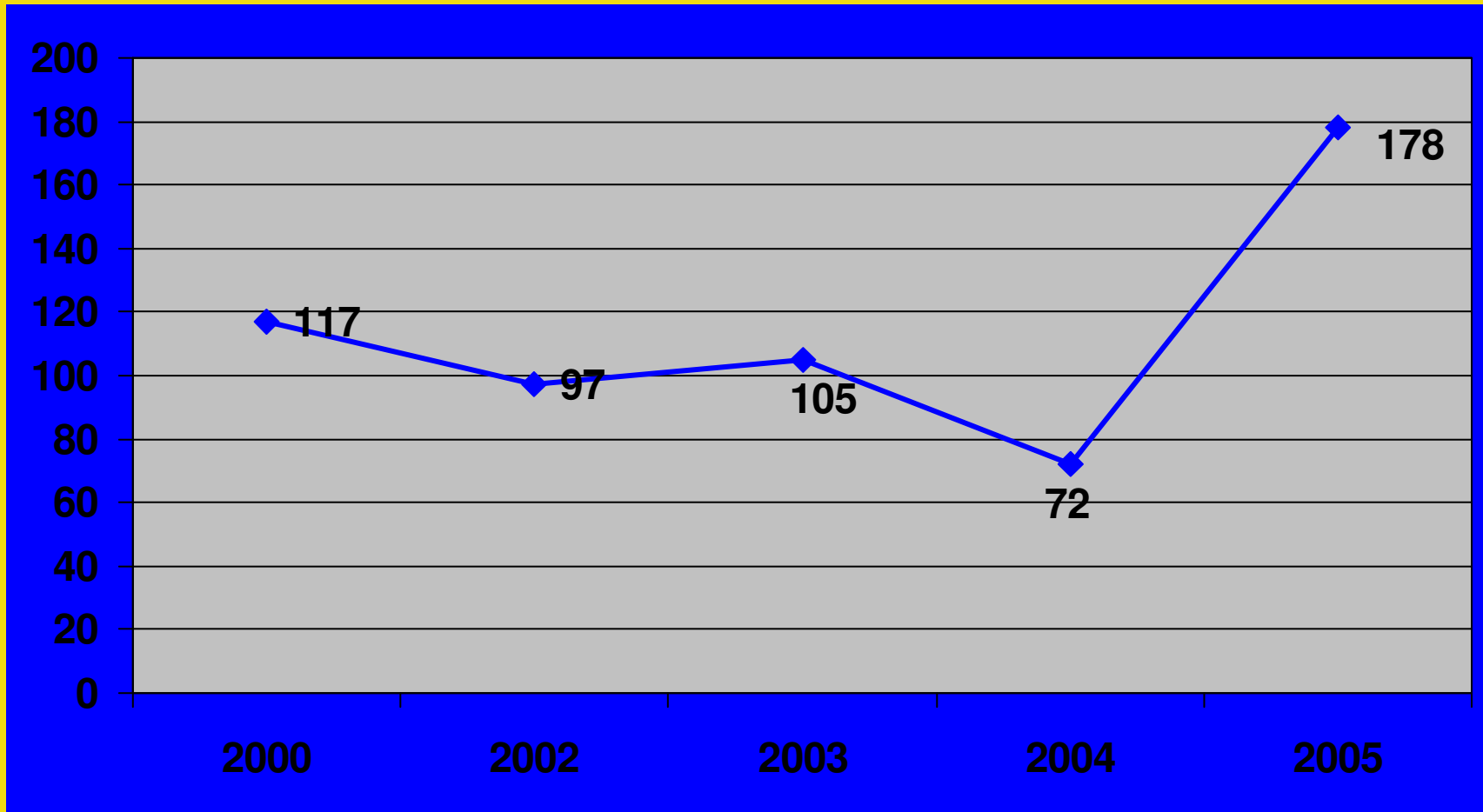
*2005*



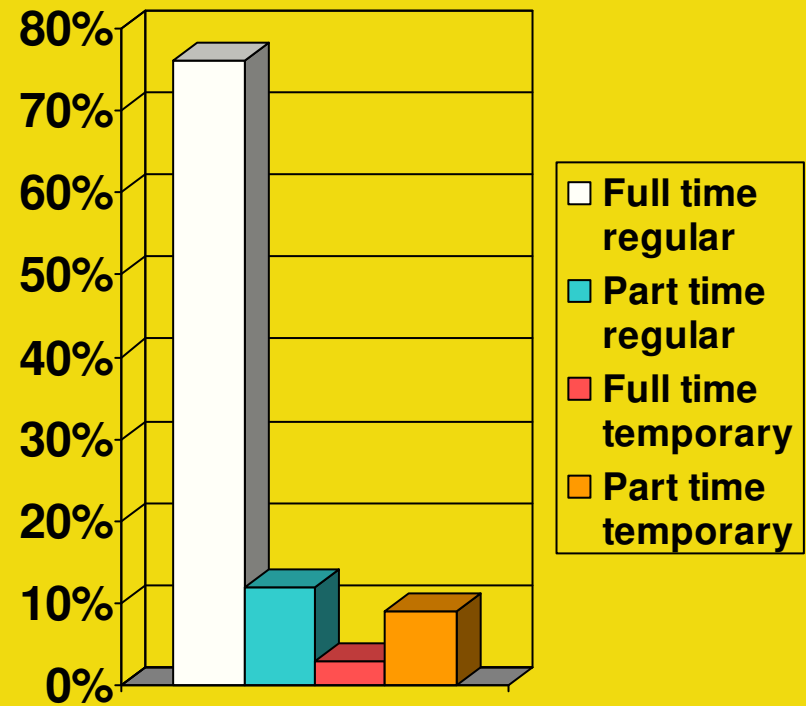
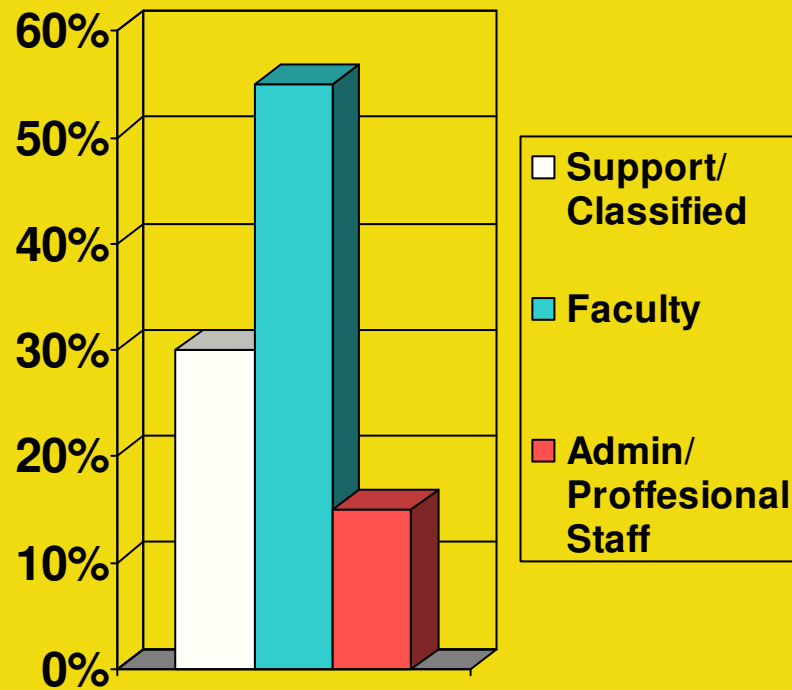
# Interpreting the Results

- Opportunity for improvement or Opportunity for better communication?
- Overall, there has been steady improvement. From 2000 to 2005 only 3 indicators had declining scores (and all three changes were less than 0.10)
- Calls to action vs. calls to examination
  - This analysis only highlights faculty and staff opinions. Low scores do not necessarily denote a problem, nor do high scores denote success
- Longitudinal charts also show notes about changes from 2004-2005.
- 2004 had an unusually low response rate (N=72). Thus changes in performance in 2005 are either due to actual change in performance or just more accurate measure.
  - That said, the benchmarks remained quite stable

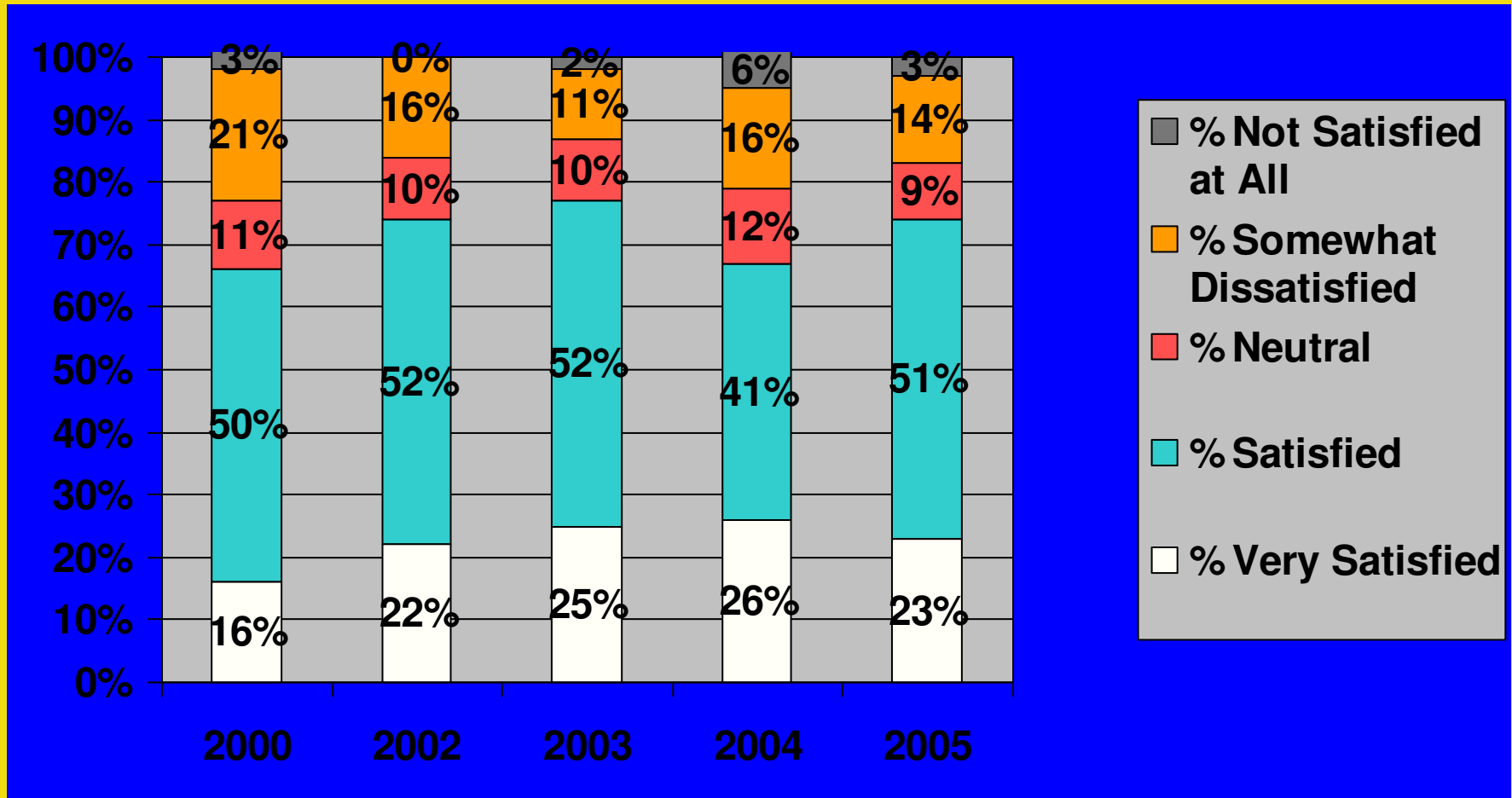
# Survey Participation



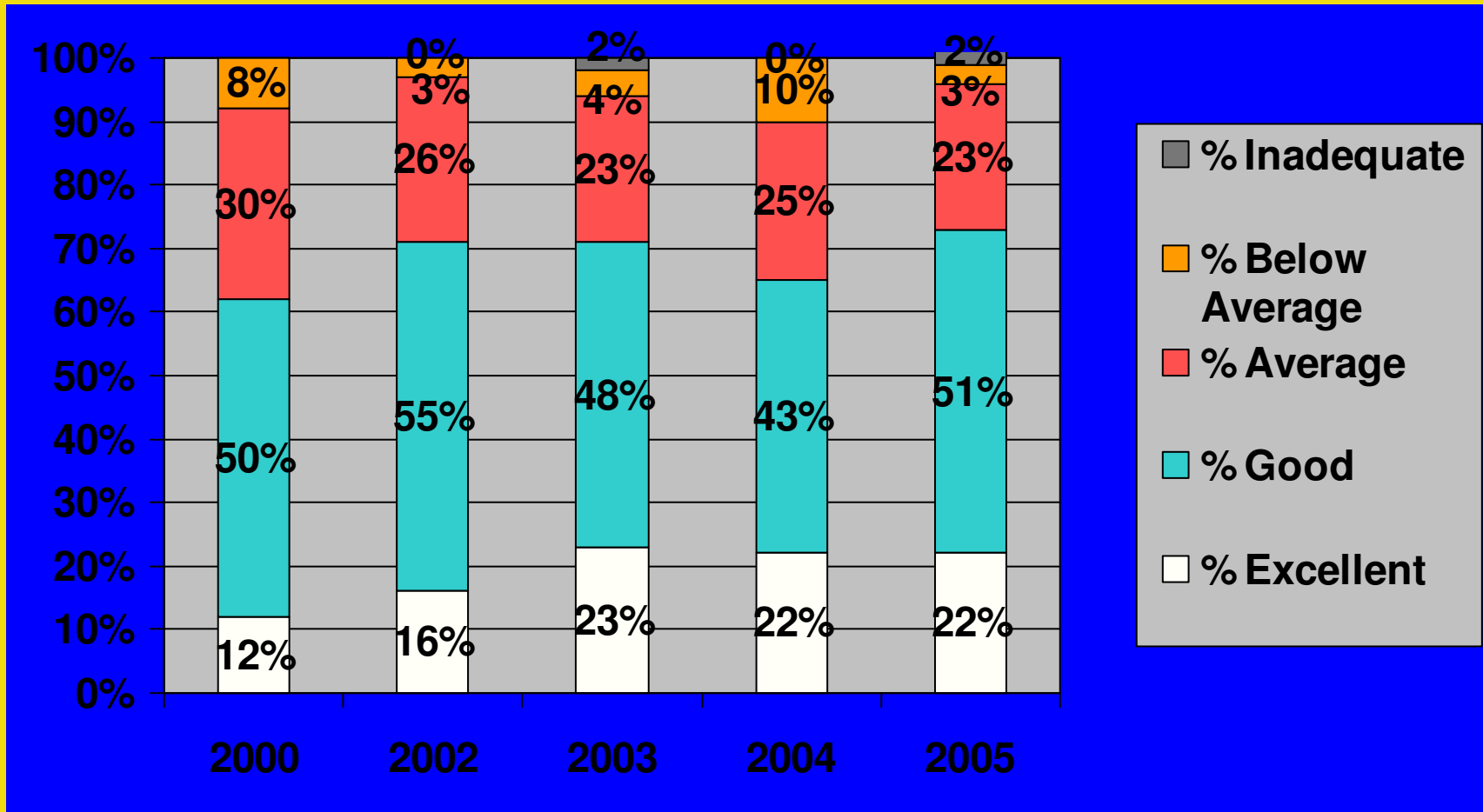
# Survey Participation



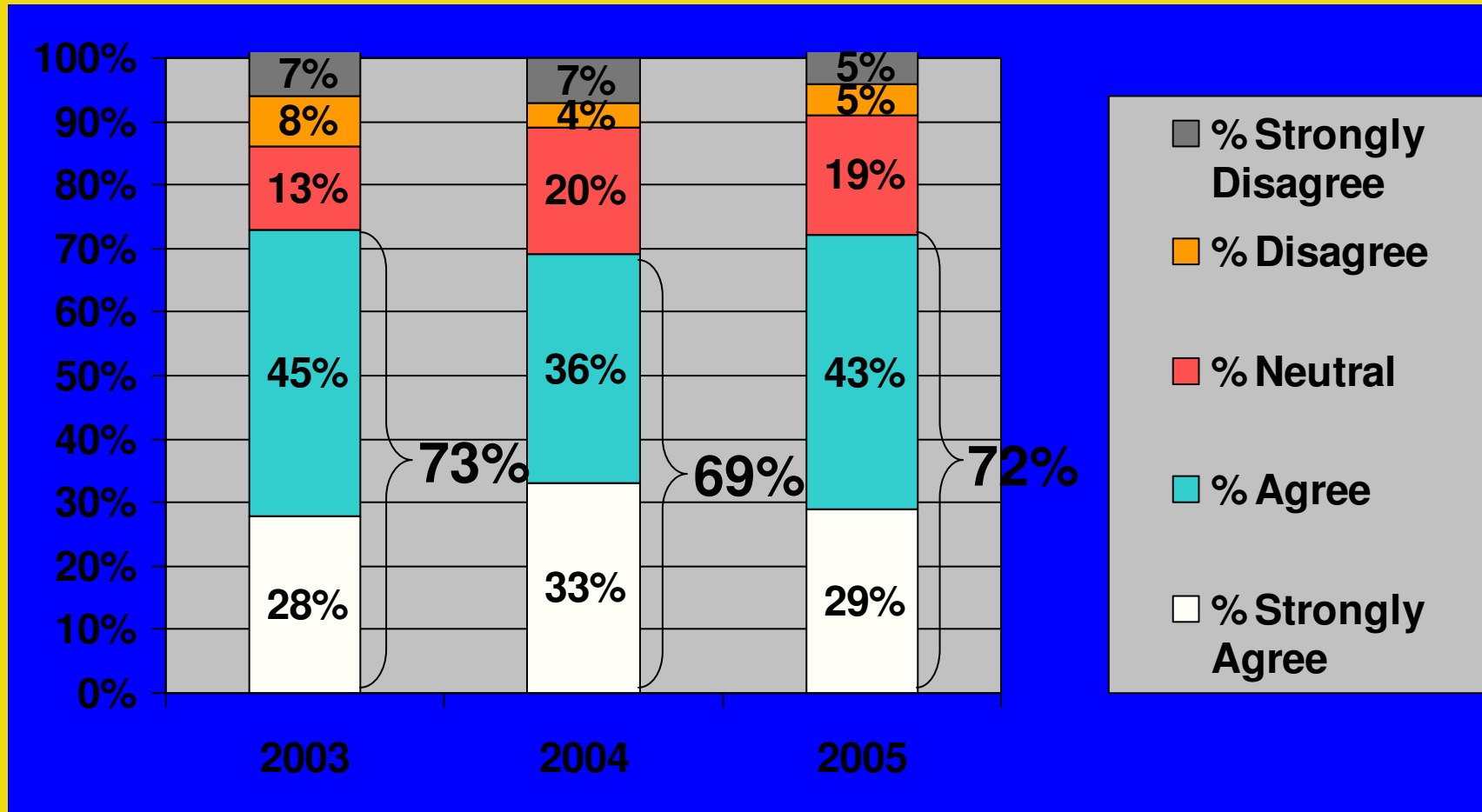
# Overall satisfaction with employment



# Overall impression of quality at RCTC



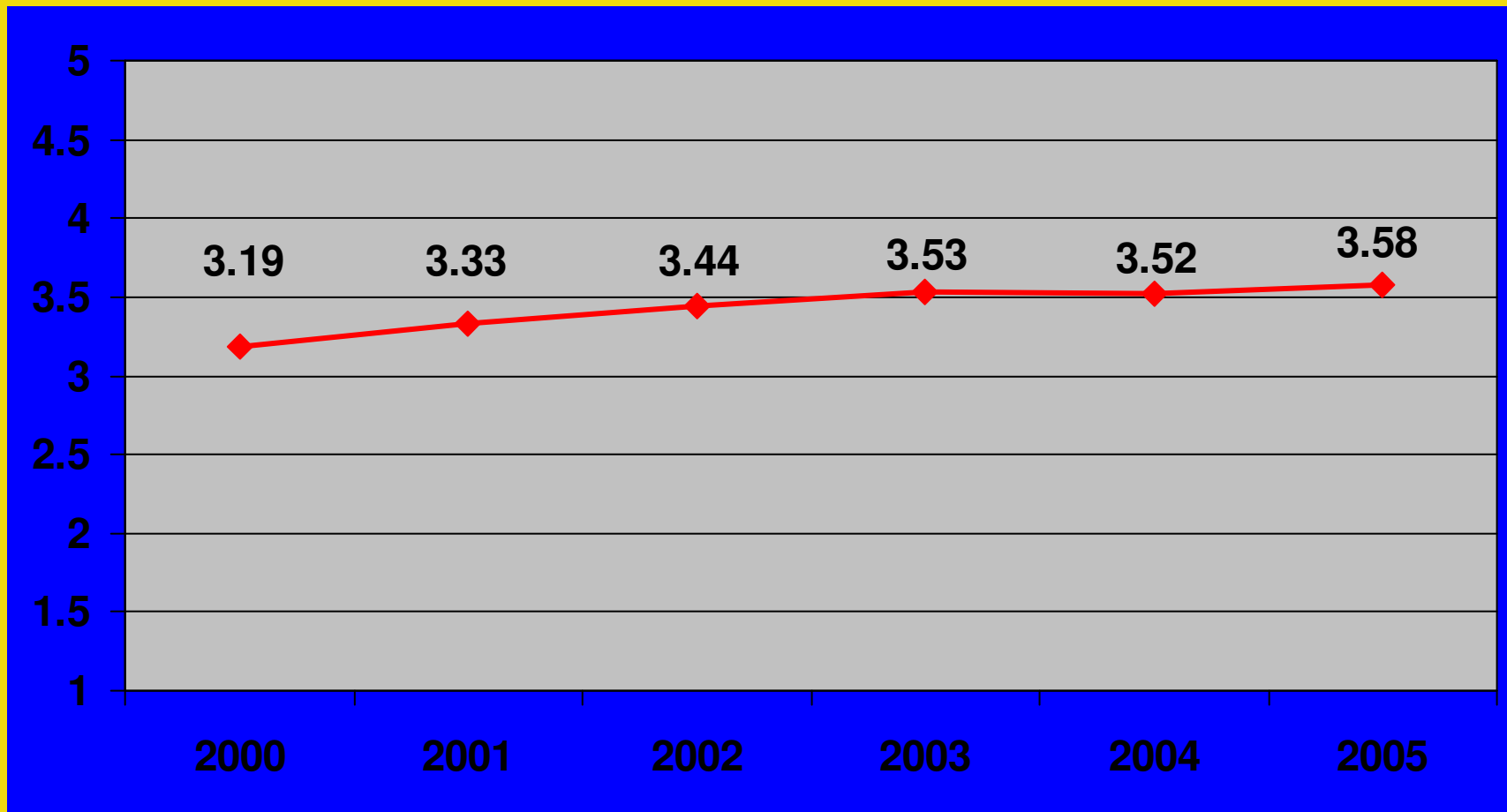
# I would recommend RCTC as a place to work



# Kudos and Opportunities for Improvement

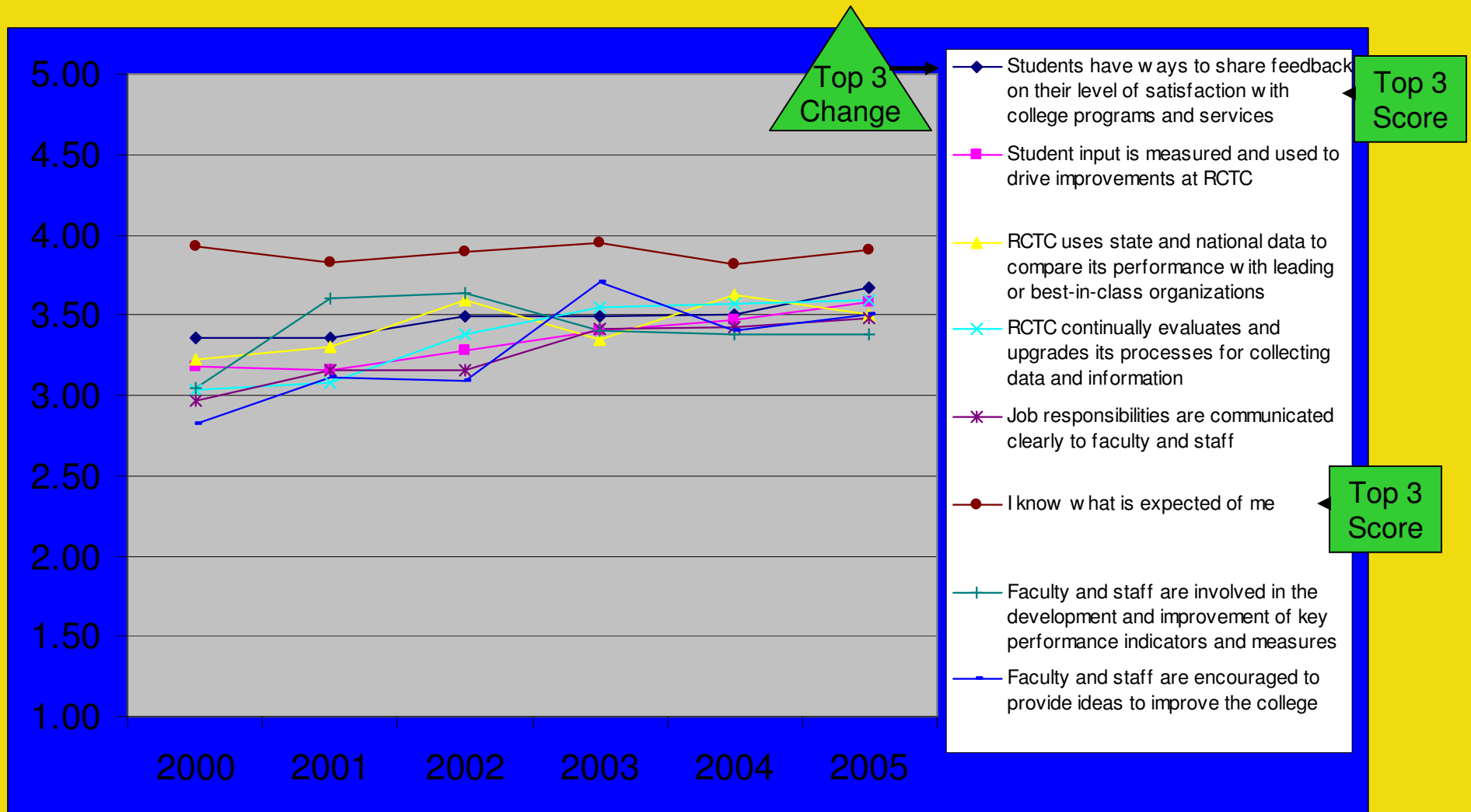
- Best Performing Indicators
  - I know what is expected of me
  - I understand the goals of the college and my role in helping to achieve them
  - Students have ways to share feedback on their level of satisfaction with college programs and services
- Most Positive Change '00-'05
  - Faculty and staff are encouraged to provide ideas to improve the college (+0.68)
  - Team efforts (committees, taskforces, rapid response teams) are effective at RCTC (+0.60)
  - Academic and service departments conduct self-assessments driving the development of continuous improvement plans (+0.57)
- Biggest OFIs
  - There are effective lines of communication between departments at the college
  - RCTC analyzes all relevant data and information before making decisions
  - RCTC plans carefully
- Most Negative Change '04-'05
  - I know what is expected of me (-0.01)
  - I understand the goals of the college and my role in helping to achieve them (-0.06)
  - College leadership cultivates positive relationships with faculty, staff, and students (-0.07)

# Quality Assurance



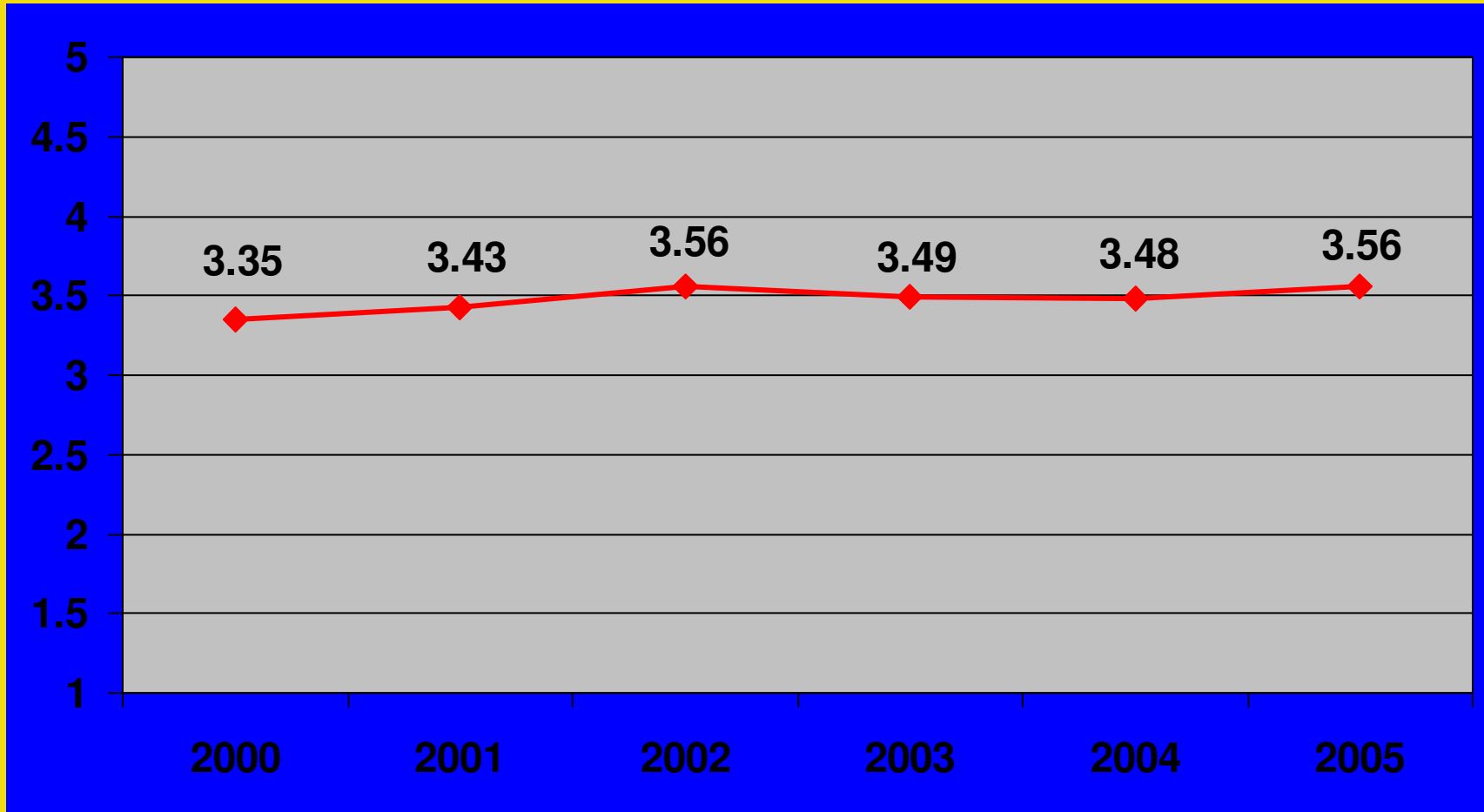
1=Strongly disagree, 5=Strongly Agree

# Quality Assurance



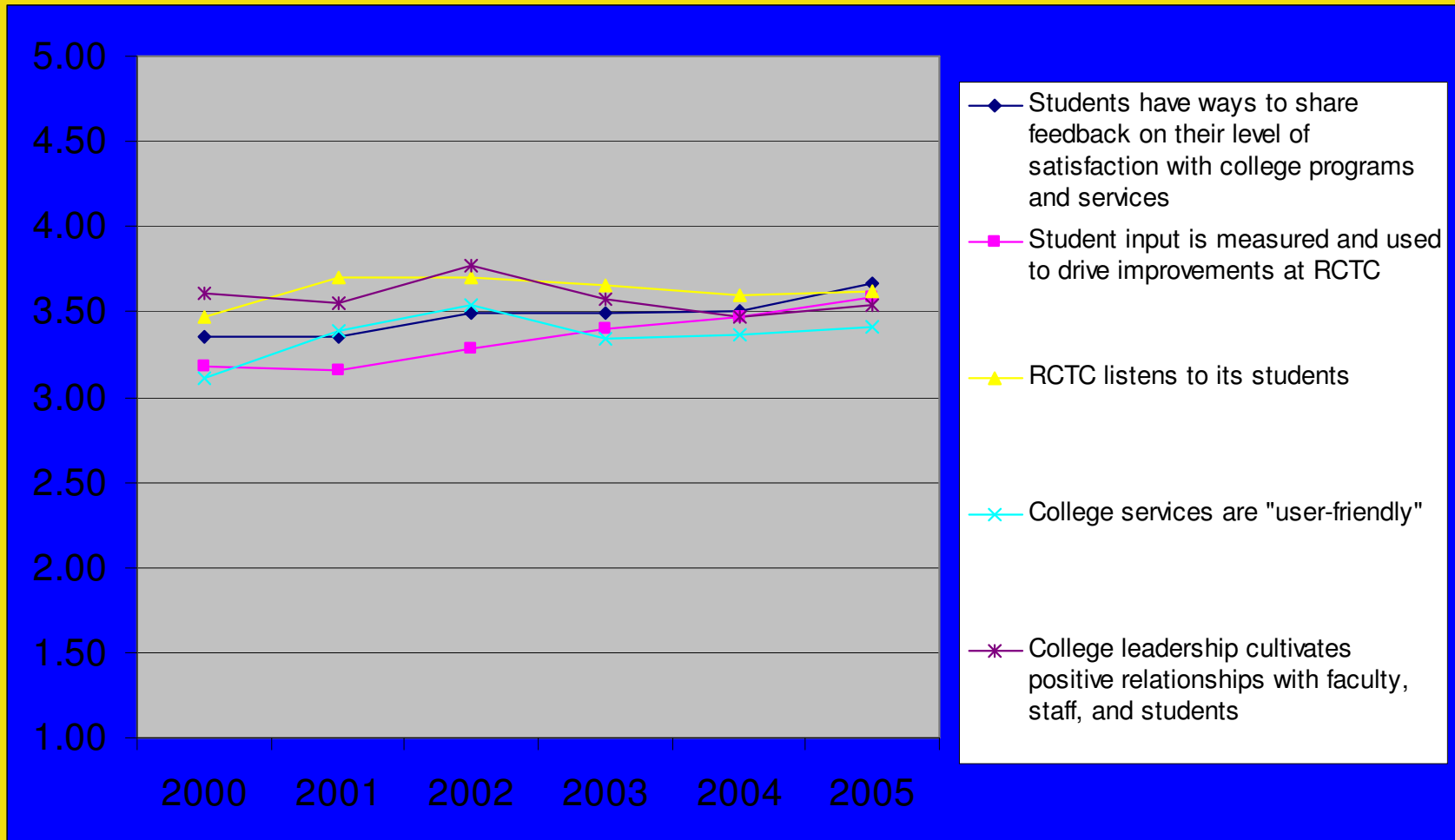
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# Customer Focus



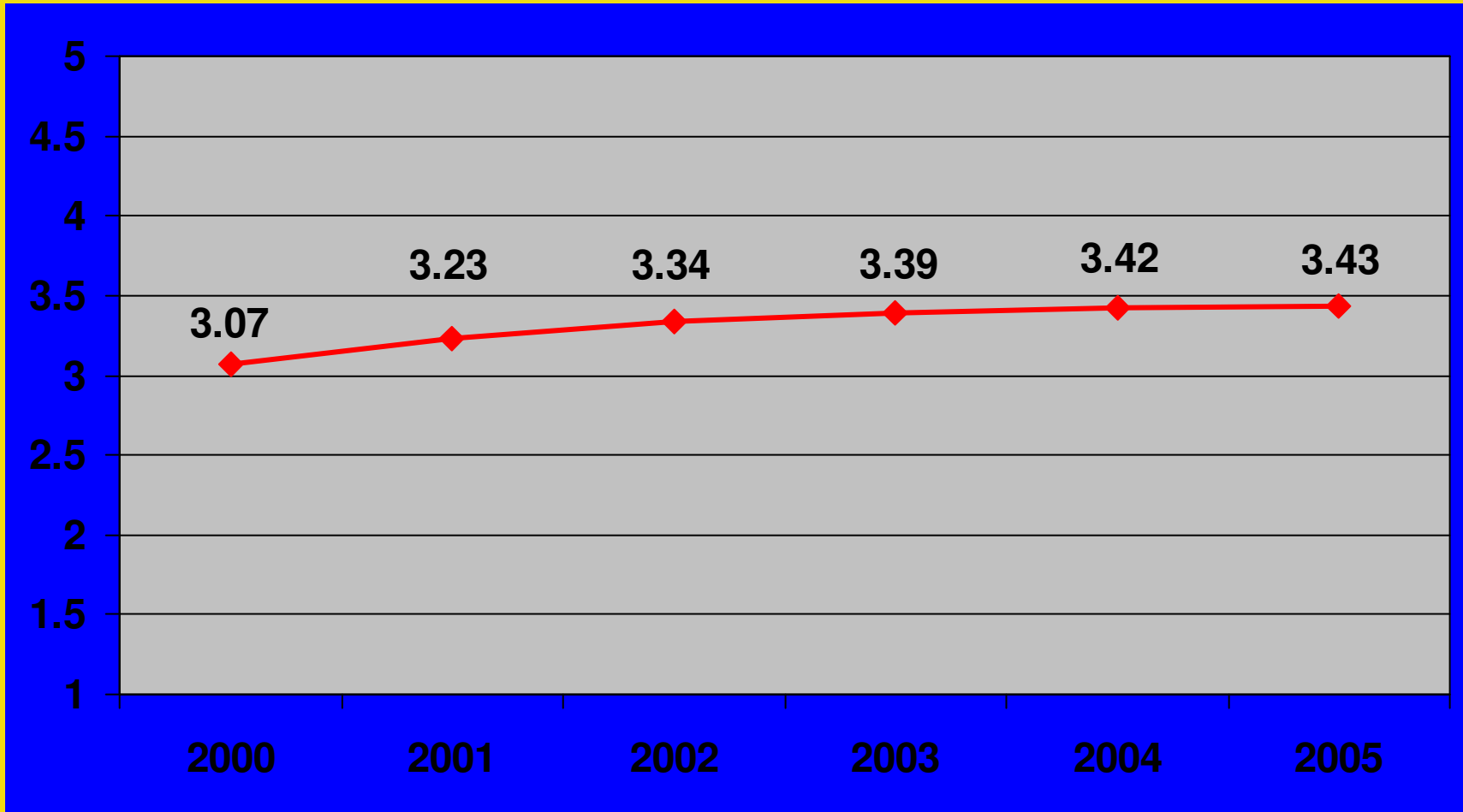
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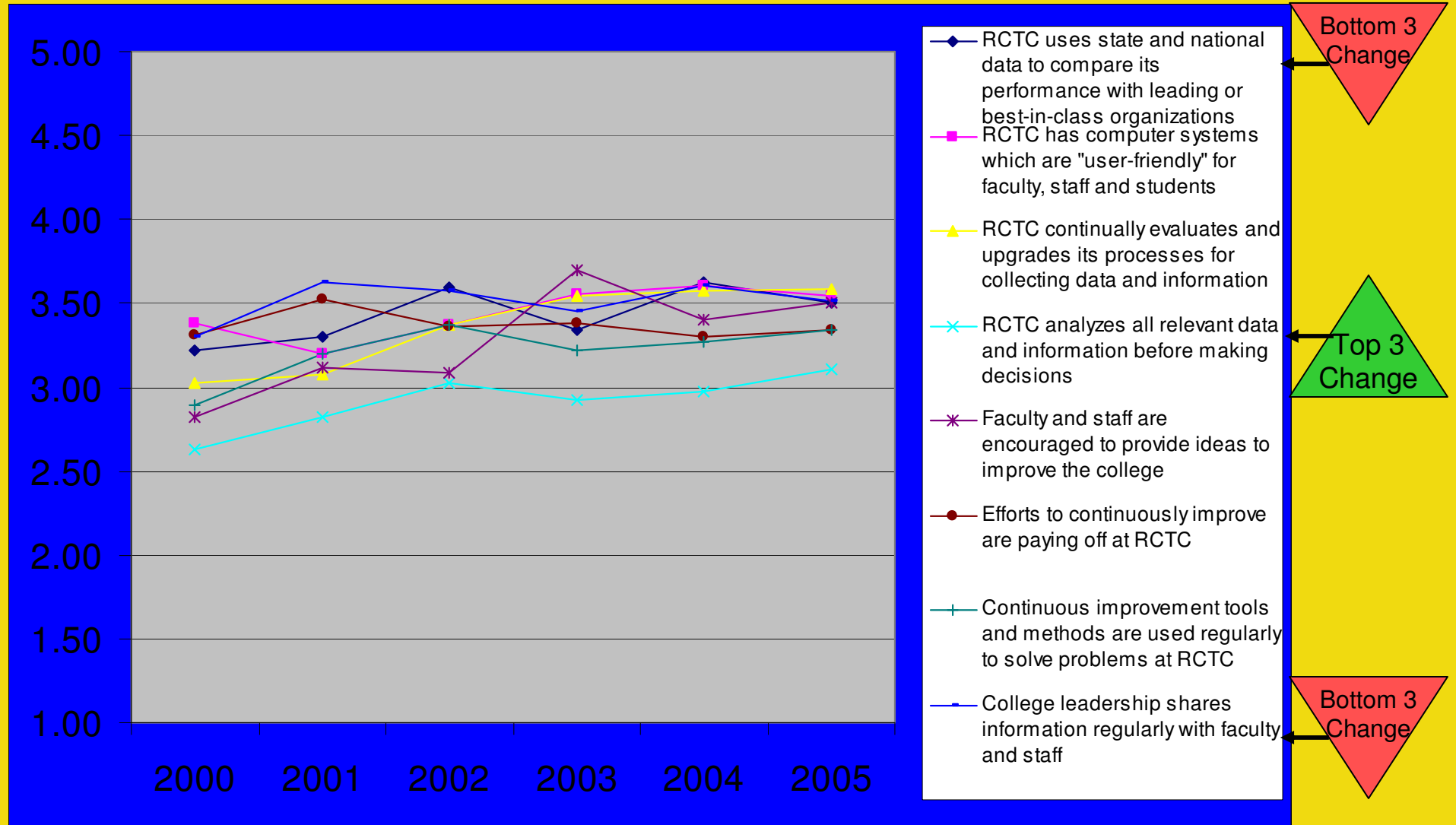
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# Measurement and Analysis



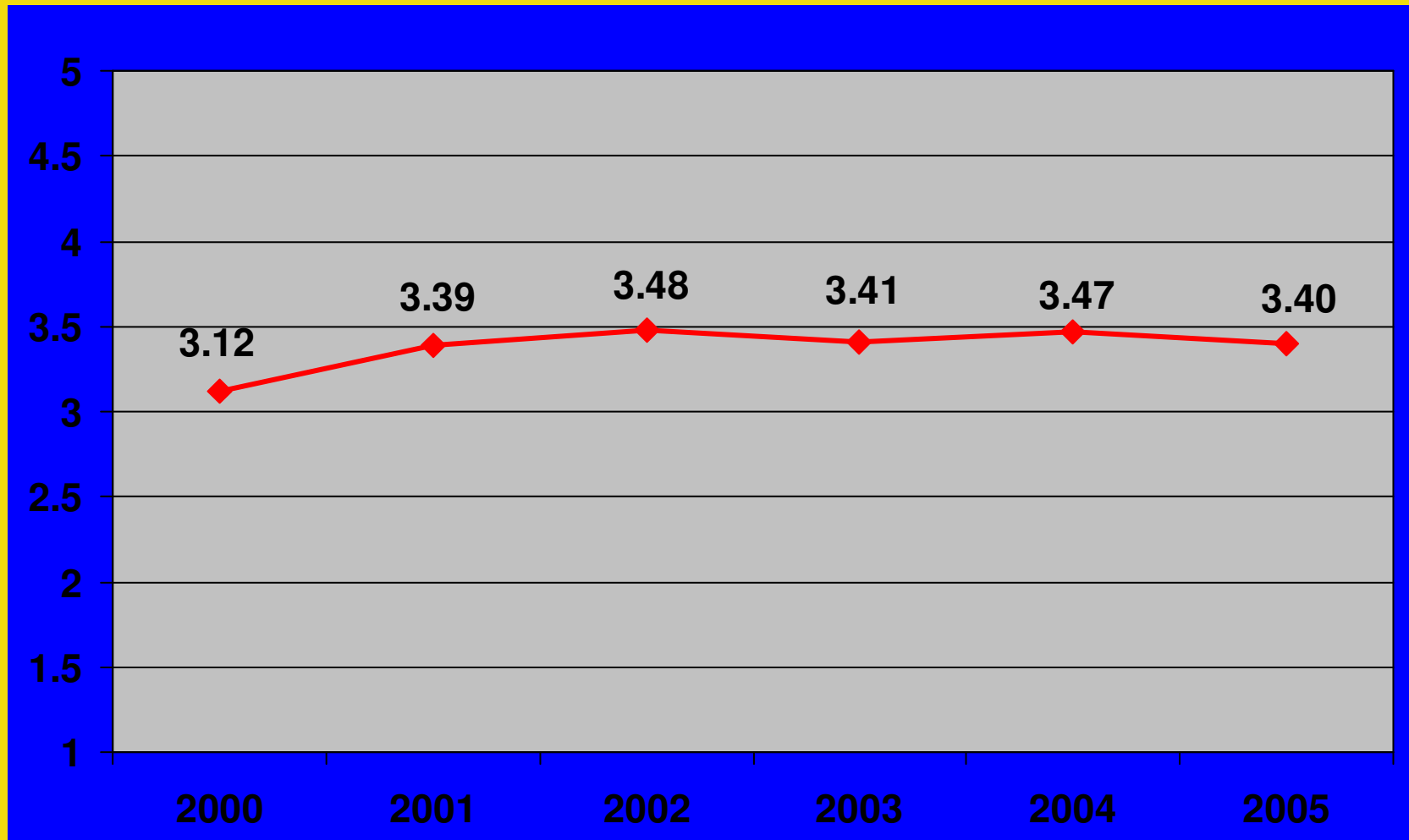
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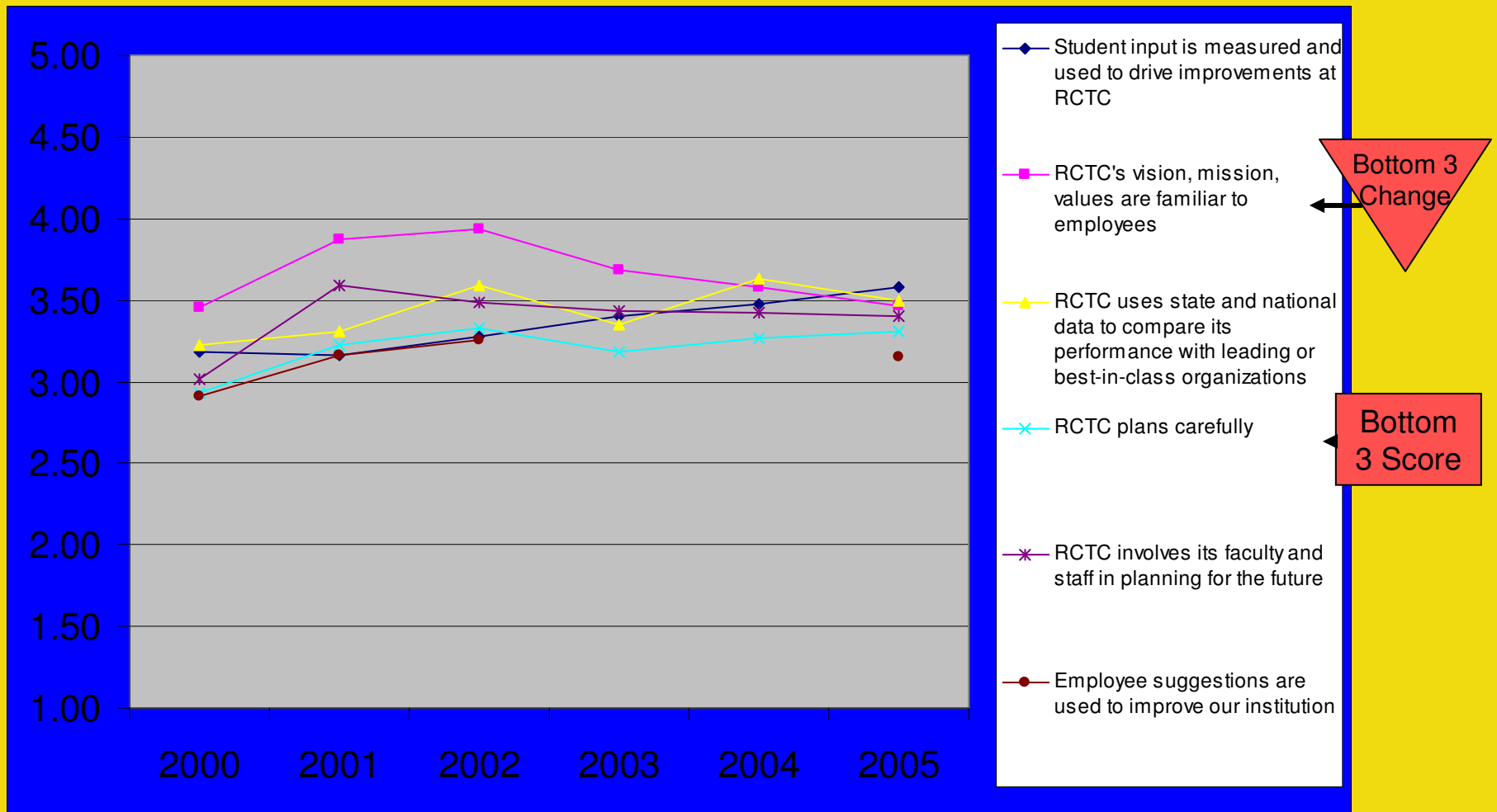
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# Strategic Quality Planning



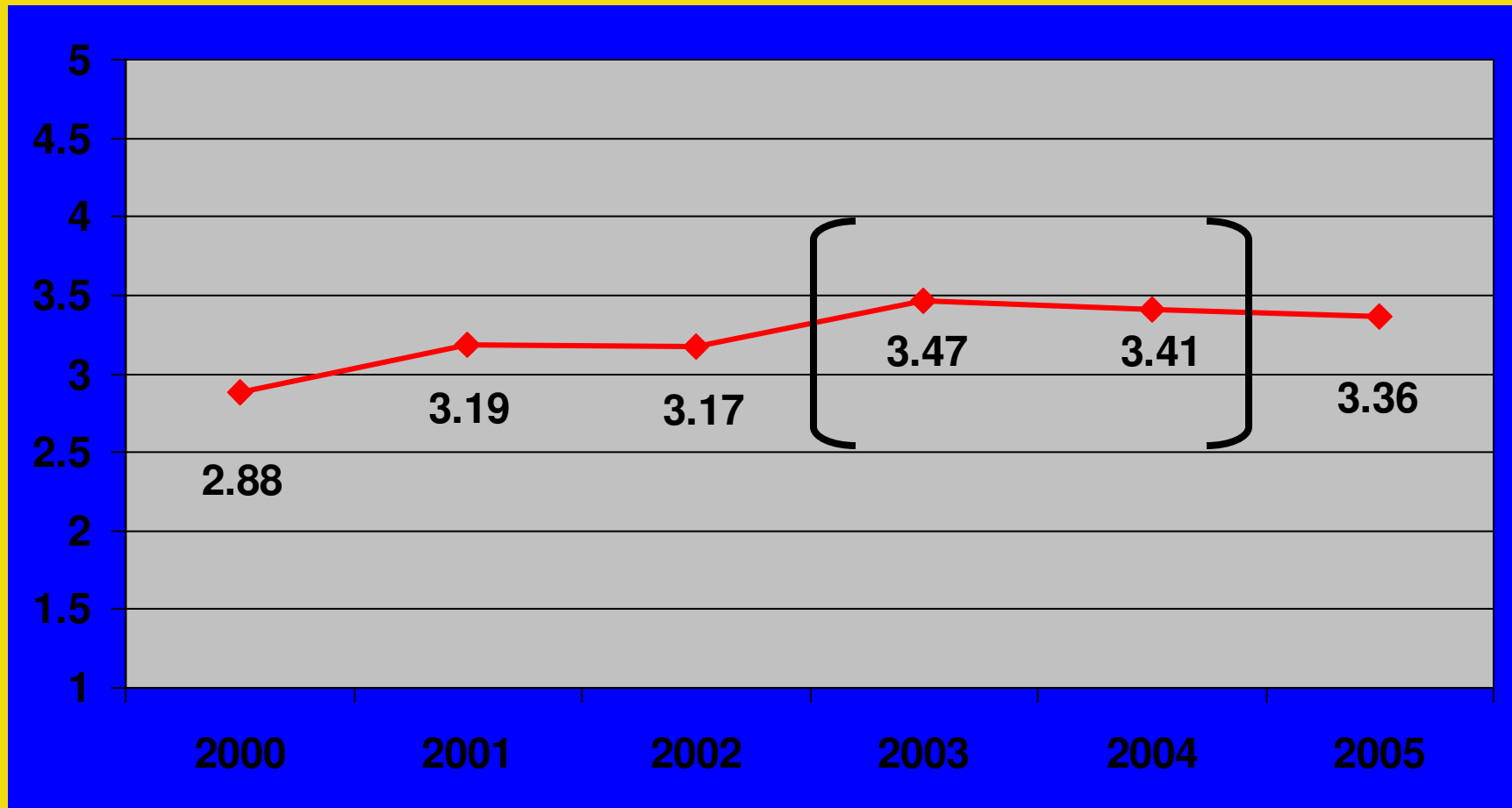
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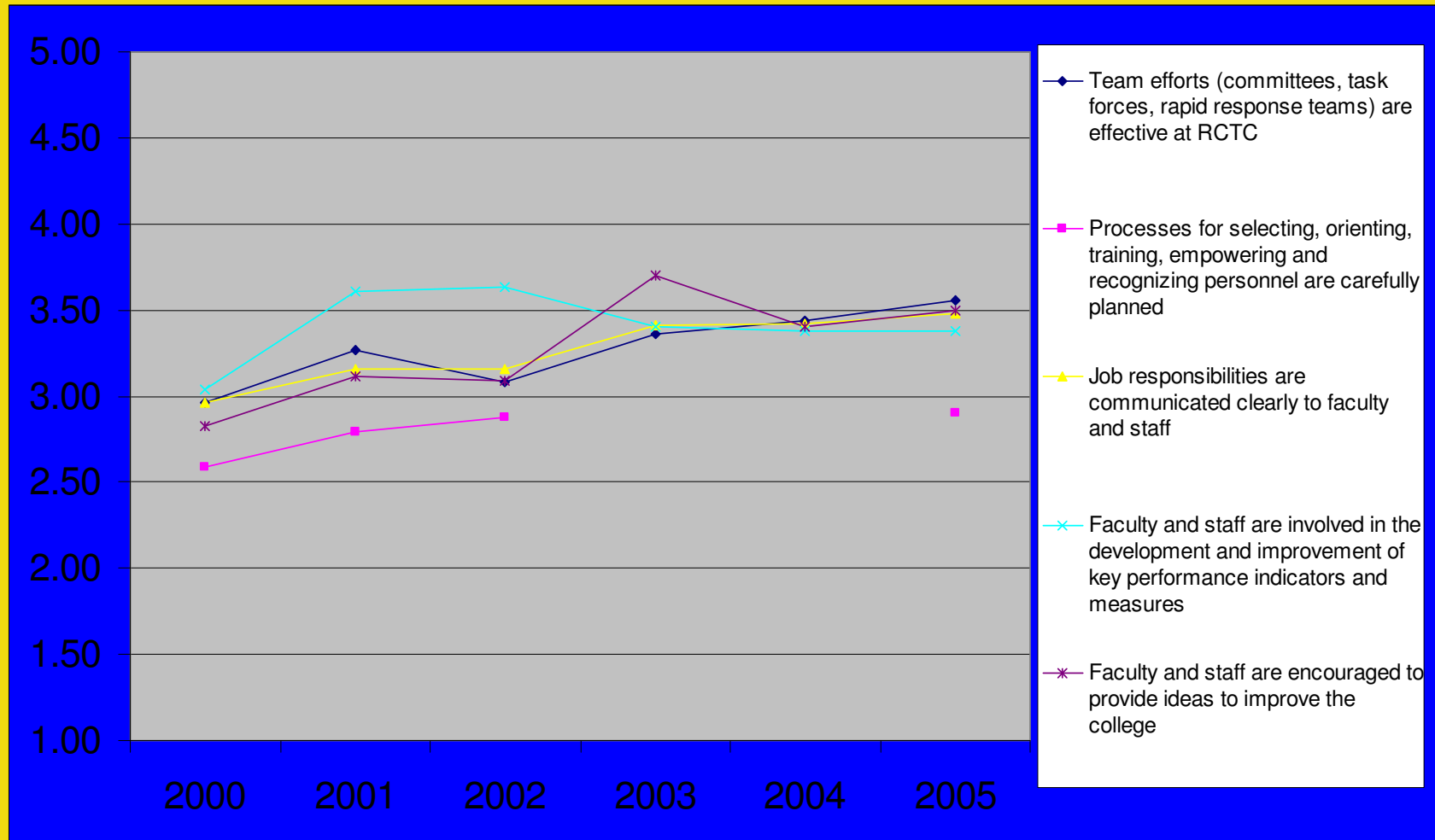
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# Employee Empowerment and Teamwork



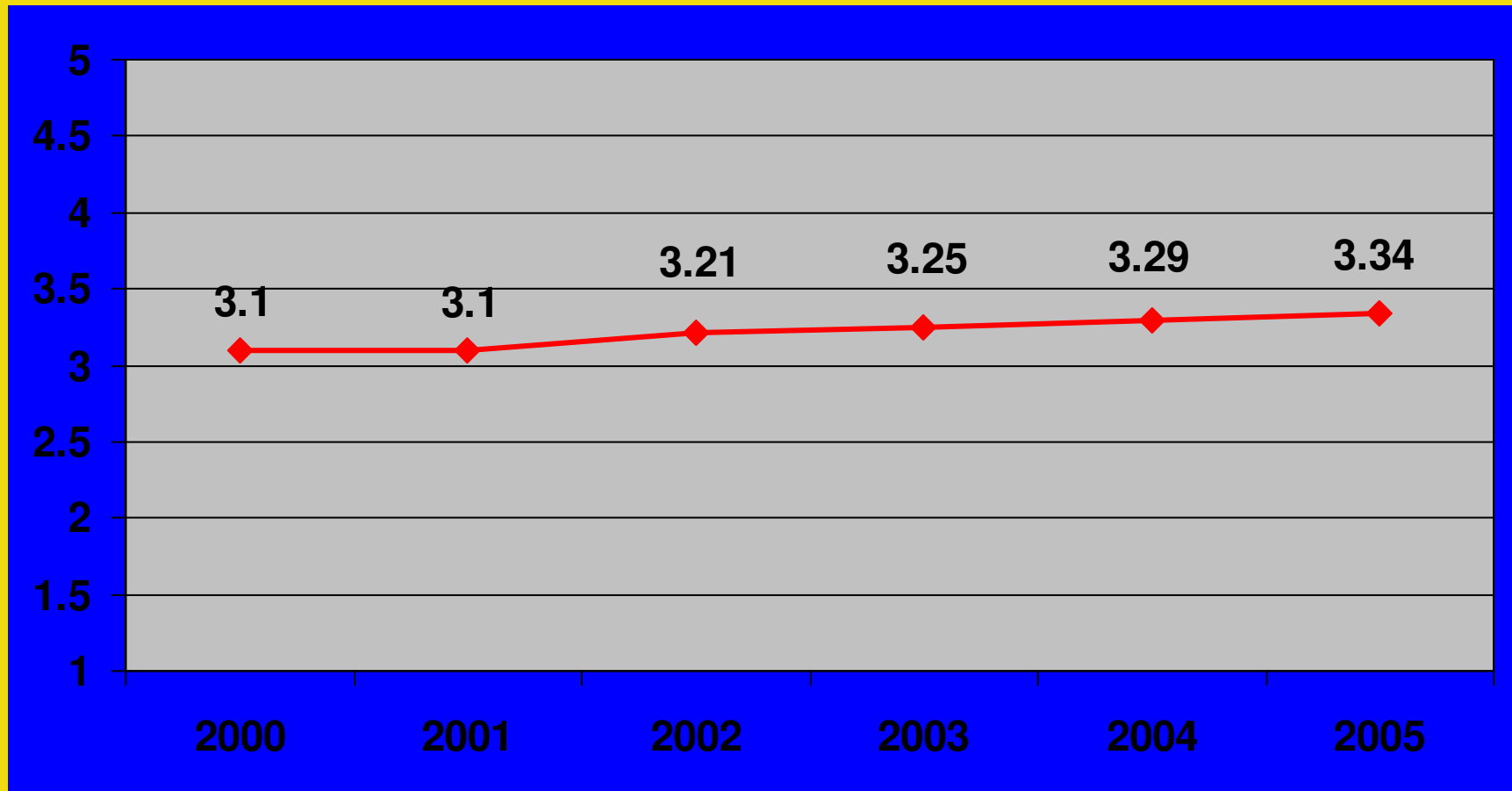
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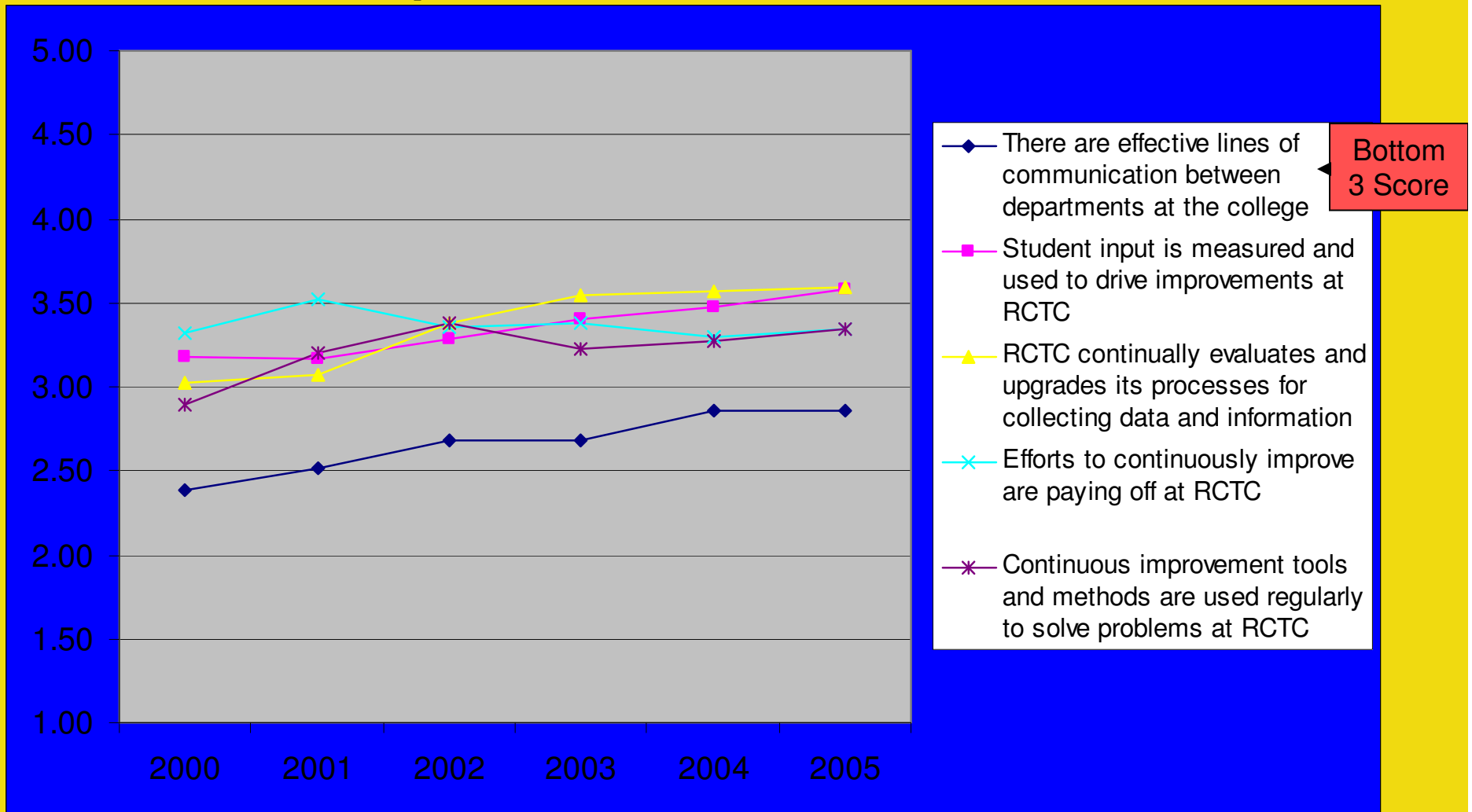
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# Quality and Productivity Improvement Results



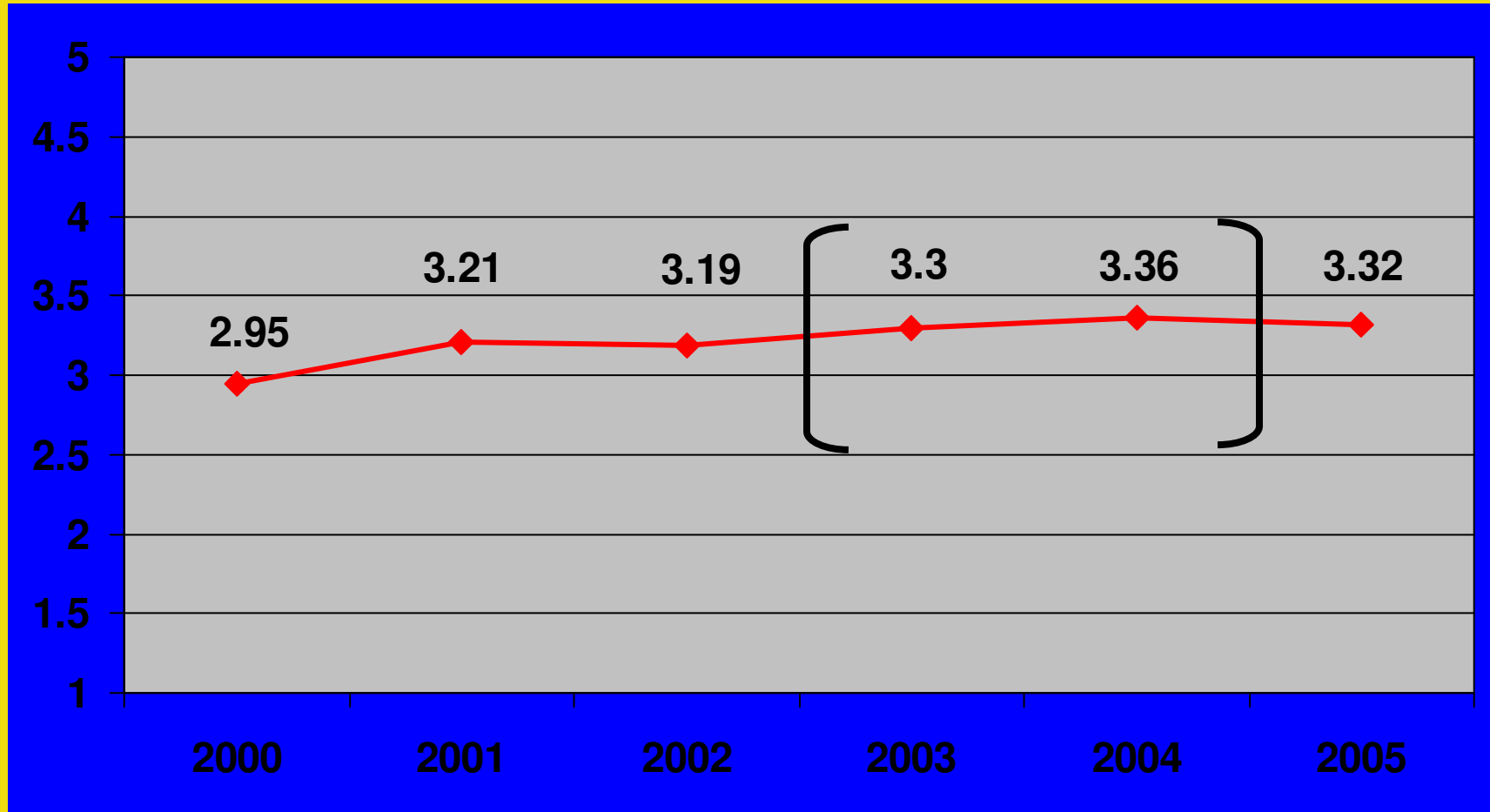
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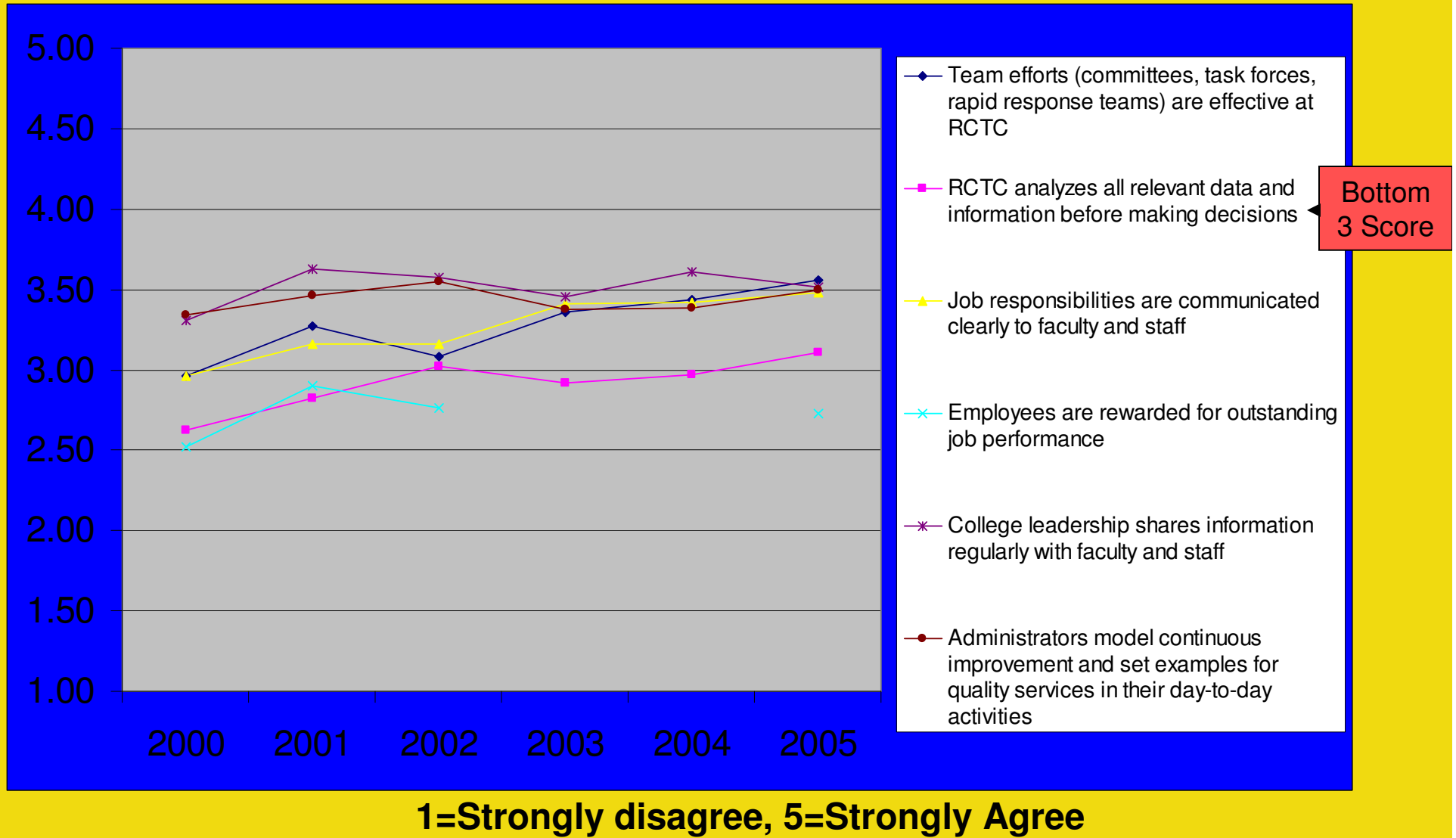
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# Top Management Leadership and Support

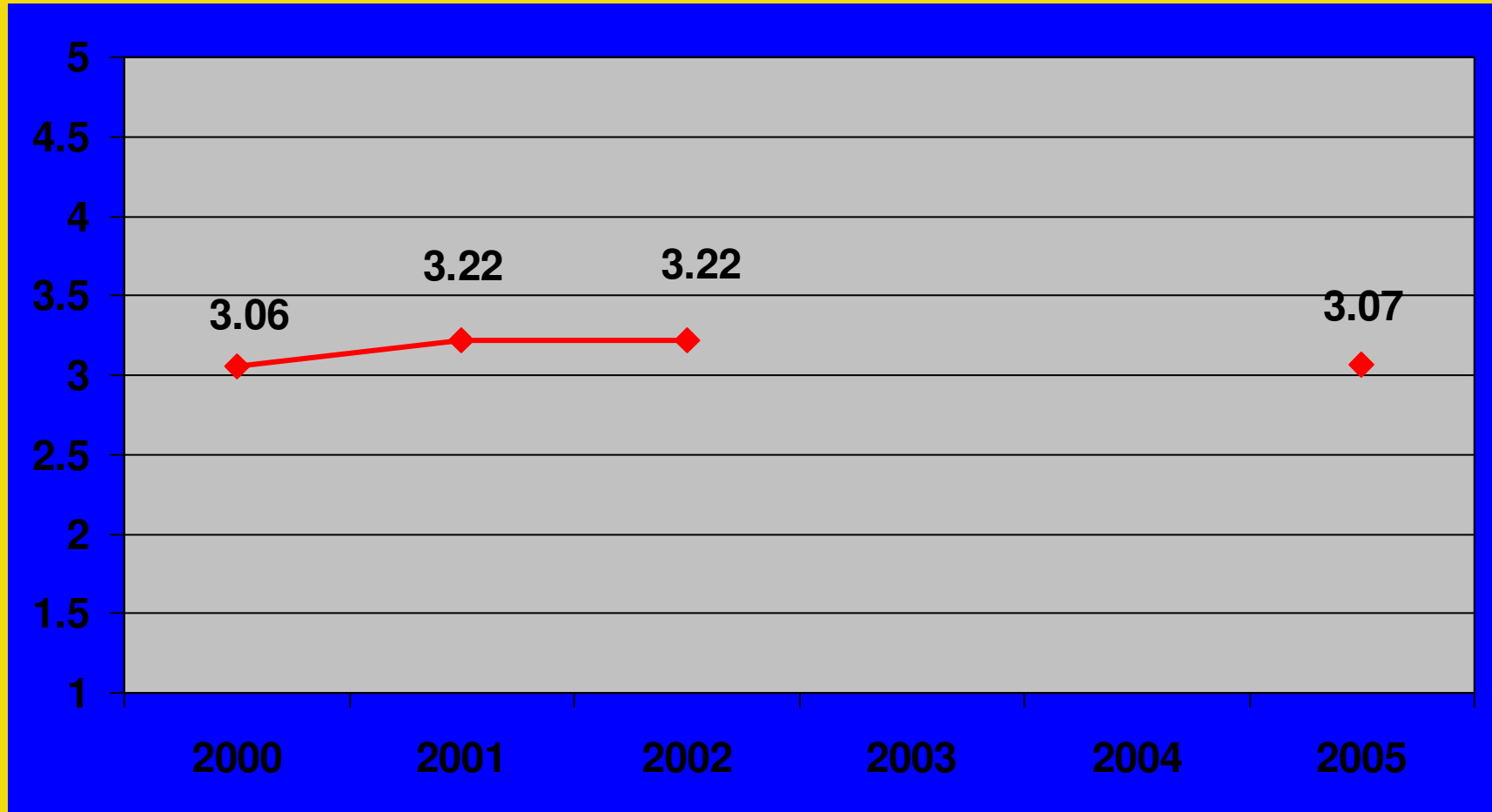


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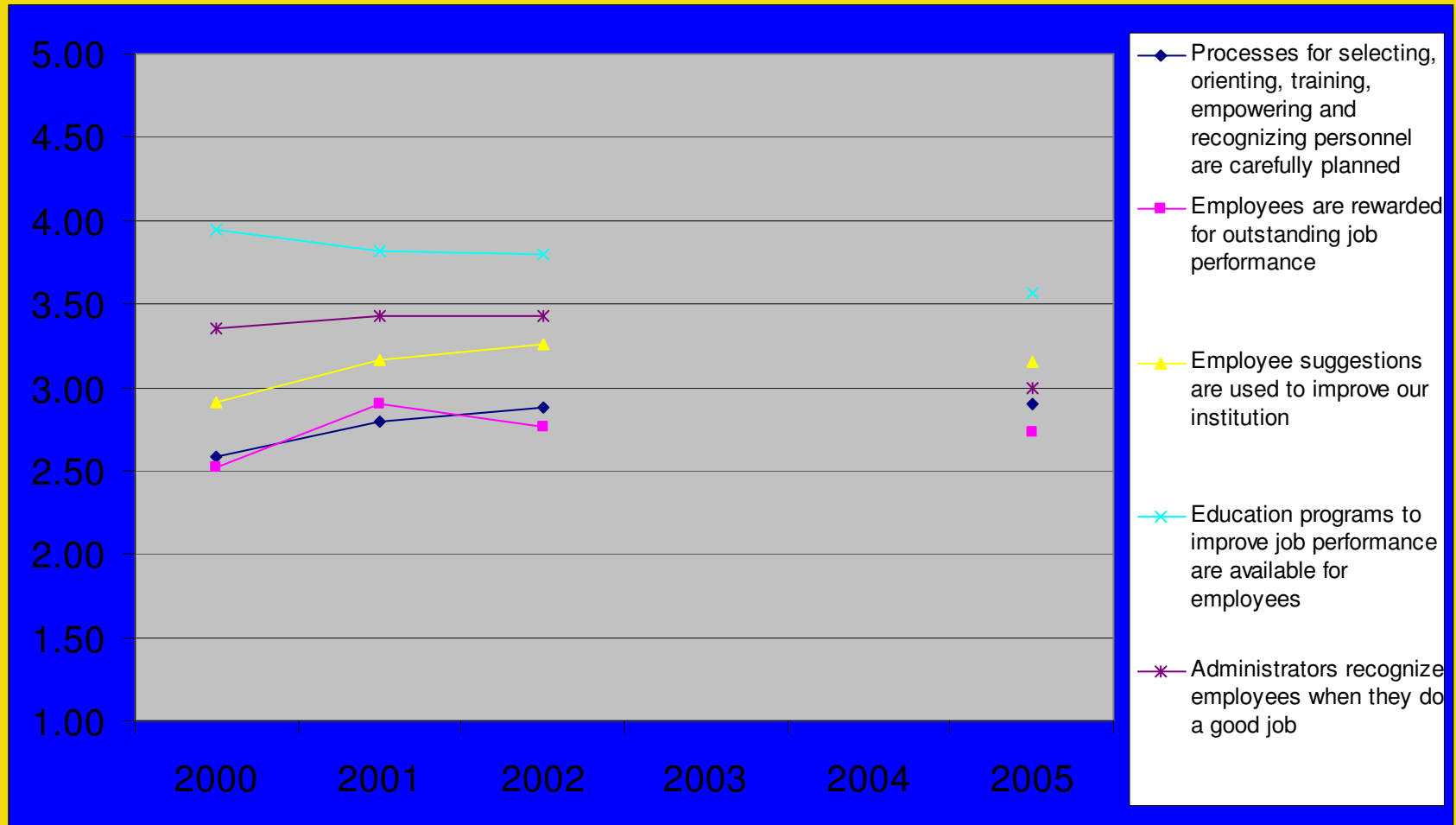


# Employee Training and Recognition



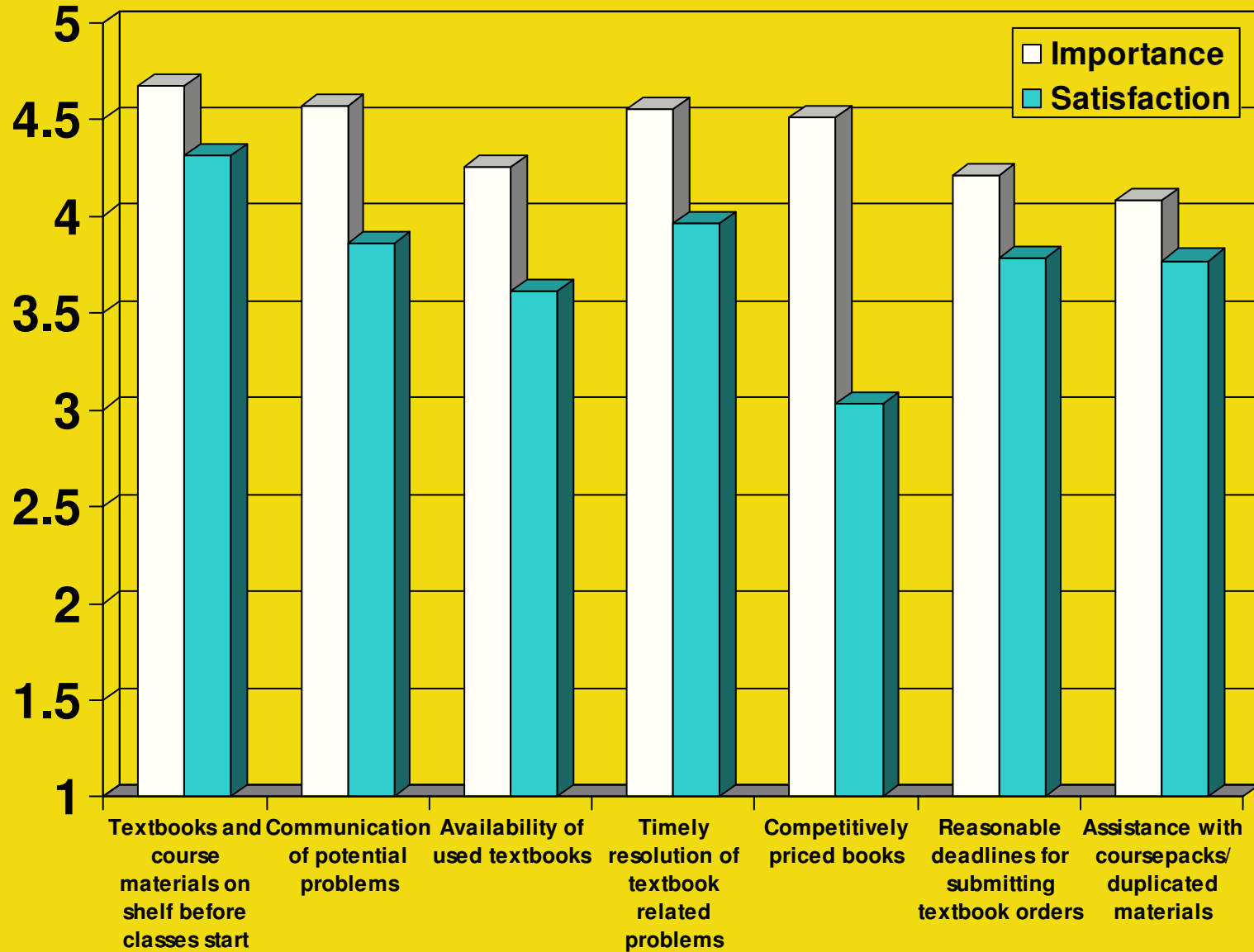
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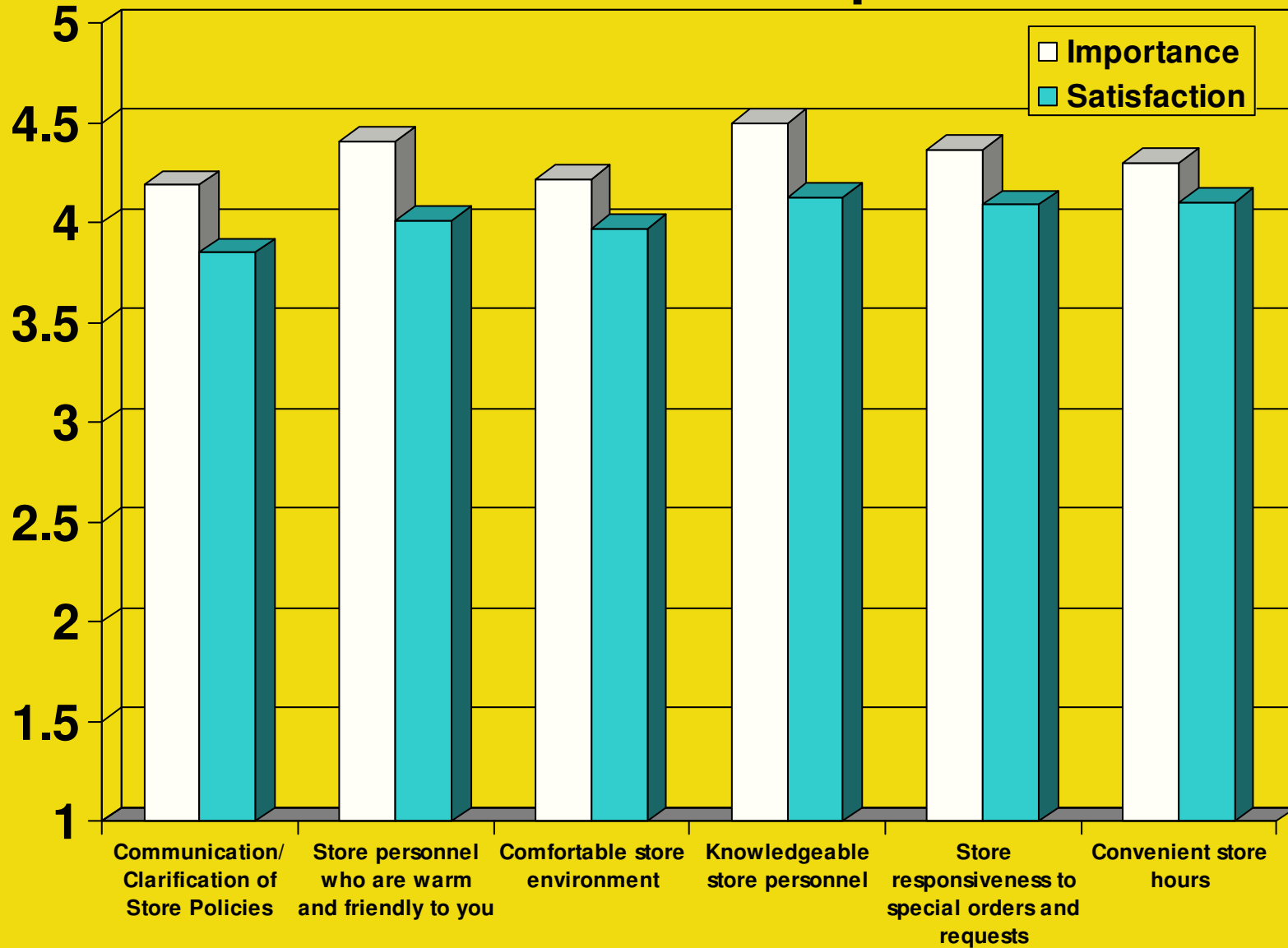


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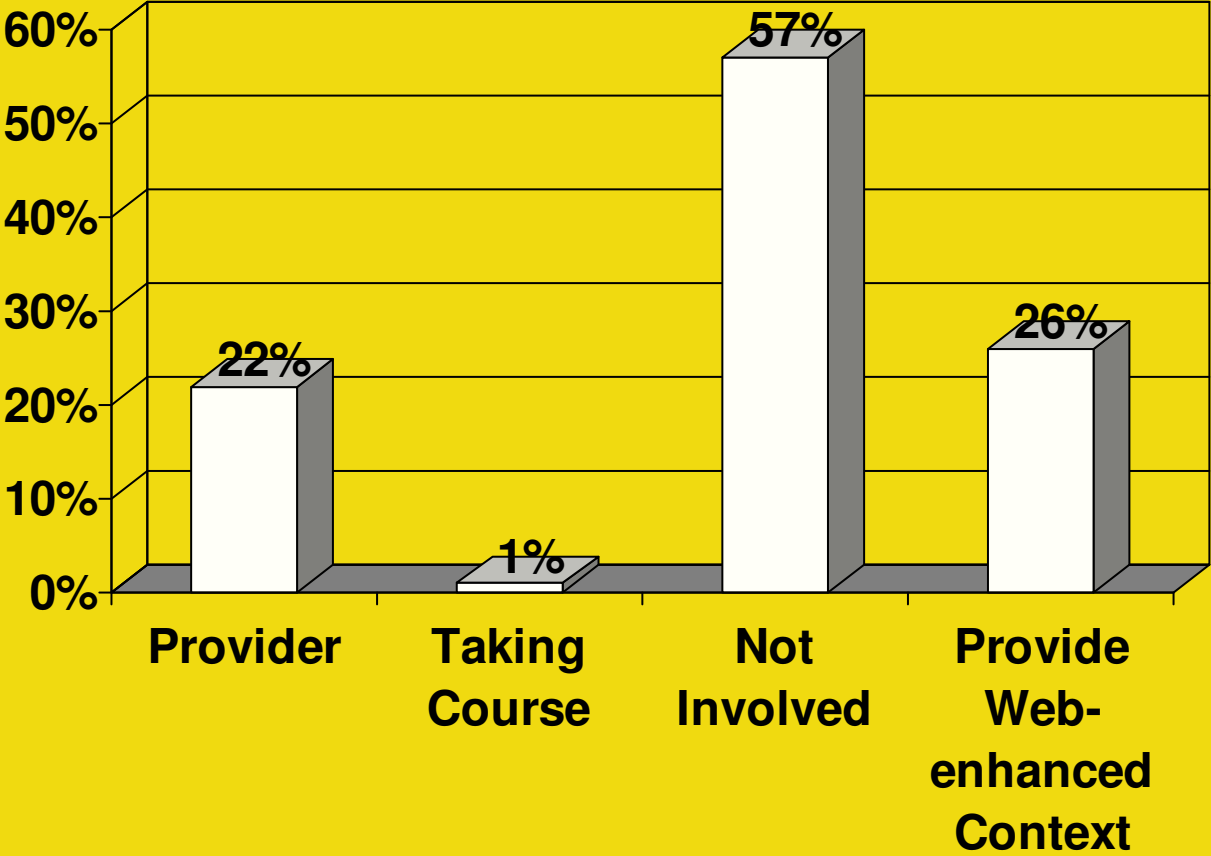
# Bookstore: Textbooks



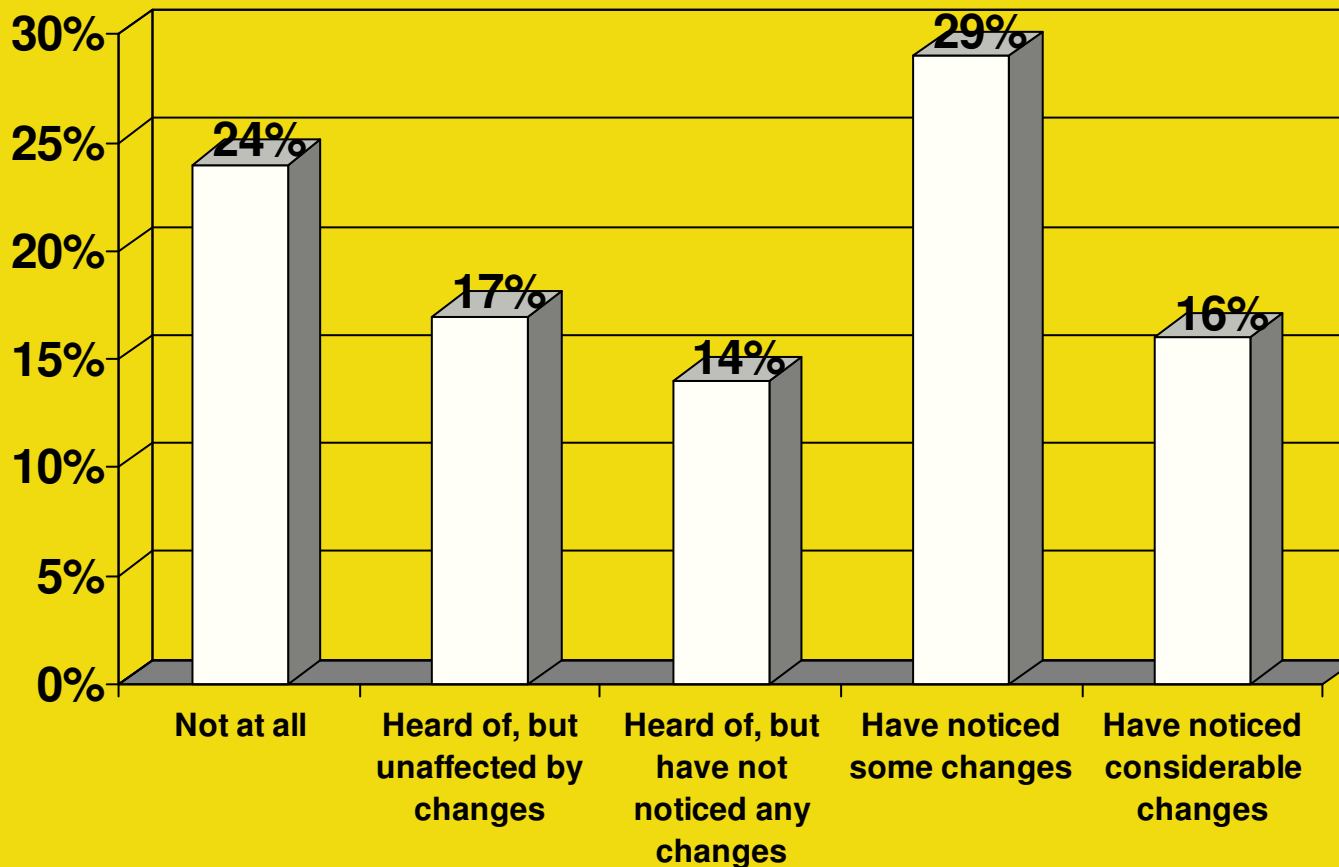
# Bookstore: Store Operations



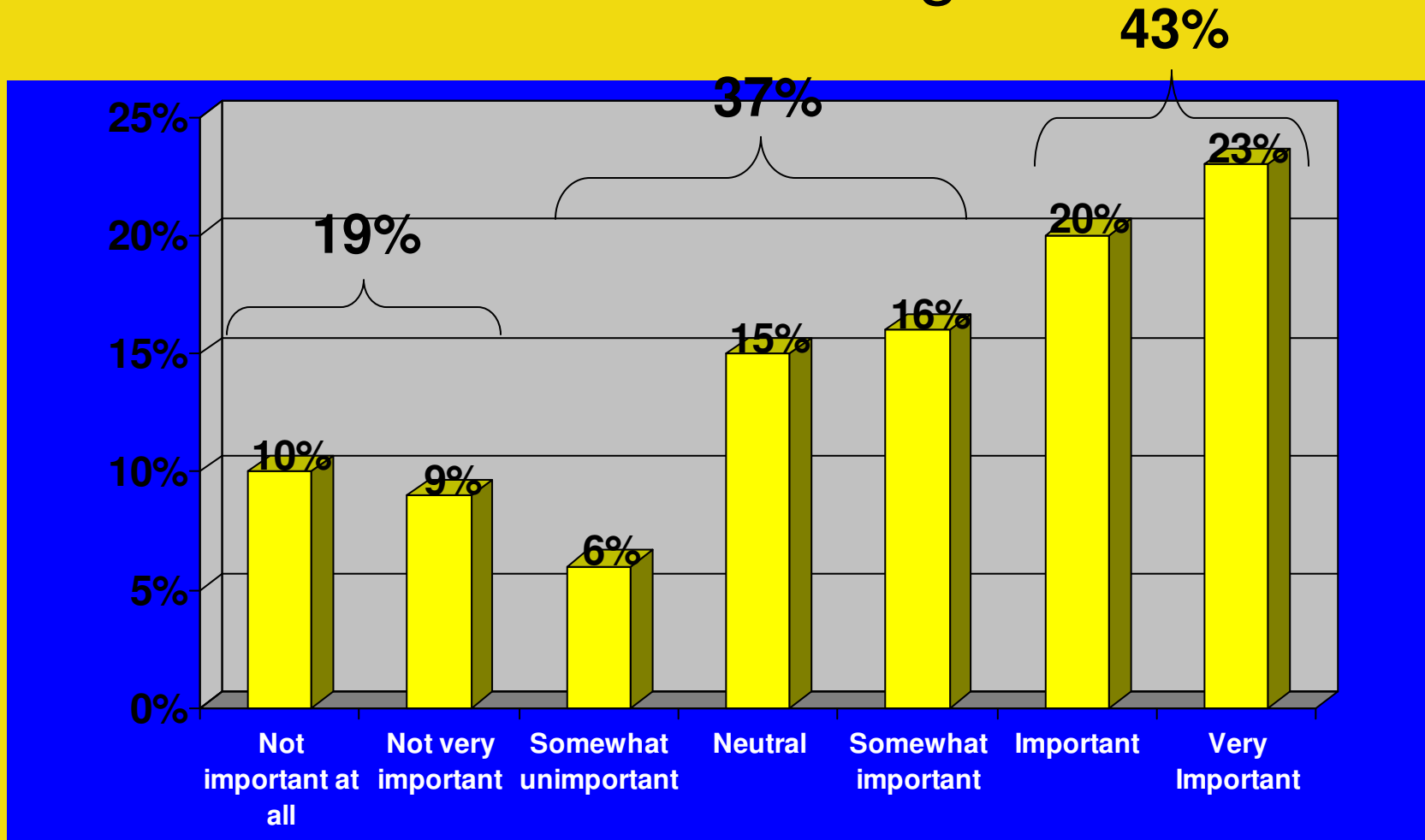
With regards to RCTC's online education, how would you describe yourself?



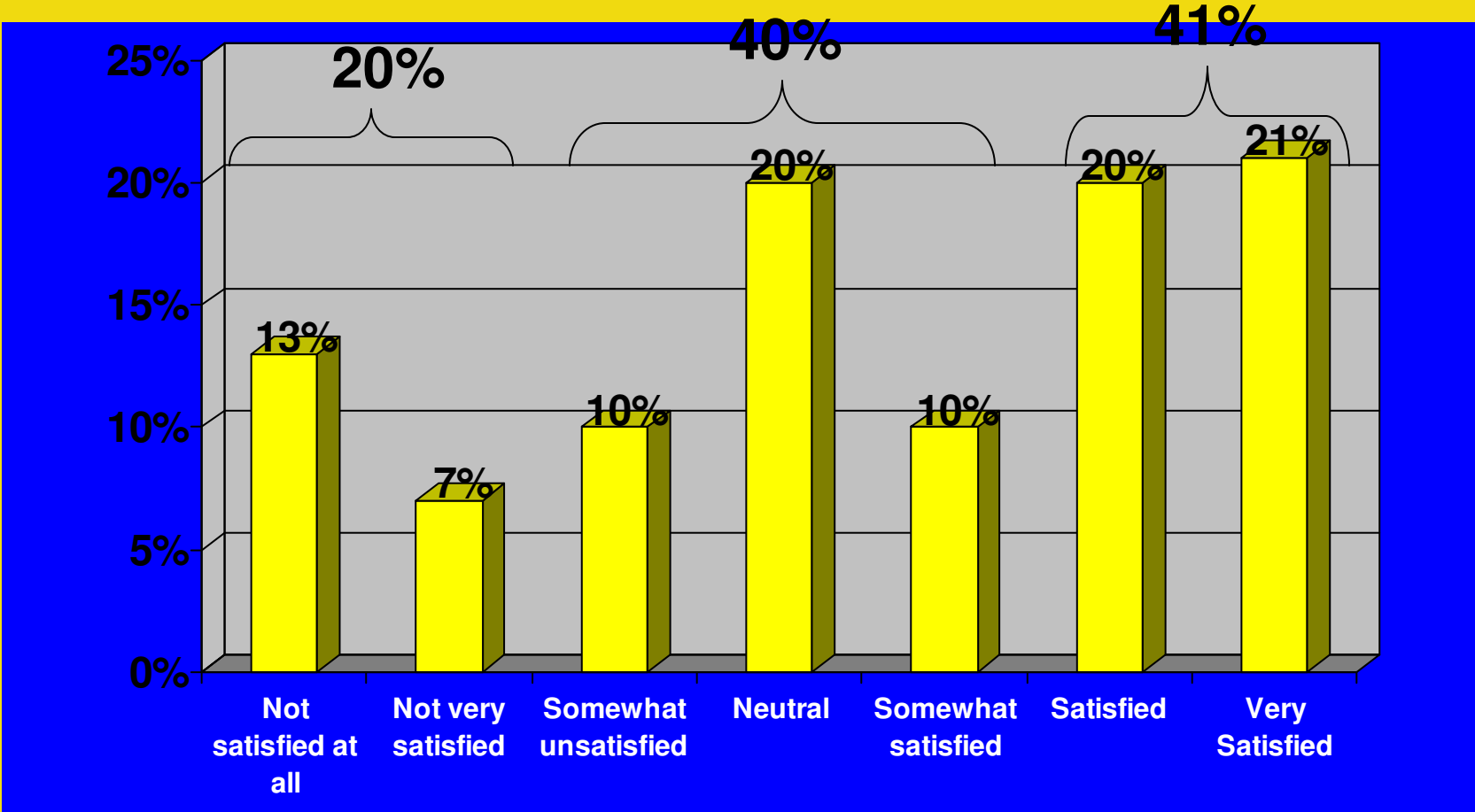
# How aware are you of recent organizational changes in RCTC's Educational Technology Department?



# How important is a name change to “Rochester College”?



# How satisfied would you be with the name “Rochester College”?



# Conclusions

- Most indicators fall within a narrow band of scores. None above “4”. Highest score is “I know what is expected of me” – a very personal indicator.
- Scores that fell below “3”: “RCTC analyzes all relevant data...” & “There are effective lines of communication between departments at the college”

# Opportunities for Improvement

- Encourage greater participation
  - Better sample will yield more accurate results
  - In spite of survey apathy, faculty/staff should see responding to key surveys as an opportunity to sing praises or point out areas for improvement
- While not stated directly, there appears to be a sense of lack of ownership regarding quality improvement. Faculty & staff agree that information is communicated (top-down), but that information is neither being used effectively nor is it the result of faculty and staff input (bottom-up).