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

![Graph showing survey participation from 2000 to 2005. The participation numbers are as follows:
- 2000: 117
- 2002: 97
- 2003: 105
- 2004: 72
- 2005: 178]
Survey Participation

![Bar chart showing participation by different categories.](survey_participation_chart.png)

- **Support/Classified**
- **Faculty**
- **Admin/Professional Staff**

![Bar chart showing participation by employment status.](employment_status_chart.png)

- **Full time regular**
- **Part time regular**
- **Full time temporary**
- **Part time temporary**
Overall satisfaction with employment

- % Not Satisfied at All
- % Somewhat Dissatisfied
- % Neutral
- % Satisfied
- % Very Satisfied


Satisfaction Levels:
- 3%
- 10%
- 21%
- 11%
- 0%
- 16%
- 52%
- 25%
- 14%
- 51%
- 26%
- 23%
- 50%
- 6%
- 12%
- 3%
Overall impression of quality at RCTC
I would recommend RCTC as a place to work

- 73% Strongly Agree
- 69% Agree
- 36% Neutral
- 20% Disagree
- 8% Strongly Disagree

Year:
- 2003
- 2004
- 2005
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

• 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 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)

• 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
Students have ways to share feedback on their level of satisfaction with college programs and services.

Student input is measured and used to drive improvements at RCTC.

RCTC uses state and national data to compare its performance with leading or best-in-class organizations.

RCTC continually evaluates and upgrades its processes for collecting data and information.

Job responsibilities are communicated clearly to faculty and staff.

I know what is expected of me.

Faculty and staff are involved in the development and improvement of key performance indicators and measures.

Faculty and staff are encouraged to provide ideas to improve the college.

1=Strongly disagree, 5=Strongly Agree
Customer Focus

1=Strongly disagree, 5=Strongly Agree

2000 2001 2002 2003 2004 2005

3.35 3.43 3.56 3.49 3.48 3.56
Students have ways to share feedback on their level of satisfaction with college programs and services. Student input is measured and used to drive improvements at RCTC. RCTC listens to its students. College services are "user-friendly." College leadership cultivates positive relationships with faculty, staff, and students. 1=Strongly disagree, 5=Strongly Agree.
Measurement and Analysis

1=Strongly disagree, 5=Strongly Agree
RCTC uses state and national data to compare its performance with leading or best-in-class organizations.

RCTC has computer systems which are “user-friendly” for faculty, staff, and students.

RCTC continually evaluates and upgrades its processes for collecting data and information.

RCTC analyzes all relevant data and information before making decisions.

Faculty and staff are encouraged to provide ideas to improve the college.

Efforts to continuously improve are paying off at RCTC.

Continuous improvement tools and methods are used regularly to solve problems at RCTC.

College leadership shares information regularly with faculty and staff.

1 = Strongly disagree, 5 = Strongly Agree
Strategic Quality Planning

1=Strongly disagree, 5=Strongly Agree
Student input is measured and used to drive improvements at RCTC.

RCTC’s vision, mission, values are familiar to employees.

RCTC uses state and national data to compare its performance with leading or best-in-class organizations.

RCTC plans carefully.

RCTC involves its faculty and staff in planning for the future.

Employee suggestions are used to improve our institution.

1=Strongly disagree, 5=Strongly Agree
Employee Empowerment and Teamwork

1=Strongly disagree, 5=Strongly Agree

- 2000: 2.88
- 2001: 3.19
- 2002: 3.17
- 2003: 3.47
- 2004: 3.41
- 2005: 3.36
Employee Empowerment and Teamwork

Team efforts (committees, task forces, rapid response teams) are effective at RCTC
Processes for selecting, orienting, training, empowering and recognizing personnel are carefully planned
Job responsibilities are communicated clearly to faculty and staff
Faculty and staff are involved in the development and improvement of key performance indicators and measures
Faculty and staff are encouraged to provide ideas to improve the college

1=Strongly disagree, 5=Strongly Agree
Quality and Productivity Improvement Results

1=Strongly disagree, 5=Strongly Agree
There are effective lines of communication between departments at the college.

Student input is measured and used to drive improvements at RCTC.

RCTC continually evaluates and upgrades its processes for collecting data and information.

Efforts to continuously improve are paying off at RCTC.

Continuous improvement tools and methods are used regularly to solve problems at RCTC.

1=Strongly disagree, 5=Strongly Agree
Top Management Leadership and Support

1=Strongly disagree, 5=Strongly Agree
Team efforts (committees, task forces, rapid response teams) are effective at RCTC

RCTC analyzes all relevant data and information before making decisions

Job responsibilities are communicated clearly to faculty and staff

Employees are rewarded for outstanding job performance

College leadership shares information regularly with faculty and staff

Administrators model continuous improvement and set examples for quality services in their day-to-day activities

1=Strongly disagree, 5=Strongly Agree
Employee Training and Recognition

1=Strongly disagree, 5=Strongly Agree
Processes for selecting, orienting, training, empowering and recognizing personnel are carefully planned.

Employees are rewarded for outstanding job performance.

Employee suggestions are used to improve our institution.

Education programs to improve job performance are available for employees.

Administrators recognize employees when they do a good job.

1=Strongly disagree, 5=Strongly Agree
Importance and Satisfaction of Bookstore: Textbooks

- Textbooks and course materials on shelf before classes start
- Communication of potential problems
- Availability of used textbooks
- Timely resolution of textbook related problems
- Competitively priced books
- Reasonable deadlines for submitting textbook orders
- Assistance with course packs/duplicated materials
Bookstore: Store Operations

- Communication/Clarification of Store Policies
- Store personnel who are warm and friendly to you
- Comfortable store environment
- Knowledgeable store personnel
- Store responsiveness to special orders and requests
- Convenient store hours

Importance
Satisfaction
With regards to RCTC’s online education, how would you describe yourself?

- Provider: 22%
- Taking Course: 1%
- Not Involved: 57%
- Provide Web-enhanced Context: 26%
How aware are you of recent organizational changes in RCTC’s Educational Technology Department?

- Not at all: 24%
- Heard of, but unaffected by changes: 29%
- Heard of, but have not noticed any changes: 17%
- Have noticed some changes: 14%
- Have noticed considerable changes: 16%
How important is a name change to “Rochester College”?

- Not important at all: 43%
- Not very important: 19%
- Somewhat unimportant: 37%
- Neutral: 10%
- Somewhat important: 15%
- Important: 16%
- Very important: 20%
How satisfied would you be with the name “Rochester College”?

- Not satisfied at all: 20%
- Not very satisfied: 40%
- Somewhat unsatisfied: 41%
- Neutral: 20%
- Somewhat satisfied: 20%
- Satisfied: 21%
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).