Campus Quality Survey

2006
Survey Participation
I have worked at RCTC for:

- Fewer than 5 years: 40%
- Between 5 and 15 years: 35%
- More than 15 years: 25%

By the colors:
- Light blue: Fewer than 5 years
- Dark red: Between 5 and 15 years
- Orange: More than 15 years
Overall satisfaction with employment
Satisfied or Very Satisfied by Tenure:

(% Agree or Strongly Agree)

- Fewer than 5 years: 84%
- Between 5 and 15 years: 67%
- More than 15 years: 82%
Overall impression of quality at RCTC
I would recommend RCTC as a place to work

- 2003:
  - % Strongly Disagree: 7%
  - % Disagree: 8%
  - % Neutral: 13%
  - % Agree: 45%
  - % Strongly Agree: 28%

- 2004:
  - % Strongly Disagree: 7%
  - % Disagree: 4%
  - % Neutral: 20%
  - % Agree: 36%
  - % Strongly Agree: 33%

- 2005:
  - % Strongly Disagree: 5%
  - % Disagree: 5%
  - % Neutral: 19%
  - % Agree: 43%
  - % Strongly Agree: 29%

- 2006:
  - % Strongly Disagree: 2%
  - % Disagree: 5%
  - % Neutral: 16%
  - % Agree: 44%
  - % Strongly Agree: 32%
% Would Recommend by Tenure:

- Fewer than 5 years: 84%
- Between 5 and 15 years: 64%
- More than 15 years: 78%
I would recommend RCTC as a school to attend

2006

47% Definitely Yes
26% Most Likely Yes
17% Probably Yes
4% Don't Know
4% Probably No
1% Most Likely No
2% Definitely No
Kudos and Opportunities for Improvement

• Best Performing Indicators
  – I know what is expected of me
  – RCTC continually evaluates and upgrades its processes for collecting data and information
  – RCTC listens to its students

• Biggest OFIs
  – Employees are rewarded for outstanding job performance
  – There are effective lines of communication between departments at the college
  – Processes for selecting, orienting, training, empowering and recognizing personnel are carefully planned

• Most Positive Change ’05-’06
  – RCTC continually evaluates and upgrades its processes for collecting data and information (+0.15)
  – Data and information needed to support my work processes are easily accessible (+0.11)
  – RCTC listens to its students (+0.09)

• Most Negative Change ’04-’05
  – Administrators model continuous improvement and set examples for quality services in their day-to-day activities (-0.18)
  – Education programs to improve job performance are available for employees (-0.11)
  – Team efforts (committees, task forces, rapid response teams) are effective at RCTC (-0.11)
Quality Assurance

1=Strongly disagree, 5=Strongly Agree
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
Customer Focus

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 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
Strategic Quality Planning

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

Chart showing the trend from 2000 to 2006 with the following scores:
- 2000: 2.88
- 2001: 3.19
- 2002: 3.17
- 2003: 3.47
- 2004: 3.41
- 2005: 3.36
- 2006: 3.35
Employee Empowerment and Teamwork

1 = Strongly disagree, 5 = Strongly Agree

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
Quality and Productivity Improvement Results

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
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
Employee Training and Recognition

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

 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
Would you support a name change from “RCTC” to “Rochester College”?

75% Yes
25% No