

Category 5 – Leading and Communicating

CATEGORY 5 INTRODUCTION

Processes for Leading and Communicating at Madison College exhibit a range of maturity levels. Several processes are moving toward the Integrated maturity rating, including the development of CQI teams to facilitate change at the College, the creation of a regular Matters electronic newsletter to keep all staff connected to recent and relevant news and updates from across the College, and the implementation of the 3-Year Strategic Plan to set direction during tough economic times.

The College has successfully implemented improvement projects to guide leaders on measurement, documentation, communication and consideration of college-wide impact when implementing change and the creation of the cross-functional STEPS Program Team and Campus Community Team to improve project planning and communication.

Future initiatives will focus on continuing to improve communication throughout the entire organization and establishing a formal plan to address succession of key personnel as they retire or leave the organization.

An INTEGRATED process that demonstrates a stable, well-developed structure and is continually monitored and improved through analysis, innovation, and sharing is 5P8, which addresses how college leaders communicate a shared mission, vision and values.

ALIGNED processes that are stable, consciously managed, regularly evaluated for improvement and address the institution's key goals and strategies include 5P1, 5P2, 5P3, 5P4, 5P5, 5P6, 5P7, and 5P9. These processes address defining organizational mission and values, setting direction in alignment with the mission and values, accounting for the needs of students and stakeholders in setting direction, balancing future opportunities and strong focus on students and learning, making decisions, using data and information in decision-making, communicating between and among units, and developing leadership abilities among current employees.

A SYSTEMATIC process that has clear goals, is proactive rather than reactive and targets ineffective elements for improvement is 5P10, which addresses developing and implementing leadership succession plans.

5P1: Defining and reviewing the organizational mission and values (CC- 1A)

College Mission and Vision

The College's mission statement, "Madison College provides accessible, high quality learning experiences that serve the community," and vision statement, "Leader in Learning," were defined by the District Board Programs and Policies Committee based on constituent input. The mission and vision statements were approved by the full Board in July 1997. The vision statement has since been updated to "Transforming lives, one at a time."

District Board End Statements

In the summer of 2005 the District Board began defining end statements based on college scorecard data and with the assistance of a policy governance facilitator. The Board End Statements guide college planning and are the basis of the Board's annual monitoring process for measuring college effectiveness. The current Board End Statements were adopted in January 2006:

- All students achieve the learning necessary to be successful in their educational and career goals.
- Madison Area Technical College prepares students for gainful employment and continuing education.
- Madison Area Technical College provides skilled workers that meet employer needs and the communities' changing needs.
- Madison Area Technical College provides open access and a welcoming environment for all students and members of the community in pursuit of lifelong learning opportunities.
- Madison Area Technical College proactively

provides support and resources for the enhancement of collaborative community efforts to the extent resources will allow.

College Values

In 1999, a College work team conducted research to assist in developing a values statement. Ten recurring themes were identified and further streamlined into three key values of Excellence, Respect and Integrity. The draft values were shared with the College community for input and were adopted by the District Board in November 1999.

5P2: Setting directions in alignment with the mission, vision, values, and commitment to high performance

(CC-2C) The District Board sets the overall policy direction of the College by functioning as the official link between the College and the community it serves. The Board represents the community to the College by determining and assuring appropriate organizational performance, enacting policies on governance issues and executive limitations, monitoring college effectiveness, and assessing the President's performance. The Board reviews and considers external and internal concerns in making autonomous policy decisions.

Madison College leadership is committed to building and sustaining a quality learning experience by creating long-term plans that embody the mission, vision, and values of the College.

(CC-1A) An example of how leadership sets direction while aligning with the College's mission and values is the 3-Year Strategic Plan, which defines the top three priorities for 2011–2014 as:

1. Meet the access, learning and workforce needs of our students and community.
2. Retain students to completion.
3. Improve facilities, systems and processes while meeting fiscal challenges.

These priorities directly address key aspects of the College's mission, including access, high quality learning, and service to the community. In addition, leadership defines specific

objectives for each priority that operationalize the mission, values and vision of the College. For example, within the second priority, a stated objective is to “improve student outcomes for all student groups, including shorter-term students’ persistence, success in gatekeeper courses and graduation levels.” This objective aligns directly with the mission of the College and provides employees concrete ways to execute that mission.

(CC-5C) Similarly, the development of the Facilities Master Plan and the Academic Plan also align with the mission and values of the College. The Academic Plan is currently being revised, but the implementation of the previous iteration illustrates another key element of providing direction consistent with the College's mission, vision and values: aligning goals across the long-term plans. The long-term plans must be designed to work together and accomplish the same strategic goals. Program growth envisioned by the Academic Plan shaped the Facilities Master Plan. This plan fundamentally supports the Academic Plan by creating and improving the interior and exterior spaces where the College can provide accessible, high quality instruction and technical experience to meet the needs of students, the community and area employers. Increased and improved space will support both short-term and long-term academic program expansion, the technologically sophisticated infrastructure will support inevitable shifts in training needs as well as cutting-edge technology and equipment, and improvements to regional campuses will further increase accessibility to quality programming throughout the District.

5P3: Directions accounting for the needs and expectations of current and potential students and key stakeholders

(CC-1B) The College actively solicits input from faculty, staff, community members, the business community and students when developing long-term plans and regularly holds listening sessions and conducts surveys for large new initiatives. College leaders use this feedback to respond to student and stakeholder concerns while planning for the future, as seen below in the examples from the 3-Year Strategic

Plan, Academic Plan, and Facilities Master Plan, all of which are available on the College website.

A key step in the creation of the 3-Year Strategic Plan is analyzing student feedback from the Noel Levitz SSI and CCSSE surveys. This feedback was a key factor in the expansion and prioritization of flexible learning, a stated goal in the 3-Year Strategic Plan.

Similarly, the current revision of the Academic Plan seeks a thorough examination of stakeholder needs. The process is ongoing, but already much of a Convocation was devoted to sessions offering information and seeking input on the new Academic Plan, and more than 1000 employees participated. Program directors received an Academic Plan Input Form asking departments and programs throughout the College to discuss the impact of future trends, employment forecasts, partnerships with businesses and the community, and educational strategies on their programs in next five to ten years. The Office of the Associate Vice-President for Learner Success also completed an extensive survey of advisory committees related to broad industry and workforce competencies of the future.

The process for the Facilities Master Plan began in early 2005, when students expressed desire for a campus where all students could reach their academic and career goals and benefit from a rich college experience. A Master Plan Steering Committee was formed with members from across the College, including vice-presidents, faculty, the faculty union president, and the director of facilities to ensure that a range of stakeholder and student expectations were represented. This committee also conducted numerous interviews and breakout sessions with stakeholders, faculty, students, and staff to assess needs and expectations.

In each case, the College's pursuit of extensive feedback from stakeholders helped ensure creation of long-term plans that address the needs of students and the community.

5P4: Seeking future opportunities while enhancing a strong focus on students and learning

College leadership balances a focus on students and learning with seeking future opportunities through creating the 3-Year Strategic Plan, making decisions based on data, paying close attention to student feedback, and allowing space for staff and faculty to innovate. The long-term plans create core goals for the future, while the 3-Year Strategic Plan seeks to translate long-term goals and opportunities into short-term goals. Close attention to data and student surveys provide the College with ongoing effectiveness data and are also used to balance future opportunities to pursue and ensure a strong focus on students and learning.

Two examples of how leaders guide the College in seeking future opportunities while maintaining a strong focus on students and learning are the Program Analysis Process and the recent referendum.

Leaders in Learner Success created the Program Analysis Process to encourage units to examine the health and viability of programs, while also considering future opportunities and changes to their offerings. The Program Analysis process is fully explained in 1P14.

An additional example is how leaders prepared for the referendum and implementation of the Smart Future Building Plan. While the College dedicated significant resources to planning and marketing the referendum and subsequent Facilities Master Plan, the 3-Year Strategic Plan also ensured a strong focus on student-related goals such as increasing access and enrollments, increasing flexible learning options, and improving retention through the development of a college-wide Retention Plan.

While the long-term plans set the overarching goals for the College, and the 3-Year Strategic Plan articulates short-term, concrete goals, leadership also encourages creativity and innovation among faculty and staff. For example, while the Executive Team prioritized flexible learning offerings, the College pursued a partnership that resulted in the first educational application of Cisco's Telepresence system.

However, the College then allowed faculty to pilot instructional use of the system and create an innovative training and mentoring process to ensure that teachers would be fully prepared to teach in a Telepresence classroom. The faculty member who led this process was recently awarded the National Institute for Staff and Organizational Development (NISOD) Excellence Award. This example illustrates the importance of leadership setting global goals and allowing faculty and staff to pursue opportunities and innovations that further enhance a strong focus on learning.

5P5: Making decisions; using teams and committees to recommend, make, and carry out decisions

(CC-5B) The College utilizes multiple levels of decision-making. At the highest level, the Board employs a policy governance model, setting broad goals and direction for the College. The Executive Team then executes the Board's vision by creating short- and long-term plans, such as the 3-Year Strategic Plan and the Academic Plan, and college-wide policies, such as the Employee Handbook and the internet use policy. At the next level, administrators align the work of the schools and work units with the larger strategic direction of the College, implement college-wide policies, and make school- or unit-specific decisions. Finally, each program/department creates a unit plan and makes local decisions in alignment with the 3-Year Strategic Plan regarding learning, curriculum, and instruction. Often programs or departments also consider the needs of external stakeholders, such as accrediting agencies or four-year university transfer partners, in making decisions. At each level, the 3-Year Strategic Plan serves as an aligning document for decisions.

Whenever possible, the College makes decisions using data, college-wide teams, and input from stakeholders. The Executive Team creates the 3-Year Strategic Plan using feedback from student surveys, external data, environmental scan and data related to college-wide measures. In addition, data is integrated into the Unit Planning Process to be used for decision-making.

Often college-wide teams play an integral role in developing new initiatives or policies. For example, the faculty Union played a key role in redesigning the probationary process for full-time faculty, and the Academic Policy Committee designed a more robust process for assigning the final grade of "incomplete."

Advisory committees provide external stakeholder feedback to drive program decisions. For many decisions, the College seeks feedback from both internal and external stakeholders through surveys, focus groups, Convocation sessions, and presentations.

The formation and ongoing execution of the Retention Plan demonstrates integrated decision-making at all levels of the College. The Executive Team prioritized student retention in the 3-Year Strategic plan and initiated the creation of the Retention Plan. A college-wide Committee on Retention Effectiveness (CORE) was created to analyze data and information and make recommendations for improving practices, programs and policies. CORE formed work teams to address seven root causes of lower retention. This process has already produced a faculty toolkit for retention, and the CORE team is finalizing recommendations to send back to the Executive Team for potential implementation. Schools, work units, programs and departments are considering how to address retention through curriculum, instruction, advising, student services, and policies. In short, the larger goal was set by the Executive Team, each level of the College is making local decisions to address that goal, and data and college-wide work teams are playing an integral goal in these decisions.

5P6: Using data, information, and performance results to make decisions

(CC-5C) The College has expanded use of data and performance results at the strategic planning level. The development of the Board End Measures provides ongoing annual assessment of performance on the Board End Statements, which are key factors in global decisions made at the College. Many Board End Measures are benchmarked through the National Community College Benchmark Project, as well as other benchmarking sources, to provide better

information on the College's performance, which in turn aids in the annual revision of the 3-Year Strategic Plan. Systematic surveying of students provides additional data used for both long-term and short-term planning, and data showing lower than desired student retention rates served as the catalyst for creating the college-wide Retention Plan. The Executive Team reviewed data showing retention at 55.8%, which placed the College in the 50th percentile compared to similar schools. After reviewing data and researching benchmarked institutions, the Executive Team set the target for improvement at raising retention to 64% in three years.

In addition, the College completed an environmental scan to determine other factors that could impact strategic goals and performance targets. A recent example of an environmental factor impacting strategic planning would be the changing state political environment, which has placed significant financial pressures on the College. In response, the 3-Year Strategic Plan includes "Mission-Driven Budget Guiding Principles" to help address the changing reality of state funding.

Systematic use of data extends to decision-making at the unit and program levels. Institutional Research and Effectiveness (IRE) provides unit-level data (e.g. enrollment, retention, course success, etc.) to assist units in determining areas that require improvement, and all work units have access to self-serve data cubes and dashboards. Data is also integrated into the Unit Planning Process for academic programs and departments. Advisory committees provide crucial information and feedback on performance results for occupational programs, some of which are also evaluated annually by outside accrediting agencies. Advisory committee feedback is playing a critical role in revising the Academic Plan. Responses from student surveys have impacted decisions on everything from increasing flexible learning offerings, to creating a textbook rental program, to pursuing articulation agreements with partner four-year schools.

In addition to this more systematic use of data and performance results, IRE provides on-demand data to stakeholders through work requests. Also, innovation at the College can be driven by individual research. Recently, the math department within the School of Academic Advancement, along with the math department in the School of Arts and Sciences, began revising the developmental math curriculum based on research presented by the Vice President of Student Development that showed traditional approaches produced low numbers of students successfully transitioning from developmental to college level courses.

With these improvements in collection, dissemination and analysis, data and information increasingly drive decisions in the systematic planning processes, and more ad hoc work, at every level of the College.

5P7: Communicating between and among levels and units

Table 5.1 on page 78 provides an overview of communication at the College.

The College continues to work toward improving communication. Based on staff feedback, project teams improved the layout and readability of Matters and designed processes for better communicating changes in personnel through Matters and MyMadisonCollege.

In addition, the College identifies gaps where the above processes are less effective at communicating important information. For example, part-time instructors at the regional campuses are often less likely to access the college-wide communication resources from the table above. The College uses a variety of approaches to address this specific gap, including creating full-time faculty positions with release time to communicate with part-time faculty, emphasizing expansion of the CETL mentor program across the District, and defining communication with regional part-timers as a responsibility of Program Directors.

Table 5.1 - Communication Tools at Madison College

	Communication Strategy	Communication Direction	Content
Process	Unit Planning Process	↕↗	Communicates goals and budget needs between all units of the College.
	Systematic Survey Feedback	↗	Provides feedback and data to all units of the College. Survey respondents include students, employees, and employers.
	New Employee Orientation	↘	Communicates college mission, vision and values, information, and performance expectations to new employees.
Forum	Convocation	↕↗	Provides updates on college initiatives, planning processes and performance results.
	Leadership Council	↕↗	Provides updates on college initiatives, policies and processes, and performance results to leaders of the College.
	Strategy Meetings with Deans	↕↗	Provides updates on college initiatives, policies and processes, and performance results to instructional deans.
	Lead Teacher Meeting	↕↗	Provides updates on college initiatives, policies and processes, and performance results to lead teachers and program directors.
	Supervisory Training	↘	Provides information on current and new policies, procedures and processes to leaders of the College.
	President’s Advisory Team	↕↗	Provides update and feedback from all areas of the College to the President.
	Student Advisory Board	↗	Provides feedback from students to VP of Student Development.
	Spring Listening Sessions	↕↗	Provides information and gathers feedback on college initiatives and challenges to all campuses throughout the District.
Tool	Matters	↘	Provides three weekly updates on employee and student accomplishments, upcoming events, and changes at the College.
	Website	↕↗	Provides extensive information on all aspects of the College for both internal and external stakeholders.
	MyMadisonCollege	↘	Provides access to resources used regularly by employees and students.
	Blackboard	↘	Provides college-wide information and data to faculty and staff.
	President’s Message	↘	Communicates weekly message from President through Matters.
	Provost Blog	↘	Communicates monthly message on range of college topics.
	Professional Development Calendar	↘	Outlines CETL’s professional development offerings for an entire school year. Distributed in print and online at beginning of school year.
	Staff Update Group	↘	Shares information and updates among Enrollment, Learner Success and Learner Development units of the College through email.
	Media Blasts	↘	Calls attention to upcoming employee and student appearances and college-related stories in local media.
	Special Bulletins	↘	Inform employees of crucial information or changes at the College.
	Press Releases	↘	Share college information with regional news agencies, including television and radio stations and newspapers.

5P8: Communicating a shared mission, vision, and values

(CC-1B) College leadership has worked to better communicate a shared mission, vision and values. For example, the Convocation opening sessions provide a platform for college executives to discuss major college initiatives related to the vision and mission of the College. Regular Matters' features, including the President's Message and the Provost's Blog, also reinforce the College's mission and values.

However, two specific examples illustrate how college leaders focused communication behind a shared vision to produce impressive results: the passing of a referendum in November, 2010, and the College's Centennial celebrations in the fall of 2012.

An example of college leaders' ability to focus communication around a shared mission and vision was the preparation for a \$133.7 million referendum to support the Smart Future Building Initiative. College leaders used presentations, listening sessions, visual representations of future building projects, Convocation sessions, and increased interaction with local media to articulate the College's needs in preparing for the future. As a result of this heightened communication of a tightly-focused vision, the referendum received overwhelming support from college employees and students. The referendum also received widespread community support from organizations such as the Greater Madison Chamber of Commerce, Downtown Madison, Inc., the Madison K-12 Teachers Union, and from local media such as *The Capital Times (Madison)*, *Sun Prairie Star*, *Daily Jefferson County Union*, *Watertown Daily Times*, and WISC-TV. The referendum passed with almost 60% approval in the midst of the down economy of November 2010.

In preparing for the College's centennial, leadership developed the theme "A New Century of Promise" and used a variety of approaches to communicate that vision for the celebration both internally and externally. Preparations involved a Centennial Celebration Planning Team, a Convocation session previewing the celebration, and press releases to media outlets. The celebration culminated in a

Centennial Gala attended by 850 guests, generating almost \$200,000 to support scholarships and programs. Defining and sharing a focused Centennial theme based on the College's mission and vision helps illustrate the powerful impact the College has had on the District.

5P9: Encouraging and developing leadership abilities among faculty, staff, and administrators; communicating and sharing leadership knowledge and best practices

(CC-5B) Faculty, staff, and administrators develop leadership abilities through professional development courses and training facilitated by CETL and Human Resources.

CETL offers "Leadership and Supervision," a WTCS certification course that addresses topics such as leadership styles, management of employees and budget planning. This course is taken by many faculty looking to move to leadership positions in the College, as well as by some new administrators. CETL also runs Program Director training for faculty who lead programs and departments and is looking to reinstate a more formal and college-specific Leadership Training Program. Human Resources conducts Supervisor Trainings, required of all newly-hired administrators, that cover legal issues with supervision, contractual issues for different employee groups, policies, procedures, college-specific issues and special program specific variances. These HR trainings provide an understanding of college policies necessary to be an effective administrator.

In addition, appointments to interim positions allow many college employees to develop leadership abilities by "test-driving" a position. In addition to providing leadership experience, this process also allows both the employee and the College to assess the fit in the position with no guarantees or repercussions. Mentors also support employees appointed to interim positions.

Madison College frequently promotes from within. The College's commitment to professional development and development of internal leaders resulted in college faculty and staff being promoted to the majority of new

associate dean positions filled over the past three years. Among the vice-presidents of the College, many were promoted from middle management positions.

Finally, the President’s Discretionary Award recognizes exemplary work of administrators at the College.

5P10: Maintaining the mission, vision, values, and commitment to high performance during leadership succession; developing and implementing leadership succession plans

The College’s approach to succession planning depends on the exact leadership position, and several options are utilized when leadership changes occur. Often the first step is assessing the responsibilities of the open position and deciding whether it remains intact or its responsibilities can be effectively distributed amongst remaining leaders. In either case, an interim appointment is made if necessary, further helping to transition between leaders. If the position is to be refilled, the College completes a national search, and a key goal of the subsequent interview process is carefully assessing “fit” to ensure the person hired has a clear understanding of the College’s mission, vision, and values. Whenever possible, college leaders are also overlapped to allow for a more effective transition. During high-level leadership succession, the College leans on experienced employees to help ensure continuity. Before the hiring of the current President, the Board promoted two of the College’s most experienced leaders to serve as Interim President and Interim Executive Dean, allowing a level of comfort and familiarity as the presidential search was completed.

The response to 5P9 discusses the College’s practice of promoting from within, which helps produce the continuity necessary to maintain the College’s mission and commitment. Interim appointments also allow for smoother transitions to new employees while maintaining an existing knowledge of the mission, vision and values of the College.

Finally, key areas of the College, including IRE, Learner Development, the President’s Office, Enrollment Services, work to ensure that institutional knowledge is documented so successors understand responsibilities and processes. For each key process, the area provides an explanation of key definitions, roles and responsibilities, best practices, information on improvement tracking, and data sharing, as well as a flow diagram.

5R1: Performance measures of Leading and Communicating

The primary measure of Leading and Communicating is the Personal Assessment of the College Environment (PACE) survey, which was last completed in November 2011. In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness. Thirty-two percent of employees at the College completed and returned the survey. The purpose of the survey is to obtain feedback concerning the college climate and leadership and communication at Madison College.

Other measures of leadership include annual self-assessments in their Performance Appraisal. While these are unit-specific and not compiled into a college-wide measure, they do provide assessments of individual leadership. During the annual Performance Appraisal, administrators list and discuss goals with their supervisor and then evaluate progress on the prior year’s goals. The self-assessments also evaluate competencies, including leadership and communication.

Matters, the main communication tool used by the College, is measured through Google Analytics to track usage. Below are analytics from October 2012 to April 2013:

Visits:	43,260
Pages per visit:	2.09
Average Time on Site:	2:00 minutes
New v. Returning Visitors:	44.8% vs. 55.2%

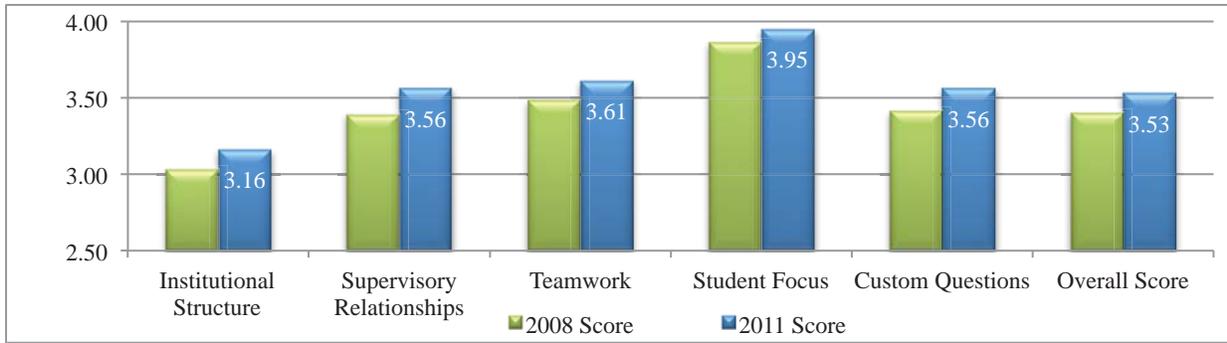


Figure 5.1 - Comparison of Overall PACE Results - 2008 vs. 2010

5R2: What are your results for leading and communicating processes and systems?

Figure 5.1 provides the climate factor results from the last two PACE survey administrations, showing an upward trend in all factors.

Table 5.2 shows the results from questions directly relevant to leading and communicating from both 2008 and 2011, organized by the climate factor. Responses to Institutional Structure questions relate to executive leadership of the College, while responses to Supervisory Relationships questions evaluate the responder’s direct supervisor, which may be a dean, unit director, manager, or vice-president.

In addition to the direct question scores, PACE evaluates the relationship between leadership and employees by ranking each result on a continuum from Coercive to Collaborative. This continuum evaluates the trust and confidence leaders have in employees, employee involvement in decision-making and goal-setting, and performance appraisal and motivation processes. The survey results showed that 45 of 56 responses for the College fall in the Consultative category.

5R3: Comparative results for Leading and Communicating

Figure 5.2 on page 82 shows comparative results between Madison College’s scores and

Table 5.2 - Comparison of Results for Specific PACE Questions, 2008 ,2011, 2011 National Norm

Questions		2008 Score	2011 Score	2011 National Norm
Institutional Structure	The actions of this institution reflect its mission	3.44	3.50	3.78
	Decisions are made at the appropriate level at this institution	2.80	2.99	3.17
	Administrative leadership is focused on meeting the needs of students	3.27	3.36	3.63
	Information is shared within the Institution	2.71	2.87	3.11
	Open and ethical communication is practiced at this institution	2.92	3.00	3.24
Supervisory Relationships	My supervisor expresses confidence in my work	3.71	3.91	4.09
	My supervisor is open to the ideas, opinions, and beliefs of everyone	3.68	3.85	3.97
	Positive work expectations are communicated to me	3.21	3.46	3.60
	Unacceptable behaviors are identified and communicated to me	3.18	3.41	3.56
	I receive timely feedback for my work	3.13	3.29	3.57
	I receive appropriate feedback for my work	3.18	3.39	3.60
	My supervisor actively seeks my ideas	3.34	3.43	3.65
	My supervisor seriously considers my ideas	3.47	3.55	3.72
	Work outcomes are clarified for me	3.20	3.44	3.54
	My supervisor helps me to improve my work	3.24	3.44	3.66
Custom question: There is a positive relationship between faculty, staff administration	N/A	3.78	3.78	

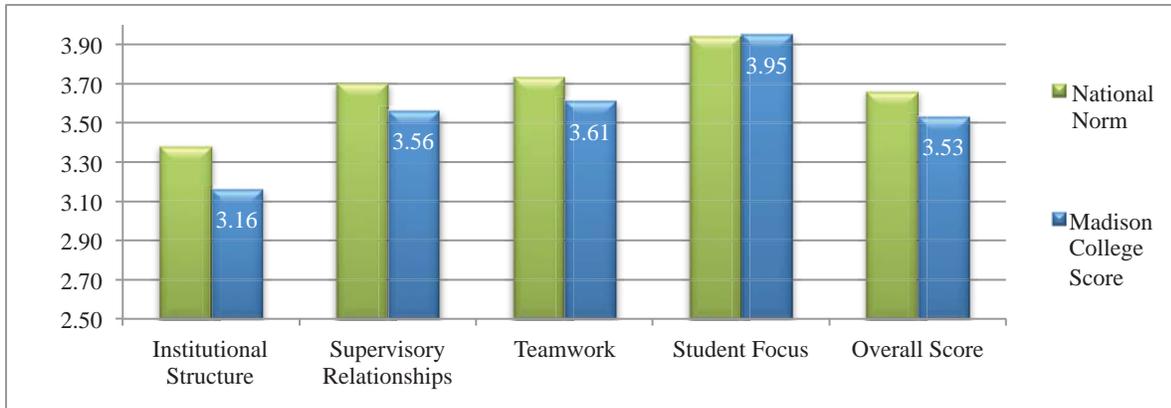


Figure 5.2 - 2011 Benchmarked PACE Data, Madison College vs. National Norm

the national norm provided by PACE. While the College meets the benchmark for Student Focus, the results for the other climate factors fall under the benchmark. Results for individual questions related to leadership and communication also fall short of the benchmarks. However, the College results are trending upward, as seen in the comparison in 5R2 between the 2008 and 2011 results. Individual question comparisons between Madison College scores and PACE national norms can also be seen in 5R2.

5I1: Recent improvements in Leading and Communicating

Strategic Planning Process

In the past two years, executive leadership solicited feedback from employees across the College as part of the strategic planning process. On an annual basis, IRE surveys all employees about the strategic direction of the College. Employees are asked to prioritize a list of strategic goals by ranking the top three. For example, the survey asked “Please indicate from the items listed below the top three retention initiatives you feel will help the college engage and retain students. Please rank up to three items.” Responders then ranked the top three initiatives from the following options:

- Increase the number of degree credit students.
- Increase the number of non-degree credit students.
- Increase the number of minority students.
- Increase the number of students enrolling directly from high school.
- Increase the number of sections offered in

alternative delivery formats (Telepresence, hybrid, online, accelerated, etc.).

- Increase the number of faculty to student ratio.
- Increase the number of staff to student ratio.

Similar questions were asked about growing enrollments, meeting budgetary challenges, identifying challenges that prevent staff from completing their job and meeting stakeholder needs. IRE presents the survey results to the Executive Team which summarizes the results and finalizes the strategic plan.

Unit Planning Process

The new assessment-based Unit Planning Process integrates and simplifies assessment, planning, and budgeting processes to save time and improve planning. Through the process, programs, departments and work units plan for the next three fiscal years.

Leadership uses the Unit Planning Process in two ways. First, the process is designed to systematically ensure that work units across the College align goals with the 3-Year Strategic Plan and AQIP questions. Second, the process facilitates communication about budgeting and unit goals between levels of the College.

Administrative Performance Appraisal Process

Human Resources recently revised the annual evaluation process for administrators. The new Performance Appraisal Process encourages meaningful communication between employees and supervisors, identifies areas of professional development and personal growth, provides

appropriate and timely feedback and provides a written record of performance and development.

Continuous Quality Improvement (CQI) Action Projects

An action project related to college culture focused on how change is communicated and implemented across the College. The team developed an enhanced communication process to communicate change that is being piloted throughout the College.

There are many strengths in the College's leadership and communication, including a robust strategic planning process, demonstrated ability to deliver a shared vision and mission, thorough consideration of stakeholder and student needs in the planning processes, improved integration of decision-making at all levels, and a consistent ability to produce leaders from within. PACE provides effective feedback on leadership and communication, although more frequent and varied measures would be helpful. Finally, while the College has worked to improve communication, employees still seek improvements based on PACE feedback.

5I2: Selecting processes to improve and performance targets in Leading and Communicating

Driven by the strategic planning and AQIP processes and a growing system of data and feedback, Madison College's culture of continuous improvement helps select processes to improve and set performance targets.

The Board End Statements and 3-Year Strategic Plan are assessed annually with a variety of measures (see Category 8 Results section), and measures of leading and communicating are included in this assessment process. Many improvements are also initiated based on the AQIP Systems Appraisal. The recently completed action project on benchmarking demonstrates how Systems Appraisal feedback is used to determine areas for improvement relevant to leading and communicating. Benchmarked data is now an integrated part of the College's annual planning and assessment processes. The College participates in the NCCBP benchmarking project, which has created an extensive set of data used in planning

areas for improvement. A second example was the action project focused on improving Matters, a key communication tool at the College.

The systematic surveying processes of the College also serve a key function in choosing areas to improve and setting performance targets. Two taskforces are created to work with each survey. The first facilitates the administration of the survey, while the second analyzes the results and determines action steps. The action steps are then communicated to the survey takers during the next administration of the survey to demonstrate how the College used the previous set of feedback.

The Retention Plan is an example of how the College has responded to data and survey feedback. Retention and persistence data demonstrated that the College has room for improvement, and was used to create a new performance target. For more on the Retention Plan, please see 5P5 and 5P6.

The ongoing continuous improvement process, data collection and analysis, and the strategic planning process are key factors in how the College selects areas for improvement with leadership and communication and sets relevant performance targets.