

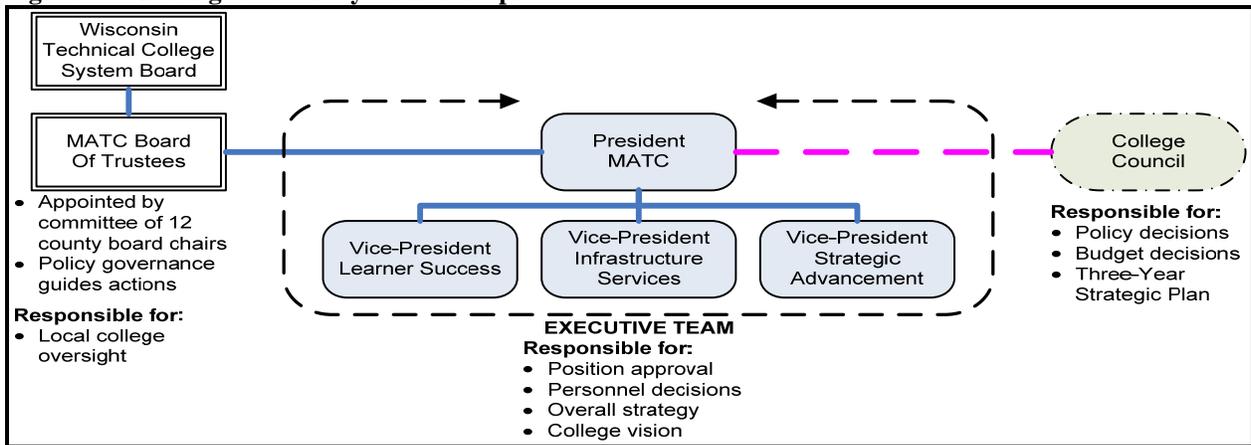
AQIP Category 5: Leading and Communicating

5C1 Leading and Communicating

The Wisconsin Technical College System (WTCS) Board, appointed by the Governor, is the state-level coordinating agency for the System. Statutorily, the WTCS Board is charged with determining the organization, plan, scope and development of technical colleges in Wisconsin. The sixteen Wisconsin technical college districts are locally governed by district boards of trustees appointed by local elected officials. The district boards of trustees are responsible for oversight of their respective

colleges and programs. The MATC District Board consists of nine members appointed to staggered three-year terms by a committee composed of the county board chairpersons from the twelve counties served by the district. Board membership includes two employers, two employees, three additional members, one school district administrator, and one elected official who holds a state or local office. Figure 5.1 shows the authority relationship between various oversight entities and the College.

Figure 5.1 Oversight Authority Relationships



College Council is the administrative governing body and primary decision-making group within the College; it reports to the President. Membership is shown in Table 5.1.

Table 5.1 MATC College Council, 2008-09

President	
Vice-President – Learner Success	Vice-President - Infrastructure Services
Vice-President – Strategic Advancement	Full-Time Faculty Union President
Part-Time Faculty Union President	PSRP Union President
Associate Vice-President - Diversity & Community Relations	Associate Vice-President - Learner Success
Director - Human Resources	Director - Technology Infrastructure
Director of Grants & Special Projects	Executive Dean - Learner Development
Chief of Security	Learner Success Deans (8)
Director - Facilities	Director – Marketing & Enrollment Development
Director - Development	Athletic Director

In addition to the College Council, the other structural elements that support the operations of the College include the three employee unions, the Learner Success Systems Integration Councils (SICs), the CQI (AQIP Action) Project Teams, and functional work teams. The three unions (Full-Time Faculty, Part-Time Faculty, and Paraprofessional and School-Related Personnel) work with the President and College Council to create a collaborative working environment. There are five Systems Integration Councils, each charged with supporting a major system that touches every area within Learner Success. At the present time, there are nine separate [CQI Project Teams](#), which are championed and charged by the College Council. The CQI Project Teams, consisting of broad membership from across the College, operate with clear charges, known timelines, and utilize Six Sigma tools and the DMAIC process to improve specific processes or systems. Finally, there are 27 work teams, consisting of membership from across the College, supporting operational functions that affect the entire College. They serve purposes of advisory committees, councils, and union/management collaborations coordination. A summary of these work teams is shown in Table 5.2.

Madison Area Technical College

May 2009

Table 5.2 MATC Work Team Categories (excluding Learner Success Systems Integration Councils)

Work Team Category	General Purpose
Enhancing Student Learning & Success	These teams deal with assessing and improving the quality of learning, student access and success, and the relevance and effectiveness of programs and services.
External Relations	These teams deal with the interactions the College has with a variety of external partners and stakeholders.
Internal Systems & Processes	These teams focus on day-to-day operations, institutional effectiveness, efficiency of process, and how work gets accomplished.
College Culture	These teams deal with the professional growth of staff, human interactions consistent with college values, effectiveness of communication, and ways to enhance the attractiveness of the physical environment.
Planning & Budgeting	These teams deal with institutional planning and budgeting processes.

The College has both internal and external communication systems that enable all stakeholders to access information pertinent to them. Two-way communication flow with employees is achieved primarily through the College Council. College Council members are expected to share information with their area of responsibility and also solicit feedback. There are several specific employee groups that receive information from and provide input to the College Council. The main groups which report to the College Council include: CQI Project Teams, Functional Work Teams, InterCultural Council, and the Systems Integration Council Chairs. Each Vice-President has methods of facilitating two-way communication. Infrastructure Services has

managers meetings and Strategic Advancement has What's Up sessions, both of which occur on a monthly basis. Learner Success, due to its large size, has three different avenues of two-way communication, each with separate groups of employees. These communication vehicles are: Systems Integration Councils (5), Learner Success administrator meetings, and program lead/directors meetings.

One-way communication provides employees, students and other stakeholders with information about the College. The methods of communication associated with specific stakeholders are outlined in Table 5.3.

Table 5.3 Communication Systems with Various Stakeholder Groups

Stakeholder	Internal Methods of Communication	Stakeholder	External Methods of Communication
Employees	<ul style="list-style-type: none"> • Special Bulletins via e-mail • Employee mail and e-mail • Blackboard information sites • MATCMatters electronic newsletter • InsideMATC employee web portal • College Council actions & outcomes • Emergency Notification System (Wolfpack Alert) 	Business and Industry / Elected Officials / Community Groups	<ul style="list-style-type: none"> • Community of Color Councils (4) • President's Table • MATC Board to School Board outreach • Legislative breakfasts • MATC Foundation publications and contacts with donors and alumni
Students	<ul style="list-style-type: none"> • College catalog • Student planner • Inside MATC student website • Clarion – student newspaper • Student email • Internal signs and banners • Emergency Notification System (Wolfpack Alert) 	Available to Everyone	<ul style="list-style-type: none"> • Hallway information monitors • Public area displays • MATC website <ul style="list-style-type: none"> ○ District Board meeting minutes ○ Office of the President webpage ○ Project team status reports ○ College Council minutes • College press releases • Advertising – print, radio and TV • Direct mailing

5C2 Aligning Board/ Leadership Practices

Alignment throughout the leadership system is achieved through the planning processes outlined in Category 8. Briefly, the Board of Trustee's End Statements and the College Council's Three-Year Strategic Plan create the framework for all activities. Improvement projects, college policy and budget decisions are based on the goals and outcomes of the

Strategic Plan, with the College Council coordinating and monitoring these activities. In order to assure that practices are aligned throughout the College with the Board End Statements and the Strategic Plan, monitoring and reporting of key outcomes is done on a regular basis. The Board receives an annual report, spread over six months, for each of the Board End Statements. The College Council monitors the

results of the Strategic Plan outcomes, Board End Statements, and unit plan alignment. Other administrative processes also assure alignment. The two most prominent processes are the employee appraisal process and the LSQIP program/unit review process.

5C3 Community Service and Involvement

MATC operates using the values of Respect, Integrity, and Excellence. These three values guide the College in its work. Visit the [MATC AQIP Systems Portfolio website](#) to view a table that shows how MATC puts its values into action.

Implementing the MATC values has resulted in a culture where service and involvement is an expectation. In order to foster community involvement among staff and students, MATC is actively involved in community service and non-profit organizations. The MATC Foundation is the College's vehicle to support students and community activities. Leadership promotes employee involvement at student and community events. The College acknowledges faculty service and involvement through the faculty work load structure, which allocates 20 percent of faculty work load to service to the College and community.

5P1 Setting Directions - Maintaining Alignment

The Board of Trustees creates End Statements, which are broad themes of direction for the College. These End Statements are considered high-level, long-term goals for the College. Using the End Statements as guidance, the College Council formulates a Three-Year Strategic Plan, which defines the College's short-term goals. In addition to the End Statements, the College Council also scans educational and economic trends, market research on prospective and future students, local and regional competition, student-related data (satisfaction, placement, retention, etc.) and monitors data from the College Balanced Scorecard. Based on an analysis of the data and the Board End Statements, the College Council reviews and updates its Three-Year Strategic Plan on an annual basis. The Academic Plan, a study and guide to future program needs, provides the foundation for programmatic priorities and alignment. Measurable, actionable objectives are developed under each of the Strategic Plan's goals and a champion is chosen for each objective. The results of each objective are monitored on a regular basis by College Council.

At the present time the Three-Year Strategic Plan consists of five goals. Two of the goals are directly related to learning and a third is related to innovation and continuous improvement. Each unit, program and department in the College aligns its goals with one of the Strategic Plan goals as well as the College's mission and vision statements in its three-year unit plan. For a more complete explanation of the planning process, see Category 8.

5P2 Seeking Future Opportunities

Leadership at MATC is committed to building and sustaining a quality learning environment at the College. The primary guide the College uses in creating the quality learning environment comes from the Three-Year Strategic Plan and the Academic Plan. Three of the five goals in the Strategic Plan focus on student success, better meeting learner needs and creating a culture of improvement. Recognizing that an opportunity existed to communicate the increased commitment of the College to learners, the College Council revised the institution's Vision statement in 2006 from "Leader in Learning" to "Transforming Lives, one at a time." Three ways that the College Council uses to sustain the quality learning environment are 1) Convocation, quarterly events designed to provide information and support to faculty and staff; 2) Unit Plans, which are reviewed for alignment with the Strategic Plan; and 3) LSQIP, the College's program review process that provides units with a comprehensive review of current practices, highlights strengths, and makes suggestions for improvements.

Future opportunities are identified through a multitude of methods. In 2007-08, the Board accepted the Academic Plan created by the Learner Success area. This document provides research and recommendations on future career needs and learning in the district. The document has also served as the basis for a Master Facilities Plan. Together they outline future learning opportunities for 10-15 years. The results of college-wide input processes, such as the Vital Focus process, PACE employee satisfaction survey, and Noel-Levitz Student Satisfaction Inventory, are used by the College Council as indicators of internal issues to address. Other potential future opportunities are identified by conference attendance by leadership and discussion of important trends as discerned from recent books, articles and websites. The President assigns books and articles to College Council members, who later discuss the book's or article's relevance and potential impact on the College. Other ways that future opportunities are identified are through research by

the Grants Office regarding leading edge proposals for educational programming (i.e., BioTech, BioDiesel, Renewable Energy, STEM projects, etc.), Board of Trustees to Local School District Board outreach opportunities, input from the PK-16 Collaboration Council, Program Advisory Committees, and the President's table, as well as visibility in the community. A group of faculty members have formed a group called "Innovations R Us" to promote innovation among their peers aimed at developing new curriculum and teaching methods for the future. Each instructional Center, which consists of groupings of similar programs, engages faculty and deans in ongoing discussion regarding the needs of its student groups for academic support, delivery options, and curriculum.

5P3 Decision-Making Processes and Systems

The decision-making process used depends on the impact the decision would make upon the College or its stakeholders. There are at least six distinct levels of decision-makers, each with separate areas of responsibility. The highest level of decision making is the Board of Trustees. The Board uses input from student and stakeholder focus groups, public comment, and data from the College Balanced Scorecard to make policy-related decisions that affect the entire College. The next level of decision-making occurs at the Executive Team level. The Executive Team makes personnel decisions that affect the entire College and recommends actions regarding any college-wide issue to the College Council. Input to the Executive Team comes from the College Balanced Scorecard, Academic Plan, Enrollment Management Plan, environmental scan data, and information from various groups and work teams across the College, as needed. Decisions are carried out by the College Council, work teams and specific units of the College.

The next level of decision-making occurs with the College Council. The College Council is the primary decision-making group on campus related to college policy and procedure, budget allocation, strategic plans, CQI project team charges, and other college-wide actions. Input for College Council decisions come from the College Balanced Scorecard, environmental scan data, and recommendations from work teams, CQI project teams, Systems Integration Councils, and the Executive Team. Decisions by the College Council are carried out by work teams, Centers or Divisions and specific units of the College.

Academic Centers or service departments are the next level of decision-making. Decisions at this level affect an entire Center and include decisions regarding internal policy, procedures, plans and goals. Data and input for the decisions at this level come from the College Balanced Scorecard, environmental scan, strategic plan data, public comment, recommendations from work teams, recommendations from CQI project teams, Center or department faculty and staff, programmatic advisory committees, pertinent student groups, and student survey results. Decisions are carried out by work teams and specific units.

Work teams, CQI project teams, and Systems Integration Councils comprise the fifth level of decision-making. These teams are charged by the College Council to focus the team's efforts on specific issues or topics. Input can come from a variety of sources. Teams typically make recommendations to the College Council, which decides upon any actions to be taken. However, CQI project teams, which address high priority college-wide issues and are guided by the Six Sigma principles, are structured and empowered to implement their improvements. Each CQI team has a sponsor from the College Council.

The final level of decision making occurs at the unit level. Decisions at this level primarily concern the unit although these decisions rarely are made in isolation. Key decisions are included in the unit's three-year unit plan. These unit plans are collected and together form the basis for other planning processes such as budget planning and strategic planning. Good unit planning is key to the success of the College. Input comes from unit specific data from the LSQIP program review or WTCS Quality Review databases as well as information derived from a wide variety of sources.

One of the many benefits of the College's standard process improvement method, DMAIC, is that all decisions require that customer needs be gathered prior to decision-making. As a result of the increasing use of DMAIC, MATC's culture has begun to adopt this practice in all areas.

5P4 Using Information for Decision-Making

The MATC District Board relies on a variety of information sources to assist them in making decisions. Individual members of the Board share trend and best practice information gathered from

participation in statewide groups and national conferences with other Board members. As a whole, the Board receives reports on the College Balanced Scorecard; college and program initiatives; and financial reports, data and effectiveness at monthly Board meetings. The Board also hosts student and stakeholder sessions and public hearings to gain external input. Based upon the information gathered, the Board develops the mission, values and End Statements; identifies the key stakeholders and their needs; and determines the strategic institutional themes and direct measures of college performance.

The Executive Team receives all of the same information that the Board does. In addition to the information already mentioned, the Executive Team also examines results related to the Three-Year Strategic Plan, and college-wide plans (such as the Enrollment Management Plan, Academic Plan, Technology Plan, Facilities Plan, etc.) to guide the operations of the College.

The College Council meets weekly to discuss issues, share or receive information and determine actions related to ongoing college business. It makes decisions based on input from the sources provided to the Board and Executive Team plus “toll gate” reports and recommendations from various work teams and CQI project teams. In particular, the Three-Year Strategic Plan is reviewed biannually, with a progress review at year end with targets and objectives being revised based on the results review.

Center and department leadership periodically review the College Balanced Scorecard, Three-Year Strategic Plan results, progress of applicable CQI project teams and work teams, appropriate college-wide plans and each of the unit plans within the Center or department. Using all of this information, the Center and department leaders guide the day-to-day operations of their area.

Work teams and units review those data and information sources pertinent to their functions. In addition to having access to all the information and data used by the other levels of decision-makers, units and work teams frequently have specific data reports provided to them or have special information-gathering groups created for them. For instance, each instructional program has an advisory committee, made up of employers, subject-matter professionals and graduates, that provides ongoing input and guidance to improve and ensure the relevance of the

College’s programs, curriculum, services and instructional methods. Program advisory committees, according to state statute, must meet at least once a year. As a part of the LSQIP Portfolio Review Process, each program receives data on more than twenty different measures that support their self-study and assessment process. The results of the assessment are used to identify potential improvement actions as well as revise three-year unit plans. Where applicable, LSQIP and unit planning also permit the unit to complete the WTCS Quality Review Process without duplicating efforts.

The Department of Institutional Research and Effectiveness is available to provide additional information and data analysis to any unit, Center, Division, committee or work team. Current data available from IRE includes trend, enrollment, graduate, employer and marketplace data. Additional services include survey support, GIS mapping, data presentation support, and training in the use and analysis of data.

A special input process was conducted in 2008 during the development of the College’s 15-year facilities plan. A representative steering committee worked with planning consultants and need input and information sessions during August and October 2008 and January 2009 convocation events. Information from these sessions was fed into the master plan.

5P5 Communication Between and Among Institutional Levels

Many different methods of communication are used throughout the College. Depending on the information being provided and the audience, the communication may be in-person or provided electronically. Table 5.4 provides a sample of the types of communication between and among institutional levels. Communication continues to be seen as an important issue and as a result of the March 2007 Vital Focus session a CQI project team was charged to work on communication. Furthermore, an analysis of the most recent PACE survey data indicated a need to focus on PSRP staff. Two areas of improvement were developed: 1) Improve the usability of MATCMatters, the College’s electronic newsletter, and 2) Provide staff with information about personnel changes throughout the organization.

Madison Area Technical College

May 2009

Table 5.4 Communication Between and Among Institutional Levels

Communication Direction	Strategy	Audience	Frequency
From Leadership to Individuals	Leadership Council – information with college-wide impact and professional development awareness	Administrators	4X year
	Lead Teachers Meeting – information and updates for lead teachers in programs and departments of Learner Success	Learner Success lead teachers	10X year
	Infrastructure Services Managers Meetings – Information and updates specific to Infrastructure Services topics and issues	IS administrators	12X year
	Strategic Advancement What's Up Sessions – Information and updates specific to Strategic Advancement topics and issues	Strategic Advancement employees	12X year
	Convocation – Update on college-wide work and training opportunities on new software, policies, procedures, via meetings and workshops	All employees	4X year
	Special Bulletins – E-mail notification providing information with college-wide impact and importance	All employees	As needed
From Individuals to Leadership	President's Advisory Council – Representatives from each employee group and category provide feedback to the President	Representative employees	4X year
	Unit Plans – Provide others with information regarding plans, resources requests and goals/ objectives	All employees	1X year
	Vital Focus Sessions – Action Project importance and prioritization exercise	All employees	1X every 2 years
Between Leadership and Individuals	Union-Management Committees – Frank discussion of workplace-related issues	Representative employees	As needed
	Work Teams – Planning and implementation of actions for specific processes and systems	Representative employees	As needed
	Learner Success Administrator Meetings – information and updates for the cross functional units of Learner Success	Learner Success administrators & faculty coordinators	6X year
	Systems Integration Council – review and revision of Learner Success policies, plans and processes	Representative Learner Success employees	10X year
	CQI Project Teams – Planning and implementation of improvement efforts associated with specific processes and systems	Representative employees	As needed
	Functional Work Groups – Enrollment Center and Learner Success groups inform each other of changes and practices impacting students	Support service staff in Learner Success & Strategic Advancement	12X year
	Budget Planning Process – Input into the creation of budget, both operational and capital, for the next fiscal year	All employees	1X year
General Communication Methods	MATC Matters – Daily update of events, programs and opportunities for personal and professional development	All employees	2X month
	Inside MATC – Web portal, providing personalized MATC information	All employees and students	As needed
	Blackboard – Information and discussion related to specific courses, subjects and topics	Affected employees and students	Ongoing
	MATC Website – General information about MATC	All users of College	As needed
	Hallway Displays and Video Monitors – General information and upcoming events	All users of College	As needed

SP6 Communicating Shared Values and Expectations

The mission, vision and values of the College are prominently displayed on the College website, on employee applications, on employee orientation training materials, on posters, and in MATC printed publications. They, along with the Strategic Plan, are distributed each August at Convocation to each employee. The mission, vision and values statements serve as the foundation for the long-term (Board End Statements) and short-term (Three-Year Strategic

Plan) goals of the College. The Three-Year Strategic Plan acts as the blueprint for institutional direction and opportunities and provides performance expectations regarding learning, continuous improvement, ethics and equity, social responsibility and community service and involvement. The fall and spring Convocation sessions serve as platforms to revisit the College's vision, mission and values and also permit the administration to highlight priority activities and initiatives related to the Three-Year

Madison Area Technical College

May 2009

Strategic Plan. The President addresses all employees four times a year at general Convocation sessions. In conjunction with Convocation, each of the three Vice-Presidents provide forums to discuss the information provided at Convocation. In Infrastructure Services, the forums occur at the manager meetings. Within Strategic Advancement, they occur during “What’s Up” sessions. Learner Success administrator meetings and program lead/directors meetings are the forums used by Learner Success. One additional method that MATC uses to communicate the shared priorities of the College occurs during the annual Administrative Performance Review process.

Staff development is the mission of the Center for Excellence in Teaching and Learning (CETL), a unit of the Human Resources Department. Recognizing that leadership needs to be developed in all areas of the College at all levels, CETL created Leadership Pathways. Leadership Pathways is a series of three one-year-long programs of trainings and workshops that provide participants with the knowledge and skills needed to lead effectively at MATC. Leadership Pathways participants can be self-nominated or nominated by a peer or supervisor. Monthly attendance is required. A brief description of the three different programs is provided in Table 5.5.

Table 5.5 MATC Leadership Pathways Levels of Training, Topics and Eligibility

Program – Focus	Potential Training Topics	Eligible Participants
Basic Leadership – Orientation and enculturation	7 Habits of Highly Effective People; 4 Roles of Leadership; MATC culture and climate; budget workshop; contract management; unit planning; performance assessment; faculty lead positions and responsibilities; Learner Success administrator’s responsibilities	Open to all employees, required of all new administrators
Fundamentals of Leadership – Core Leadership Competencies	Collaboration/ team building; professionalism – Heart at Work; customer service – FISH; conflict resolution/problem solving; successful elements of change management; appreciative inquiry; being inclusive-valuing people	Open to all employees
Advanced Leadership – Essential Leadership Competencies	League for Innovation leadership dialogues; developing others via coaching; leadership styles; strategic thinking; continuous improvement strategies; leadership/ innovation project required	Open to employees in positions of leadership

5P7 Leadership Development

Other development opportunities take many different forms, and employees have the opportunity to choose those that best suit their needs, such as:

- **Institutes and workshops**
 - Wisconsin Leadership Development Institute
 - National Institute for Leadership Development
 - Leadership of Greater Madison
 - WHEEL Conference
 - Harvard Leadership Institute
 - National Council on Student Development (NCSA) Community College Student Development Leadership Institute
- **Conference attendance**
 - Higher Learning Commission Annual Meeting
 - League for Innovation
 - American Association of Community Colleges
 - Others as appropriate
- **MATC offerings**
 - Staff development workshops and seminars

- Six Sigma mentor training – support CQI/ AQIP action project teams
- **Development through involvement**
 - Committee appointments
 - Systems Integration Council chair- mandated to be a faculty member
 - Faculty contract
 - Professional development
 - Value-added days
 - 30% of workload for service and professional development
 - Professional growth plan
 - Learner Success departmental chair/lead teacher/ program director
 - New faculty mentor
 - Blackboard mentor
 - Assessment mentor
 - CQI/ Six Sigma mentor

5P8 Leadership Succession

The leadership succession plan at MATC begins with extensive recruitment and advertising of positions internally and externally. During the interview process, candidates are asked to provide examples of

actions or work consistent with MATC's values, as well as continuous improvement experience. Once hired, leaders participate in an internal leadership academy. The culminating experience of the leadership academy involves initiating a proposed improvement project that requires collaboration. See Category 4 for additional information.

In addition to the newly developed leadership succession plan, the College has implemented other practices in order to ensure that the mission, vision and values of the College are passed on during leadership changes. Program directors and lead teachers are elected by their faculty peers within each program or department. If at all possible, an overlap between the outgoing and incoming individuals is planned so that key information and skills can be discussed and passed on. In addition to the regular orientation session for all new employees that occurs on the first Monday of each month, specific groups of employees (i.e., Deans, Associate Deans, lead workers, etc.) have portions of the orientation dedicated to their specific roles and responsibilities within the College. All new employees have the opportunity to participate in the First Friday program, which introduces major college areas to employees during an interactive presentation the first Friday of each month. AQIP and college planning are part of this program.

5P9 Measures of Leading and Communicating

The College uses the Personal Assessment of the College Environment (PACE) as one way of measuring employee satisfaction with leadership and communication. Results of the PACE can be found in the College Balanced Scorecard with a full data set on the web. This password protected information is available to all employees. Seven questions, out of 65, are analyzed in relation to Category 5. The survey was last conducted in 2008 and is repeated on a three-year cycle. The next administration of the survey will be in January 2011. Results are measured against a five-point Likert scale. The College's target is to have scores of four or better (a score between three and four indicates a consultative environment; a score between four and five indicates a collaborative environment). Questions receiving a score below three shows the greatest room for improvement and are identified as priority items to be addressed by the College in the future.

Since the three-year unit plan is crucial to the development of other college-wide plans, participation is important. Getting all units to submit their annual unit plan revisions is an important

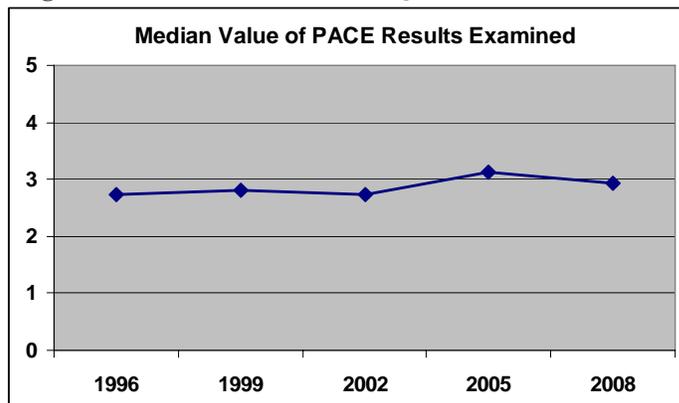
measure of leading and communicating effectiveness. Recent changes in the process and integration of the unit planning and budget planning processes necessitate that leaders effectively communicate the need for every unit to annually provide high quality unit plan revisions that are based on data.

The final measure of leading and communicating comes from the results of the Administrative Performance Review process. The first part of the review examines each individual's competence in four essential management and five common core competencies, with the individual choosing an additional three position-specific competencies. Three to five self-selected performance measures are also developed. Individuals may also request to have a 360 degree review completed by peers, direct reports and their supervisor. This information is used as a part of their Competency and Performance reviews. The final results of the competency assessment and performance rating determine a portion of each administrator's salary.

5R1 Leading and Communicating Results

The College uses results from the [PACE](#) survey to document leading and communicating, concentrating on five specific questions. Figure 5.2 shows the calculated median value of the results from the five questions asked on the survey. The highest rated question of the five remains the question related to the employee perception that the institution's actions reflect its mission. This question was rated 3.44 on a 5-point Likert scale.

Figure 5.2 Calculated Median of Questions Examined



The College uses the calculated median value for five PACE survey questions to gauge progress. Beginning with a median value in 1996 of 2.74, the median value has generally increased although there

have been some decreases, with the latest median value for 2008 being 2.92. Of the five questions examined, the question that received the highest rating consistently was “The extent to which the actions of this institution reflect its mission,” with the most recent rating at 3.44. The lowest rated question, “The extent to which decisions are made at the appropriate level at this institution,” saw the greatest increase in rating over the twelve year period (2.27 in 1996 to 2.80 in 2008). MATC sees opportunities for improvement where there is a negative gap between the national norm and MATC’s mean scores.

The latest results for unit plan submission indicate that 100 percent of all service area and learning program units submitted revised unit plans. This accomplishment has supported the College’s creation of operational and capital budgets in an efficient, timely manner and permits units to better coordinate collaborative activities across the College.

The results of the [Administrative Review](#) Process determine the amount of an administrator’s salary increase, ranging from zero percent to three percent. In 2007, 86 percent of all administrators were rated as accomplished or exemplary with their work, achieving or exceeding expectations, but this percentage dropped to 79 percent in 2008. In 2007, five percent of all administrators received ratings indicating that their performance needed significant improvement or was below expectations, but this percentage dropped to four percent in 2008. Administrators whose work is rated as below expectations or needs significant improvement are required to complete a performance improvement plan. The average salary increase for 2008 was 2.04 percent.

5R2 Comparison with Other Higher Education Institutions

The results of the PACE study can be compared to the national norm for institutions that completed the PACE in the same year. In all cases, the national norm ratings for each of the items examined were higher than MATC’s mean rating. The difference ranged from 0.10 to 0.23 rating points. These results indicate that although MATC has seen improvement in its leading and communication processes and systems, the College’s execution of its leadership and communication processes and systems may not be as mature as other comparable institutions. It should be noted that the results of the PACE are based on the perceptions and opinions of the employees, which can be highly variable and susceptible to external forces outside of the control of the College.

However, the PACE survey is the most reliable method of determining the College’s leadership and communication processes and systems’ effectiveness at the present time. The College will continue to explore other strategies and methodologies that may provide better data.

It is not possible to compare the Administrative Performance Review data with other institutions since the process is internal to MATC only.

5I1 Improving Current Processes and Systems

The College is utilizing several different strategies to improve its leading and communicating processes and systems. The most comprehensive strategy is the Vital Focus process, which incorporates the Constellation Survey and an all-employee discussion to identify the institution’s priorities and areas for improvement. In March 2007, more than 800 employees gathered to discuss the current priorities and areas for improvement for the College. Over 100 recommendations flowed out of that discussion. A Data Analysis Team, consisting of employees from all categories (PSRP, Faculty, Administrators) and every MATC location, synthesized the 100 recommendations into ten outcome statements. The College Council selected five of the outcome statements to become the next CQI Projects. The five CQI Projects selected were Campus Culture, Communications, Alternative Deliveries, Innovation and Student Success; all of these areas are items of great importance or are in need of improvement as indicated by the PACE and Constellation survey results.

The Communications CQI Project is nearing completion. It has used the College’s Six Sigma process and has a champion and Continuous Quality Improvement (CQI) mentor assigned to it. The Communications CQI Project team’s charge is to flow chart the current communication processes, collect information from various employee groups, analyze gaps in communication flow and recommend new processes or strategies to improve communication. Measures of the results from the two changes will be available July 2009 (see 5P5).

Similar to the Communications CQI Project, the Campus Culture Project will examine the interactions between administration and other groups on campus. The goal statement for the Culture CQI Project reads: “This project will create and promote a clear and concise, documented process that managers and staff can use to communicate, collaborate, and prepare for changes in the work area.” This project will be ready

to pilot its change and communication process by summer 2009 with results available in Fall 2009.

5I2 Setting Targets and Improvement Priorities

In the past, the College Council used PACE and Constellation survey results to set targets and identify priorities for improvement. As a part of their responsibilities, each CQI Project team will identify measures that give consistent, reliable results for their projects. As these projects have college-wide impact, the measures will similarly have to take into account how they will impact the entire organization.

The control phase of the DMAIC process requires that process changes and on-going results are documented. An Access database maintained by the Assistant to the Vice President of Strategic Advancement is the repository of this data, with this information posted to MATC's Blackboard site.

At its annual summer retreat, July 2009, the College Council will review the measures from the Strategic Plan and establish priorities for the next year's actions. Success on these future priorities will provide results for the following year.