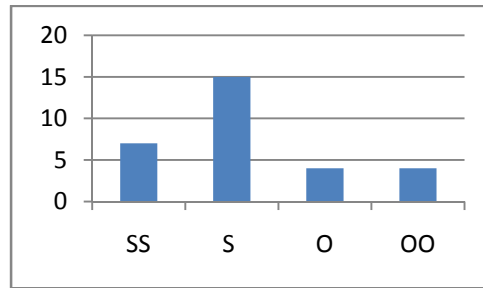


## Summary of Appraisals – Category 5

5C1 Describe your leadership and communication systems. (A brief chart or summary of groups, committees, or teams and their functions may be useful in describing these systems.)



### 5C1 - SS Comments

- Shows clear and widespread evidence of communications at all levels. Now, with the start of the employee e-newsletter, you may want to include that as well. Perhaps we are also missing a piece of how we communicate to students?(Tartan, mailings, e-mail, student groups/meetings, mass notification system, etc,)
- Significant bodies and processes for multi-level communications in place.
- MCC has developed a comprehensive list of key leadership groups and regularly scheduled meetings. This practice has resulted in collaboration, participants having ownership, and it has fostered and created an atmosphere where your “voice is being heard”.
- Tables 5.1 & 5.2 illustrate wide campus involvement and multiple communication vehicles.
- MCC has a wide range of committees and teams to allow opportunities for employees to contribute in the decision making process.

### 5C1 -S Comments

- Minutes from executive council need to be available, and safety and emergency plans need to be updated and communicated. I think since the presidents report after Board meetings we are doing well with communication.
- One group that seems to be largely missing from this discussion is students (other than the student trustee). That used to be covered by the President’s Advisory Council, but I think that group no longer exists.
- Good Chart-it really explains our college
- A lot of opportunities for employees to be involved. Some of the teams are administrator-heavy. There is a lot of communication but not enough time to always keep up to date
- Overall, there is a fine presentation through a chart of the key leadership groups, their purpose, meeting frequency, representation, and means of communication. The narrative is fairly brief, which doesn’t allow for enough detail.
- The College has a comprehensive set of leadership groups that meet on a regular basis. This provides the opportunity to communicate on key issues with appropriate constituencies.
- Good structure that includes all groups at some level
- We really do meet, communicate, advise and assess on a number of different levels and areas. The only reason I don’t see this as an “SS” is it seems there’s always room to improve communication.
- Good job of describing the various groups and their functions as well as meetings that take place on campus. The communication within groups is clear, but it’s not clear how the groups communicate with each other
- I think the chart accurately characterizes the number of groups and their functions that are currently operating within the college on a regular basis. The chart however links all of the different groups and committees with almost solely one mechanism that speak to the communication systems in place for both upward and downward information sharing, i.e., communication is shared with the wider college audience by way of “Minutes on InsideMCC”. I think college faculty and staff forget to look at committee and group minutes and consequently miss important and timely pieces of information.
- We have many group, committees, and teams and good opportunity for communication. Communication, however, can always be better.
- Initially I considered this to be a SS looking at all of the various levels and methods for communication. I changed that rating to S because although we do have all of the communication listed, we seem to consistently hear from employees that they don’t feel adequately communicated with. The question becomes is it the employee’s issue for not seeking out the information or is it the institution’s issue because though the methods exist, they aren’t used appropriately?
- A lot of groups in this section, seems like a lot of work toward the goal is in place. I don’t see any relationship to the foundation leadership or how that ties in.
- Communication outside of the committee/function meeting predominately occurs via electronic means (website/email). An increase in multiple communication vehicles for more formal communication would move this item to SS.

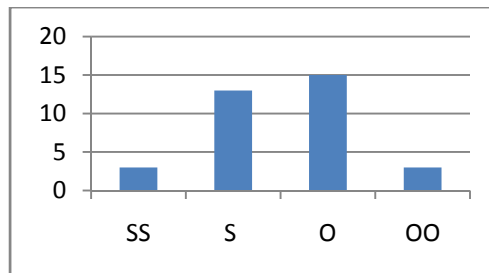
### 5C1 -O Comments

- The ADA committee has not met in over four years.
- The Facilities Committee uses e-mail for communication.
- The membership of these committees doesn't reflect the strategic needs of the college. The role of IT is not represented on the majority of the committees. "It is important that the top IT leader actively engage in campus-level discussions about strategic directions and policy and to work with other senior officers in understanding the role that IT can play in various functional areas on campus." [Educause Core Data Service FY2007 Summary Report]
- The College has a variety of committees in place, all of which help enable better and more consistent communications. A good example of this is the President's monthly board recap to all employees. This area, however, is still an opportunity because strong communications needs to be more than top-down. It often needs to be driven at different levels of the institution. One suggestion might be to establish better report-out techniques for the administration to use when sharing info with their teams from leadership council meetings. Another suggestion would be to have a meeting once/semester where all the different teams/committees established have a report-out on what they are doing so there is little redundancy. Internal communication continues to be an opportunity also. We have responded to the employee need for more consolidated and consistent information (Employee Newsletter), but we need to be more consistent in creating two-way communications across all areas of the College- not only through the use of tools like email.

### 5C1 -OO Comments

- Six committees don't show any means of communication.
- The structure of committees does not always reflect how actual policy decisions are made.
- At least one committee (ADA) has not met in 5 years.
- Tables 5.1 and 5.2, "Key Leadership Groups" and "Key Communication Systems" respectively, follow the "if you build it, they will come" premise. These groups may accurately represent *venues* for communication, but they don't represent any *value* of communication.
- There are many gaps under "communications" for many groups. It makes one question whether they are communicating at all – or much less effectively.

5C2 In what ways do you ensure that the practices of your leadership system – at all institutional levels – align with the practices and views of your board, senior leaders, and (if applicable) oversight entities?



### 5C2 -SS Comments

- I feel we do very well in this area. I am always sending and updating reports.
- We have in place several mechanisms to ensure alignment of plans, commitments and needs of the college community.

### 5C2 -S Comments

- All is demonstrated as aligned well- perhaps need the strategic plan updated since it's over 3 years?
- Overall, the graphic accompanies the narrative very well providing a nice tool to understand the other.
- Alignment is good
- Great alignment and identified schedule of review. Is 5-year Financial Plan updated annually? What was the date of the most recent version of each of the identified plans? Adding the dates would evidence progress on task.
- Appears to meet the criteria. The MCC Planning to Exceed Stakeholders' Expectations does a good job of illustrating the college's integration of leadership and planning.
- Each department is responsible for developing and updating an annual plan. I'm not sure if MCC has a system in place to determine the level or degree it is being monitored and administered. I would think there should be a consistent method of evaluation.
- Sound process at board and senior leadership levels. What oversight exists to ensure alignment of division and departmental planning?
- Conceptually and operationally it seems that all of the pieces are in place that form a coherent leadership system.
- Seems like a strong section all except possibly needing an update for the 2005 Strategic Plan.

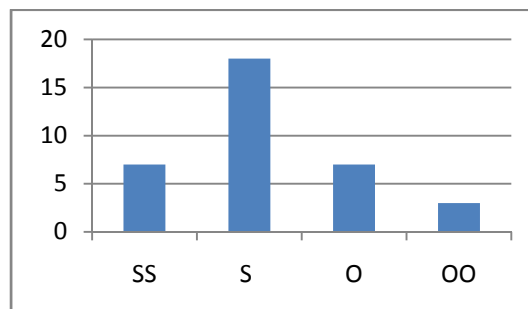
### 5C2 -O Comments

- The concern here that if someone were to dig deeper (I always refer to this as “kicking the tires”) into the items reported, they would find this plan is our ideal, but we’re certainly not yet there.
- The strategic plan has not been updated since 2005. Also, this describes what MCC does, but now how it ensures that practices are aligned with the leaders.
- Planning documents were not drawn together or coordinated under a single planning officer.
- Sometimes it seems a project is put forward and the strategic plan is sought to justify the project rather than drive the decision to choose it.
- Strategic Plan from 2005. It only states 6 areas that have been developed in alignment with the mission and strategic plan.
- It does not state how we can be sure of the views of the board, senior leaders, and oversight entities.
- The strategic plan needs to address the current day issues.
- I’m not sure that the various plans included in Figure 5.1, “MCC’s Planning Model,” are developed in relation to, or even in consideration of, one another. The College’s strategic plan has not been updated since 2005 and seems to have been usurped by the continuous improvement process, which relies on employee suggestions for projects, which have included anything from making the cafeteria more cow-friendly to educating the campus about how many pennies are consumed by different printing jobs. I suppose that these may “align with the practices and views of [our] board, senior leaders, [etc.],” but if so, I am very afraid.
- Perhaps there is avoidable overlap and too many groups meeting? This should be reviewed to reduce the number and frequency of meetings along with re-visiting who is required to attend particular meetings.
- We need to develop a functional strategic plan and strengthen our other planning documents.
- Strategic plan last updated in 2005; Plans not communicated to Research and Planning
- We have too many plans-department, division, education. Some of them were created in a hurried manner with little input from all involved(over summer for example) and there should be more effort to bring all those plans together- perhaps even consolidate some of them
- While the departments may have created plans that align themselves to the college’s strategic plan, the staff need to be involved with that planning or at the very least familiar with the plan.
- I guess it looks good on paper, but I don’t think we really do this.
- In many ways, this is a key area of strength for the College. The Board and leadership team spend much time on discussing the vision, mission and strategy of the institution. A large opportunity for MCC is to translate those discussions more regularly to employees, specifically how employees view their own position/job responsibilities as impacting the College’s goals. This exercise in connecting the dots will help create both a better level of productivity among faculty and staff and will improve understanding and morale.

### 5C2 -OO Comments

- The last Strategic Plan is from 2005. With Systems Appraisal’s, ERP and AQIP, I hope that it doesn’t get pushed aside. I would like to see a plan in place for a new Strategic Plan in 2010.
- Although MCC has this information and chart prepared, it appears that it is not woven in to the annual budget process or used during the year to make resource allocation decisions. When the budget process starts, everyone is typically told there will be no new money except for wages and benefits. We don’t build the budgets based upon a department’s “annual plan with objectives that align with the College mission and divisional goals.” I’m not sure that many employees would have seen this diagram prior to review of this category 5 document nor would they say that it is used in our decision making or communication process.

5C3 What are your institutional values and expectations regarding ethics and equity, social responsibilities, and community service and involvement?



**5C3 -SS Comments**

- Demonstrates very well our values, involvement and commitment
- Overall, the narrative provides enough depth to understand the College's commitment to its community.
- The college is involved in multiple activities that are involved in the community. The college's efforts to be environmentally friendly are great. The Promise will have a wonderful, positive impact on the communities.
- MCC is committed to their mission statement of offering affordable education to all. MCC reaches out to all populations, adult education, GED, ESL, special needs and the traditional student.
- It is evident that MCC takes seriously its mission in regards to ethics and equity, social responsibilities, community service and involvement. Are anticipated participation levels forecast and actual results tracked?
- Well presented and one I believe to be an outstanding strength at the college.
- Many avenues of serving the Community are listed. Could also include the "Promise Program".
- I think everyone is well aware that we are here to serve the students and community in a fair and equitable manner and employees make decisions to support that to the best of their abilities

**5C3 -S Comments**

- MCC opening its doors to groups and exposing the college to its many resources is a good thing.
- We are not always aware of community sentiment regarding our proposals (e.g., stadium).
- We do many things that are listed, but we do not have a plan to insure our future commitment to social responsibility
- The open door policy and service to the community are very good.
- I will acknowledge that the College partners well with the community in a wide array of areas.
- Description scratches the surface of what we do
- We do an effective job of promoting ethics and including outside partners-there is a tacit understanding that we are responsible for outside service and involvement in the community and social issues-some student involvement is evident in various courses
- In the fourth paragraph, I wonder why only the Chambers are mentioned. MCC employee involvement in other civic organizations, such as Rotary, is also encouraged. We also are encouraged to serve on boards where our expertise is sought.
- The strength is MCC has demonstrated its institutional values and expectations through a multitude of activities.
- MCC is well-aligned with its natural partners in the community.
- Strong support and community involvement, as seen through recycling efforts, career services, United Way campaign, etc. With the launch of The Promise, there will be even greater emphasis on community service and volunteering as part of our students' educational experience.
- In Social responsibility you could add Promise scholarship awardees community service component. In collaboration between MCC and FMCCF, you could add: The Foundation provides Promise scholarships to all graduating seniors from District 528 who will attend FT, as well as merit and financial needs basis scholarships.....

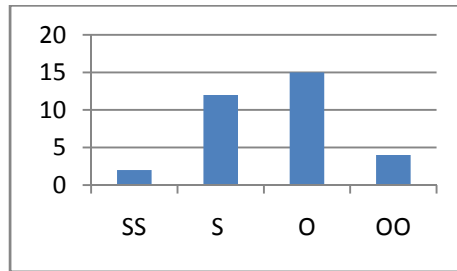
**5C3 -O Comments**

- We offer no financial aid or counseling to non credit students is what my experience tells me. We also do all the training for the Center for Not for Profit Leadership in this county.
- Did not see anything on ethics, and the only thing regarding equity was a brief statement about "monthly multicultural programs." Again, if someone were to kick the tires, I'm not sure the multicultural programs are monthly or if they get the attention/attendance one would hope for to be effective.
- (Ethics is not addressed in this section.)
- We are not always aware of community sentiment regarding our proposals (e.g., stadium).
- Nothing about ethics.
- How are the areas of ethics, equity and social responsibility incorporated in classroom instruction?
- I agree that we do community service here, but I don't think it permeates all we do. Especially now that I'm hearing how others are building all of this "Sustainability" stuff into their curriculums.
- The opportunity is "to prioritize/align its wide range of opportunities with strategic directions". As an institution we are doing a lot. Should we focus our campus wide energy to selected opportunities per year?
- Expectations on ethics and equity not strongly demonstrated.

**5C3 -OO Comments**

- Ethics not addressed.
- While MCC engaged in ethics training because it was required to by the state (after community colleges protested through legal appeals, I might add), the training we all went through is now satirized (in relation to the new online sexual harassment training) in presentations to Leadership Council and to the entire campus on Professional Development Day. (As in, "Wasn't that a horrible experience?!") By the way—no, I didn't think learning about ethics was a horrible experience.

5P1 How do your leaders set directions in alignment with your mission, vision, and values that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?



**5P1 -SS Comments**

- I think we're very strong here and actually could be a model for others with our continuous improvement process. My concern is whether or not a reader who doesn't know us would pick up on that (but I do think it's described pretty well).
- We all set goals that are evaluated at our evaluation.

**5P1 -S Comments**

- We set goals effectively for each Department and the college.
- I like the last paragraph about the employees and the action teams
- The inclusiveness of AQIP teams are a strength. Departmental work done in this area is missing. I disagree with the statement, "every employee sets goals that are in alignment with department plans and the college's strategic plan" Our classified and professional evaluations have no questions for this.
- The college community has really accepted and embraced the aqip process and concept
- How are students involved in a routine and systematic way in the formation of action projects?
- While the departments may have created plans that align themselves to the college's strategic plan, the staff need to be involved with that planning or at the very least familiar with the department plan. The college's AQIP efforts are very inclusive and well received.
- MCC has developed a strategic plan allowing for employees to take part in continuous improvement and action plans. I applaud that program. However, setting goals on an annual basis is the blueprint for action and there should be a template to standardize the goal setting
- Again, only an annual or bi-annual review or update may help the Strategic Plan keep current to changing times. Not a complete overhaul, just a review and opportunity to revise if needed.
- In the selection of the action team projects I'd say this is an SS because it is clearly linked to the College's strategic directions. Beyond that I think this is an S because although the strategic directions are considered, I don't believe they are typically used to support the decisions made by the College.

**5P1 -O Comments**

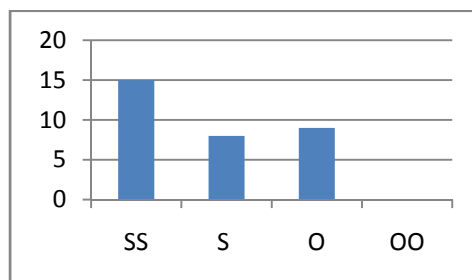
- I think we need to elaborate and explain further, as we can detail more in the area of high performance and focus on students and learning- through mention of assessment or other ways.
- Overall, the narrative provides a nice (but brief) overview of the College's alignment with its mission. In regard to action teams, it might be better to provide more depth through a specific example.
- More opportunity for being a learning organization and incentives for innovation
- While we urge supervisors to work with staff to set goals, we don't always do this in a consistent fashion. This is likely to improve as we develop a more functional strategic plan and align it with our continuous improvement efforts. Our approach is to encourage all staff to suggest Action Projects, which gives everyone in the institution a chance to become engaged in strengthening the institution.
- Not every employee sets individual goals.
- We say we do these things—tie up everything into the strategic plan—but that doesn't happen across the board.
- Shouldn't there be some mention of the work of academic divisions/departments in terms of meeting student expectations?
- This comment demonstrates strategic strength at senior leadership level and strong opportunity to align individual efforts. What seems to be missing is evidence of planning, execution and accountability at the division and department level.
- In what ways does the college ensure that individual employee goals are aligned with the department plans and the College's overall strategic plan? Specifically, does every employee receive a performance review?
- Many advancements have come out of Continuous Improvement Steering Committee but there still needs to be more focus on students and learning.
- As an institution, we need to visit the strategic plan and directions on a regular basis

- Recommendations for continuous improvements are received well when talking about an approved Action Team. The concept of continuous improvements within departments when an Action Team is not required/approved needs work.
- I don't feel that every employee sets goals in alignment with departmental plans and strategic directions every year. If we did so, I don't think there would be the expressions of dissatisfaction with the annual evaluation process that we currently hear from employees and supervisors alike.
- Again, there are opportunities for employee feedback and ideas contributing toward AQIP, as well as setting goals as part of annual review process. However, sessions need to take place regularly (facilitated by department head or Professional Development) that help connect the dots for employees between the work they do and how it directly impacts the strategic direction of the College. In addition, while goals are set for employees, there are no rewards or recognition in place if employees meet or exceed those set goals.
- The upcoming process to get community feedback will greatly strengthen and update this.

#### 5P1 -OO Comments

- Skills learned in AQIP training are not used in departments and divisions for decision making and improvement.
- Planning process was good as far as it went. In its final stages, it did not include specific mandates, responsibilities, or metrics to track improvement. CI projects have been very limited in scope, often were not systems improvement, and time was short. They made good practice for using tools and for creating a systematic approach to systems improvement, but I haven't seen examples of those skills applied to the college's attempts at process improvements outside of the authorized CI project structure. i.e. , they are not integrated into our daily work habits.
- Some of the action projects could have been handled more effectively through ad hoc committees.
- I think that it's relevant to point out again that the strategic plan has not been updated since 2005, and regardless, the six strategic directions are not at all strategic. Instead, they are worded in such a generic way that just about anything will fit under them.
- It does not seem that there is enough flexibility in departmental goal-setting since those goals have to align with institutional goals. There should be a mechanism whereby department heads and supervisors can prioritize/forward needs and goals at the departmental level that may be in the department's or students/sub-groups best interest but may not directly reflect institutional goals.
- Some elaboration is needed; it seems that the continuous improvement process is primarily used with action teams but seldom carried over into department planning, etc.

#### 5P2 How do your leaders guide your institution in seeking future opportunities and building and sustaining a learning environment?



#### 5P2 -SS Comments

- It is always an open forum and everyone gets heard.
- I think we're good here, and that comes out in this draft. (Editorial comment: Sometimes we appear too open to entertaining opportunities presented to us?)
- Ties with the community and assessing future needs is essential, good specific statements on how we show leadership.
- Processes are well defined and explained and multifaceted- may also want to include our process for eliminating programs that are no longer in demand/needed
- Overall, the narrative, in this case, provides a specific example through the veterinary technician program of how the College addresses its community's needs. It also highlights the professional development of the College community. At times, specific examples would help strengthen the narrative. The flow chart is insightful, too.
- Sound process and practice.
- The AQIP process accepts input from anyone at the college and it is reviewed by the steering committee. The members of the individual committees are broad based and the final recommendations are made to the steering committee. This is a good balance between broad based participation and leadership guidance.
- Leaders at MCC guide the institution in seeking future opportunities and building and sustaining a learning environment extremely well. The CAPC program is a model that works well. Feasibility studies are always ongoing coming from our many stakeholders.

- MCC is very receptive to the needs of its community. In 2 years, MCC has implemented and planned for 4 new Career Tech Ed. Programs (Nursing, Vet Tech, Culinary Arts, &OTA)
- The College continually explores new programs, degrees, and certificate offerings in both credit and non-credit formats in an effort to meet the needs of students and local workforce demands. Numerous opportunities are available to all employees to enhance their current skills.

**5P2 -S Comments**

- Excellent Professional Development and encouragement for employees to continue their education.
- We are open to many sources of information to help be aware of future opportunities for building and sustaining our learning environment. Our relationship with our Workforce Board is a good example.
- It's clear—and we do this. That's why we have programs like Nursing and soon Culinary Arts and Vet Tech.
- In this category I would also mention that students can be a driving force behind program initiation. For example, after reviewing three years of data concerning the number of students that were leaving our district to pursue career opportunities in culinary arts at sister schools, MCC determined that a culinary program should be considered. A community opportunity presented itself (in the form of District 200) and MCC saw a way to better serve the residents of the county by initiating a culinary management program.
- We seem to have a very strong professional development but I think our reaching out to the community could be improved upon with different avenues of community involvement.
- One of the areas in which the College excels most. There is constant emphasis on building best practices, talking to other institutions and collaborating with local partners.

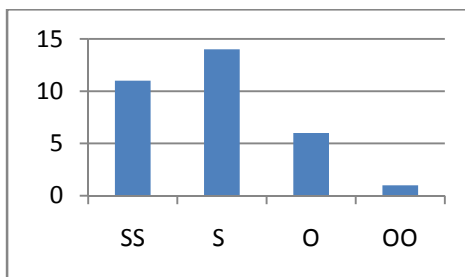
**5P2 -O Comments**

- Not all decisions seem to follow this process (depending on the initiator)
- This demonstrates the many opportunities for MCC to partner with the community
- Opportunities for staff development
- We sometimes use channels and the process but we seem to by-pass the steps for some special projects (e.g., HWAC)
- Figure 5.2 charts a process, but I'm not confident all decisions seem to follow this process. Is the term "administrators" used as an inclusive or exclusive term? Are we talking "executive council" or do you seriously think that all administrators are given an opportunity to review and consider recommendations?
- The college should not only review, consider and provide a Master Plan but begin to take steps to bring those plans into reality on a more urgent/communicated timeframe.
- Not all decisions seem to follow this process; so many opportunities to partner with the community that are not taken advantage of.
- In my area for sure there is room to make a better effort to engage our partners in K-12 regarding math needs and more
- Are "innovation" funds budgeted on a continual basis to allow rapid response to developing needs?
- A good process is in place once opportunities are presented, however, more process needs to be in place for seeking opportunities in the first place.

**5P2 -OO Comments**

- Not all operations follow this process.

5P3 How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions and carry them out?



**5P3 -SS Comments**

- Excellent definition and examples
- Overall, the narrative is very specific about the decision-making process at the College. It illustrates the 3 different ways the decision-making process is made. It also provides a good flow chart that illustrates the narrative.
- We have a comprehensive approach to decision making. The Continuous Improvement team, various CAPC Committees, and the newest Organizational Review Committees are examples of our approach to involving and engaging people across the institution in decision making.

- Excellent structures, opportunities and processes for shared decision-making. Good evidence.
- The most recent Organizational review was an outstanding college effort and serves as a model example of how decisions are made at MCC. It involved the entire college – participatory in design. It shows how decisions are made with teams, task forces, groups, committees, etc.
- Decision making process demonstrates an impressive level of cross campus involvement and appropriate delegation of decision making responsibility.
- I think the Continuous Improvement efforts are a huge step in making progress in this area.
- MCC has an exemplary decision making process model (The organization review process of Academic and Student Affairs) to be replicated across campus and at all levels of leadership.
- I think Fig 5.3 depicts that decisions are made at the appropriate levels within the institution; this also can be interpreted to show that the people with the expertise to help make a recommendation are included in the process.

**5P3 -S Comments**

- I think this clearly lays out an excellent process that I believe is followed here most of the time. My only concern here is whether or not some major items, such as the office moves and the work of the Organizational Review Committee, have followed this process. (Again, the kicking the tires thing.)
- As an outside reader, I would rate this a strength. It shows that the college uses a collaborative style of decision-making.
- Good depiction of decision making at different levels.
- Good work by the Organizational Review Committee.
- An external reviewer is going to love this section. Don't change a thing.
- As an outside reader, this looks great but not all decisions follow this process.
- We are probably doing about what everyone else does-I have been at three cc's and it is always the same complaint-"we talk and work on committees but we never are heard" no matter what administration does, we will always hear that complaint even though we do a credible job of including people in decision making at mcc- we have effective mechanisms in place
- The college uses multiple teams and task forces to make recommendations and to implement decisions. However, as mentioned before, the role of IT is not represented on the majority of the committees. IT can offer new options that can improve the college's ability to meet its mission.
- A very cooperative environment exists here. Well balanced, not top-down only.
- This paragraph reads very well; however, I don't feel that all decisions are made this way.
- MCC has many teams and committees in place to help drive continuous improvement and move the College forward. The process for driving decisions is thoughtful and organized. There is an opportunity, however, to fast-track/streamline more efforts so there is not too much deliberation or planning on certain topics of urgency.

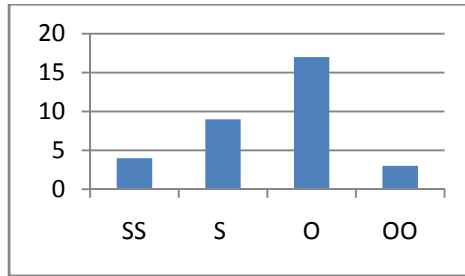
**5P3 -O Comments**

- The HR dept and how it carried out duties in hiring etc. needs revamping. Also not all players that needed to be there for reorganization were there...no one from University Center.
- A good model to aspire to, but I don't believe that this reflects how things actually work here.
- We are new with continuous improvement. Do we have enough information flowing upward? College level decisions look like they are made by a small group (Executive Council).
- This category falls a little short in the area of implementation. I am not entirely clear on once decisions are made, how and by whom are these decisions "carried out".
- Limited number groups/individuals recommend and make decisions.

**5P3 -OO Comments**

- The bottom-up input prior to decision-making is not a strength. There have been occasions whereby policies, procedures or processes have been handed down as directives to the departmental levels without input or consideration of the effects those decisions will have on the departments.

5P4 How do your leaders use information and results in their decision-making process?



**5P4 -SS Comments**

- The Action teams are key to producing recommendations for decisions.
- Data driven decision making is something that is really becoming a part of the institution. There shouldn't be an employee out there that thinks decisions are made based on "gut feel" and "well, I think this should work."

**5P4 -S Comments**

- Our shift to a continuous improvement model has helped us be more explicit in our approach to using information from throughout the College in our decision making.
- Decisions are weighed and appropriate actions taken
- AQUIP committees, KPI's and the PACE survey provide valuable development of data, and/or assessment of data to direct future programming and services.
- "Data driven" is becoming a part of our culture.
- MCC is invested in continuous improvement and that is a good thing. However, teams must present data to the steering committee to support their claims. I'm not sure what method is operational to monitor the progress or lack of progress with each committee report?
- We are growing in strength in this area with the Continuous Improvement process.
- Continuous improvement process is working well. Data Driven decisions are being made. Always room for improvement
- MCC's strength is decisions are usually data driven.

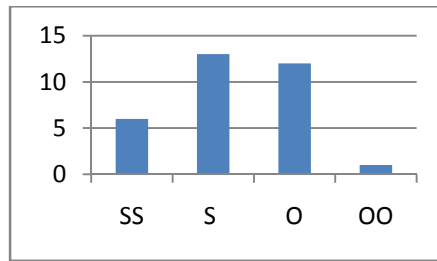
**5P4 -O Comments**

- I think we've made a vast improvement here in a relatively short time. My concern is this draft may sell our effort short as to other areas, such as advisory committees, CAPC, etc. With a bit of beefing up, this could move to an "S".
- Is AQIP the only way we use information and data? This does not explain how data and information are gathered.
- How is information used for policy decisions? Process improvement is the core (or should be) of CI projects.
- Have not been using current process long enough so more opportunity with time.
- Although good information is given on how AQIP uses data; nothing is given on how data affects daily decision making.
- We don't use data to make decisions. Not nearly as much as or in the ways that we should.
- Seems weak- with CQI as a culture now, there should be many examples of use of data in decision making- want to demonstrate that information is used at every level of decision making processes
- Overall, the narrative is too brief to gain a complete understanding of this process. More information is needed to make an objective conclusion.
- Are there ways beyond AQIP that we do this? (EX: Policy-making processes)
- Good use of data through continuous improvement efforts. How is data used in CAPC curriculum and program decisions, as well as other routine administrative decisions?
- Isn't there more to MCC decision making in addition to action teams?
- Can you list any specific examples where data was used to make decisions?
- An opportunity is to balance the decision making process by including qualitative data (listen to the stories of our students who may not have a majority voice).
- With the introduction of AQIP and KPI, there is more emphasis than ever on sharing results and capturing data. But this focus needs to translate college-wide across all efforts- not just select projects.
- Little to Limited use of information source beyond CIA teams and KPI

**5P4 -OO Comments**

- AQIP is not the only way decisions are made.
- Significant opportunity exists to become a more data driven institution, utilizing data on a daily basis to guide decision making.

5P5 How does communication occur between and among institutional levels?



**5P5 -SS Comments**

- We have excellent communication.
- Communication and information is readily available for those who take responsibility to participate
- I do believe the college's asset is their communication. We are informed of decisions and not kept in the dark.
- MCC has made information readily available; however, the challenge may include motivating our staff to independently seek out the information.

**5P5 -S Comments**

- I think we're fine in this area, and it's reflected in this draft. (Communication is raised as an issue in every organization.)
- Does seem like a redundant question that was answered so well in earlier part of document
- Overall, though the narrative directs the reader to the charts, the charts provide more detailed information about the College's communication process.
- Adequate if employees have the time and interest in seeking out the information
- This is always a challenging issue. The College has a number of routine communication channels. We need to strive to find more ways to make information available to those who want it.
- The mechanisms are in place, in some areas, it is the people involved who need to step forward to make the efforts
- Overall communication is very good with staff meetings, Inside MCC and the new Employee Newsletter.
- I really do think the information is there—if people choose to avail themselves. But again, there's always room for improvement—hence, the e-newsletter.
- MCC has really been working hard to improve the communication throughout the college. We have updated "inside MCC" and added a great deal of information to connect with everyone. Board reports are now available. A newsletter has recently been added. All of these improvements have stepped up the communication at MCC. Still, we need to connect with both the Shah Center and the University Center with a better system. And, staff need to use their Outlook for scheduling purposes. It is disappointing to see so many staff members not utilizing Outlook.
- This is how communication should occur and these are the mechanism in place to facilitate transparency of information
- Through inside MCC, email, and meetings

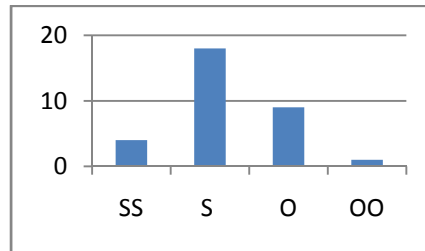
**5P5 -O Comments**

- Not everyone has direct access to e-mail. Furthermore, not all departments meet regularly.
- Communication is generally available on the RESULTS of committee/administrative decisions, but knowledgeable people affected by a process or a decision are often not included in the development/deliberation stages. This, sometimes, gives people the impression that decisions are made "in a bubble."
- Always room for improvement here.
- There has been a loss of person to person information sharing due to the use of technology.
- This section just seems way too simplistic.
- I think we left out Professional Development Day and Faculty Workshops
- Communications works well up and down levels but still needs to improve intra-departmental.
- Although this section describes some of what we do, shouldn't the President's email after Board meetings be mentioned and now we have the E Newsletter.
- There appears to be good "outflow" of communication. What process is used to collect and act upon employee and stakeholder feedback?
- This is a developing area that may still need some work such as a central depository of policies and procedures.
- Employees of the College do a good job of communicating and sharing information among their peers and same level. There is an opportunity to develop an environment that starts to share information more freely between levels in the institution.

**5P5 -OO Comments**

- No one seems happy on this topic. We have many mediums available for good communication, however there are still many excuses of people saying "Why wasn't I told"

5P6 How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?



#### 5P6 -SS Comments

- College donates a lot of in-kind donations to other organizations in the county. We do many free seminars that cost the college money to put on i.e. “People in Need” symposium
- I don’t see how we could do any more that we now do.
- The college also does an excellent job every semester during the faculty welcome back day.

#### 5P6 -S Comments

- MCC uses multiple means of communicating the mission, vision and values. Again, ethics and equity are omitted.
- Good annual report sent to all residents in district, good professional development. What % of evaluations are completed?
- MCC does well in this area. Not sure what “robust” professional development means.
- Again- seems like redundant explanation to previous strong part of the document
- Overall, the first paragraph gives more detailed information than the second paragraph. The first paragraph details how the College’s mission statement is used, but the second paragraph needs more detailed information.
- We do this in a variety of ways. We continue to experiment with new approaches. Our strong professional development programs are a plus here.
- The direction of the college is well established as illustrated by the structured dissemination of information.
- Leaders at MCC communicate a shared vision of the college via the mission statement – posted throughout the college. A quarterly newsletter and annual report also promote MCC’s mission statement and vision. The President talks about key initiatives at the start of each semester. I’m not sure if the students and community are in touch with our mission statement or are even aware of it?
- I agree with the written statement, although I do think that we could communicate more about ethics.

#### 5P6 -O Comments

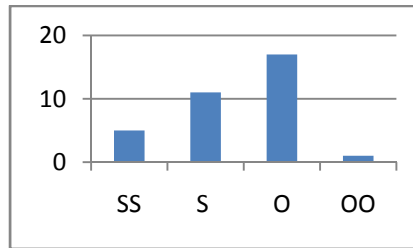
- What’s here is good, but I’m concerned this does not address learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement.
- Ethics?
- The College just began sending out an annual report to the community. Our answer doesn’t address ethics and equity.
- Ethics are not addressed, again.
- Our WPR system could be more goal/data driven.
- How do divisions and departments integrate, align and assume responsibility for key initiatives? Where does accountability lie?
- If “high performance expectations regarding institutional directions and opportunities” are “mostly” communicated annually to employees through the employee performance review than the college is lacking in this communication effort, especially if some employees never have annual performance reviews.
- Although the mission, vision, values, strategic directions exist, I am not so sure about how they are actively communicated throughout the institution so that it becomes typical that all employees know the basics of all of them and could briefly summarize. The mission is somewhat lengthy and I don’t know that we have a good summary of the strategic directions for employees to easily reference and understand.
- As the opportunities to communicate information more timely and through multiple channels increase, the College will see even more improvement in this area. Some ways this area will improve include sharing the annual report and opening up community engagement sessions in 2009.

#### 5P6 -OO Comments

- Are there explicit approaches utilized to educate the internal community on issues of ethics, equity and social responsibility?

5P7 How are leadership abilities encouraged, developed, and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated and shared throughout your institution?

5P8 How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?



**5P7/8 - SS Comments**

- The mentoring program helped me tremendously understand the milieu of the college. It is a wonderful program
- Overall, this narrative provides a good overview of how the objectives are being met, especially the first paragraph that provides more detailed information. Though the mentoring program is good, more specifics would help understand its goal better.
- The college promotes additional training and education for all employees. There are many professional development activities and CCOO is an excellent formal effort to develop and strengthen leadership understanding and knowledge.
- MCC needs to be praised for their pro-active stance that they have taken with successive planning. A program – CCOO – was started more than a year ago, Community College Operations Overview. This program allowed MCC employees to sign up for a program that provided information about all aspects of the college. MCC also does a great job with the mentoring program.

**5P7/8 - S Comments**

- Might also want to refer to 5P6 regarding our robust professional development offerings and advanced placement opportunities.
- Professional development continues to show positive steps in this direction.
- The CCOO is important, but more should be said about how administrators encourage professional development leadership in their employees. Also, the mentoring program really has not been promoted in years.
- We are making a concerted effort to accomplish this. We respond to it through CCOO. We have had a mentoring program for some time.
- CCOO is new and seems very effective and helpful
- Ex. Council members are supportive of its leaders' effort in supporting employees' leadership skills and development. The monetary benefits provided by MCC to continue one's education are generous.
- CCOO Program focuses employees on growth opportunities and professional/personal development. The College offers a mentoring program, but it is optional. More emphasis should be placed on this opportunity – perhaps as part of the annual goals for select employees.

**5P7/8 - O Comments**

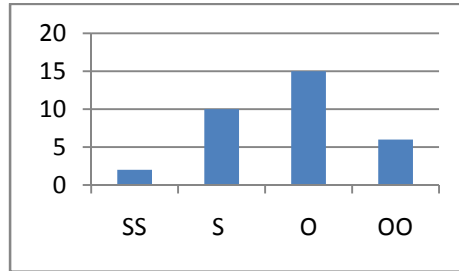
- The college overview (CCOO) is not direct training for a specific position. It is unclear how MCC's mission, vision ..... are passed on during leadership succession.
- Doesn't really answer the ensure question. 77% are interested in promotion but what % do we promote from within.
- Not sure how vision and values are passed on through this program.
- 5P7 isn't really addressed.
- 5P8 pt. 1 doesn't seem to really be addressed, particularly knowing that the mentor program is optional.
- We are moving in the right direction but need to do more to promote leadership and the passing of the baton
- Is there evidence of individuals moving into leadership positions?
- It would seem relevant to have more than the "select a group of employees" to participate in leadership development. All those interested in leadership and succession planning should be involved in some way.
- CCOO and mentoring are a start.
- The response doesn't address the Business Continuity Plan. 5P8 asks how the succession plan is developed.
- CCOO is a solid first step toward planning for leadership and succession needs and provides a fundamental understanding of the community college structure and organization. Also need to consider adoption of a leadership development training program to reinforce shared values and build skills. Is a process in place to forecast succession needs?
- I think we are a little weak in this area. We have only one formalized program in place

- What we don't seem to do a lot of historically is advance our own people.
- I think now that CCOO is moving forward the College needs to review the rest of the recommendations of the Succession Planning action team to determine what other elements to put in place in order to have a valuable succession planning tool. The CCOO is an effective and valuable tool, but alone it is not a succession planning program. We tout the mentoring opportunities in the document yet on PD day we heard from the PD department itself that this is a seldom used benefit/opportunity.
- Opportunity is limited to a select number

**5P7/8 - OO Comments**

- Need a detailed explanation of 5P7- talk about profession and faculty development, educational reimbursement, benchmarking efforts, assessment efforts- missed whole section? 5P8- need to go into detail on our succession planning that we are going through now and how that planning and communication process is designed.

**5P9 What measures of leading and communicating do you collect and analyze regularly?**



**5P9 - SS Comments**

- The PACE survey has highlighted most of the organization's structural weaknesses.

**5P9 - S Comments**

- PACE survey is a useful and effective tool. Are there other, less formal methods that are routinely used to measure "leading and communicating?"
- The PACE survey provided a snapshot of how MCC favorably compares to other institutions.
- What are the communications built into the PACE survey follow-up? The college has asked for input, how are they going to communicate their response to the survey? "We heard you and are doing..."

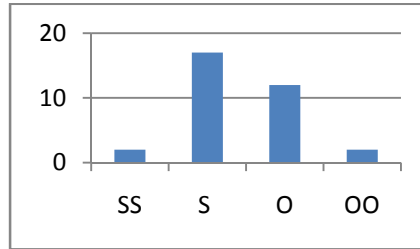
**5P9 - O Comments**

- My concern here is that we've only done this once, so don't have trend information. You might want to state that we plan to do this every other year (biennially?) to track trends, and hopefully to address items this would bring to our attention.
- % participation?
- We need additional sources of measuring leadership- benchmarking, CQI process outcomes, budgetary successes, etc.
- We have just begun to measure the status of our climate. We are using a nationally normed instrument, PACE.
- The pace survey is a start but it has some shortcomings. People were lumped into groups
- PACE is a great start. Very new.
- MCC started the PACE survey last Spring – Personal Assessment of the College Environment. That is a good start.
- The PACE survey sets important baseline. Would also encourage tracking of turnover rates and exit interview feedback.
- There is an opportunity to conduct the study on a regular basis.
- I would like to see a survey like PACE administered quarterly.
- Because this was the first time in several years that a survey of this style was done, this represents an opportunity to take the results and act on them.
- Lacks variety of measures collected and analyzed

**5P9 - OO Comments**

- It is not clear whether or not the PACE survey will be conducted regularly.
- The question was asked about "what measures do you collect regularly but the answer given was just about 1 survey"
- There needs to be more than one tool (PACE) to answer this question.
- Until the recent PACE survey, we haven't collected or analyzed measures of leading and communicating. And even after the recent PACE survey, the President brushed off any negative findings during Leadership Council Meetings as the musings of disgruntled employees. Is it not ironic to ask the campus community how it rates communication and then disregard any negative findings?
- Nothing until 2008? And the survey responses weren't all that great.
- We recently completed a PACE survey to identify opinions and climate at the College. In order to better inform us on areas of improvement, a suggestion may be conducting peer reviews or 360-degree feedback sessions/surveys.

5R1 What are your results for leading and communicating processes and systems?



**5R1 - SS Comments**

- Overall, this section provides great data that clearly leads to strong conclusion.
- Excellent data and results

**5R1 - S Comments**

- The results of the PACE survey are clearly communicated.
- The results are very good according to this survey.
- Results of PACE indicate a healthy overall climate.
- MCC has a healthy institutional climate.
- It is encouraging to note that MCC has created a “consultative” climate. What climate is necessary to accomplish the strategic goals of the institution?
- Based upon the PACE survey we are uniquely average, which is fine but there is room for improvement as we might expect.
- 3.51 on Consultative is a good score.
- It would appear from the survey information that people feel included in decision making and that they are satisfied with our communicating process and system. This begs the question about why people always seem to be complaining about communication?

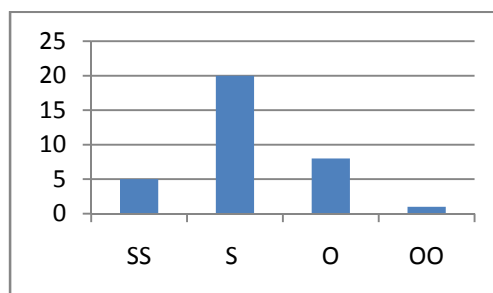
**5R1 - O Comments**

- My concern here is that we’ve only done this once, so don’t have trend information. You might want to state that we plan to do this every other year (biennially?) to track trends, and hopefully to address items this would bring to our attention.
- The results also consistently identified administrative structure as an area of weakness.
- First year used
- Again- there needs to be more measuring sources
- One survey is not telling enough to dictate change for the institution. This should be repeated at least one more time to compare the answers and glean any additional assumptions.

**5R1 - OO Comments**

- There is no recognition that some of the PACE survey results fell into the “lower” “Competitive” category. We also need longitudinal results to measure improvement in communication, which we don’t yet have.
- Acknowledge competitive category and what we will do about it; need more assessments to measure

5R2 Regarding 5R1, how do your results compare with the results of other higher education institutions, and, if appropriate, organizations outside the education community?



**5R2 - SS Comments**

- The PACE survey norm base provides important comparisons with other institutions.

**5R2 - S Comments**

- We rate very similar to other colleges so that is good.

- My concern here is that we've only done this once, so don't have trend information. You might want to state that we plan to do this every other year (biennially?) to track trends, and hopefully to address items this would bring to our attention.
- The results of the PACE survey are clearly communicated.
- Results easy to see how we rank with other schools
- MCC compares well to other educational institutions.
- Our results are typical of other community colleges and universities. At this time we do not have a comparison base with other types of organizations.
- We are in the average range compared to other community colleges.
- We seem to be right on target with the average, now to get to the above average institution.
- Results are in line with peers
- Similar to other institutions in Illinois? In the country?
- This is a strength because we track closely to higher education results in general however, it could be a SS if our results tracked above the higher education averages.

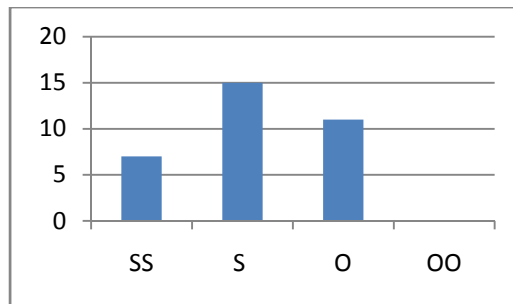
**5R2 - O Comments**

- This pace example is good because it has benchmarking capability.
- Vague – which other institutions? All other institutions?
- We want to move from good to great.
- MCC's next goal is to achieve the Collaborative category.
- Even though MCC is running even with other 2 and 4-year institutions, the goal is to run ahead of the others and to make this a better place to work.

**5R2 - OO Comments**

- Again, longitudinal analysis is needed. By the way, who is part of the "PACE Norm Base" that is invoked in this section? Community colleges of the world?

**5I1 How do you improve your current processes and systems for leading and communicating?**



**5I1 - SS Comments**

- Action Teams have provided good outcomes
- We have established a consistent method to engage the College community in the development of Continuous Improvement Action Teams.
- We have many tools in place to improve our current processes
- In addition, MCC has an established CAPC structure for leading and communicating among faculty
- This is an outstanding strength because although the survey would seem to indicate that we are tracking closely to higher education overall, we know that it can still be better and we have these teams in place to make further improvements.

**5I1 - S Comments**

- MCC acknowledges that communication is key and has formed several action teams to address and improve communication.
- Many action teams
- We are clearly doing work to improve current processes
- The college is doing a good job responding to this issue.
- Action teams review and improve processes. How well is the follow-up for the action teams done?
- We have several teams assigned to improving current processes and systems for leading and communicating. A KPI team, email team, internal communication team, etc. We are moving in the right direction.
- Excellent use of the continual improvement process, allowing for early identification of concerns and corrective action as necessary.
- It would appear that the college is making progress toward process improvement in the area of leading and communicating and continues to show signs of improvement and are using these action teams as opportunities for

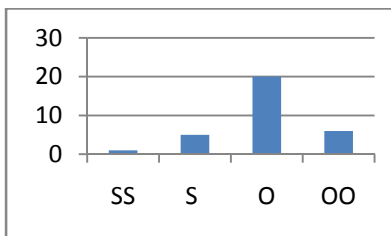
improvement

- I would include all of the teams and not the teams with more impressive-sounding titles.
- Action teams are very helpful in steering the focus.

#### 511 - O Comments

- I think this could move to “S” by including some of the changes made as a result of the work of the Action Teams. Without that, I’m concerned an outside reader won’t really know anything from what we’ve said.
- The CI teams dealt with smaller and less politically sensitive issues, but they have not taken on core aspects of leading and communicating.
- I suppose we’ve achieved the formation of action teams that are related to communication and institutional decision-making—and they have fancy names. But the continuous improvement process’s use of the 5-acre field has reduced, for example, “awareness of employee roles and responsibilities” to goofy employee photos offered in a database. One employee is even wearing a boa in her photo.
- Not much outcome yet from these
- Team names sound much more impressive than the tasks that they worked toward; the “5-acre field” chosen with each team did not fully solve all of these issues.
- It took a while but we have made good progress
- Good continuous improvement action team establishment. Are there evidenced outcomes leading to changes in process?
- 511 asks “How do you improve your current processes. . .” The supporting documentation presents more of “here is what we did” versus “This is what lead us to do it.”
- These Action teams have been very good starts on this—still in progress.
- There is still a great opportunity to improve two-way communications across the institution. This includes communications between manager and employee, manager and manager, and employee and employee.

512 With regard to your current results for leading and communicating, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?



#### 512 - S Comments

- Look at other surveys and feedback from the stakeholders and staff.
- Are the PACE results part of the Visioning and SWOT planning?

#### 512 - O Comments

- This acknowledges the work is just beginning. The good news is that it’s been identified and work is beginning.
- Targets have not been set for leading and communicating.
- A good start. We hope this process is followed up with a college commitment and process for change.
- As stated in the response, it is too soon to tell if the PACE survey is the best way to set targets.
- We have just begun this effort by using a PACE survey. We are posting the results for our entire internal community to review. We scheduled workshops to review the results with those interested and reviewed them with our Leadership Council.
- We still have a ways to go because we haven’t done much in this area over the years
- We could mention Division, Department and individual Program Goals.
- Too new again. I’m not sure we “set targets for improvement” very well—it goes back to that whole goal driven idea. We have and are improving—just not sure we’re always aiming for anything.
- Because PACE is so new, the results are very recent and the plans for improving processes and systems for leading are “in the works”. Professional workshops with the assistance of the office of Research and Planning will provide information to the MCC staff.
- College wide involvement is an excellent first step. How will this feedback be communicated and acted upon using AQIP?
- The college has just started down the road of setting targets and this is a very important first step.
- How have we communicated this study to our students?
- I think that because of the newness of the survey and its results, this would automatically represent an opportunity for

improvement as the institution digests the results and looks for areas of improvement. Now that we have the information it will be important to act on it in some meaningful way.

- Additional surveys/research and possible focus groups should be conducted to substantiate survey results. This will then dictate what results to focus on and plans for change.

**512 - OO Comments**

- We just released the PACE survey so we could answer this questions.
- No targets have been set.
- We have not set targets for improvement.
- We have not set targets for improvement.