

# **AQIP EXAMINER FEEDBACK REPORT**

**for**

## **SOUTHEAST MISSOURI STATE UNIVERSITY**

**March 10, 2006**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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**To Southeast Missouri State University's faculty, staff, and administrators:**

Thank you for participating in *AQIP Examiner*. The time you took to complete this survey is evidence of the seriousness of your interest in helping your institution find ways to become even more effective than it already is.

This *AQIP Examiner Feedback Report* supplies you with good information for diagnosing and improving Southeast Missouri State University's quality systems. It provides you with an orientation to process thinking, helps you understand how your fellow employees evaluate processes, and identifies where your own faculty, staff, and administrators see areas for improvement. The report includes results for questions keyed to the AQIP criteria, as well as all comments written by respondents. The numeric results for all questions are compared with those of other institutions that have completed the survey. To help guide discussion, this report provides a brief context for understanding each Criterion and a short paragraph interpreting the significance of each question.

The *AQIP Examiner Feedback Report* should serve as a stimulus for conversation and quality planning. But using the report effectively requires focused attention. To make the most of it, you need to discuss your institution's *AQIP Examiner* results in the framework of process thinking and the AQIP criteria. You also need to realize the benefits that can be derived from interpreting *your* results in light of your colleagues' comments and in the context provided by comparative data from other institutions. Take time to study carefully the results in this report and discuss with your colleagues their implications. The hours, days, or weeks you invest in having such discussions will be rewarded in increased understanding of your institution and the ways you can help make it even better. This report won't tell you what to do next to make an already-good college or university even better, but studying it will stimulate the conversations and ideas that invariably lead to tangible improvements, both in operations and in organizational culture.

Because yours is one of the institutions pioneering the development of AQIP Examiner, we don't yet have enough comparative data to complete your report. As soon as 15 institutions have participated, we will regenerate this report for you, with the comparative data included. Thank you for your patience.

If you don't already have a copy, downloading the AQIP criteria from our website (go to [www.AQIP.org](http://www.AQIP.org), and follow the "documents download" link) will be helpful. From that same website page, you can also download many other pieces of information that will help you better understand the role continuous improvement can play in a higher education organization — as well as how colleges and universities are using AQIP in their quality improvement initiatives. After you have studied the report and discussed the results for your institution, please send us (at [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org)) your ideas and suggestions for improving AQIP Examiner and making it more valuable for colleges and universities.

The Higher Learning Commission and the Academic Quality Improvement Program are both devoted to helping Southeast Missouri State University reach its full potential by maximizing its performance in all its endeavors. If we can be of additional help in this effort in any way, don't hesitate to ask us for support.

**Stephen D. Spangehl, Director**  
**Academic Quality Improvement Program**  
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**Who took AQIP Examiner at Southeast Missouri State University?**

**Demographics** (4 questions) ask respondents for their job category, status (full or part time), number of years worked at the organization, and gender. *AQIP Examiner's* demographics were kept minimal to ensure that respondents could trust that their answers to survey questions will not allow their identities to be discovered.

Using the demographic data below and their own knowledge of the total number of their employees in each category, organizations can compute the survey response rates of various campus groups.

Characteristics of AQIP Examiner respondents		Southeast Missouri State University		Other Organizations	
		number	percent	number	percent
	Total respondents	583	100%	6247	100%
Gender	Male	217	37.2%	1789	28.6%
	Female	363	62.3%	3232	51.7%
Job Type	Administrator	46	7.9%	503	8.1%
	Faculty Member	252	43.2%	1852	29.6%
	Professional Staff	130	22.3%	1058	16.9%
	Support Staff	141	24.2%	1453	23.3%
	Other	12	2.1%	162	2.6%
Longevity	3 or fewer	163	28%	1564	25%
	4 - 6 years	110	18.9%	1015	16.2%
	7 - 9 years	53	9.1%	495	7.9%
	10 or more	255	43.7%	1951	31.2%
Status	Full-time	524	89.9%	3861	61.8%
	Part-time	57	9.8%	1163	18.6%
	Volunteer (unpaid)	0	0%	4	0.1%

### **How well do our staff, faculty, and administrators understand “the big picture”?**

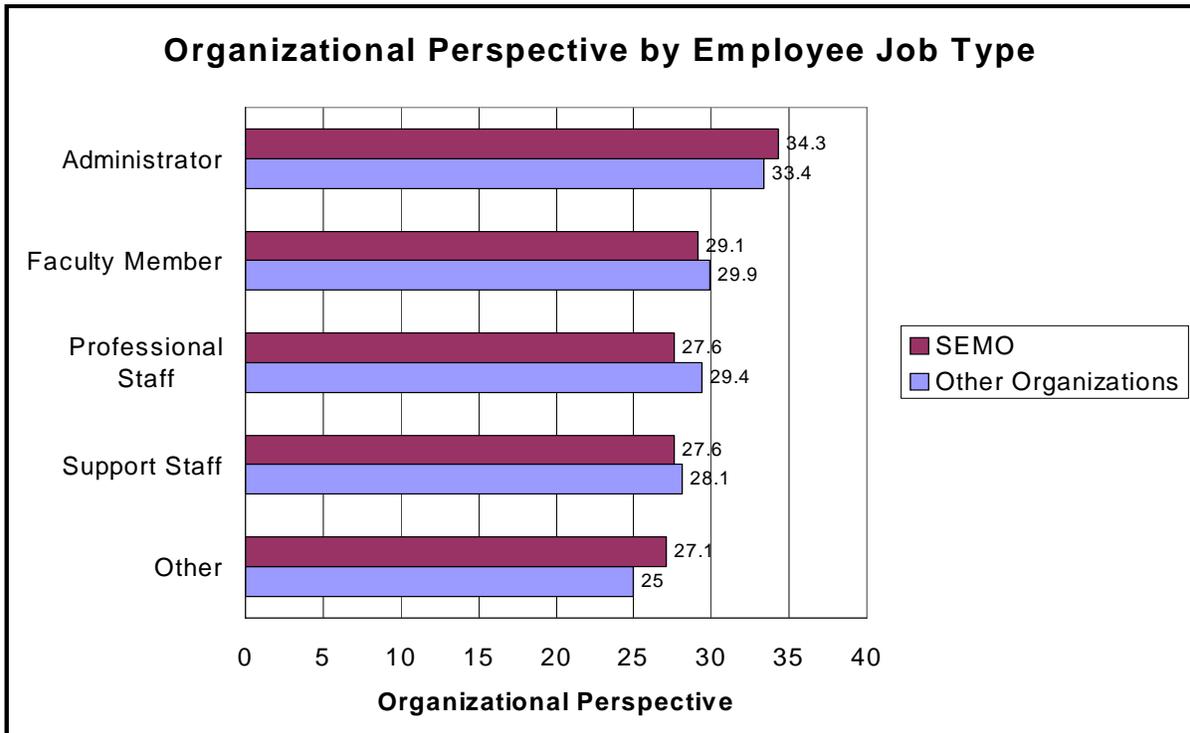
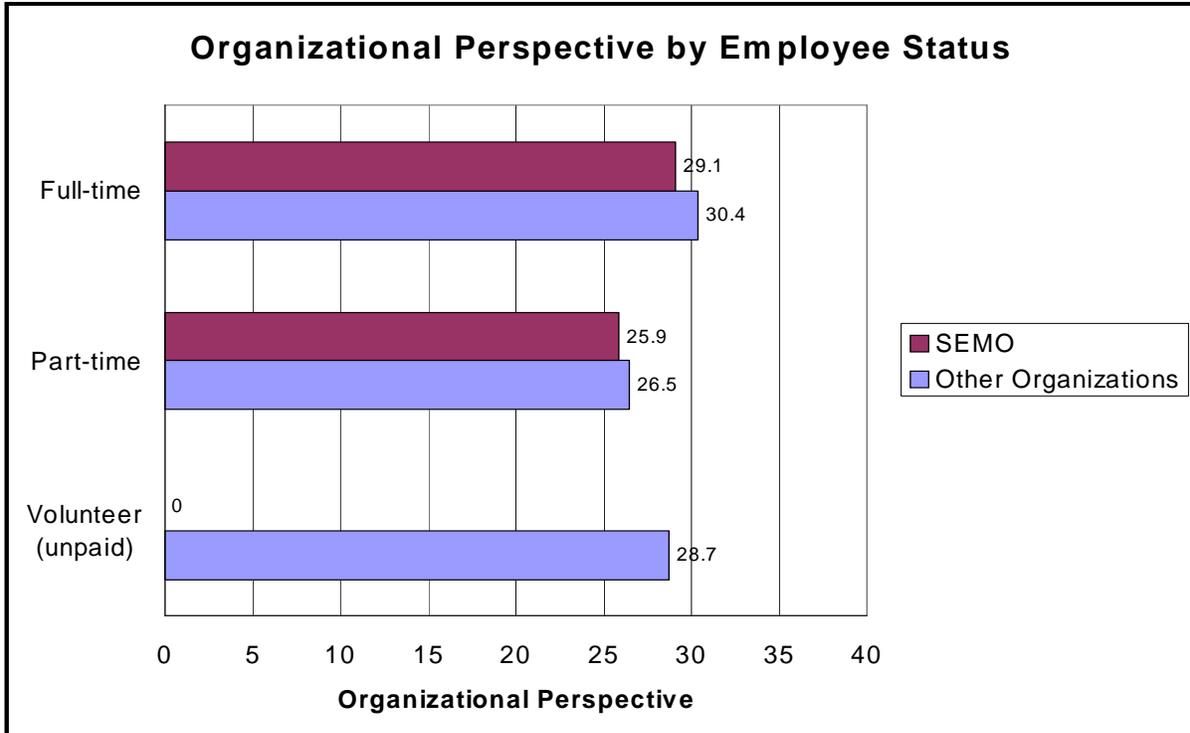
Colleges and universities that communicate their purpose and strategies clearly to everyone create a healthy climate for participation and performance. *AQIP Examiner* assesses how well each group on your campus knows your mission and vision, competitive environment, organization and goals.

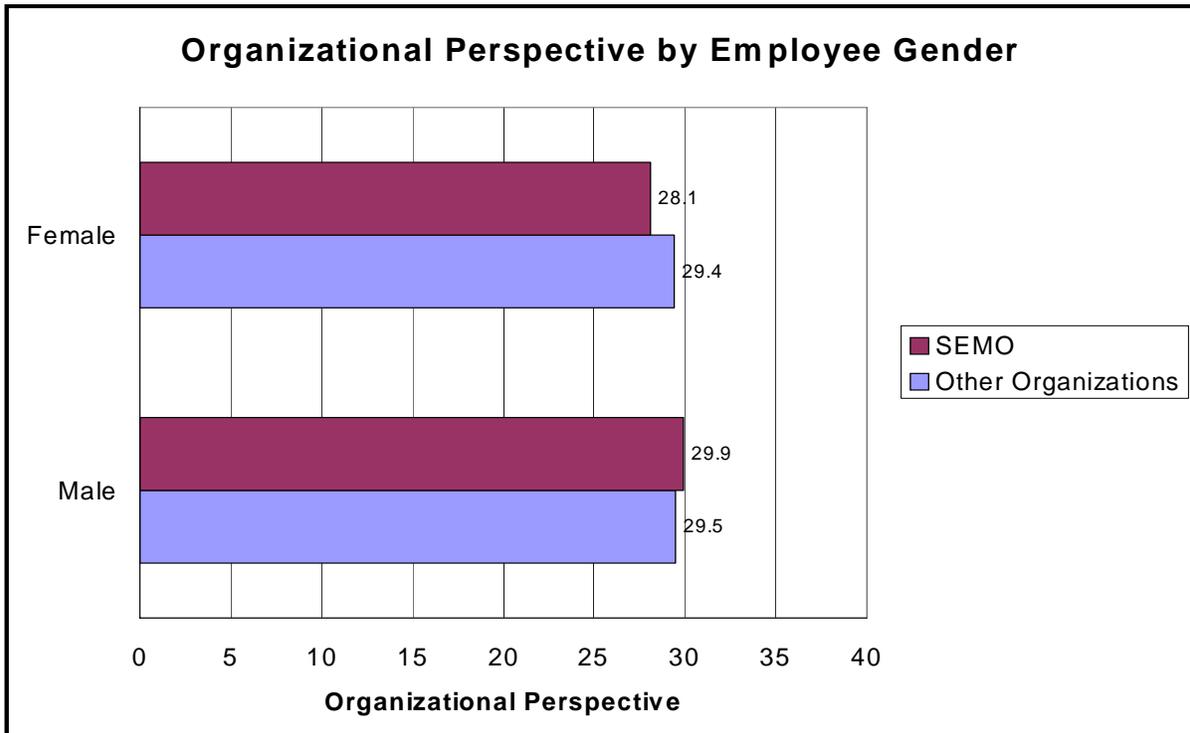
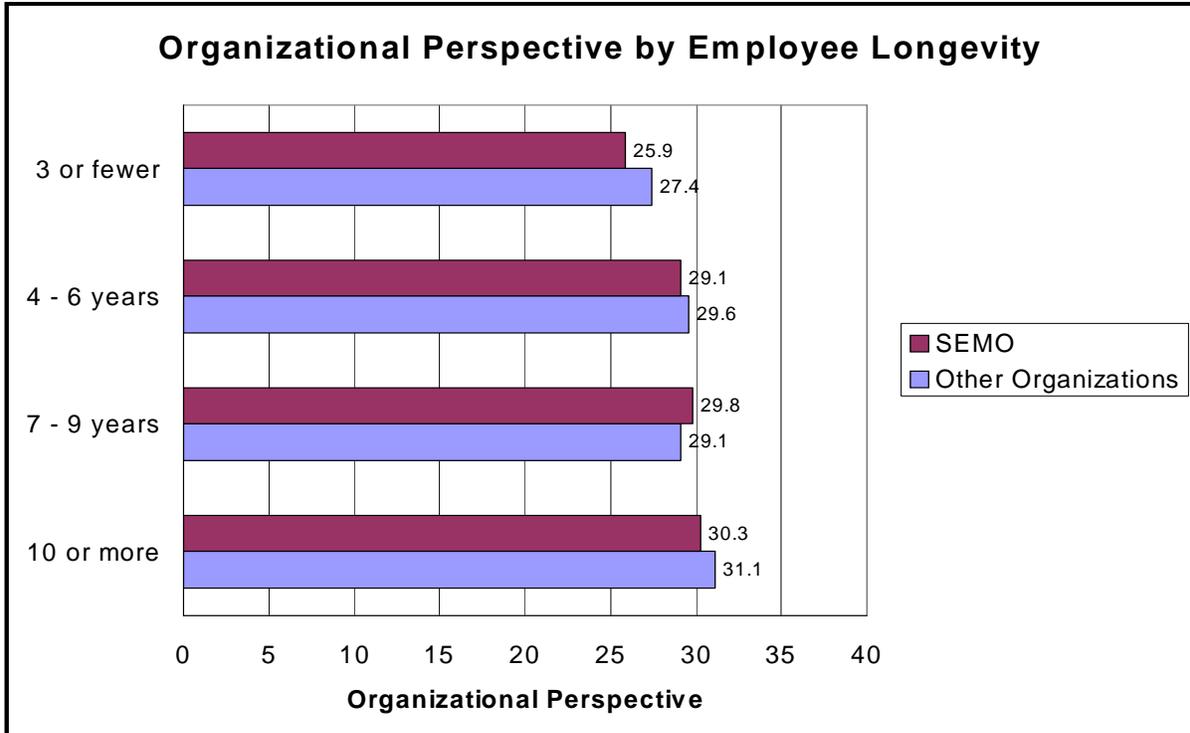
**Organizational Perspective** (or **OP**) is a calculated index of how confident an employee is about knowing fundamental facts about the organization — its programs, enrollment, staffing, competitors, etc. **OP** thereby captures an employee’s perspective on the organization, whether an employee sees and knows “the big picture” or only those more narrow aspects of the organization directly connected with his or her job. **OP** is calculated by adding together the responses on the eight organizational knowledge questions in the survey (whose individual results are presented below), assigning 5 for *Very certain* to 1 for *Very uncertain* (and 0 for *no response*). The maximum possible value for **OP** is 40, the minimum 0. The **OP** index is then used in breaking down the responses to other questions, and can help the organization discover whether and where it needs to target employee development educational programs.

High **OP** scores across groups indicate that respondents are engaged in the life of the institution. They are more likely to collaborate on campus, to understand change, and to be good representatives of the institution in the community. Analysis of differences of perception between and among groups will help with your communication planning. It’s important to understand why communication gaps exist, to surface and discuss assumptions about hierarchy and organizational culture.

It is critical for the success of your organization that individuals develop a broad organizational perspective. Employees who don’t understand how their job fits into the “big picture” of the institution tend to make decisions and take actions that “suboptimize” results — they make the employee’s unit or department “look good” at the expense of broader organizational goals. This is most likely to happen when lots of employees don’t really know very much about the organization’s bigger goals, competitors, operations, and characteristics. Low **OP** scores occur when the organization fails to invest in orienting and training its employees to the “big picture.”

The charts on the next two pages compare Southeast Missouri State University’s Organizational Perspective with that of other organizations that have used *AQIP Examiner*.





Here are the means and standard deviations on individual Organizational Perspective items for Southeast Missouri State University's employee categories, and comparisons with other organizations that have used *AQIP Examiner*. Study these closely for significant differences between the means of two groups. And look for single groups where the S.D. (standard deviation, or average difference from the mean) is high, indicating that there are large differences in Organizational Perspective among the members of that group. This may help you identify where you need to direct your employee development energies — which employees need to be educated about the “big picture.”

Mean OP* of AQIP Examiner respondents		Southeast Missouri State University		Other Organizations	
		Mean	S.D.	Mean	S.D.
	All respondents	28.79	6.4	29.6	5.9
Gender	Male	29.89	6.2	29.55	6.5
	Female	28.14	6.4	29.45	6.4
Job Type	Administrator	34.3	4.6	33.39	5.4
	Faculty Member	29.12	5.9	29.92	5.9
	Professional Staff	27.63	6.4	29.47	6.4
	Support Staff	27.61	6.5	28.07	6.4
	Other	27.08	6.2	25.04	7.5
Longevity	3 or fewer	25.91	6.4	27.45	6.5
	4 - 6 years	29.1	5.6	29.63	6
	7 - 9 years	29.77	5.7	29.17	6.6
	10 or more	30.27	6.2	31.13	6
Status	Full-time	29.1	6.2	30.36	6.2
	Part-time	25.87	6.6	26.53	6.4
	Volunteer (unpaid)	--	--	28.67	4.2

Again, remember that OP, or Organizational Perspective, is a rough, calculated measure of how confident a respondent is that he or she knows “the big picture” for your organization. OP was calculated by adding together the responses on the eight organizational knowledge questions in the survey (whose specific results are presented in the table below), assigning 5 for *Very certain* to 1 for *Very uncertain* (and 0 for *No response*). The maximum possible value for OP is 40, the minimum 0. By itself, the OP score doesn't

tell you in what specific areas employees are knowledgeable or ignorant, but this table may give you clues as to where those areas lie. In the table below, the number in each cell is the average response (from 5 to 1) for this item, with standard deviations in parentheses.

Organizational Perspective by various employee subgroups	All Employees	Full-Time Employees	Part-Time Employees	Volunteer (unpaid)	Administrators	Faculty Members	Professional Staff	Support Staff	Other	Males	Females
Program scope	3.49 (1.03)	3.53 (1.02)	3.11 (1.04)	-- (--)	4.15 (1.05)	3.58 (1.01)	3.29 (0.99)	3.33 (1.02)	3 (0.91)	3.69 (1)	3.37 (1.04)
Area served	4.01 (0.93)	4.03 (0.94)	3.76 (1.06)	-- (--)	4.46 (0.81)	3.97 (0.9)	3.92 (1)	4.01 (0.94)	4 (1.08)	4.07 (0.84)	3.97 (1)
Students served	3.66 (1.06)	3.7 (1.05)	3.29 (1.13)	-- (--)	4.24 (0.93)	3.81 (0.97)	3.5 (1.08)	3.36 (1.13)	3.42 (1.31)	3.87 (1)	3.53 (1.09)
Employees	3.02 (1.17)	3.07 (1.13)	2.64 (1.23)	-- (--)	3.78 (1.09)	3.2 (1.1)	2.64 (1.1)	2.84 (1.19)	2.67 (1.02)	3.27 (1.1)	2.88 (1.17)
Mission and vision	3.73 (1.08)	3.77 (1.04)	3.42 (1.2)	-- (--)	4.5 (0.68)	3.73 (1.07)	3.67 (1.01)	3.55 (1.08)	3.75 (1.09)	3.8 (1.07)	3.69 (1.08)
Organization	3.99 (0.98)	4.04 (0.94)	3.51 (1.17)	-- (--)	4.76 (0.44)	4.02 (0.93)	3.81 (0.98)	3.86 (1.11)	3.75 (0.72)	4.09 (0.95)	3.93 (0.99)
Chief competitors	3.59 (1.08)	3.64 (1.07)	3.13 (1.04)	-- (--)	4.41 (0.67)	3.66 (1.09)	3.43 (1.05)	3.34 (1.06)	3.58 (1.2)	3.79 (1.04)	3.47 (1.08)
Short-range goals	3.3 (1.13)	3.33 (1.13)	3.02 (1.13)	-- (--)	4 (0.72)	3.16 (1.17)	3.35 (1.01)	3.32 (1.13)	2.92 (1.25)	3.31 (1.18)	3.3 (1.08)

### **What defines a process-focused organization?**

Process-focused thinking requires looking at all institutional activities and outcomes as dynamic and interconnected. It balances seeing operations only in terms of persons, departments, and functions. Those who view their work as process have an approach and a vocabulary for improving rather than for assigning blame.

A **process** is an organized group of related activities that together create a result of value to those it serves —its customers.” Processes are what create the results that your students and other stakeholders seek from your organization. The three parts of this definition warrant repeating:

- ◆ A process is a *group* of activities, not just one.
- ◆ A process consists of *related, organized* activities, not just a random collection of actions.
- ◆ The pieces of a process work together *towards a common goal*.

Traditional organizations are structured around departments, and often fail to appreciate the importance of focusing on process. People in one department don't know what their peers in other departments are doing. No one knows or cares that those in other departments are doing related work. People are focused on their own particular set of tasks and responsibilities. In many organizations, no one focuses on seeing or bringing together all the separate activities that produce a particular result. Often, there is no one responsible for managing a key process — for making sure it works, for identifying causes when it fails, and for finding ways to improve it over time.

In higher education, key processes can be extremely complex, and require the cooperation and efforts of many people and departments. *Teaching writing, training employees, or planning and budgeting* are all good examples of complicated processes to which a variety of people and offices contribute. The key processes in most colleges and universities are not operated by any single person, office, or department alone.

For example, a key higher education process is the one in which a college or university helps its students select the academic programs that fits their needs, abilities, aspirations, and time and financial constraints. In most institutions, lots of people in different departments contribute to this process — academic advisors, secretaries and clerks, faculty members, recruiters, the people who create and send out catalogues and recruiting materials, the website managers, and many others are part of this process. Yet it is rare to find an institution where any one person or group has been identified to manage and coordinate this key process, to make sure that all those who contribute to it have similar goals and understanding of what students need and how the institution can meet those needs.

### **How do externally- and internally-directed processes differ?**

There are two types of key processes important in any organization. The first type includes processes that directly benefit the people your college or university was created to serve — your students and the other external “stakeholders” who depend on you to provide services that meet their needs. These other external stakeholders might include businesses for which you train employees or perform research, the families of your students, your community, your state or local governments, and the public or private agencies that fund your organization. How effectively you satisfy the requirements of these external “customers” determines how they perceive your organization, whether they judge it to be a success or a failure in meeting their needs.

Processes that address students and external stakeholders directly are the things your employees do to deliver services to these groups: teaching, advising, counseling, testing, providing community events (like concerts, art shows, lectures), doing research for specific clients (i.e., sponsored research), and others. If the person who benefits directly from a process, such as *teaching writing* or *producing transcripts*, is an “outsider,” then the process falls within this first type.

The second type of processes includes the things your faculty, staff, and administrators do to serve each other. These processes exist to make it possible for your institution to serve its students and other external stakeholders, but they don’t serve outsiders directly. *Producing paychecks, training employees, purchasing and distributing supplies, making tenure decisions, preparing courses, planning and budgeting, lighting classrooms*, and many others are processes that illustrate this second group. Employees are the direct “internal customers” of these processes.

At effective organizations, *all* of the processes in which employees engage fall into one of these two types. If a process doesn’t serve students or other external constituents directly and isn’t necessary internally in order to support the processes that directly serve students or other external constituents, it is a process that could be abandoned without impairing the organization’s ability to do what it exists to do.

Successful organizations have discovered the wisdom of spending time identifying and discussing their key processes. Your faculty, staff, and administrators can ask:

- ◆ Has our organization (institution, college or school, department) documented its key processes in ways that allow others to understand their purpose and operation? Does your documentation answer critical questions such as *What is the purpose or goal of each process? Who is served directly by the process? Who is responsible for tasks within the process? What materials and resources do they require to perform the process effectively? How will the operation and output of the process be measured?*
- ◆ Is there an individual or group clearly and publicly recognized as responsible for managing each of our organization’s key processes? Does everyone know who is responsible for a key process, and who plays a contributing role in its success?
- ◆ How well do people in our organization understand and appreciate the purpose and effectiveness of processes in which they are not directly involved?

### **What characteristics do we believe are important for effective processes?**

Fourteen items in AQIP Examiner asked respondents to explore their understanding of processes. There are no “wrong” answers to the questions in this section, but there are levels of sophistication in the way administrators, faculty, and staff think about the processes by which Southeast Missouri State University accomplishes its work. Differences in responses across groups may indicate different perspectives or assumptions, values shaped by education and work experience. Different views of efficiency or performance excellence may surface as you discuss the responses to the items in this section. The importance of this part of AQIP Examiner lies not in a particular score, but in the opportunity to examine assumptions about process design, efficiency, robustness, capability, training, and results. The pattern of responses to these questions can show an organization that seeks to focus on processes and performance where its opportunities for employee development may lie.

<b>Characteristics of effective processes</b> 5 = Extremely important, 1 = Not very important	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
is well understood by those involved in it	4.54	0.7	4.56	0.7
is designed to achieve its goals with no unnecessary steps	4.03	0.87	4.08	0.87
never or rarely fails to accomplish its intended purpose	3.63	0.89	3.74	0.9
has been in use for a long time	2.65	1.15	2.68	1.15
specifies who does what, and when they do it	4.16	0.87	4.15	0.89
is designed to eliminate bottlenecks and delays	4.33	0.7	4.37	0.71
is designed to recover rapidly when breakdowns occur	4.32	0.7	4.35	0.7
costs less than alternative processes would cost	3.22	1.16	3.33	1.09
is predictable, producing desired results consistently for those served	3.93	0.9	4.01	0.89
is used widely throughout an organization	3.75	1.04	3.83	1.07
is capable of handling the volume of work that must be done	4.4	0.67	4.45	0.7
can handle increases in the volume of work	4.18	0.79	4.26	0.74
results in the kinds and levels of performance that the organization wants	4.27	0.76	4.37	0.7
is one an organization can maintain with available resources	4.14	0.93	4.23	0.87

Organizations that are not conscious of their own key processes often lack a common vision and common terminology. As a result, they can become clumsy and sluggish: their employees and internal departments miscommunicate with each other; mistakes that require rework occur frequently; handoffs between departments generate delays and errors; and no one is in a position to adapt overall process to the needs of students and other external stakeholders.

The next table shows how different employee categories at the organization rated characteristics of effective processes.

<b>Characteristics of effective processes by employee categories</b>											
5 = Extremely important, 1 = Not very important											
Means and (Standard Deviations)											
	All Employees	Full-Time Employees	Part-Time Employees	Volunteer (unpaid)	Administrators	Faculty Members	Professional Staff	Support Staff	Other	Males	Females
is well understood by those involved in it	4.54 (0.7)	4.55 (0.68)	4.47 (0.75)	-- (--)	4.53 (0.61)	4.57 (0.67)	4.46 (0.82)	4.57 (0.62)	4.5 (0.87)	4.46 (0.71)	4.59 (0.69)
is designed to achieve its goals with no unnecessary steps	4.03 (0.87)	4.06 (0.86)	3.73 (0.95)	-- (--)	4.33 (0.58)	3.99 (0.97)	3.96 (0.8)	4.07 (0.86)	3.83 (0.82)	4.01 (0.92)	4.03 (0.9)
never or rarely fails to accomplish its intended purpose	3.63 (0.89)	3.64 (0.87)	3.6 (0.91)	-- (--)	3.69 (0.83)	3.51 (0.92)	3.54 (0.81)	3.95 (0.79)	3.42 (0.74)	3.44 (0.9)	3.75 (0.84)
has been in use for a long time	2.65 (1.15)	2.66 (1.15)	2.56 (1.16)	-- (--)	2.56 (1.12)	2.53 (1.18)	2.59 (1.07)	2.99 (1.08)	2.33 (1.03)	2.55 (1.17)	2.72 (1.11)
specifies who does what, and when they do it	4.16 (0.87)	4.16 (0.85)	4.22 (0.79)	-- (--)	4.24 (0.79)	4.17 (0.9)	4.09 (0.82)	4.21 (0.76)	4 (1.15)	4.08 (0.89)	4.21 (0.85)
is designed to eliminate bottlenecks and delays	4.33 (0.7)	4.34 (0.68)	4.27 (0.69)	-- (--)	4.36 (0.7)	4.3 (0.75)	4.34 (0.6)	4.38 (0.6)	4.33 (0.65)	4.24 (0.71)	4.39 (0.66)
is designed to recover rapidly when breakdowns occur	4.32 (0.7)	4.32 (0.74)	4.27 (0.61)	-- (--)	4.41 (0.71)	4.27 (0.72)	4.34 (0.64)	4.37 (0.66)	4.33 (0.76)	4.21 (0.71)	4.39 (0.67)
costs less than alternative processes would cost	3.22 (1.15)	3.21 (1.14)	3.35 (1.15)	-- (--)	3.26 (1.07)	3.03 (1.2)	3.18 (1.08)	3.63 (1)	3 (1.22)	3.02 (1.18)	3.34 (1.12)
is predictable, producing desired results consistently for those served	3.93 (0.9)	3.93 (0.9)	3.95 (0.8)	-- (--)	3.93 (0.85)	3.85 (0.97)	3.89 (0.8)	4.12 (0.76)	4.08 (0.78)	3.78 (0.92)	4.03 (0.83)
is used widely throughout an	3.75	3.74	3.82	--	3.5	3.65	3.86	3.92	3.83	3.6	3.84

<b>Characteristics of effective processes by employee categories</b>											
5 = Extremely important, 1 = Not very important											
Means and (Standard Deviations)											
organization	(1.04)	(1.06)	(0.95)	( -- )	(1.25)	(1.05)	(0.99)	(0.89)	(1)	(1.07)	(1.01)
is capable of handling the volume of work that must be done	4.4 (0.67)	4.4 (0.71)	4.33 (0.76)	-- ( -- )	4.44 (0.61)	4.37 (0.73)	4.41 (0.7)	4.43 (0.64)	4.25 (0.83)	4.28 (0.71)	4.47 (0.65)
can handle increases in the volume of work	4.18 (0.79)	4.19 (0.79)	4.11 (0.69)	-- ( -- )	4.36 (0.64)	4.09 (0.79)	4.21 (0.78)	4.27 (0.75)	4.17 (0.78)	4.02 (0.8)	4.28 (0.74)
results in the kinds and levels of performance that the organization wants	4.27 (0.76)	4.27 (0.78)	4.26 (0.69)	-- ( -- )	4.4 (0.68)	4.18 (0.87)	4.32 (0.71)	4.33 (0.64)	4.33 (0.87)	4.13 (0.83)	4.35 (0.73)
is one an organization can maintain with available resources	4.15 (0.88)	4.16 (0.9)	4 (0.95)	-- ( -- )	4.23 (0.72)	4.12 (0.9)	4.07 (0.91)	4.25 (0.9)	4 (1.13)	4.03 (0.91)	4.21 (0.91)

**How do the AQIP criteria group related processes together?**

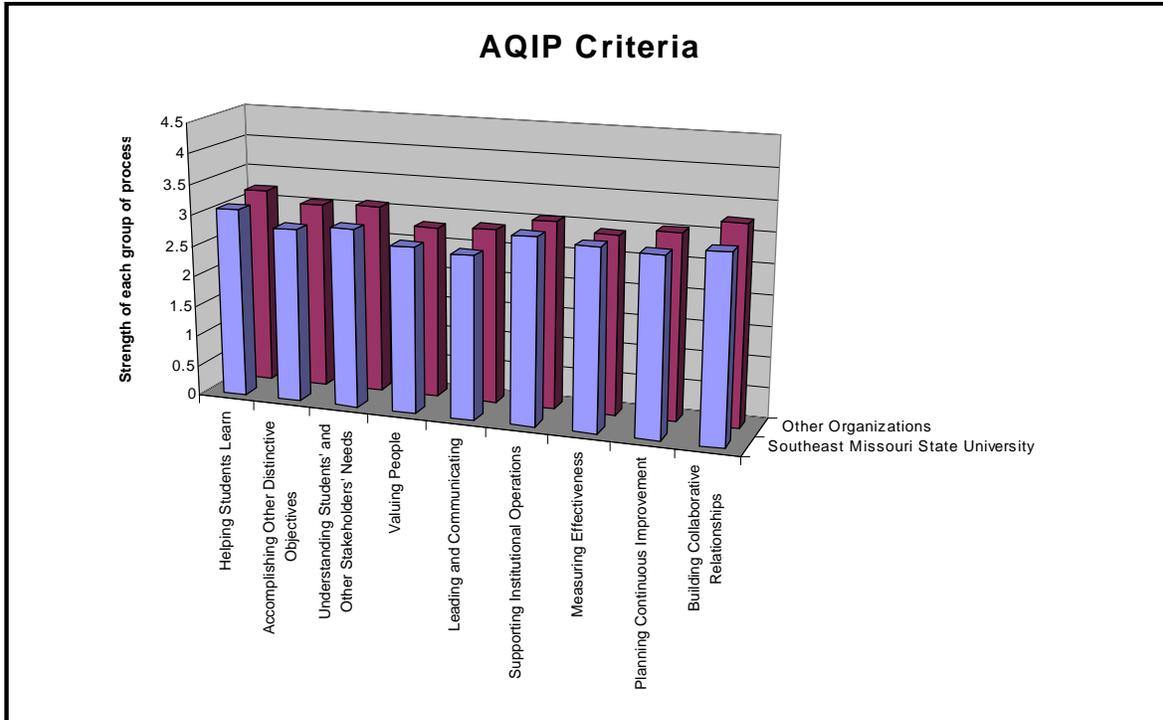
AQIP Examiner employs the Academic Quality Improvement Program’s nine Criteria. Each Criterion consists of a group of questions asking about a group of related processes, such as “Helping Students Learn” (Criterion 1), which examines the processes by which an institution creates academic programs and delivers them to students. These Criteria provide a framework for defining and measuring high performance. Viewed together, Criteria scores offer a systems profile of your institution.

The AQIP criteria’s process questions are represented in AQIP Examiner by 50 items, each specifying an organizational process that must be ranked from 5 = *Very effective*, to 1 = *Very ineffective*. Each item relates to one of the nine AQIP criteria, and the nine indices constructed from these responses allow an organization to see where its employees think its strengths and opportunities for improvement lie in relation to the major progress groups named in the AQIP criteria.

Together, the nine AQIP criteria provide “buckets” in which all of an institution’s key processes can be sorted for scrutiny. Other quality-improvement-focused schemes for analyzing organizational processes include the Malcolm Baldrige National Quality Award Criteria and the International Standards Organization’s ISO 9000 program.

**In which process areas are we now effective and where could we improve?**

This chart graphically shows how Southeast Missouri State University’s employees evaluated each group of processes and displays the comparable evaluation done by the employees of all other organizations that have used AQIP Examiner.



Here are the specific numbers represented in the graph above, as well as the standard deviations for each Criterion. (A high standard deviation indicates little agreement among those responding to the items in a given Criterion.)

The AQIP Criteria 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
Helping Students Learn	3.09	1.18	3.21	1.15
Accomplishing Other Distinctive Objectives	2.84	1.13	3.05	1.11
Understanding Students' and Other Stakeholders' Needs	2.92	1.16	3.09	1.12
Valuing People	2.71	1.26	2.81	1.28
Leading and Communicating	2.66	1.18	2.86	1.22
Supporting Institutional Operations	3.03	1.13	3.06	1.14
Measuring Effectiveness	2.95	1.15	2.92	1.15
Planning Continuous Improvement	2.91	1.18	3.04	1.14

	Southeast Missouri State University		Other Organizations	
Building Collaborative Relationships	3.03	1.15	3.25	1.16

Most institutions find differences among responses by groups. From this table, you should explore difference between groups to find gaps that limit communication as well as performance. In addition, the comments by respondents will enrich your interpretation of numeric scores and assist in framing dialogue and focusing improvement initiatives.

Here are the mean employee rankings on the AQIP criteria for different employee categories.

The AQIP Criteria broken down by employee category											
5 = Very effective process, 1 = Very ineffective process											
(Mean and standard deviations)											
Southeast Missouri State University	All Employees	Full-Time Employees	Part-Time Employees	Volunteer (unpaid)	Administrators	Faculty Members	Professional Staff	Support Staff	Other	Males	Females
Helping Students Learn	3.09 (1.18)	3.1 (1.19)	2.94 (1.17)	-- (--)	3.44 (1.15)	2.98 (1.2)	3.06 (1.14)	3.24 (1.16)	2.83 (1.09)	3.03 (1.21)	3.13 (1.16)
Accomplishing Other Distinctive Objectives	2.84 (1.12)	2.85 (1.13)	2.7 (1.04)	-- (--)	3.17 (1.11)	2.63 (1.17)	2.84 (1.03)	3.12 (1.07)	2.89 (0.8)	2.73 (1.17)	2.91 (1.1)
Understanding Students' and Other Stakeholders' Needs	2.92 (1.16)	2.91 (1.16)	3.01 (1.14)	-- (--)	3.13 (1.16)	2.92 (1.16)	2.84 (1.1)	2.92 (1.17)	2.87 (1.11)	2.95 (1.12)	2.9 (1.18)
Valuing People	2.71 (1.26)	2.7 (1.25)	2.86 (1.28)	-- (--)	3.06 (1.15)	2.63 (1.28)	2.58 (1.2)	2.82 (1.28)	2.98 (1.24)	2.74 (1.27)	2.69 (1.25)
Leading and Communicating	2.66 (1.18)	2.65 (1.18)	2.71 (1.22)	-- (--)	3.09 (1.13)	2.47 (1.21)	2.73 (1.08)	2.76 (1.19)	2.67 (0.93)	2.65 (1.17)	2.66 (1.19)
Supporting Institutional Operations	3.03 (1.13)	3.04 (1.12)	2.97 (1.13)	-- (--)	3.4 (1.06)	2.99 (1.17)	2.93 (1.05)	3.05 (1.11)	3.08 (1.17)	3.05 (1.11)	3.02 (1.14)

<b>The AQIP Criteria broken down by employee category</b>											
5 = Very effective process, 1 = Very ineffective process											
(Mean and standard deviations)											
Measuring Effectiveness	2.95 (1.16)	2.95 (1.16)	2.93 (1.14)	-- (--)	3.49 (1.16)	2.77 (1.17)	3.01 (1.08)	3.01 (1.1)	2.84 (1.02)	2.89 (1.19)	2.99 (1.13)
Planning Continuous Improvement	2.91 (1.18)	2.92 (1.18)	2.81 (1.16)	-- (--)	3.33 (1.03)	2.69 (1.25)	3.03 (1.04)	3.07 (1.15)	2.71 (0.96)	2.85 (1.21)	2.95 (1.16)
Building Collaborative Relationships	3.03 (1.15)	3.04 (1.16)	2.84 (1.21)	-- (--)	3.48 (1.07)	2.86 (1.16)	3.09 (1.11)	3.11 (1.16)	2.9 (0.95)	2.96 (1.19)	3.07 (1.14)

People who have worked longest in an organization often have the most experience with its processes, but new employees often see things more freshly than those with a long institutional history. Here are employee rankings for each of the AQIP criteria, broken down by the number of years an employee has served the organization.

<b>The AQIP Criteria</b> <b>broken down by employee length of service*</b> 5 = Very effective process, 1 = Very ineffective process	3 or fewer years	4-6 years	7-9 years	10 or more years
Helping Students Learn	3.24	3.09	3.21	2.99
Accomplishing Other Distinctive Objectives	3.04	2.99	2.7	2.71
Understanding Students' and Other Stakeholders' Needs	3.08	3.07	2.7	2.82
Valuing People	3.03	2.81	2.58	2.52
Leading and Communicating	3.02	2.74	2.54	2.47
Supporting Institutional Operations	3.25	3.05	3.1	2.9
Measuring Effectiveness	3.2	3.11	2.82	2.79
Planning Continuous Improvement	3.13	2.99	2.8	2.8
Building Collaborative Relationships	3.22	3.19	2.98	2.87

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Finally, here are employee rankings for each of the AQIP criteria, broken down by the employees' Organizational Perspective — whether they see the “big picture” or are focused on the details surrounding their job. Those with the broadest perspective (i.e., an OP score of more than 20, or “OP>20”) may be best positioned to distinguish the areas in greatest need of institutional attention.

The AQIP Criteria broken down by Organizational Perspective* 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	OP>20	OP<=20	OP>20	OP<=20
Helping Students Learn	3.13	2.5	3.24	2.78
Accomplishing Other Distinctive Objectives	2.86	2.06	3.06	2.49
Understanding Students' and Other Stakeholders' Needs	2.97	2.49	3.12	2.56
Valuing People	2.75	2.4	2.86	2.4
Leading and Communicating	2.71	2.36	2.92	2.35
Supporting Institutional Operations	3.04	2.66	3.09	2.57
Measuring Effectiveness	2.97	2.51	2.95	2.57
Planning Continuous Improvement	2.92	2.38	3.05	2.43
Building Collaborative Relationships	3.04	2.63	3.24	2.68

### **How effective are our key processes in each of these areas?**

In the sections that follow, you can examine the specific results for each Criterion. The tables below compare Southeast Missouri State University's employee ratings of key processes with the mean response to each item from all other organizations that have used *AQIP Examiner*.

Following each table are comments about the items it contains. These brief statements on each question are intended to stimulate — not to limit — further discussion at Southeast Missouri State University concerning the implications of this data. Where processes are widely known and perceived as effective, the institution may have realized success upon which to build. As you search for opportunities for improvement, don't neglect recognizing and appreciating your institution's achievements and strengths. Work consciously to preserve these strengths as you work to improve the less effective process areas.

### **Key processes involved in *Helping Students Learn*, AQIP criterion 1**

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Criterion focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate,

academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and improvement efforts.

The AQIP Criterion 1: Helping Students Learn 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
ensuring that our learning objectives for students are aligned with our institution's mission, vision, and philosophy.	3.3	1.14	3.46	1.06
reaching agreement on our common student learning objectives.	3.1	1.11	3.25	1.06
designing new academic programs.	3.16	1.18	3.25	1.16
placing students in courses for which they are appropriately prepared.	3.26	1.16	3.17	1.21
keeping our students aware of our learning and performance objectives.	3.18	1.09	3.3	1.07
defining good teaching.	2.67	1.26	2.95	1.17
ensuring that our faculty members have the skills and resources they need to teach well.	2.93	1.23	3.19	1.14
collecting and analyzing regularly a set of measures of students' learning -- to assess what our students have actually learned.	3.12	1.16	3.11	1.17

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

- ◆ *ensuring that our learning objectives for students are aligned with our institution's mission, vision, and philosophy*

Every institution's mission, vision, values, and philosophy, as communicated through its words and actions, should make clear what it is trying to do for its students - intellectually, morally, spiritually, socially, economically, or in whatever other ways the institution tries to influence their minds and lives. It is critical to make certain that the learning objectives for specific academic programs and courses embody and support that institutional perspective.

- ◆ *reaching agreement on our common student learning objectives.*

Decision-making is an important process. How an institution agrees on common learning objectives offers insight into how critical and sometimes-difficult decisions about the learning needs of all

students are made. Since these decisions involve dialogue among disciplines, they raise questions about student-focus and collaborative relationships. Discussion of this question may surface issues related to the purposes of common learning as well as how the institution reaches other decisions that require crossing divisional or departmental lines. Without a process to make these decisions, assessing student learning is impossible.

◆ *designing new academic programs.*

Processes for designing new academic programs determine how an institution responds to the changing needs of existing students or to new student groups. Because these processes are closely related to the integrity of institutional mission, strategic objectives, resources, and academic priorities, they should be explicit, effective, and understood across the campus. Addressing program design may raise questions about competitive environment, resource priorities, student needs, the evolution of disciplines, and academic standards.

◆ *placing students in courses for which they are appropriately prepared.*

How well students are placed in courses helps determine their success. Effective placement requires processes for understanding students' abilities and preparation, course and program approaches and expectations, as well as scheduling. Perceptions of placement of students may raise questions about whether the institution has designed effective systems for assessing student academic needs or for insuring that students are able to enroll in the courses they need. Processes related to selecting and training advisors may be involved as well.

◆ *keeping our students aware of our learning and performance objectives*

Students who know what is expected of them are more engaged in learning. Ongoing communication helps students understand expectations and strengthens the institution's identity as a community of learners. Failure to provide this communication is sometimes interpreted as "erosion of standards." Discussion may surface issues of how well learning and performance objectives have been designed and formulated for communication. Explore the variety of means that can be used to communicate these objectives to students.

◆ *defining good teaching*

High performing institutions know how to define good teaching. They continually measure and trend performance, open dialog on best practices, and provide recognition for excellence. Key questions are whether processes for defining good teaching are explicit, well developed, and have the active support of faculty, administration, staff, and students.

◆ *ensuring that our faculty members have the skills and resources they need to teach well.*

Effective academic planning ensures that faculty members are prepared with the skills and resources to help students learn. Implications may include institutional budgeting priorities, systems for assessing faculty needs, training and development programs, as well as awareness of evolving disciplines, techniques and technologies.

◆ *collecting and analyzing regularly a set of measures of students' learning -- to assess what our students have actually learned.*

Assessing student learning provides the institution, its students, and other stakeholders with assurance that its academic mission is being fulfilled. Without such measures, improvement is difficult to define. A key question is not whether measures exist, but if they are meaningful in

assessing what students have actually learned. How analysis is conducted, results analyzed and communicated, and targets for improvement set may also arise.

### **Key processes involved in Accomplishing Other Distinctive Objectives, AQIP criterion 2**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives; alignment of other distinctive objectives; faculty and staff roles; assessment and review of objectives; measures; analysis of results; and improvement efforts.

Do not *assume* that *everyone* shares an appreciation of the importance that *you* attribute to such activities as research, community involvement, professional activity, and similar work. To have a productive discussion of this Criterion, you need to make sure everyone has the *same* key "distinctive objectives" of your institution in mind.

The AQIP Criterion 2: Accomplishing Other Distinctive Objectives 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
aligning our distinctive strategic initiatives with our institutional mission, vision, and philosophy.	3.05	1.1	3.27	1.07
ensuring that our distinctive strategic initiatives complement our student learning goals.	2.96	1.07	3.15	1.05
determining what distinctive strategic initiatives to pursue.	2.77	1.16	3.04	1.1
communicating the goals of our distinctive strategic initiatives to our internal and external constituencies.	2.71	1.12	2.93	1.14
agreeing on and regularly analyzing a set of measures of our other strategic initiatives.	2.7	1.16	2.85	1.12

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

- ◆ *aligning our distinctive strategic initiatives with our institutional mission, vision, and philosophy.*

An institution's distinctive strategic objectives, beyond helping students learn, should be explicitly aligned with mission, vision, and philosophy. Failure to align (or to communicate alignment) may lead to perceptions that actions are "out of sync" with mission, or that the institution's identity is at risk through failure to resolve competing priorities, interests or values. Questions of how mission and vision guide institutional life in all areas may arise.

◆ *ensuring that our distinctive strategic initiatives complement our student learning goals.*

The relationship of learning to other strategic objectives raises issues of purpose, coherence, image, identity, and integrity. It stimulates questions about how broadly or narrowly an institution of higher learning identifies its stakeholders, defines its mission, articulates its history and traditions, and develops systems for response to new opportunities. Other activities can support learning, or pull attention and resources away from it.

◆ *determining what distinctive strategic initiatives to pursue.*

The processes by which an institution decides to pursue distinctive strategic initiatives reflect how mission, competence, talent, resources, and stakeholder needs are integrated. Explicit knowledge and positive evaluation of these decision-making processes is a mark of a high performing institution. Widely divergent or negative perceptions of planning may signal poor communication of processes or disagreement with past decisions. Questions about assigning priorities to competing stakeholder needs in deciding on distinctive strategic initiatives may arise.

◆ *communicating the goals of our distinctive strategic initiatives to our internal and external constituencies*

Since together they contribute significantly to institutional identity, goals for distinctive strategic initiatives ought to be effectively communicated internally and externally. Communicating goals, especially their relationship to mission objectives, affects stakeholders’ motivation to contribute to achieving them. Different perceptions of communication across groups may indicate that some constituencies may be left out of communications planning. Questions about standards for the overall effectiveness of communication systems may arise.

◆ *agreeing on and regularly analyzing a set of measures of our other strategic initiatives*

Processes for agreeing upon and analyzing measures for performance on strategic initiatives underlie the institution’s ability to evaluate strategies, measure success, implement improvements or change direction. In analyzing evaluation of these processes, issues may arise about whether effective tools and techniques for making decisions and establishing measures are employed, as well as how results are trended over time and improvement targets or performance standards are set. Without measures, real progress can’t be perceived.

**Key processes involved in Understanding Students’ and Other Stakeholders’ Needs, AQIP criterion 3**

*Understanding Students’ and Other Stakeholders’ Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and improvement efforts.

The AQIP Criterion 3: Understanding Students’ and Other Stakeholders’ Needs  5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.

	Southeast Missouri State University		Other Organizations	
identifying which groups to serve.	3.22	1.11	3.35	1.05
listening to the specific needs and requirements of those groups we serve.	2.95	1.14	3.15	1.12
identifying and responding to the changing needs of those groups we serve.	2.91	1.11	3.1	1.1
systematically collecting and analyzing the complaints we receive in order to improve.	2.74	1.21	2.8	1.2
measuring the satisfaction of those we serve.	2.77	1.13	3	1.13

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *identifying which groups to serve*

Identifying which groups to serve is an important element of defining an institution's mission objectives. Processes for matching needs of those served to institutional capabilities are critical to effectiveness and integrity. Critical issues and assumptions about explicit awareness of students and other stakeholders in developing strategic focus may be raised by discussion of this process.

◆ *listening to the specific needs/requirements of those groups we serve.*

High performing institutions know they can't be all things to all people, and so they systematically use tools and techniques to hear the needs and requirements of the groups they serve. Without these, institutions may substitute guesswork for what they should know to design and deliver programs and services, as well as to measure satisfaction. Reflection on how the institution listens and uses what it hears may raise key questions about the effectiveness of processes underlying student and stakeholder focus.

◆ *identifying and responding to the changing needs of those groups we serve.*

Listening to groups served is an ongoing process: as times change, so do people's needs. Institutions that track changing needs and requirements and respond effectively gain strategic advantage. Responses to this issue may surface assumptions about change, institutional adaptability, and constancy of purpose.

◆ *systematically collecting and analyzing the complaints we receive in order to improve.*

Complaints enable high performing institutions to make positive changes in services and programs. Where complaints are feared or ignored, important information for improvement is lost. A well-developed, objective system for collecting and analyzing complaints — and acting upon them — contributes to a culture of service. A key question is how the institution facilitates rather than buries complaints, as well as how it focuses on process improvement rather than blaming employees for making mistakes.

◆ *measuring the satisfaction of those we serve.*

Measures of satisfaction allow an institution to know how well it is succeeding in quality objectives: meeting the needs and requirements of those it serves. Satisfaction measurement is a key indicator of a developing quality system. Questions that may arise include whether satisfaction is measured for all groups served, whether instruments and techniques are well developed, and how frequently feedback is collected and analyzed for planning and setting improvement targets.

**Key processes involved in Valuing People, AQIP criterion 4**

*Valuing People* explores your institution's commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation, recognition, reward, compensation, and benefits; motivation factors; satisfaction; health, safety, and well-being; measures; analysis of results; and improvement efforts.

The AQIP Criterion 4: Valuing People 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
hiring people who share our mission, vision and philosophy.	3.09	1.18	3.23	1.23
providing our people with the training and development opportunities they need to be successful in their jobs.	3.26	1.2	3.19	1.27
aligning individual performance assessment and feedback with institutional objectives.	2.78	1.26	2.85	1.21
motivating faculty, staff and administrators to improve their own performance.	2.44	1.23	2.64	1.25
addressing faculty, staff and administrator job satisfaction and morale.	2.17	1.14	2.42	1.22
gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.	2.49	1.16	2.5	1.23

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *hiring people who share our mission, vision and philosophy.*

The mission, vision, and philosophy of an institution are lived by its employees — in what they believe about their jobs, how they relate to one another, in how they serve. High performing

institutions develop systems to hire people with both necessary skills and values that are good “fits” with the organization’s needs. Perceptions of performance in this area may differ, depending upon how individuals recall their own hiring process, level of satisfaction with new hires, or level of understanding of mission-based expectations. Key issues are how mission, vision and philosophy are understood, and how they are translated into processes for hiring.

- ◆ *providing our people with the training and development opportunities they need to be successful in their jobs.*

Providing training and development for job success across the institution enhances both performance and morale. The opportunity to learn new things on the job is an important priority for most faculty and many staff. Areas for consideration include which groups may perceive their training and development opportunities as limited, how training and development needs are determined, and whether an effective system for delivery of training is in place. Issues of technology as a driver of and solution to training needs may also arise.

- ◆ *aligning individual performance assessment and feedback with institutional objectives.*

Aligning performance feedback with institutional objectives allows individuals to understand how they contribute to organizational success. How well this alignment is accomplished across the institution depends upon whether objectives are meaningfully communicated and practically translated for every unit, function, and level.

- ◆ *motivating faculty, staff and administrators to improve their own performance.*

A quality culture depends upon individuals who evaluate and improve their own performance in light of systems and service requirements. High performing institutions create a climate and an environment that encourage and support members’ intrinsic motivations to improve. Assessment of performance in this area may raise questions about how groups define performance excellence, and how measures and motivations may differ or converge.

- ◆ *addressing faculty, staff and administrator job satisfaction and morale.*

High performing institutions create working conditions that enhance job satisfaction and instill a spirit of service. Addressing job satisfaction and morale requires feedback and response systems based upon accurate knowledge of factors that influence the quality of work life for each group. Wide variation in responses across groups may signal that a more systemic approach is needed. Issues that may arise in analyzing responses on the effectiveness of these processes include how the institution knows what affects the morale of each group, how it monitors satisfaction, and how it responds to specific problems.

- ◆ *gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.*

In valuing people, gaps between espoused values and actual organizational performance can erode morale. High performance requires establishing a valid set of measures for key human resources processes, trending results, and establishing targets for improvement. Questions that may arise in addressing measurement may include how key measures are established, what tools and techniques are employed in data collection, and how results and improvement targets are communicated to stakeholders.

### **Key processes involved in *Leading and Communicating*, AQIP criterion 5**

*Leading and Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities; communicating activities; alignment of leadership system practices, institutional values and expectations; direction setting; future opportunity seeking; decision making; use of data; leadership development and sharing; succession planning; measures; analysis of results; and improvement efforts.

The AQIP Criterion 5: Leading and Communicating 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
creating opportunities for faculty and staff to learn and practice leadership skills.	2.95	1.2	3.04	1.18
making certain that leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.	2.7	1.16	2.95	1.23
making sure that everyone understands and values the mission, goals, and direction of the institution.	2.75	1.14	3.16	1.21
ensuring that leaders weigh relevant information and performance results in making decisions.	2.54	1.19	2.75	1.19
making sure that leaders communicate decisions, strategies, and performance objectives throughout the organization.	2.58	1.19	2.74	1.19
measuring how well our systems for leading and communicating are working.	2.37	1.14	2.43	1.13

AQIP Examiner asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *creating opportunities for faculty and staff to learn and practice leadership skills.*

Leadership is distributed throughout collaborative institutions. It is not confined to those at the top. Faculty and staff need to be supported in learning and exercising leadership skills. Assessing opportunities for learning and practicing leadership raises questions of how leadership and empowerment are defined on campus, as well as how training and development resources are appropriately allocated for involvement.

◆ *ensuring leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.*

Leadership for high performance sets a “tone at the top” for service, ethical conduct, and awareness of responsibility to the larger community. Leadership provides assurance to students and stakeholders, internal and external, that the institution adheres to a consistent set of values.

Assessment of this process may raise issues of how standards are set, how involvement of board and senior leaders is ensured, as well as issues about the means, frequency, consistency, and effectiveness of communication.

- ◆ *ensuring everyone understands and values the mission, goals, and direction of the institution.*

For high performance, mission, goals and direction have to be communicated and understood in such a way as to motivate everyone to actively participate in their attainment. Exploration of how understanding is assured may raise questions about what communication channels are employed, how these are credibly linked to performance standards, and whether they are appropriately gauged to institutional culture.

- ◆ *ensuring that leaders weigh relevant information and performance results in making decisions.*

Ensuring that leaders weigh relevant information should be addressed at a systems level. Leadership decisions based on agreed-upon, reliable sources of information, including performance results, are sounder and more easily communicated than those based upon “impressions” or fragmented data. In evaluating decision making, questions of how strategic priorities are weighed and alternative interpretations of data are explored, as well as how the logic of decisions is communicated may arise.

- ◆ *ensuring that leaders communicate decisions, strategies, and performance objectives throughout the organization.*

Quality-based institutions meet the need of persons at every level to know the decisions, directions, and performance standards of the organization. Reflection on leaders’ communication may lead to questions of whether coherent communication planning takes place, what channels are employed, and how messages are framed. Variation of response across groups on communication effectiveness may raise issues of stakeholder focus.

- ◆ *measuring how well our systems for leading and communicating are working.*

High performing institutions recognize need for a systemic approach to leading and communicating, and so identify and develop measures and indicators of effective processes. Perceptions of these processes will depend upon how well performance standards and measures have been established and results communicated.

### **Key processes involved in Supporting Institutional Operations, AQIP criterion 6**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support; administrative support; identification of needs; contribution to student learning and accomplishing other distinctive objectives; day-to-day operations; use of data; measures; analysis of results; and improvement efforts.

The AQIP Criterion 6: Supporting Institutional Operations 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
identifying the needs of students for support services.	3.39	1.01	3.4	1.05

	Southeast Missouri State University		Other Organizations	
providing and managing support services that meet the needs of students.	3.42	1.01	3.4	1.08
identifying the support service needs of faculty, staff, and administrators.	2.8	1.14	2.85	1.15
providing and managing support services that meet the needs of faculty, staff, administrators.	2.8	1.1	2.89	1.11
regularly evaluating how well our student and administrative support services work.	2.77	1.14	2.74	1.11

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *identifying the needs of students for support services.*

Different student segments may have radically different needs. Understanding of students' needs for support services is based upon feedback from students and the systems that serve them, including assessment of academic preparation, tracking of progress, and communication to service providers. Evaluating systems for identifying student needs may raise issues of student recruitment, performance expectations, and enrollment management.

◆ *providing and managing support services that meet the needs of students.*

Providing and managing support services are processes that depend upon appropriate design that is based upon needs, funding related to priorities established in planning, and operational effectiveness in delivery. Analysis of responses to service delivery may raise questions of how services complement learning objectives, whether and how satisfaction with services is measured, results communicated, and improvements sought.

◆ *identifying the support service needs of faculty, staff, and administrators.*

To identify the support needs of faculty, staff, and administrators, an organization must know what they require to accomplish their work well. High performing institutions understand the stated needs of these groups in the context of delivery systems, processes, and performance standards. Questions may arise about how needs are regularly audited, as well as how this listening is related to planning—especially for technology.

◆ *providing and managing support services that meet the needs of faculty, staff, administrators.*

Providing and managing support services that meet the needs of faculty, staff and administrators depends upon effective design, planning, and delivery. Since these services are most often provided by internal operations, questions of service orientation (i.e., seeing other employees as suppliers or those served), collaborative relationships, and systems for continual improvement may arise.

◆ *regularly evaluating how well our student and administrative support services work.*

Evaluating support services requires performance measures of operational effectiveness in meeting needs, efficiency, and satisfaction. Questions that may arise in discussing service evaluation may include how planning for service takes place, how performance measures are established, how results are analyzed and targets for improvement set. "Internal customers" may need systematically to evaluate those who serve them.

### **Key processes involved in *Measuring Effectiveness*, AQIP criterion 7**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and improvement efforts.

The AQIP Criterion 7: Measuring Effectiveness 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
collecting, storing, and distributing data and information to those who need it.	3.14	1.15	3.15	1.16
establishing a set of key institutional measures for tracking effectiveness in achieving the institution's mission and goals.	3.02	1.11	2.97	1.1
determining and responding to the data needs of our departments and organizational units.	2.96	1.16	2.92	1.13
analyzing performance data and sharing results throughout the institution.	2.82	1.15	2.8	1.14
measuring and evaluating how well our data collection, storage, and distribution system works.	2.79	1.15	2.71	1.14

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

- ◆ *collecting, storing, and distributing data and information to those who need it.*

Collecting, storing and distributing information effectively requires technical capability and proficiency as well as a service orientation. As you evaluate your information systems, issues concerning vendor quality, alignment with strategic objectives, and the fit between technology training systems and personnel may arise.

- ◆ *establishing a set of key institutional measures for tracking effectiveness in achieving the institution's mission and goals.*

All institutions employ a wide variety of measures to accomplish their work. High performing institutions define their key measures of effectiveness. These are sometimes seen as a “dashboard” or “scorecard” that provides leaders and stakeholders with continuous feedback on performance. The number of measures is limited for ongoing, focused attention, and meaningful response. In order to establish key measures, an institution must understand its strategic objectives, systems and key processes. Evaluation may raise questions of whether key measures have been defined, how they are established and communicated, how they are linked to other measures employed in the institution, and how useful they are in operations and planning.

- ◆ *determining and responding to the data needs of our departments and organizational units.*

Determining and responding to data needs requires listening to the voice of the data user, understanding the processes and needs of various organizational departments and units. Questions that may arise include how departments and units use data, how they generate meaningful measures and analyze results, how they understand and articulate their own data needs, and what their requirements are for data access and formats.

- ◆ *analyzing performance data and sharing results throughout the institution.*

Analysis of performance data should take place throughout any effective institution. High performance requires disciplined focus, analysis, and sharing of results. Questions may arise of how results on key indicators and measure are communicated, how success is interpreted, how targets are established and improvements sought, and how performance data are evaluated and used for improvement.

- ◆ *measuring and evaluating how well our data collection, storage, and distribution system works.*

Evaluation of data collection, storage, and distribution is a critical element in building quality systems and quality culture. Accurate, readily available information is the prerequisite for understanding and improving processes. High variation in responses to this item may indicate that the present system is limited, or that some respondents are dissatisfied with aspects of information services and seek means of improvement.

### **Key processes involved in Planning Continuous Improvement, AQIP criterion 8**

*Planning Continuous Improvement* examines your institution’s planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and improvement efforts.

The AQIP Criterion 8: Planning Continuous Improvement 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
reviewing our mission, vision, and philosophy in light of changing priorities and conditions.	3.04	1.22	3.23	1.13
developing strategies that deal with institutional challenges and opportunities.	3	1.18	3.18	1.09
translating our strategic objectives into concrete, achievable action plans.	2.93	1.12	3.04	1.13
communicating our strategies and action plans throughout the organization.	2.84	1.19	2.93	1.16
evaluating our systems for planning.	2.74	1.15	2.81	1.12

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

- ◆ *reviewing our mission, vision, and philosophy in light of changing priorities and conditions.*

High performing institutions periodically revisit their mission, vision and philosophy — in light of changes in their students and stakeholders. Why the institution exists, what it wants to become, and how it pursues its objectives are reviewed in light of changes in higher education’s competitive environment, market forces, technology, and student requirements. In evaluating processes for mission review, questions of involvement of stakeholders, effectiveness of environmental scans, cycle times for review and protocols for making change, as well as institutional identity and continuity may arise.

- ◆ *developing strategies that deal with institutional challenges and opportunities.*

Developing effective strategies depends upon the institution’s understanding of its competitive environment. High performing institutions regularly conduct environmental scanning and interpret challenges and opportunities in light of existing resources and systems. In evaluating strategies, questions may arise about the institution’s flexibility and strategic orientation, its knowledge of internal strengths and weaknesses, and the sophistication of its scanning and planning techniques.

- ◆ *translating strategic objectives into concrete, achievable action plans*

Strategic planning is effective only when it can be translated into tactics. Strategy has practical meaning when institutions know what, specifically, they need to do to succeed in achieving their strategies. In evaluating action planning, questions may arise of whether risks and resource requirements are adequately assessed, how effectively plans are deployed, whether those asked to carry out plans have sufficient skills in project management, and whether the institution’s is more inclined to action or “ritualized” contemplation.

◆ *communicating our strategies and action plans throughout the organization.*

High performing institutions communicate their priorities and the actions required to attain them. Effective communication provides the “big picture” for people across the organization, enabling them to see how their roles in operations or action projects contribute to the institution’s success. Questions may arise concerning whether communication planning is part of strategy development, how clearly strategic priorities and actions are communicated to employees at every level, and how groups within departments and units meaningfully interpret their parts in organizational strategies and tactics.

◆ *evaluating our systems for planning.*

Effective planning depends upon a cycle of improvement that includes measures of success. Planning itself should be continually improved. Questions that may arise in evaluating planning systems include how the institution is “in touch” with its environment; how well its statements of aspiration match its measured performance; how clear people’s roles in planning are; whether plans and strategies adopted turn out to be successful; and whether employees’ attitudes toward planning, change, and action are positive.

**Key processes involved in *Building Collaborative Relationships*, AQIP criterion 9**

*Building Collaborative Relationships* examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and improvement efforts.

The AQIP Criterion 9: <i>Building Collaborative Relationships</i> 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
establishing collaborative relationships with business, industry, and community organizations.	3.29	1.11	3.59	1.08
building collaborative relationships with other educational organizations, including those that send us students and those that receive our graduates.	3.13	1.17	3.56	1.04
building internal collaborative relationships across different departments and organizational units.	2.78	1.2	2.82	1.2
establishing partnerships with vendors, service providers, and contractors.	3.18	1.11	3.37	1.06
evaluating our systems for building collaborative relationships.	2.73	1.1	2.87	1.12

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at [inst] in the table above, begin to identify where you might

find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *establishing collaborative relationships with business, industry, and community organizations.*

Institutions depend upon relationships with internal and external stakeholders to improve operations, obtain resources, and effectively pursue their missions. Healthy institutions are aware of their strategic and community environments. They actively pursue collaborations that advance mission objectives. Reflection on results for collaboration with business, industry and community may surface issues of performance in communicating the existence and rewards of such relationships, as well as in establishing and maintaining them for mutual benefit.

◆ *building collaborative relationships with other educational organizations, including those that send us students and those that receive our graduates.*

Relationships with other educational organizations may include partnerships for program development, memberships in consortia or communities of practice, as well as collaborations with those who prepare students to enter the institution or who receive its graduates. Reviewing effectiveness of processes for developing such relationships may raise issues of criteria for partnering or institutional membership in collaborative groups, as well as of how needs and expectations of those supplying or receiving students are identified and communicated — what other enterprises call “supply-chain management.”

◆ *building internal collaborative relationships across different departments and organizational units.*

Collaborative relationships across the institution strengthen a culture of service, enhance appreciation of the work of others, and enable improvement of processes that cross unit or departmental boundaries. Respondents who frequently interact with those benefited by their work have opportunities to make their own work requirements known. Those who participate in cross-functional teams for process improvement are likely to evaluate relationships positively. Questions of how collaborative relationships are encouraged and established may arise.

◆ *establishing partnerships with vendors, service providers, and contractors.*

Partnerships with vendors, service providers, and contractors can create benefit in cost savings, efficiency, and improved service based upon knowledge of customer requirements and capability of suppliers. These relationships build trust over time, but must be supported by effective processes to develop criteria, manage risk, and measure results. Exploration of such partnerships often surfaces questions about how feedback loops are established, and how satisfaction with services is evaluated and tracked.

◆ *evaluating our systems for building collaborative relationships.*

Effective collaborative relationships, internal and external, depend upon conscious design. Reflection on evaluation of systems for external relationships may raise questions about how these are established and prioritized in alignment with mission, how mutual benefits are measured and evaluated, and how relationships may be improved or terminated.

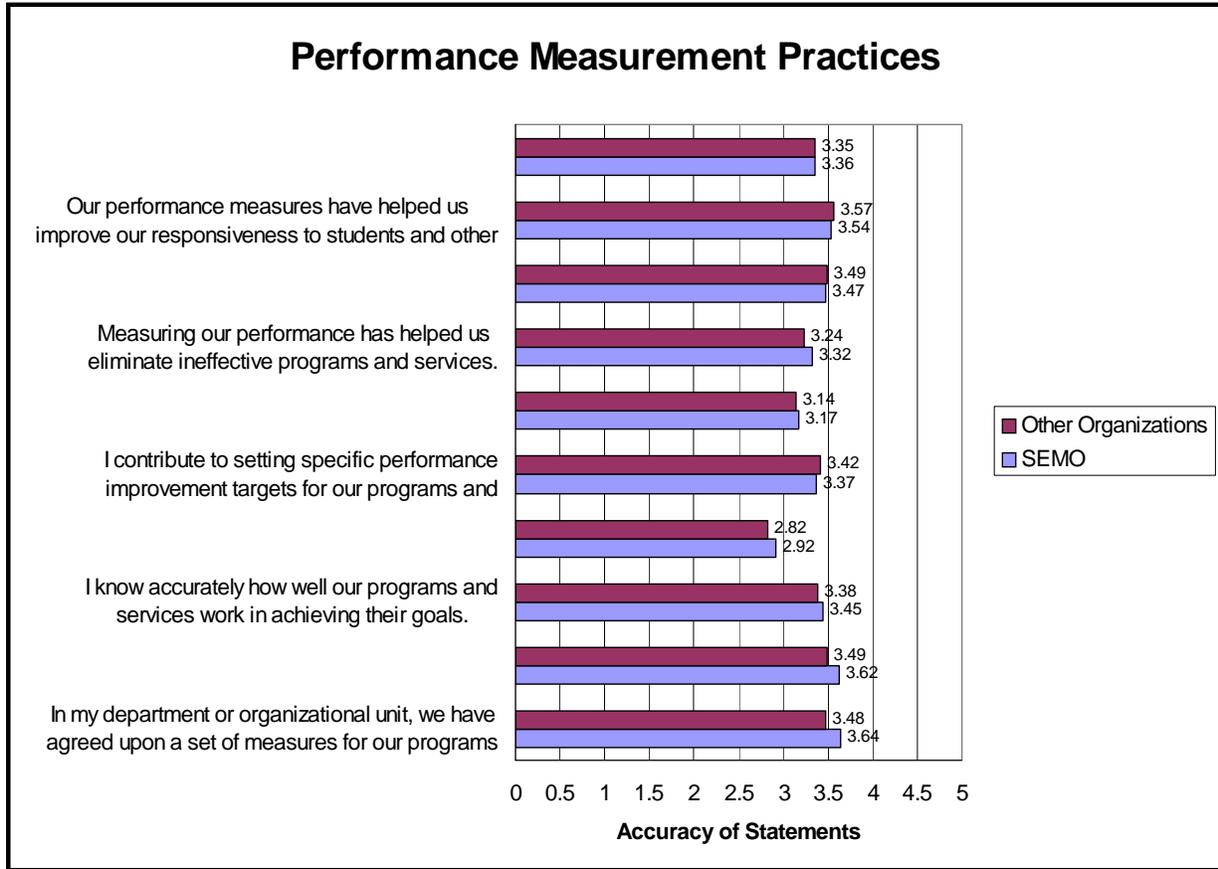
### **How systematically do we measure our own performance?**

Institutions develop processes in order to achieve institutional goals. Ultimately, the test of an effective process is whether or not it helps the institution achieve the performance it wants. Colleges and universities want their students to learn, to graduate, to be successful in life after graduation. They want faculty and staff to thrive, to derive satisfaction and pride from the work they do, to develop their talents and interests. They want employers, parents, and the others who depend on the institution to get what they need: effective employees, independent children, responsible citizens, etc.

Processes *may* work well without measures, but leaving its key goals unmeasured is dangerous for an organization. We all tend to think that we do well those things that are important to us — and that if weren't doing them well, we would become aware of the problems and improve, naturally. But in fact, our desire to *believe* we are doing well often colors our perceptions, and we fail to see the gaps or problems in our processes and activities. Unless we have objective measures and indicators for our most important objectives, it is easy to fail to notice when effectiveness erodes or performance declines gradually, over time.

Holding an organization accountable for maintaining good performance is only one use of measures. Metrics can also reveal where unsuspected improvement opportunities lie. Often, after an organization has worked hard to stabilize or improve its performance, it may conclude that the level it has reached represents a *natural limit* — “we’re now as good as possible.” For example, an institution might be proud of its student retention upon discovering that it keeps 75% of its entering students through graduation. But if it finds that similar institutions are retaining only 40%, it could be *certain* that its performance is superior. And if it finds that some other peer institution is retaining 90%, it then *knows* that it has an opportunity to close the gap between its own current performance and what the other institution has demonstrated is possible. Measures can help us identify opportunities and set “stretch” targets.

*AQIP Examiner* included ten statements (each ranked 5 = *Very accurate* to 1 = *Very inaccurate*) that describe what might be organizational practices in measuring the performance of its processes. These items measurement were phrased (using *I, my, our, we*) to capture each respondent’s individual perspective, and open dialogue on the basis of individuals’ direct experience. This graph compares the results for Southeast Missouri State University with those of other organizations using *AQIP Examiner*.



This table summarizes the means and standard deviations for these ten items.

Performance Measurement Practices 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	Mean	S.D.	Mean	S.D.
In my department or organizational unit, we have agreed upon a set of measures for our programs and services.	3.64	1.21	3.48	1.27
I regularly take part in analyzing the performance results of programs and services for which I have responsibility.	3.62	1.25	3.49	1.36
I know accurately how well our programs and services work in achieving their goals.	3.45	1.18	3.38	1.25
I know where our performance stands in comparison with that of similar departments or units in other organizations.	2.92	1.29	2.82	1.35
I contribute to setting specific performance improvement targets for our programs and services.	3.37	1.33	3.42	1.32

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	Southeast Missouri State University		Other Organizations	
Our performance measures have helped us reduce our costs and expenses.	3.17	1.28	3.14	1.25
Measuring our performance has helped us eliminate ineffective programs and services.	3.32	1.28	3.24	1.25
Measuring the performance of our programs and services has helped us improve their accuracy and quality.	3.47	1.2	3.49	1.19
Our performance measures have helped us improve our responsiveness to students and other stakeholders.	3.54	1.23	3.57	1.16
Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.	3.36	1.25	3.35	1.21

The next table shows how employees with varying length of service perceive the organization’s practices in measuring performance. Again, the longest-serving employees may be the most astute observers.

<b>Performance Measurement Practices</b> broken down by employee length of service* 5 = Very effective process, 1 = Very ineffective process	3 or fewer years	4-6 years	7-9 years	10 or more years
	I contribute to setting specific performance improvement targets for our programs and services.	3.19	3.4	3.56
I know accurately how well our programs and services work in achieving their goals.	3.35	3.38	3.52	3.52
I know where our performance stands in comparison with that of similar departments or units in other organizations.	2.65	3.03	3.19	2.96
I regularly take part in analyzing the performance results of programs and services for which I have responsibility.	3.37	3.49	3.7	3.78
In my department or organizational unit, we have agreed upon a set of measures for our programs and services.	3.64	3.53	3.87	3.64
Measuring our performance has helped us eliminate ineffective programs and services.	3.47	3.41	3.55	3.17
Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.	3.47	3.45	3.42	3.26

<b>Performance Measurement Practices</b> broken down by employee length of service* 5 = Very effective process, 1 = Very ineffective process	3 or fewer years	4-6 years	7-9 years	10 or more years
Measuring the performance of our programs and services has helped us improve their accuracy and quality.	3.54	3.47	3.95	3.35
Our performance measures have helped us improve our responsiveness to students and other stakeholders.	3.53	3.6	3.82	3.47
Our performance measures have helped us reduce our costs and expenses.	3.33	3.11	3.4	3.08

Finally, here is the response pattern for these questions from employees with a broad or narrow Organizational Perspective. Those who have a “50,000 foot view” of the institution (i.e., those for whom “OP>20”) may be the most knowledgeable about desired performance measurement practices, but those with a more narrow perspective may be accurately reporting what they perceive to be the actual practice. Often, there are strong differences between the performance measures an institution would like to be using and those it actually uses.

<b>Performance Measurement Practices broken down by Organizational Perspective*</b> 5 = Very effective process, 1 = Very ineffective process	Southeast Missouri State University		Other Organizations	
	OP>20	OP<=20	OP>20	OP<=20
In my department or organizational unit, we have agreed upon a set of measures for our programs and services.	3.69	3.2	3.52	2.89
I regularly take part in analyzing the performance results of programs and services for which I have responsibility.	3.71	2.79	3.56	2.69
I know accurately how well our programs and services work in achieving their goals.	3.53	2.67	3.45	2.61
I know where our performance stands in comparison with that of similar departments or units in other organizations.	3	2.18	2.88	2.17
I contribute to setting specific performance improvement targets for our programs and services.	3.45	2.64	3.48	2.64
Our performance measures have helped us reduce our costs and expenses.	3.2	2.82	3.17	2.74
Measuring our performance has helped us eliminate ineffective programs and services.	3.36	2.74	3.28	2.69

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	Southeast Missouri State University		Other Organizations	
Measuring the performance of our programs and services has helped us improve their accuracy and quality.	3.52	2.85	3.53	2.93
Our performance measures have helped us improve our responsiveness to students and other stakeholders.	3.6	3	3.61	2.99
Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.	3.4	2.92	3.39	2.78

Careful study of these tables can be extremely revealing, and can help your institution pinpoint new opportunities to develop and implement measures of performance. Effective institutions measure the things that matter most to them.

Here are some comments about the items in this section, and the implications that may arise from discussing your institution's results.

- ◆ *In my department or organizational unit, we have agreed upon a set of measures for our programs and services*

Departments and units that agree upon measures of the effectiveness of their programs and services build a foundation for learning and improvement. Differences of perception may suggest need to look at the processes by which measures are established, whether measures in use are directly connected to work outcomes, and whether measures are meaningful at the department or unit level, understood, and regularly employed.

- ◆ *I regularly take part in analyzing the performance results of programs and services for which I have responsibility.*

Analyzing results involves in improvement activities those who actually do the work, enhances skills in information-based decision-making, and creates an environment for organizational learning. Questions may arise of training in data analysis, empowerment to make improvements where the work is being done, and how units learn from one another in discussing performance measurement practices.

- ◆ *I know accurately how well our programs and services work in achieving their goals.*

Accurate knowledge of the performance of one's own work area contributes to trust and commitment to improvement. Where performance results are not communicated or understood, it is difficult to establish meaningful connections between actions and results, or to target areas for improvement.

- ◆ *I know where our performance stands in comparison with that of similar departments or units in other organizations.*

Comparative measures enable organizations, units, and departments to look outside of themselves to gauge their performance against others doing similar work. Such comparisons can be made with local or competing institutions, but benchmarking is best conducted with organizations known for

excellence in the processes under review. Understanding how other organizations attain superior results, and applying that learning to improve one's own processes is an advanced quality improvement practice. Questions may arise on how effective benchmarking is conducted: *Where is benchmarking most profitably used? How are the comparative organizations chosen? What techniques are employed for comparison and for process change based on new learning? Will superior performance organizations share their "secrets" for high performance?*

- ◆ *I contribute to setting specific performance improvement targets for our programs and services.*

Setting performance targets is crucial for process improvement. Targets are set based both upon past performance and future goals for improvement. Questions may arise concerning whether performance is being appropriately tracked, how goals for improvement are set, and whether participants are appropriately trained in process improvement and data analysis. Attitudes about improvement may surface (i.e., *We don't have to be bad to get better* or *Admitting improvement is possible means our past performance was inadequate*).

- ◆ *Our performance measures have helped us reduce our costs and expenses.*

One aspect of quality improvement is seeking greater efficiency, reducing unneeded steps in processes, saving time and resources. Performance measures make such improvement rational. They enable institutions to reduce waste as they meet commitments to service. Questions may arise concerning how process improvement and budgeting systems are linked, as well as whether financial data are made available for improvement initiatives.

- ◆ *Measuring our performance has helped us eliminate ineffective programs and services.*

Eliminating programs and services is often more difficult than improving them. The weight of custom and the influence of "politics" can produce inertia that is difficult to overcome, even when need or effectiveness is in serious doubt. Agreed-upon performance measures enable institutions to make evaluations based upon fact. Questions may arise concerning cycles and standards for program and services review, or how data should inform decision-making.

- ◆ *Measuring the performance of our programs and services has helped us improve their accurateness and quality.*

Improvement depends upon performance being measured over time in light of quality standards. Questions may arise concerning training for quality improvement, empowerment, how targets for accuracy and quality are set, and whether quality tools and techniques are applied consistently.

- ◆ *Our performance measures have helped us improve our responsiveness to students and other stakeholders.*

Responsiveness to students and other stakeholders is an indicator of how seriously an institution takes its mission objectives. Questions may surface about how measures are aligned with student and stakeholder needs and systems for measuring satisfaction, and whether organizational culture and structures encourage or impede responsiveness.

- ◆ *Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.*

Success is measured by meeting or exceeding performance targets. Performance measures can provide persuasive objective evidence of organizational success, thereby increasing everyone's confidence in the competence of program or service delivery. Questions of the institution's systems for communicating and celebrating success may arise.



**What comments did our faculty, staff, and administrators provide?**

*AQIP Examiner* allowed respondents to comment on each of its items. These comments can provide valuable information in analyzing *AQIP Examiner's* results, including the contexts (history, structures, current issues) and understandings (vocabulary, limits of experience) that affected responses.

Respondents offer comments for a variety of reasons: to identify specific issues or problems raised by an item, to amplify the importance of a particular item or theme, to indicate limitations of knowledge or experience, to interpret an item in the vocabulary of a particular area or function, to ask questions about the survey itself, to raise issues not addressed by the instrument, to make suggestions for action, and to praise or blame.

When they are issue-oriented, comments often address areas such as conflicting priorities; follow-through on past initiatives; bureaucracy; policies and procedures; communication; authority and control; stakeholder involvement; motivation and trust; methods of assessing performance; employee relations and benefits; technology; mission and identity; and managerial and operational practices. Each institution should carefully review comments for its own patterns of response.

Comments offer a “human dimension” that helps get at what results really mean. They may also cause pain. A sharply worded statement can evoke strong reactions. However, seeking to identify sources or dismissing unwanted comments undermines *AQIP Examiner* and the broad-based continuous improvement process it supports.

*Comments are most useful when they:*

- Help explain patterns in *AQIP Examiner's* results. (Look for comments that cluster around specific items, criteria, or themes that are raised by analysis of item “scores.”)
- Provide insights into organizational communication. (Look for comments that indicate respondents do or don't know what is going on outside of their own areas.)
- Suggest opportunities and challenges in quality implementation. (Look for comments in which respondents express attitudes toward the categories and approaches presented in *AQIP Examiner*.)
- Raise important issues not addressed in the survey that may be affecting organizational climate and culture.
- Start conversations that lead to action.

No.	Comment
13	don't really understand the question and how it relates to the ratings.
	It should be self-evident that participants know why they're involved in an effective process--unless, of course, that process has hidden objectives that work against the interest of those participants.
	In many cases an effective process would be more effective if it were shared with others not directly involved.
	Being effective calls for input (participation) and should address ownership.
	Open communication is important, to share any problems that arise to clear those understandings up to make way for future goals to continue on the right track.
	Involving members who are implementing a process takes effective communication. It is all about teamwork and motivation. Sneaky moves and hidden agendas create distrust and disrespect, something that can be rampant in an academic institution. This creates a waste of creative energy and intellect, time and effort.
14	To be human is to err.
	No matter what direction you take for improving any situations, you will always have some sort of steps to accomplish any goals.
	experimentation, invention, the creative process. These things often involve many false starts and dead ends that are essential to the eventual outcome. This question erroneously assumes we always know the outcome we seek in advance.
	Depends on the process. If "teaching" is considered something that contains those "unnecessary steps" we are not considering the human factor. Humans are not perfect nor are they efficient. We have human beings teaching and human beings learning. We have new faculty coming on board learning the culture at this institution, and their department.
	We need less unnecessary steps in our processes.
	Necessity is not understood in the middle of an incomplete process. That's exactly what macroeconomics teaches us about market operations. You cannot say for sure what steps are necessary in advance.
	Usually to achieve goals there are steps involved. The key is to make all the steps known to those who need to take them.
	It's extremely important to eliminate unnecessary steps; however, a process is only effective if it/those involved are willing to understand that there are times when the process won't be concrete and needs to be mended. Knowing when to take a different route in order to achieve the goal is just as important as eliminating unnecessary steps.
	Some mistakes along the way are absolutely essential (and unavoidable).
	Too many people to answer to directly or indirectly unnecessarily becomes a burden and slow process of efficiency.
15	If given conscientious employees and a staff that can handle the processes. After budget cuts several years ago, I've seen a "decline" in a lot of services on campus.
	You have to try to see how things work. A Test or trial period would help with this before a broad scope is

No.	Comment
	implemented.
	A process must evolve and change. I don't believe something is effective just because it has been around a long time.
	Time changes as we go and so does improvements for goals to make them better. There are always room for ways to improve a process to reach the goal.
	In dealing with educating human beings (said education being delivered by human beings), there is always going to be a certain amount of unpredictability. That is especially true in areas of study such as the arts, which are somewhat subjective by their very nature.
	Sometimes it takes risks to make progress and process is necessary at times to take those risks.
	An effective process should reach an honest conclusion. Sometimes a process could bring out the fact that we are pursuing the wrong purpose, if, for example, that purpose is a policy.
	It can fail and result in information which allows us to modify it for greater success
	rediculous! Effective processes often result in unanticipated positive results!
16	Just because a process has been in place for a long time, that does not mean it is necessarily effective. Sometimes a new or different approach is necessary.
	Processes needs to change at times to grow with the changing times. The more we improve the growth of the process the better it will become.
	That's how growth and improvement takes place.
	I say this because I feel an effective process probably cannot be used for a long time and still be effective WITHOUT CHANGES that would be necessary to accommodate natural changes to processes that must be made to keep up with current trends, etc.
	I have not been at SEMO long enough to properly answer this question.
	Sometimes effective processes have to change, thus maybe not being in use for a long time but sometimes relatively new.
	Not necessarily. If it works, it continues. If it doesn't adapt to change, it may fail or need adjustment.
17	Too many individuals/departments who do not think outside the box. Consider how a policy/procedure affects their work instead of efficiency of system and service to students.
	This would depend on the scope of the project, who is overseeing, how many involved, if people work independently.
	Some steps may involve more time or otherwise be more "demanding" than first thought. I would rather produce quality than be completely tied to a deadline. Some flex time should be built in, though, to anticipate "snags," etc.
	Understanding one's true role in a process is vital as is having an understanding as to how one fits into the overall plan.

No.	Comment
18	If processes were discussed with the people that use them on a daily basis and those individuals had significant input a lot of the bottlenecks and delays could be eliminated.
	Our hiring process is cumbersome and crazy!
	I feel a process sometimes POINTS OUT necessary delays or bottlenecks for the best and most effective results.....an effective process does not necessarily mean "fast" process.
	Too many bottle necks in the current University system. Time management--getting the job done in a "timely" manner is a problem in many departments.
	I feel this is a major area in which Southeast Missouri State University could improve.
	Since the University is all about customer service, I believe delays frustrate the customer and discourages them from coming to the University and creates ill-will for those that are part of the University community already.
	This is a leading statement designed to look so innocuous that a vast majority of respondents will say "extremely important." That's bunk. Processes may REQUIRE bottlenecks and delays to operate properly. With major failures such as the New Orleans levee system, delay is your friend so that you don't continue committing the same errors there or elsewhere.
	With large groups of people involved in a loosely-coupled organization, some delays on tasks that are not most central to the organization or that are not urgent are unavoidable. Something can be effective but not connected to the main work and therefore be slow without being ineffective.
19	This would be an area in which we could also improve.
	Not necessarily. As needed, it's important to see if everyone's on the same page, AND allow for innovation, error, improvisation (at times).
	As quickly as possible and still maintain the integrity and best outcome of the process.
20	I see education as a process. Education often does not lead to cost-effective measures and high profits. It is about educating oneself to one's highest potential. That takes risks and failures, wrong turns, etc. The rewards are such that we become better human beings to give back the best of what we have to the world. How can that be cost effective with a high profit margin? I hope we never lose those ideals in academia, or in the world (that is to much to hope for, I guess) but it seems that is becoming more of the norm.
	Costing less is not a good criteria for determining effectiveness!
	Again, not necessarily. Money is an important but should not be the sole factor.
	Blind adherence to low cost ignores product quality. It amounts to saying "do it as cheaply as possible" without consideration of anything else, including customer satisfaction, employee morale, avoidance of disaster, and other considerations.
	Cost cannot be considered w/the word effective. Effective might mean a highlighter pen in some circumstances.....
	It may cost more than other processes. The important thing in evaluating the cost is the combination of the importance of what the process accomplishes to the university's goals, and the overall return on investment.
	Example: Facilities Management no longer has a Preventive Maintenance crew. PM's are spuratically done by maintenance crews. Instead of doing preventive maintenance, we're doing a lot of expensive corrective maintenance

No.	Comment
	(repairs).
	Cost and effectiveness are not always compatible. Striving for low cost may, as a result, skew ability to recover from breakdowns and allow for increasing delays.
21	Again, the human element may make predictability impossible. The main thing is that there should be a continuous improvement capacity. So when the process doesn't produce the desired result, we evaluate and correct, or REPLACE. Maybe it produced a result that is better than the goal.
	A process may be dealing with something new or with uncertain aspects of the environment confronting the organization. In those situations an effective process may be discovered and the process even changed and still be effective.
	Some departments consider only how something benefits their process and no consideration for service to customer/student or other departments.
	Usually, but...
	This would rule out any creative original thinking. Good process is always messy!
	Once again...an effective process does not necessarily mean "predictable"..the process may point out issues that need to be addressed.
22	What works for one group or one task may not work well for another.
	This may or may not be the case. Not all parts of the institution may need the same processes.
	I think this depends on which particular processes you are talking about. What works well for one group or organization within the university may not work well at all for another. On the other hand, processes that are important for every group on campus will be familiar to everyone if they are used widely across campus
	Good process is taylored to, innitiated and controled, by each individual accademic unit according to the needs of it's constituents and the dicates of it's discipline.
	In an academic enviromment, all departments and disciplines cannot be lumped into one category. If a process is to be used, it must be carefully tailored to the needs of each department on campus.
	Agreed, with the caveat that some approaches work better for some areas of study than others.
	This depends upon the scope of the process. Some processes are more limited in application across a system.
	Effective processes should be used widely throughout an organization. There are some effective processes in use at SEMO but there are many processes in use that are ineffective.
	There are departments that are organized, practice good mangement startegies and are conscientious about responding or performing tasks in a manner that benefits everyone.
	I agree that an effective process is good to use throughout an organization. I don't agree that it's the ONLY process that SHOULD be used. There can be more than one effective process used.
	Although general overall concepts and procedures can be used across campus, not all academic areas have the same requirements. Specific policies regarding payroll, bill payment, etc can be the same across campus. Those items which are specific to academic programs such as admission, accreditation, faculty/student ratio, staffing, etc, are

No.	Comment
	NOT something that can be set across the board with policy. Administration should give guidance, but it should ultimately rest within the academic programs to set such items as admission requirements, course sequencing, etc. The Departments know their requirements and what type of student requirements help to ensure that those student are successful at Southeast. Our motto is "Experience Southeast....Experience Success." Let's help ensure this happens by allowing the academic areas to do what they are best at in the way that will most benefit the student and the educational institution's success.
	Different parts of a loosely-coupled organization with multiple goals may effectively use different processes because of the variance in the nature of the work and goals.
	An effective process may also need to be altered to suit individual needs.
	It is difficult to ascertain processes that can be tailored yet applicable to wide types of units/individuals.
	An effective process for one area of the institution might not be the best in another situation, or for another area of the organization.
	What might work in recreation might now work in the library. Such as, in recreation you might just put up a handwritten sign up sheet and that would be cost effective and efficient. However, in some type of training where you have to recruit from across the campus, you might have to have more publicity and an on-line sign up and confirmation system.
23	Administrators at levels of decision are not objective in decisions regarding staffing needs. A time management study would be most beneficial for the University.
	are we talking about a university or a factory here????
	Too much micromanaging here.
	People just expect prompt results.
24	Agreed, but if the increase is sudden and large, it may take a good bit of time to adjust.
	There is a limit to the volume of work a process and its executioners can handle. It is not an effective process if it can ALWAYS handle more work.
	There is a limit to the volume of work that can be done efficiently. Too much volume will result in less efficiency and a declining quality.
	If the increase in the volume of work is unexpected and exponential the process may have to be altered to handle the shock to the system. I suppose a good process would have procedures in place to shift into an emergency mode.
	again, this sounds like a business concern. Teaching is not selling. Learning is not buying. This question just does not apply.
	It depends on whether one anticipates an increase in a particular type of work. A small job that is not expected to increase does not need a process that can handle a large increase in work load.
	Up to a point.
	Not necessarily. Needs change and over time, a process may need to change.
	When volume of work is added, there an effective process does a reassessment to increase those workers if necessary

No.	Comment
	to complete the work or increase the compensation to coincide with the increase in volume.
25	I hate the ever-present, big-brotherish term "the organization". No effective process caters to what "the organization" wants, but to the satisfaction and efficiency of the individuals in that unit.
	It may actually point out ways in which the organization needs to change their expectations.
	Level of performance directly affects ability to increase customer/student base.
	sounds reasonable but it depends on who decides what the "organization" is and what it wants.
26	Yes and no to that one. We are a constantly technologically changing world. I am guessing that a process will somehow involve this technology. Costs do go up when updating and I believe that somehow a process must evolve and keep up with these demands. Of course this goes for personnel, too. On the other hand, budgets are an important aspect to the security of an institution. Overspending and stretching resources can erode morale and cause unpleasant surprises like layoffs, etc. Institutions are made up of people, and I feel they have a responsibility to those they employ to give them some security of employment.
	we've been doing so much, with so little, for so long, that we can do almost anything with almost nothing. This sounds like a bid to get us all to get along with less. I prefer to allocate the resources we need to do the job properly. The Governor and the Legislature need to understand that quality education cost money.
	If the resources are not currently available, there are some means of accessing them such as outsourcing.
	Agreed, as long as the flexibility augment resources exists in case of major changes in direction.
	An organization may have to commit to added resources to make the process effective.
	Hopefully. If not, time for change in some way(s).
	Sometime for something to be an effective process, an organization must increase the resources or reevaluate/redistribute the resources.
	It's best to use your resources, but not to be afraid to use outside resources if the need arises.
	Being open-minded, objective, and thinking outside the box increases the vantage point.
	Sometimes efficient processes cost money and the organization needs to be willing to make the expenditures.
	We must be cautious that as we plan for the future with optimism, we do not attempt to run on minimal resources for longer than short-term. Otherwise, both moral and overall output can suffer.
	Again, it may point out ways in which the organization needs to change.
	Again, change is the important factor...sometimes to become more effective, a process must involve more manpower, supplies, etc. With nothing additional, then the old process was probably fine!
27	When promotion and tenure are based on student evaluations, those faculty who try to help the students learn by assigning homework and requiring high class standards are penalized.
	Counselors do not encourage students in their chosen paths, but rather discourage them. Case in point - student was told by counselor that she couldn't make it in the teaching program, probably couldn't even pass the test necessary to gain entrance. Instead, he encouraged her to go into daycare. She was upset by this, didn't want daycare. She took

No.	Comment
	the test. Tested well, then transferred to another university where she felt she would receive a more positive approach to her future.
	It seems to me that this statement is reversed. It should read "At our institution, we have effective processes for ensuring that our institution's mission, vision, and philosophy are aligned with our learning objectives for our students." We should not come up with our mission, etc. first, then force the learning objectives to fit with that. The learning objectives should come first.
	This is true for university studies objectives and in departments like education where there are outside accreditations at stake. But since the vision is not clear for this institution (are we a community college? a doctoral institution? Do we prepare people mainly for careers? Liberal arts?) I wonder if there is any oversight of alignment with the institution's goals. My understanding of the curriculum development process is that these decisions are made at the departmental level.
	Our mission, vision and philosophy are incoherent. We try to be all things to all people with far too few resources. Learning gets lost in the process. For instance, retention is more important here than student learning.
	We do have these at the departmental level.
	Currently there is no process for insuring this outcome. I am not sure that most faculty and staff would know what to do to link learning objectives with institutional mission.
	I have no idea what our mission is. We're supposed to be a university, set up according to a standard model of liberal education plus major coursework. However, our current president seems to think we should become a vocational/technical school. He doesn't seem to understand the academic nature of a university as it has been practiced for hundreds of years. Given that I don't know if we really are supposed to be a university, or if we're just a tech school, it's really hard to answer questions relating to mission.
	Processes are often designed top down from one part of campus and then learning objectives are left to the faculty on another part of campus.
	This is true at our departmental level. I have no idea about the objectives of other departments and how well they are aligned.
	Process for getting a tutor in a timely manner fails consistently.
	I believe that Southeast excels at combining educational goals, missions, objectives, with actual curriculum and student opportunities. Southeast serves its students very well. Room for improvement as I see it, lies the most within student life and fostering a stronger sense of student community and school spirit.
	Shouldn't learning objectives be aligned with student needs? Usually, mission statements are so vague as to be pointless. the one at this institution as a text book example.
28	I think that our grading and teaching standards are inconsistent. Overall, I would like to see higher standards in terms of grading throughout our academic system. Cheating seems to be an easy thing to get away with. I would also like to do away with the A,B,C,D and F grade to a point system. Those that got an A- could then be distinguished from an A, and so forth. Academic standards are very important to the overall success of students as they move into the next phase of their life.
	the exception is University Studies which has very clear objectives
	We don't have effective processes. We have dictates handed down from on high.

No.	Comment
	It has seemed over the past few years, there are discussions and committees for reaching agreements, etc, but inevitably, it appears the administration makes the final decisions inspite of the discussions.
	This is true for the University Studies program, but not for the academic majors programs.
	A lot of things come down "from above" with no faculty input (e.g., the career linkages program). There are some councils that advise, such as the US council, or grad council. Academic Council also provides oversight, but my impression is that they are concerned that the paperwork be completely filled out. I don't know of university-wide efforts to engage the institution in defining vision and how we will meet our objectives.
	Whether or not students learn should count more than IDEA evaluations.
	I have not seen this yet - I know we are actively investigating this at the moment.
	We don't really concern ourselves with student learning. We are more concerned with student happiness, student retention, numbers of students, and student and state)money.
29	Usually, yes.. To get a new program in, there are procedures that require a cost-benefit analysis as well as a needs analysis. There are many levels at which a new program is scrutinized, including both faculty and administration. The career linkages program was not put into place in this way. The Teacher Work Sample decision was not put into place in this way. Both of these curricular decisions were made by administrators, and in the latter case, against faculty input.
	Sometimes it appears there is an imbalance between the two extreme attitudes of creating in anticipation of a demand and waiting to expand until the need is present, lacking a collective middle ground that neither over-anticipates nor refuses to move forward into the future.
	I have seen the IT department grow within the last 5-7 years. Congrats!!
	New academic programs do not get approved unless they match the program objectives of the upper administration, i.e. the River Campus. We have eliminated at least one worthwhile and quality program (geoscience) through the program review process precipitated by budgetary problems, and added a new program because of the River Campus.
	New programs spring into being for no better reason than someone sells the administration an idea, or the administration sees an opporrtunity to grab grant money without thinking through other long term costs.
	Our institution is quite good at eliminating academic programs.
	The institution needs to develop training for web course participation. The product is being offered but operates under the assumption that all participants are able to comply. They are not. This assumption costs faculty in evaluations and clients in unnecessary stress which encourages withdrawal and unnecessary negative beliefs regarding web course instruction because clients often begin web instruction with good intentions but no experience and the nearest "liaison" is the faculty member. Therefore, the nearest point of blame ends up on the facilitator. Thus far, general training in web course computer practices have been totally and utterly neglected at a time that the institution has absorbed external learning centers that do not possess the resources that are even available at the parent-institution. This condition is more abhorrent because the solution is incredibly simple through the offering of training session at various vacation periods throughout an academic year. The produc
	Only if qualified faculty can be hired for the new academic program.
	The process may or may not be effective, but the outcome is more often controlled by external factors - funding. For example moratoriums have been placed on new University Studies courses, and or academic programs (in face of

No.	Comment
	Program Review).
	Unsure as faculty members we are hired for specific expertise in technical areas and thus expected to develop curriculum based on such. Ideally, the only oversight will be whether or not learning outcomes are achieved or not.
30	I think this will improve when the new banner system is able to block students from enrolling in the courses for which they do not have prerequisites. Right now it doesn't matter how good advising is, students can actually go in an enroll in pretty much whatever they want. Banner will catch the prerequisites, but won't require good advising.
	We have some departments that do not see that they need to share the information necessary to place students appropriately in their classes. They prefer to handicap other professionals by withholding information. This seems to be followed by a need to then point out the perceived mistakes of others due to the lack of full disclosure of relevant information. This seems to be projected towards the students as well. Having encountered this attitude, students prefer to change their major rather than deal with that department again.
	We have had a tendency to get them enrolled, and then figure out if they are qualified. The recruitment of students from the Higher Ed centers has been the most egregious example.
	Yes, for such fairly easily standardized courses as writing and math; that does not always apply to other courses, however.
	I am shocked to learn that over 25% of our students do not meet our stated admissions criteria. Obviously, we are putting students in classes for which they are not prepared.
	Prerequisite courses are only effective if they're enforced. At this point, it's been too easily overridden. I hope our new system (Banner) will help enforce prerequisites, as they are important.
	The policy is not always applied to all students. Some students get placed by a professor's suggestion in a class not by how they scored on a test.
	At present students entering as freshmen have to take placement tests. Once that has passed, the students can change their registrations to be whatever they want. With our new Banner system, the students will need to have permission to enter courses for which they do not have prerequisites. This will be a new procedure and one we need.
	Web course instruction assumes that students who sign up for web classes are prepared to engage them technologically. This fails in analysis. A specific new program needs to be developed to train students in online problem-solving and in computer navigation prior to either allowing clients to take web courses or to prepare them to do so. Such a program is absolutely necessary as the institution absorbs more demographically isolated areas. Because a client accepts a certain product does not automatically imply that the client knows how to use it. This false cause and effect promises, for the future, lower retention in a growing public service market because client stress levels influences the perceived benefits of such a product. The higher the stress level, the lower the perceived benefits. This ratio can be directed to the positive by providing product training prior to enrollment. Such training needs to become a priority at this institution.
	There are placement processes for mathematics and for writing. The math placement process appears to be working well. The writing placement process is receiving criticism and is under review. I think the whole approach to composition needs to be reviewed with an eye toward more writing in the disciplines rather than the traditional composition courses.
	For some courses we do. Math placement for one. But we admit students who are not prepared for college work and do not meet our admission requirements. We do not follow our own rules!
	Not all colleges have upper class advising centers, and that is a burden to the students and the faculty that must advice 40+ students and teach a full load, and train new advisors...some students may get misinformation and I've

No.	Comment
	seen that happen.
	I think we fill classes rather than always meet student needs. My pet peeve for freshman is that they are often forced into chemistry and algebra classes. They are often not mature enough in their understanding of what it will take to get through these higher order of thinking classes and do not perform well. Then they drop out or have to retake them. I think these types of classes should be pushed to sophomore year or at the very least second semester freshman. They have so much to get used to their first year.
31	I don't feel that our students are aware of our objectives for their learning.
	Everyone is supposed to give a syllabus with the objectives for the course. Most do in my experience. However, even I am guilty of not constantly referring to those objectives as the course progresses. The IDEA evaluation has raised awareness of learning objectives and of the importance of referring to them during the course.
	Even in the University Studies courses instructors seldom inform students about how the course content and learning activities are designed to help students make progress on the University Studies objectives.
	I'm not sure how well this is achieved at an institutional level. Lots of faculty do a good job of this for individual courses, but does the university actually have processes to make sure this happens?
	Again learning objectives in majors courses is done at the classroom level, so it is hit and miss.
	At the departmental level, our students know their objectives and how they will be evaluated. I don't think they are aware of University level objectives.
32	I think we overemphasize student evaluations of instruction. Not that student evaluations are not important, but they are not professionals with a background to provide a professional perspective. We don't really provide faculty with any other means of documenting teaching quality other than having colleagues visit one class a semester and write about what they observe on that one day, and this is only done for faculty still working towards tenure or promotion unless they make a special request for it.
	Excessive weight is given to student evaluation
	It would more true if the Best Practices for Student Evaluation of Teaching proposal was adopted by the faculty, and the administration followed policy, rather than violate it.
	The IDEA does not always assess good teaching.
	The English Department's standard evaluation instrument is completely ineffective as a measure of defining good teaching, emphasizing elements of course design like giving students an opportunity to revise their papers rather than delivering appropriate content, challenging students, engaging students.
	Faculty that are tenured, are in some cases, dead weight. We have no good way of reprimanding or getting rid of faculty who no longer produce. Students must just chose another major on campus if they don't like or feel their main instructor is incompetent.
	Student evaluations are not an effective way to measure good teaching and should be optional for tenure and promotion. This institution still places too much emphasis on this part of the tenure/promotion process. Our students many times say very negative things about good teachers because they are angry about a grade.
	online teaching needs help
	no institution can really do this and none should even try. Stay out of my classroom and let me do my job. I will

No.	Comment
	deterime what I think is quality teaching.
	Although the university uses the IDEA and other department approved student evaluation questionnaires, there is little substantial discussion of or agreement on the criteria for excellent teaching. As a result, we have too many mediocre to poor teachers.
	If there are, the faculty are the only ones who know them.
	It helps when the students can actually "understand" what the teacher is saying. Some are not able to speak english well.
	The only place where this may happen is in promotion and tenure criteria, which are reviewed at the institutional level.
	This is a hot potato. In the last three years there was a new statement of the "teacher scholar model" which outlines some characteristics of engaged faculty. However, each department defines good teaching. We measure it by student evals, peer evals, and other evidence. The university abuses the IDEA student evaluation data by requiring departments to list it on the annual KPI sheets. This is against IDEA's stated philosophy. Also, it only looks at progress on relevant objectives. This is a tiny view of teaching. While it comes from important stakeholders, it is too narrow to be used as the only indicator of a department's teaching effectiveness.
	Please. No one can really define good teaching, nor set forth empirical criteria for it. A process to identify that which one cannot define would be an amazing process.
	need better guidelines for online teaching
	My children atteded and many times professors did not show any interest in teaching or being present at class time. Telling adm did no good they had tenure and did what they pleased.
	Good teaching is determined by high IDEA scores which are encouraged through high, easy grades and little work by students.
	Too many morons on this campus feel that high student evalaution scores equate to good teaching. A professor who cancels classes, ends class early, and demands very little from students, and assigns high grades will be rewarded as a "good teacher," because his/her evaluations will be high.
	If we did there would be reprimands for professors that are unapproachable
33	We add to faculty loads involvement with adminstrative bookkeeping, recruitment, retention, scholarship and service that detract from focus on teaching. The most valuable resource faculty have is time.
	We have an excellent process for improvement of teaching skills but many times, we don't have the money or resources for things like technology that support the new skills. We are making strides, but we need equitable technologies and resources across campus in order for all faculty and students to make progress.
	Currency and on-going training should count more in tenure and promotion. Faculty internships in industry should also be promoted more strongly.
	Only if it involves the river campus, and definitely not in the sciences.
	If I ran the world, I would insist that professors go through a techniques of teaching class. They definitely have the knowledge on their subject but they do not have the skills to impart that knowledge to others in a classroom format. (OR! They are keeping the information to themselves.)

No.	Comment
	It is obvious that particular departments get more money to make tech. improvements.
	I don't see evidence that this institution places its highest priority on student learning and career preparation. Too many other priorities, student organizations, and increasing administrative levels compete for limited time and dollars.
	Each nontenured faculty member in my department meets with the chairperson to discuss teaching evaluations by peers and students, once a year at least. this is a process that effectively can point faculty to needed improvements and the wonderful resources of our Center for Scholarship on Teaching and Learning. I do not know if every department has this procedure. Clearly, there is a need for tenured faculty to have to confront their teaching evaluations.
	There are a number of faculty who teach things they have absolutely no training or expertise in. The College of Business and/or Polytechnic Studies leaps to mind.
	Faculty development is underfunded, and physical facilities are very inconsistent across the campus. Some classrooms don't meet anyone's minimal standards for a teaching environment.
	The CSTL is an important part of providing this. Lately the CSTL has focused more on technology than teaching skills though.
	In our department we are woefully behind technologically, this has really impacted the resources I need to get current information to students. Some departments on campus have superb equipment, others do not.
	We talk a good game about Info tech in the classroom, but the IT people have no interest in supporting the faculty. TRCC has surpassed us (albeit probably with our money).
	Adjuncts are simply "thrown to the wolves."
34	Some accredited programs do have these systems in place as they are driven by outcomes measures, however for non-accredited programs, I do not believe that the measuring what students actually know is in place.
	We have institutional methods of assessment, but they are ineffective in measuring what we actually teach, as our department methods do.
	The current institutional review of departmental assessment reports lacks reliability (the same material does not receive the same score) and validity (the scores do not represent quality of assessment but the ability to meet formatting requirements). It is busy work that does not contribute anything to effective departmental assessment.
	WP003 may do a good job - I don't know, but departmental assessments are at the will of arbitrary 3rd party measures. There seems to be no assessment of gen ed requirements.
	We have them, but the English department doesn't use them.
	I believe that outcome assessment exams and processes, external to the course itself, undermine good education. Period.
	If this means we have university wide assessments of coursework, then we don't have these. We have jrs/srs take various tests like a writing test and Cal Critical Thinking Test, but neither of those are terribly rigorous, and the Cal Crit would only be a measure of a logic class. Otherwise, it probably measures increase in maturity. If this means do profs give exams over what they teach in their own courses, then we do this as well as any other university.

No.	Comment
	Agreed to a point, but some learning is too personal and individualized to be easily standardized and measured quantitatively.
	Our assessment activities are very uneven and susceptible to manipulation.
	Our assessment procedures are very uneven and susceptible to manipulation.
	but then, you must understand what a fool's errand I think assessment is.
	We do have such assessment processes, but whether they actually measure what we need to measure isn't clear to me.
	Outside of course grades, most departments do not systematically measure student learning. One flaw in the system is that departments are not accountable for student learning in the rewards system.
	data is often conflicting, often the data changes for the same situation
	The annual Assessment of Student Learning reports do this pretty well, are mandated, and are university wide.
	Assessment of student learning is a bad joke. We have a process to evaluate departmental processes for assessing student learning, but the reality is that we assess report writing skills, not student learning.
	Because I do not work directly with university academics, I am unaware of the dynamics related to this area.
	The institution (read administrators) would like to think that they have effective assessment measures in place, including an annual assessment report from each unit. However, this supposedly objective, quantifiable measure is really a measure of how well certain chairs/deans/administrators manipulate data and statistics. I don't think that the whole process has ever really produced any student-centered teaching/instructional improvements, but it does generate a lot of reports for administrators to read and gives them something to do.
	I agree that we have methods of analyzing students' learning; however, the methods in place do not seem to be accurate, as the students just 'bubble in' the answers without truly thinking about the questions.
	Again, students' measure of "quality" of their class has more to do with how little they were challenged in exchange for a high grade than with how much they actually learned.
35	This statement, too, is reversed and should read: "At our institution, we have effective processes for aligning our institutional mission, vision, and philosophy with our distinctive strategic initiatives." I don't think we, necessarily, do a good job of this.
	The current leadership of this university has no clear vision of WHAT a university should be, WHAT this university can do for this region, and has no clear vision of assessment of effective teaching, and clearly maintains people in the highest levels who are ill-equipped to hold leadership positions at a university. We need major changes at the top of this institution - now!!!
	I have not seen any reports for several years concerning strategic plans. They have not been communicated to our department. That is probably a function of the department chair.
	It seems we approach such programs opportunistically. If there is any overriding vision behind them, it's not clear what it is.
	this institution has had an identity crisis ever since I started here. I blame that on the the state more than on the

No.	Comment
	school.
	I have no idea what those processes are for this institution. I suspect a hidden agenda every time a decision is made. I am distrustful of the politics of this administration and the state of Missouri. At times it seems they are not at all interested in education, but rather saving a buck or two. Coming from another state where more funding goes to education, I see such a different attitude about educating people than the state of Missouri. That is a shame.
	Our distinctive initiatives seem to change on a regular basis. That makes it hard to align them.
	this is so as long as you agree with the president. He does not listen to others at all and people are afraid to be honest with him.
	I mentioned earlier that I truly believe that Southeast excels at serving our students. However, out of the majority of higher education institutions in the area, Southeast fails at serving the staff. When I began this position three years ago, everyone on campus just seemed "happy" with their jobs. Gradually over the past few years, my conversations with those people have shifted. Southeast no longer cares about the workload or health or well being of its employees. Our president makes rash decisions that have significant impact only to leave the rest of the university to clean up and deal with the aftermath. We are then told that we are not dealing with his decisions effectively and are micromanaged and criticized extensively. There is hardly every praise for a job well done and staff (at all levels from facilities to professional) are left feeling unmotivated and unappreciated for work they do. It's almost as if the more work one contributes to this university, the more responsibility t
	We redefined our mission statement to be a school for preparation for professions and then sold our students to workforce development. What are we doing for our pre-professional and pre-graduate education student constituencies? Making them fill out phoney resumes?
36	Student "learning goals" are hard to discover at Southeast. I don't think we inculcate a culture of curiosity here, and we pander entirely too much to the notion of "professional education." In the liberal arts, it's hard to imagine graduates entering the workworld with a skillset that doesn't include a love of learning for its own sake.
	Right now, I think our strategic goals are to become a great leader in the arts (through the river campus) and a vocational/technical school. These aren't quite compatible missions.
	Why ask no. 36 when you have asked no. 35? They look different but aren't. You're measuring one thing twice.
	I'm not sure students have much input, not on the academic side anyway.
37	I don't think everyone at this institution is 'on the same page' when it comes to determining what initiatives to pursue.
	Facilities in the sciences are antiquated and inadequate to carry out the mission of the University. Upper administrators are focused on the River Campus and don't seem to be aware how critical the science needs are.
	In this area, "collegiality" is a sad myth. This institution is almost entirely driven by a "top-down, don't tell the peons anything, but do good PR" approach.
	Whatever President Dobbins wants is pursued to the detriment of everything else.
	We need the feedback from those who work individually with the students once they are here, not only those who work to recruit students.
	Although we have used a strategic planning process on campus, more than a few times it appears that chasing the money rather than a well-articulated mission drives the institution.

No.	Comment
	We don not have a clue!
	these too often come down from above
	we must not. We've been off on a wild goose chase for as long as I can remember.
	Every year, the president sends out a letter saying what our (new) main focus is. If I had kept these letters, I could list the various things that are our Most Important Goal, something that is different every year.
	The English majors are so hidebound, and behind the times, that it's hard to identify a "strategic initiative" outside of the creative writing area.
38	The president sends out a yearly letter. That might be effective if the same mission were listed every year and if he discussed how those goals have been met (or come closer to being met) every year. I find out a lot more from reading the terrible local newspaper, "The Southeast Missourian". We have a twice weekly computer newsletter "Southeast Newswire" that could be used to do this, but instead just tells about various events going on on campus.
	Our local community does not have an accurate picture of the regular, day to day educational efforts made by the faculty and students. They see only the PR, positive and negative, created by administration.
	Our recent 'work' with throwing the community college out of our education centers, and with spending money on the river campus that was not appropriated certainly show that we do not work with our external constituencies. We also seem to do very little with the community at large, to the point that it sometimes seems that we consider ourselves above the Southeast Missouri community that we serve.
	Evidently not, given how our state reps recently made sure to cut us out of the extra higher ed budget.
	Attempts are made repeatedly to inform University employees, students, and the community served by the institution; however there is still a lot of misinterpretation by these groups.
	I think we could improve in this area.
	Only in those cases where certain faculty/staff maintain such --- on their own.
	beyond strongly disagree--the administration (president) simply dictates what he wants and we jump!
39	there is superficial-meaningless discussion--the decisions have already been made--and furthermore, no dissent is recognized
	Again, the administrators would like to think so because every once in a while time is spent fiddling with data and statistics. I think that this is an attempt to measure and quantify the unmeasurable.
	Individual department and organizations often go their own way, but communication between them seems to be improving.
	This would be such a huge job. I hope someone is really doing this. I would think a lot of duplication or poor spending of money could be taking place, otherwise.
	It seems administration set the process and the rest of us must follow their process, ie CL courses.
	the material may be analyzed properly, but many of the initiatives are determined without input

No.	Comment
	Perhaps this happens, but it doesn't include faculty in any meaningful way.
	This is controlled "in the Dome." Too top down.
	that, I guess would refer to the Faculty Senate. On this campus the FC is a powerless bunch of meamy mouthed yes men.
40	we are too focused on the low end of the spectrum. we need to do more to attract quality students.
	We seem to be confused as to whether we are a community college (note our satellite campuses and main campus aa programs) or what?
	Obviously this is a complete failure when one considers all of the conflict that has developed between community colleges, legislators, and key regional individuals. It is truly tragic for the institution.
	My exception would be when it comes to paying the bill if you are the parent of the student. The student is an adult so the university provides them with privacy as far as grades, health concerns, their MySoutheast account, etc. However, when the bill is due, the parent is contacted by the university. As a parent who has gone through this, since you are not mailing me a report card, I don't think that is fair. We foot 90% of the bill and then cannot have access to the problems a student may be having....poor grades prior to mid-terms, etc. It's like the university can have it both ways but parents can only pay the bill. Students are very young adults, sometimes functioning still as teenagers who don't want to get in trouble with parents. This could be changed if the parent is paying the bill, let them have access to what is going on.
	For staff only the bargaining units get any consideration. The management only gets what the administration gives us and that is nothing above percentage increases. Benefits have not increased for 10 years for non union employees. They have actually gotten worse.
41	Lower level management is not listened to and many managers are afraid to make "rock the boat" suggestions for change or even suggestions that are different than top management. Alternative processes are not brought forward due to the fear of reprisal.
	Directions and priorities are set by the president of the institution and his favorites, with virtually no input from those who should be served.
	They listen (or at least collect data) but they don't act on them.
	Taking it from the parent view, I never know who to contact when I have a question. I'm not sure of an instance to give as an example, however. How do I know their schedule unless they give it to me?
	At our institution, frequently information about needs of groups is not sought, rarely listened to and sometimes outright silenced.
	Unfortunately we pander to the pocketbook and what people want rather than what they need.
	I hear a lot of complaints about financial aid services and the lack of "kindness" and "etiquette" to help students and their families. We need to remember, we're only here because of them.
	It seems that the River Campus was developed against the wishes of the community as the first request for additional local taxes was voted down.
	Employer's needs and requirements merit our attention. What students tell us are their needs and requirements (e.g.,

No.	Comment
	no general education courses, fewer hours, only courses in the major, etc.) are unworthy of attention.
42	Those responses usually happen at the departmental level.
	We don't have a process for this. We have had some institution wide presentations on the changing learner. I am not aware of effective processes for looking at how we serve our stakeholders. We did do a program reduction when money was tighter, by looking at which of our existing programs was not cost effective, and then eliminating it. But that was not a process for responding to changing needs of stakeholders.
	Who is doing this?
43	How is in charge of this?
	I can only speak from the view of one large department on campus, and the answer is that there is no tracking of complaints from students or parents. Nothing is learned from the complaint other than "Chalk that up to another student who doesn't like Professor So-In-So".
	This is woefully lacking especially in communication between faculty and administration.
	Complaints from mid management are not addressed.
	Complaints are taken by the administration as personal insults or blamed on underlings. People have been summarily fired on faculty and staff for having "contrary" positions.
	at present there is no real office to oversee all the various complaints and remain anonymous.
	It seems that an occasional direct complaint to a high-level administrator results in a dramatic response, while lots of complaints at lower levels go nowhere.
	Some individuals handle complaints well but there is no systematic approach to it that I am aware of.
	The only things we do well are the student evaluation of teaching and student engagement survey (?).
	Complaints here are completely ignored by upper levels of administration and even non-academic supervisors care little about any concerns.
	If anything, too much attention is given to petty crying. It creates a culture of fear.
	at our institution we have a micromanaging president who just does what he wants.
44	IDEA evaluations are not a good measure of student satisfaction if the goal of the university is focused on student learning and teaching effectiveness.
	I'm not sure how one would objectively measure the value of, say, a football game or a concert. Ticket sales are one indicator, but far from the only one; value does not always come with a numerical price tag.
	What aspect of "satisfaction" are we to measure? Is student dissatisfaction with requirements for general education courses really necessary for measurement and consideration?
	I feel we measure student satisfaction which is really the most important. I wish we could measure staff/faculty satisfaction more.

No.	Comment
	There appears to be no existence of consideration of what our stakeholders want. This is a matter of no concern of the current administration.
	Some departments do, I don't know about university-wide.
	I think for the faculty, the IDEA is a fairly good feedback instrument.
	Many processes seem to only be evaluated upon termination, when interval assessment could prove more useful. Example: if students are only given instructor evaluations at the end of the semester (which is the logical choice, having the largest experience from which to draw conclusions), how do students who encountered difficulty and withdrew have the opportunity to present feedback?
45	Too much attention is paid to the strict Human Resources guidelines and not enough to what the potential employee would bring to the university as a whole. Hiring of upper administration is a mystery to me.
	Having sat on many hiring committee's, the "MATRIX" guessing game is completely unnecessary and un-reliable for Pre-Screening. We HOPE in the end of the interview that the person shares our mission---I believe all corporations struggle with that.
	For faculty, we have an effective process for hiring people that we think will work well here. It's poorly defined and not written down. Our affirmative action office plays a role in equity issues, but that is not a clearly stated part of our mission. Nonfaculty personnel positions are frequently filled before advertised, i.e., it's an old-boy, old-girl system. If you know someone, you can get in.
	Hard to say to what extent this is true across the institution. My own department does a pretty good job of hiring people who share our philosophy and vision.
	The English Department does not involve its faculty in the hiring process except in the most tangential manner. The hiring process takes place behind closed doors by a small hiring committee, and the only input from the faculty at large consists of our invitation to attend teaching and scholarship presentations. Our only feedback on candidates comes in the form of a 3X5 card with boxes to check, instead of the discussion and debate about candidate "fit" that takes place at every other institution I've even HEARD about.
	In top positions honesty and integrity are shoved aside for those who are yes sirs to the president
	We hire people who are reasonably good fits for their jobs. I don't recall discussions of vision or mission ever being mentioned in hiring people.
	It takes way too long to hire someone. I understand putting the job in the paper, going through the applicants, interviews, etc. But it seldom can take less than 6 weeks to hire someone. An office can fall to pieces in that length of time.
	There is a fair amount of departmental/local control over this.
	Some staff positions are filled by individuals who just want a job and are not in it with any institutional support or pride. Appearance of our campus is essential in student recruitment and retention, and custodial services are lacking in many locations across campus. Filthy buildings do not help us to get/keep students.
	I think there is a problem with requiring new faculty at regional centers to be considered a full member of the main campus department. None of this was discussed with faculty.
	The hiring process has become extremely long and filled with so many hurdles for those applying for positions and for those who are trying to fill positions. A wait of three to four months to fill a position is too long.

No.	Comment
	We hire people based on paper--not institutional fit.
	Within certain departments there is still a lot of getting around the processes and hiring through the "Good Ole Boy" system to ensure friends and family are hired over better qualified candidates.
	what, only three questions in this category? should we only hire people who agree with us????????!!!!!!
46	Some educational areas require more training than others due to the nature of the area.
	There is essentially no training for staff members.
	The lack of professional development dollars limits employees and departments from providing the training and development needed to increase job skills and customer service of employees.
	Clerical positions have only recently been accorded the advantages of some concentrated information sessions at the beginning of employment. In the past after the filling out of W4's and other paper work, the individual was sent to the employing office and that was that for training and acclimating of the staff member--you were on your own. Classes were offered in areas of production--financial, software applications, etc--but you had to take the initiative and get the OK of the supervisor in order to take them.
	Yeah CSTL!
	Continuing Education is a helpful organization
	Startup money and professional development money are insufficient to support faculty in their professional work.
	Training and Development is not as strong as it was in the past. Our current administration does not value development of staff like former administration did.
	The university should provide more thorough orientation and training for directors and department chairpersons.
	Staff development and opportunities have really decreased in the last 2 years.
47	We do not have a mechanism for performance assessment of the bargaining unit employees. The process used for salaried employees is very limited and provides no incentives for those people who excel.
	The current annual evaluation process does not allow employees to be rated as they should since it is tied to salary increase and increases are below COLA. Supervisor rate employees above what should be rated to get them their raise. Though this is not the way to go it is being done every year.
	Overall, I don't feel that this institution has a good method of evaluating employee performance and thus the result of such. I feel that performance needs to be evaluated by more than one party and results of performance needs to be credited more (positive) or a system of 'last chances' (negative).
	Once again, statistics do not tell the story. When will we go beyond the bean counters and the computer geeks?
	The current SPAMO system is essentially a rubber stamp system for administering less than cost of living pay raises. It needs to be tied to (and reflect) employee performance not raises. No supervisor wants to deny any of their employees the 1 to 2 percent (less than cost of living) raise they get during good monetary years.
	The institution scores a ZERO in this category. Our evaluation and assessment program is a complete failure.

No.	Comment
	The annual reporting from departments follows the institutional framework. Actual promotion and tenure criteria are reviewed by a university-level committee, but do they look at how well the criteria align with university objectives?
	Individual assessment is sometimes flawed and inconsistent. Therefore aligning with objectives would be inaccurate. By the way when is this ever done?
	I've never seen this done.
	I have no idea what this means. Could you rephrase in ordinary English?
	The only example I can think that fits this category involves foisting professors who should not be in ANY classroom off on University Studies classes unlikely to contain English majors. Because the vast majority of core classes are taught by part-timers and these "unsuitable" faculty members, the English department does a terrible job of wooing undecided Freshmen and Sophomores into the field.
	This is a loaded question, particularly for faculty. Is my teaching of my courses to be judged on nebulous institutional imperatives? Why? My greatest concern is the focus on student retention. The culture among administration seems to be to pass anyone in order to keep the student on campus as a PAYING customer. As a faculty member, I respectfully disagree. Those who wish to learn and do the work should pass courses; "slackers" need to be sent home until such time that they are ready for the work. Devaluing education at Southeast devalues the the degree received from here. It is harmful to the institution in the long run.
	Faculty have the heaviest teaching load of any in the country, yet are expected to publish as if they taught at Rolla or Carbondale. We have training and development opportunities to be successful in our teaching here, and in keeping current in our disciplines, but nowhere near the training and development opportunities to be able to publish regularly unless we spend 70-80 hours a week in our jobs.
	There is too much weight given to IDEA evaluations if the institutional objectives are focused on learning.
	Written expectations of faculty are in align with the institutional objectives, yet the practices for tenure and promotion assessment are not in line with the written expectations nor the institutional objectives.
	again, assessment is a fools errand.
48	motivation comes from committment to ones art. I'm very motivated and I don't need any help from the "institution" thank you very much.
	The system encourages faculty to improve their IDEA evaluation performance which discourages learning.
	For clerical workers passing certifications such as the CPS and CAP is the only way to increase a worker's salary for merit. Otherwise, only very small, esentially across-the-board, raises have been given. To be given a less than the top exceeds-performance raise amounts to such a miniscule raise at the salary level of clerical workers, it is embarassing for the supervisors to allocate other than top performances.
	The annual performance evaluations are non-effective because supervisors are look down on if they try to give a fair evaluation of an employee who has possibly not done a good job BECAUSE the employee will not receive the full across-the-board raise which has not been enough to cover the cost-of-living amount needed by families. Therefore, supervisors are not giving fair assessments of employee's work, employee then assumes work is okay or may take avantage of undocumented poor work to continue on the path of unsatisfactory work. This happens across campus and is becoming evident in the attitudes and quality of work and service to the university and students. Needs to be re-evaluated or done away with completely.

No.	Comment
	I have never seen a motivating process. I happen to have great bosses and a great job. Those cause lots of motivation. The success of our program is motivating.
	My reward for strong performance as an Assistant Professor provides no motivation whatsoever. If anything, I've been consistently pushed (by workload and mentor advice) to ask and expect less and less of my students here at Southeast.
	one of the most significant barriers to this, in my opinion, is tying evaluations to pay raises.
	The performance evaluation process operates to reward average work and not above average work. If someone does something extremely above average they might get a merit increase, but otherwise the average employee and the above average employee all end up in the exceeds expectations ranking. Increased merit would be helpful as a tool in the motivation of staff.
	"motovate" faculty by constant you don't do enough negative attitude by Board of Regents treated like wayward children
	There is little or no reward for doing a good job. Salaries are low and there is rarely oppotunity for advancement.
	Fear management and threats from Deans a Department Chairs eventually "wear thin."
	It is not a motivator to get an excellent job performance for years and not be compensated for that performance. The University needs to reward the people who work hard with better raises or benefits - additional time off or something. It is not right that people who significantly exceed at their job receive the same pay increase as people who barely met their performance criteria.
	Raises have been minimal the last few years. Merit pay is basically nonexistant.
	This institution does not treat it's faculty well.
	Chair and administrator performance is a joke. We had a dean here (now gone) who received abysmal performance ratings and stayed. That removed any faith people had in the process of administrative review.
	This is probably the university's weakest area. Everyone is treated as though they are incompetent, whether they are or not. It is very discouraging.
	Administrators are motivated by inflated salaries and unreported perks.
	I think that this statement is more true for faculty and administrators than for staff. The system for evaluating performance of staff should be reviewed to develop a criterion-based set of standards for positions.
	See previous comment.
	The support/clerical/technical staff side does not have an effective process for motivating their performance improvement. We do not have a true merit based system for raises. Until you have given a cost of living adjustment not based on the evaluation, it does not seem that the rating system will be used appropriately by most individuals on campus.
	Moral is lacking in some divisions. Good luck! I feel that this could be a great place to work if we work together as a "family".
	The process to motivate faculty is more established than a process for staff.

No.	Comment
	absolutely disagree---the bottom line is minimization of cost---meaningless exercises exploit faculty and waste their time
	Absoltely one of the most destructive weaknesses present. There is no motivation of faculty and staff other than sometimes by their peers. The administration offers no motivation or appreciation to the staff and faculty whatsoever. (One holiday luncheon just doesn't cut it!)
	Motivation comes from within, not from without. Anyone planning to "motivate" someone else is relying on fifty-year-old business school literature. Instead, an organization should identify what it is that its members value about their job , and find ways to provide THAT.
	As long as small percentage raises are attached to job performance, the staff will not receive true job performance assessments. 1%-2% raises (same as cost of living) withheld from a less than achieveing employee will further demoralize the employee with no incentive to work hard or better.
	The motivation for faculty is a pretty significant salary increase. If a faculty member is happy with his/her salary, there is no motivation to 'step-up' his/her teaching, tenure keeps many faculty 'safe' and it's a shame for the students who are trying to learn.
49	We periodically take a faculty "morale survey," then promptly ignore it.
	I am not sure what steps SEMO takes to do this on a regular basis?
	As far as I know, there is nothing about morale.
	Happens more per unit between employee and supervisor. Needs improvement.
	The administration probably believes they have effective processes for addressing faculty, staff and administrator job satisfaction and morale, but that is not the case. Morale is low, and the administration frankly does not care. The attitude we get is - if you don't like it here, you're free to quit and find a job somewhere else.
	The pay is low to start with, and if raises are only based on a percentage, the salary will always remain low. That is definitely not good for morale.
	The university used to have a quality wellness program for the staff. This empacted on the health coverage we received. However, now the program has added student participation to such an extent that most employees feel disenfranchised and feel shut out of the entire program. Many activities are scheduled when students can work them into their schedules but makes it impossible for staff who are at work (8-5). The employees had felt that the university had their interests at heart as well as their health, but no more. Now it seems the students are the only ones who matter when it comes to the wellness program.
	There is very little communication of a "job well done". Everyone likes to get a pat on the back or at least some feedback every now and again. The morale is very low which could be tied to the fact that many clerical people have worked at the University for years but barely make more money than somebody working at McDonald's.
	Morale in the office where I work is very low. Three employees have taken jobs at other places in the last six months.
	The English department's morale seems, on the whole, pretty low. The only time I heard these opinions voiced was during the Chair's review a few years ago--which was inappropriate because the chair doesn't bear the entire responsibility for the morale problem. But I should think an effective process would address the issue, which is very well known to the Chair and the Dean.

No.	Comment
	I've never seen this process.
	As in comments for #48....the poor work by some employees and yet they receive high ratings on the annual performance evaluations and receive the full annual raise - leads to dissatisfaction of work by administrators and low morale to fellow workers that work hard all year and give their best..only to be given the same evaluation rank as those doing completely unacceptable work. If it was not for the work ethic of the dedicated employees - one would question why they should continue to work so hard when others reap the same benefits. Morale of the hard-working dedicated staff on this campus is dropping fast..it is discussed "behind closed doors" among frustrated employees that only want the best for the university and work hard to make up for the poor work done by some.
	Not at all. The morale of some of the faculty and staff I have spoken with is the lowest I have ever seen it here.
	Suggestions and comments for improvement are asked for but not acted on. Eventually the employee sees no need to respond because they feel they're not being listened to anyway and consider it a waste of their time.
	there is only one answer here. Give me the money and time to do my job and then get out of my way.
	Though there is little control over the situation due to funding issues, the lack of merit, recognition, and salary increases does not help in the area of motivation. You also find that those few that go above and beyond are not recognized for their efforts.
	Adequate funding of Merit Pay?
50	Too many young people in HR try to run the university. This office, especially, should not be a training ground for would be professionals.
	Salary analysis have not been done for years. The low salary ranges for our area, along with the extremely long hiring process creates a lose in good employees to other surrounding institutions. These are processes that need to be looked at and have not been.
	effective enough, this kind of judgement should reside en each accademic unit.
	I am unaware of what HR actually does. Also, having been in a department, I've seen first-hand that "developing" new, good employees just doesn't happen--not in that department. Sink or Swim, no in between.
	We don't retain good employees because they are not awarded. Employees here are rewarded based upon how much they're liked by the supervisor and not based upon any actual work whatsoever. Good employees realize this and quickly leave.
	As a follow up to comments to questions #48 and #49...good employees are leaving the campus (particularly CTS staff) due to the low morale and low salary rates -- A staff member recently left after working here for approximately 20 years and their replacement was hired in at or above that staff member's pay due to the fact that the new employees are hired in based on the current salary analysis data in the state - but nothing is done to bring dedicated employees' salaries up to current data....It almost pays to quite your current position and reapply for the same position - you would see a raise in your salary! What is wrong with this picture and how do you correct it?!
	Except at the department level, I do not feel the university values long-term employees (clerical, technical and service). Upper management, I believe, would more quickly hire a new employee rather than develop and cultivate the loyalty of long-term employees.
	No attempt is made to retain good employees.
	I don't know of such measures; it doesn't appear that this is done.

No.	Comment
	If this refers to faculty promotion and tenure, that process has a lot of problems which have yet to be addressed.
51	We are provided some leadership training classes. Mid to lower level managers have no true authority over their employees. Employees are encouraged to go around their supervisors. This encouragement is in the form of how HR responds to complaints from employees.
	For the most part the opportunities are in place, however, the staff side is lacks the opportunities for leadership skills.
	Happens more on an individual unit basis not as an institutional plan or strategy.
	The university used to have an excellent training and development department with many fine seminars for the upgrading of employees' skills. This department has now been essentially gutted. Very few opportunities are offered and most of the staff have been let go.
	Lower level employees attend seminars, but many supervisors have poor people/management skills and never seem to attend any kind of sessions that would help them improve.
	There is very little room to "move up" or take on leadership roles as a clerical person. The University requires a bachelor's degree or better for all professional jobs. Some of the clerical/service people don't have degrees, but have the capability of doing these jobs better than many "degreed" people simply because they have the life experience and wisdom necessary. The University should reevaluate their hiring processes in this respect.
	I have not heard of any Department Chair being offered leadership training, even though it has been suggested before.
	Not as strong as it used to be.
	what, everyone should want to be a Dean?
52	our leadership is strictly top down.
	Without a consistent set of values and expectations, it isn't surprising that the head honchos can't effectively communicate this.
	inconsistent use of language to describe expectations. Efforts to date have not produced this outcome.
	Effective communication is the biggest single failure of our administration. The administration consistently sends mixed signals. It fails to solicit input from parties impacted by its decisions before the fact, and does not learn from past mistakes. The instances are legion.
	There is a lack of communication from the administration side and the academic side of campus.
	Ethics, social responsibility and service are not allowed to be valued in favor of any individual. This would be showing preferential treatment and could be negatively viewed by those individuals who do not exhibit these traits.
	as long as one agrees with the administrative line---forget about disagreement---vendetta's are long lasting!
53	Our institution has the mission in place, but I do not feel that many know what it truly is or understands what it means.
	the administration could care less whether we understand---we're just supposed to salute and go on!

No.	Comment
	Happens more at the administrative level. Communication of mission, goals and direction to entire campus needs improvement.
	All too often the flow of information about the mission, goals and direction seems to break down at the director and chairperson levels. This causes serious problems in moving the campus community forward on various initiatives of the university.
	Do we have a relatively unchanging mission, goal or direction? It seems to me that this changes on a regular basis.
	The mission and goals of this institution are what high level administrators say they are, and those goals change almost weekly.
	I don't like the mission, goals, and direction that the institution is aiming at, and I think the students would be disappointed to know how we view ourselves, but I think we all know what the case is.
	The current administration is very dictatorial in leadership style, so making sure everyone understands simply means imposing "you will do x"
	again, this does not apply to universities. The best faculty may be the most curmudgeonous. we don't all have to be mindless team players to be effective or to have an effective institution. Unlike effective businesses, effective universities are often messy.
	Brown bag lunches are a positive form of communication.
54	how will you measure these so called performance results? good teaching often requires many, many, years to have it's full affect.
	At times the leadership openly admits they refuse to follow board approved policy. Other times they hide behind assertions that they simply interpret things differently. This is insulting when the matters are black and white.
	As stated earlier, I do not feel that performance results are looked at as a whole. Not all tasks are included in the performance indicators (many tasks we do go unnoticed), and we are not truly rewarded for doing so much work. The recent change in the way performance standards was set hurt many staff members who work very hard and are given a "meets expectations" level when they truly exceed expectations for going above and beyond duty.
	The faculty and its senate get no consideration from this administration. Minimal lip service is paid to faculty and the Faculty Senate. Decisions about faculty and course are made by fiat and sent down to faculty (errr, employees!).
	Our administrators are either unwilling or unable to answer the most basic questions about the likely impact of certain courses of action (e.g., budgetary implications of strategic planning decisions).
	Many of our leaders make decisions, seemingly, based on random thoughts and feelings. Why is the library building their new "coffee bar" for the third time, for yet another ridiculous sum of money instead of buying new BOOKS for crying out loud!! I have news for them - PEOPLE GO TO THE LIBRARY FOR BOOKS that are current and don't take days to receive from a real library somewhere else!!!! We'd also go there more often if the library staff had a willingness to HELP PEOPLE instead of being rude and condescending! If I need a book I go to the Carbondale library or Barnes and Noble. 'Nuff said!
	Depends on the decision. Faculty promotion and tenure follows a clearly delineated process. Other institutional decisions don't appear to.
	HA, HA, HA.



No.	Comment
	things, we just don't hear about it.
	Anonymous avenues for communicating ideas, suggestions, etc. would be helpful. I realize that a lot of negative comments would be made but there might be some good suggestions come of this also.
57	I strongly agree to the statement ONLY as far as undergraduate education is concerned. I would not rate the same for graduate education.
	An aquatic center and additional money for athletics is an indication of effective concern for student support? Give me a break!!
	Faculty, staff, and administration could all take a little more active role in being observant to needs of students and assist in directing them to appropriate channels of assistance.
	We need to analyze the cost of programs to keep students in school--students who are probably not academically qualified for the higher education experience that our faculty aspire to deliver.
58	I think that it was a mistake to put student support services in the UC. There is no parking, and the quarters are very cramped. Students have complained to me about this. On the other hand, they have been highly complimentary of the service provided to them.
	We have a difficult time getting tutoring help at the Higher Education Centers.
	The challenge is contintuing to provide appropriate levely and type of services with diminishing resources. not a way to systematically address changing needs of students and build this into instituional planning.
59	We have speech therapy for students, but not for faculty, some of whom do not speak English well. It would be a good idea to address this issue.
	Everything depends on the available budget.
	In many instances the administraion side of planning does not take into account the peak busy schedules of the academic arena when scheduling meeting, training, and events.
	I think CTS and Professional Staff group are wonderful for this. They should be listened to.
	There is little regard for support of the individuals listed. "People" are considered necessary evils by this administration. If a way were found to eliminate the need to deal with people, this administration would jump on it in a minute.
60	There is not an opportunity for recipients of work orders to be able to indicate their satisfaction with the work done. Often a work order may have been partially worked on and never finished. No communication is given to the recipient on the status or completion of a work order.
	Again, everything depends on the budget and the most public areas receive funding.
	Case in point: usage of 2005 medical reimbursement accounts. I contacted HR in December 2005 about the government approved extension to allow employees to use 2005 monies through March 2006. The HR personnel told me flat out that SEMO would NOT be extending the deadline, that all 2005 monies must be used by December 31. Thus, I was forced to scramble and incur costs during December in order to fully apply my reimbursement account (this was compounded by the fact that SEMO administration did NOT tell us in advance, before we had to make our 2005 benefits decisions, that SEMO would give each employee an additional \$400 to use for medical reimbursement). Two days ago, employees received notice in the mail that their 2005 reimbursment accounts could be used through March 1, 2006. This is unacceptable communication and unprofessional decision-making, the worst

No.	Comment
	I have ever seen in an institution of this rank!
	To the point the budget will allow.
	My rating is based on my experience. I have received health, teaching, research and funding support. I have received faculty development funds. So, from my perspective, these services are well managed in that they are available.
	It took two months a dozen memos, an administrator review, to buy a \$40 VCR.
61	our leadership is only interested in the bottom line. they don't care about support services of any kind. We were Kmart U when I got here. Now we're working on becoming Freds.
62	I respect the leadership at institutional research but I don't trust a bit of the data.
	this statement is too vague for me to comment
	I have never been able to determine the relevance of institutional data provided to me.
	Institutional research? Why not call it military intelligence. We've done much better recently with regard to the mounds of useless junk mail that the campus departments used to send people, but we can do much better. Use electronic distribution more effectively! Save the trees!
	We had extremely good mechanisms for retrieval and dissemination of information prior to installation of new Banner software. Given time and experience, we will again be able to get to the same level of ability.
	Data that used to be public, e.g. departmental key performance indicators, are no longer generally available. Requests for information from IR have to be accompanied by a rationale for wanting the information. The impression is one of secrecy--Dick Cheney would be proud.
	We have institutional research as the main data gatherer, as well as the UAR Committee. Data are available. Sometimes, though, they need to be disaggregated. Sometimes, the way data are collected have definitions that the picture the data paint is distorted (e.g., graduate enrollment figures in programs where students drop in and out are not fairly represented).
	I thought we had effective processes for data, but I have serious concerns about the new Banner system.
	Collecting and storing? Yes, but distributing, not so much!
	Historically this has been a problem, but adoption of new computer systems and registration online has greatly alleviated this.
63	the KPI sheet is a real problem, a morale breaker. How can you reduce the efforts of 450 faculty to a set of one page snapshots (out of focus) that summarizes their work?
	Our damn "key performance indicators" are an indication of nothing more than the desire of our top administrators to "manage" this institution like a corporation.
	Unfortunately, there are no provisions for the variations among disciplines--some of whom may not be measurable by those measures.
	The key measures being used measure the wrong things.

No.	Comment
64	Data for many reports is not real-time, but done in batch processing overnight. Data for many reports is not delivered right-away in an electronic form, but after days or weeks in paper form.
	Individuals don't have access to searching. Maybe Banner queries will help this, but we've also been told that special queries must be made once a year with no expectation of them being performed or carried out.
	The determination of needs is done adequately, but the response to those needs is not always processed.
	The College of Science and Math has huge facility needs that are going unanswered despite repeated faculty requests for updating. They are really going to need a new building if they don't do something soon. Perhaps the correct data has not been collected to convince the administration of this dire need.
	Can always be improved.
65	It's not shared
	There used to be annual reports from each department but this seemed to be more of an opportunity to highlight the achievements but downplay any negatives there might be, resulting in an inaccurate picture of the departments.
	Analyzing? Yes. Sharing? Not so good.
	Some departments have very few process for analyzing performance.
66	For 65 and 66 I don't know of any.
	all of this is a huge waste of time and resources.
67	we are apparently not interested in continuous improvement. we are in perpetual decline. witness a recent decision to desolve the college of liberal arts and return to a more primitive college of arts and sciences.
	I have seen no evidence of this in the English Department. It's possible that faculty committees discuss this issue, but not the ones I serve on. Since our department does not report the activities of its committees to the faculty as a whole, I have seen NOT ONE WORD of discussion of mission in relation to programs in 3 years in the English Department at Southeast.
	Priorities are changed without collegial discussion. This is an autocratic environment. Indeed, the President has been quoted as reminding us that this institution is not a democracy.
	I think that by virtue of the fact that we're dealing with AQIP we are examining these questions.
	If having the president announce what it will be is an effective process, then we are effective all right.
68	if involving faculty in a meaningful way is part of this---not at all!
	Our department seems to do its own thing, with reference to institutional goals only when they're forced on us.
	Once again, challenges that come up often seem to be managed by administration without faculty input. The resulting decisions are then imposed.
	We do seem to be prepared financially to continue operations regardless of the state budget cuts without major disruption of services to the students.

No.	Comment
69	I'm always amazed to learn of more property that the University suddenly owns for more buildings or parking lots. I think that there should be a public list of all the property that the University actually owns.
	If you consider plans to make a River Campus, above faculty objection, effective -- fine. If you consider plans that offend local legislators effective -- fine.
	Slow incoming - student success initiative for example.
	We do not have problems with translating our strategic objectives into concrete plans, but they are not always achievable or discusses in depth before implementation on a campus wide setting.
70	Opening convocation is the main means by which this is done.
	Communcation from the top down continues to be a problem of sorts.
	Unfortunately! The administration comes in and tells us what is going to happen! For example AQIP! On wednesday (chairs retreat)it was an option for consideration, on Friday (combined retreats) it was the plan, and the following Wednesday (President's address)it was what we were gonna' do - no discussion. Same thing with CL degree requirements.
	It's usually a done deal by the time the University campus reads it in the newspaper or sees it on t.v.
	Communication is perhaps the largest problem with planning and implementation on campus. During the planning stage, stakeholders are not communicated with, so plans are ill-formed; when implemented, communication is still hampered, if not nonexistent, resulting in ineffective performance.
	top down dicatatorial
71	This may happen on high, but I am not aware of it.
	Lower level employees are not involved in planning.
	The plans and priorities of our administration have one purpose -- to pad the vita of administrators as they search for their next job.
	Little systematic planning is done. Not aware of any processes to evaluate planning.
	"Planning" is a slippery term as employed in this item. I don't know what it means.
72	Whatever we do in this regard has little to do with education, and more to do with trying to serve as a job placement entity. This is exactly what higher education should NOT be! We shouldn't have to justify having a college education by saying, "You will earn more money over the course of your life." Instead, we should say, "You will have a richer life, not necessarily BE richer!"
	This institution has a tendency to distance itself from the community in which it exists. This distance, especially against a perception by the general public that learning institutions consider themselves intellectually superior (which, in some ways they are) and, in which case, need to be brought down a peg or two, sets up a polarity that allows the community to take revenge against the institution for its "assumed arrogance" when socio-political issues arise that involve the institutions. This institution needs to make non-profit inroads into the community and gather community allies to offset periods of siege by external influences. The investment of time or resources or both will pay off at times of polarity. Private donations to the institution are of key importance but are virtually useless in offsetting public sentiment. Actually, they aggravate public jealousy and opposition. A miniscule investment of

No.	Comment
	institutional resources can offset this jealousy as well as highlight donor
	We have the reputation of steam rolling over any one or thing that gets in our way.
	This is generally very good, but at times it takes precence over he faculty/student relationship.
73	We have had problems with compromising and working with other colleges. I don't know the particulars but the impression it gives the public is very unprofessional.
	Our relationship with three rivers is a gigantic mess..
	Yep, we certainly did well with Three Rivers!
	I see this within my own department; however, I cannot speak to this for the university as a whole.
	We used to have someone in charge of articulation agreements: establishing a common template, troubleshooting, etc. That was very helpful.
	It is done through individuals, not through the institution
	There seems to have been a major breakdown in our relationship with Three Rivers Community College. This needs to be resolved.
	The set of community college articulation agreements we have in place are great. This we did well.
	Articulation agreements with two-year institutions are well worked out.
	wE ARE "AT WAR" WITH TWO COMMUNITY COLLEGES, WITH OUR LEGISLATORS, AND ARE PERCEIVED NEGATIVELY ALL OVER OUR SERVICE REGION. NUFF SAID?
	There is evidently a problem between Southeast and one of the Three Rivers Community College.
	Yes, I agree with this statement despite the uproar and dispute about our relationship with Three Rivers Community College.
74	Institution is improving in this regard.
	Can you say fiefdoms? Might as well be the Department of Homeland Security.
	No, there is too much internicine squabbling and competition for scarce resources for inter-departmental cooperation.
	It is done through individuals.
	There is no process. If departments wish to collaborate, it is up to them to initiate the contact.
	This would be a great objective: After more than a decade, I only know a handful of people outside of my college.
	From department to department and college to college, budgets are competitive. More collaboration without a loss of budget could create better relationships.
75	The process for placing something on bid is now at four months - this is way to long for something like this to take

No.	Comment
	place. How can we effectively do what we need to do when the bid process takes so long (because of understaffing in this area?)
	We have state approved vendors. Does Southeast have a role in their selection?
	lowest bidder process makes this difficult
76	"Unsure" because I'm not aware that we have these evaluative measures in place, but I also don't know for sure that we don't!
	Don't know of any.
77	We are getting there.
	Teacher education has worked hard at trying to get their criteria in order.
	The biggest problem that I see is that faculty are judged on how well students like them. To some students, that means how easy the faculty are and how little they ask of the students. This is a generation that cannot handle constructive criticism or any grade below an "A". Faculty should be judged by how much information and ability to think independently they engender in students, not by whether they are the students' pal.
78	Weekly, monthly and annual reports are written and statistics are done. It shows a great pictures of the work we do each year.
80	This is available on-line with some of our partners.
	I know how our students rate on the outcomes assessment, and the test is nationally normed.
	Lack of data sharing again.
81	Specific performance standards are all set, people do not like change or suggestions. Unless they are made by them
	What targets? Retention by loosening academic standards?
82	If anything, performance measures are an unnecessary addition to cost.
	We are efficient, however, our performance measures that I take part in were not established to measure costs.
	This is not our aim. We're here to be educators, not bean counters.
	assuming we are still taling about the department
	This is completely irrelevant: performance measures do not have anything to say about costs--they measure performance. If we start connecting performance and costs, we will no longer be able to perform our duties as an educational institution.
	As a department, we work to provide the best education possible within the financial parameters we are given, but reducing costs does not always benefit the students.
	our performance measures actually did save the department money and time.
	is that the major goal---reducing cost---how about the quality of the education students receive---maybe that

No.	Comment
	requires more cost!!!!
	To the contrary, they have demonstrated the need for more resources!
	I wouldn't say we have performance measures, but we operate under a mindset of improving our processes continually to keep costs down.
	too soon to know
83	Despite all the talk about performance, it is rare to see anyone suffer for poor performance. We know where some weak programs are, but they aren't forced to improve and they aren't eliminated.
	See Comment on # 82
	There are no ineffective programs in this unit to eliminate!
	we've eliminate programs (whole colleges) at the university level--but they we not tied to effectiveness---just reducing costs!!! great idea to use a business assessment device to evaluate an academic institution---everything comes down to cost!!!!
	This administration destroys strong departments and maintains those that are useless.
	I am new to this department so am unaware of what might have changed/been eliminated before I arrived.
	Ineffective programs and services cannot be measured solely by financial figures or graduation statistics. Measuring should be done in the context of our mission more than in the amount of money a program generates.
	Well...we eliminated a number of courses from the catalog two years ago. But the result is an English course catalog that is very unlikely to deliver an effective education to our students. By establishing very specific course titles and reading lists in the catalog, and then eliminating "unpopular" courses, we now have a major that includes (for example) specialty courses like "Cyberpunk Fiction" (a contemporary genre) but no general courses like "Early American Literature." I believe that the literature course offerings need a thorough review in light of the elimination of courses, but I see no effort being made to analyze or discuss program change.
84	This question makes no sense.
	What is accuracy in education? This survey doesn't really seem to ask questions that define educational endeavors. As the basis for educational assessment, then, this survey is at best disturbing and at worst an irrelevant waste of time, effort, and resources.
	some things just are what they are.
	"Accuracy" is a meaningless term here. "Quality" is a better term. Ditch the accuracy part.
	See comment on # 82
	Really, we haven't ever been entirely convinced that the outcomes measures we use actually fit our learning goals for our students. We use the one we do because it's nationally normed, and there aren't many to choose from. We've thought about developing our own internal assessment, but then we could only norm it over time, rather than in comparison with other institutions.
86	That's about the only value we see for our outcomes assessment, is that it gives us a number to report annually to the institution.

No.	Comment
	Once again - communication? What's that?
	When you are only allowed to submit a KPI, then noone knows what we are really doing.
	assessment is more often than ont just buzy work.
	Why not put money into the educational programs themselves, rather than into meaningless measures of irrelevant targets?
	our adminstrative assistants and chair should be praised for the quality of our annual report, and our faculty should be praised for the quality of their performance.

To analyze the comments effectively, you'll need to compare them with the original items in the survey that to which the question numbers refer. If you don't have a copy, you can view the original survey by entering "Examiner" as your login name after you direct your web browser to <http://survey.plexusintl.com>.