

CATEGORY SIX

[6P2]. How do you identify the administrative support service needs of your faculty, staff, and administrators?

OPP maintains a software database system, TMA, which provides college faculty, staff and administrators a direct link to OPP services through its Service Request system. This service identifies needs from emergency to longer term needs. OPP also maintains a dispatch desk between 8:00 and 5:00 for immediate service needs.

[6P3]. How do you design, maintain, and communicate the key support processes that contribute to everyone's physical safety and security?

OPP maintains the TMA database system, as described above. This system is maintained by the Documents and Procedures Coordinator. The Service Request system is available to most college employees through the secure faculty/staff log-in at the college web site.

[6P5]. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

The Documents and Procedures Coordinator is responsible for keeping all policy, process and procedure documentation, in a consistent format, for use by OPP personnel. This information is available to all OPP personnel on the O:\shared\ drive under <Office of Physical Plant>.

[6R1]. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

OPP provides a monthly assessment of activities and results of TMA Service Requests that have been converted to Work Orders and processed including periodic analysis of the data. The monthly report also contains a synopsis of activities by OPP personnel for the period.

[6R3]. What are your performance results for administrative support service processes?

Typical completion rates for all three support groups (Maintenance, Grounds, Custodial) is ~80% of newly generated work orders. Work order response time has decreased, although measurements have not yet been analyzed. Zone

[6R4]. How do your key student, administrative, and organizational support areas use information and results to improve their services?

Supervisors review monthly completion rates and open work orders with staff.

Graphing/charting of results not yet implemented.

[6R5]. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Anecdotal evidence indicates that our maintenance, grounds and custodial process performance is comparable to other institutions of similar size with similar staffing. Also, anecdotal comparisons with larger and smaller institutions, as well as business campuses in the region, indicates favorable results. No systematic benchmarking has been done to date.

[6I1]. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

OPP is always striving to make small incremental improvements to our policies, processes and procedures using standard Quality Improvement techniques. We are working to gradually make these as comprehensive as possible, a process that will take several years.

[6I2]. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

OPP is working to create a team culture to support its fairly developed infrastructure. Past disfunctionality between managers and workers, along with reluctance to empower employees to make improvements, have hampered this process. The hope is that institutionalization of the AQIP quality improvement methods will aid in improving performance results.

6P1

OPP Design and Construction Services: Support service needs are identified through the overall strategic Space Consolidation Plan developed in 2003. It has generated nearly all of the major design and construction projects for the last several years but that project list is nearly completed; therefore, a new strategic space development plan will be needed in the near future. A study will be conducted using input from E.C. in order to outline the service needs for several years into the future. Such forward planning will support the student and other key stakeholder groups so that an appropriate learning environment is maintained.

OPP Facilities Services (Maintenance, Grounds, Custodial): The TMA database of college assets and equipment is being sorted and analyzed to devise two programs; 1) Planned Maintenance for all major systems and equipment under OPP control, and 2) Asset Replacement Schedule for both critical and non-critical systems. These two programs will allow maximum life for each existing system as well as provide budgetary planning for system replacements as they become necessary. Once established, each program will consistently support the service needs of the facilities of the college, thus supporting stakeholders so that an appropriate learning environment is maintained.

[REDACTED]

6P1]. How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

Customer satisfaction surveys (pending)

Counselor and Advisor interviews with students and resulting informal feed-back.

Student requests.

[6P4]. How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet? Walk-around to review staff and faculty functioning; responding to staff questions; continual interaction with staff and faculty via e mail re. priorities, issues, information items.

[6P5]. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment? Daily self-organization and planning and organizing/filing written communications accordingly.

[6R1]. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly? Student traffic data in various Centers; student survey of Center satisfaction in development; students' counseling workshops attendance and feed-back.

[6R2]. What are your performance results for student support service processes? Student traffic data and student surveys (currently in development).

[6R4]. How do your key student, administrative, and organizational support areas use information and results to improve their services? Analyze data for implications and validity and modify service accordingly.

[6R5]. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education? No common benchmarks established for such comparisons.

[6I1]. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations? Scheduling and availability of Academic Advisors. Advisor evaluation system implementation is in development.

[6I2]. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations? Collaborative problem solving.

LEARNING CENTER

[6P4]. How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Through constant verbal and written follow-up with individuals providing the support services

Weekly staff meetings

[6P5]. How do you document your support processes to encourage knowledge sharing, innovation, and empowerment?

Through written correspondence (e-mails, memos, letters) and verbal correspondence (regular meetings, & one-on-one consultations with support services individuals.

[6R1]. What measures of student, administrative, and organizational support service processes do you collect and analyze regularly?

Number of Coordinator visits from students (the type of support service offered on a daily basis)

Tutoring services

Number of Intakes

[6R2]. What are your performance results for student support service processes?

The performance results are generally always positive in that support services individuals strive to provide good customer service, as well as stay abreast of new technology, practices, etc. to improve support services processes.

[6R4]. How do your key student, administrative, and organizational support areas use information and results to improve their services?

Through a monthly tracking process, support staff can determine the areas that need improvement and implement various practices to insure that specific areas in need of improvement actually improve

[6R5]. How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

No sure how to respond

[6I1]. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

No sure how to respond

[6I2]. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

Through regular Leadership meetings where specific processes are discussed;
professional development training