

Day One

Exercise #2 – In this exercise, participants were asked to describe attributes of “good” action projects and were asked how they were related to the expectations of North Central:

Attributes of a Good Action Project

- Real need
- Full participation
- Measurable
- Pertinent to Organization Performance/Goal
- Supports Mission/Vision
- Doable
- Understandable
- Buy In – Ownership (Critical Mass)
- Honesty
- Improve Quality & Service
- Feedback
- Stretch/Uncomfortable/Challenging
- Useable
- Cost/Benefit
- Tangible/Intangible (Morale)
- Unity/Coming Together
- Process – I.P.O Evaluation/Benchmark

Exercise #4 – In the prior exercise, two team members were paired off and sent to separate break out sessions with other institutions. Each team briefly described one of their action projects and solicited feedback. The feedback generated by the team is described below:

Action Project #1

Narrow down project – template

Clear goal – Similar processes

Be conscientious with adjuncts, employees, colleges and employers that are involved at the beginning instead of at the end.

Are there program specific accreditation agencies? Use their objectives.

Use of Program Advisory Committee advice with assessment process.

Find out who is doing well and go out and observe.

Professional development opportunities.

Make sure results are used to improve curriculum and provide professional support opportunities.

*Headed in right direction

*Refinement needed

Action Project #2

This is the beginning of the process

Choose software
Implement and Training
Impact decision making

Focus on Process

More complex – supported realized complexity

*Supported
*Realized complexity.

Action Project #3

Liked project

Process is important

May need community involvement

Gaps of community perception – suggestions for gap analysis

“Appreciative Inquiry” – how much does the community value what we do compared to how we perceive we value what we do?

How are we using community?

How to measure success?

Create institutional effectiveness indicators.

Strategic plan doesn't change, but goals do change

Careful about the use of terminology

Instead of calling “goals” – use the term “annual action projects”

*Solidly affirmed

Action Project #4

Do we have feedback from students who moved on to college-level courses?

Do compass scores align with course work?

Is there a “student success” course available for students – one college offers this course for free if the student was not required to take it.

GPA guidelines for admission? GPAs can be linked into enrollment into developmental courses.

Elaine's suggestion: rewording action project

*Project is doable

*was measurable

Exercise #5 – In this exercise, team members created the front page of a newspaper, dated 3-5 years in the future. The goal of the session was to capture the improvements that have resulted from the successful completion of the College’s action projects.

Final result will be displayed during open house..

Exercise #8 – During this exercise, the team suggested names of those stakeholder segments/groups that are vital to the institution. Those highlighted in red were eliminated during the discussion. The team was required to list the top five stakeholder groups and then think about the needs of each respective group and how they will be impacted by the College’s proposed action projects. The results are listed on *Higher Educational Stakeholder Analysis* form.

Stakeholder Groups (generated by team)

- Board of Trustees
- Local Hospitals
- Taxpayers**
- Faculty/Staff (full and part time)**
- Student Workers
- Non-Traditional Students**
- Black River Electric Cooperative
- Little Tikes
- CMU, UMSL, Southeast Missouri State, Rolla
- High School
- Prison – GED
- Community Courses
- Faculty Forum
- Classified Staff
- Student Government Association
- President’s Cabinet
- Sheriff*

**-very important

*-very important but tied to a single program

Stakeholders – top five selected by team:

- Students
- Faculty/
- Support Staff (respective groups)
- Receiving Institutions
- Local Employers

Higher Educational Stakeholder Analysis

Key Stakeholder Segment Group	Stakeholder's specific needs and requirements	Relevant Action Project number	Benefits this Action Project will provide this Stakeholder group
Students	Direction (Advising) Education Flexible Scheduling Competent Teachers Encouragement/Compassion Affordability	3 1,4 2 3	Shorter time to obtain goal Fewer classes missed
Faculty	Salary (competitive) Pleasant Working Environment Encouragement and constructive criticism	3 3 4	Compensated as professionals Improve morale Improve quality of instruction
Staff	Professional Development Adequate Resources Valued	3 2,3 3	Knowledgeable & efficient Knowledgeable & efficient Motivated
Receiving Schools	Articulation Agreements Academic Preparedness Seamless Transfer	1,2,3,4	Smooth transfer Competence in BS level coursework Increase pass rate in C-Base and other exams Timely completion of BS degree
Employers	Competent graduate to fill need (External alignment) Diverse pool of qualified applicants Graduates are flexible and trainable Opportunity to give input/feedback on curriculum Applicants have realistic expectations of the career	3,1,4	Competent applicant pool Reliable applicant Enhanced value of community college education Strengthen relationships/partnerships

Exercise #12 - Team members were separated into groups and were asked to generate a list of things that organizations can do to better promote organizational learning and to create more valuable knowledge of an organization. In the following session, the team from Mineral Area College summarized the important points picked up from each group:

- E-mail effectiveness
- Pizza with the President
- Flush – a.k.a. John letter
- Faculty/Staff meetings with Board
- Appreciative Inquiry – formally ask everyone for input on a certain topic or issue (associated with Vital Focus)
- Leaders must lead and be committed to process organizational change – learning & willingness of all sides to participate in the larger dialog.
- Communication Teams Sharing Positives & Challenges
- Equal opportunity & level of importance
- “By the Way” bin for non-essential email
- Schedule construction (open hour)
- Town & Gown (monthly Q&A meeting for community)
- Vital few (those who are influential)

Day Two

Exercise #16 – AQIP Systems Chart – In this exercise the team focused on the processes and systems underlying the most challenging action project that is proposed – (the team selected Action Project #4 – Developmental Education). Each individual on the team wrote on sticky notes any type of processes, activities, events or resources that are essential for the successful completion of this action project. Each team member then placed their sticky notes under each of the nine AQIP criteria. The information below provided the team with information to help better define this action project.

Evaluation of Action Project #4 (Developmental Education):

AQIP Criterion #1: Understanding Students and Stakeholders' Needs

- Assessment
- Advising
- Flexible scheduling
- Different level of developmental courses
- Survey of students on why they struggled
- Student orientation
- K-12 review of curriculum
- Learning styles assessment

AQIP Criterion #2: Valuing People

- Advisors (enough information to make good decisions and also confidence in placement system)
- Faculty perceive placement testing is accurate in the placement of students
- How to use system for student success
- Faculty needs – teaching methods
- Negative stigma erased

AQIP Criterion #3: Leading and Communicating

- Faculty training and improvement - Instructor qualifications
- Department leadership
- Faculty leadership
- Curriculum delivery type and study skills

AQIP Criterion #4: Supporting Institutional Operations

- Facilities design

AQIP Criterion #5: Planning Continuous Improvement

- Feedback loop
- Research and tracking

AQIP Criterion #6: Building Collaborative Relationships

- Faculty and resource coordinator communication
- High Schools
- Team building with trust and understanding
- English, developmental education and general education faculty relationships

AQIP Criterion #7: Helping Students Learn

- Defining success of “developmental education”
- Philosophy, learning styles, and teaching methods of developmental students
- College level reading recovery
- Role of EXCEL/SSS
- Negative stigma erased

AQIP Criterion #8: Accomplishing other Distinctive Objectives

- 100% success of college courses with a “C” or better in next college level course.
- Advising systems to ensure college success

AQIP Criterion #9: Measuring Effectiveness

- Data on success/failure of students after they make it to college level courses
- Effectiveness of learning modalities vs. traditional classroom
- Data on declared majors by students who test into developmental courses
- Data collection and interpreting

Exercise #19 – In this exercise, team members were asked to brainstorm and come up with “drivers” and “restrainers” for one selected action project. (Action Project #1 was selected for review)

A “driver” is an event, condition, or state of affairs that makes the accomplishment of the action project more likely.

A “restrainer” is an event, condition, or state of affairs that makes the accomplishment of the action project less likely.

Each member of the team had to write up as many drivers and restrainers for Action Project #4 and place them on a wall. The team then voted on the top 3-4 for each respective category.

In addition, the team had to derive three measures to adequately measure the results of the action project.

Measuring Action Project #1

Three measures that substantiate that we are meeting program assessment objectives:

- Transfer Shock GPA (less than .01)
- Standardized testing (GRE specialized exams or C-Base)
- Workforce Employment (employed 6 months within graduation) (75% of students are employed in chosen field)

Continue with faculty development that improves students learning that in turn improves these indicators.

Restrainers * - indicates top three selected by the team

Limited availability of adjunct faculty
Fear that assessment is punitive*
Goals set too low*
Lack of interest
Incomplete data on students after leaving
Limited financial resources of college*
Un-preparedness of students
Personal situations of students
Change of requirements

Don't waste time on restraints that can not be changed!

Drivers * - indicates top 4 selected by the team

Vital few*
Faculty know desired outcomes
Motivated faculty*
Current success of our students
Informed advisors
Motivated students
Assessment director
Articulation agreements*
2 + 2 agreements*
Student financial aid
Community and business support
Enhanced marketability will increase enrollment
Data
Family support

Always keep an eye on the drivers!

Day Three

Exercise #22 – Team members were introduced to the principles of developing an action plan for Key AQIP activities. The exercise helped team members to gain insight on the Systems Portfolio requirements that are due in three years. This activity also helped the team explore ways to strengthen action projects, including the promotion of widespread use, as well as articulating specific milestones for each action project so that the College may achieve its goals and objectives.

Major Components of Systems Portfolio:

1. Context
2. Processes
3. Results
4. Improvement

Action Planning

Activity	Key Milestones	Target Start Date	Target End Date	Lead	Key Team Members
Assessment of Student Learning Outside of General Education	Narrow scope of project to program(s) Identify specific programs to be assessed Assess 20% of programs every three years Identify & train key members in assessment methods and systems appraisal methods	March 21, 2006 TBD but no later than April 14, 2006 May 12, 2006 March 27, 2006	May 12, 2009 May 11, 2009		Assessment Committee
Information Systems					Larry Loos Patti Lisa E. Kent Rusty Linda Lisa C. Julie Sheets Denise Sebastian Kim Graham Maggie Elliot Faculty Rep. Cabinet