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

<table>
<thead>
<tr>
<th>Key Stakeholder Segment Group</th>
<th>Stakeholder’s specific needs and requirements</th>
<th>Relevant Action Project number</th>
<th>Benefits this Action Project will provide this Stakeholder group</th>
</tr>
</thead>
</table>
| 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 restrainers 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

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