

**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

Mott Community College

RESULTS FOR DISCUSSION

Vital Focus Constellation

November 2005

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◆ *Serving the Common Good by Assuring and Advancing the Quality of Higher Learning* ◆

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THINGS TO KNOW ABOUT THE CONSTELLATION ONLINE SURVEY AND ITS RESULTS

This is a summary report of the Constellation on-line survey you completed. You should know several things about this report and its purposes.

- ◆ **The results are meant to launch discussions that lead to action.**
- ◆ **The results are linked to processes and ways of working together.**
- ◆ **The data in Constellation emphasizes what you collectively agree (versus disagree) on.**
- ◆ **Today's conversations culminate in proposals for action that will lead to two sets of additional discussions to prioritize and develop five to six action projects that are most important to accomplish.**
- ◆ **A set of Constellation Appendices with full data and all your comments is a companion to this report, designed for use in your next conversations.**
- ◆ **More discussions with the Constellation Appendices and other data from students, employers, the community, and others will distill your proposals for action into specific projects to make a difference.**

Results Meant to Launch Discussions that Lead to Action

Your conversations and recommendations using the data are more important than the data itself. In fact, the data from the Constellation demand a discussion of what matters most right now, what is done well already, and what would make a significant difference if accomplished. It is your collective discussions, experience, agreement, and commitment that turn the data into information and information into action.

Simply put, this report encourages you to talk about your hopes for Mott Community College and for your work. The report will have served its core purpose if your discussions uncover new ideas, tap areas of great strength, and define highest priority opportunities to which you commit to action and learning.

Results Linked to Processes and Ways of Working Together

Each of the statements you rated for importance and performance in the survey is linked (a) to group of processes common to colleges and universities and (b) to a characteristic of high-performing colleges and universities. Each of these process groups is one of the criteria of the Academic Quality Improvement Program (AQIP); each of the high-performance characteristics is and one of the Principles of High Performance of AQIP. In this report, you will see results for individual statements AND results by process group (AQIP criteria) and high-performance characteristics (AQIP Principles of High Performance).

For example, look at this statement from the Constellation:

When making institutional decisions, administrators consider the impact on students and learning.

This statement from the Constellation is linked to teaching and learning processes, the *Helping Students Learn* Category in AQIP. In addition, the statement is linked to the high performance principle *Focus*, a mission and vision driven by students' and other stakeholders' needs, in AQIP.

Conversations Culminate in Recommendations for Action

The three discussions you will hold today build on each other and define:

- ◆ What you collectively agree matters most to be and do at MCC,
- ◆ What you agree is already done well at MCC, and
- ◆ What specific proposals for action you collectively agree would make a significant difference at MCC.

Additional Reports Provide More Information for More Conversation

This Constellation summary report contains your collective responses. The Constellation Appendices will provide you with the detailed data on every question of the Constellation, the breakout data by staff group and longevity, and your comments. Finally, the Conversation Day Summary Report, which your facilitator writes after Conversation Day, will include all the conclusions and proposals from your Conversation Day, as well as observations, questions, and other feedback from the facilitator.

More Discussions with Other Data Distill Specific Projects for Action

The Constellation is just the first step of a four-part process called Vital Focus designed to get you acting on top priority areas you collectively agree would make a difference. After Conversation Day, there will be discussions to prioritize and then discussions to develop your proposals into specific big and "quick do" action projects. In these later discussions, you have the option to include other institutional reports and data about and from students and other stakeholders.

The AQIP Categories and AQIP High Performance Principles

AQIP has adopted nine criteria and ten principles evident in the day-to-day work processes and the characteristics of high-performing colleges and universities; i.e., institutions able to systematically and consistently improve their quality over time. (See the last page of this Briefing for an overview and definitions of these Categories and Principles.)

Each **AQIP Criterion** covers a **group of processes** common to institutions (for example, Helping Students Learn includes processes related to teaching, learning, curriculum, assessment, program development and evaluation, etc.). Each **AQIP Principle** captures a characteristic of those institutions able to improve continually and to change successfully.

Each statement in the survey is linked to one AQIP Criterion (group of processes) and one High Performance Principle.

**INFORMATION ON WHO COMPLETED
THE CONSTELLATION SURVEY**

Survey Components: 85 Item Statements and General End Questions
 66 Standard Item Statements
 14 Customized Statements
 5 General End Questions

Participants: 495 MCC employees

FIGURE A: Constellation Participants by Employee Type

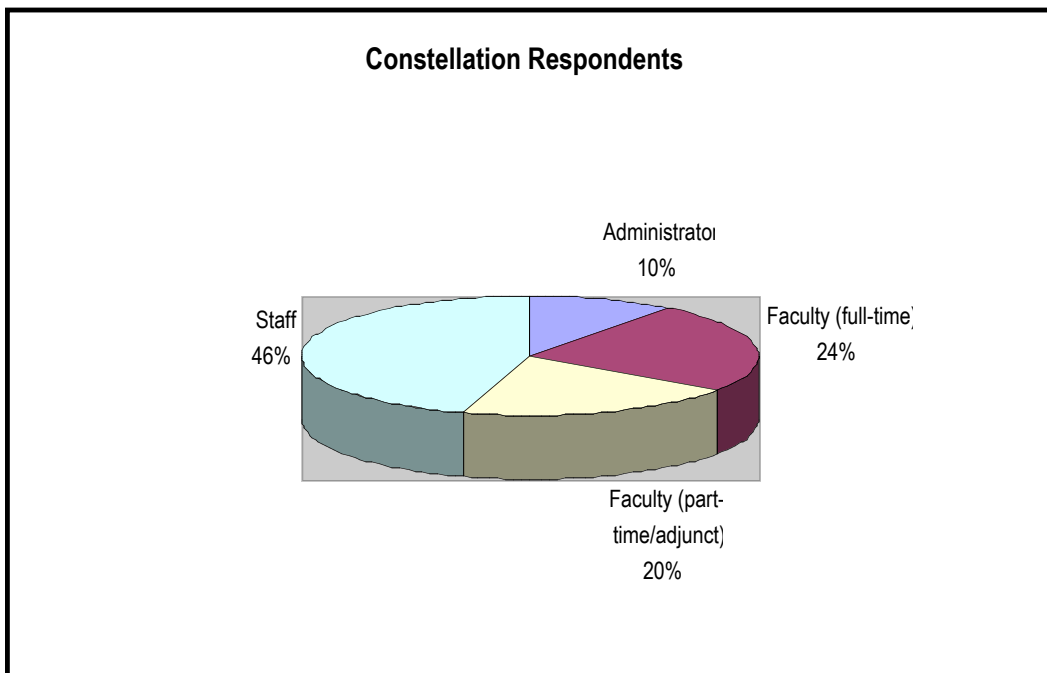


TABLE 1: Participants by Gender

Gender	Number of Respondents
Male	188
Female	304

TABLE 2: Participants by Longevity

Longevity	Number of Respondents
5 or fewer years	158
6-10 years	120
11-15 years	52
Over 15 years	163

CONVERSATION ONE

WHAT DO YOU AGREE MATTERS MOST RIGHT NOW?

Key Questions

A key purpose of the survey you completed is to identify the common priorities of Mott Community College — those day-to-day ways of operating and those cultural aspects that you collectively agree matter most.

- ◆ **Are you doing what you think matters most for MCC’s students and other stakeholders?**
- ◆ **Is what you do, what matters? Do you agree on what matters most?**
- ◆ **What ways of thinking and working together are important to you and to the continued success of MCC?**

What Matters Most at MCC Right Now?

To complete the Constellation, you rated each of the statements twice, once for how important it is now, then again for how well it is done now. Table 3 lists the ten statements that received the top importance ratings across all staff, indicating those things that are collectively held as highest priority.

TABLE 3: Areas MCC Employees Agree Are Most Important

Item	Statement: What matters most?	Average Rating	Standard Deviation	% Responding	% Don't Know
43	Technology is up-to-date and well-supported.	7.27	1.87	85.05	1.66
32	Mott CC trusts Faculty and staff to do their work effectively.	6.91	2	85.66	1.65
30	Mott CC’s hiring processes make certain the people it employs possess necessary credentials, skills, and values.	6.79	2.32	86.67	4.2
40	Administrators ensure that Faculty and staff have the resources they need to do their work.	6.75	2.2	85.25	1.42
41	Appropriate maintenance ensures that both facilities and equipment can be used effectively.	6.74	2.19	84.44	1.91
9	Mott CC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	6.68	2.45	93.13	6.07
75	Students have convenient access to the information and resources necessary to support their learning.	6.63	2.41	82.83	6.1
8	Mott CC intentionally promotes excellence in teaching.	6.62	2.45	93.33	6.28
28	Mott CC makes certain that Faculty and staff get the training and professional development their work requires.	6.58	2.28	86.06	1.88
74	Programs and services are designed to meet the needs of those Mott CC serves.	6.55	2.33	82.83	5.61

Rating Scale: 9 = high importance 1 = low importance Rank ordered most important first.

Results

Two themes emerge from those statements rated as most important. The first is the emphasis on student learning (4 of the top 10), including making sure students acquire knowledge and skills, providing access to resources and promotion of excellence in teaching. The second is on hiring faculty and staff with appropriate skills, providing them with the resources they need (including technology) and then trusting them to do their work.

To get a better picture of what matters most, the common themes in the top twenty statements (Appendix C) can be compared. The two themes seen in the top 10 also stand out in the top 20. Also seen are high importance ratings for statements relating to communication of a clear vision from leadership, and being valued for the work that people do. These four themes are shared by the employees of more than 90% of all colleges which have pursued Vital Focus. Although the numerical differences between the statements are not large, the top shared priorities clearly include:

- ◆ Commitment to student learning
- ◆ Hiring the right people and trusting them to do their work
- ◆ Providing staff and faculty with necessary information and up-to-date resources to help them do their work
- ◆ Strong communication, including a clear vision from leadership

What Processes and Ways of Working Together Are Most Important?

On the Constellation, each statement was cued to a basic process or system of an institution, as well as to a cultural trait common to high-performing institutions. These processes and traits related to the AQIP Categories and the AQIP Principles of High Performance. Figures B and C show your opinions on the importance of the processes and principles emphasized in AQIP and answer this question:

- ◆ **Which processes and which cultural aspects common to high-performing institutions matter most to MCC employees?**

Results

Figures B and C present your importance results grouped by major institutional processes. Although the differences between the scores are not great, across all statements, you rate four major process groups as most important:

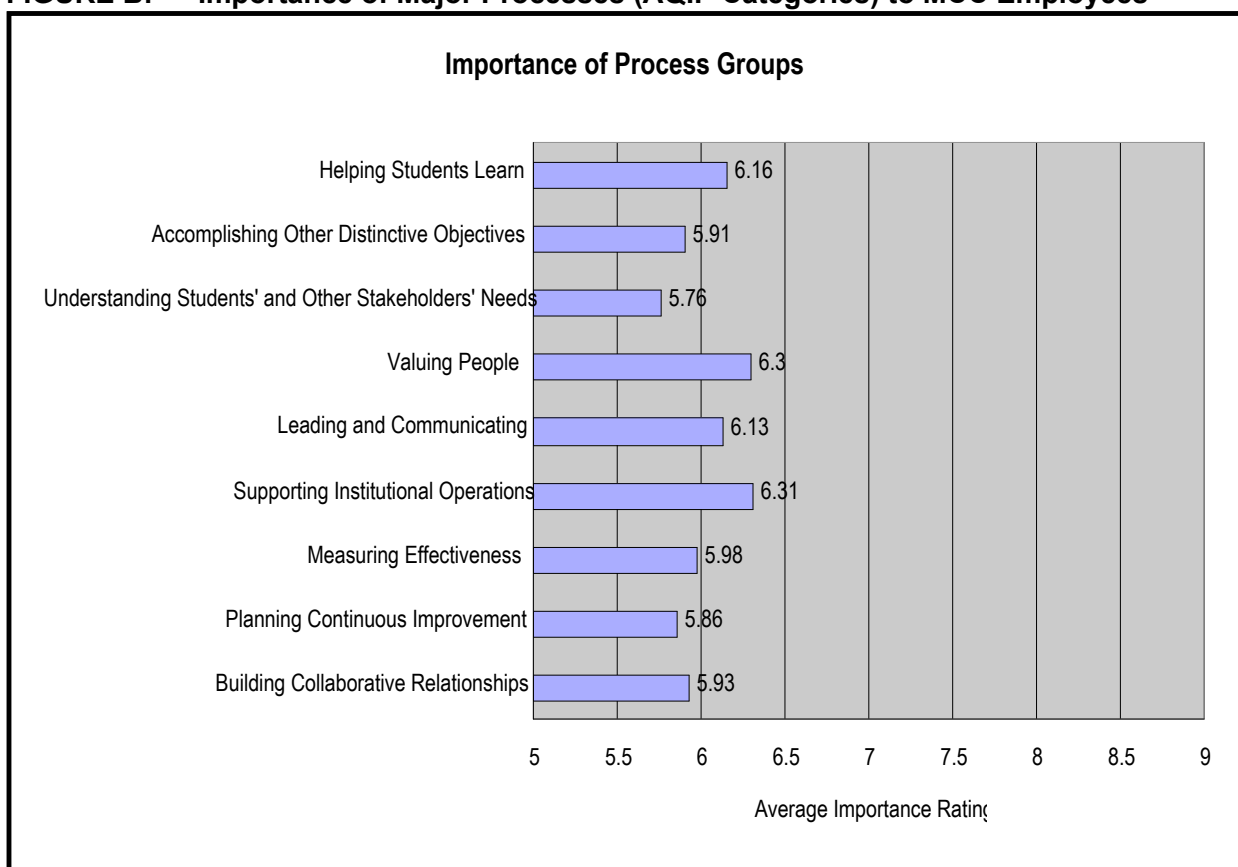
- ◆ **Supporting Institutional Operations**, processes that indirectly support student learning and that help to provide an environment in which learning can thrive
- ◆ **Valuing People**, processes that support a commitment to the development of faculty, staff and administrators to enable institutional success
- ◆ **Helping Students Learn**, processes that focus 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

- ◆ **Leading and Communicating**, processes guiding your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. These include processes to build departmental and institutional reputations.

(See quick definitions of these at end of this document and full definitions in the AQIP Categories and Principles handbook.)

Only one AQIP Process came out lower than most, Understanding Students' and Other Stakeholders' Needs. Although not dramatically lower, it may be important to explore this theme further as your conversations continue.

FIGURE B: Importance of Major Processes (AQIP Categories) to MCC Employees



Rating Scale: 9 = high importance 1 = low importance

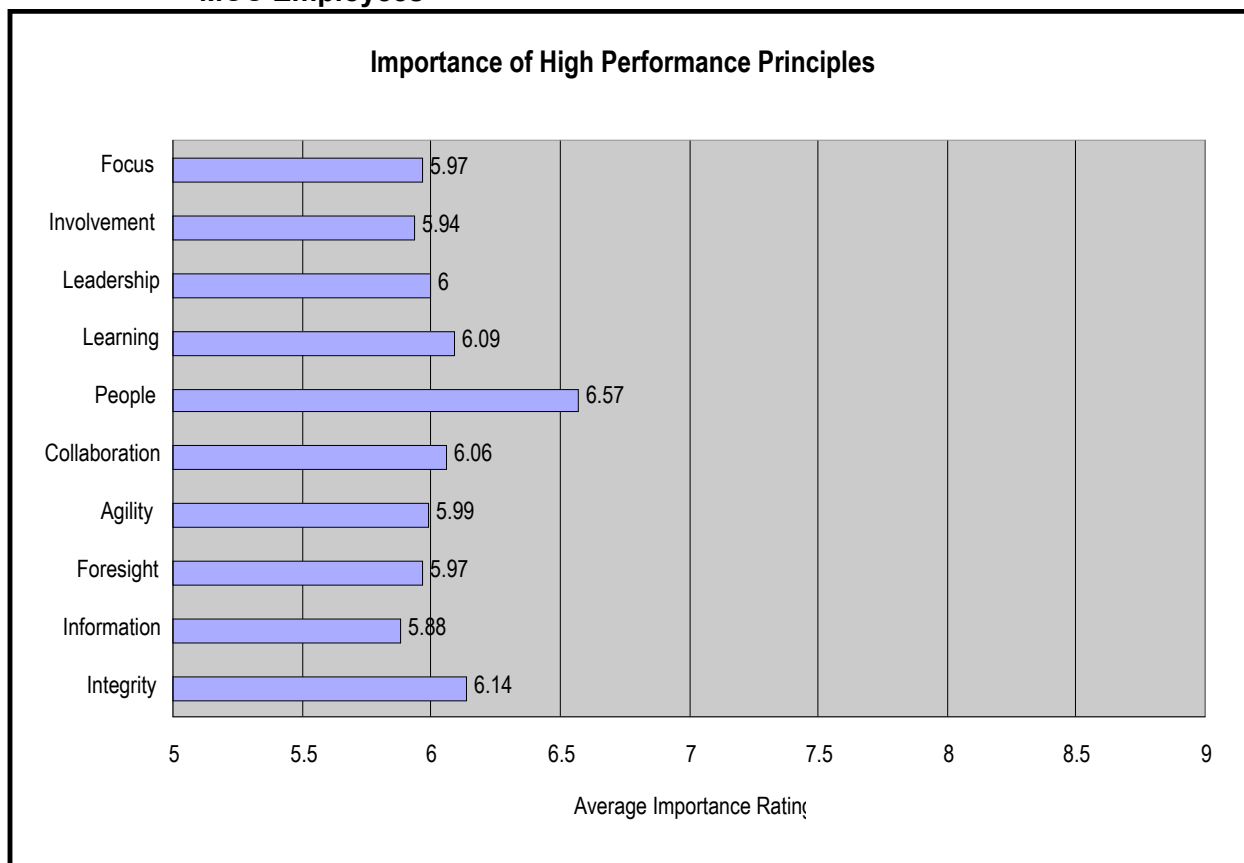
As you think about MCC's mission and vision--what it says it does for students and other stakeholders--you may want to ask questions such as these:

- ◆ Which processes, if improved, will do the most to enhance MCC's visibility, quality, and reputation?
- ◆ Which of the processes, if done exceptionally well, would most enhance teaching and learning? Most benefit or add value to your work?

When your importance ratings for all statements are categorized by AQIP's Principles of Higher Performance (see Figure C), only one principle stood out from the rest (see short definitions of AQIP Principles at end of this document):

- ◆ Investing in **People**

FIGURE C: Importance of Ways of Thinking and Working Together (AQIP Principles) to MCC Employees



Rating Scale: 9 = high importance 1 = low importance

Two other principles emerged as slightly more important than others:

- ◆ **Integrity** in institutional processes and interactions among people stands out
- ◆ Being a **Learning**-focused institution

These are consistent with the AQIP process deemed most important (Figure B).

A significantly high number of those completing the Survey took the time to provide comments. These comments provide important additional insights on what is important to people. The themes of these comments reinforce the importance of valuing and investing in the people and the contributions they make. Communication from leadership and involvement of people in establishing the future also are clearly important from the comments provided.

What do the Results Mean?

Your next conversations would ideally identify (a) those things so important about MCC that no matter how much you change in the future, you hope to preserve, and (b) those differences among you that are important enough to talk about.

1. On what priorities do staff agree broadly and deeply? What differences in priorities, if any, do you think are potentially significant?
2. What would students say are *their* peak experiences? What would students say *they* most value most about MCC?
3. What changes in way you think and work together would make it possible to create an environment that makes peak experiences part of day-to-day work?

CONVERSATION TWO

WHAT IS DONE WELL RIGHT NOW AT MOTT COMMUNITY COLLEGE?

Key Questions

This section discusses your perspectives on what MCC already does well:

- ◆ **What unique strengths do you bring to MCC? Are they being tapped and used to their potential?**
- ◆ **What processes does MCC do well right now?**
- ◆ **What are the best aspects of MCC’s culture?**
- ◆ **Do you do well what matters most to do?**

What is Done Well at MCC Right Now?

Table 4 below provides the top ten statements capturing areas that you collectively agree are done well already at MCC.

Item	Statement: What is done best currently?	Average Rating	Standard Deviation	% Responding	% Don't Know
43	Technology is up-to-date and well-supported.	5.73	2.04	84.65	1.91
32	Mott CC trusts Faculty and staff to do their work effectively.	5.54	2.13	85.45	2.84
75	Students have convenient access to the information and resources necessary to support their learning.	5.27	2.3	82.83	7.8
72	Mott CC supports civic, social, and/or environmental issues in the area it serves.	5.26	2.35	82.83	8.54
8	Mott CC intentionally promotes excellence in teaching.	5.25	2.35	93.33	8.01
9	Mott CC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	5.22	2.34	92.93	8.26
41	Appropriate maintenance ensures that both facilities and equipment can be used effectively.	5.21	2.11	85.05	2.14
30	Mott CC's hiring processes make certain the people it employs possess necessary credentials, skills, and values.	5.17	2.38	86.26	5.39
74	Programs and services are designed to meet the needs of those Mott CC serves.	5.07	2.15	82.63	7.09
33	Faculty and staff are recognized for their contributions and accomplishments.	5.05	2.21	85.45	1.89

TABLE 4: Areas of Work MCC Employees Agree Are Done Well

Rating Scale: 1 = currently not done well 9 = currently done well

Results

As with ratings of what is important, the ratings with respect to what you do well do not reveal large differences among the statements. Eight of the top ten statements rated as "being done well" also appear in the top ten "what matters most"! To get a clearer view of what UIU is doing well the twenty top rated statements can be reviewed (Table 8a - Appendix C). Fourteen of the top 20 statements also appear in what is most important. This is amazing agreement between what is important and being done well, which will provide great strength from which to build. Overall, the agreement between what is important and what is being done well is very good, providing a great foundation upon which to build toward the future.

The other important strength that emerges from responses to individual statements and comments at the end is your engagement with and contributions to the community. This, too, is a great strength to build from in meeting the needs of students and other stakeholders. Taken together, these observations support the conclusion that people feel you are focused on important activities and doing many of them well. The Conversation Day will help expand on these statements to really capture what people feel UIU is doing well.

Observed Accomplishments. Almost 200 people provided examples of areas that have established improvement cycles. Many comment on the improvements in technology and web resources as specifically improving instruction and meeting students' needs better. A wide array of other areas of recent improvement are also mentioned, indicating that people are aware of efforts to improve in many different ways.

Relating MCC Strengths to Institutional Processes and Principles

Figures D and E relate your performance ratings to the process groups of AQIP Categories and the traits in the AQIP Principles of High Performance (see end of this document for a list and brief definitions). The figures address the questions, "How strong are MCC's processes?" "How evident are the principles of high performance in MCC's operations?" and "Do we agree across staff on what processes and principles are done well?"

None of the AQIP Process Groups emerge as being performed substantially better than others. The overall results support the conclusions one would draw from the top twenty statements about what you do best. Four themes are rated slightly higher in performance than others (Figure D - Accomplishing Other Distinctive Objectives, Valuing People, Helping Students Learn, and Supporting Institutional Operations), most of which also were among the highly rated Process in terms of importance. Understanding Students' and Other Stakeholder's Needs and Planning Continuous Improvement are rated slightly lower in performance, but all of the differences are small. This means that there probably are no major or glaring areas of concern and the Conversation Day will be very important in identifying areas where you are working very well.

FIGURE D: Performance of Major Processes

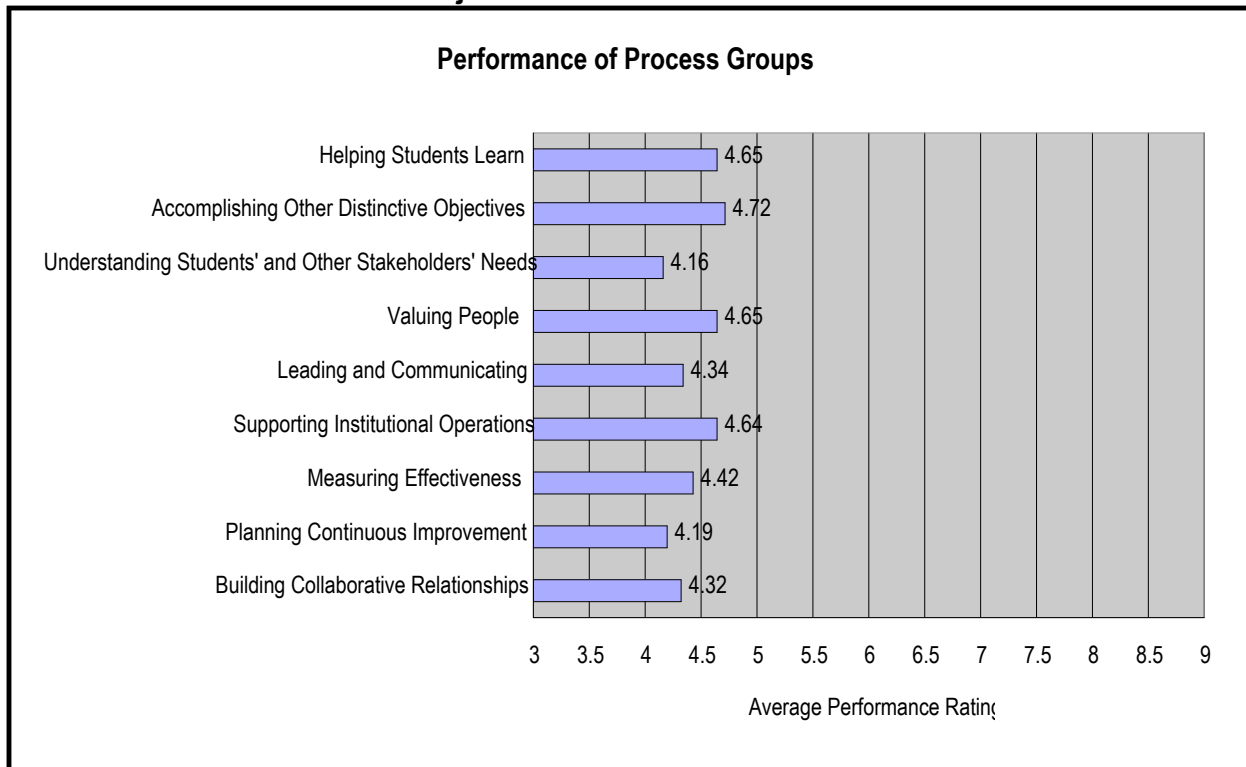
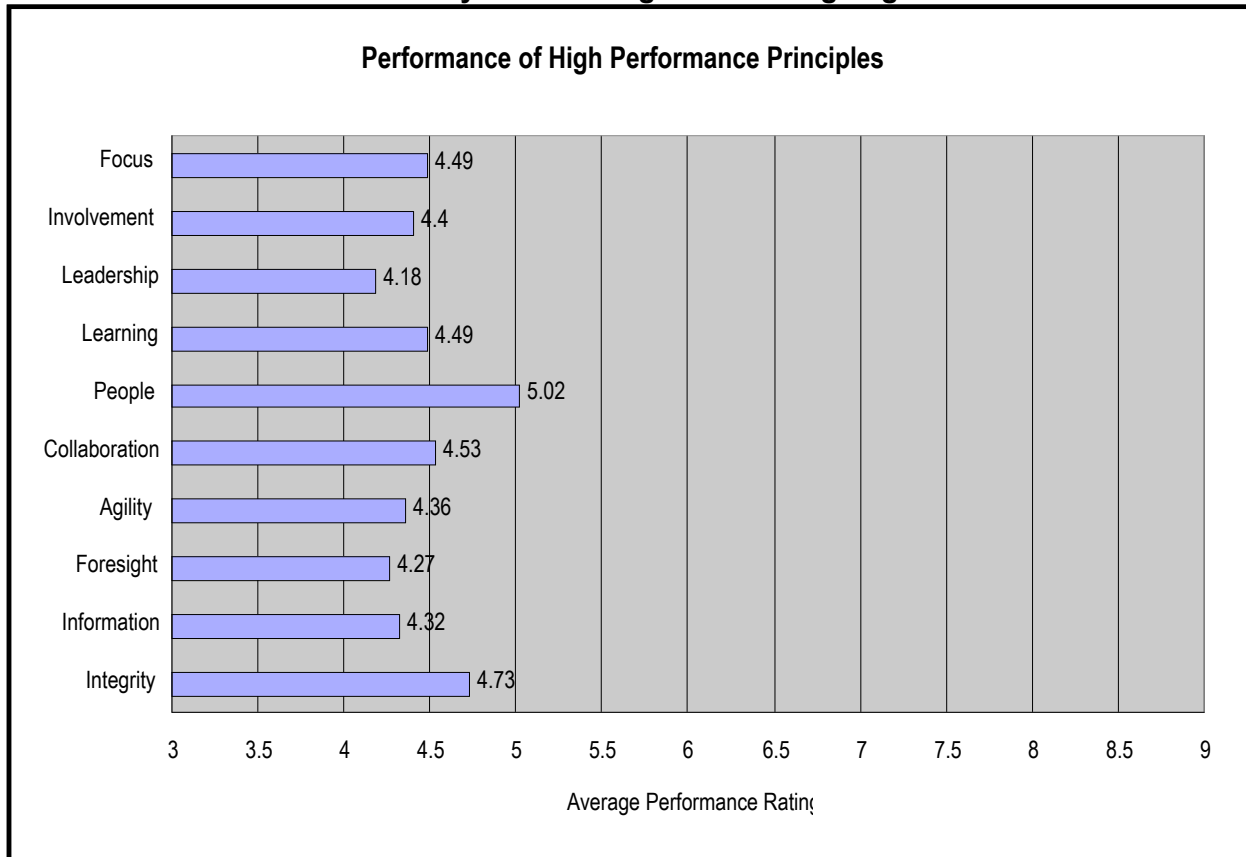


FIGURE E: Performance of Ways of Thinking and Working Together



The high performance principles rated most highly, namely Investing in People and Integrity in all operations, are exactly the same as those principles rated as most important in Figure C! Again, the agreement between what is important and what you do best provides an excellent foundation upon which to build.

Relating Importance and Performance: MCC's Strengths

What are your strengths if performance scores (things you do well now) are related to importance scores (what matters)? In earlier tables in this report, the performance and importance ratings are presented separately based on the averages of all the ratings. The results offer a sense of what things are important and another sense of what is done well. However, a richer view is possible by using a formula to relate the high performance scores to both the high importance scores and the high response rates. The outcome is a Strength or Capacity Score (Sigma score) that defines those areas that you indicate are both high in importance and currently done well.

Not unexpectedly, there is close agreement between the statements that define strengths in Table 5 and both what you see is done well (Table 4) and most important (Table 3). Nine of 10 statements in Table 5 also appear in Tables 3 and/or 4! The same themes of up-to-date technology, being supported and recognized in their work, and focus on student learning are evident.

TABLE 5: Areas MCC Employees Agree Are High Priority and Done Well

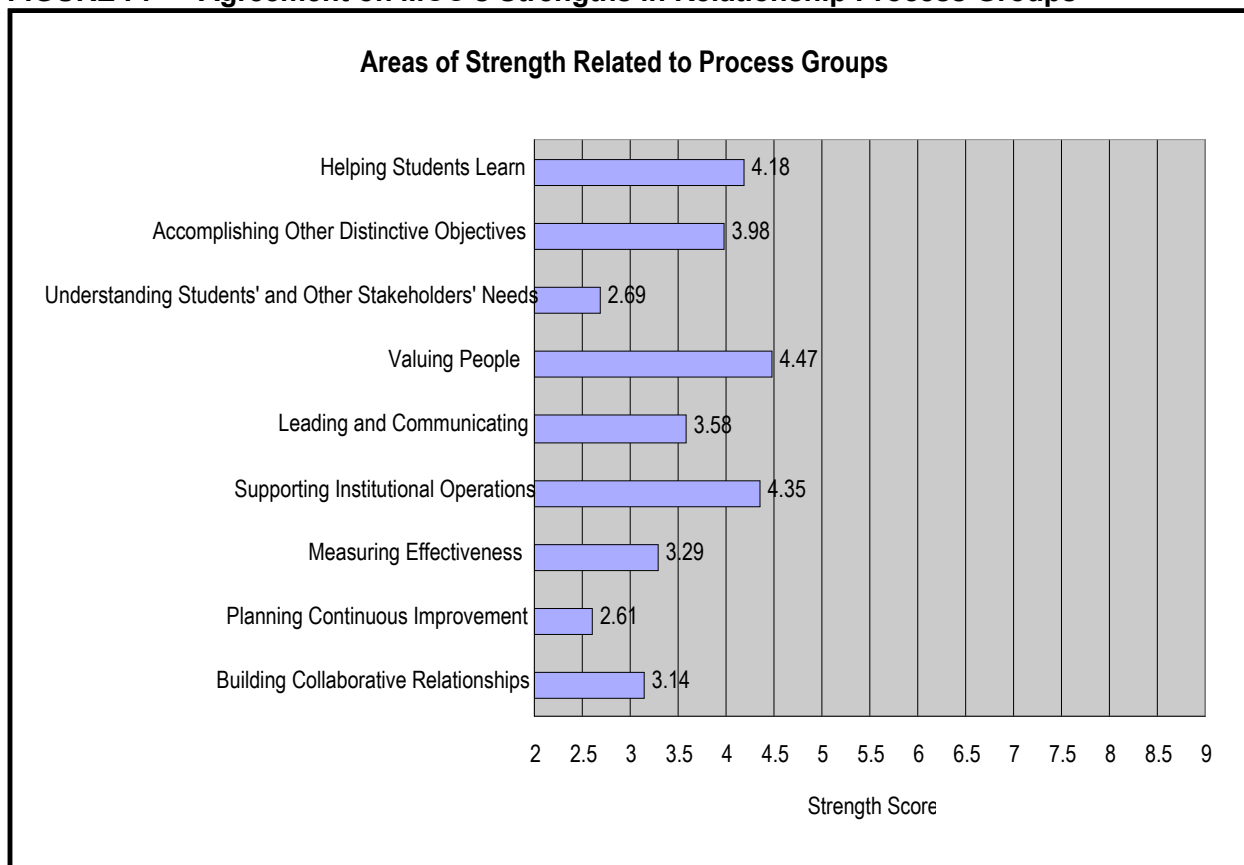
Item	Statement: What are the strengths?	Strength Rating	Importance Mean	% Responding on Importance	Performance Mean	% Responding on Performance
43	Technology is up-to-date and well-supported.	8.47	7.27	84.65	5.73	84.65
32	Mott CC trusts Faculty and staff to do their work effectively.	7.39	6.91	85.45	5.54	85.45
9	Mott CC makes certain that students acquire the knowledge and skills required by their academic programs before awarding them credentials.	6.36	6.68	92.93	5.22	92.93
8	Mott CC intentionally promotes excellence in teaching.	6.34	6.62	93.33	5.25	93.33
41	Appropriate maintenance ensures that both facilities and equipment can be used effectively.	6.28	6.74	85.05	5.21	85.05
30	Mott CC's hiring processes make certain the people it employs possess necessary credentials, skills, and values.	6.05	6.79	86.26	5.17	86.26
75	Students have convenient access to the information and resources necessary to support their learning.	5.75	6.63	82.83	5.27	82.83
40	Administrators ensure that Faculty and staff have the resources they need to do their work.	5.7	6.75	85.05	4.9	85.05
33	Faculty and staff are recognized for their contributions and accomplishments.	5.47	6.41	85.45	5.05	85.45
74	Programs and services are designed to meet the needs of those Mott CC serves.	5.46	6.55	82.63	5.07	82.63

Formula Scale: Higher rating = Area of greater strength or capacity

Results

Figure F reveals in graphical form the conclusions one would draw from the individual statements. The strong focus on Valuing People, Supporting Institutional Operations and Helping Students Learn, are evident as strengths. This particular analysis which considers all of the questions in the Constellation is one of the most effective ways of highlighting such strengths. It should be noted, however, that none of the Strength scores is exceptionally high. This results from the relatively low variations among the individual statements and moderate standard deviations on What Matters Most. Supporting its People and Integrity emerge as important strengths in Principles of High Performance Institutions in Figure G just as they appeared as strengths and most important earlier.

FIGURE F: Agreement on MCC’s Strengths in Relationship Process Groups

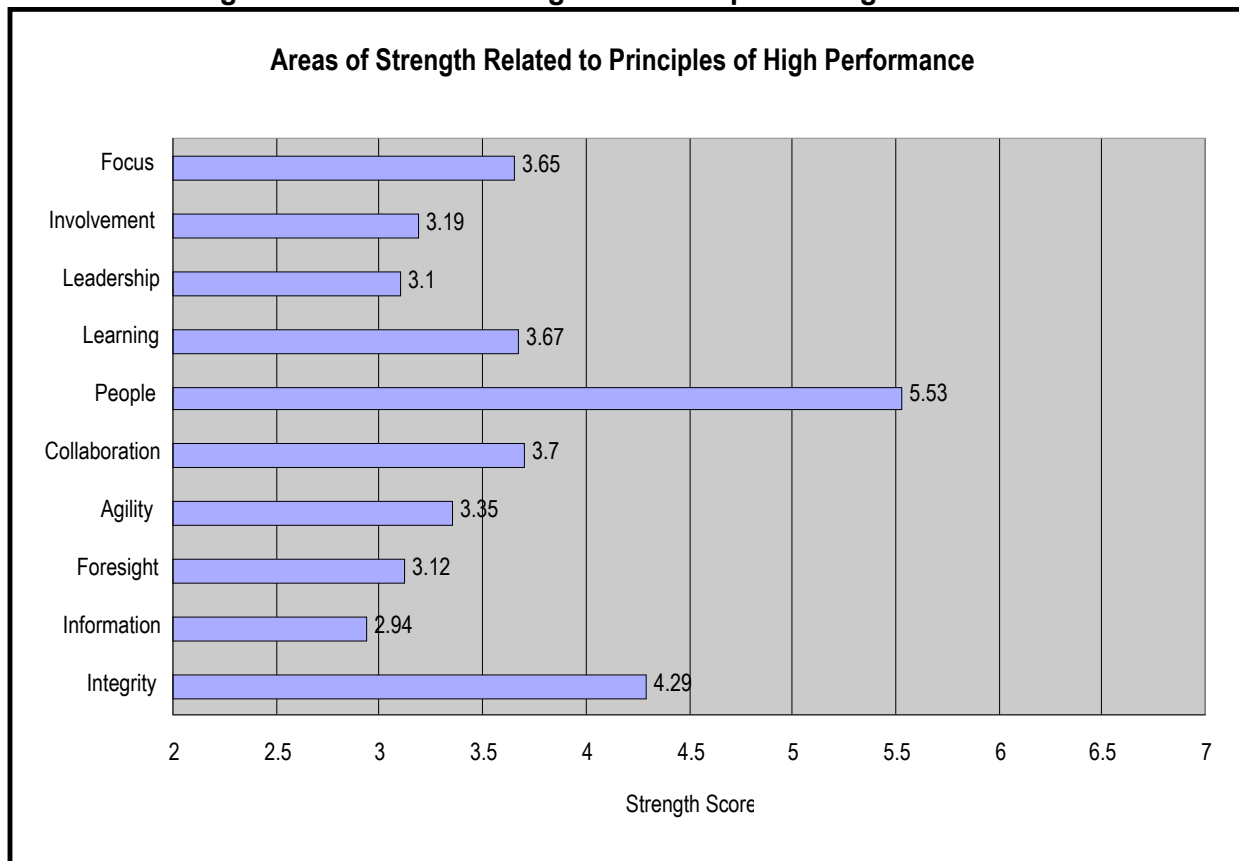


Scale: Capacity/Strength score derived from formula relating importance scores, performance scores, and response rates of all staff on individual items relating to AQIP Categories.

Do Results Vary by Staff Type? The appendices provide analyses of the responses from each of the five groups that completed the constellation. Overall, there was reasonably good agreement among the groups. For the 10 most highly rated statements of what matters most, six appeared in the top 10 for at least three and three of these in all four of the groups. Only slightly lower agreement was seen in ratings of statements for what is being done well (five statements in common with three or four other groups). For those statements that did not match across groups there were logical reasons why their unique responsibilities would lead to different ratings. Figures F1 and G1 provide some

interesting comparisons of Strength results between groups. Although the numerical scores were quite different between groups, the relative scores between the various categories were quite similar. In other words, the categories rated as greatest strengths were generally the same or very similar between groups. The actual scores produced by all of the groups were somewhat lower than those produced by some other campuses. Most importantly, with these ranges and differences, the All Campus Conversation Day will be very important in finding out more about what everyone agrees on and deeper understanding in those areas where they do not.

FIGURE G: Agreement on MCC Strengths in Principles of High Performance



Scale: Capacity score derived from formula relating importance scores, performance scores, and response rates of all staff on individual items relating to AQIP Principles

Discussing the Themes

After Conversation Day, you will need to prioritize areas for action. You might decide as an institution that you want most to expand a current strength or use a strong process already working well as a model for other work at MCC.

1. How did the strengths you have develop? What made them possible?
2. What strengths would you most like to add to MCC? How would they change the institution? How would they benefit students?
3. Which process in your own area or in which you regularly participate is most effective? What makes it so?

CONVERSATION THREE

WHAT WOULD MAKE A DIFFERENCE AT MOTT COMMUNITY COLLEGE, IF ACCOMPLISHED?

Key Questions

This section asks you to discuss what would make a significant difference at MCC if accomplished.

- ◆ **Among all the work possible, what 3 - 4 things would all of you agree matters most to do now at MCC?**
- ◆ **What would you most like to do new or differently in your own work? What are the most enlivening possibilities for your own work?**
- ◆ **What three wishes do you have for MCC that will keep it successful in the future?**
- ◆ **What are the most enlivening and exciting possibilities for MCC? For student learning?**

Finding Common Agreement on the Difference to Make

The tables and figures below identify those items that you agree are important, but not done well or as well as you'd like at MCC right now. By identifying what you consider important yet poorly done, this part of the report bubbles up those areas that if improved or enhanced would make a significant difference to the area, to the whole institution, and in some way, to your own work. The provocative propositions for improvement you define using this data will become the source for discussions after Conversation Day and eventually a few will emerge as the focus for action.

Suspending the "Jump to Solutions" Mindset

CAUTION. It is easy to focus immediately on those areas with "low performance" scores and to devise ways to fix them. It's also easy just to identify within your current strategic plan the areas that seem to fit this data. These are not the purposes of this report -- there will always be things to fix, and you can continue to fix them without ever making a significant difference or revamping a process systemically for an institution-wide impact. Although part of your Conversation Day may also include "Quick Fix" recommendations, the goal is big impact opportunities.

What you are looking for are not things to fix or goals already set, but rather opportunities for making a significant difference at MCC as a whole and touches everyone's way of doing work. **Before jumping to action, take time to define the difference you want to see — the big results.**

TABLE 6: Areas MCC Employees Agree Are High Priority But NOT Done Well

Item	Statement: What are gap areas?	Opportunity Rating	Importance Mean	% Responding on Importance	Performance Mean	% Responding on Performance
77	Communication occurs effectively up, down, and across different units of the organization.	21.59	6.23	82.42	3.69	82.42
71	Advising processes work effectively to get students in appropriate courses and programs.	21.41	6.24	83.43	3.98	83.43
62	Faculty and staff share a vision of what Mott CC will be like in the next 5-10 years.	21	5.9	82.02	3.63	82.02
69	The faculty and staff feel they are in a partnership with administrators.	20.82	5.91	82.83	3.61	82.83
44	Budgeting processes ensure resources are effectively allocated.	20.72	6.2	84.04	4.07	84.04
60	Mott CC allocates resources effectively in support of its plans and future goals.	20.22	6.02	82.83	4.13	82.83
46	Support services are regularly evaluated to identify improvement opportunities.	20.17	5.34	83.03	3.54	83.03
59	Mott CC has processes to ensure it is innovative and agile.	20.16	5.48	82.22	3.8	82.22
47	Student needs are identified regularly so that appropriate support services can be provided.	20.05	5.85	83.64	3.95	83.64
81	Divisions/departments work effectively as teams.	20.05	6.46	82.02	4.5	82.02

Formula Scale: (0 - 40+) Higher rating = Area of greater opportunity for impact on culture. (Rank ordered, greatest opportunity first)

**Notes
Questions**

Results

Table 6 shows the ***difference scores***, not just the lower performance averages. Difference scores are those combined scores of high importance with low performance that “bubble up” the areas of great opportunity. Difference scores can be as high as 45 or 50; scores of 18 - 25 are more common.

As you look at Table 6:

- ◆ **Which statements resonate, really “strike home” for you?**
- ◆ **Which item(s) do you “skip by” and don’t draw you? Why?**

The comments in the full report will further define what you desire to see strengthened at MCC.

- ◆ **Among all the opportunities, what do you improve first?**
- ◆ **Which opportunities are important enough that you and other staff will collectively commit to, take responsibility for, and engage in accomplishing them?**

In Table 6 and in Figures H and I below, the percentage of those who responded to each statement becomes important. The higher the response rate, the more collective and widespread is your staff's agreement on the issue; the lower the response rate, the fewer staff who were unable to respond, who may not be knowledgeable about the topic, or who may not have an opinion. Difference scores go up when the percentage of those responding goes down because there exists a potentially greater opportunity for learning in the area or for understanding what you don't know about as a whole college.

The higher the score, the more potential opportunity to make a significant difference systemically, not simply by fixing the immediate issue or reacting to the strongest negative. Because the difference score relates two means (importance and performance), it distinguishes from all the possible opportunities you might focus on those that you agree have the "biggest bang for the buck."

One of the most interesting observations from the top ten statements of opportunity is that they don't present a strong pattern. Some relate to communication, some relate to effective planning, others relate to identifying student and stakeholders needs. Also, none of them present an Opportunity Rating that is a lot higher than any of the others. Of the ten statements in Table 6, some appear because of high importance (and lower performance), and some appear due to particularly low performance and moderate to high performance. Thus, conclusions must be drawn cautiously. None of the statements are directly linked to student learning, supporting the overall sense that there is good focus on helping students learn.

Relating Process Groups and High-Performance Principles

Like the other tables in this report, Table 6 presents items individually, and an overemphasis on single items can lead to over scrutinizing of the specific data or of the individual topic, or worse, to jumping to solutions for the individual item versus seeing the broader opportunity behind it.

The intent of this report is to generate conversations that surface the patterns and themes across the survey results. Figures H and I relate the difference or opportunity scores from all responses to all statements to the AQIP Categories (process groups) and Principles of High Performance.

Figures H and I address these questions:

- ◆ **Which groups of processes hold the greatest opportunities to make a difference?**
- ◆ **What Principles common to high-performing institutions do you collectively wish to see more of at MCC?**
- ◆ **What, if accomplished, would make a significant difference at MCC?**

FIGURE H: Common Agreement on MCC’s Processes for Greatest Impact



Scale: Opportunity/Delta score derived from formula measuring difference among importance scores, performance scores, & response rates of all staff on individual items relating to AQIP Categories.

**Notes
Questions**

Results

One process group related to key AQIP criteria emerges as the top opportunities for improvement with three others higher than most, namely:

- ◆ **Planning Continuous Improvement**, processes that examine how your planning processes, strategies, and action plans are helping you achieve your mission and vision;
- ◆ **Building Collaborative Relationships**, how you determine what partnerships to form and their effectiveness at helping your institution accomplish its mission;
- ◆ **Measuring Effectiveness**, how you collect and use data effectively to manage activities and drive change and improvement
- ◆ **Leading and Communicating**, processes guiding your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment.

Three of the four would seem to be vitally important to the future vision of the college and are core to new approaches presented through Vital Focus and AQIP. Leading and Communicating also is critical to helping everyone feel like

they are part of the future. Figure H2 in the Appendix reveals that all of the groups see essentially the same areas of greatest opportunity for change.

Another key observation comes from reviewing the comments provided on level of enthusiasm for systematic quality improvement. Three quarters of those who responded indicated a very high or good level of enthusiastic, with the one quarter showing less enthusiasm largely due to skepticism from previous planning processes they felt did not make a difference. This range of opinions is not uncommon among institutions just beginning in AQIP. Finally, Figure H2 in the Appendix shows that that

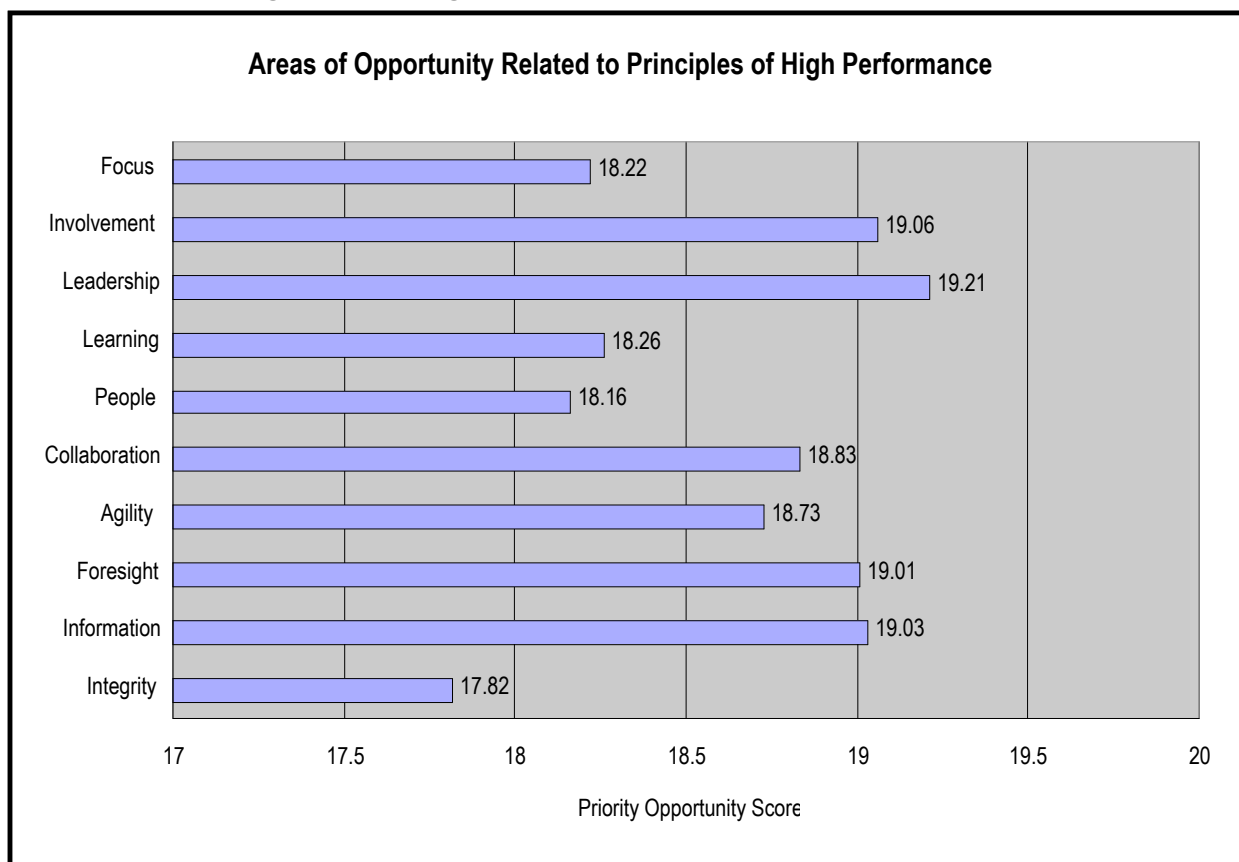
The core questions are:

- ◆ **What should become the focus for projects that make a real difference and have institution-wide impact?**
- ◆ **What really would make a significant difference at MCC in the next few years?**

Results

Whereas Figure H focuses on the processes and systems of MCC, Figure I focuses on the ways you think and work together at MCC.

FIGURE I: Common Agreement on MCC’s Areas for Greatest Impact in Developing A High-Performing Institution



Scale: Opportunity/Delta score derived from formula measuring difference among importance scores, performance scores, & response rates of all staff on individual items relating to AQIP Principles.

Figure I focuses on the cultural characteristics that you would most like to see strengthened at Mott Community College. Several Principles for High Performance Institutions that are in need of improvement emerge from Table 5 and Figure I. **Leadership, Involvement, Foresight** and **Information** stand out. **Foresight** and **Information** are core to the principles of AQIP which look to actual data rather than intuition or perception to frame how you can best look toward the future. **Involvement** and **Leadership** speak to the principles by which collective agreement and participation by the entire campus is critical to quality-driven change and improvement. The agreement among the different groups (Appendix Figure I1) is very good that these are the Principles with the greatest opportunities for impact. There also is excellent agreement between the Processes and Principles that need attention - i.e. the AQIP processes that can be improved will largely depend on improving the specific Principles identified. In other words, the college may get twice the bang for the buck. Working on any of the most important High Performance Principles is likely to have a positive impact on the AQIP Criteria identified!

Do you agree on what areas would make a difference?

As already referred to, appendices in the full report that follows today's conversations provide companion charts to Figures H and I (Figures H1, H2, I1, I2) with the same results broken out by staff type and longevity.

Because results are separated among four different staff groups and four different periods of employment, the figures are rather complex and will require time for you to study. However, even though the numerical values vary quite a bit between groups the relative rankings appear to be very similar among groups. The Conversation Day should also be extremely useful in bringing out a deeper understanding of commonalities and differences among these groups.

Discussing the Themes

Of course, all processes can always be improved, and you, individually, may be able to identify 15 or 20 areas to make a difference. However, the purpose of this survey is to help you discern among the galaxy of all the possible ways to improve, those three or four opportunities that hold the greatest potential to create a significant difference across the institution as a whole. What immediately comes to mind when asked, **"If MCC had resources to make only one big change, improvement or innovation, it should be _____."**

1. What do the results say about the three or four opportunities you believe MCC should pursue?
2. What one change could you make in your own work that would have the largest beneficial impact on others' work? On helping students learn?

NEXT CONVERSATIONS

COMMITTING TO CONVERSATION ACTING ON WHAT MATTERS MOST

Baseline Performance

One final perspective from the Constellation is a baseline of MCC's performance and importance in relationship to all of the AQIP Categories and Principles. Figure J and K each show two lines: one for importance ratings and one for performance ratings. Whereas Figure J presents the baseline against groups of processes in the AQIP Categories; Figure K illustrates the baseline against the cultural characteristics in the AQIP Principles of High Performance.

FIGURE J: Baseline Performance Chart: Process Groups

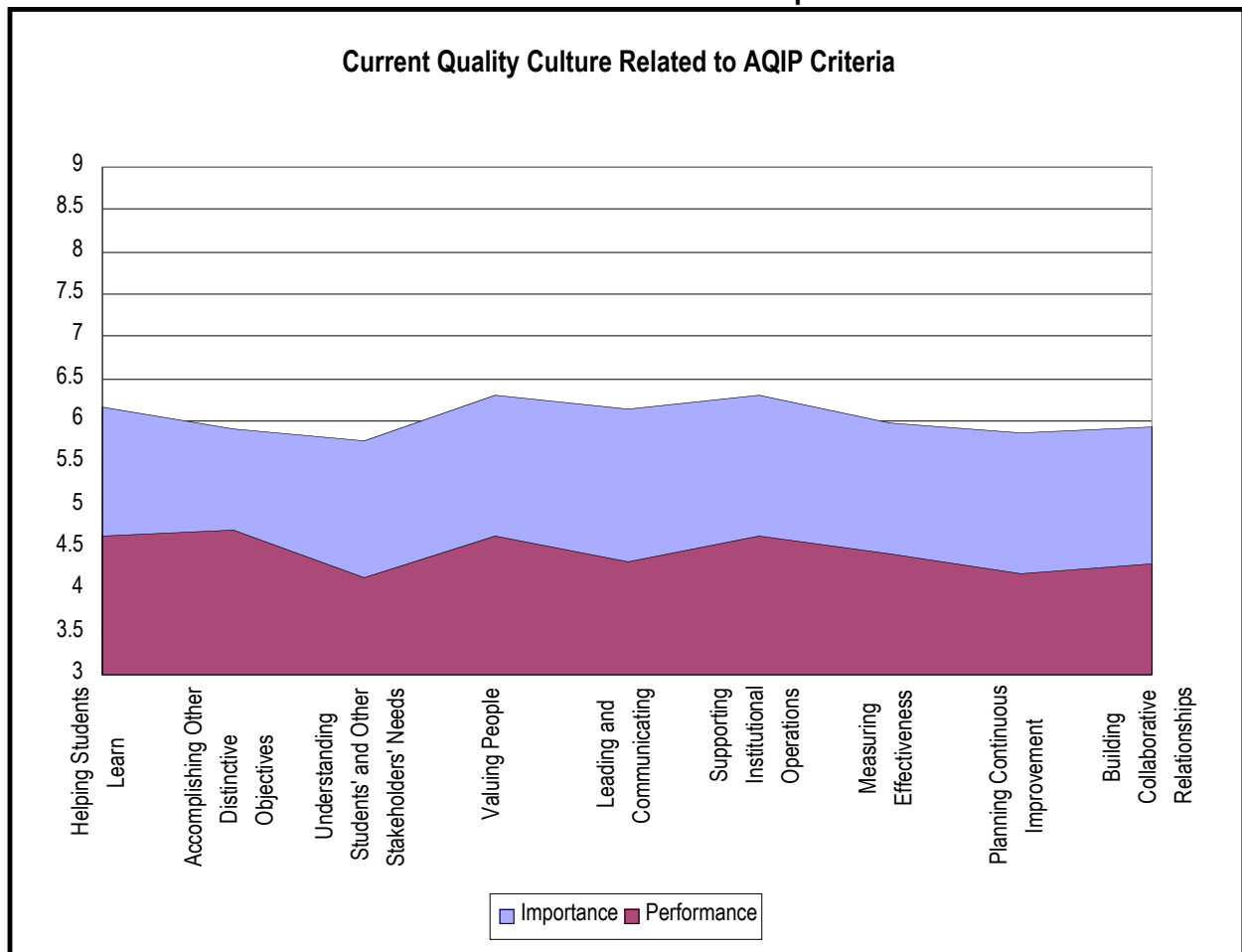
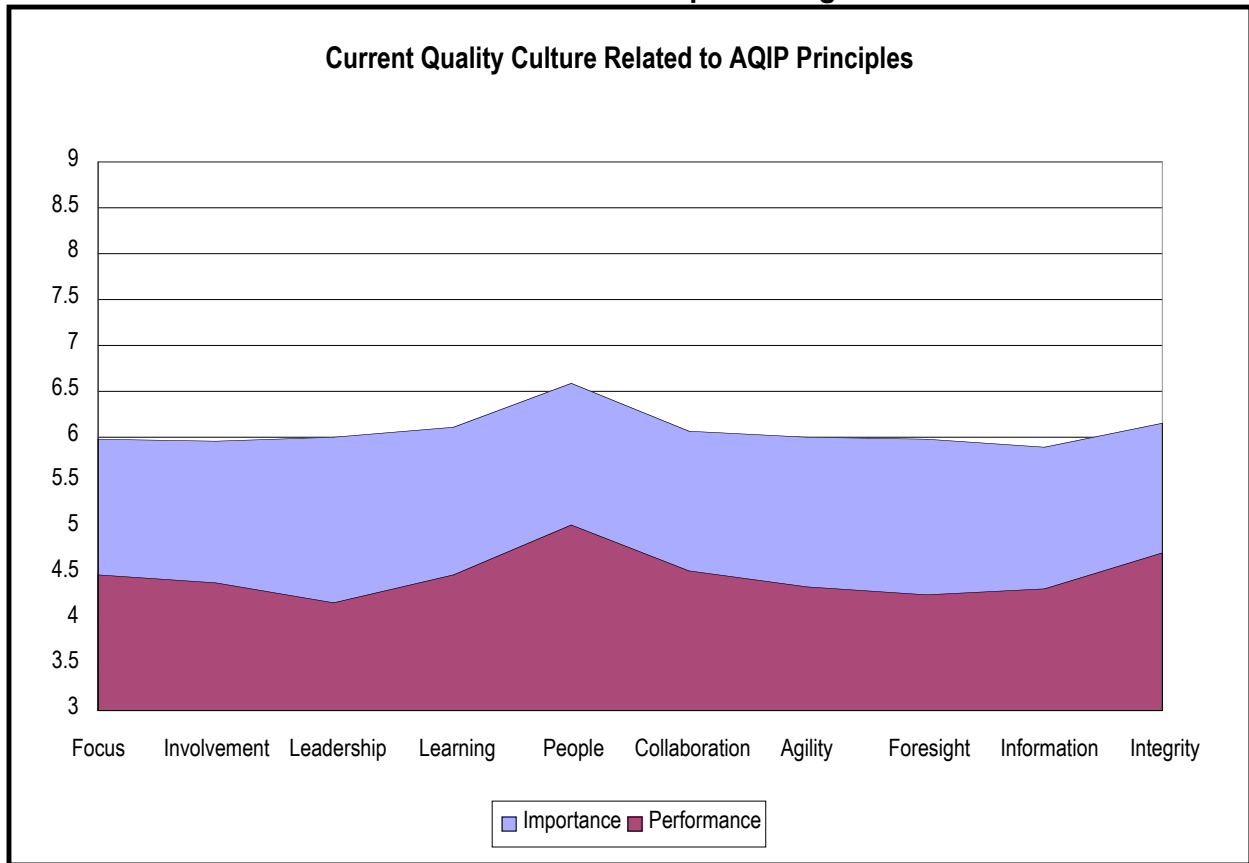


FIGURE K: Baseline Performance Chart: Principles of High Performance



Results

Almost always, the Performance line is below the Importance line in graphs such as this. People always are critical of their performance and place high value on principles and practices that lead to quality in education and work environment. The peaks and valleys quickly show how the two run in parallel, with any areas of greater distance between the lines representing the greatest opportunities for improvement.

- ◆ **How would you hope the picture changes after MCC has accomplished the three wishes of the previous section?**
- ◆ **What will you commit to for MCC over the next 3-5 years?**

AQIP Categories and High-Performance Principles

Note: In-depth information on the Academic Quality Improvement Program, its processes, and its services can be found at www.aqip.org.

AQIP CATEGORIES (PROCESS GROUPS)

Helping Students Learn identifies the shared purpose of all higher education organizations and is the priority of any institutional analysis. It 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.

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution's major objectives, that complement student learning, and that fulfill other portions of your mission.

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs.

Valuing People explores your commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success.

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.

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive.

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement.

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision.

Building Collaborative Relationships examines your institution's relationships and partnerships--current and potential--to analyze how they contribute to the institution's accomplishing its mission.

AQIP PRINCIPLES OF HIGH PERFORMANCE

Focus: A mission & vision driven by students' and other stakeholders' needs.

Involvement: Broad-based faculty, staff, and administrative engagement and participation.

Leadership: Leaders and leadership systems that support a quality culture.

Learning: A learning-centered environment.

People: Respect for and willingness to invest in people (faculty, staff, administration).

Collaboration: Collaboration and a shared institutional focus.

Agility: Ability, flexibility, and responsiveness to changing needs and conditions.

Foresight: Planning for innovation and improvement.

Information: Fact-based evidence-gathering and thinking to support analysis and decision-making.

Integrity: Integrity and responsible institutional citizenship.