



WELCOME!

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- Carol Dulin
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- Janet Westhoff
- Theron Williams
- Keith Yarbrough
- Brenda Zicha
- Lynn Zink

Your Facilitators



- **Lynn Priddy, Ph.D.**, Director,
Education and Training, The Higher
Learning Commission of NCA
- **James Honan, Ph.D.**, Senior
Lecturer, Harvard School of Education



WELCOME!

What matters most about Mott?

What do you already know?

What do you think you will do well at?

What matter most to do first?

Mott...to students and their learning?



Academic
Quality Improvement
Program

The Higher Learning Commission **NCA**



Vital Focus:
Committing to Conversation
Acting on What Matters

Creating MCC's Future

What keeps you at MCC?

What are the vibrant colors you make for MCC?

WHAT WILL YOU TRULY COMMIT TO DOING?

What, if accomplished, would make a significant difference in your work?

What are the wishes of MCC?

What are the most enlivening and exciting possibilities for MCC?

Committing to Conversation



Conversation One

- What makes it possible for you to do your best work? What work matters most?
- What's most important about the ways you think and work together?

Conversation Two

- Where is MCC strongest?
- What have you accomplished recently as an institution?

Committing to Conversation



Conversation Three

- What work is most important to do right now at MCC?
- What, if accomplished, would make a significant difference at MCC?

Other Conversations

- Immediate Action Opportunities--what's a "just do" that MCC should...just do?
- What differences are clear enough that they need discussion?

AQIP Vital Focus

Prepare

...build involvement & follow-through

Assess

...discover collective priorities

TAKING ACTION ON WHAT MATTERS NOW

...take time to talk and listen

Discern

...decide what matters most to do now

Vital Focus Results

- ◆ Collective agreement on areas for action & introduction to AQIP categories & principles
- ◆ Shared recommendations for **SPECIFIC WORK** that would make a significant difference **NOW**
- ◆ Open discussions, dialogue focused from positive...and commitment to continue *conversations of consequence*

...A place to begin.

...A way to get things moving.

...A catalyst for engaging a campus-wide discussion on 3-4 things you collectively agree would make a significant difference.

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Understanding Constellation Data

*Designed for discussion
Conversation is data too---adds to Constellation
Both designed to move from talk to action*

Statements Linked to AQIP Processes



Helping Students Learn

- The institution's culture promotes student learning.
- Senior leaders are committed to academic excellence.
- The institution encourages excellence in teaching.
- The institution improves student learning through outcomes assessment.

Statements Linked to AQIP Principles



Agility

- My department is flexible and adaptable in meeting the needs of those we serve.
- The institution actively encourages innovation.
- The institution responds rapidly to the changing needs of students.

Opportunities, Strengths, Priorities



Opportunities

High Importance

Strengths

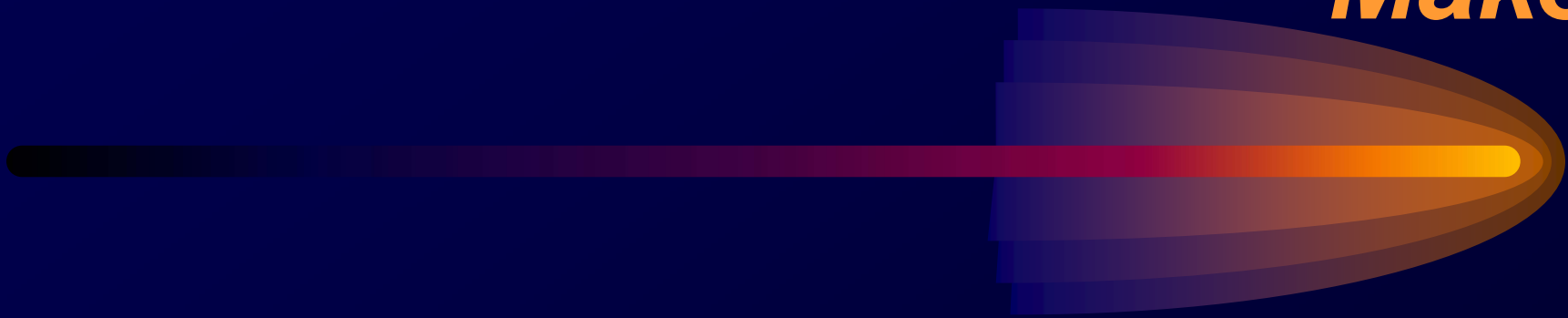


Low
Performance

High
Performance

Low Importance

Defining the Difference to Make



Mott Community College



Results for Discussion
AQIP Constellation Survey

Table Resources



- Agenda & Conversations
- Materials
- Red Cards
- Breaks

Conversation One

What matters most?

- What is your peak experience--and what makes it possible?
- What are the common themes across your experiences--the aspects that give life to your work?
- What processes and what ways of working are most important for focus now?

**Adapted from the work of Monica Manning, Ph.D.
Executive Officer, The Nova Group*

Interviews, Themes, 3-4 Ideas



- Interview partner: Tell me about your peak experience...
- Talk about stories & common themes: What themes are common across the stories?
- Record 3 - 4 themes (1 per hexagon): What matters most to making peak work possible?

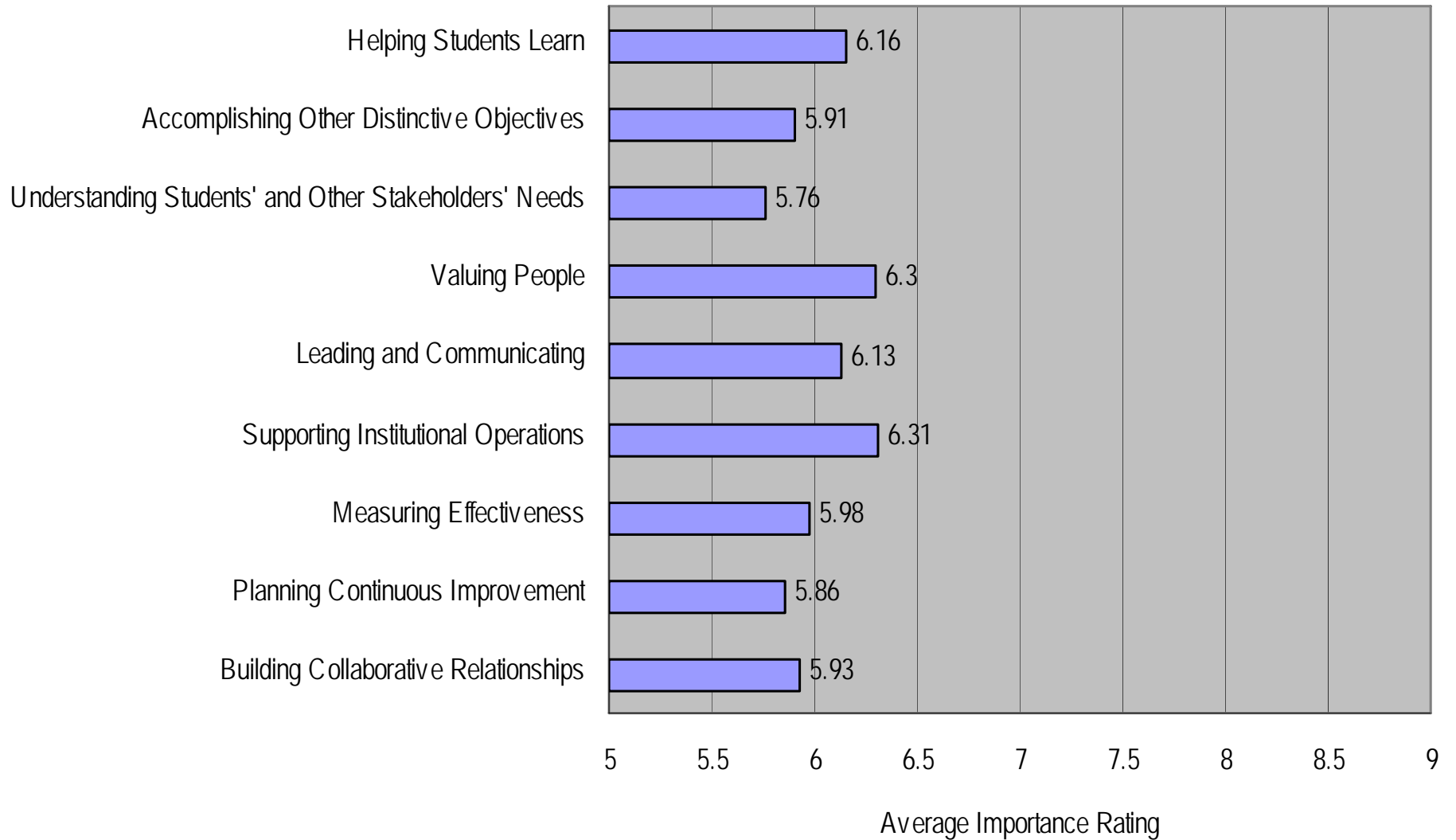
Self-organizing Roles



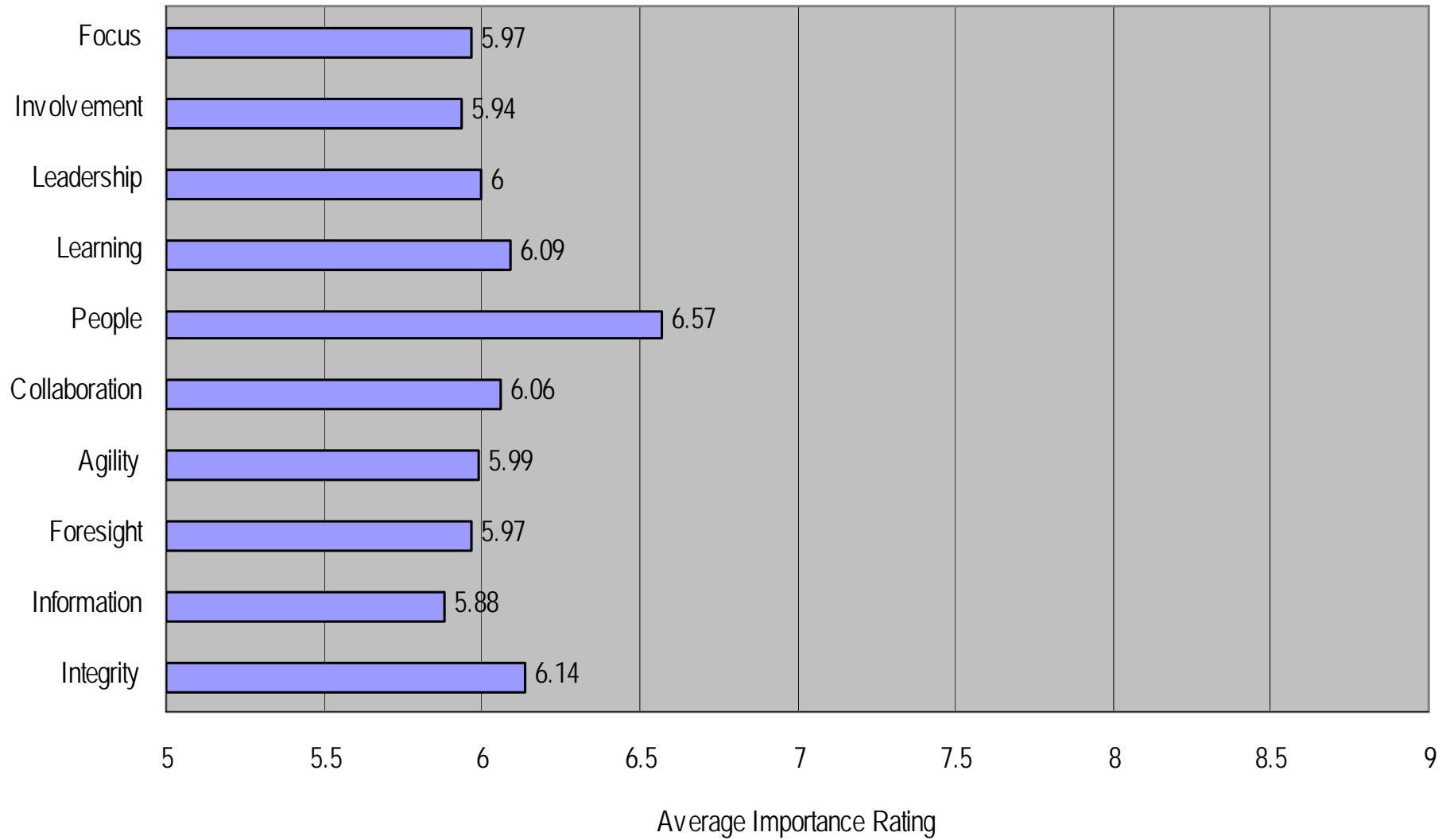
- **Convener:** Keeps group on track, ensures all participate, ensures all questions addressed
- **Timekeeper:** Keeps group on time
- **Recorder:** Writes on Vis-it notes with marker--ONE IDEA PER HEXAGON

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

Importance of Process Groups



Importance of High Performance Principles



Priority Processes & Principles



- Discuss data in Part 1: What do employees collectively see as most important right now?
- Record priorities for focus right now:
 - What PROCESS matters most--needs to be highest priority right now? (*Write "PROCESS" on top of hexagon*)
 - What PRINCIPLE matters most--needs to be highest priority--right now? (*Write "PRINCIPLE" on top*)
- Hand off Vis-it Notes to Room Roamer

* *Conversation Two*

*Where are your strengths?
Any to specifically build on?*

- What processes are already being done well at MCC?
- What are the defining strengths--best practices operating right now--at MCC?

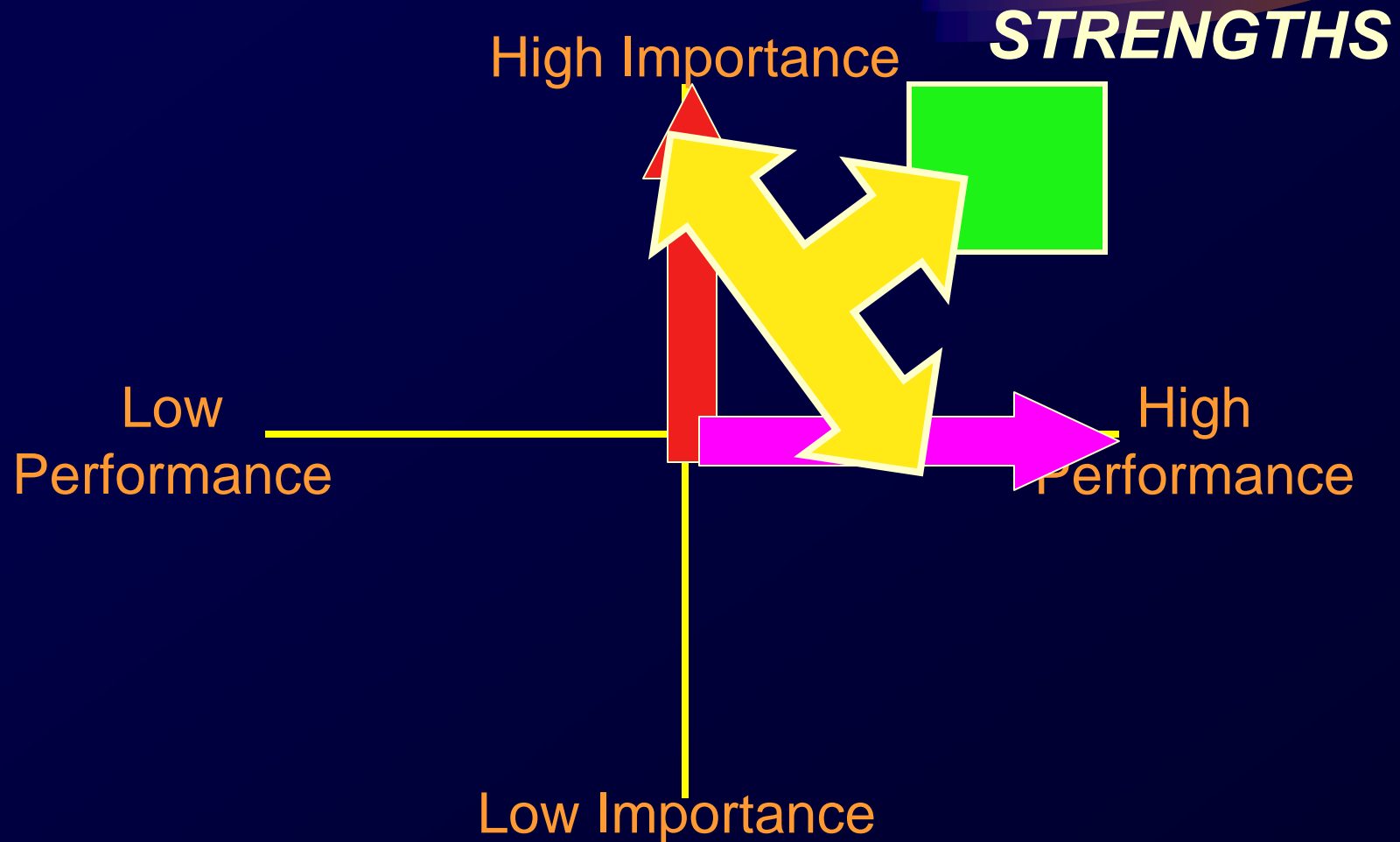
**Adapted from the work of Monica Manning, Ph.D.
Executive Officer, The Nova Group*

Questions to Consider

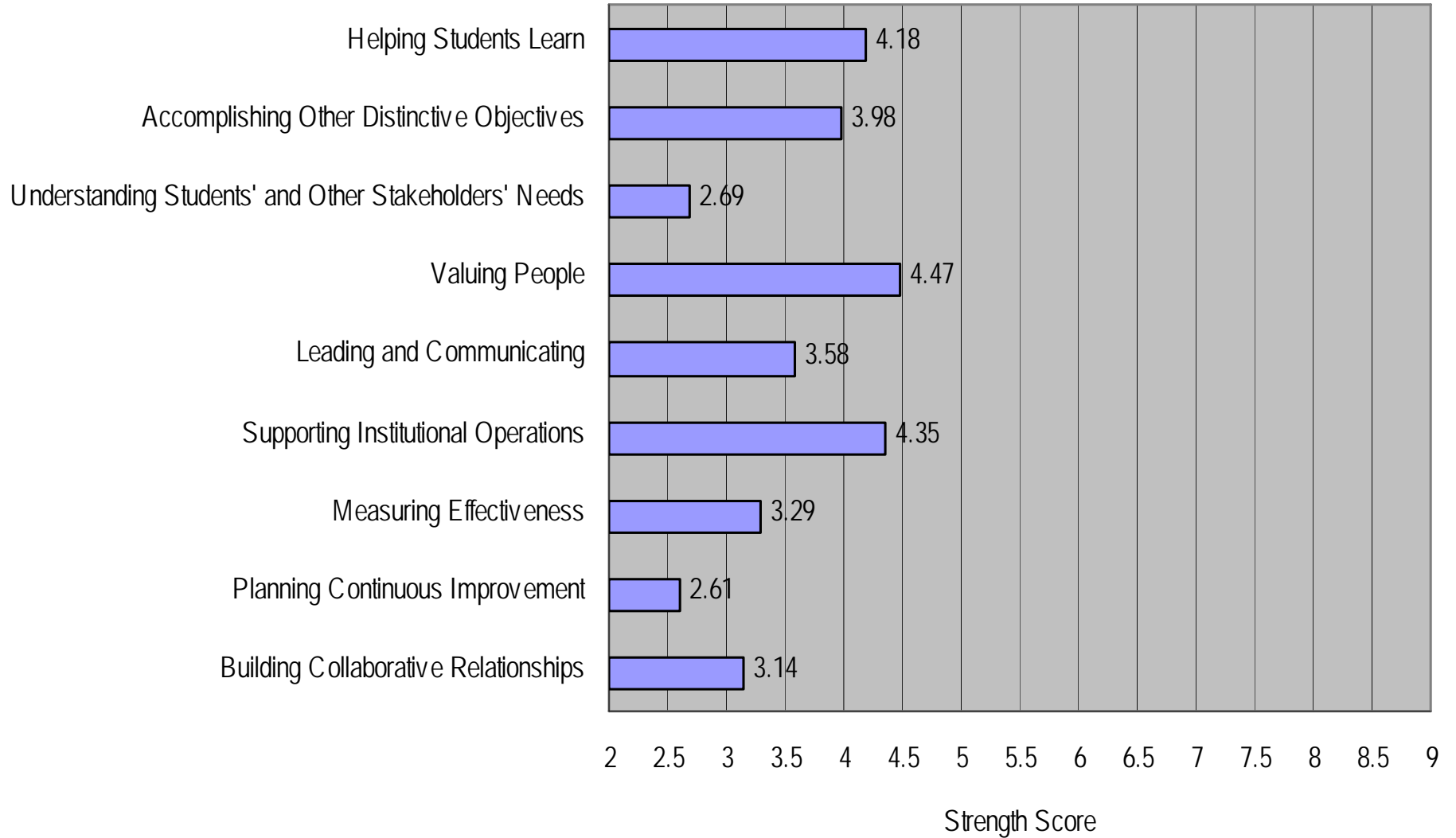


- Complete these sentences...
- What are MCC's strengths....
 - ❖ Student-centered changes
 - ❖ Collaboration
 - ❖ Process strengths
 - ❖ People strengths
- Data Insights

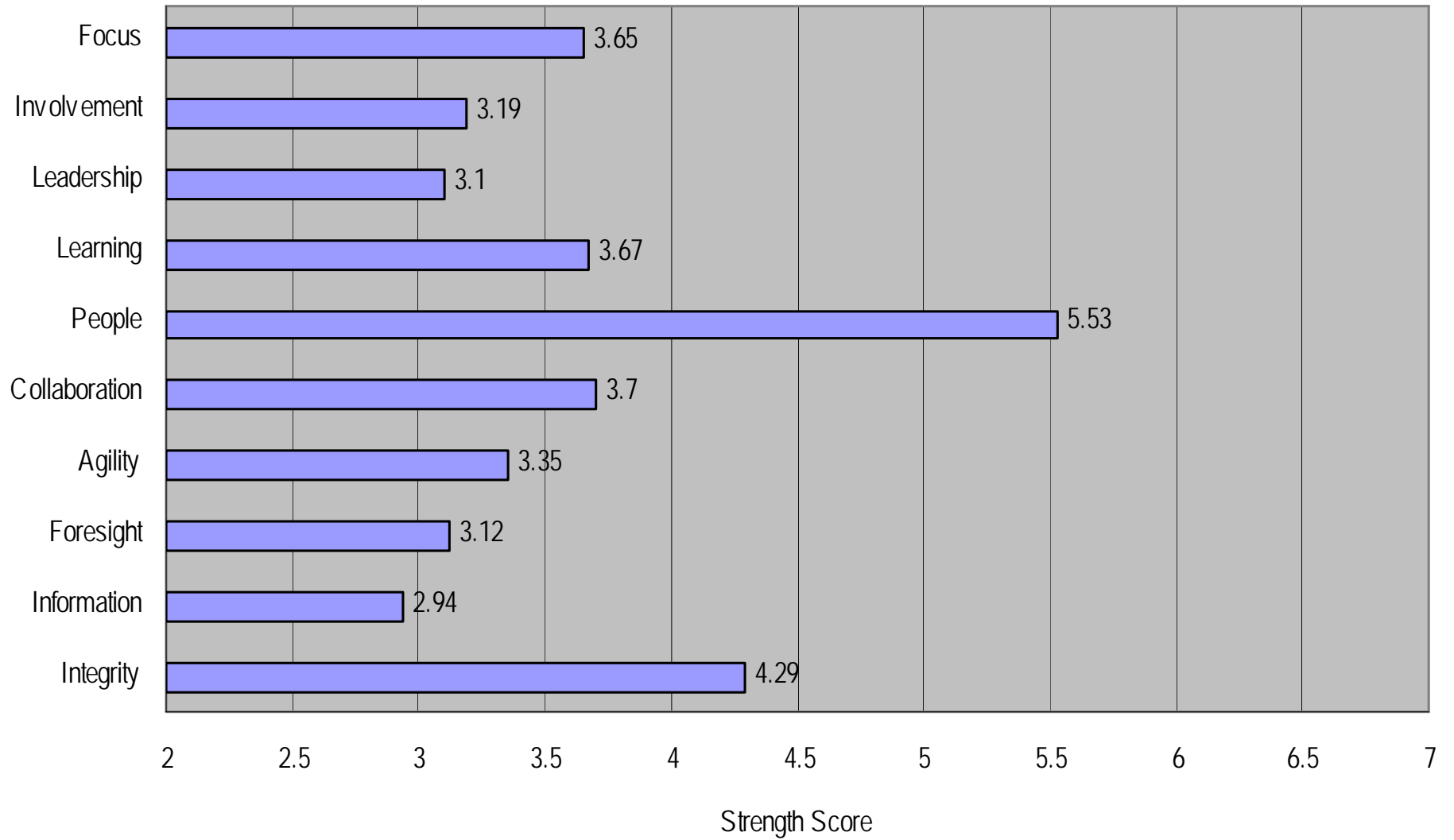
Opportunities, Strengths, Priorities



Areas of Strength Related to Process Groups



Areas of Strength Related to Principles of High Performance



Data Insights into Strengths



- Discuss the Data in Part 2: What is one area you agree is clearly a strength--that is a highlight of MCC--and that hasn't already been captured in the earlier discussion?

What Matters Most?

What do you collectively agree are the things that make peak work possible?

What do you collectively agree are the processes and principles that matter most--need to be highest priority--right now?

OBSERVATIONS

- **Strong alignment of priorities with performance** (8 of top 10 most important appear in top 10 strengths--technology, maintenance, integrity, trust, support services)
- **Strong alignment of strengths with priorities** (9 of top 10 most important appear in top 10 strengths; same processes & principles cited; some staff differences)

OBSERVATIONS

- Consistent themes in comments & results...very similar to other colleges-- Standard dev. high (we have...but-- technology, information, assessment--clear you've been working)
- Comments reveal themes on topics you want to talk about (planning, advising, information, relationship with admin., involvement, communication, vision-where Mott is going)

OBSERVATIONS



- Positive about technology, facilities...still see improvement in ed. technology...but moving.
- Increased call for focus on students, collaboration across the college for students, collaboration for learning.

OBSERVATIONS

- A college poised for...on the verge of the “next step”...and wanting to get there
- Professional satisfaction high (84% satisfied or very satisfied; 10% are average or okay; 6% are not satisfied)

OBSERVATIONS

- **Readiness & enthusiasm for CQI higher than most** (65% enthusiastic or highly; 21% somewhat--wait to see; 6% negative; 8% don't know)
- **Universal hesitations** (work load, no follow-through, not value-adding, time away from perceived priorities, recognition for work load, will we really do something?)

QUESTIONS

- How are your students needs, interests, abilities changing? How will you understand and respond to them?
- What would you do--what could Mott do to increase involvement, agility, and collaboration?

QUESTIONS

- What information and ways of communicating would enhance involvement and communication?
- How might the goals of the strategic plan be translated into reality? What is the vision for Mott in the future?

QUESTIONS

- Do the different ratings among groups reflect important differences in perception or simply " calibration " differences?
- Is data, evaluation of your work & comparison of Mott with other institutions...important? How important is actual student learning data?
- CAVEAT: Next Conversations Critical

**Conversation Three: Exploring Opportunities*



The Difference Score

*Among all the possibilities...what will
you focus on doing?*

**Adapted from the work of Monica Manning, Ph.D.
Executive Officer, The Nova Group*

Finding the Significant Difference

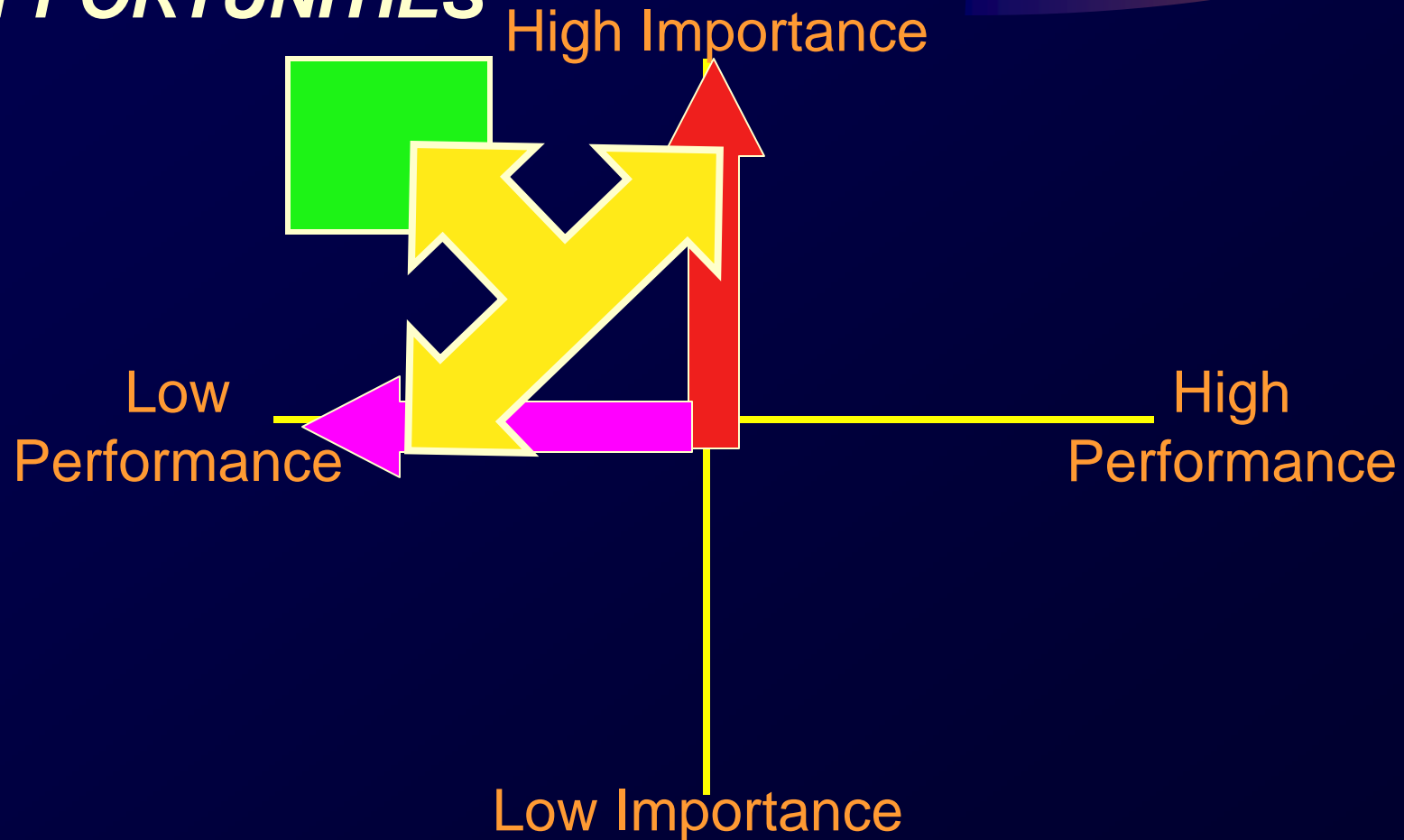


If you could propose three
ideas for making a significant
difference....

Circle the one that grabs you.

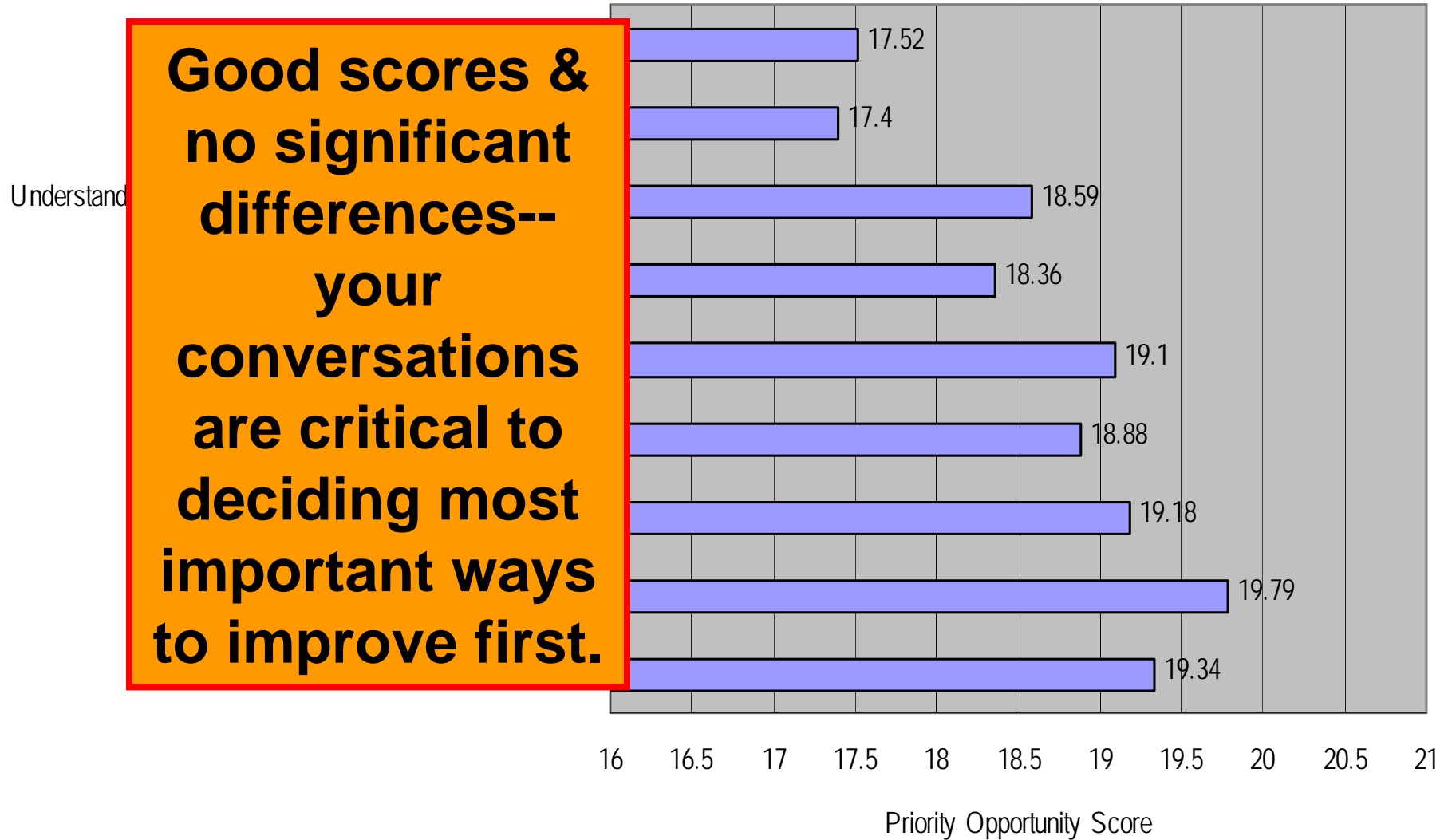
Opportunities, Strengths, Priorities

OPPORTUNITIES

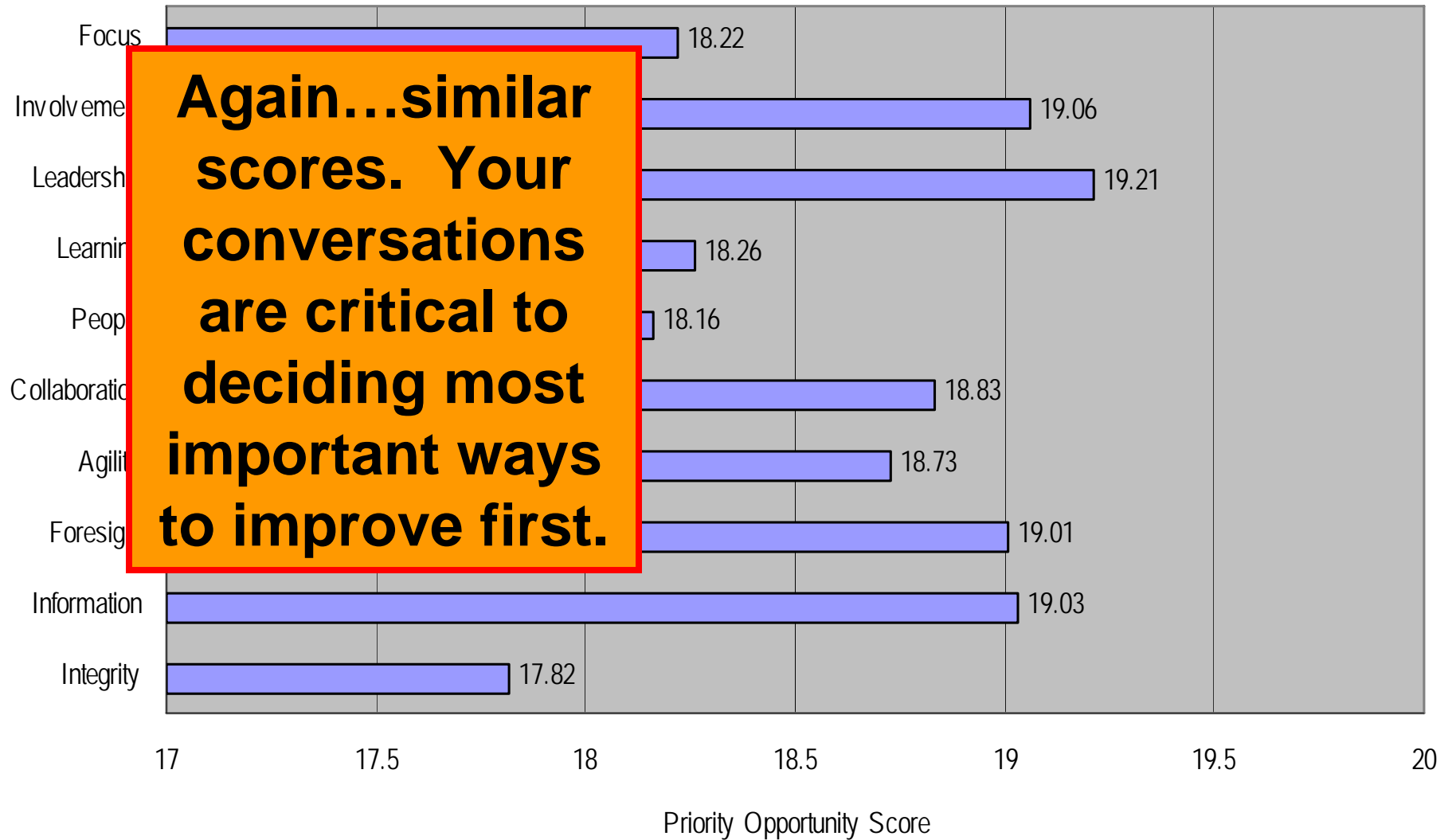


Item Statement: What are gap areas?		Opportunity Rating	Importance Mean	% Responding on Importance	Performance Mean	% Responding on Performance
77	Communication occurs effectively up, down, and across different units of the organization.	21.59	6.23	82.42	3.69	82.42
71	Advising processes work effectively 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

Areas of Greatest Opportunity for Impact Related to Process Groups



Areas of Opportunity Related to Principles of High Performance



Areas for Propositions



■ **HELPING STUDENTS LEARN**

- Clear learning objectives, performance, improvement
- Teaching excellence, faculty/others' roles in teaching & learning
- Assessing & improving learning, learning environment, technology
- Student preparation, intellectual climate
- Academic programs and courses--currency
- Student advising, counseling, library--instructional support
- **LEARNING, INFORMATION, FOCUS**

Areas for Propositions



■ **ACCOMPLISHING OTHER OBJECTIVES**

- Other institutional work/mission (civic, cultural, environmental, etc.)
- Aligning other work with the priorities of teaching/learning
- Faculty and others' roles in relationship to other objectives (research, service)
- Preserving a distinct culture related to a unique mission/objective (faith-based, niche, training, etc.)
- Evaluating the “other work” of the institution
- **LEADERSHIP, FORESIGHT**

Areas for Propositions



■ **UNDERSTANDING STUDENT/STAKEHOLDER NEEDS**

- Defining different students and others you serve
- Analyzing needs & designing programs & services
- Use of complaints, evaluations, feedback from students/others
- Improving satisfaction of students/stakeholders
- Process for getting information from students, employers, other stakeholders
- **INFORMATION, FOCUS, AGILITY**

Areas for Propositions



■ VALUING PEOPLE

- Work and job environment, clear job roles, responsibilities
- Recruiting, selecting, hiring, orienting, evaluating processes
- Investing in people--professional development, trust, respect, motivation
- Recognizing and rewarding--aligned with priorities
- Safety, satisfaction, well-being of all employees
- PEOPLE, INVOLVEMENT

Areas for Propositions



■ **LEADING AND COMMUNICATING**

- Governance, decision-making structures, processes
- Overall communication across the institution
- Leadership developed across employees
- Information available to do job well
- Setting directions, communicating the vision, mission, goals
- Supporting overall institutional movement & development
- Committee, team, other structures for accomplishing work
- Building and sustaining a learning environment
- **LEADERSHIP, INVOLVEMENT, FORESIGHT**

Areas for Propositions

■ **SUPPORTING INSTITUTIONAL OPERATIONS**

- Budgeting, endowment, fund-raising processes
- Security, campus facilities, institutional technology
- Food service, housing, extra-mural activities
- Administrative support systems
- Contribution to learning and other objectives
- Day to day operations
- Safety, satisfaction, well-being of all employees
- **LEADERSHIP, FOCUS, PEOPLE**

Areas for Propositions

■ **MEASURING EFFECTIVENESS**

- System for gathering and using information and data
- Analyzing and acting on information--in a timely fashion
- Tracking & measuring improvement
- Processes to compare institution to other peer institutions
- Processes for determining what data to gather when and how...and processes for using data for improvement
- Processes for discussing and acting on information
- **INFORMATION, LEADERSHIP, AGILITY, FORESIGHT**

Areas for Propositions

■ **PLANNING CONTINUOUS IMPROVEMENT**

- Supporting--actually strategizing and pursuing innovation, change, improvement
- Turning the vision, mission, strategic plan into real action
- Pursuing resource needs--building people's capacity for institutional work
- Measuring, evaluating, and improving the institution's effectiveness as a whole
- Aligning your priorities, planning, and work across all levels & areas of institution
- **LEADERSHIP, FORESIGHT, AGILITY**

Areas for Propositions



■ **BUILDING COLLABORATIVE RELATIONSHIPS**

- Partnerships with other educational institutions, businesses, agencies, organizations
- Current structures and processes that encourage internal and external collaboration
- How you create and build relationships at your institution
- Support for teamwork, new collaborative projects-- work that includes people from across the institution
- **PEOPLE, INVOLVEMENT, COLLABORATION**

Areas for Propositions



- **ALTERNATIVE TOPIC**

TABLE LOCATIONS

- HELPING STUDENTS LEARN (Tables 1 - 20)
- OTHER OBJ.'S (Table 80)
- STUDENT/STAKEHOLDER (Tables 21 - 34)
- VALUING PEOPLE (Tables 41 - 54)
- LEADING & COMM (Tables 35 - 40)
- INSTITUTIONAL SUPPORT (Tables 55 - 58)
- MEASURING EFFECTIVENESS (Table 61)
- PLANNING IMPROVEMENT (Tables 62 - 65)
- COLLABORATIVE REL. (Tables 66 - 73)

**Conversation Three*

What work accomplished would make a significant difference?

- Outline Part A & B of your proposal
- Discuss proposals at your table until arriving at one (can be new) to propose
- Complete Idea Analysis Form; plan to report “We Propose...” “Because...” present

**Adapted from the work of Monica Manning, Ph.D.
Executive Officer, The Nova Group*

Idea Analysis Form



Topic Title:

Table Group:

Critical or Pressing Aspects:

Difference to be Made by Acting:

Provocative Proposition:

We Propose...

Because...

**Write specific actions
on back.**

REPORT OUT:

Propositions, Part 1

*In 30 - 40 seconds, read
JUST YOUR*

We Propose...

Because...

Immediate Action Opportunities

Easier, “just do,” high impact

- 1. 10 minutes at table: What is a quick win or just do that would just make life nicer--for you, students....AND is possible?**
- 2. Write it on card on table--leave on table**

REPORT OUT:

Propositions, Part 2

*In 30 - 40 seconds, read
JUST YOUR*

We Propose...

Because...

Next Steps

Prioritizing Projects--to do NOW

- 1. The survey, these conversations just first steps**
- 2. Your ongoing feedback & involvement are critical; others' views are key as well**
- 3. Concrete action projects need to emerge as you begin AQIP--integrate as much as you possibly can**

Next Steps: AQIP



- ◆ Create Conversation Summary Report (facilitator observations included); integrate data from other audiences
- ◆ Prioritize propositions
- ◆ Develop propositions into 5-6 POTENTIAL action projects that will become 3-4 in AQIP
- ◆ Review, begin work on Immediate Action Possibilities

Next Steps: AQIP

- ◆ Complete Strategy For Action Workbook; Attend Strategy Forum
- ◆ Be open to review, input & change of projects by peers--solid, concrete review
- ◆ Complete Vital Focus
- ◆ Contract with AQIP for the action projects; begin discussions to complete your Systems Portfolio

Thank you!



Please Complete & Leave
Evaluation Form on Table