

What Matters Most
AQIP Vital Focus Conversation Day
March 13, 2007

Helping Students be Successful

- Removing barriers for employees to remove barriers for students
- Evidence of student success
- The expectation for excellence should be there for all students. For example students need the skills to succeed at a 4 year if they choose
- Facilitating student success (beyond academics too)
- Student successes (daily)
- Pri? Support/input on students
 - Respect for students comes out of service to them
 - Reducing student stress to enable learning
- Encourage students
- Student success from beginning to the end
- Recognize challenges of students and provide support
- Helping people get what they need
- Changing student perspectives: negative to positive
- Alleviate student fears
- Seeing students succeed validates us and what we do
- (Lavender) Last day of class-seeing how far students have come during semesters
- Helping a student be successful, who has not had a good experience with education previously
- Seeing Results/Outcomes in serving students so they succeed (Influencing student transform)
- Themes: student success x 4, Student success
- When you see the lightbulb come on
- Recognition of areas for improvement
- Without the outlying (regional) campuses many students would not have been able to begin education
 - Available resources, classes, support systems programs, o/ lose these classes
- Success is in the eye of the beholder *Big Dog Story
- We as teachers need to instill good college level work ethic in our students by keeping our expectations high
- Student success: Seeing graduates be successful
- Working with students when you see the improvement in students' lives after they move from one area to another
- Transformation of a student from not wanting to be in school to being a great student
- Student interaction/success
- Student success: preskill development, program admissions/class enrollment, learning, succeeding
- Student accomplishment
- Seeing students success
- Assessment and advising for best success (cognitive, social, motivational, financial)
- When you see students finally "get it" (light bulb)
- Provide students the opportunity to "be brilliant" and make sure its' recognized by the entire class, recognize student success as it happens in class
- (Lavender) When a student finds their first professional job
- Caring about student outcomes academically and personally
- Connecting with students
- Theme: students as focus; Students express strong support for continued program involvement toward occupational success
- Serving students is #1 priority
- Seeing students succeed

- Working with students
- Helping students succeed (classroom, life)
- Helping all students succeed: career, academics, employability
- Having a positive affect on students', coworkers lives
- Putting student needs first
- Giving students the tools they need to have some success
- Working toward student success based on how they define success! To do this must: ask and listen so you know what they need., have flexibility and resources to help
- (Lavender) Helping a student who returned recently from Iraq to cope
- Prioritizing student success
- Classroom: relationship with students
- Student Success: personal relationships, individualized teaching approach
 - Opportunity and growth, independent problem solving (critical thinking skills)
- Meeting needs of individual students, validating and valuing who they are
- Working with students so they could activate their account so they can login to the new portal system (Inside MATC). This allows them to check their grades online, etc.
- Seeing students get a fresh start-getting them through the barriers
- Theme: students as focus: In class aspect, diverse backgrounds of students, working together to obtain optimal learning and success
- Student success and interaction
- Engaging students in instruction
- Students and their success
- Student achievement and real time recognition of that, e.g., state licensure and skills USA competition
- Focus: students as focus, service as advisory capacity to assist students achieve professional goals
- Helping someone understand/get through something
- When a student finally gets it-"the light bulb moment"
- Creating student enthusiasm "aha moment"
- Facilitating student success
- Experience student successes i.e. graduation, clinical evaluations
- Peak experience "Aha", says the student "I get it now"
- Student success
- Response to students needs!
- Transforming a student's life
- Student engagement in classes
- Student "Aha" moments (life learning)
- Students leave and have success
- Have great students who work hard and when performances improve
- Education makes them employable
- Non-traditional student success
- Strengths of MATC: cost of education, skills that employers seek, hands-on experience, small classes, relevance of education taught, dedication of faculty and PSRP, faculty has practical and professional experience, location, access to all ages and skill levels, variety of classes offered
- Student success – getting a job (passing boards and certifications)
- Assessment of student's ability to succeed in class, creating readiness
- Student achievement/progress
- The ability to make a difference
- Helping the students
- Feeling that we have made a positive difference in students lives
- Student success
- See students success
- Student success due to MAAP
- Students sharing successes with us after they graduate

- Successful quality education experiences
- Sending students to national conferences
- Student centered, success stories, all roles important, cooperative effort
- Meeting customers (students, faculty) needs at a moment's notice
- Students financial success
- Helping students REACH their goals
- Impact on students
- Student successes
- Providing opportunities for students to grow, improve self esteem, and be successful in our community careers
- Multiple strategies for students to access and feedback information
- Customize student experiences to meet individual needs
- Working on-on-one with students in the writing center
- Customer service to students and staff
- Successfully meeting students' needs (in person service; teaching forum (includes personal use of accomplishments by staff)
- Helping students make a personal connection w/MATC
- Interaction with students
- Connect with individual students
- Connections between staff, instructors, students

Valuing People

- Valuing employees
- People showing appreciation for the work that we do
- Relationships
- Support for full time people seems better than support for part time people
- Trust in administration
- Investment in people to give "value" to people
- MATC offers an open environment : variety of students / staff, varied backgrounds
- People
- Teamwork
- Providing access to more students...development of online courses
- Practices: diversity of faculty and staff and students in the nursing program
- See students/staff develop and grow
- Being allowed to do our work without all the Bull!!
- Good place overall for faculty to work-benefits, - colleagues
- Working with diverse populations
- Committed staff
- Matters most-when college succeeded in helping meet PT faculty needs, flexibility, acad. Support, career counseling, etc.
- Working on a team when everyone supported each other.
- Opportunities for personal (professional) growth
- Move convocation day to a day that is less disruptive to our work, Like Friday?
- Independence: not micro managed, autonomous (to a degree), flexibility
- Pinning phi theta kappa, GED, etc, celebrating students commencement
- Supportive atmosphere for all at the campus (Reedsburg)
- Appreciation for contribution of job by students: customers
- Support (resources, tools, etc.) for staff development
- Look forward to seeing my customers and serving them
- Feeling valued and understood (both professionals and students)

- MATC supported professional development sessions, whether certification classes or departmental best practices meetings
- Former student returns and gives ? what MATC did for student success story.
- Students from time to time and in many different ways- some very thoughtful- express their thanks and appreciation of the quality of teaching
- Respect/trust of colleagues and administrators
- Professional development opportunities
- Academic freedom/professional environment
- Focus: student, support staff is critical to student success; counseling, financial support, enrollment, course organization, testing/placement, accommodation (“behind the lines”)
- Positive feedback from students – communication
- Peer acknowledgement
- Appreciative community for services MATC provides
- Awareness – Access
- Teacher validation and feedback
- Credibility
- Accountability and satisfaction of a job well done
- Diversity
- Peak experience: (1) Professional development – we need to have up-to-date technology to teach the students in IT; (2) We need to provide information to area high schools that they can’t go out and get for themselves
- Internal and external awareness of talents and expertise
- Recognizing good works of people around us; value people
- Appreciation for what we do. It’s important and that appreciation is shown in a variety of ways – someone says thank you – a student completes a course or program. You help someone on a one-to-one basis and they understand
- Celebrating accomplishments (Students, Department – getting positive feedback from customers)
- The satisfaction we have in knowing we have made a difference in the life of a student
- The + student feedback
- What matters? Having a positive, trusting supportive culture
- Flexibility
- Freedom in instructional approach
- Excitement at the beginning of the year for students and faculty
- Student enthusiasm
- Letting students know they matter – that we care
- Empathy for the actual student’s life stresses, fears, and lack of high school preparation for college
- Change in response to a need (instead of change for the sake of change)
- Better communication of change
- Communication
- The level of freedom and flexibility to do our jobs
- Employee morale – we have the ability to achieve individual goals – which are aligned with MATC vision for a student’s success
- Having influence on how the institution is run. Top Down decision making is costing us quality, and students, and morale

Teaching for Learning/Alternative Teaching Methods

- Organic student interaction
- Placement of students with mapping has improved
- Modify method of instruction to facilitate better learning and comprehension
- Experiencing student dedication-online student living in Africa overcoming obstacles to graduate

- Theme 3 : development of students by offering experiences as extensions of the classroom, e.e. internships, organizations, self-confidence, leadership
- Ability to work with students in small groups
- Connecting with students
- Goal setting, planning as life skills. Plan ahead
- When students demonstrate independence through ideas-instructors wouldn't have thought of
- Allowing the students to see how their work impacts others
- Helping students appreciate, understand cultural differences-in a professional manner
- One to one of staff and faculty to student. Helping the student
- Making connections with students
- Applying learning techniques from convocation training
- Developing alternative learning delivery methods to meet student needs and mentoring fellow faculty on those methods
- Alternative delivery, allowing more students to enroll in classes, via ITV, online
- Integrating current technologies into instruction
- Student growth and development
- Very student centered when a student who is struggling or discouraged and you can work with them to help them get to where they want to go
- High school students excited about learning civics – how elections work – telling parents to vote and voting for the first time
- Excitement about learning, and real-world application of subject
- Helping students overcome barriers or limitations to achieve success
- Empowering the students so they can make it happen
- Peak moments – when we integrate various resources to create an “aha” moment or serve students well; when we are responsive to student needs and make a difference
- To see students “get it”
- Student “got” or understood a concept
- When the students light bulb goes on! Learning is achieved
- Student “aha” moment
- When student gets what I am teaching
- “Aha” moment by students connecting and learning real life personal experience
- Participating in making student feel engaged in their studies

Other

- We need to be able to show students the course rotation/schedule for a minimum of 4 semesters so we can properly advise students & plan classes.
- More unity (collaboration) between FT & PT faculty w/equal pay for equal work (i.e. contact hrs) FT & PT should only differ in # of classes taught.
- Value Employees in deed not just in word.
- Facilities need continual improvement, w/space for PT staff to prep etc.
- Strength of MATC, Cost of education, Experience of teachers.
- Core Strengths
- Faculty-support staff administration.
- Faculty- professional development/innovativeness.
- Autonomy of teachers- ability to teach the best way they know.
- Enthusiasm of subject matter.
- Technically strong students which are employable at graduation.
- MATC—learner centered
- Alternative delivery methods
- Maintained state funding when budget were going to be cut from state.
- Free English as a second language classes.

- Employee's survey show high satisfaction in MATC students.
- Students like smaller class rooms and access to instructors.
- Feedback from outreach has been greatly appreciated.
- Recent specific example that changed to leave more student focused:
- On-line registration.
- Transcripts on line
- Blackboard
- Can only think of negative movement on this. I see the changes as fewer students entered. (Perhaps measure the student's population numbers).
- Honest & critical evaluation of organization in regards to success of students (results of reorganization) unable to create relationships as a result- is this looked at?
- Part-time vs. full-time & communications.
- What is the means of measuring student success?

Systems

- When systems work
- When all systems and resources are focused to the students
- Invisibility- Success
- Called during system failure
- Seeing the successful implementation of a new process; E.g. early hiring of Faculty; E.g. hiring one HR Rep. per area.
- Finding the right room number accidentally
- Technology
- Themes- Resources for students
- Efficiency, Saving
- Avoidance of disruption – building issues, support services, technology, and department services working.
- Current technology to use
- Right touch services- face to face, virtual, phone, getting multi-modal services to largest audiences & learning styles.
- Support all aspects- budget, technical, teams, management, time.
- Staging critical system upgrades to maintain our payroll & finance and have a successful completion.
- Resources & technology available to deliver content in new and exciting ways.
- Accessible staff and information for students
- Leadership took active interest in helping technical programs excel. (1980's).
- Improved open communication between unions & management.
- Improved facilities/technology/resources
- Accountability-remember what the mission of a Tech.College is.
- Connect to K-12
- Cooperative ventures & partnerships
- Transition to MATC, coordination of efforts, district-wise transfer, exposure, utilize P.T. faculty as resources in recruiting/career fair activities.
- MATC info that is shared is not of quality we have to see school.
- Show connection MATC to business /job
- Promote our school to smaller, start-up companies
- Expand nursing program collaboration w/hospital
- Apprenticeship potential- common training center.
- Connection of college to job market.
- Educate the k-12 students/parents
- Develop a district wide plan to promote MATC through continuous collaborative effects that encourage students, parents, faculty in conversation & hands on experiences.

Collaboration

- Internal Teamwork (Forming Dept)
- When employers were actively engaged in college planning decision-making, etc
- Theme 2, Sense of community effect (college-wide) in helping students.
- Theme 3, Being able to talk among disciplines-staff + faculty-all in one place.
- Working collaboration towards a goal (Everyone knows the goal)
- Working together with other or all MATC staff.
- Collaboration between programs in a hands-on learning activity.
- 1st on-site program accreditation visit. Bringing together all parts and information re: program organization and compiling results. On site visitors very complimentary, Theme felling successful.
- Engaging staff's students.
- Collaboration
- PSRP-Faculty collaboration. Collaboration with other people staff to work on a project. Helping students with challenges. Enjoy the fulfillment that comes when a student dose there best.
- Faculty connectivity + support.
- Team planning, Identify special or specific needs of students and employers. Align curriculum to meet both, helps built student motivation, and helps build good employer relations.
- Through shared team efforts willingness and vision to work "outside the box" we were able to overcome obstacles, problems for a major project with limited funding.
- When cooperation and support come together.
- Opportunities to collaborate both within and outside college.
- Opportunities for professional growth
- Interacting with colleagues.
- Knowing what my duties are and having the freedom and space to work with students one-on-one uninterrupted
- Less changes
- Being part of a team that functions well together for student success
- Saving money and man hours
- Outreach through community education
- Innovation by supporting new programs, strategies, and pilot projects
- Connecting with students, staff, administrators
- Identifying emerging technology that is advancing in the job market and identifying those that are waning
- Making it happen for the students
- Working successfully with other MATC employees
- Collaboration with faculty, staff, and PSRP
- Interoffice interaction
- Talent of the workforce keeps us here – the sense of the community
- Co-workers
- What matters? Working together as teams!
- Team spirit – willingness to work together as peers
- What matters? Appreciate each other's work
- Personal influence to make "it" happen

Community Impact / Stakeholder Needs

- Interacting with community.
- Internship and life experiences for students
- Community outreach is very important.
- Meeting needs of community.
- Providing customer service between departments.
- Scholarship recognition and community support.
- Helping community succeed, building partnerships.

- Connection between teacher, student and community.
- Reputation = connectivity to community.
- Working with students to solve problems. Improve accessibility by offering online. Helping students attain life goals.
- Empowerment, community success (impact on)
- 30 scholarships given to Watertown students depending on all stakeholders.
- Connectedness with student, open/honest communication.
- Delivering current content relative to community and trends.
- Positive impact on community.
- Politicians and citizens on the street need to know that MATC is a good value so that they will sign the check and help finance the institution

Making A Difference

- Peak Experience: Feedback from students that my classes were of direct value in their existing or new careers
- Confidence reaches potential
- Proper and effective referrals
- Staff who come in frustrated go away satisfied
- Administrative Coordinator brings consistency to counseling
- The Challenge
- Seeing the results of teaching efforts in real life applications
- Changing a students perception of education by creating positive learning experiences
- Assisting people and students
- People valuing people
- Working with students
- Creating a welcoming culture for students
- Student Impact
- Impacting student lives
- When we see we've made a difference in a student's life
- Active involvement of faculty with students
- Professional autonomy (teach how we think is best)
- Teaching portfolio class – having a direct impact on students' lives
- Positive impact on students
- Interdisciplinary collaboration – Team problem identification and problem solving
- Working with the kids in child care
- Program success
- Peak experiences
- Recalling how he has been able to enable staff performance to be enhanced through
- Vanguard – Project MATC had with 12 other colleges focusing in on best practices
- Orientation
- Part-time faculty involvement
- MAAP project
- Work with first generation students
- Applied knowledge
- Giving students opportunities to gain experience by developing new programs
- Being part of a process in which students succeeded – especially graduation of GED students
- What matters most is when we are transforming the lives of our students and seeing that impact

Student Support Services

- Working with students

- Behind the scenes work that ensures all runs smoothly
- Ex: It may be a project which requires weeks of IT time; so, when implemented it works smoothly
- Common support: Ex: 6666 for IT support – this would make the work place much less stressful
- Positive experience with students (e.g.) graduation, pinning's, celebrating student success
- More admission screening we believe as of greatest importance to student success Ex: TOFCA for ESL Students (COMPASS – ESL – not enough/sufficient – gives incomplete data)
- Accommodate students with all available seats in classes
- Ability to have/use varied technology for student success
- Cutting through “red tape” to help a student
- Using all support areas that relate to student needs – enabled by cross communications
- Programs should adapt to student needs
- Provide student information and direction
- What matters? Serving students well!
- We need to have processes in place so that students are aware of expectations when they come here. This includes working with high school programs so that students know why they are coming here
- Efficient customer service with positive attitude
- Matters most – awareness in technology – opens many options in classroom

Teacher Autonomy

- Teacher autonomy – we can use new methods and ideas
- We use what works best for us
- Modify academic calendar
- Closer to open entry – better utilize building and meet needs of more students
- Increased online usage – accessibility
- Additional development courses – high need – low availability
- Universal design

What Matters Most Evening, 3-13-07

Engaging Students

- Student Success
- Connecting with Students
- Watching the Students' Lives Change as they Learn
- Student Engagement
- Student Successes
- Students are Engaged in their Classes
- Watching Students Learn and Benefit from Class
- Encourage Interactions and Relationships
- Application of Concepts by Students (seeing them achieve)
- Watching the Students get the Concept (“the light bulb goes on”)

Feed back from Students

- Getting Student Feedback
- Positive Student Feedback Received
- Sense of Appreciation from Students and to Students

Freedom to be Flexible

- Freedom to be Flexible and Tweak Curriculum to meet the needs of our Students

- Given Independence and Freedom to Find What works

Collaboration

- Cooperation Among Staff Members
- Talking to Other Teachers and Mentoring
- Everyone Trusts Us in What We Do – Inspire Trust and Participation
- Personalized Experiences Break Down Fear, Inspire Curiosity and Willingness to Help Each Other

Teaching Experience

- Surviving the First Semester
- “Being Back in the Classroom”

Demographics

- Empowering Members of the Community
- Diversity of Student Population