

How to Hold Active, Engaged Meetings for Improved Compliance

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As an integral community partner, Isothermal Community College exists to **improve life through learning** by providing innovative, affordable educational programs and offering opportunities for personal, professional, economic, and cultural development.



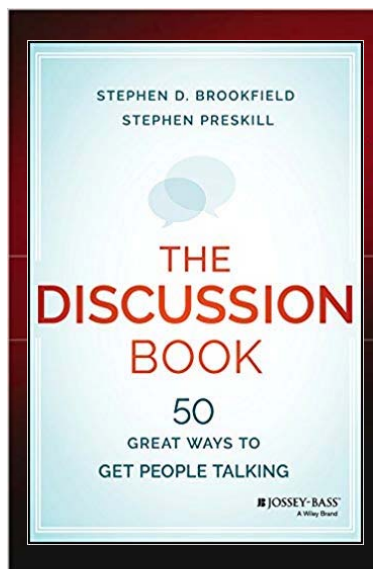
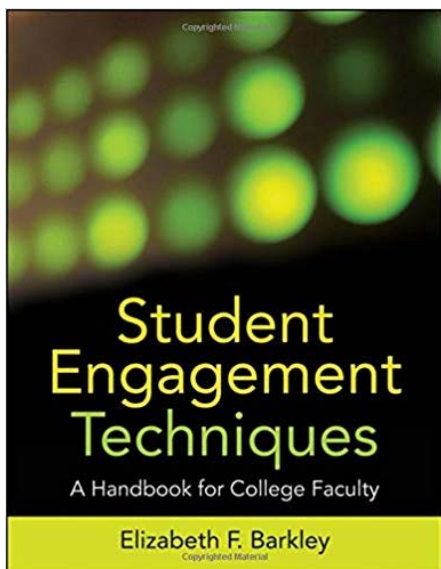
MISSION STATEMENT

Create new ways of working together.

- Identify core principle of student-engaged learning and key concept of adults as learners
- Summarize at least two active and engaged meeting techniques as they apply to compliance activities
- Analyze the benefits & uses of active meeting techniques

Getting Started

Response-Centered Review



Good
and
Active Meetings

All Good Meetings

- Scheduled
- Agenda
- Timekeeper
- End on time
- Follow up

Active Meeting Benefits

- Motivation and focus
- Habit of active listening
- New skills
- Broad-based support
- New voices
- Spontaneous action



Quality Enhancement Plan



- Snowball
- Bumper Stickers
- Poster Session



Student Achievement



Predictions

Frames

Nominating Questions



Institutional Planning and Effectiveness



Critical Debate

Response-Centered Review

Two Truths & A Lie



Photo by [Stefan Cosma](#) on [Unsplash](#)

Snowball



- Description: Participants literally throw their ideas out about how to improve student learning and then consider others' ideas during facilitated, small group discussion.
- Benefits: Broad-based support, new voices, active listening
- Directions and Uses: See handout.
- Source: Common knowledge

Bumper Stickers



- Description: Participants create their own concise (perhaps clever and humorous) message about how the QEP topic relates to their discipline or area.
- Benefits: Broad-based support, new voices, and spontaneous action
- Directions and Uses: See handout.
- Source: Silberman, M. L. (2011). 101 Ways to Make Training Active. Somerset: Wiley.

Poster Session



- Description: QEP Team members create posters that illustrate components of the project. Then, community members (or reviewers) listen to mini presentations in rotating groups.
- Benefits: Motivation, broad-based support, new skills
- Directions and Uses: See handout.
- Source: Barkley, E. F. (2010). Student engagement techniques: a handbook for college faculty. San Francisco, CA: John Wiley & Sons.

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Predictions

- Description: Participants predict student achievement results and compare predictions against actual results. The alignments and/or gaps help facilitate important discussions.
- Benefits: Motivation, new skills
- Directions and Uses: See handout.
- Source: Tools to Help Colleges Share Results. (n.d.). Retrieved from <http://www.ccsse.org/tools/sharingresults.cfm>.



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Frames

- Description: Individuals or teams complete a template of sentence stems that allow them to express ideas in their own words, but in a clear and organized framework.
- Benefits: Motivation, new voices and skills
- Directions and Uses: See handout.
- Source: Barkley, E. F. (2010). Student engagement techniques: a handbook for college faculty. San Francisco, CA: John Wiley & Sons.



Nominating Questions

- Description: Small groups are given a focus question and asked to brainstorm as many questions about it as possible. Participants then vote to determine a discussion question.
- Benefits: Active listening, new voices, action
- Directions and Uses: See handout.
- Source: Brookfield, S., & Preskill, S. (2016). The discussion book: 50 great ways to get people talking. San Francisco, CA: John Wiley & Sons.



Critical Debate

- Description: Participants move beyond a discussion to convince others that their position is correct and to listen to another's point of view. Participants engage a viewpoint that they may have dismissed.
- Benefits: Focus, new voices, and spontaneous action
- Directions and Uses: See handout.
- Source: Brookfield, S., & Preskill, S. (2016). *The discussion book: fifty great ways to get people talking*. San Francisco, CA: John Wiley & Sons.



Response-Centered Review

- Description: Participants listening to a presentation are asked to interact in guided ways on a piece of paper folded in four quadrants.
- Benefits: Focus, active listening, and action
- Directions and Uses: See handout.
- Source: Bean, J. C. (2011). *Engaging ideas: the professors guide to integrating writing, critical thinking, and active learning in the classroom*. Hoboken, NJ: Wiley.



Two Truths & A Lie

- Description: Participants consider three statements (two true and one false) related to program updates or student data. They then choose the incorrect statement and share their reasoning.
- Benefits: Focus, broad-based support
- Directions and Uses: See handout.
- Source: Common knowledge



Our Time to Be Active

Nominating Questions



Thanks for listening and taking part.



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