How to Hold Active, Engaged Meetings for Improved Compliance

By Anne Oxenreider, M.Ed., M.A.
Director of Institutional Assessment and Accreditation
Isothermal Community College
Spindale, North Carolina

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.
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

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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.
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.


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.

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.


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.

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.


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.

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
Questions

Thanks for listening and taking part.

Anne L. Oxenreider, M.A., M.Ed.
aoxenreider@isothermal.edu
www.linkedin.com/in/anneoxenreider