

Mesa College Pathways



The Process and Appreciation:
Creating *Our* Theory of Change

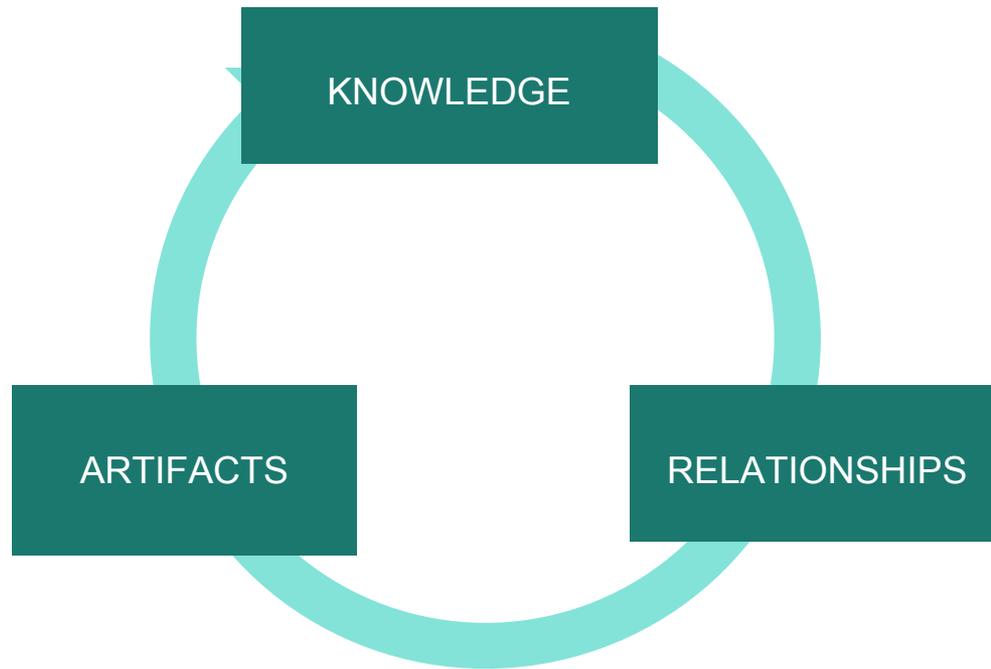
Mark Manasse, Ph.D.

Agenda

Creating Positive Change

1. Focusing on the Present: Our Process
2. Dreaming About the Future: Appreciative Inquiry
3. Draft our Why: Theory of Change

OUTCOMES



Coincidence?

A team is not a group of people who work together. A team is a group of people who trust each other.

Focusing on the Present: The Process

The Process and the Normalizing of Confusion: It's OK Not to Know...YET

Watch the following video clip.

It's about basketball, but it isn't really about basketball!

While you watch, think about this video from multiple lenses

1. Me
2. Other(s) [not me]
3. Mesa Pathways
4. Mesa College

Feel free to take notes while you watch the video to remember your thoughts.



Discussion: Focusing on the Process

Make sure everyone gets a chance to speak within 10 minutes.
That's about two-to-three minutes/person.

Be aware of sharing the floor.

If you normally share a lot, think about listening more and sharing a little less.

If you normally share less, think about talking more.

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An Introduction to Appreciative Inquiry

What is Appreciative Inquiry?

An approach to change and development that is

- Grounded in strengths, assets, capabilities, and capacity
- Forward thinking and possibility focused
- A positive way of doing *and* thinking
- Builds on the understanding that *what we focus on grows*

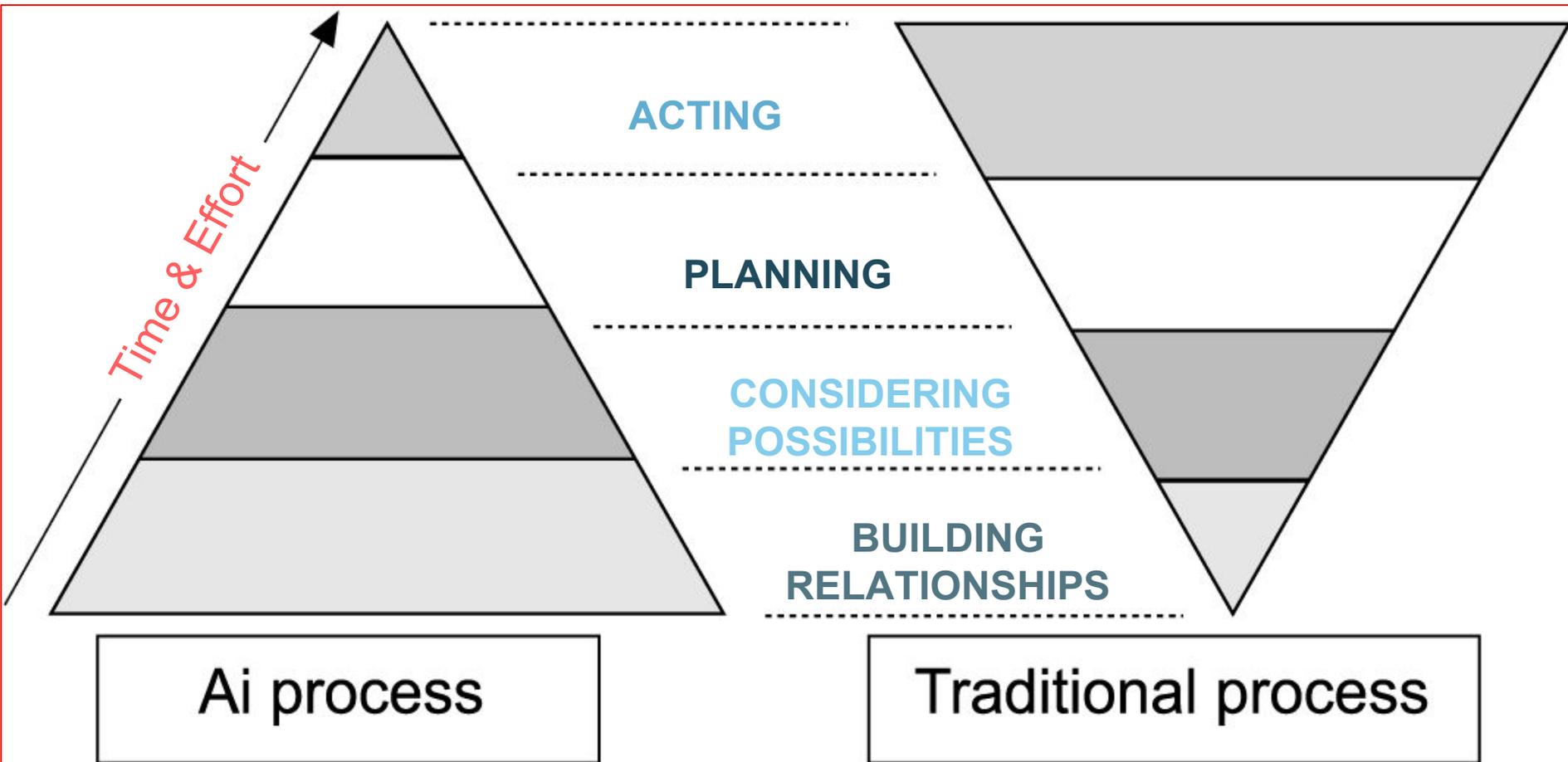
Discovery, Dream, Design, Destiny

A Positive View of Organizations

“Organizations are, first and foremost, centers of human relatedness, and relationships come alive where there is an appreciative eye, when people see the best in one another and the whole, when they share their dreams and ultimate concerns in affirming ways, and when they are connected in full voice to create not just new worlds, but better worlds. By making it possible for every voice to be heard, a life giving process is enacted.”

(from The Appreciative Organization by Harlene Anderson, David Cooperrider, et. al.)

How are Time (and Effort) Differently Spent?



The Four Dimensions of AI

1. Discovery = Best of What Is
2. Dream = What Might Be
3. Design = What Should Be
4. Destiny = What Will Be

Discovery, **Dream**, Design, Destiny

Yeah, But Game

AI and Mesa Pathways

We will continue to **Discover** over the course of the next year.

Utilize **YES AND** to **DREAM** with your group about your notecards from yesterday

If implemented well, five years from now, what would our campus look like from a student, staff, faculty and/or administrative perspective

WHAT MIGHT BE?

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Creating *Our* Why

Theory of Change and Logic Model Overview



Definition of a Logic Model

The program logic model is defined as a picture of how your organization does its work - the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program.

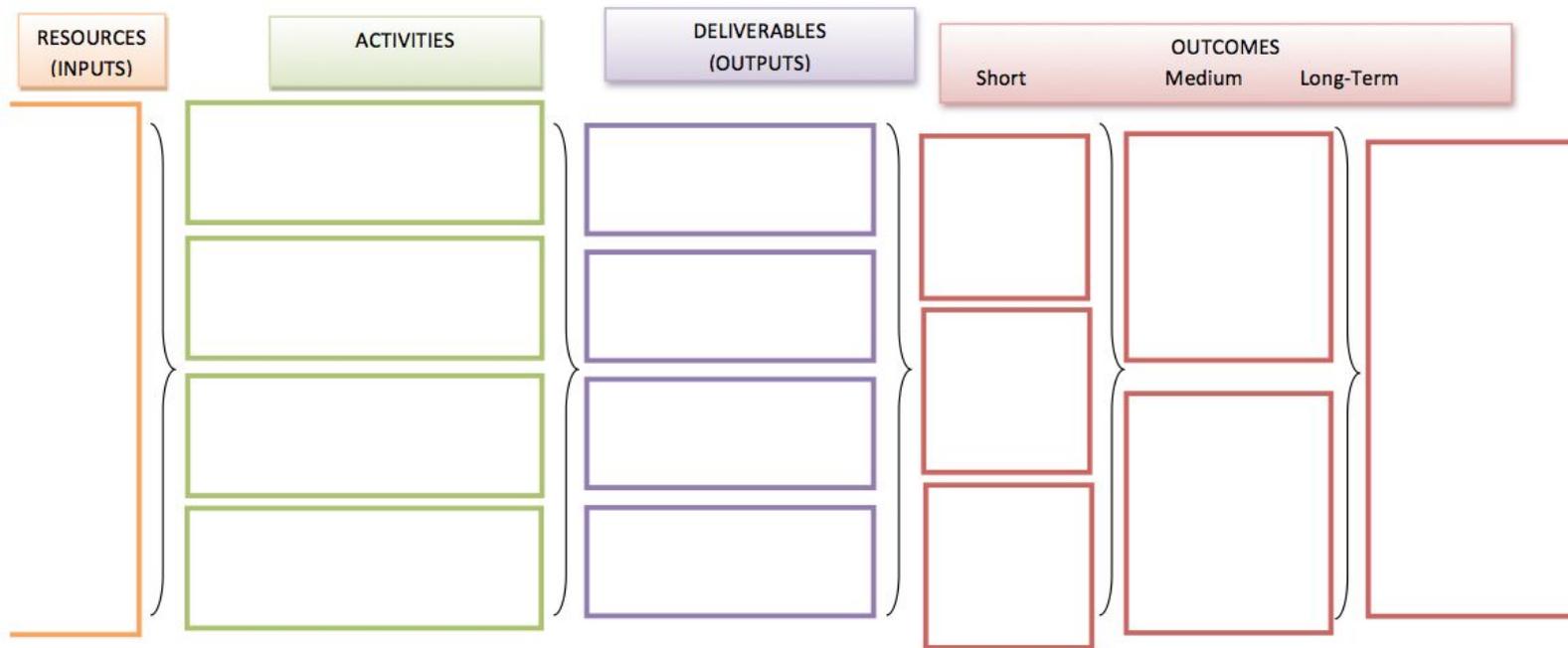
- The W.K.Kellogg Foundation Logic Model Development Guide

Why Create a Logic Model?

Logic models:

- Provide a programmatic road map
- Draw a picture of expected program achievements and how the achievements will be realized
- Create a visual of relationships hypothesized to exist between the program activities and the *intended* program effects
- Describe expectations/intentions of a program

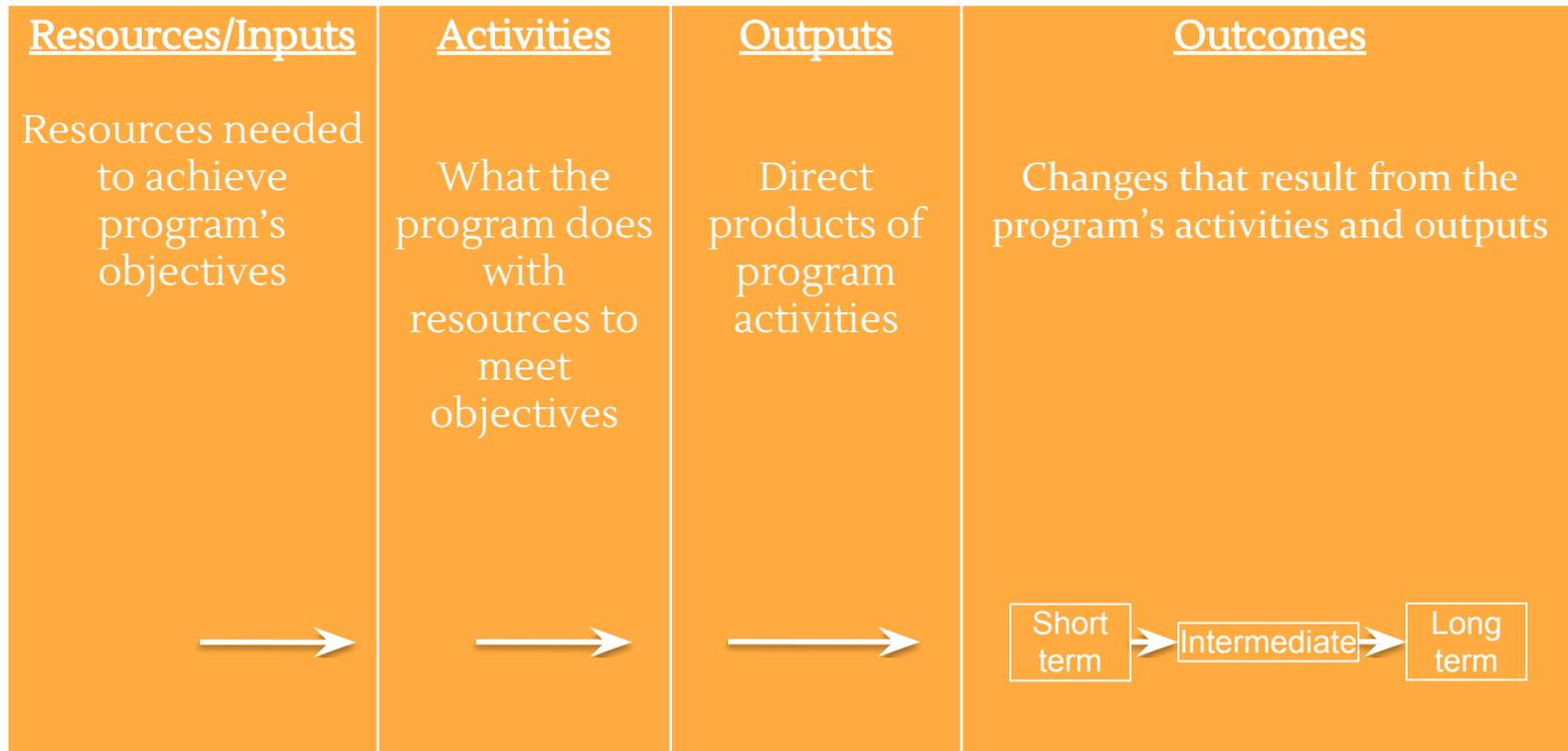
Logic Modeling



Assumptions:

External Factors:

Common Logic Model Components

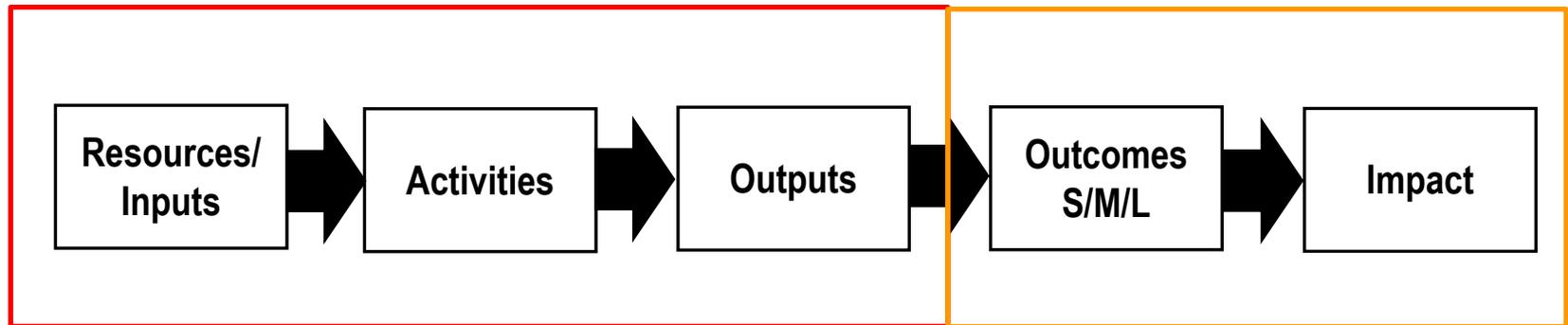


Assumptions: The underlying assumptions that influence the program's design, implementation or goals

External Factors/Context: Description of environment in which program takes place

Action & Change

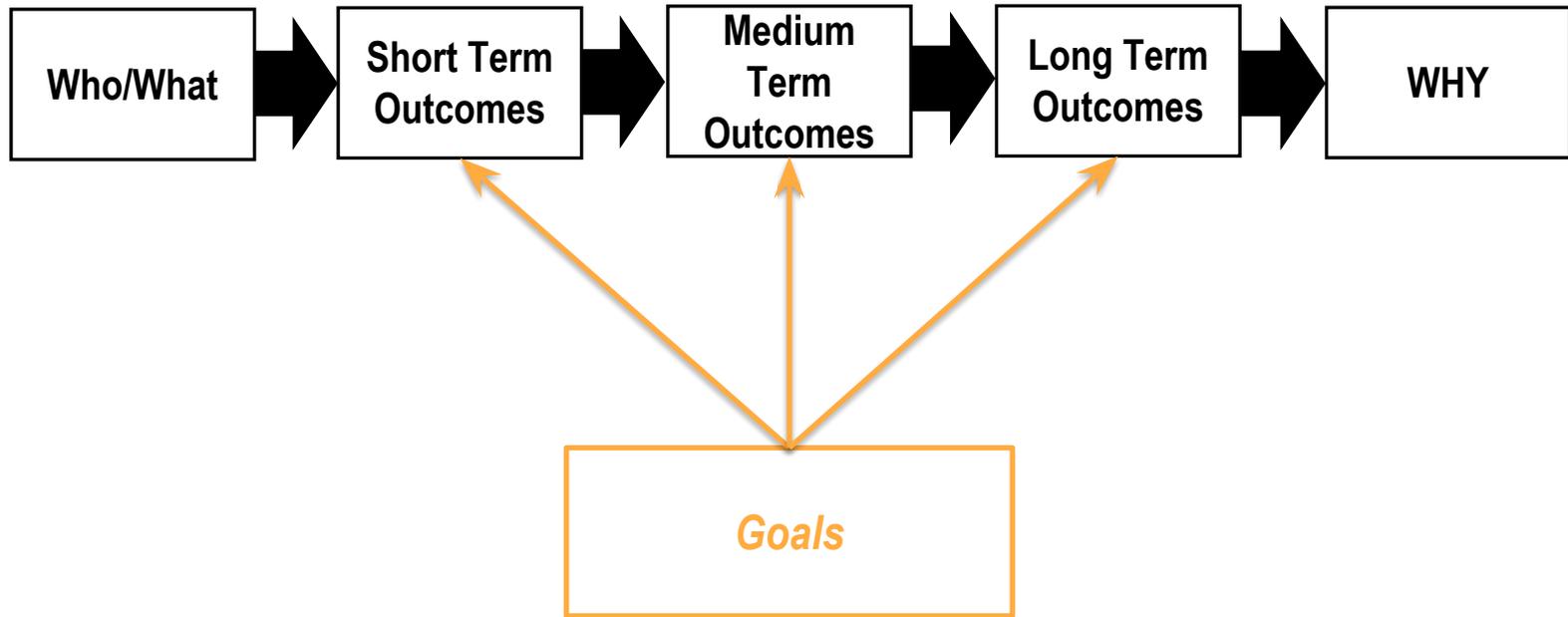
The Why via Backwards Design



Theory of Action

Theory of Change

Theory of Change and Backwards Design



MT2C

Examples

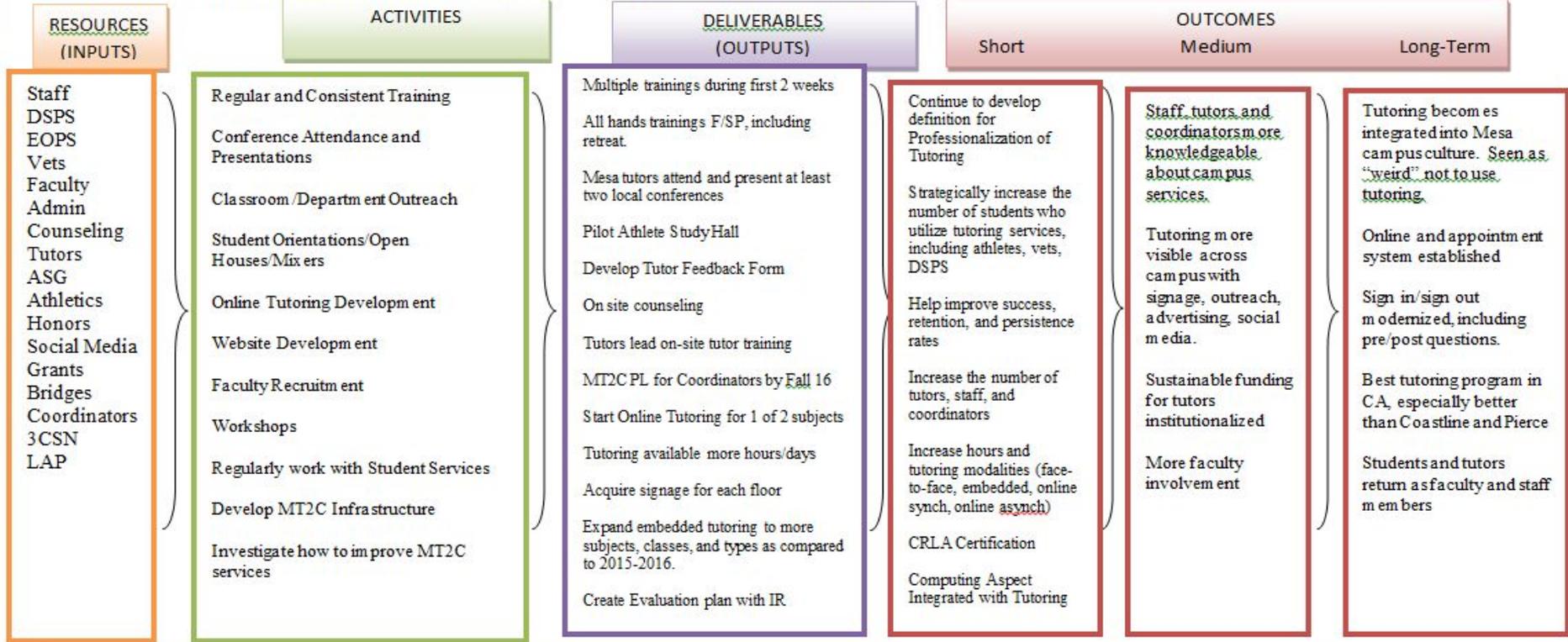


MT2C Logic Model and Mission Statement

Theory of Change: If we provide professionalized training on networking as well as engage in action research, community college professionals will transform their environments and identities to create communities of practice (CoPs). These CoPs will produce powerful learning and innovation across the state, which will lead to greater student success. The MT2C believes that this transformation will take place at Mesa College if we share impactful, relevant professional learning with tutors and other learning assistance professionals, thus fostering our CoP among tutors, faculty, staff, & administrators. Then, when we start with our *WHY*:

- Tutors and other learning assistance educators will recognize themselves as empowered professionals who are an integral, equitable part of the institution;
- This professionalization of tutoring will yield improved services to our students and contribute to a campus wide culture of student success;
- The learning assistance domain will become a more central part of the institution;
- Tutors will develop a strong foundation necessary to become successful professionals.

Our Mission: Promote independent learning and confidence through empowering relationships. Support the learning process by continually creating a welcoming and safe space. Foster a community of learners. At the heart of our mission is cultivating professionalism in order to help students, tutors, staff, and faculty succeed and reach their goals.



Assumptions: Tutoring is for everyone. Students, faculty, staff, and campus want a robust tutoring program. MT2C is the primary campus resource for tutoring and computing.

External Factors: Marginalization of tutoring centers. Funding. Cohesive tutoring practices. Infrastructure. Removing tutoring stigma and developing a definition for "Professionalization of Tutoring."

Your Turn!



The WHATs

- Inputs: The resources used to accomplish the services and activities at our colleges. Typically this will include facilities, staff, funding, etc.
- Activities: Programs, services and specific actions delivered within an intervention strategy (like LOFT PL). These activities will be more specific to the issue being addressed.
- Outputs: Typically the number or percent of students/faculty/staff/tutors who complete or receive the activities. Some examples might be:
 - 75% of Math faculty attended a training session or
 - We served 5% more faculty this year or
 - 15 faculty and staff members developed and delivered a training session

The WHYs

- Outcomes – are the benefits participants receive as a result of their participation in our programs and services. Outcomes are changes in knowledge, attitude, values, behaviors, or condition, improved situation, increase potential, etc. Some outcomes happen immediately and others take years to accomplish.
 - Short-term outcomes: During or immediately following activities
 - Mid-range outcomes: Months/year(s) after short term outcomes
 - Long-term outcomes (impact): Years after mid-range outcomes

Theory of Change Narrative

Keeping in mind our ongoing process and Appreciative Inquiry, we can draft a statement together helping us remember our WHY.

If we provide _____ and we use _____, then _____ (professionals, students, etc) will _____. This will lead to _____, which will lead to greater student success.”

SCHOOL OF LRAS EXAMPLE

If the LRAS provides professional learning and student-centered approaches within innovative spaces, as well as reflective, inclusive practices, then students, faculty, and staff will thrive academically and professionally. This will lead to meaningful, campus-wide transformational change, which will lead to greater student success, equity, and lifelong learning.

MT2C Theory of Change

If we provide professionalized training on networking as well as engage in action research, community college professionals will transform their environments and identities to create communities of practice (CoPs). These CoPs will produce powerful learning and innovation across the state, which will lead to greater student success. The MT2C believes that this transformation will take place at Mesa College if we share impactful, relevant professional learning with tutors, faculty, staff, and administrators. Then, when we start with this WHY:

- Tutors and other learning assistance educators will recognize themselves as empowered professionals who are an integral, equitable part of the institution;*
- This professionalization of tutoring will yield improved services to our students and contribute to a campus wide culture of student success;*
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- Tutors will develop a strong foundation necessary to become successful professionals.*

YOUR TURN!

*If we provide _____ and we use _____, then
_____ (professionals, students, etc) will
_____. This will lead to _____, which will
lead to greater student success.”*