# **Leadership Academy for Student Success Module 4:** **Improving Teaching and Learning**

## Facilitation Guide

This guide provides an overview of the fourth module in the Leadership Academy for Student Success, originally led by the Success Center for Ohio Community Colleges. This curriculum is developed in partnership with the National Center for Inquiry and Improvement and the Aspen Institute College Excellence Program and draws from Aspen’s fellowship curriculum and additional modules developed for and by the OACC Leadership Academy.

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# Introduction

## Curriculum Overview

The curriculum is based on findings from the [Aspen Institute College Excellence Program,](https://highered.aspeninstitute.org/) with aligned small group discussion activities and prompts to deepen and apply learning. This version of the curriculum is designed to provide mid-level community college staff and faculty with an understanding of critical student success and change management concepts. The goal is to prepare them to advance to more senior-level positions at their institutions or to more effectively lead from their current role.

This curriculum is designed with 10 modules in a progressive sequence, though modules may be delivered individually for targeted learning. The full sequence is included at the end of this module as a reference.

This curriculum is designed to help meet the following overarching Module 4 goals:

* Adopt a holistic view of the college’s impact on student learning and the student experience—in and out of the classroom
* Articulate strategies and practices leaders can use to drive improvement in teaching and learning

## Facilitation Overview

This guide includes module details with facilitation guidance and suggestions for pre-work. A customizable PowerPoint deck and Participant Toolkit are included, along with the *National Models of Community College Excellence* reference document. This module is designed for in-person delivery; however, it can be adapted for the virtual environment. General virtual facilitation guidance, as well as additional considerations to deepen the learning, are at the end of this document.

This module will take 3-4 hours to deliver. We recommend that you take time in advance to adapt the suggested agenda and make any necessary customizations to curricular materials to fit your context. Facilitators with experience or knowledge of the module content will deliver the curriculum with the greatest impact. Talking points are included throughout the PowerPoint deck, though we encourage facilitators to put these notes into their own words and bring an institutional perspective to the curriculum where possible.

# Suggested Pre-work

### Consider having your participants complete this work prior to your session:

* Read: [*Building a Faculty Culture of Student Success*](https://highered.aspeninstitute.org/research-reports/building-faculty-culture-student-success), The Aspen Institute College Excellence Program (2014)
* Read: [*Teaching & Learning Within a Guided Pathways Framework*](https://cccse.org/sites/default/files/ESAL-Teaching_and_Learning_Within_a_Guided_Pathways_Framework.pdf), Center for Community College Student Engagement (2020)
* Read: *National Models of Community College Excellence*

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# Suggested Detailed Agenda

# Leadership Academy for Student Success

## Module 4

***Note****: This agenda provides the suggested structure and timing of the module. Adjust timing and add breaks as necessary for your delivery. Be aware that the referenced slide numbers and Participant Toolkit page numbers may change as you adapt materials for your context.*

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| **Estimated Timing** | **Session Details and Facilitator Notes** | **Materials** |
| **10 minutes** | **Welcome and Overview**  Welcome (10 minutes)   * Welcome participants to the session * Review:   + Module learning goals   + Agenda for the full module   + Pre-work assignments | *Slides 1-4 Participant Toolkit p. 2* |
| **30-35 minutes** | **Kickoff Activity: Perceptions on Improving Teaching and Learning**  Activity (25 minutes):  Prompt participants to spend the next 25 minutes in their breakout groups answering the following questions. (These questions also appear in the Participant Toolkit.)   * Which faculty members at your college are excellent teachers? How do you know? * Which institutional leaders most value excellent teaching? How do they demonstrate this? * How (and how often) does your president communicate to the college that they strongly value student learning and high-quality teaching? What specifically does the president do or say to the college community that signals their leadership in improving teaching and learning? * What new or different strategies might college leaders use to demonstrate the institution values highly effective teaching that results in high levels of student learning? Consider what you’ve seen at your institution or elsewhere.   Group Debrief (5 minutes):  Call on 2-3 volunteers to share reflections before transitioning to the teaching and learning presentation. | *Slide 5 Participant Toolkit pp. 3-4* |
| **50-60 minutes** | **Strategies for Improving Teaching and Learning**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *During the presentation of Strategy 3: Institutionalize systems and practices for sustained improvements, you may want to include a slide about the governance context in your state.* * *Multiple case study examples are presented. Select the case studies most relevant to your context.*   Introduction (5 minutes)  Aspen’s Teaching and Learning Framework   * Understand student, faculty, and national context * Elevate innovative faculty and bring them to the center of reform * Institutionalize systems and practices for sustained improvements   **Strategy 1:** Understand student, faculty, and national context  Presentation (15 minutes)   * Key Ideas * Understand student, faculty, and national contexts   + Student learning outcomes and challenges     - What are the important teaching and learning challenges at my institution?       * Consider quantitative evidence.       * Listen to faculty and students.   + Faculty innovation     - Where are my institution’s teaching and learning strengths?       * Identify common areas of strong practice around which college-wide improvements can be organized.       * Understand who does the best teaching.   + Research from the field     - Understand the field.     - Avoid adopting solutions before you’ve defined and diagnosed the problem.     - What we know about good teaching and learning * Case study:   + West Kentucky Community and Technical College (mid-size, rural setting)     - Five-time finalist for the Aspen Prize     - Identified reading for meaning as the biggest student challenge and created a scaled system for reform with faculty participation     - For more information, see: [*Building a Faculty Culture of Student Success*](https://highered.aspeninstitute.org/media/160), pp. 8-11   **Strategy 2:** Elevate innovative faculty and bring them to the center of reform  Presentation (10 minutes)   * Key Ideas * Case studies: Choose at least one to present, considering which case studies may be most relevant to your state context:   + Valencia College (large college, urban setting)     - First winner of the Aspen Prize in 2011     - Faculty collectively designed seven Essential Competencies of a Valencia Educator     - For more information, see: *[Building a Faculty Culture of Student Success](https://highered.aspeninstitute.org/media/160)*   + Davidson-Davie Community College (mid-size, suburban and rural setting)     - Task force created with the goal of developing a concrete definition of excellent teaching at Davidson-Davie   Turn & Talk (5 minutes)   * What data do your college currently use to evaluate teaching and learning? * What lessons from the field can you apply to your current role and context?   **Strategy 3:** Institutionalize systems and practices for sustained improvements  Presentation (15 minutes)   * Key Ideas * Institutionalize systems and practices for sustained improvements: Human Capital   + Transformational Human Capital Practices     - Recruitment     - Hiring     - Onboarding     - Professional Development     - Retention and Promotion * Case studies: Choose at least one to present, considering which case studies may be most relevant to your state context:   + Odessa College (mid-size, suburban)     - 2021 Aspen Prize finalist     - Adopted two programs to increase students’ sense of belonging and improve retention: the Drop Rate Improvement Program (DRIP) and Advancement Via Individual Determination (AVID)     - For more information, see [*The Drop Rate Improvement Program at Odessa College*](https://www.zogotech.com/wp-content/uploads/2019/06/Odessa-Case-Study-with-AtD.pdf)   + San Jacinto College (large college, urban setting)     - Five-time finalist for the Aspen Prize     - Developed a system of strategic compensation aligned to faculty-identified key performance indicators (KPIs) * Institutionalize systems and practices for sustained improvements: Finance and Budgeting Priorities * Institutionalize systems and practices for sustained improvements: Data Use Protocols * Case studies: Choose at least one to present, considering which case studies may be most relevant to your state context:   + San Antonio College (part of the Alamo Colleges District; large college, urban setting)     - 2021 Aspen Prize winner     - Established a culture of data use where faculty regularly review disaggregated student success data and are held accountable for the success of their students.     - For more information, see: [*The 2021 Aspen Prize*](https://highered.aspeninstitute.org/media/64), pp. 6-9   + Southwest Wisconsin Technical College (small college, rural setting)     - 2025 Aspen Prize winner     - Building a culture of scaled, continuous, evidence-based improvement through faculty, department, and senior team goal-setting aligned to College Health Indicators.     - For more information, see: *[Building a Scaled Culture of Continuous Improvement in Teaching & Learning at Southwest Wisconsin Technical College](https://highered.aspeninstitute.org/research-reports/building-scaled-culture-continuous-improvement-teaching-learning-southwest)* * Institutionalize systems andpractices for sustained improvements: unions, senate, and faculty leadership | *Slides 6-42 Participant Toolkit pp. 5-8* |
| **15-20 minutes** | **Teaching and Learning—Models of Excellence**  *Facilitation notes:*   * *This may be a good place to implement a “Walk & Talk,” where participants move and find a partner from another table. You may encourage participants to find partner they haven’t yet connected with this session. If you have a time constraint, you may consider a “Turn & Talk” with a nearby partner.* * *Remind participants they read the Models of Excellence case studies as pre-work, and for this activity, they’ll be focusing on teaching and learning practices.*   Independent Reflection (5 minutes)   * Instruct participants to review the teaching and learning section for Valencia College in the Models of Excellence case studies, then reflect on the questions in the Participant Toolkit.   + How do you see elements of the framework we just discussed show up in Valencia’s case study?   + How is this different from what you see in traditional teaching and learning practices?   + What are you wondering?   Partner Discussion (5 minutes)   * What reflections do you have on Valencia’s teaching and learning case study and the other case studies from the presentation? * What questions do you have about the leadership role in advancing excellence in teaching and learning? * Consider the concepts shared regarding human capital and finance. What is your college already doing well in these areas and where are there opportunities to improve? What might you apply in your own role?   Group Debrief (5 minutes):  Call on 2-3 volunteers to share reflections. | *Slides 43-44 Participant Toolkit p. 9* |
| **45-60 minutes** | **Panel: Exploring Faculty Perspectives on Improving Teaching and Learning**  *Planning considerations: There are no standardized curricular materials for the panel discussion. We recommend inviting innovative faculty leaders from strong state institutions. We encourage moderators to share the Aspen Teaching and Learning Framework with panelists ahead of time via email. We also recommend meeting with panelists either in person or via Zoom to address any questions they may have on the curriculum for this module and develop a series of interview questions and responses. We recommend selecting key ideas from each of the Teaching and Learning Framework strategies and using them to create question prompts. This will ensure alignment between panelists’ reflections and the curricular materials. Optional prompts are below. Customize the questions to align with panelists’ strengths and experiences.*   * *How do you know your students are learning? What quantitative evidence do you have to support this? What qualitative evidence do you have?* * *What is a systems-level teaching and learning challenge you have faced? How did you address this challenge by using available resources?* * *What does excellent teaching mean to you? Where have you seen innovative teaching and learning at your institution?* * *How do you use research from the field to shape your teaching practice?* * *What examples of transformative human capital practices (recruitment, hiring, onboarding, professional development, retention, and promotion) have you experienced that meaningfully support your ability to improve learning outcomes?*   *We recommend limiting the panel discussion to 30-45 minutes. This will allow 10-15 minutes for participants’ questions.* | *Slide 45 Participant Toolkit p. 10* |
| **10-15 minutes** | **Module Closing: Debrief and Reflections**  Independent reflection (5 minutes)  Participants reflect:   * What are your takeaways from the module? * What questions do you have? * As a result of this learning and reflections from your workforce practice assessment, what might you:   + …keep doing?   + …stop doing?   + …start doing?   Walk & Talk (5 minutes)  Participants find a partner and discuss their reflections.  Group Debrief (5 minutes)  Allow a few participants to share closing reflections.   * What learning might you take back to your current role, based on this module? * What might you share with others at your institution? | *Slides 46-49 Participant Toolkit p. 11* |

# Techniques for Virtual Facilitation

While originally built for in-person delivery, all our module materials are designed for easy translation to a virtual environment. If you are facilitating this module virtually, it will be helpful to keep the following tips in mind:

* It may save time to create breakout groups randomly. However, if you would like to create specific breakout groups for activities, we recommend you do so ahead of time, so the rooms are ready to deploy immediately after you give instructions.
* Facilitation options for group discussions include sending participants into random Zoom breakout rooms in partners or trios, or facilitating a whole group discussion using a virtual whiteboard, such as Mural, using the chat feature, or using the raise hand feature.
* For virtual delivery, we recommend you omit Walk & Talks/Turn & Talks or turn them into group discussions.

# Considerations for Additional Learning

Leadership Academy modules were originally situated within a larger session with further opportunities for customization. While not included in the open access materials package, consider including the following activity to enrich your facilitation of this module.

## Panel: Understanding the Student Experience

Consider offering additional session time to ground participants in the student experience. Invite a group of students to share their first-hand perspectives of teaching and learning in a panel presentation. You may want to consider these questions as you plan for the panel:

* Have any themes come up in previous conversations with this audience that would be helpful to explore with students?
* Is the college where you are hosting the event particularly advanced in teaching practice?

Leadership Academy Module Sequence

This curriculum is designed with 10 modules in a progressive sequence, though modules may be delivered individually for targeted learning. While these modules may be delivered as stand-alone learning sessions, we recommend referencing the sequenced curriculum below and considering if there is any content from other modules that may support your participants’ learning.

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| **Excellence in Student Success at Scale** | | |
| **Session 1: The Essential Roles of Leadership in Student Success** | **Session 2: Keeping Students’ End Goals in Mind** | **Session 3: The Student Experience** |
| Module 1: Defining Student Success | Module 2: Improving Labor Market Outcomes  Module 3: Improving Transfer at Scale | Module 4: Improving Teaching and Learning  Module 5: Aligning Completion Strategies to Post-Graduation Success |
| **Transformational Leadership to Advance Student Success** | | |
| **Session 4: Transformational Leadership for Student Success** | **Session 5: Institutional Capacities to Advance Reform** | **Session 6: Strategic External Partnerships and the Leadership Journey** |
| Module 6: Leadership Qualities for Student Success | Module 7: Leading Finance Strategically to Advance Reforms  Module 8: Leading Strong Teams for Transformational Change | Module 9: Leading Highly Effective Strategic External Partnerships  Module 10: Scaling and Improving Dual Enrollment |