# **Leadership Academy for Student Success Module 9:** **Leading Highly Effective External Strategic Partnerships**

## Facilitation Guide

This guide provides an overview of the ninth 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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### *Thank you to the Ascendium Education Group, the ECMC Foundation, and The Kresge Foundation for their support of scaling the Leadership Academy for Student Success.*

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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 9 goals:

* Articulate the reasons community colleges should foster strategic external partnerships
* Articulate strategies used by community college leaders to foster strong external partnerships that lead to improved student outcomes

## Facilitation Overview

This guide includes module details with facilitation guidance. A customizable PowerPoint deck and Participant Toolkit are included. This module is designed for in-person delivery; however, it can be adapted for the virtual environment. General virtual facilitation guidance is at the end of this document.

This module will take two to three 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.

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# Suggested Detailed Agenda

# Leadership Academy for Student Success

## Module 9

***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 participants to the session * Review:   + Module learning goals   + Agenda for the full module   + Overview of the materials: handouts, maps, contact list, etc. | *Slides 1-3 Participant Toolkit p. 2* |
| **10-15 minutes** | **Kickoff Activity: Strategic Partnership Reflection**  Stop and Jot (5-10 minutes)  Prompt participants to reflect on one of their college’s partnerships (K-12, industry, community-based organization, or university) they consider to be important for student success.   * What are the shared goals of the partnership? Are they specific or general? * How is success measured? Are measurements tied to mission (e.g., student success, employment rates, filling talent shortages) or are they more about processes and/or partners’ business interests (e.g., numbers enrolled or served)? * Who is monitoring progress and moving the work forward? * Are both partners substantially invested in the partnership? If not, why not?   Walk & Talk (5 minutes)  Participants will find a partner and discuss the following:   * Share your reflections from the Stop and Jot.   + What do you know about the partnership you described?   + How does the partnership impact student success?   + Are partners measuring impact?   + What are you wondering about this partnership? * In general, why are partnerships important to advancing post-completion student success at your college? | *Slides 4-5 Participant Toolkit p. 3* |
| **35-50 minutes** | **Leading Highly Effective External Strategic Partnerships**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *Multiple case studies are presented. Select those most relevant to your context.* * *If your state engages in guided pathways work, it may be helpful to begin the module through the context of guided pathways (slides 7 and 8). Otherwise, you may omit these slides.*   Presentation (25-30 minutes)   * Why are external partnerships needed to advance student success? * Places to look for a strong partner organization * Community College 3.0 * Common Elements of Strategic Partnerships   + Common measures and goals   + Substantial investment by all parties   + Backbone support * Case studies: Choose at least one to present, considering which case studies may be most relevant to your state context:   + Imperial Valley College (rural college on the California-Mexico border, 10,000+ students)     - Winner of the 2021 Aspen Prize     - Common measures and goals       * IVC and local school districts established the goal that all high school seniors would apply to IVC and have an initial educational plan before graduation     - Substantial investments by all parties       * IVC offers dual enrollment in 14 out of 15 K-12 districts in its service area       * School districts fund two “higher education weeks,” organized in partnership with IVC and San Diego State University       * Districts welcome IVC staff in schools throughout the year; college-going activities are embedded in curriculum     - Backbone support       * President holds standing monthly meetings with all service area superintendents       * IVC senior team leaders meet monthly with their K-12 counterparts to enact tactical solutions     - For more information, see: [*The 2023 Aspen Prize*](https://highered.aspeninstitute.org/wp-content/uploads/2023/04/ASP010_AspenPrizePublication_vDigital.pdf), pp. 10-13   + Harper College (suburban college in Illinois, 12,000+ students)     - Backbone support       * Northwest Educational Council for Student Success     - Common measures and goals       * “The Power of Fifteen”: Regional initiative encourages high school students to earn 15 college credits before they graduate; goal for all students is to take math in their senior year of high school       * Data-sharing agreement among HC and three K-12 districts; student success data dashboard monitoring agreed upon metrics     - Substantial investment by all parties       * HC: invested initial $250,000 for student success projects (distributed by Northwest Educational Council for Student Success); board invested $5 million to jump-start Harper Promise (last-dollar scholarship program)       * K-12 districts: covered costs for K-12 teachers to become HC adjunct instructors; paid HC $50/dual enrollment student administrative fee to help defray HC expenses       * All four partners contribute to the Northeast Educational Council for Student Success’ lead staffer’s salary       * Joint commitment to return on mission   Q&A and Reflections (5-10 minutes)  What questions or reflections do you have about the elements of effective strategic external partnerships?  Table Discussion (5-10 minutes)  Participants will return to their Stop and Jot to consider:   * How do you see the elements of effective partnerships reflected in your example? * What are the opportunities for improvement based on the elements of effective partnerships?   They will discuss these responses in table groups. | *Slides 6-20 Participant Toolkit pp. 4-7* |
| **35-45 minutes** | **Panel Discussion: External Partnerships**  *Facilitation notes: There are no standardized curricular materials for the panel discussion. We recommend you invite leaders who represent a variety of perspectives (e.g., institution size/location/urbanicity, race and ethnicity, gender, years of experience). We encourage moderators to share the Aspen curricular materials for* Leading Highly Effective External Strategic Partnerships *with panelists ahead of time via email. We recommend selecting the key ideas from the* Leading Highly Effective External Strategic Partnerships *module and using them to create question prompts. This will ensure alignment between panelists’ reflections and the curricular materials. For example, question prompts for panelists could be:*   * *Tell us about a strategic external partnership that has advanced student success.*   + *How did you determine the partnership was needed? How does each partner benefit?*   + *What are your common goals and measures? How did you decide on those?*   + *How has each partner contributed to the partnership (e.g., financial investments, use of facilities, dedicated staff, etc.)?*   + *What does your backbone support look like? How does the work move forward?*   + *How has the partnership evolved over time? How did you know changes were needed?*   + *How has the partnership advanced student success—what have the results been? What has the partnership made possible that you could not have achieved alone?* * *Have you ever had to discontinue a partnership that wasn’t advancing student success goals?*   + *Why did you make the decision? How did you approach the change?* * *What advice do you have for “middle” leaders who may be involved in advancing work with external partners?*   *We recommend limiting the panel discussion to 30-40 minutes. This will allow 5-15 minutes for participants’ questions.* | *Slide 21 Participant Toolkit p. 8* |
| **10-15 minutes** | **Module Closing: Debrief and Reflection**  Independent reflection (5 minutes)  Participants reflect:   * What are your takeaways from the module? * What questions do you have? * As a result of this learning, 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 22-25 Participant Toolkit p. 9* |

# 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.

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 |