# **Leadership Academy for Student Success Module 10:** **Scaling and Improving Dual Enrollment**

## Facilitation Guide

This guide provides an overview of the final 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 10 goals:

## Define the value proposition for dual enrollment for key stakeholders

## Articulate scaled strategies and practices to expand access to and improve outcomes in dual enrollment

## Facilitation Overview

This guide includes module details with facilitation guidance and suggestions for pre-work. A customizable PowerPoint deck and Participant Toolkit are included. Throughout the materials, you will find facilitation guidance for both in-person and virtual delivery. 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 2.5-3.5 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 these activities prior to your session:

* Read: [*The Dual Enrollment Playbook*](https://highered.aspeninstitute.org/playbooks/dual-enrollment-playbook) (Community College Research Center and The Aspen Institute, 2020)
* Complete: [The Dual Enrollment Assessment Tool](https://www.dropbox.com/scl/fi/u1jmfr9huax2n31komegw/LAR.DE.AssessmentTool.docx?rlkey=54liatb169jat554rs9cm3ci6&st=x2emsjhr&dl=0)

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# Suggested Detailed Agenda

# Leadership Academy for Student Success

## Module 10

***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** |
| **10-15 minutes** | **Welcome and Overview**   * Welcome participants to the session * Review:   + Module learning goals   + Module overview   + Pre-work assignments | *Slides 1-4 Participant Toolkit p. 2* |
| **30-40 minutes** | **Framing the Module and Defining the Issue**  *Facilitation note: Talking points for the presentation are provided in the notes section of the PowerPoint.*  Setting the Stage—Why Dual Enrollment Matters (15-20 minutes)   * Setting the Stage: How, What, and Why * How: The Research and Playbook   + The Dual Enrollment Playbook   + Research approach   + Research sites   + Playbook tools * What: Defining Dual Enrollment   + What do we mean when we say “Dual Enrollment”?   + What does dual enrollment look like across the country?   + Dual enrollment is growing, especially at community colleges.   Making the Case with Data—Business Case and Mission Case (15-20 minutes)   * Why: Making the Case with Data   + Why dual enrollment?   + The business case     - Community colleges have not recovered their enrollments after the pandemic…but enrollments for students under age 18 are increasing.     - Nationally, dual enrollment accounts for 21% of community college enrollment.   + The mission case     - Dual enrollment is a promising college accelerant     - Students who took dual enrollment courses in high school have higher degree completion rates than students who did not. * Putting It All Together: Why Dual Enrollment? * Moving Beyond “Random Acts of Dual Enrollment” | *Slides 5-24 Participant Toolkit p. 3* |
| **15-25 minutes** | **Activity: Define Business and Mission Reasons for Dual Enrollment**  Independent Reflection (10-15 minutes)  First, participants will spend time independently answering the questions in their Participant Toolkit to reflect on the “why” of dual enrollment for their institution (both the business and mission cases).  Small Group Discussion (5-10 minutes)  Participants will then move into small groups to discuss what a future state for dual enrollment might look like at their institution, including potential challenges. | *Slide 25 Participant Toolkit pp. 4-6* |
| **25-30 minutes** | **Strategies for Improving Dual Enrollment Outcomes**  *Facilitation notes:*   * *Talking points for the presentation are provided in the notes section of the PowerPoint.* * *This section of the agenda will present the* Dual Enrollment Playbook *strategies with paired examples/case studies from the field. Remind participants they read the playbook for pre-work.*   Introduction (25-30 minutes)   * **Playbook Strategy 1:** Set a shared vision and goals for improvement and scale   + Key ideas   + Case Sstudies: Choose at least one to present, considering which case studies may be most relevant to your state context:     - Imperial Valley College       * Located in a community with historically low college attendance and degree attainment rates—lowest in California       * Developed partnerships for high school students       * 60% of high school grads now enroll at IVC (including 70%-80% of dually enrolled students)       * For more information, see: [*The 2023 Aspen Prize*](https://highered.aspeninstitute.org/media/60), pp. 10-13 * **Playbook Strategy 2:** Expand access for all students   + Key ideas   + Case study: Wenatchee Valley College     - Located in an agricultural, rural community with transportation challenges for dual enrollment students     - Worked with K-12 school district to expand dual enrollment offerings on high school campuses     - Default dual enrollment, steadily increasing college-going rates       * For more information, see: [*The Dual Enrollment Playbook*](https://highered.aspeninstitute.org/the-dual-enrollment-playbook/), pp. 13, 17-18 * **Playbook Strategy 3:** Connect students to advising and supports that improve outcomes for all students   + Key ideas   + Case study: Lorain County Community College     - College’s strategy revolves around delivering degrees of value in an economically challenging context with historically low college-going rates     - Built bachelor’s degree programs at partner universities and embedded bachelor’s pathway maps into early college programming     - Offers DE students scholarships to complete bachelor’s pathways       * For more information, see: [*The Dual Enrollment Playbook*](https://highered.aspeninstitute.org/the-dual-enrollment-playbook/), p. 35 * **Playbook Strategy 4:** Provide high-quality instruction that builds students’ competence and confidence   + Key ideas   + Case study: Pierce College     - Incentivize faculty to carry out action research projects to improve classroom teaching     - Faculty develop inclusive and culturally responsive teaching practices that serve the diverse dual enrollment population     - Data dashboards show instructors their course success rates over time and by different subgroups of students       * For more information, see: [*The Dual Enrollment Playbook*](https://highered.aspeninstitute.org/the-dual-enrollment-playbook/), p. 46 * **Playbook Strategy 5:** Organize teams and develop relationships to maximize potential   + Key ideas   + Case study: Lorain County Community College     - Created a specific, dual enrollment dashboard to track student success metrics over a 10-year period.     - Dashboard can be filtered and customized for each partner district and disaggregated by several factors.       * For more information, see: [*The Dual Enrollment Playbook*](https://highered.aspeninstitute.org/the-dual-enrollment-playbook/), pp. 55-56 | *Slides 26-38 Participant Toolkit pp. 7-11* |
| **30 minutes** | **Activity: Understanding Your Current State of Dual Enrollment**  Independent Reflection (10 minutes)  First, participants will spend time independently reviewing the results of the Dual Enrollment Assessment Tool they completed for pre-work.  Small Group Discussion (20 minutes)  Participants will then move into small groups to discuss the questions in their Participant Toolkit:   * What are the strengths in your assessment results? * How might your institution build on those strengths to improve outcomes for students? * What are the areas for improvement or opportunities for change? * How could the strategies you’ve learned today help address those opportunities? * What questions do you want to bring back to your institution? | *Slide 39 Participant Toolkit p. 12* |
| **30-45 minutes** | **Practitioner Panel: Excellence and Equity in Dual Enrollment**  *Facilitation notes: There are no standardized curricular materials for the panel discussion. We recommend you invite some combination of K-12 partners and/or DE liaisons, as well as relevant college support staff (such as director of Early College, director of Advising, high school counselors or dual enrollment coordinators). If you do not wish to include K-12 partners on the panel, you may limit the presenters to relevant college personnel. With either option, we encourage moderators to share the Aspen* Dual Enrollment Playbook *strategies with panelists prior to the session. We also recommend setting a meeting either in person or via Zoom with panelists to address any questions they may have on the curriculum for this module and to develop a series of interview questions and responses. We recommend selecting key ideas from each of the* Dual Enrollment Playbook *strategies and using them to create question prompts. This will ensure alignment between panelists’ reflections and the curricular materials. Examples of a few question prompts for the panelists:*   * *How is the dual enrollment strategy connected to the broader vision for the institution(s)? How does it connect to goals for completion and student success post-completion?* * *How are you helping dual enrollment students connect to programs of study?* * *How has your institution strategically leveraged dual enrollment to expand opportunities for all students?* * *How have you made the case for dual enrollment (mission and business cases) with different audiences?* * *How has advising contributed to your dual enrollment strategy and student outcomes?* * *How have you ensured strong instruction in dual enrollment courses?* * *How has (have) the institution(s) leveraged data to track the success of dual enrollment programs?* | *Slide 40*  *Participant Toolkit p. 13* |
| **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, 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 41-44 Participant Toolkit p. 14* |

# 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 giving 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.

If delivering Module 10 (Scaling and Improving Dual Enrollment) as a stand-alone module, we recommend reviewing Module 1 and Module 9 to consider what additional content from those modules might 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 |