

## Section 3. Conducting Internal Stakeholder Engagement Workshops

### Sample Workshop Agenda

For a two-and-a-half-hour workshop your agenda might be something along the lines of:

- Part I 10 minutes:** Welcome by college president, senior administrator, or college team lead covering:
- Purpose of dialogue.
  - Brief background on your college’s focus on making a significant impact on completion over the next several years, your participation in Completion by Design, and the planning process you are engaged in. This is the place to present the student populations your college has chosen.
  - Turn over meeting to neutral facilitator and recorder (at a flip chart).
- Part II 2 hours:** Dialogue (in breakout groups of 10 to 12 each if numbers warrant it)
- Ground rules and introductions
  - Discussion of Loss and Momentum Framework (DISCUSSION GUIDE)
  - Bridging from Dialogue into Action
- Part III 20 minutes:** Discussion of Next Steps
- How should we follow up on today’s session?

### Workshop Moderator and Recorder Guide

As a moderator or recorder for the internal stakeholder engagement workshop your primary role is to facilitate the Part II and Part III discussions. The following notes will help

to guide you through the workshop dialogues (according to the sample agenda above) and provide recommendations for how to use the discussion guide.

Activity (Time)	Description
<b>Ground Rules (3 min.)</b>	<p>Ground rules should be few, simple, and basic. Complicated ground rules that require people to think before they talk could stifle expression. The purpose should be to create an environment that is safe for people to participate and in which there are equal opportunities for them to do so. A simple set of ground rules that will generally be useful is something along these lines:</p> <ul style="list-style-type: none"><li>• Let’s work together to make sure everyone has good opportunities to participate. To do that, let’s try to keep our statements at a reasonable length so no one inadvertently monopolizes the time.</li></ul>

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Activity (Time)	Description
	<ul style="list-style-type: none"> <li>In this dialogue we are free to agree and to disagree with one another. If we disagree, let's do it respectfully, keep it on the level of each person's ideas, and avoid any personal attacks.</li> <li>Whatever is said here will only be recorded as a general statement, without names attached. While everyone has to take care of themselves as far as what they are willing to say in public, let's agree in principle that we should respect each person's privacy and that we will not talk to others about specific things people say. If we talk with others about this discussion, we will only talk about what was said in general, without quoting anyone. Agreed?</li> </ul> <div data-bbox="906 449 1430 961" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin-left: 20px;"> <p style="text-align: center;"><b>The Basic Ground Rules</b></p> <p>The recorder might want to write down the basic ground rules and make them visible for the group during the workshop.</p> <ul style="list-style-type: none"> <li>Be honest and respectful.</li> <li>Listen to understand.</li> <li>It's okay to disagree, but do so with curiosity, not hostility.</li> <li>Be brief, so everyone has an opportunity to participate.</li> <li>Put your phone on vibrate and resist the temptation to check e-mail or multitask.</li> </ul> </div>
<p><b>Introductions (10 min.)</b></p>	<ul style="list-style-type: none"> <li>Participant introductions, with brief comments on how the work of each relates to the community college and its students. The moderator can take note of where in the Loss and Momentum Framework each participant's work seems the most relevant.</li> </ul>
<p><b>Warm Up/Get into the issues (10 min.)</b></p>	<ul style="list-style-type: none"> <li>How have the student populations that you work with changed in the past 10 years? How do you know?</li> <li>Based on your experience at the college and with students, what do you see as some of the biggest obstacles to student success?</li> </ul>
<p><b>Introduce the Loss and Momentum Framework Discussion Guide (1-2 min.)</b></p>	<ul style="list-style-type: none"> <li>As you know, the college is participating in a student completion effort called Completion by Design, in which we are focusing on [name the student populations] to understand better their college experience and plan for ways to help more of these students complete college. To help us talk about their college experiences and think critically about ways to improve their outcomes, we are going to use a Discussion Guide and focus on some key questions.</li> </ul>
<p><b>Discuss the Student Pathway (50 min.)</b></p>	<p><b>Use the Discussion Guide</b>  <i>[Distribute copies of the Discussion Guide.]</i></p> <ul style="list-style-type: none"> <li>Read through the first page of the Discussion Guide and make sure everyone is clear on the task at hand.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Discuss one Loss/Momentum point at a time, first reading through the page and then using the discussion questions to prompt dialogue.</li> <li>• Use additional prompt questions provided in Appendix 1 to stimulate deeper discussion of each of the Loss/Momentum points.</li> <li>• At the end of each point in the pathway, the moderator should do a quick summary of the key points that were discussed (e.g., what is working and what is not working for students at each point). As the summaries are being compiled, the recorder should capture them on a separate flip chart page and set aside. These summaries will be used for the Bridging from Dialogue into Action section, which follows the discussion of each point along the pathway.</li> </ul>
<p><b>Bridging from Dialogue into Action</b> (40 min.)</p>	<ul style="list-style-type: none"> <li>• Now that the group has discussed each point in the student pathway in some detail, the stage has been set for thoughtful brainstorming and discussion of ways to help students persist through the pathway.</li> <li>• Begin by reading the full page of the participant discussion guide.</li> <li>• Refer to the summaries of the discussion of each point along the pathway, then pose the question:               <ul style="list-style-type: none"> <li>○ At what point in the framework/pathway should the college be focusing resources and investing the most time?</li> </ul> </li> <li>• In order to help guide the discussion of priorities, the moderator can ask participants to take a simple vote. One way is to ask everyone to raise a hand for their preferred “point” in the pathway. Another way is to distribute dot stickers (two colors: one for first choice, another for second choice) and allow participants to get up and place their first- and second-choice stickers on the flip chart pages of the preferred points in the pathway. Whichever method the moderator and recorder choose, the voting exercise is intended to be a tool to focus the conversation about actions. It will be up to you to determine if such a voting exercise will be necessary or helpful.</li> <li>• After determining which points to zoom in on, use the questions in the guide to brainstorm and discuss actions.</li> </ul>
<p><b>Wrap-up and Next Steps</b> (20 min.)</p>	<ul style="list-style-type: none"> <li>• If there are breakout groups in your workshop, you should take the next 5 to 10 minutes to allow each group to share with the full group of workshop participants and facilitators 1) its student pathway priorities, and 2) its top ideas for action.</li> <li>• Use the remaining time to discuss how to follow up on the workshop deliberations, what will be done with the notes and recommendations, and how any open questions that have arisen will be addressed.</li> </ul>