

Project #5 Executive Summary  
“Evaluation Study of Optimal  
K-12 Century College Relationship”

Executive Sponsor: Dr. Larry Litecky, Century College President  
Team Advisor: Jeralyn Jargo, Dean of Business, Health and External Education  
Team Members: Cindy Nutter, Anoka-Ramsey Community College  
Curt Schmidt, Minneapolis Community and Technical College  
Jeff Wig, Central Lakes College

**Forming:** The team started with five members, but one team member changed projects and another dropped out immediately after the first meeting. In our initial meeting our project sponsor explained that Century needed to better define their high school relationships in response to changes in Carl Perkins legislation. These changes required Century to define their Perkins consortium by December, 2007. The team felt slightly overwhelmed after the initial meeting.

**Storming:** Informal roles emerged quickly as each member was willing to take on different tasks. Initially the focus on Perkins IV required the team to spend a good deal of time researching this very technical knowledge. The team struggled to develop a sufficient knowledge base to successfully complete the project within the required Perkins timeline of five months (by December, 2007). The team was also concerned that the project scope included all of the other relationships that Century had with any high school partner.

**Norming:** It became apparent that the team could not meet the sponsor’s timelines for Perkins reporting and complete all of the tasks requested. In addition, the forming of the Perkins consortium was partly driven by negotiation between the high schools and Century. With that in mind, our team worked with Century to refocus to a more attainable and specific team charge. The new focus of the project became to “Research and develop a meaningful one-page rubric for defining optimal partnerships for colleges.” With the new focus the team became more confident and it was at this point that we were really able to do our work.

**Performing:** We were able to accomplish our work through a variety of methods. Project methodology included:

- Research of existing partnerships
- Discussion with stakeholders
- Literature review
- Survey
- Creation of the rubric

**Transforming:** Our rubric was designed as a tool to assess potential partnerships. It is designed to apply to most types of partnerships and is in a very simple format.

**Lessons Learned:**

- It was difficult to quickly learn a very technical body of knowledge on a short timeline.
- Redefining the focus of the project made it manageable and brought the project together.
- All members brought valuable skills and knowledge.
- Members struggled to balance priorities.
- The rubric is a place to start, not a place to end.

## Partnership Evaluation Rubric

Category	Success Criterion	Evaluative Factors	Assessment
Shared Vision	The partners have a shared vision for the relationship and have collaboratively developed partnership objectives.	<input type="checkbox"/> The partners have specifically agreed upon the partnership objective(s). <input type="checkbox"/> The partnership's objectives add value for all parties. <input type="checkbox"/> The partnership enables the partners to achieve goals they could not accomplish individually. <input type="checkbox"/> The partners have a mutual understanding of the partnership's life expectancy.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Goals	The partnership's objectives align well with the college's goals.	<input type="checkbox"/> The partnership's objectives and mission align well with the college's mission and vision. <input type="checkbox"/> The partnership's objectives tie directly to specific initiatives or goals in the college's strategic plan. <input type="checkbox"/> The objectives of the partnership are ambitious but attainable. <input type="checkbox"/> The expected outcomes of the partnership are measurable.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Resources	The money, personnel and other resources required are available, adequate and sustainable.	<input type="checkbox"/> The partners have agreed about the resources needed for the partnership to succeed. <input type="checkbox"/> The partners have agreed upon the resource contributions of each partner. <input type="checkbox"/> The partners have all committed to continue their contribution of resources for the life of the partnership. <input type="checkbox"/> The benefits of the partnership are sufficient relative to the amount of resources the college must contribute.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Communication	Communication regarding the partnership is inclusive, open and clear among the partners and within our own organization.	<input type="checkbox"/> Open and honest dialogue exists among the partners. <input type="checkbox"/> Information on the partnership has been communicated internally to all appropriate parties. <input type="checkbox"/> Internal parties impacted by the partnership have been given an opportunity for feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Decision-Making	An adequate decision-making process for the partnership exists.	<input type="checkbox"/> Partnership representatives have appropriate authority to make commitments for their organization. <input type="checkbox"/> There is adequate top management support for timely decisions when needed. <input type="checkbox"/> The partners have developed a process for collaborative decision making.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Evaluating Success	The partners have a common understanding of how to measure partnership objectives.	<input type="checkbox"/> The partners have a plan to evaluate results. <input type="checkbox"/> Data are available to measure achievement of partnership goals and targets.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No
Barriers to Success	The partners have acknowledged potential barriers to success.	<input type="checkbox"/> The partners have discussed potential <i>external</i> barriers to partnership success. <input type="checkbox"/> The college has discussed potential <i>internal</i> barriers to partnership success.	<input type="checkbox"/> Yes <input type="checkbox"/> In progress <input type="checkbox"/> No