Leading on Student Success
Presentation to the University of Hawai‘i at West Oahu

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Please meet your Education Delivery Institute Team!

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Today's Objectives

- Take stock of current work to increase student success (including HGI) and reflect on some of our data trends
- Discuss our latest WASC outcomes
- Reflect on individual and collective ‘leadership capacity’ as a driver in the campuses student success efforts
- Discuss cross-campus collaboration and communication

The delivery approach produces results by focusing leaders on four fundamental questions

“delivery” (n.) is a systematic process through which system and campus leaders can drive progress and deliver results.

It involves asking the following questions consistently and rigorously:

1. What are we trying to do?
2. How are we planning to do it?
3. At any given moment, how will we know whether we are on track?
4. If not, what are we going to do about it?
Student success is an important part of the higher education agenda.

Graduation is everyone’s business.

Whether a student graduates is not predetermined – the things campuses do for students make a big difference.

"It's not all about the students, the federal government, or other external factors. What institutions do on their campuses is very important in influencing whether students graduate or not."

- Kati Haycock, The Education Trust

Starred campuses indicate peer group as determined by The Education Trust’s College Results Online.
Retaining and graduating more students benefits both the institution and the students

Example institutional revenue from increased student retention

<table>
<thead>
<tr>
<th>Cohort size and annual tuition</th>
<th>1-2 year retention</th>
<th>Year two enrollment</th>
<th>Year two revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000 first time freshmen paying $10,000 per year</td>
<td>Current: 65%</td>
<td>650 sophomores</td>
<td>$6,500,000</td>
</tr>
<tr>
<td></td>
<td>Goal: 80%</td>
<td>800 sophomores</td>
<td>$8,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>750 sophomores</td>
<td>$7,500,000</td>
</tr>
</tbody>
</table>

Increasing year 1-2 retention means a **$1,500,000 increase** in revenue in **one year alone** for this institution.

But we need acknowledge the burdens that faculty and administrators are carrying...
Graduation is everyone’s business

Discussion: Analyzing Patterns and Taking Stock
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What are the steps to building leadership capacity?

- Work out what you want to change about the way you lead (Who's capacity are you trying to build and what do they need to do differently?)
- Lay the foundation (What do people need to understand and then make the desired change?)
- Create opportunities to try out the new approaches
- Reflect on the new approaches (Did they work?)
The Leadership Competency Framework helps us think about our own leadership and that of our teams/colleagues. The framework uses a rubric with seven competencies arranged under three categories:

1. Delivers results
2. Learns continuously
3. Influences others
4. Develops others
5. Understands the work
6. Thinks strategically
7. Communicates effectively

These are the key competencies that, in EDI’s experience, education leaders need to deploy in order to drive change.

The rubric draws on the wealth of thinking on leadership that exists—but it doesn't attempt a definitive summary!

Exercise: Building Leadership Capacity

What
- Individually, take time to read through the leadership capacity rubric and rate yourself on each competency
- Discuss and engage in a “plus/delta” exercise for the whole campus:
  - Where are 3-5 key strengths for your campus?
  - What are 3-5 key things you would like to change as a campus?

Materials
- Copies of rubric
- Flipcharts
- Markers
Campus leaders (wherever they sit) play a crucial role in advancing the student success agenda

“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”

-John Maxwell

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Florida State established a cross-campus team whose mission was to remove barriers that hindered student success.

**Florida State Cross-Campus Team**

**Chief Academic Officer**

**Core Services:** Admissions, Registration, Financial Aid, Career Services, Housing, Health Center, Withdrawal Services

**Academic Programs:** Undergraduate Studies, Honors Program, Undergraduate Research, Library Services, Fellowships

**Support Programs:** Orientation, Advising & Coaching, Tutoring & Study Skills Courses, Special Programs For Underserved Populations

**Central mission is to remove barriers to student success**

**Student Representation:** Student Government Representative

**Institutional Research**

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The team operated differently from typical committees by focusing on analysis, action, and accountability.

<table>
<thead>
<tr>
<th>Typical Committee</th>
<th>Cross-Campus Team</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal Charge</strong></td>
<td>• Provide analysis and/or identify recommendations for an institutional priority or issue</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td>• Remove institutional barriers hindering student success</td>
</tr>
<tr>
<td><strong>Function</strong></td>
<td>• Rich mix of people who work day-to-day serving students, includes front-line practitioners</td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>• Operates as a true workgroup, defining tasks to be done and completing them</td>
</tr>
<tr>
<td><strong>Routines</strong></td>
<td>• Defined by measurable and specific changes in student outcomes and performance</td>
</tr>
<tr>
<td><strong>Overall Perspective</strong></td>
<td>• Weekly, on-going meetings where progress is assessed continuously</td>
</tr>
<tr>
<td></td>
<td>• Data-driven</td>
</tr>
<tr>
<td></td>
<td>• Driven by the mindset that all students can succeed; student-centered in their thinking</td>
</tr>
</tbody>
</table>
In addition to the core members of the team, there were other important individuals who helped shape its work.

**Core Cross-Campus Team Members**
- Provost
- Assistant Provost
- IR

**Invited Campus Personnel**
- Share their expertise
- Provide another perspective
- Used to test hypotheses of the team

**Provost, Assistant Provost, & IR**
- Set the agenda
- Define data needs
- Decide who else should be in attendance at meeting

**Core Team Members**
- Share their expertise
- Provide continuous focus on student success
- Work to remove barriers

Every member of the team had specific responsibilities to move the student success work forward:

- Convene the team on a regular and frequent basis
- Ensure institutional research capacity and facilitate access to data
- Provide continuous push for improvement in practices, policies, and programs
- Model the mindset that every student is worth saving

- Ensure that the cross-campus team has the data it needs in the appropriate formats
- Provide guidance on how to interpret data when needed
- Help team members assess the efficacy of their interventions and strategies

- Work continuously to identify institutional barriers that impede student success
- Devise and implement specific strategies and interventions to remove barriers
- Provide regular updates on progress of their efforts and tasks completed
The team met weekly to address key questions, make decisions, and sustain momentum

Diagnose Problems

- Which students are progressing as planned? Which students are not? Why?
- What seems to be impeding student progress or performance?

Problem-Solve

- Where should we intervene? What can we do that might make a difference?
- What additional supports can we put in place? What changes to our policies, programs or practices might we make that would be helpful?
- Are our efforts having the impact we intended? Do we have the right strategies and supports in place?

Plan

- What have we accomplished since our last meeting? What achievements or accomplishments can we celebrate?

Evaluate

- What changes to our policies, programs or practices might we make that would be helpful?

Report

- Are our efforts having the impact we intended?
- Do we have the right strategies and supports in place?

Followed by an ACTION-oriented line of questioning

- WHO will take responsibility for intervening?
- WHEN will that happen?
- HOW will our progress be assessed?
- WHERE will we see results?

Weekly meetings are a powerful routine that can drive progress on student success goals forward

Benefits of Florida State’s Weekly Team Meeting

- Intensive Focus: Everyone comes together to focus on student outcomes and the larger goal of student success
- Drives Performance: Work is clearly defined so team members know what they have to do on a day-to-day basis
- Provides Discipline: Weekly updates on progress made or tasks completed helps to hold the team accountable for their efforts
- Ensures Consist Engagement: Team does not go for long periods of time without checking in on progress
- Builds Momentum: Achievements or gains reported in the meeting help the team stay committed

Excerpts from Weekly Agenda

Advising First: Jane reported that advisors are busy finishing registration. Exploratory students have a mandatory advising hold. The Coaching Center is occupied with last meetings. Meeting rates are high.

Office of National Fellowships: Bill reported that 2 more sophomore Hollings Scholars have been chosen in addition to 3 juniors already receiving the scholarship. Bill also noted that 3 graduating students have been awarded $100,000 from the National Science Foundation for graduate study. All of these students were URCAA winners.
Engagement with colleagues and data prompted Florida State’s team members to establish different approaches to their own work

Florida State’s team developed a series of 93 action steps tied to every month of the academic calendar

<table>
<thead>
<tr>
<th>Month</th>
<th>Timeframe</th>
<th>Action</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>By end of January</td>
<td>Emails to students with 35 attempted hours who have not been accepted into a major</td>
<td>Individual Responsible</td>
</tr>
<tr>
<td>January</td>
<td>Ongoing</td>
<td>Update department Degree Audit reports</td>
<td>Individual Responsible</td>
</tr>
<tr>
<td>January</td>
<td>Ongoing</td>
<td>Individual contact with students who have been placed on probation</td>
<td>Academic Section</td>
</tr>
<tr>
<td>January</td>
<td>Ongoing</td>
<td>Individual contact with students who have been placed on warning</td>
<td>Academic Section</td>
</tr>
<tr>
<td>February</td>
<td>1st week</td>
<td>Offer Workshop: Students Taking Exploratory Paths to Success</td>
<td>Advising First</td>
</tr>
<tr>
<td>February</td>
<td>1st week in the month</td>
<td>Email to all F coded students w/100+ hours inquiring about graduation plans; email to all H coded students w/100+ hours inquiring about finishing/graduation plans</td>
<td>Individual Responsible</td>
</tr>
<tr>
<td>February</td>
<td>6th week of term</td>
<td>New transfer—How are you doing— deadlines</td>
<td>Individual Responsible</td>
</tr>
</tbody>
</table>

Routinely convening a cross-campus team is not easy but has many benefits

- Generates **urgency and ownership** for student success among the wider campus community.
- Brings varied perspectives and expertise to the work which can translate into more well-informed and effective strategies.
- Regular meetings by a cross-campus team allow the early identification of problems and real-time course correction.
Discussion: What would or should a West Oahu version of this look like?

What would or should a West Oahu version of this cross campus team look like?

We have discussed actions to improve student success and the need to engage campuses differently...

...now, let's think more about communication
Changes to increase student success will affect everyone on campus and engagement generates momentum

- This is a time when **campuses** are implementing a lot of new **reforms**
- Campuses and students must count on **administrators, deans, department chairs, and key faculty**, to move the agenda on campus
- We are unlikely to succeed in bringing about our desired change without the **support and cooperation** of **key stakeholders** on campus
- Though **effective communication** we can engage stakeholders and **build momentum** for our implementation effort

However, in order to achieve success, our communication has to move from informing to inspiring action

Communication Framework

...finally to **inspiration**

....then to **involvement**

...which stimulates **inquiry**

It starts with **informing**...

Source: H. Guarino, Education First
Successful implementation of your change/initiative will depend on engaging different stakeholders

- **INFORM**
  - One-way emails, press releases, PPTs, web, etc.
- **INQUIRE**
  - Listening, surveys, focus groups, etc.
- **INVOLVE**
  - More active engagement, advisory groups, steering committees, etc.
- **INSPIRE**
  - Stakeholders as owners and champions.

What would it take to inspire others on campus to be active participants in achieving our student success goals?
Thank You

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