Leading on Student Success
Session at the University of Hawai’i at Hilo

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Please meet your Education Delivery Institute Team!

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Essentially, delivery is synonymous with implementation

DELIVERY

= 

GOOD IMPLEMENTATION

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?
Today’s Agenda

- Taking Stock of Advising
- Success in English Language Arts

In looking at attrition rates, the team considered a range of time points and student background characteristics.

**Yearly Attrition Rates by Cohort:**
- White, Female, First-Time In-State Students

<table>
<thead>
<tr>
<th>Year</th>
<th>MIN</th>
<th>MAX</th>
<th>1st-2nd yr</th>
<th>2nd-3rd yr</th>
<th>3rd-4th yr</th>
<th>4th-5th yr</th>
<th>5th-6th yr</th>
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<tbody>
<tr>
<td>1995-2005</td>
<td>10.2%</td>
<td>17.1%</td>
<td>6.7%</td>
<td>9.8%</td>
<td>2.1%</td>
<td>3.9%</td>
<td>0.9%</td>
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</tbody>
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Source: Florida State University
Hispanic female Pell recipients exhibited very different attrition rate patterns, suggesting the need for continued support over time to avoid dropouts.

Yearly Attrition Rates by Cohort: Hispanic, Female, Pell Recipient, First-Time, In-State Students

1995-2005

<table>
<thead>
<tr>
<th>Year</th>
<th>MIN</th>
<th>MAX</th>
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<tbody>
<tr>
<td>1st-2nd yr</td>
<td>6.3%</td>
<td>17.6%</td>
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<tr>
<td>2nd-3rd yr</td>
<td>6.9%</td>
<td>14.0%</td>
</tr>
<tr>
<td>3rd-4th yr</td>
<td>-1.2%</td>
<td>15.3%</td>
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<tr>
<td>4th-5th yr</td>
<td>0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>5th-6th yr</td>
<td>-1.4%</td>
<td>0%</td>
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</tbody>
</table>

Source: Florida State University

Black male Pell recipients exhibited different attrition rate patterns, suggesting the need for continued support over time to avoid dropouts.

Yearly Attrition Rates by Cohort: Black, Male, Pell Recipient, First-Time In-State Students

1995-2005

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<tr>
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<td>2nd-3rd yr</td>
<td>3.3%</td>
<td>11.0%</td>
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<tr>
<td>3rd-4th yr</td>
<td>-0.9%</td>
<td>11.1%</td>
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<td>4th-5th yr</td>
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<td>11.1%</td>
</tr>
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Source: Florida State University
We created a tracking system for advisors that measured student contact: where, when, and how much.

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

Cross-Campus Success Team

Central mission is to remove barriers to student success

Student Representation: Student Government Representative

Institutional Research
The team met weekly to address key questions, make decisions, and sustain momentum

- Which students are progressing as planned? Which students are not? Why?
- What seems to be impeding student progress or performance?
- 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?
- What have we accomplished since our last meeting? What achievements or accomplishments can we celebrate?
- 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?
- What additional supports can we put in place? What changes to our policies, programs or practices might we make that would be helpful?
- What can we do that might make a difference?
- Which students are progressing as planned? Which students are not? Why?

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?

Data analyses to understand progress and underscore decision-making were integral to the team’s work

Moving Florida State Students with 110+ credits to Graduation

Institutional researcher conducts analyses and discovers that in year 2000 the campus had 7,000 students with more than 110 credit hours who have not filed their intent to graduate.

Team discusses how to move these students to graduate. What can we do to change this situation?

Team develops policy that: (1) Places a hold on students’ registration; (2) Mandates students meet with an advisor to have hold removed; and (3) Has students attend workshop on choosing a major.

Regular progress check shows the policy change to be effective. By 2006, the number of students with more than 110 credit hours is reduced to 3,011. By 2009, the number of students drops to 1,540.
There are important lessons from the Florida State approach to using data to increase student success

- **Start anywhere!**
- **Use data at every step in your student success work:** to identify barriers and problems; determine where best to intervene on students’ behalf; and to evaluate the degree to which you have been able to successfully remove barriers and improve student outcomes.
- **Dig deeply into the data,** disaggregating it to see which student groups are being successful, which are not, and where you can make a difference.
- **Use data regularly** to test assumptions or notions about what is really happening with students on your campus.

Your next steps

- On cards answer the following questions:
  - What **two key actions** will your team take to move your work forward?
Today’s Agenda

- Taking Stock of Advising
- Success in English Language Arts

We all face challenges in delivering student success

A delivery challenge is an area of work (goal or strategy) where the data and evidence clearly show that things are off track, and where the problem is either persistent, difficult to understand, or both.
At the heart of problem-solving is the formation and testing of hypotheses.

- "What do I think the root cause of the problem is?"
- "What do I think the solution is?"
- "What would I have to believe in order to take action?"
- "How can I test my hypothesis?"
- "What information do I need?"
- "Where can I get it?"
- "Based on what I learned, can I confirm or reject the hypothesis?"

We will step through a simple process for solving delivery challenges:

1. **Clearly define the challenge**
2. **Analyze the problem**
3. **Develop testable hypotheses**
4. **Generate potential solutions**
5. **Investigate hypotheses through field work**
6. **Conduct field work with speed and rigor**

Ensure quality and clarity of hypotheses.
In *Switch*, Dan Heath advises finding bright spots that defy or overcome obvious correlations:

"We call conventional wisdom about malnutrition ‘true but useless,’ or ‘TBU,’"

- Jerry Sternin

TBU causes are still important, but they’re not what we’re seeking in this exercise.

TBU ≠ Unimportant
Problem statement and scope

Basic question to be resolved
Current theory of action for solving this problem

1 Perspective/Context

3 Decision makers

2 Criteria for success

4 Other key stakeholders

5 Out of scope

Problem-Solving: Improving Success in n High D/F/W ELA Courses (English 100 and 100T)

- Define success
- Brainstorm issues and strategies/actions in three buckets
  - Policy and Practices
  - Curriculum and Pedagogy
  - Student Supports
  - Others?
Your next steps

- On cards answer the following questions:
  - What **two key actions** will your team take to move your work forward?

Thank You

www.deliveryinstitute.org

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