Session Objectives

- Allow campus teams time to reflect on promising practices and ideas from the summit
- Discuss how these strategies could be best implemented at their respective campuses
EDI’s Higher Ed Delivery Network is made up of systems and campuses focused on increasing student success

EDI focuses on supporting states in their implementation efforts to:
- Achieve college- and career-readiness for all students
- Increase postsecondary access and degree completion
- Close equity gaps

Current Higher Education Partners
- California State University System
- Colorado State University System
- University of Hawai’i System
- Kentucky Council on Postsecondary Education
- University of Louisiana System
- University of Missouri System
- New Jersey Office of Higher Education
- Pennsylvania State System of Higher Education
- Tennessee Board of Regents
- The University of Texas System
- University of Wisconsin System
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?
Nationally, graduation rates are not nearly as high as we would like them to be.

Six-year bachelor’s completion rates for first-time, full-time freshmen, Fall 2004 cohort at 4-year institutions.

Overall rate: **58%**

Graduation Rates (%)

<table>
<thead>
<tr>
<th>Group</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>62%</td>
</tr>
<tr>
<td>Black</td>
<td>40%</td>
</tr>
<tr>
<td>Latino</td>
<td>50%</td>
</tr>
<tr>
<td>Asian</td>
<td>69%</td>
</tr>
<tr>
<td>American Indian</td>
<td>39%</td>
</tr>
</tbody>
</table>

As a result, Kentucky set ambitious targets to increase graduation rates for all students & has made some progress.

Data Source: CPE Comprehensive Database (KPEDS)
But we are losing ground with our low-income students

Data Source: CPE Comprehensive Database (KPEDS), KHEEA ISIR (FAFSA) records for Pell eligibility; Data is missing for 2009-10
And although underrepresented minority students are holding steady, there is still room for growth.

Data Source: CPE Comprehensive Database (KPEDS), KHEEA ISIR (FAFSA) records for Pell eligibility; Data is missing for 2009-10

Little or no improvement over baseline
Many promising practices have been presented:

- Using data to achieve equity
- Proven Practices in Academic Advising
- Undergraduate Research
- Integrating critical thinking and diversity
- ARC (Access, Retention & Completion)
- Best Practices in Kentucky
It is important to clearly answer implementation questions at the outset about your strategies

- Do we all have the same definition of the strategy?
- Are we clear about the purpose—why we are undertaking it now?
- What’s our theory about why and how this strategy will help us to achieve the desired outcome?
- What will success look like?
- What milestones should we anticipate?
- What are the major risks? How will they be managed?
- Are we clear about the resources needed to implement?
- What impact will the actions have on the key outcomes?
We use a tool called a strategy profile to define the strategy and expectations about its impact

<table>
<thead>
<tr>
<th>Description of strategy</th>
<th>What is the strategy? What activities make it up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the strategy</td>
<td>Why are we undertaking this strategy now?</td>
</tr>
<tr>
<td>Theory of action</td>
<td>Why and how do we believe that the strategy will help us to achieve the desired outcome? Express as one or more “If… then…” statements.</td>
</tr>
<tr>
<td>What success looks like</td>
<td>If the strategy were successful, what would be the outcome? Can we express it in terms of a student outcome goal that we have set?</td>
</tr>
<tr>
<td>Milestones</td>
<td>When will the strategy begin and when will it end, or become “business as usual?”</td>
</tr>
<tr>
<td>Risks and Resources</td>
<td>What are the potential risks associated with this strategy? How will you mitigate them? What human and financial resources will the strategy require?</td>
</tr>
<tr>
<td>Progress metrics / Feedback loops</td>
<td>How will you understand progress along the way? What indicators will you use to understand progress?</td>
</tr>
</tbody>
</table>
Exercise: Selecting Strategies and Defining Success

<table>
<thead>
<tr>
<th>What</th>
<th>How</th>
<th>Materials</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss the following questions at your tables:</td>
<td>Campus Teams</td>
<td>Brown Paper</td>
<td>45</td>
</tr>
</tbody>
</table>

**Description:**
- What’s the scale of this strategy?
- Which students are most impacted?
- How does this build on or blend with work already underway at your campus?

**What success looks like:**
- Where will the institution see results (retention, completion, gaps narrowing, etc.)?
- When can we expect to see these results in our outcomes?
- Do we have the data on hand to measure interim or progress measures?
Thank You