The symposium agenda provides an outline of the activities summarized below.

Quick Summary Data
- Total who attended the symposium: 186
- Number who completed the Exit Survey: 85
- Percentage who found the symposium topic relevant or highly relevant: 95%
- Percentage who favorably or highly favorably rated the symposium day as a whole: 95%

Keynote Addresses
- Bridget Burns, Executive Director of the University Innovation Alliance (UIA), delivered the keynote, “Innovating HigherEd to Improve Student Success & Equity,” which was ranked in the Exit Survey as the highlight of the day. She identified the challenge—the need for more low-income students to complete their degrees—and the national reforms being tested by the UIA institutions, especially predictive analytics, proactive advising, strategic financial interventions, and process mapping. Brenda J. Allen delivered a short, second keynote, “Why Equity? Why Us?”, which also was a highlight.

Working Table #1 (a.m.): Student Scenarios and Responses
Per the table instructions, the first working table focused on case-example “student scenarios.” Each of 25 eight-person tables discussed these and identified ways to better serve those students, improve their success, and be appropriately responsive to their academic and institutional challenges, life situations, and identities. The working tables generated many thoughtful and useful responses. The transcribed table notes are available sorted by the case-student name and by the table number. UE would welcome suggestions about how to make further use of either the scenarios or the table notes.

Working Table #2.1 (p.m.): Solutions to improve student success and equity (ranked by word frequency)
The transcribed working-table notes are available both by table number and by an alphabetical order. UE invites others to analyze these, draw their own conclusions, and share those, if desired.
#1 – Faculty: availability and engagement with students, professional development to be more student-centric and equity-minded, proactive outreach and mentoring of at-risk students, completing the communication loop with staff and with upper administration
#2 – Campus resources & student services: clear information, location, availability, communication; informing faculty about them to share with students; proactive outreach to targeted students
#3 – Policies and procedures: consistency across offices; simplification and streamlining them
#4 – Advisor/advising: more advisors and more resources for advising
#5 – Community and culture: build a culture, across all staff and faculty, of shared ownership and responsibility, collaboration and communication, for student success and equity in success

Working Table #2.2 (p.m.): What we can do / What the university can do
Attendees were asked to identify actions that those at the table could take or the university could take to improve student success and equity. The transcribed table notes are available, and UE would be grateful for other analyses, rankings, and interpretations of them.
#1 – Academic Advising Reform, which takes multiple forms at different universities
#2 – Strategic Financial interventions: targeted scholarships and financial aid, as well as increased student employment
#3 – Diversity and equity: training for faculty and staff, curricular and pedagogical reforms, services
#4 – Care and build relationships: care about students, their success and equity, as a campus culture
#5 – Starfish / Early Alert: build faculty buy-in, training, and use
Graphic Maps of the Symposium Output

Chris Chopyak, a professional facilitator and graphic recorder, created three “graphic maps”: an overview map of the symposium topic and Bridget Burns’ keynote address; a morning “equity matters” map (Dr. Allen’s presentation) with attendee comments during the first lightning round; and an afternoon next-steps map drawn from the second “popcorn” round. The originals are large—six feet long—but UE has high-quality electronic copies to share. All are invited to send comments and suggestions about how to make these available (e-mail, posters, full-sized hanging banners, interactive website, etc.) and how to use them to disseminate and further the important work of this symposium.

Exit Survey: Best Parts of the Day (ranked by frequency)
#1 – Keynote speaker, Bridget Burns (as well as Brenda J. Allen’s presentation about equity)
#2 – Working Table #2 (obstacles/solutions and the top 5 things that we or the university can do)
#3 – Working Table #1 (student scenarios)
Attendee opinions were divided regarding the value of the “graphic maps” created by Chris Chopyak and the lightning or “popcorn” rounds.

Exit Survey: Which national reforms should we consider to improve student success and equity?
#1 – Academic Advising Reform, which takes multiple forms, varying by university
#2 – Strategic Financial Interventions (targeted scholarships and grants to students)
#3 – Data-Driven Decision Making and/or Predictive Analytics (e.g., Starfish, EAB)
#4 – Emulate Georgia State or Arizona State (= guided pathways + predictive analytics + degree audit/self-advising + advising reform)
#5 – Guided Pathways, Degree Audit/Self-Advising, HIPs (each with a small number of votes)

Exit Survey: How do we attract more faculty and staff to shared ownership of student success and equity?
#1 – Incentivize faculty and academic units (a few said staff offices) and tie student outcomes to evaluation, rewards, and promotion
#2 – Faculty professional development in issues and methods to improve student success and equity
#3 – Build a campus culture of shared mission and responsibility for student success and equity
#4 – Leadership: communicate this mission, acknowledge what’s working, hold faculty and staff accountable, commit resources
#5 – Data about what is producing results on our campus, plus communication about those positive advances to provide examples and inspiration