Moon Shot Convening
Greater Cincinnati and Northern Kentucky Region

April 5, 2022
Your EAB Leadership Team

**Moon Shot Team**

- **Brittany Motley**
  Principal Consultant
- **Tom Sugar**
  Vice President, Partnerships
- **David Bevevino**
  Senior Director, Partner Experience

**Student Success Strategic Leaders**

- **Kristen Brittingham**
- **Aaron Rutledge**
- **Megan Speakman**
- **Allie Louderback**

**Research Strategic Leaders**

- **Holly Chatham**
- **Drew Tye**
- **Carter Carney**
## Agenda

### April 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00 p.m. – 1:20 p.m.</td>
<td>Welcome and Opening Remarks</td>
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<tr>
<td>1:20 p.m. – 1:40 p.m.</td>
<td>Overview of Moon Shot for Equity Best Practices</td>
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</table>
| 1:40 p.m. – 2:40 p.m. | Data Intelligence as a Foundation to Close Equity Gaps  
Featuring Dr. Tim Renick, Executive Director of the National Institute for Student Success |
| 2:40 p.m. – 2:50 p.m. | Break                                                                                           |
| 2:50 p.m. – 3:45 p.m. | Breakouts for Best Practice Teams  
Facilitated by EAB subject matter experts  
Note: Those not part of a best practice team will be able to join a “General Inquiry” breakout group to discuss their role in the Moon Shot. |
| 3:45 pm. – 4:00 p.m. | Q&A and Closing                                                                                 |
Remarks from your Presidents

Monica Posey
*Cincinnati State Technical and Community College*

Fernando Figueroa
*Gateway Community and Technical College*

Gregory Crawford
*Miami University*

Ashish Vaidya
*Northern Kentucky University*
The Spectrum of Equity Mindedness

Inequality, barriers and minoritized populations are invisible

Equality, minoritized populations are seen and so equal access is given

Equity, minoritized populations are understood so appropriate access is given

Justice, barriers are understood and corrected so minoritized populations can appropriately navigate
Our Approach...

Institutional Alignment, Connection, and Integration

Equity Resources and Trainings

- 360-degree Student Equity Audit
- DEI Strategy Design Lab
- [DEI Resource Center](https://eab.com) on EAB.com
Our Approach...

Institutional Alignment, Connection, and Integration

15 Proven Equity Best Practices

Leadership
- Planning and accountability
- Campus climate assessments
- Change management

Belonginess
- Pre-college programs
- Proactive academic advising
- Coordinated Care Network

Academic Progression
- Transfer pathways
- Hold reform
- Microgrants
- Math pathways
- Dev education reform
- Academic maps
- Meta majors

Access and Enrollment
- Community-based partnerships
- Adult student re-enrollment
Our Approach…

Institutional Alignment, Connection, and Integration

People

Equity Resources and Trainings

Process

Students

Tech

Navigate Student Success Management System

- Advisor strategic care and communications platform
- Student Engagement tools (mobile app, virtual communities, and degree planner)
- Executive dashboard and effectiveness reports
- This will help embed and support best practice team work

15 Proven Equity Best Practices
Best Practices Prioritized for Tier 1 Execution
Reviewing the Why, Approach, and Long-Term Implications

Hold Reform
- Analyze impact of holds by demographic
- Reform hold resolutions that affect certain populations of students.

Retention Grants
- Determine where to get funding
- How much will be allotted for micro grants
- Determine process for distribution

Transfer Pathways
- Audit transfer credit policies
- Where are student experiences “broken” across region?
- What data is available?

Coordinated Care Network*
- Creating formal processes for cross-office referrals
- Communication network for multiple modalities
- Adoption of population health management

*Miami University is the only institution forming a formal group for this Best Practice
### Team Leaders for Phase One Best Practices

#### Equity Best Practice Teams

<table>
<thead>
<tr>
<th>Hold Reform</th>
<th>Ann Schultz</th>
<th>Ryan Padgett</th>
<th>Peter Haverkos</th>
<th>Jason Moore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Grants</td>
<td>LaVette Burnett</td>
<td>Leah Stewart Peg Adams</td>
<td>Beth Johnson Brittany De La Rosa</td>
<td>Penny Parsons</td>
</tr>
<tr>
<td>Transfer Pathways</td>
<td>Anita Adkins</td>
<td>Leah Stewart Kelsey Haskins</td>
<td>Carolyn Haynes</td>
<td>Myshamil Walker</td>
</tr>
<tr>
<td>Coordinated Care Network</td>
<td>N/A</td>
<td>N/A</td>
<td>Amy Bergerson</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Thank you for your leadership and dedication!
Rarely do we find institutional stakeholders who **willingly engage in hard solid thinking** about their practices and how they contribute to racist outcomes. There is an almost universal quest for structural solutions that leave whiteness untouched.

*Dr. Estela Bensimon*

*Adapted from Martin Luther King Jr.*

*USC | Center for Urban Education*
Eliminating Equity Gaps Through Data and Institutional Change

Timothy M. Renick, Ph.D.
Executive Director, National Institute for Student Success
Georgia State University
The Benefits of a College Degree

- **Average Annual Income, Age 25**
  - High School Grads: $28,000
  - College Grads: $45,000

- **Unemployment Rate**
  - High School Grads: 12.2%
  - College Grads: 3.8%

- **Lifetime Earnings**
  - High School Grads: $1.3 million
  - College Grads: $2.3 million

The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%

SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data
36,000 Students on the Atlanta campus
2016 consolidation with Perimeter College adds 5 Associate-level campuses and 18,000 students
Graduation Rates by Race & Ethnicity

Where we were: 2003

- WHITE: 31.6%
- AFRICAN AMERICAN: 25.6%
- HISPANIC: 22%
Changing Demographics: Race & Ethnicity

Minorities

- Fall 2008: 53%
- Fall 2009: 54%
- Fall 2010: 56%
- Fall 2011: 59%
- Fall 2012: 60%
- Fall 2013: 63%
- Fall 2014: 65%
- Fall 2015: 66%
- Fall 2016: 67%
- Fall 2017: 71%
- Fall 2018: 74%
Percent of Georgia State Undergraduates on PELL

- Fall 2007: 31%
- Fall 2008: 32%
- Fall 2009: 40%
- Fall 2010: 48%
- Fall 2011: 51%
- Fall 2012: 56%
- Fall 2013: 58%
- Fall 2014: 59%
- Fall 2015: 59%
- Fall 2016: 59%
- Fall 2017: 59%
SAT SCORES

-33 points
$65 million Appropriations Cuts
Are We the Problem?
19%

Percent of Confirmed Freshmen Who Did Not Enroll
Summer 2015
Summer Melt

Fall 2015

Confirmed GSU Freshman Who Never Attended Any College: 278
Non-white 76%
First Generation 45%
Low Income 71%
Avg. High School GPA 3.34
The Hidden Obstacles to Enrollment

- Federal Financial Aid Application
- Verification Request
- State of Georgia Immunization Proof
- Taking Placement Exams
- Registering for Classes
Portal to Guide Students Through Next Steps

Which resources matter most to you?

- Select any of our student services that interest you, and we'll add appropriate information to your path.

A Few Recommendations:

- **Child Care**
  On campus and nearby child care options to help while you are in class.

- **Commuting Services**
  Learn the different ways you can get to and from campus.

- **First Generation to Attend College**
  Resources to help new students learn the ropes and lingo of college.

- **Student Technologies**
  Get help with all apps, gadgets, and sites that can enhance your campus experience.

All Student Services:

- **Tutoring & Academic Support**
  A great resource for help outside the classroom for your work inside the classroom.

- **Career Guidance**
  Helping you find the right career path and prepare you for the job market. It's never too early to start!

- **Mentorships**
  Helping you connect with experience students who can help guide your way.

- **Housing Services**
  Resources to help you find a place to stay near campus.

- **Clubs and Activities**
  Grow and have fun! Get involved in one of our many on-campus activities.

- **Disability Services**
  Providing support and equipment to qualified students with physical, mental, or educational needs.
A.I.-enhanced Chatbot: 24/7 Help

Which parent do I use on the FAFSA?
Jan 20 2017 6:38:13 PM

For info on which parent's information to use on the FAFSA, reply with the option that best describes your parents' marital status: Never Married Unmarried and both parents living together Married Remarried Divorced/Separated Widowed If none of these options are applicable, check out 1.usa.gov/1OgfTcg

Divorced
Jan 20 2017 6:38:40 PM

If your parents are divorced, the custodial parent (or the one you lived with the most in the past 12 months) is usually responsible for filling out the FAFSA. Check out this website to learn more: 1.usa.gov/1OgfTcg

OK and when is it due?
Jan 20 2017 6:39:07 PM

The FAFSA is available starting Oct. 1. Fill it out ASAP! (Use last year's tax info.) Some aid is first-come, first-served, so don't delay! fafsa.gov
Drop in Summer Melt:

-37%

365 More Students Enrolled
A.I. & Continuing Students at Perimeter College
Fall 2021 RCT

FAFSA Completion: +16%
FAFSA Verification: +14%
Register for Fall classes early: +14%
Attend “Comeback Camp”: +66%
Get dropped for non-payment: -36%
Using Pounce in Academic Courses
Fall 2021 RCT in American Government

Grade of “B” or higher: +16%

Final grades earned by first-generation students: +11 points

Other Continuing students +7 points

Overall Fall GPA: +0.28 points
Average Number of Majors Cycled Through By Graduating Seniors in 2010

2.6
Freshman Learning Communities & Meta Majors

Freshman Learning Communities with block schedules of 5 to 6 courses: 95% of non-Honors freshmen (Opt-out model)

1st Year GPA

2.73
No FLC

2.96
FLC

Retention

81%
No FLC

85%
FLC
<table>
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<tr>
<th></th>
<th>GPA</th>
<th>Hours Attempt</th>
<th>Hours Earned</th>
<th>Retained</th>
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<tbody>
<tr>
<td>Non-FLC</td>
<td>2.05</td>
<td>11.1</td>
<td>7.3</td>
<td>83.8%</td>
</tr>
<tr>
<td>FLC</td>
<td>2.27</td>
<td>12.7</td>
<td>9.4</td>
<td>90.5%</td>
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<tr>
<td>Math 1001 DFW</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-FLC: 54%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLC: 37%</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Black Retention</td>
<td></td>
<td></td>
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<tr>
<td>Non-FLC: 82%</td>
<td></td>
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<tr>
<td>FLC: 92%</td>
<td></td>
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<tr>
<td>Hispanic Ret</td>
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<tr>
<td>Non-FLC: 83%</td>
<td></td>
<td></td>
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<tr>
<td>FLC: 90%</td>
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<tr>
<td>White Retention</td>
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<tr>
<td>Non-FLC: 85%</td>
<td></td>
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<tr>
<td>FLC: 88%</td>
<td></td>
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</table>
Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science
Top Employers of GSU Political Science Grads: Average Salary

- Home Depot
- Gwinnett Public Schools
- Atlanta Public Schools
- Apple
- Georgia-Pacific
- UPS

Average Salary: $57,000

What does a career path look like for this Major?

Personal Career Journey of Political Science Grad over Ten Years

Log in to Steppingblocks for more national data on Political Science majors.
Faculty and Department Seed Grants

Example: The Department of History
Skills-Based Approach to U.S. History Survey Courses

• Use Tableau to interpret historical data
• Data viz software as tool for presenting historical findings
• Did NOT require any alteration to existing SLOs
-32%

Drop in Major Changes After the Freshman Year
1,000+

Number of Fully Registered Students Being Dropped Each Semester for Non-Payment in 2010-2011
Financial Stop Outs

30% eventually graduate

Many with small balances, $300 or less

Seniors at greatest risk
Panther Retention Grants

AVERAGE GRANT $900

No application

Grants Awarded since 2011: 19,000

Grant Recipients Graduated This Year: 1,321
Panther Retention Grants

86.5% Students graduating within a year of receiving the grant
Students Who Dropped Out of Georgia State in 2010

5,760
Advisement: GPS Advising

Predictive Analytics Project with EAB

- 10 years of data
- 2.5 million grades
- 144,000 student records
- 800+ analytics-based alerts
- 30,000 students tracked daily
## Registration Tracking and Academic Maps

### B.S. in Chemistry

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tr>
<td>• Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)</td>
<td>• Complete ENGL 1102 or 1103 (C or Better)</td>
</tr>
<tr>
<td>• Complete MATH 1113 or Higher (B- or Better)</td>
<td>• Complete MATH 2211 or Higher (B- or Better)</td>
</tr>
<tr>
<td>• Complete CHEM 1211K (B- or Better)</td>
<td>• Complete CHEM 1212K (B- or Better)</td>
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<tr>
<td></td>
<td>• Maintain a cumulative GPA of 2.25 or Better</td>
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<table>
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<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
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<tr>
<td>• Complete CHEM 2400 (B- or Better)</td>
<td>• Complete CHEM 3410 (C or better)</td>
</tr>
<tr>
<td>• Complete MATH 2212 (C or better)</td>
<td>• PHY 2212k (B- or Better) (C or better)</td>
</tr>
<tr>
<td>• Complete PHY 2211k (C or better)</td>
<td>• Maintain a cumulative GPA of 2.25 or Better</td>
</tr>
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<tr>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
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<tr>
<td>• Complete CHEM 4000 with a C or Better</td>
<td>• Complete CHEM 4010 with a C or Better</td>
</tr>
<tr>
<td>• Complete CHEM 4110 with a C or Better</td>
<td>• Complete CHEM 4120 with a C or Better</td>
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<tr>
<th>SEMESTER 7</th>
<th>SEMESTER 8</th>
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<tr>
<td>• Complete CHEM 4160 with a B- or better</td>
<td>• Complete CHEM 4190 with a C or Better</td>
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Performance in ‘Marker’ Courses

Graduation Rate in Major by Introductory Course Grade

**Introduction to Chemistry**
Natural Science majors

- A: 70.0%
- B: 66.7%
- C: 39.5%
- D/F: 8.3%

**Comparative Politics**
Political Science majors

- A: 81.8%
- B: 73.9%
- C: 25.0%
- D/F: 6.2%

**Music Theory I**
Music majors

- A: 66.7%
- B: 55.5%
- C: 12.5%
- D/F: 0.0%
106,000

Advising Meetings Annually
Results: Increased Retention

Increased Average First Term Retention
Fall to Spring Retention

- Fall 2010: 83.4%
- Fall 2011: 84.6%
- Fall 2012: 87.9%
- Fall 2013: 89.0%
Results: Decline in Time to Degree

Hours at Graduation
Native Freshmen Bachelor's Students

- Median Hours at Graduation
Results: ROI for Students

$21 million

Savings to the Class of 2021 in tuition and fees when compared to the Class of 2012
Results: Confounding Expectations

STEM Degrees Conferred Since 2011 (with enrollment change)

Black +158% (50%)
Black Male +216% (54%)
Hispanic +406% (118%)
Overwhelming Choices
Growing Recognition
The Calculus of Student Success: ROI

1-point increase in retention = 340 students

Average student tuition & fees annually/student = $9,800

ROI for each 1-point increase = $3.32 million/year
Undergraduate Degrees Awarded Annually

2010-11: 4,222
2019-20: 7,758

INCREASE: 3,536 (+84%)
## Bachelor’s Degrees Awarded by Group

<table>
<thead>
<tr>
<th></th>
<th>2009-10</th>
<th>2019-2020</th>
<th>Change</th>
<th>% Change</th>
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<tbody>
<tr>
<td>African American</td>
<td>1,001</td>
<td>2,213</td>
<td>+1,212</td>
<td>+121%</td>
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<tr>
<td>Pell</td>
<td>1,298</td>
<td>3,626</td>
<td>+2,328</td>
<td>+179%</td>
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<tr>
<td>Hispanic</td>
<td>196</td>
<td>654</td>
<td>+458</td>
<td>+234%</td>
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Graduation Rates by Race & Ethnicity

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<tr>
<th>Race/Ethnicity</th>
<th>2003</th>
<th>Today</th>
<th>Today, with Clearinghouse Data Added</th>
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<tbody>
<tr>
<td>White</td>
<td>32%</td>
<td>54%</td>
<td>78%</td>
</tr>
<tr>
<td>African American</td>
<td>26%</td>
<td>57%</td>
<td>78%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>22%</td>
<td>57%</td>
<td>81%</td>
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#1 in Degrees Conferred to African Americans

Top 100 Degree Producers: Non-Profit Universities

2019 African-American Bachelor’s - All Disciplines Combined

<table>
<thead>
<tr>
<th>Institutions</th>
<th>State</th>
<th>Total</th>
<th>%Grads</th>
<th>%Chg</th>
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<tr>
<td>1 Georgia State University</td>
<td>GA</td>
<td>2,079</td>
<td>40%</td>
<td>9%</td>
</tr>
<tr>
<td>2 University of Maryland Global Campus (online)</td>
<td>MD</td>
<td>1,579</td>
<td>25%</td>
<td>5%</td>
</tr>
<tr>
<td>3 University of Central Florida</td>
<td>FL</td>
<td>1,565</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>4 Grand Canyon University (online)</td>
<td>AZ</td>
<td>1,554</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>5 Florida International University</td>
<td>FL</td>
<td>1,365</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>6 Florida A&amp;M</td>
<td>FL</td>
<td>1,301</td>
<td>90%</td>
<td>11%</td>
</tr>
<tr>
<td>7 North Carolina A&amp;T</td>
<td>NC</td>
<td>1,300</td>
<td>78%</td>
<td>-1%</td>
</tr>
<tr>
<td>8 Florida Atlantic University</td>
<td>FL</td>
<td>1,229</td>
<td>21%</td>
<td>1%</td>
</tr>
<tr>
<td>9 University of Texas at Arlington</td>
<td>TX</td>
<td>1,202</td>
<td>13%</td>
<td>5%</td>
</tr>
<tr>
<td>10 Howard University</td>
<td>DC</td>
<td>1,177</td>
<td>87%</td>
<td>8%</td>
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</tbody>
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Source: Diverse Issues in Higher Education, 2020
Perimeter College: Associate Degree 3-Year Graduation Rates

Consolidation with Georgia State

Combined Graduated, Transferred, Retained: 83%

Source: Chronicle of Higher Education, January 2020
## Perimeter College Graduation Rates: Equity

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2020</th>
<th>Change</th>
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<tbody>
<tr>
<td>Overall</td>
<td>7%</td>
<td>22%</td>
<td>+15</td>
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<tr>
<td>White</td>
<td>10%</td>
<td>22%</td>
<td>+12</td>
</tr>
<tr>
<td>African American</td>
<td>4%</td>
<td>22%</td>
<td>+18</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6%</td>
<td>25%</td>
<td>+19</td>
</tr>
<tr>
<td>Pell</td>
<td>5%</td>
<td>22%</td>
<td>+17</td>
</tr>
</tbody>
</table>

* IPEDS 3-Year Graduation Rates for Associate Degree Students
Social Mobility

- Brookings Institution
- Harvard CLIMB
- US News and World Report

Top 1% of American Universities

Moving Students from the bottom 20% of Americans by Annual Household Income to the Upper 50% fifteen years later.
### Three core lessons

**1. Institutions inadvertently hinder their students’ success**
- Policies, practices, and systems often become daunting barriers to student success.
- Barriers are particularly harmful for low income, first generation, and underrepresented students.
- These barriers are the foundational drivers of equity gaps.

**2. Institutions can identify and overcome obstacles by asking three key questions**
- What do we do that causes our students to **fail to enroll**, **fail to graduate** or sometimes graduate with too much debt?
- Which policies **create barriers to timely graduation** or lead students to withdraw from their studies?
- What can we do to reduce institutional barriers to student success and **support students at key “moments of truth”** in their lives?

**3. Action-oriented institutions can create ongoing success**
- All institutions can achieve more equitable enrollment, retention, and graduation rates.
- Success creates a positive resource cycle to **reinvest in student and institutional success**.
- Institutions require **baseline readiness capabilities** to successfully execute.

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This information is confidential. It is not to be relied on by any 3rd party without prior written consent.