MISSION UPDATE: CELEBRATE, RESULTS, & NEXT STEPS

October 2024

OVERVIEW

- Intro
- Indicators of Change
- Implementation Work
- Expanding the Work
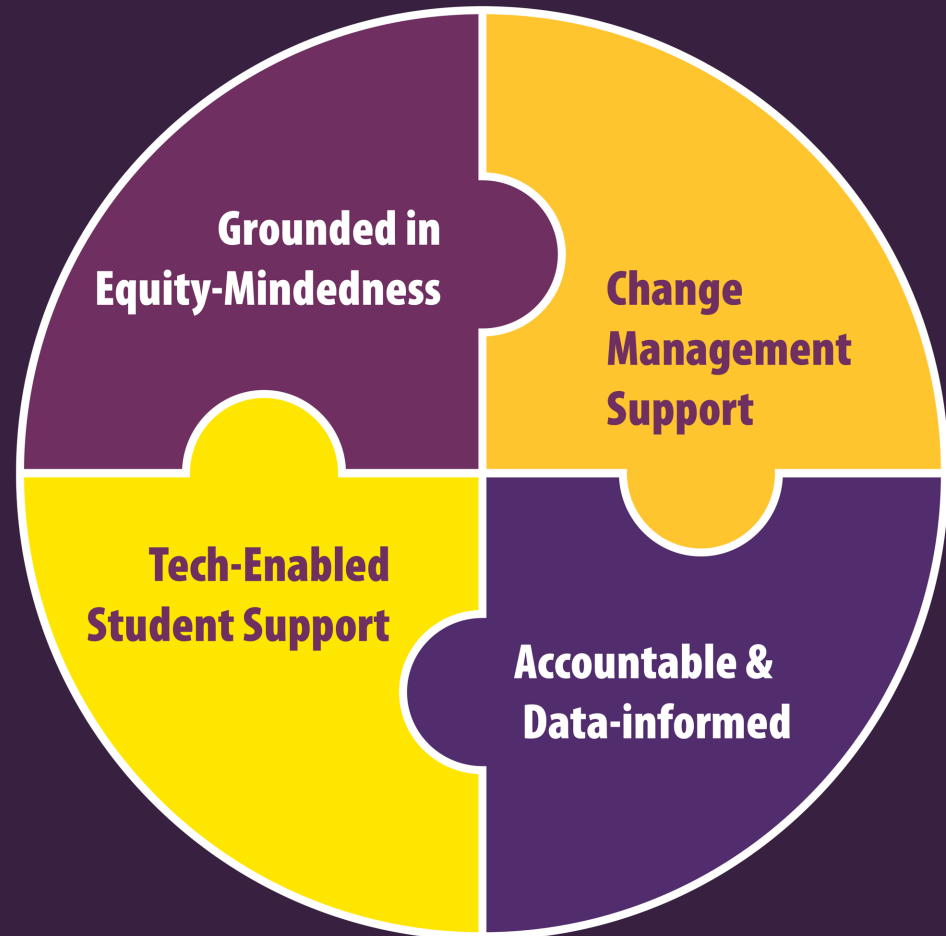- Aligned Work

MOON SHOT APPROACH:

Removing
INSTITUTIONAL BARRIERS

Building
AN EQUITY MINDED CAMPUS CULTURE

Equity Minded
LEADERSHIP DEVELOPMENT

Grounded in Equity-Mindedness

Change Management Support

Tech-Enabled Student Support

Accountable & Data-informed

BEST PRACTICES

EAB

LEADERSHIP

- Change Management
- Equity Mindedness
- Campus Climate Assessments

ACCESS & ENROLLMENT

- Community-based recruitment & partnerships
- Adult student re-enrollment

ACADEMIC POLICY & PRACTICE

- Hold reform
- Returning student & retention grants
- Math pathways
- Developmental course reform
- Academic maps
- Meta majors
- Transfer pathways

STUDENT SUPPORT & BELONGINGNESS

- Pre-college programs
- Proactive advising with technology
- Coordinated Care Network

MOON SHOT FOR EQUITY

Moon Shot for Equity (MSE) at WCU:
Phases of Goal Team Work

*Adapted from CUE Equity Model as part of WCU Equity Scorecard Project (2012)

WCU MOON SHOT FOR EQUITY GOAL TEAM MODEL				
Phase 1: Laying the Groundwork	**Phase 2:** Understanding the Problem	**Phase 3:** Inquiry*	**Phase 4:** Understanding Best Practices*	**Phase 5:** Recommending Solutions
Introduction to Equity Mindedness	How does this work at WCU? Using EAB tool.	Inquire into policies and practices.	Learn about EAB best practices.	Develop a strategy that addresses equity gaps considering inquiry discoveries and best practices.
What is an Equity Gap?	Review the data and find the gaps, using EAB Workbook.	Discern strengths and gaps in policies and practices.	Envision the application of best practices to WCU.	Present recommendations to WCU MSE advisory board.
Team building and preparation	Engage in equity-minded sensemaking	Understand the goal from students' perspectives	Set equity goals	Collaborate with WCU MSE Leadership team to finalize plan.
Decide on team roles and access technology tools.	Identify focal efforts and a plan for inquiry.	Link inquiry information to the equity gap data.	Link best practices to inquiry information and equity gap data.	Set equity goals for assessment.

(Left axis labels: PROCESS/ACTIVITY, RESULT)

*Phases 3 and 4 are likely to be approached in tandem.

WCU
WEST CHESTER
UNIVERSITY
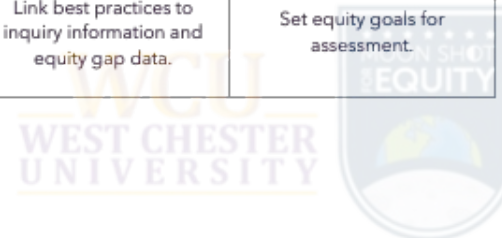
ITEMS TO CELEBRATE:

- Reduction in holds preventing registration

- The shrinking of the equity gap in graduation rates

- Leadership training

MOON SHOT TEAMS FOR AY 2024–2025

Current Goal Teams

- Transfer Pathways
- Proactive Advising with Technology
- Pre-College Programs
- Students' Emotional Wellness
- Equity in Education

Implementation Phase

- Hold Reform
- Retention & Micro Grants
- Developmental Courses
- Transfer Pathways
- Proactive Advising with Technology

INDICATORS OF CHANGE: HOLD REFORM

- Narrowed the equity gap in registration holds from 8% to 4.4%

- Increased access to registration for ALL WCU students
  - Reduced the number of students with holds from 1,558 to 350
  - 1,258 additional undergraduate students had the ability to register for classes in May 2024 compared to May 2022.
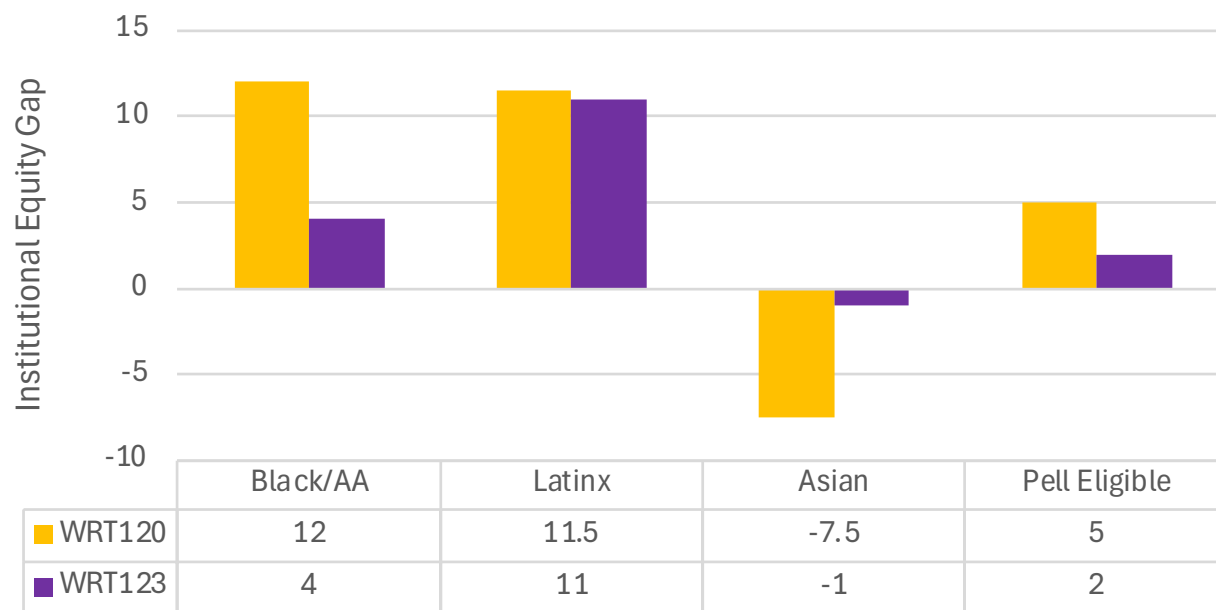
MISSION MAKER: BRENDA SMALL

INDICATORS OF CHANGE: DEVELOPMENTAL COURSES

Results

1. Eliminating developmental courses.

2. Increasing awareness about support services for students, staff, and faculty.

3. Reviewed and researched internal and external Bridge Program data and structure to think about enhancing or restructuring Bridge opportunities.

SUPPLEMENTAL INSTRUCTION NARROWS EQUITY GAPS

Comparing WRT120 and 123: Equity Gap in DFW (2019-2020)

	Black/AA	Latinx	Asian	Pell Eligible
■ WRT120	12	11.5	-7.5	5
■ WRT123	4	11	-1	2

Institutional Equity Gap

NEXT STEPS

- **Supplemental Workshop Courses (WRT123 and MAT112):** Continue to gather data and track trends in equity gaps and student success
- **Student Services:** Identify strategies to improve awareness and access
- **Bridge Programs:** Isolate variables to improve equity gaps in third and fourth fall as well as in 6-year graduation rates.

MISSION MAKERS

Brian Bowen

Ilks Sancak-Marusa

DISCUSSION

IMPLEMENTATION: TRANSFER

Results

1. Improving access to transfer information and streamlining university processes.

2. Developing practices for onboarding transfer students.

3. Working with DCCC to understand the barriers to transfer student success.

MICROGRANT BEST PRACTICE BENEFITS (EAB)

Reenrollment	Retention	Completion	Emergency
Clears balances for students who stopped out of institution enabling them to re-enroll	Clears balances of currently enrolled students who are early to midway through progress toward degree – near registration	Clears balances of enrolled students close to completion of their degree – near registration	Commonly refers to financial support across a range of student needs

IMPLEMENTATION: MICROGRANTS

4 Implementation Teams:

1. **Retention/Completion Grants** – developing strategy to closes equity gaps in retention
2. **Emergency Grants** – working with WCU Foundation to provide flexible and fast funding for unexpected expenses
3. **Scholarships** – increasing access to existing scholarships and tuition assistance
4. **Strategic Communication** – developing and implementing a strategic communication plan about microgrants

MISSION MAKER: JEN LONG

IMPLEMENTATION: PROACTIVE ADVISING WITH TECHNOLOGY

Four Primary Factors that Negatively Impact College/University Completion Rates for Students of Color
(Barbera et al. 2017; Eakins & Eakins, 2017; Jones et al., 2010)

1. Lacking a sense of belonging from instructors and staff
2. Suboptimal readiness to transition to college due to under sourced grade school education
3. Many are first-time college students with limited guidance
4. Tuition affordability concerns (e.g., housing/commuting, work schedule, basic needs insecurity, caretaking/caregiving responsibilities, etc.)

IMPLEMENTATION: PROACTIVE ADVISING WITH TECHNOLOGY

Guiding Principles for the ASA

1. All students are assigned a professional advisor/advocate when entering the university.
2. Remove the distinction between enrollment support and advocate.
3. Integrate SSC's throughout campus.
4. Improve collaborative communication with faculty and staff.

MISSION MAKERS

Meg Hazel

Thom Nixon

DISCUSSION

INQUIRY WORK: STUDENT EMOTIONAL WELLNESS

- Increase awareness about the need to support students' emotional wellness

- Increase access to resources to support students' emotional wellness

- Increase confidence among faculty, staff, and students about ways to support students' emotional wellness

ENCOURAGING BELONGING AMONG OUR STUDENTS:
WCU'S COUNCIL FOR DIVERSITY, INCLUSION, AND ACADEMIC EXCELLENCE

Best Practices to consider in fostering belonging, advancing student success, and increasing student retention

Commuter Success

- Address transportation issues for commuter students through regional park and ride lots or shuttle busses, Septa/Amtrak partnerships and discounts

Student Belonging

- Improve the marketing of Ethnic Studies programs including (Latino/a Studies, African American Studies, Asian American Studies, Native American Studies, Multi-Ethnic Studies, Jewish American Studies) as well as the minors (also helps with recruiting diverse faculty)
- Maximize use of work-study (for internships, campus jobs, mentoring, etc.)

High Impact Practices

- Expand and resource student peer mentoring programs
- Create domestic Alternative Service Break trips
- Increase Study Abroad—including for historically underserved students
- Increase funding for unpaid internships

Access and Pipeline

- Offer Dual Enrollment courses
- Establish a TRIO program (also Retention)

Student Retention

- Utilize textbook program that eliminates barriers—ensuring that math codes fees included to allow homework access
- Formalize an academic warning effort focused on retention
- Implement student exit surveys
- Expand summer student bridge programs

On-campus Housing

- Expand university housing (whether on-campus or through transportation shuttles)
- Create/expand student housing living learning communities
- Expand culturally connected experiential learning excursions

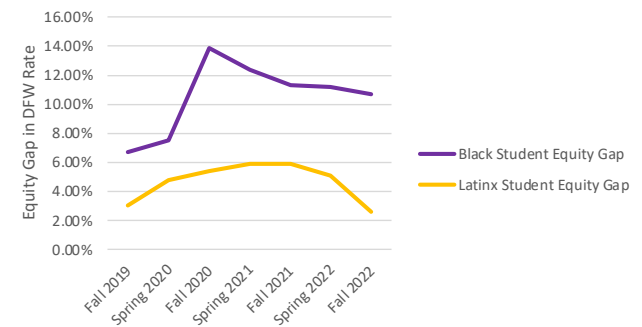# INQUIRY WORK: EQUITY IN EDUCATION

Professional Development Focus

• Identify barriers to equity inside and outside of the classroom

• Teaching & learning occurs across campus (e.g., Ram Plan, HIPs)

• Through inquiry and assessment, we hope to bring into focus ways to enhance teaching & learning in our community

• Eliminate institutional equity gaps throughout the classroom and curriculum.
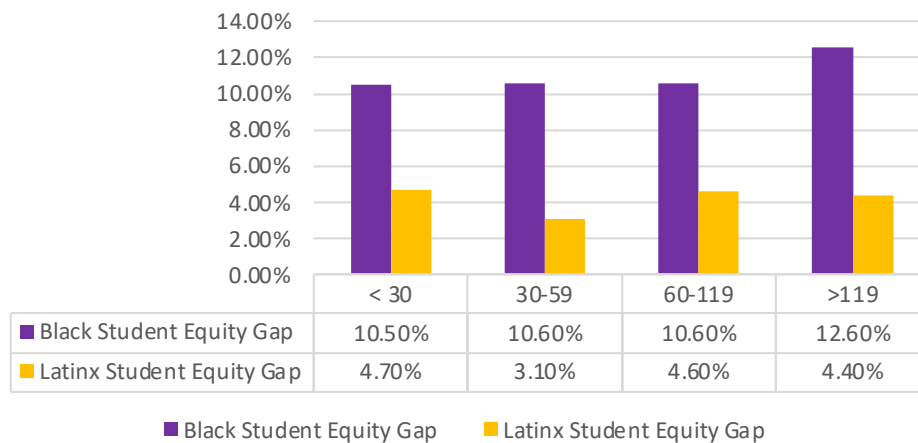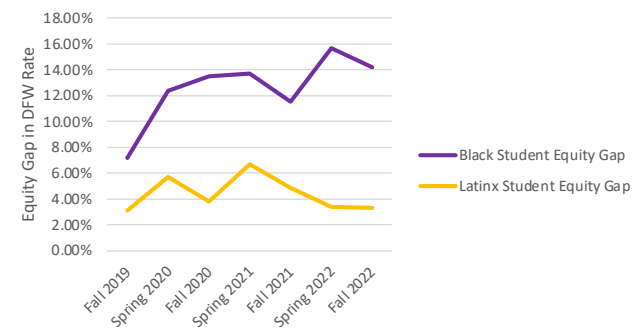
INQUIRY WORK: EQUITY IN THE CURRICULUM

Scale & Barriers

- Programs with equity gaps in retention rates
- Programs with equity gaps in graduation rates
- Courses with equity gaps in D, F, W rates

Moon Shot Best Practices

- Equity in Education
- Math Pathways
- Academic Maps

5 WCU MOON SHOT GOALS FOR 2024-2025 ACADEMIC YEAR

1) Celebrate our successes!
2) Implementation of goal team recommendations
3) Solicit wider engagement from the campus community – broader than participation on Moon Shot goal teams
4) Increase communication about Moon Shot
5) Move closer to the center of the student experience – ongoing focus on inclusion and belonging as essential to student success

MORE MOON SHOT MISSION MAKERS

Nilima Inamdar

Lisa Montgomery

MOON SHOT ALIGNED WORK

JT Singh

Michael Ogoe

MOON SHOT ALIGNED WORK

Allison Kolpas

Chris Brenner

DISCUSSION

Want to get involved?
Scan Below

WCU – PRIORITIZED STRATEGIES

Hold Reform

- Bursar Holds for Students with large balances
- Conduct Holds/Funding

Microgrants

- Centralizing Retention Funds
- Prospective Strategy for Retention Support
- Awareness of Fund Availability
- Emergency Grants

ASA

- Implementation of recommendations from BP teams:
  - DevEd,
  - Advising,
  - Transfer

DEI Committee

- Determine Prioritized set for academic year+

Academic MISC

- Ongoing work and implementation of recommendations for:
  - Transfer (Onboarding, equivalency evaluation, and Regional Work)
  - Advising
  - Pre-College
  - Equity in the Curriculum

Coordinated Care

- Ongoing work for:
  - Mental Health/students' emotional wellness

MOON SHOT TEAMS FOR AY 2024 -2025 AND BEYOND

Ongoing Work

- Change Management
- Equity-Mindedness
- Campus Climate Assessment
- Coordinated Care Network
- Community-based Recruitment & Partnerships

Future Goal Teams

- Math Pathways
- Academic Maps
- Meta Majors
- Adult Student Re-enrollment

TEAM MEMBERS ARE ENGAGED/MOON SHOT WORK IS MOTIVATING AND MEANINGFUL

- 84% of respondents indicated being **engaged to highly engaged** in their Moon Shot work; 75% indicated participating for **more than 1 year**

- Capacity had an impact on engagement with Moon Shot (most frequent response)
  - 54% reported that their workload significantly limited their ability to engage in Moon Shot
  - 34% reported that time spent on Moon Shot helped to ground them in what is important so they find the time as they can

OUR ONGOING WORK: CREATING A CULTURE WHERE MOON SHOT WORK IS VALUED AND CELEBRATED AT WCU

- 54% of respondents agreed (somewhat or completely) that their work on Moon Shot is valued by their colleagues and co-workers

- 68% of respondents agreed (somewhat or completely) that their contribution to Moon Shot is a valued part of their WCU work portfolio

OUR ONGOING WORK: COMMUNICATING ABOUT MOON SHOT TO OUR WCU CAMPUS COMMUNITY

- 52% of respondents agreed (somewhat or completely) that in their opinion, the WCU campus community (on average) finds Moon Shot to be compelling

- 65% of respondents agreed (somewhat or completely) that the WCU campus community (as a whole) is aware of our Moon Shot mission

FOR NEXT YEAR:

- Communication and campus participation

- Capacity and motivation

- Advising

- Curriculum

- Retention and Microgrants

WHAT ELSE DO YOU WANT US TO KNOW?
WHAT QUESTIONS DO YOU HAVE?

"I appreciate the campus making this investment."

"Once the 10-year process concludes,
what will happen to equity initiatives on campus?"

"This last year it was difficult to find time for Moon Shot work given
the Banner project."

"The progress we've made is amazing!"

5 WCU MOON SHOT GOALS FOR 2024-2025 ACADEMIC YEAR

1) Celebrate our successes!
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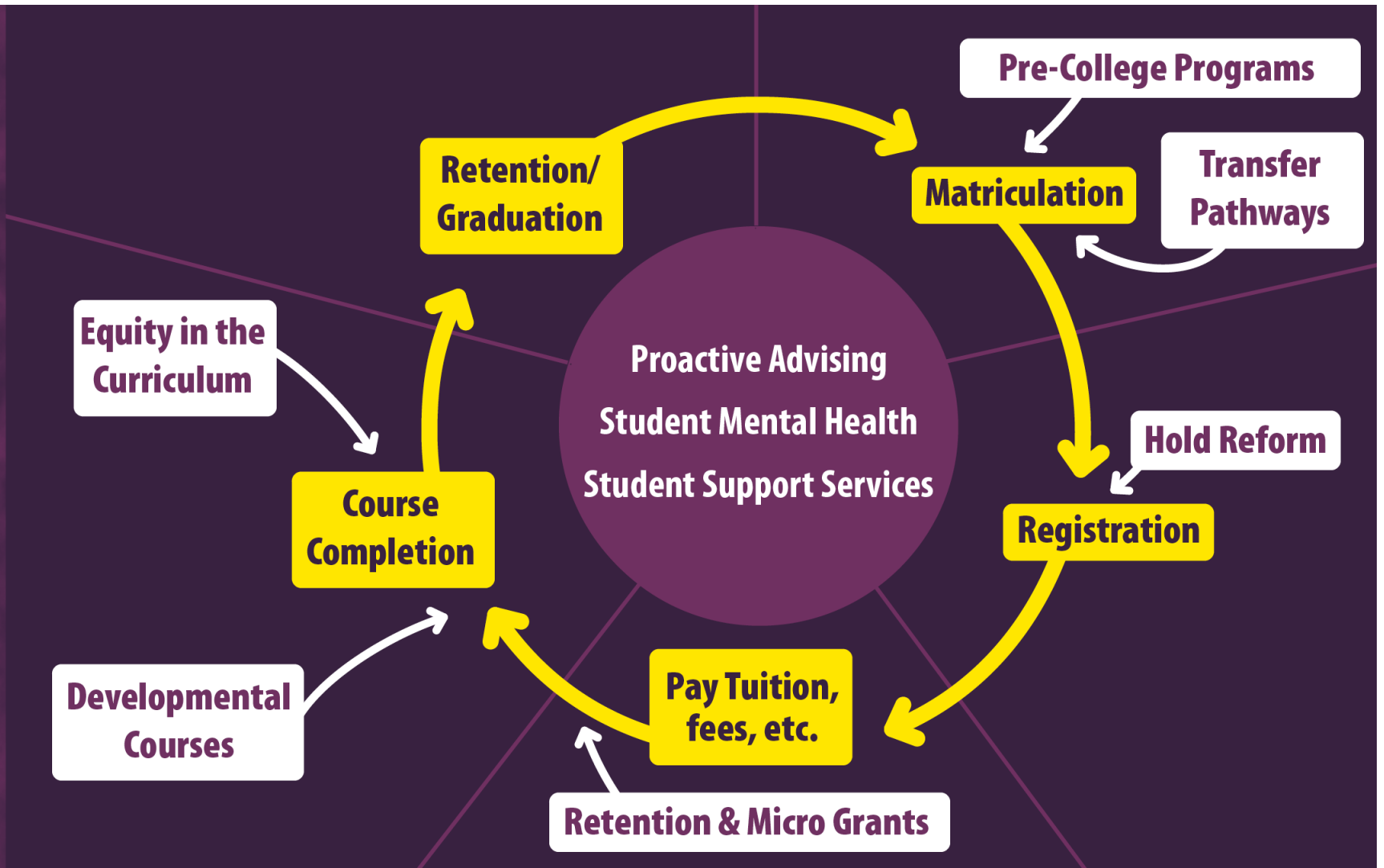
Thank you!

wcupa.edu/moonshot   moonshot@wcupa.edu

MOON SHOT CYCLE

Pre-College Programs

Retention/ Graduation

Matriculation

Transfer Pathways

Equity in the Curriculum

Proactive Advising

Student Mental Health

Student Support Services

Hold Reform

Course Completion

Registration

Developmental Courses

Pay Tuition, fees, etc.

Retention & Micro Grants

EAB's 15 Best Practices

15 Best Practices to Erase Equity Gaps

Research-based best practices that power the Moon Shot for Equity initiative

EAB has identified 15 best practices to help institutions take a hard look at their campus culture and systems to erase institutional performance gaps.

01 Leadership and Campus Climate
Train leaders in effective change management
Formal training on the change management skills necessary to lead the substantial changes required to build an inclusive campus.
Listen to our podcast on eliminating equity gaps

02 Leadership and Campus Climate
Provide equity-focused professional development
Dedicated training to develop racial literacy and racial equity problem-solving skills to ensure their continued ability to address and confront harmful policies, practices and cultural norms.
Read our blog to learn what happens when you disaggregate your student success data

03 Leadership and Campus Climate
Conduct campus climate assessments
Understand student, faculty, and staff perceptions and experiences, identify strengths and areas for improvement, and measure year over year progress on critical initiatives.

04 Access and Enrollment
Expand community-based partnerships
Strengthen collaborations with local and regional CBOs to expand institutional diversity recruitment, enrollment, and retention efforts.
Read our blog to see how EAB is reimagining the way students apply to college

05 Access and Enrollment
Offer second chances for adult learners
Remove barriers to re-enrollment and creating flexible learning environments to enable adult students, including those who were formerly incarcerated, complete their degrees.
Read our blog to learn how to combat the community college enrollment decline

06 Academic Policy and Practices
Audit registration holds and revise policies
Participate in registration hold audit of to eliminate or revise those that are unnecessary, obsolete, or burdensome holds that prevent student progression and completion.

07 Academic Policy and Practices
Offer retention grants for in-need students
Help students stay in school and on path to graduation by offering retention grants.
Listen to our podcast on retention grants

08 Academic Policy and Practices
Assess and align math requirements
Align Mathematics to programs and embed them in transferable degree maps shared with participating two- and four-year institutions.

09 Academic Policy and Practices
Offer college-level gateway courses
Redesign courses to support the placement of students in college-level writing and/or math to ensure timely progression to and through their gateway courses.

10 Academic Policy and Practices
Create undergraduate academic degree maps
Establish clear pathways to timely completion of courses that count, reducing the time (and money) to graduate.

11 Academic Policy and Practices
Leverage meta-majors to ease student pathways
Develop and implement credit-bearing first-year experience courses designed to provide students broad overviews of specific majors within the meta-major or programs of study.

12 Academic Policy and Practices
Create pathways for transfer students
Streamline transfer pathways to ensure a seamless and success transfer between institutions.
Listen to our podcast on how to become a transfer-friendly institution

13 Student Support and Belongingness
Leverage technology for proactive advising
Enable proactive academic advising and allow advisors to focus their attention on students who need their support.
Listen to our podcast on student success technology and how it can improve equity

14 Student Support and Belongingness
Make student care a coordinated effort
Create a Coordinated Care Network across offices such as financial aid, career advising, support services, and counseling centers to easily coordinate and collaborate on appropriate next steps for student support.

15 Student Support and Belongingness
Foster student belongingness
Evaluate best practices and develop support and response plans to ensure that all students, especially those from underserved backgrounds, feel supported and valued by campus community.
Listen to our podcast to help you determine if your approach to student support is biased

EAB

Are you ready to close equity gaps?
Learn more about Moon Shot for Equity
eab.com/moonshot

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ASSESSING OUR PROGRESS:
4 GUIDING PRINCIPLES OF CULTURE CHANGE

Have to Want to: clear articulation of a compelling and emotionally inspiring opportunity through Moon Shot

Head to Heart: create opportunity to capitalize on Moon Shot as an opportunity to enhance one's work experience

Management and Leadership: create a culture where Moon Shot work is valued and celebrated

Select Few and Diverse Many: use a small, highly select group to attack certain change tasks. Yet also rely heavily on the diverse many to figure out what changes are needed.