

WHAT IS MOON SHOT FOR EQUITY?



"It is up to us to work together to develop ways to eliminate one of the greatest barriers of our times – systemic equity gaps."

- President Fiorentino



WCU
WEST CHESTER
UNIVERSITY



NAVIGATE

WHAT IS MOON SHOT FOR EQUITY?



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OVERVIEW OF MOON SHOT FOR EQUITY

The [Moon Shot for Equity](#) is a public-private partnership with education firm EAB dedicated to making sure that more students complete college degrees, especially those most often left behind – low income, first generation and students of color. Building on a long-standing commitment to serve a diverse population in an urban setting, WCU believes the Moon Shot for Equity will help improve the quality of life for all in southeastern Pennsylvania.

Our partners:

- EAB, Delaware County Community College (DCCC)



BEST PRACTICES



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



WCU INITIAL GOALS



LEADERSHIP

- * Change Management
 - * Equity Mindedness
 - * Campus Climate Assessments
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ACCESS & ENROLLMENT

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ACADEMIC POLICY & PRACTICE

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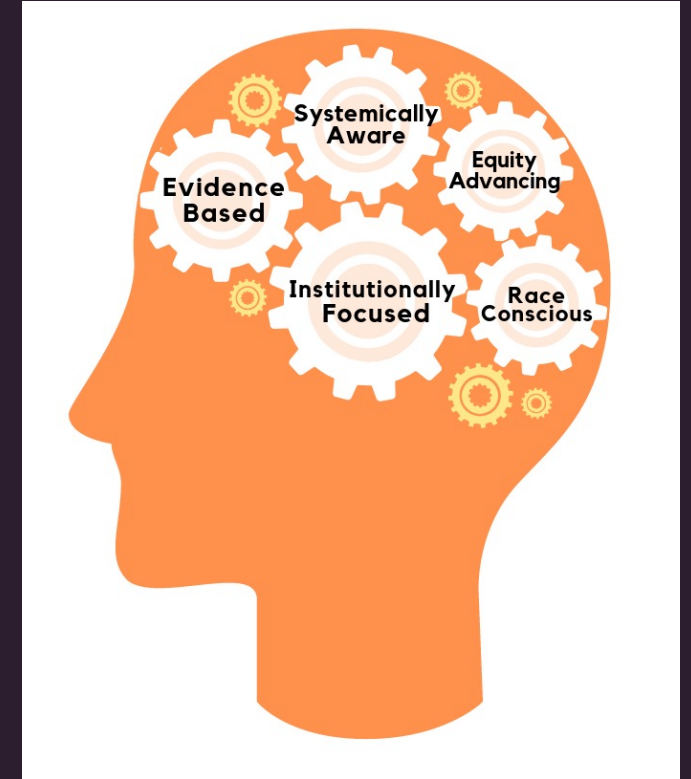
STUDENT SUPPORT & BELONGINGNESS

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EQUITY MINDEDNESS

Definition: “the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.” ([USC Center for Urban Education](#))

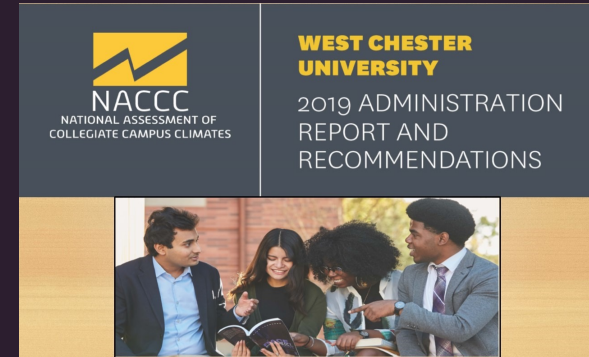


FIT WITH CAMPUS CLIMATE/DEIJ WORK AT WCU

Four key findings from the 2019 Racial Climate Survey:

- A significantly higher number of students of color at West Chester experienced feelings of loneliness, not belonging, or isolation as a result of WCU's racial climate. (44% of students of color/ 8% of white students)
- A significantly higher number of students of color **and** white students at West Chester believed that WCU was not preparing them at all or only slightly preparing them to interact with individuals of different races. (34% of students of color/ 18% of white students)
- A significantly higher number of students of color at West Chester believed that WCU was not committed at all or only slightly committed to hiring faculty of color. (38% of students of color)
- Students of color and white students reported high and equitable rates of feeling affirmed and feeling like they mattered when taught by Professors of Color.

****These findings were significant not only when comparing white students to students of color at WCU, but also when we compared WCU to other 4-year public universities.**



CURRENT CAMPUS CLIMATE

- Current survey participation runs through March 4
- Survey will coming directly to your email from "Viewfinder Campus Climate Surveys"
- For more info, please visit wcupa.edu/climatesurvey



WCU INITIAL GOALS

Click each goal for more information.

- Hold Reform
- Remediation & Developmental Courses
- Returning Student & Retention Grants
- Transfer Pathways
- Proactive Advising with technology

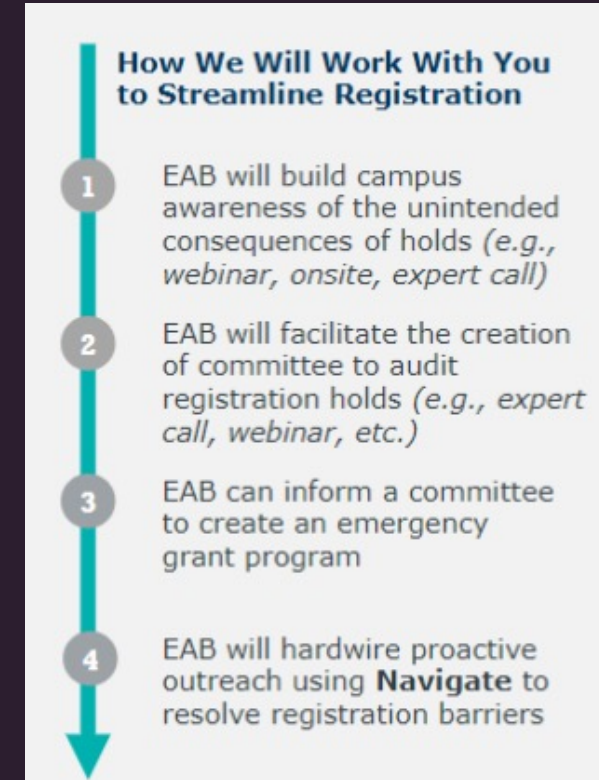


HOLD REFORM

- Removes barriers that disproportionately impact equity populations.
- Using an equity-minded lens look at both holds that prevent registration & transcripts.

WHY IT IS RECOMMENDED:

- Considered a low-level of effort
- Already has momentum behind it
- Provides an opportunity to make a meaningful impact in a short amount of time



HOLD REFORM

Why is it important?

Complex registration processes add barriers and confuse students, often discouraging them from reenrolling. The most common barriers are registration holds levied by offices to compel students to complete paperwork, pay balances, or carry out other transactions. ([Student Success Playbook](#), Rec. 1, EAB)

What are we going to do?

WCU will conduct an audit of all registration holds and eliminate or revise those that are unnecessary, obsolete, or burdensome. Any new registration hold practices will be reviewed and approved by using WCU's governance practices prior to implementation.



REMEDIATION & DEVELOPMENTAL COURSES

- Developmental education can be a barrier that slows down student progress and hinders persistence.
- Move developmental courses to college-level gateway courses that award college-level credits

WHY IT IS RECOMMENDED:

- Considered medium level effort
- Already has momentum from work in recent years
- Addressing this now will support student incoming student cohorts.



REMEDIATION & DEVELOPMENTAL COURSES

Why is it important?

"Each year, more than a million students begin college in remediation – prerequisite coursework that cost thousands of dollars but doesn't count toward a degree. For most of these students, remediation will be their first and last college experience—a reality that is disproportionately true for low-income students and students of color. Corequisite Support allows students who need additional support in college-level math and English to enroll in those credit-bearing courses and receive extra help." In some cases, Corequisite Support has resulted in doubling or tripling the percent of students who are completing gateway math and English courses in one academic year.

([Corequisite Support, Game Changers](#), Complete College America)

What are we going to do?

Ensuring faculty governance over the curriculum, replacements for existing developmental education courses will be designed and implemented so that students deemed underprepared for college-level writing and/or math will be enrolled in college-level, gateway English and mathematics courses with mandatory corequisite academic support. Institutions will use evidence-based multiple measures, including high school GPA and course-taking, to assess students' level of preparation.



RETURNING STUDENT & RETENTION GRANTS

- Supports retaining students by awarding financial assistance to address small account balances for qualified students.
- Allocates funds to support returning student enrollment.

WHY IT IS RECOMMENDED:

- Consider medium level effort
- Opportunity to engage graduate and undergraduate populations
- Support graduation and retention rates



RETURNING STUDENT & RETENTION GRANTS

Why is it important?

Financial holds are intended to ensure collection of owed balances but often do just the opposite. Students who leave because of holds often do not return to pay their bills. Worse, even relatively small financial setbacks can mean the difference between completing courses and dropping out. ([Student Success Playbook](#), Rec. 2, EAB)

What are we going to do?

WCU will develop plans and processes to award mini-grants or other financial assistance to address small account balances for qualified students. WCU will set the amount and determine the administrative process for assigning such grants or awards. Student accounts will be reviewed regularly, with grants provided strategically and proactively.



TRANSFER PATHWAYS

- Examine transfer policies & practices to ease transfer of credits they have earned.
- Examine WCU internal transfer policies & practices between majors to.

WHY IT IS RECOMMENDED:

- Consider high level effort
- Existing momentum
- Supports SE PA ecosystem



TRANSFER PATHWAYS

Why is it important?

Students who transfer often are unable to articulate all of their previously earned credits at their new institution. By some measures, students transferring from two-year schools to four-year schools lose 40% of their previously earned credits. Transfer is also an often-overlooked equity issue: students of color are often much less likely to successfully transfer credits. ([Student Success Playbook](#), Rec. 11, EAB)

What are we going to do?

- Courses in AA and AS academic maps at DCCC will transfer and apply to appropriate degrees at WCU without creating excess credit. Students who complete AA and AS degrees at DCCC on Moon Shot academic maps and transfer to participating four-year institutions will do so with junior-level status. For students in AAS programs, WCU will develop academic maps to fully maximize the transferability of courses.
- WCU will deploy the EAB Prospective Student Portal to ensure efficient articulation of earned credits and inform students of viable transfer pathways leading to timely completion and career opportunities.
- WCU will maintain and make available degree rules and equivalency tables in a manner that can be utilized by [Navigate](#) technology.



PROACTIVE ADVISING (WITH TECHNOLOGY)

- Leveraging student success technology platforms enable more proactive academic advising.
- Review your existing advising model and seek to make infrastructure improvements

WHY IT IS RECOMMENDED:

- Consider high level effort
- Foundational item to subsequent best practices.
- Aligns with Navigate and Banner Implementation



PROACTIVE ADVISING (WITH TECHNOLOGY)

Why is it important?

"Innovations in technology allow supports to be targeted to meet the needs of individual students. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when and where they are most needed. For example, systems can automatically place a student on administrative hold and require a meeting with an advisor if a critical path course in the student's major is not completed on time. This targeted approach allows professional and faculty advisors to focus their attention almost exclusively on students most in need of services instead of spreading themselves too thin." ("[The Four-Year Myth](#)," a report by Complete College America)

What are we going to do?

- WCU will conduct a review of their advising infrastructure, including student-to-advisor ratios, advising reporting structures, job descriptions, selection criteria, performance management systems, training, and professional development. Based on results of these reviews, WCU will seek to make infrastructure improvements needed to ensure the delivery of best practice proactive advising.
- WCU will implement a comprehensive advising assessment plan and establish a process for utilizing assessment results to make continuous advising improvements.
- WCU will deploy [Navigate](#) to manage advising data, degree plan structure, student reenrollment, and progress through degree plans and implement strategies to engage staff and faculty in early warning systems that signal student struggles to enable just-in-time advising interventions.
- WCU will encourage their students to select majors no later than the end of their first year.



FAST FACTS ABOUT NAVIGATE

- Student success platform facilitates student information for proactive advising
- Utilized by over 500 colleges & universities
- Centralized system to track student success
- Allows faculty, staff & students to manage advising, degree progress & connect with resources
- Part of the larger Moon Shot for Equity mission



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FOR MORE INFORMATION, VISIT
[WCUPA.EDU/MOONSHOT](https://wcupa.edu/moonshot)

Email: moonshot@wcupa.edu



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