Welcome to the ACEND Virtual Town Hall!

We Will Begin Shortly

• Lines have been muted

• If you have questions or comments, Use the chat feature and post a chat to EVERYONE

Barbara Hopkins, MMSc, RD, LD
ACEND Past Chair

Objectives

• Provide ACEND update and announcements
• Understand the hidden obstacles faced by lower-income, first-generation and under-represented minority students
• Discuss the use of predictive analytics in determining student success
• Identify opportunities to enhance diversity and close the equity gaps in recruitment and retention
• Answer questions

ACEND Accreditation Standards

ACEND Updates and Announcements

ACEND audit: December 2023

Adoption date: June 1, 2022

2022 Standards FEM
• Released September 1, 2022

2022 Standards FEM
• Released November 1, 2022
FEM Standards Demonstration Programs

Accepting Applications for FG and FA Programs

**Cohort 6**
Applications due Monday Dec 6, 2021

Posted on the ACEND website:
https://www.eatrightpro.org/futuremodel

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Rolling Eligibility for FEM Applications

- ACEND Board voted to accept FEM eligibility applications on a rolling basis instead of in cohorts
- After December 6, 2021, programs are invited to submit Eligibility Applications for FEM Demonstration Programs at any time throughout the year.

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Processing Candidates Verified by December 31, 2023 for Registration Eligibility

**New CDR Decision**

During its August 6, 2021 meeting, CDR approved ACEND’s request that fall term graduates who have completed their baccalaureate degrees, DPD and supervised practice requirements by or before December 31, 2023 be processed for registration eligibility, even though CDR may not receive a final, official transcript until January 2024.

Access October 2021 ACEND Update for details.

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International Students - Recording

- How to evaluate international students
  - Recording posted on the ACEND website

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Tracking Dis with Master’s Admission Requirement

- ACEND’s Annual Report
- Dis that require a graduate degree for admission should check this box

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NEW! ACEND Decision Calendar

- ACEND’s schedule for program accreditation decisions

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• In Spring 2022, ACEND will begin investigating adopting a competency assessment software to support ACEND programs’ assessment of the 2022 knowledge/competencies and FEM competencies and performance indicators.
• Decision and adoption by 2022-2023, if possible

Spread the Word!
ACEND is seeking a doctoral-prepared, RDN to serve as a fellow.
Objectives:
• Advanced practice doctoral standards
• Clinical skills workshop
• Support FEM data and CBE
Applications due by 3:00 pm CT Monday, November 22, 2021

ACEND’s DEI Noteworthy Practice
• Submit DEI noteworthy practices to ACEND
• Selected programs highlighted on the ACEND website
• For more information: https://www.eatrightpro.org/ACENDforDEI
• Next submission date is January 14, 2022

Georgia State University
Timothy Renick
Senior Vice President of Student Success
Benjamen Brandon
Senior Director of Student Success

Closing Equity Gaps in Higher Education: Leveling the Playing Field for All Students
Timothy M. Renick, Ph.D.
Executive Director, National Institute for Student Success
Ben Brandon, Sr. Director, Student Success Analytics
Graduation Rates by Race & Ethnicity

Where we were: 2003

- WHITE: 31.6%
- AFRICAN AMERICAN: 25.6%
- HISPANIC: 22%

Changing Demographics: Race & Ethnicity

- Minorities: 74%

Low-Income Students

Percent of Georgia State Undergraduates on PELL

- Fall 2008: 31%
- Fall 2009: 40%
- Fall 2010: 51%
- Fall 2011: 59%
- Fall 2012: 59%
- Fall 2013: 59%
- Fall 2014: 59%
- Fall 2015: 59%
- Fall 2016: 59%
- Fall 2017: 59%

SAT SCORES

-33 points

Appropriations Cuts

-$65 million

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

A.I.-enhanced Chatbot: 24/7 Help

185,000
Drop in Summer Melt: -37%
365 More Students Enrolled

Continuing Students
Supported by the Dell and ECMC Foundations

- Students who started the semester with a balance: -49%
- Students with Account Balance Who Opened a ticket with Financial Aid: +33%
- Students meeting with Advisor within one week of being contacted: +28.5%
- Pilot in high enrollment courses

Average Number of Majors Cycled Through By Graduating Seniors in 2010

Freshman Learning Communities & Meta Majors

Choice Architecture: Meta Majors

Business
Education
Exploratory
STEM
Humanities & Arts
Health Professions
Policy/Social Science
Guides with Live Job Data of GSU Alums by Major

Your Career Starts Here

Top Employers of GSU Political Science Grads: Average Salary

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

5,760

Students Who Dropped Out of Georgia State in 2010

Advisement: GPS Advising

Predictive Analytics Project with EAB

10 YEARS OF DATA

2.5 MILLION GRADES

144,000 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>
</tr>
</thead>
<tbody>
<tr>
<td>Complete 1 of ENGL 1101, 1102, 1103 or ENGL 1105 (C or better)</td>
<td>Complete 1 of ENGL 1101, 1102, 1103 or ENGL 1105 (C or better)</td>
</tr>
<tr>
<td>Complete CHEM 1210 (C or better)</td>
<td>Complete CHEM 1210 (C or better)</td>
</tr>
<tr>
<td>Complete CHEM 1211 (C or better)</td>
<td>Complete CHEM 1211 (C or better)</td>
</tr>
<tr>
<td>Complete CHEM 1212 (C or better)</td>
<td>Complete CHEM 1212 (C or better)</td>
</tr>
<tr>
<td>Complete CHEM 1213 (C or better)</td>
<td>Complete CHEM 1213 (C or better)</td>
</tr>
<tr>
<td>Complete CHEM 1214 (C or better)</td>
<td>Complete CHEM 1214 (C or better)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Semester 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete CHEM 2400 (B- or Better)</td>
<td>Complete CHEM 4190 (C or Better)</td>
</tr>
<tr>
<td>Complete MATH 2212 (C or Better)</td>
<td>Complete PHY 2211 (C or Better)</td>
</tr>
<tr>
<td>Complete CHEM 4110 with a C or Better</td>
<td>Complete CHEM 4010 with a C or Better</td>
</tr>
<tr>
<td>Complete CHEM 4000 with a C or Better</td>
<td>Complete CHEM 4003 (C or Better)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 5</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete CHEM 4010 with a C or Better</td>
<td>Complete CHEM 4120 with a C or Better</td>
</tr>
<tr>
<td>Complete CHEM 4110 with a C or Better</td>
<td>Complete CHEM 4160 with a B- or Better</td>
</tr>
<tr>
<td>Complete CHEM 4190 (C or Better)</td>
<td>Complete CHEM 4190 (C or Better)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 7</th>
<th>Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete CHEM 4160 with a B- or Better</td>
<td>Complete CHEM 4160 with a B- or Better</td>
</tr>
<tr>
<td>Complete CHEM 4190 (C or Better)</td>
<td>Complete CHEM 4190 (C or Better)</td>
</tr>
</tbody>
</table>
Performance in “Marker” Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduation Rate in Major by Introductory Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Chemistry (Natural Science majors)</td>
<td>70.0% A 66.7% B 20.3% C 8.2% D/F 6%</td>
</tr>
<tr>
<td>Comparative Politics (Political Science majors)</td>
<td>73.1% A 68.2% B 13.0% C 6.3% D/F 4%</td>
</tr>
<tr>
<td>Music Theory I (Music majors)</td>
<td>66.7% A 55.8% B 13.2% C 3.0% D/F 0%</td>
</tr>
</tbody>
</table>

Course Engagement

<table>
<thead>
<tr>
<th>Date</th>
<th>Unique Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-01-01</td>
<td>150</td>
</tr>
<tr>
<td>2010-01-02</td>
<td>145</td>
</tr>
<tr>
<td>2010-01-03</td>
<td>140</td>
</tr>
<tr>
<td>2010-01-04</td>
<td>135</td>
</tr>
<tr>
<td>2010-01-05</td>
<td>130</td>
</tr>
</tbody>
</table>

Results: Increased Retention

- Increased Average First Term Retention:
  - Fall 2010: 83.4%
  - Fall 2011: 84.6%
  - Fall 2012: 87.9%
  - Fall 2013: 89.0%

Results: Decline in Time to Degree

<table>
<thead>
<tr>
<th>Year</th>
<th>Median Hours at Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>135</td>
</tr>
<tr>
<td>2013</td>
<td>133</td>
</tr>
<tr>
<td>2014</td>
<td>131</td>
</tr>
<tr>
<td>2015</td>
<td>130</td>
</tr>
<tr>
<td>2016</td>
<td>127</td>
</tr>
</tbody>
</table>

Results: ROI for Students

- Savings to the Class of 2021 in tuition and fees when compared to the Class of 2012: $21 million
Results: Confounding Expectations

<table>
<thead>
<tr>
<th>STEM Degrees Conferred Since 2011 (with enrollment change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black                                                   +154% (50%)</td>
</tr>
<tr>
<td>Black Male                                              +208% (54%)</td>
</tr>
<tr>
<td>Hispanic                                                 +324% (118%)</td>
</tr>
</tbody>
</table>

Impacts

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

The Cost of Inaction
Undergraduate Degrees Awarded Annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Increase</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>4,222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2019-20</td>
<td>7,723</td>
<td>3,501</td>
<td>+83%</td>
</tr>
</tbody>
</table>

Bachelor’s Degrees Awarded by Group

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2010-11</th>
<th>2019-20</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>1,001</td>
<td>2,199</td>
<td>+1,198</td>
<td>+120%</td>
</tr>
<tr>
<td>Pell</td>
<td>1,298</td>
<td>3,554</td>
<td>+2,256</td>
<td>+174%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>196</td>
<td>632</td>
<td>+436</td>
<td>+222%</td>
</tr>
</tbody>
</table>

Graduation Rates by Race & Ethnicity

- White: 2003: 32%, 2019: 50%, Increase: 18%
- Hispanic: 2003: 22%, 2019: 81%, Increase: 59%

#1 in Degrees Conferred to African Americans

Top 100 Degree Producers: Non-Profit Universities

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Students</th>
<th>% Grads</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td>GA</td>
<td>1,930</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>Florida State University</td>
<td>FL</td>
<td>1,401</td>
<td>24%</td>
<td>-1%</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>FL</td>
<td>1,401</td>
<td>24%</td>
<td>-1%</td>
</tr>
<tr>
<td>University of Maryland-University College</td>
<td>MD</td>
<td>1,401</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Howard University</td>
<td>D.C.</td>
<td>1,104</td>
<td>79%</td>
<td>18%</td>
</tr>
<tr>
<td>North Carolina A &amp; T State University</td>
<td>NC</td>
<td>1,237</td>
<td>91%</td>
<td>4%</td>
</tr>
<tr>
<td>Florida International University</td>
<td>FL</td>
<td>1,087</td>
<td>19%</td>
<td>-2%</td>
</tr>
<tr>
<td>Florida Atlantic University</td>
<td>FL</td>
<td>1,034</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>University of Memphis</td>
<td>TN</td>
<td>1,051</td>
<td>22%</td>
<td>3%</td>
</tr>
<tr>
<td>The University of Texas of Arlington</td>
<td>TX</td>
<td>910</td>
<td>12%</td>
<td>-1%</td>
</tr>
</tbody>
</table>

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.

Perimeter College 3-Year Graduation Rates

Consolidation with Georgia State

2019 Completed, Transferred, Still Enrolled: 83%*
Perimeter College Graduation Rates: Equity

<table>
<thead>
<tr>
<th></th>
<th>2015</th>
<th>2020</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>7%</td>
<td>22%</td>
<td>+15</td>
</tr>
<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

Predictive Analytics Demystified

Input (data) → Model/Algorithm → Output (prediction)

A predictive analytics algorithm takes input data and maps it to a value or probability that can be used to make a prediction.

Predictive Analytics Can Be Intimidating

The Reaction

Predictive Analytics Demystified

It can be quite simple:
Predictive Analytics Demystified

It can be quite simple:

\[
\begin{array}{c|c|c|c|c}
X & Y \\
1 & 3 \\
2 & 5 \\
3 & 7 \\
4 & 9 \\
5 & 11 \\
\end{array}
\]

Predictive Analytics Demystified

It can also be quite complex:

Source: https://www.cs.ryerson.ca/~aharley/vis/conv/flat.html

Predictive Analytics Demystified

Input (data) \[\rightarrow\] Model/Algorithm \[\rightarrow\] Output (prediction)

Data & Student Success

But it’s part of the equation.

https://niss.gsu.edu
Questions?

Webinar Evaluation

https://www.surveymonkey.com/r/DEInov2021
Link provided in follow up email or scan QR code below

CPE certificate and handouts will be emailed after the presentation.