Introduction/Announcements: Barbara Hopkins welcomed all in attendance.

Barb indicated the objectives for the virtual Town Hall:

- 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

Barb began with updates from ACEND. The 2022 Standards were released on September 1, 2021 and the reformatted Future Education Model (FEM) Standards were on November 1, 2021. Both sets of standards have the same set date for adoption of June 1, 2022. Based on program directors’ request, the ACEND audit was delayed until December, 2023.

Applications for Cohort 6 FEM demonstration programs are due on Monday, December 6, 2021. ACEND is accepting applications only for Future Graduate (FG) and Future Associate (FA) programs. At its October 2021 meeting, the ACEND Board voted to accept FEM eligibility applications from programs for review on a rolling basis instead of through cohorts. Therefore, after December 6, 2021, programs are invited to submit Eligibility Applications for FEM Demonstration Programs anytime throughout the year.

Barb indicated that, during its August 6, 2021 meeting, the Commission on Dietetic Registration (CDR) approved ACEND’s request that fall term graduates who have completed their baccalaureate degree, 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. Details on the procedure to follow can be found in the October 2021 ACEND Update.

ACEND has received many inquiries from international students who would like to complete their nutrition and dietetics education in the US. These inquiries have increased significantly for the past year with more than a dozen inquiries each week. International students can help increase the diversity of programs while at the same time alleviate the declining enrollments. ACEND has posted on its website a recording to provide program directors with information on evaluating international students from FDE (Foreign Dietitian Education) and non-ACEND accredited programs. The recording is posted on the ACEND website under program director FAQs.
ACEND was asked to include information about which Dietetic internships are requiring a graduate degree for admission. This has been added to the ACEND annual report under “other requirements” on the Admissions Information page. The program has the option to select “Graduate Degree upon admission” as a requirement. Barb urged all DI programs that have set the graduate degree as a requirement to check this box. The information will be added to the ACEND website after the next software release; possibly sometime in 2022.

ACEND published the schedule that the ACEND Board follows for program accreditation decisions. The schedule is posted on the ACEND website under Accreditation Standards, Fees and Policies. On that page are two calendars: one for the site visits and a second calendar for the substantive changes and reorganization reports. Barb reminded participants that the accreditation decision letter is emailed to programs two weeks after the Board meeting. Programs should make sure to check these calendars to be aware when they will hear back from ACEND and to plan ahead or plan backwards from these dates to decide when to submit their reports. For Spring 2022 only, reorganization reports and candidacy programs will still be reviewed during the monthly Board calls because these programs were on the schedule prior to the development of the Decision Calendar.

In Spring 2022, the ACEND Technology Committee will begin investigating adopting a competency assessment software to support ACEND programs’ assessment of the 2022 knowledge and competencies and FEM competencies and performance indicators. Barb said ACEND hopes to have a decision on which software to adopt in Fall 2022 and begin adoption of this software in 2023. The software will be optional for programs to use but many programs that plan to adopt a software tool may want to consider waiting until ACEND’s software is available.

Also, ACEND is seeking a doctoral-prepared, RDN to serve as a fellow. Through the Foundation’s fellowship program, this fellow will serve as the lead for the Foundation’s “Advancing the Practice in Nutrition and Dietetics: Doctoral Standards” fellowship. The one-year, full-time fellowship begins on or around Monday, January 10, 2022. The application and full position description is on the Academy Foundation website under Apply for Funding; select “fellowship”. Applications are due by 3:00 pm CT on Monday, November 22, 2021.

ACEND has continued to identify Noteworthy Nutrition and Dietetics Education Practices in the area of Diversity, Equity, and Inclusion. Programs are strongly encouraged to submit their noteworthy practice to ACEND in the areas of Holistic admissions, recruitment and admission practices that encourage diversity, training activities for faculty and/or preceptors, and other activities that promote DEI. Programs who have been selected will receive an honorary mention on the ACEND website. The next submission due date is January 14, 2022. For more information on due dates and submission criteria please visit the ACEND website https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion

Barb shared that the Town Hall webinar has been approved for 1.5 continuing professional education units. It is the third in a series of Diversity, Equity and Inclusion webinars provided by ACEND. These webinars are recorded and posted on the ACEND DEI webpage https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion

Barb then introduced Timothy Renick, PhD, Senior Vice President of Student Success and Benjamen Brandon, Senior Director of Student Success from Georgia State University (GSU). Their presentation is titled “Closing the Equity Gaps in Higher Education: Leveling the Playing Field for All Students”. The presentation is the story of how GSU used predictive analytics to exponentially raise its graduation rates, particularly among students from underserved backgrounds.
The presentation slides are included after these minutes.

Following the presentation at 12:00pm CT (59:50 minutes into session) Barb thanked Dr. Renick and Mr. Brandon and opened the Town Hall to questions in the chat. These are included below and please listen to the recording provided to hear the answers from both Dr. Renick and Mr. Brandon.

(59:55) Please share advising model used throughout a students’ academic career.

(1:02:58) Can this be done at a program level and how expensive would be it for a program to do this?

(1:05:06) After addressing how Georgia State's SAT scores have declined in recent years, Dr. Renick mentioned how other factors are being considered as better predictors of student success. Can Dr. Renick please address these 'other' factors with their admissions decisions and how to evaluate them objectively?

(1:10:23) I'd love to know how to help students with the chemistry prerequisites. We lose students in those courses.

(1:12:56) My questions are on the impact on faculty. What impact has these programs have had on faculty? Diversity? Salary? Work load? Did you need to do training or info sessions for faculty? Are they compensated with increased release time? Changes in recruitment, retention, tenure?

(1:19:07) Any suggestions as how to attract more diverse students to major

(1:24:12) How many of the diverse students in Georgia State go on for graduate degrees?

The next Town Hall is scheduled for Tuesday, January 18, 2022, 11 am -12 pm CT.

Barb thanked everyone (165 participants) for their discussion on the Town Hall. The call ended at 12:28pm CT.
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
Welcome to the ACEND Virtual Town Hall
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 Updates and Announcements
## ACEND Accreditation Standards

### 2022 Standards
- Released September 1, 2022

### FEM Standards
- Released November 1, 2022

**Adoption date:** June 1, 2022  
**ACEND audit:** December 2023
FEM Standards Demonstration Programs

Accepting Applications for FG and FA Programs

Applications due Monday Dec 6, 2021

Posted on the ACEND website:
https://www.eatrightpro.org/futuremodel
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.
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
International Students - Recording

- How to evaluate international students
  - Recording posted on the ACEND website
Tracking DIs with Master’s Admission Requirement

- ACEND’s Annual Report
- DIs that require a graduate degree for admission should check this box
NEW! ACEND Decision Calendar

- ACEND’s schedule for program accreditation decisions

ACEND Decision Calendars

**Site Visits**

<table>
<thead>
<tr>
<th>Site Visit Occurs During</th>
<th>Program will be reviewed at the following Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>January - March</td>
<td>October</td>
</tr>
<tr>
<td>April - June</td>
<td>January</td>
</tr>
<tr>
<td>July - October</td>
<td>April</td>
</tr>
<tr>
<td>November - December</td>
<td>July</td>
</tr>
</tbody>
</table>

**Substantive Changes and Reorganization Reports**

Refer to the substantive change guidelines document to identify which program changes require Board approval.

<table>
<thead>
<tr>
<th>Substantive Change Received by ACEND between</th>
<th>Substantive Change will be reviewed at the following Board Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1 - March 31</td>
<td>July</td>
</tr>
<tr>
<td>April 1 - June 30</td>
<td>October</td>
</tr>
<tr>
<td>July 1 - September 30</td>
<td>January</td>
</tr>
<tr>
<td>October 1 - December 31</td>
<td>April</td>
</tr>
</tbody>
</table>
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!

Advancing the Practice in Nutrition and Dietetics
Fellowship: Doctoral Standards

ACEND is seeking a doctoral-prepared, RDN to serve as a fellow.
Objectives:
- Advanced practice doctorate Standards
- Clinical skills workshop
- Support FEM data and CBE

Applications due by 3:00 pm CT Monday, November 22, 2021
https://eatrightfoundation.secure-platform.com/a/organizations/main/home
1.5 CPEUs for this Webinar

Attendees access the survey link to complete a short evaluation

Handout of slides and CPEU certificate provided via email
ACEND Townhall
November 16, 2021

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
### The Benefits of a College Degree

<table>
<thead>
<tr>
<th></th>
<th>Average Annual Income, Age 25</th>
<th>Unemployment Rate</th>
<th>Lifetime Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Grads</td>
<td>$28,000</td>
<td>12.2%</td>
<td>$1.3 million</td>
</tr>
<tr>
<td>College Grads</td>
<td>$45,000</td>
<td>3.8%</td>
<td>$2.3 million</td>
</tr>
</tbody>
</table>

The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile

Changing Demographics

**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

<table>
<thead>
<tr>
<th>Year</th>
<th>50%</th>
<th>55%</th>
<th>60%</th>
<th>65%</th>
<th>70%</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>53%</td>
<td>54%</td>
<td>56%</td>
<td>60%</td>
<td>63%</td>
<td>65%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>66%</td>
<td>67%</td>
<td>71%</td>
<td>74%</td>
<td>75%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Fall 2008 to Fall 2019
Low-Income Students

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 19 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/10qFTrx

→ Undo ✓ Approved by AdmitHub AI

Divorced
Jan 19 2017 6:38:45 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/1GqTrx

→ Undo ✓ Approved by AdmitHub AI

OK and when is it due?
Jan 19 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! 1.USA.gov/1KUgo
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
2.6

Average Number of Majors Cycled Through By Graduating Seniors in 2010
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

<table>
<thead>
<tr>
<th>No FLC</th>
<th>FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.73</td>
<td>2.96</td>
</tr>
</tbody>
</table>

Retention

<table>
<thead>
<tr>
<th>No FLC</th>
<th>FLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>81%</td>
<td>85%</td>
</tr>
</tbody>
</table>
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

WHEN YOU TAKE YOUR FIRST STEPS ON CAMPUS, YOU ARE CHARTING YOUR CAREER PATH.

Top Employers of GSU
Political Science Grads:
Average Salary

- More than
- Nonprofit/Public Institutions
- Georgia State University
- Apria
- Georgia-Pacific
- [Graph]

What does a career path look like for this Major?

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
Drop in Major Changes After the Freshman Year

-32%
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 | 800+ ANALYTICS-BASED ALERTS

144,000 STUDENT RECORDS

30,000 STUDENTS TRACKED DAILY
<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
</tr>
</thead>
</table>
| - Complete 1 of ENGL 1101, ENGL 1102 or ENGL 1103 (C or Better)  
- Complete MATH 1113 or Higher (B- or Better)  
- Complete CHEM 1211K (B- or Better)  
- Complete ENGL 1102 or 1103 (C or Better)  
- Complete MATH 2211 or Higher (B- or Better)  
- Complete CHEM 1212K (B- or Better)  
- Maintain a cumulative GPA of 2.25 or Better |

<table>
<thead>
<tr>
<th>SEMESTER 3</th>
<th>SEMESTER 4</th>
</tr>
</thead>
</table>
| - Complete CHEM 2400 (B- or Better)  
- Complete MATH 2212 (C or Better)  
- Complete PHY 2211k (C or Better)  
- Complete CHEM 3410 (C or better)  
- PHY 2212k (B- or Better) (C or better)  
- Maintain a cumulative GPA of 2.25 or Better |

<table>
<thead>
<tr>
<th>SEMESTER 5</th>
<th>SEMESTER 6</th>
</tr>
</thead>
</table>
| - Complete CHEM 4000 with a C or Better  
- Complete CHEM 4110 with a C or Better  
- Complete CHEM 4010 with a C or Better  
- Complete CHEM 4120 with a C or Better |

<table>
<thead>
<tr>
<th>SEMESTER 7</th>
<th>SEMESTER 8</th>
</tr>
</thead>
</table>
| - Complete CHEM 4160 with a B- or better  
- Complete CHEM 4190 with a C or Better |
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%
Course Engagement

Unique Students

Date


10696 10413 11360 13343 13263 13110 13549 10608 10481 14728 14613 15122 15167 16072 16903 24571 22970 22766
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
$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)

<table>
<thead>
<tr>
<th>Group</th>
<th>Change</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>+154%</td>
<td>(50%)</td>
</tr>
<tr>
<td>Black Male</td>
<td>+208%</td>
<td>(54%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>+324%</td>
<td>(118%)</td>
</tr>
</tbody>
</table>
Impacts
Growing Recognition
The Calculus of Student Success: ROI

- 1-point increase in retention = \textbf{340 students}
- Average student tuition & fees annually/student = \$9,800
- ROI for each 1-point increase = \textbf{\$3.32 million/year}
Undergraduate Degrees Awarded Annually

<table>
<thead>
<tr>
<th>Year</th>
<th>Degrees Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>4,222</td>
</tr>
<tr>
<td>2019-20</td>
<td>7,723</td>
</tr>
</tbody>
</table>

**INCREASE:** 3,501 (+83%)
### 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>
</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%
  - Today: 50%
  - Today, with Clearinghouse Data Added: 78%

- **African American**
  - 2003: 26%
  - Today: 58%
  - Today, with Clearinghouse Data Added: 78%

- **Hispanic**
  - 2003: 22%
  - Today: 57%
  - Today, with Clearinghouse Data Added: 81%
#1 in Degrees Conferred to African Americans

## Top 100 Degree Producers: Non-Profit Universities

2018 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>
</tr>
</thead>
<tbody>
<tr>
<td>1 Georgia State University</td>
<td>GA</td>
<td>1,930</td>
<td>38%</td>
<td>7%</td>
</tr>
<tr>
<td>2 FAMU</td>
<td>FL</td>
<td>1,477</td>
<td>95%</td>
<td>-7%</td>
</tr>
<tr>
<td>3 University of Central Florida</td>
<td>FL</td>
<td>1,401</td>
<td>24%</td>
<td>-1%</td>
</tr>
<tr>
<td>4 University of Maryland-University College</td>
<td>MD</td>
<td>1,443</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>5 Howard University</td>
<td>D.C.</td>
<td>1,194</td>
<td>78%</td>
<td>0%</td>
</tr>
<tr>
<td>6 North Carolina A &amp; T State University</td>
<td>NC</td>
<td>1,227</td>
<td>91%</td>
<td>6%</td>
</tr>
<tr>
<td>7 Florida International University</td>
<td>FL</td>
<td>1,087</td>
<td>19%</td>
<td>7%</td>
</tr>
<tr>
<td>8 Florida Atlantic University</td>
<td>FL</td>
<td>1,054</td>
<td>11%</td>
<td>9%</td>
</tr>
<tr>
<td>9 University of Memphis</td>
<td>TN</td>
<td>1,011</td>
<td>33%</td>
<td>3%</td>
</tr>
<tr>
<td>10 The University of Texas at Arlington</td>
<td>TX</td>
<td>992</td>
<td>13%</td>
<td>-7%</td>
</tr>
</tbody>
</table>

*Source: Diverse Issues in Higher Education, 2018*
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

2019 Completed, Transferred, Still Enrolled: 83%*

*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>
</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
Predictive Analytics Can Be Intimidating

Source: https://docs.microsoft.com/en-us/azure/machine-learning/algorithm-cheat-sheet
The Reaction

Predictive Analytics, Machine Learning, Regression, Clustering, Deep Learning, Neural Networks, Classification, Big Data, Random Forest, K-Means, Nearest Neighbor, Support Vector Machine

Doing Things The Old Fashioned Way
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 Demystified

It can be quite simple:

<table>
<thead>
<tr>
<th>X</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
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<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>??</td>
</tr>
</tbody>
</table>

Plot the Data

Build the Model \((y = 2x + 1)\)
Predictive Analytics Demystified

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<td>9</td>
</tr>
<tr>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>
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) → Model/Algorithm → Output (prediction)
Data ≠ Student Success
But it’s part of the equation...
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.