

# In Pursuit of Equitable Outcomes: An Expert Panel on Student Success



**Dr. Kemal M. Atkins, Senior Consultant, AGB**

**Ms. Helen McGinty Brunty, Co-Director, University Center of the Mountains at Hazard  
Community and Technical College**

**Dr. Ron Cole, Provost and Dean of the College, Allegheny College**

**Ms. Beverly J. Seay, Board Chair, University of Central Florida and Vice Chair, AGB  
Board of Directors**

**September 14, 2021**

# In Pursuit of Equitable Outcomes



**HON Beverly Seay**  
**UCF Board of Trustees**

The Governing Board Equity  
in Student Success Project

**AGB** ASSOCIATION OF  
GOVERNING BOARDS  
OF UNIVERSITIES AND COLLEGES  
  
Gardner Institute

## Board of Governors Performance Funding Model

- UCF Board of Trustees  
Metric: Percentage of  
Bachelors degrees awarded  
to African-American &  
Hispanic Students.

| Metrics Common to all Institutions  |  |
|---|--|
| 1. Percent of Bachelor's Graduates Employed (Earning \$25,000+) or Continuing their Education | 6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis   |
| 2. Median Wages of Bachelor's Graduates Employed Full-time                                    | 7. University Access Rate (Percent of Undergraduates with a Pell-grant)  |
| 3. Average Cost to the Student (Net Tuition per 120 Credit Hours)                             | 8a. Graduate Degrees Awarded in Areas of Strategic Emphasis<br>8b. Freshman in Top 10% of Graduating High School Class – for NCF and FL Poly only  |
| 4. Four Year Graduation Rate (Full-time FTIC)   | 9a. Two-Year Graduation Rate for FCS Associate in Arts Transfer Student<br>9b. Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year<br>9b.1 Academic Progress Rate, 2 <sup>nd</sup> Year Retention for FTIC with a Pell Grant – for FL Poly only |
| 5. Academic Progress Rate (2 <sup>nd</sup> Year Retention with GPA Above 2.0)                 | 10. Board of Trustees Choice   |



FLORIDA  
CONSORTIUM  
OF METROPOLITAN  
RESEARCH UNIVERSITIES

Transforming **Learning** into **Talent** for Florida.

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in Student Success Project



# Vision

We leverage the unique assets of  
Miami, Orlando, and Tampa Bay  
to develop talent which enhances community well-being

# Mission

We strengthen Florida's talent pipeline through the sharing of ideas and  
scalable solutions which accelerate learner achievement and access to  
economic opportunity



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UNIVERSITY OF CENTRAL FLORIDA

UCF

# EXCEL

IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS  
ENROLLMENT IS LIMITED. Apply early at [excel.ucf.edu](https://excel.ucf.edu).

A young woman with dark hair and large hoop earrings, wearing a white lab coat, is smiling at the camera. She is in a laboratory setting, with various glassware and equipment visible in the background. The word 'EXCEL' is overlaid in large, bold, yellow capital letters across the top of the image. The University of Central Florida (UCF) logo is in the top right corner, and the text 'UNIVERSITY OF CENTRAL FLORIDA' is in the top left corner. At the bottom, the text 'IN SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS' and 'ENROLLMENT IS LIMITED. Apply early at excel.ucf.edu.' is displayed.

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## Path Forward

- **Hold Us Accountable for the Systems We Build**
  - Mitigate the negative impacts of computing research:  
<https://acm-fca.org/2018/03/29/negativeimpacts/>
- **Infuse Ethics throughout the Curriculum**
  - Teach STEM students that it is their job to care for and protect marginalized and vulnerable populations.
- **Celebrate Interdisciplinarity**
  - STEM is great ... but Humanity is greater
- **Broaden Participation**
  - Include the voices of minorities and women in computing.

**Pamela Wisniewski, Ph.D.**

# References

- **Board of Governors Performance Funding Model**
- **Florida Consortium of Metropolitan Research Universities**
- **EXCEL**
- **Promoting Social Justice through Human-Centered Computing**

# In Pursuit of Equitable Outcomes



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# The University Center of the Mountains (UCM)

**Helen Brunty, Co-Director**



**How the UCM began?**

**Defining the Need.**

**What does the UCM do?**

**The UCM Transfer success  
story.**

# The Beginning of the UCM

## It takes a village ...

- In 2002, the HCTC President, Dr. Jay Box, and Hazard City Mayor, William D. Gorman, discussed a shared vision to improve access to baccalaureate degrees to East Kentuckians. This collaboration resulted in:
- In April 2003, Hazard Independent College Foundation raised \$130,000 in pledges to support the UCM startup;
- Hazard Community and Technical College, the Kentucky Community and Technical College System, Eastern Kentucky University, and Morehead State University signed the first Memorandum of Agreement in July of 2003, creating the UCM under the first director, Ron Daley.
- Lindsey Wilson College became the first private partner in 2004.

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# The Beginning of the UCM

- The Perry County Fiscal Court, through the work of Representative Brandon Smith, provided \$1 million in Coal Severance Tax to support the UCM start-up
- The Appalachia Regional Commission awarded a \$395,000 grant to HCTC to renovate space on the Hazard campus for the UCM partners' offices, classroom space and student space;
- The 58,000 square foot UCM administrative office space was completed in December 2004, and the UCM opened its doors to students in January 2005 with rapid expansion from five to fifteen degrees within the first 32 months.

# Defining the Need for the UCM?

- Southeastern Kentucky lags other Commonwealth and United States areas in the number of bachelor's degrees and professional degrees obtained. Our region has the lowest percentage of college graduates over age 25, with only 8.6% of the Kentucky River Area Development District's eligible population holding a bachelor's degree. Compared to 17.1% statewide and 24.4% nationally. By allowing access to resources and providing support to students on their educational journey, UCM is dedicated to improving these statistics and empowering our community to seek out higher levels of education.

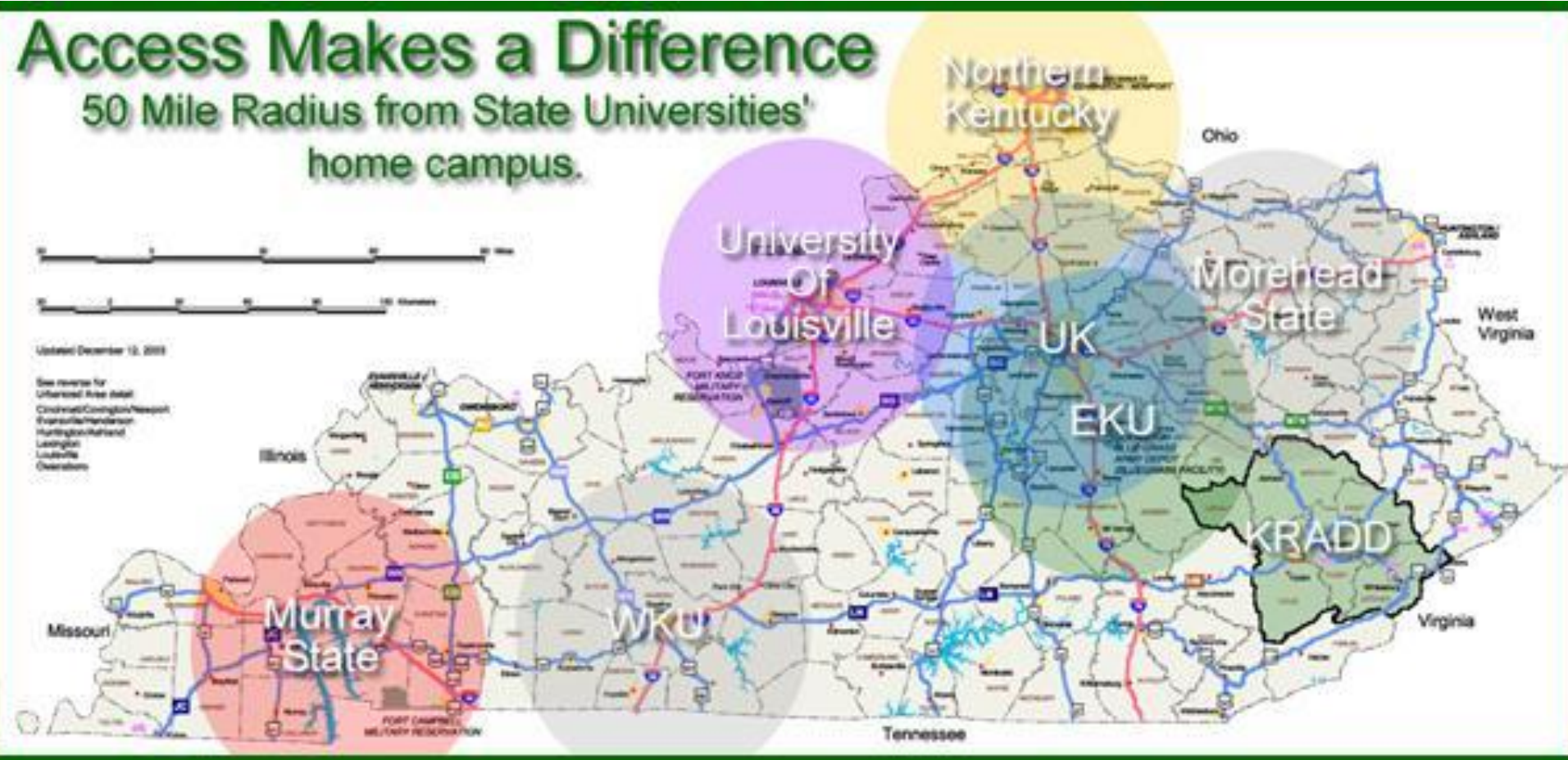
# Access Makes a Difference

50 Mile Radius from State Universities' home campus.



Updated December 12, 2019

See reverse for  
Unfunded Area Detail  
Cincinnati/Covington/Newport  
Evansville/Henderson  
Huntington/Richland  
Lexington  
Louisville  
Owensboro



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# What is the UCM?

- <https://hazardctc.com/ucm>
- The UCM is a partnership and consortium of postsecondary institutions for the purpose of increasing opportunities to obtain selected undergraduate and graduate degrees and professional certifications that address lifelong learning, economic and workforce needs, and community development within the Kentucky River Area Development District.

# What is the UCM?

## Mission Statement

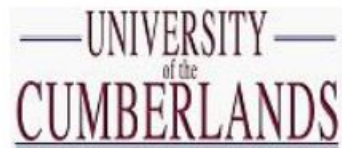
- The University Center of the Mountains is a collaboration of partnering post-secondary institutions for the purpose of increasing opportunities to obtain selected undergraduate and graduate degrees and professional certifications that address lifelong learning, economic and workforce needs, and community development within the Kentucky River Area Development District.

## Vision Statement

- The University Center of the Mountains will be recognized nationally as a model of collaboration providing increased access to higher educational opportunities that transform learners, families, and communities of southeastern Kentucky.

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## The Governing Board Equity in Student Success Project



- 10 post secondary partners
- 4 partner offices within the UCM
- Commonwealth Educational Opportunity Center counselor within the UCM to assist with applications for admission and application for financial aid
- A full-time Career and Transfer Counselor
- Computer access
- Classes available on the Hazard campus of HCTC

# What else at the UCM?

- Mock interview workshops
- PRAXIS Prep
- Transfer Fairs
- Transfer Signing Celebration
- Health Care Academic Planning Workshops
- Cool Career Workshops
- Job fairs

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## TRANSFER SIMPLIFIED

*UCM provides transfer and career planning services to the  
Kentucky River Area Development District.*

|                        |                |                 |
|------------------------|----------------|-----------------|
| <b>48</b>              | <b>43</b>      | <b>7</b>        |
| <b>BACHELORS</b>       | <b>MASTERS</b> | <b>DOCTORAL</b> |
| <b>DEGREE PROGRAMS</b> |                |                 |

**STUDENTS SAVE \$9,000-\$111,000**  
PER YEAR ON ROOM AND BOARD, TRAVEL, AND PARKING FEES.

**1,303+**  
**DEGREES**  
**AWARDED**  
SINCE FALL OF 2004

AVERAGE ENROLLMENT  
**250**  
**STUDENTS**  
PER SEMESTER  
IN-SEAT & ONLINE

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# Any Questions?

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# ALLEGHENY COLLEGE

- Founded in 1815, 32<sup>nd</sup> oldest in the United States
- Undergraduate liberal arts college of ~1700 students
- Located in rural western Pennsylvania (Meadville)
- >50% of students from outside of Pennsylvania
- ~28% of students identify as BIPOC
- Pell eligibility of 29-35% over past 5 years
- Distinctive interdisciplinary major & minor combination
- Carbon neutrality achieved in 2020 (1<sup>st</sup> in PA, 8<sup>th</sup> in US)

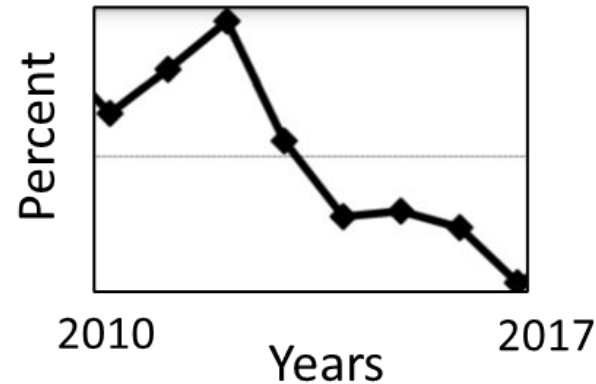


# Recognizing the Problem and Relevance

## The Problem:

- Declining retention of first-year students
- Lower retention of BIPOC students

First-to-Second Year Retention



## The Relevance:

### Moral imperative

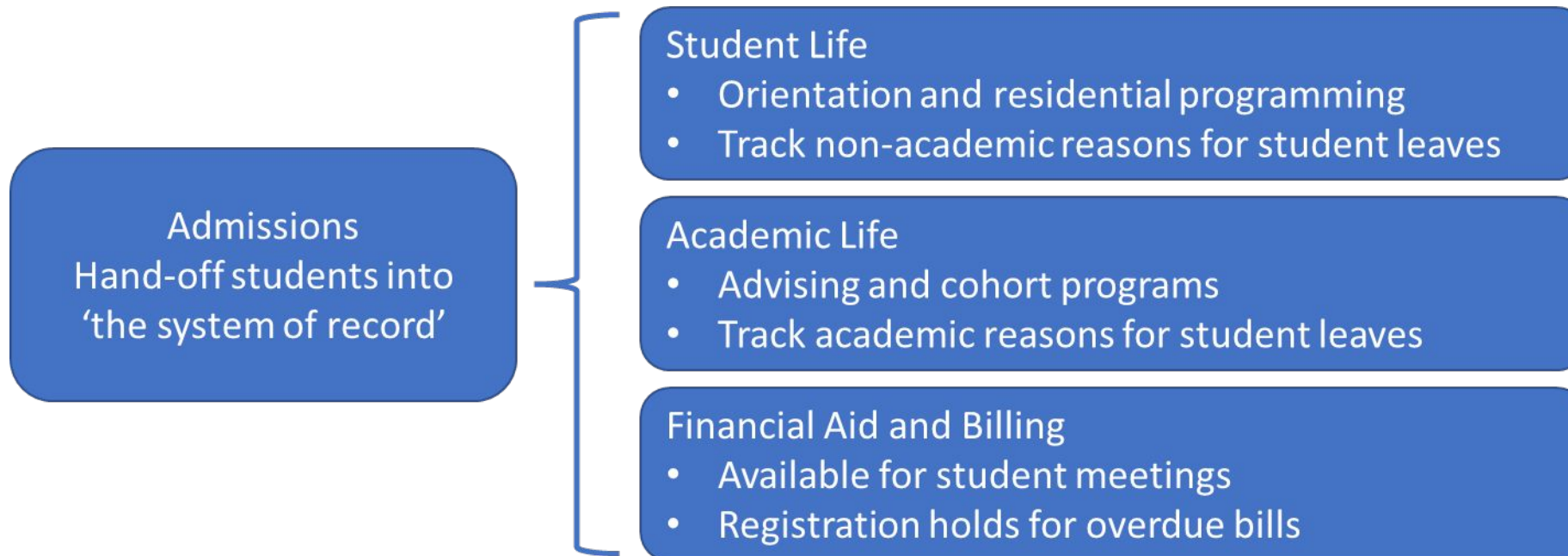
- Students with debt and no degree
- Not living up to mission

### Financial Imperative

- Fiduciary responsibility
- 1% retention = 4-5 students = ~\$125k
- Net revenue decline

# Past

## Practices - Fragmented Business Processes - each area was doing 'good' work, but...



*Lesson: If there's not one person responsible, then nobody is responsible*

# Summary of Challenges

- No single point of accountability for retention
- Barriers to students in siloed business processes
- Keeping pace as a student-ready campus for a more diverse student body with a national footprint
- Mixed institutional priorities from different authorities
  - Enrollment targets
  - Academic quality
  - Financial access
  - Winning athletics

# What We Did – First

## Steps

- Chief Academic Officer assumed initial accountability
- Gardner Institute Retention Performance Management Program
- Widespread data transparency – disaggregated by demographics, geography, athletics, expected family contribution, GPA
- Used lagging indicators of retention to establish leading indicators  
Predict students at risk □ interventions
- Implemented set of campus-wide recommendations

# What We Did - Implementations

Retention Council – cabinet level (decision makers) for implementation

Provost, CFO, Dean of Students, VP Enrollment, VP Information Services

- Holistic Advising - cross-campus students-of-concern team for case-study approach  
Dean of Students, Registrar, Counseling Center, Learning Support Center
- Academic Success - DFW data to all departments with faculty development  
Focus on first-year classes, not punitive but developmental

## What We Did -

- First-Year Experience – common housing & coherent programming
- Financial Aid – shift merit to need; financial literacy; micro-grant program

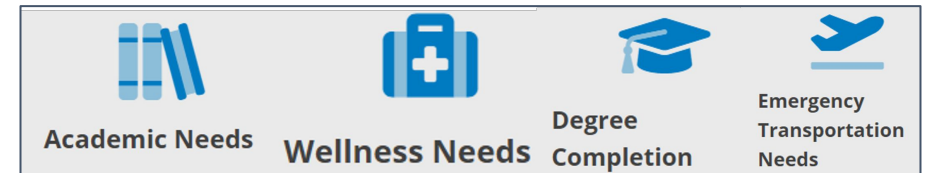
## Implementations

New in 2021:

Built more coherency with new area of Holistic Student Success

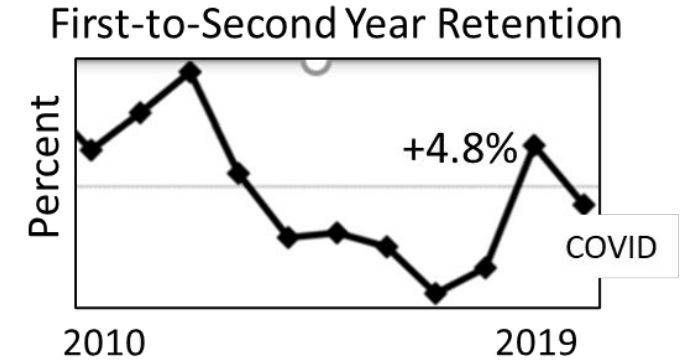
- Dean of Student Success and Class Dean Structure
- Advising, cohort programs, learning support
- Linked closely with Enrollment and Dean of Students

*Retention starts with enrollment as we recruit future alumni*



# Outcomes

- Increased 1<sup>st</sup> to 2<sup>nd</sup> year retention by ~5% in two years
- Reduced retention equity gap by ~2%



## Lessons Learned

- Leading indicators: 1<sup>st</sup> semester GPA, financial aid gap, distance from home, connection with campus community
- Include financial officer in retention (e.g., registration holds for unpaid bills)
- Cross-campus teams and collaboration is essential
- Keep priorities consistent, especially among authority stakeholders