Leveraging External Resources to Deliver Technology for the Design of Strategic Initiatives

Dr. Tiffany Beth Mfume
Director of Student Success and Retention
Morgan State University
Leveraging External Resources to Deliver Technology for the Design of Strategic Initiatives

“What Works at Historically Black Colleges and Universities (HBCUs): Nine Strategies for Increasing Retention and Graduation Rates”

Dr. Tiffany Beth Mfume, author
This presentation will discuss:

- Why Degree Completion Matters
- HBCUs: the “Value Added” Proposition
- Student Retention at Morgan State University
- Retention and Graduation Data & Analysis
- Student Success Programs and Strategies
- Starfish Retention Solutions
- Strategic Initiatives to Promote Student Success and Degree Completion
- *What Works at Historically Black Colleges and Universities (HBCUs): Nine Strategies for Increasing Retention and Graduation Rates*
Why Degree Completion Matters

- Our Moral Obligation
- Global Competition
- College Debt & Loan Default Rates
- Accountability & Reporting (IPEDS)
- Performance based funding

According to the National Conference of State Legislatures, 25 states have a funding formula in place that allocates some amount of public funding based on performance indicators such as course completion, time to degree, transfer rates, the number of degrees awarded, or the number of low-income and minority graduates; 5 additional states are currently transitioning to some type of performance funding.

Virginia Higher Education Opportunity Act of 2011
THE BENEFITS OF A COLLEGE DEGREE

YOUNG ADULTS, AGES 25 TO 32

Average Annual Income

High School Grads: $28,000
College Grads: $45,000

Unemployment Rate

High School Grads: 12.2%
College Grads: 3.8%

Lifetime Income (projected)

High School Grads: $1.3 million
College Grads: $2.3 million

The Challenge in Front of Us

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile 1970 to Present

College Completion Agenda

“...increase the number of 25- to 34-year-olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.”

The Commission on Access, Admissions and Success in Higher Education, formed by the College Board
As of 2008, 41.6 percent of 25- to 34-year-olds had attained an associate degree or higher in the United States. Currently, no state has a population of which 55 percent of its citizens have an associate degree or higher.

College Completion Agenda

As of 2008, 30.3% of African Americans aged 25 to 34 attained an associate degree or higher.

As of 2008, 19.8% of Hispanics aged 25 to 34 attained an associate degree or higher.

Why HBCUs: the “Value Added” Proposition

- The White House Initiative on HBCUs declares that all 105 HBCUs offer all students, regardless of race, an opportunity to develop their skills and talents.

- The National Center for Education Statistics (NCES) reports that the number of students enrolled at HBCUs rose by 45 percent between 1976 and 2011, from 223,000 to 324,000.

- According to NCES data in 2011, HBCUs enroll 11% of African American students in the United States, even though HBCUs constitute less than 3% of colleges and universities in the nation.
**Why HBCUs: the “Value Added” Proposition**

- HBCUs graduate nearly 25% of African Americans who earn undergraduate degrees in the United States.

- Over half of all African American professionals are graduates of HBCUs.

- Nine of the top ten colleges that graduate the most African Americans who go on to earn PhDs are HBCUs.

- More than 50% of the nation’s African American public school teachers and 70% of African American dentists earned degrees at HBCUs.

(Knight, Davenport, Green-Powell, & Hilton, 2012)
Student Retention......

“... commitment on the part of each and every member of the institution (university) for the welfare, the social and intellectual growth, of all members of the institution.”

Tinto, Leaving College, 1993
Nine Retention “Myths”

- Retention means lowering standards
- Retention efforts are primarily remedial in character
- Dropouts are flunkouts
- Retention is primarily the responsibility of student services
- A goal should be zero attrition
- “Quick fix” retention strategies are effective

- Retention and graduation rates will improve without changing attitudes and behaviors
- Students bring a cogent map of college success to higher education
- Students drop out for reasons mostly out of institutional control

Noel-Levitz, Inc., 2005
Morgan State University
Office of Student Success and Retention (OSSR)

- Morgan has an enrollment just under 7,600 students, with approximately 6,300 undergraduate students.
- More than 90% of our undergraduates receive some type of financial aid and approximately 60% are Pell-eligible.
- Morgan State University still is primarily a first-time, full-time population of African American students, many of whom are first generation college students.
- More than 65% of our undergraduate students test into developmental English, reading, and mathematics courses.
- By every traditional measure, Morgan students are "high risk" students.
Morgan State University
Office of Student Success and Retention

- Morgan State University has increased its retention rate from 67% (2009 cohort) to 73% (2010 cohort) and graduation rate from 28% (2006 cohort) to 34% (2008 cohort), increases that have been maintained for four consecutive years (since 2011).

- And, last Fall (2015) our retention rate for the 2014 freshman cohort was 76.% for the 2\textsuperscript{nd} year in a row, our highest retention rate in 20 years.
Morgan State University
Office of Student Success and Retention

- This was achieved through a combination of early intervention strategies, systematic tracking and monitoring, and academic coaching and mentoring.

- While Morgan State University has consistently graduated undergraduate students at the expected rates based on predictive modeling, our vision is to graduate students at higher rates than would be expected based on students’ pre-college preparation and their financial circumstances.
Morgan State University
Office of Student Success and Retention

*** DATA ***

- **Retention Rate**: the percentage of the Fall first-time, full-time freshman cohort that enrolls the Fall semester of their second year.

- **Graduation Rate**: the percentage of a first-time, full-time freshman class that graduates in six consecutive academic years or less.
### Freshman-Sophomore Retention Rates at Maryland’s Public Universities

**Maryland Higher Education Commission – 2015 Data Book**

<table>
<thead>
<tr>
<th>University</th>
<th>Retention Rate</th>
<th>University</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maryland – College Park</td>
<td>94.4%</td>
<td>Morgan State University (average SAT 889)</td>
<td>75.9%</td>
</tr>
<tr>
<td>(average SAT 1304)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Towson University (average SAT 1084)</td>
<td>86.0%</td>
<td>Bowie State University (average SAT 881)</td>
<td>70.2%</td>
</tr>
<tr>
<td>UMBC (average SAT 1214)</td>
<td>85.3%</td>
<td>UMES (average SAT 861)</td>
<td>67.8%</td>
</tr>
<tr>
<td>Salisbury University (average SAT 1156)</td>
<td>79.4%</td>
<td>Coppin State University (average SAT 890)</td>
<td>61.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Six-Year Graduation Rates at Maryland’s Public Universities

**Maryland Higher Education Commission – 2015 Data Book**

<table>
<thead>
<tr>
<th>University</th>
<th>Graduation Rate</th>
<th>Average SAT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Maryland – College Park</td>
<td>84.4%</td>
<td>(average SAT 1304)</td>
</tr>
<tr>
<td>Bowie State University</td>
<td>38.7%</td>
<td>(average SAT 881)</td>
</tr>
<tr>
<td>Salisbury University</td>
<td>73.2%</td>
<td>(average SAT 1156)</td>
</tr>
<tr>
<td>UMES</td>
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<td>(average SAT 889)</td>
</tr>
<tr>
<td>Towson University</td>
<td>68.0%</td>
<td>(average SAT 1084)</td>
</tr>
<tr>
<td>Coppin State University</td>
<td>16.0%</td>
<td>(average SAT 890)</td>
</tr>
</tbody>
</table>
Six-Year Graduation Rates of Universities Located in Large Cities

Source: 2013 Education Trust Data

<table>
<thead>
<tr>
<th>University</th>
<th>6-Year Graduation Rate</th>
<th>University</th>
<th>6-Year Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rutgers University</td>
<td>55.5%</td>
<td>Morgan State University</td>
<td>33.8%</td>
</tr>
<tr>
<td>University of North Carolina-Charlotte</td>
<td>53.9%</td>
<td>Tennessee State University</td>
<td>29.1%</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>53.2%</td>
<td>University of Texas- San Antonio</td>
<td>26.6%</td>
</tr>
<tr>
<td>SUNY at Buffalo</td>
<td>46.8%</td>
<td>Chicago State University</td>
<td>20.7%</td>
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</tbody>
</table>
Black and Latino Freshmen Complete College at Lower Rates (6 Year Rates; All 4-Year Institutions, cohort 2006)

Overall rate: 59%

Students from Low Income Families in MD Have Low Probability of Obtaining a Degree

*Chance of Receiving Baccalaureate by Age 24*

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Annual Family Income</th>
<th>% Graduating from High School</th>
<th>% Enrolling in College</th>
<th>% Receiving Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest Quartile</td>
<td>&lt; $36,100</td>
<td>70%</td>
<td>41%</td>
<td>8%</td>
</tr>
<tr>
<td>Second Lowest Quartile</td>
<td>$36,100 - $65,300</td>
<td>84%</td>
<td>59%</td>
<td>17%</td>
</tr>
<tr>
<td>Second Highest Quartile</td>
<td>$65,300 - $108,300</td>
<td>90%</td>
<td>70%</td>
<td>36%</td>
</tr>
<tr>
<td>Highest Quartile</td>
<td>&gt;$108,300</td>
<td>93%</td>
<td>84%</td>
<td>82%</td>
</tr>
</tbody>
</table>
A Majority of Morgan Graduates are from Lower Income Families

Percentage of Dependent Undergraduate Students in Each Income Range

<table>
<thead>
<tr>
<th>Family Adjusted Gross Income</th>
<th>2009-2010 Undergraduates</th>
<th>May 2010 Degree Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>$36,100 or Less</td>
<td>33.0%</td>
<td>24.4%</td>
</tr>
<tr>
<td>$36,101 thru $65,300</td>
<td>29.0%</td>
<td>29.7%</td>
</tr>
<tr>
<td>$65,301 thru $108,300</td>
<td>22.4%</td>
<td>29.3%</td>
</tr>
<tr>
<td>$108,301 and Higher</td>
<td>15.5%</td>
<td>16.6%</td>
</tr>
<tr>
<td>All Income Categories</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
The purpose of the Morgan State University Office of Student Success and Retention is to work in collaboration with the College of Liberal Arts, the School of Engineering, the School of Computer, Mathematical and Natural Sciences, the School of Business and Management, the School of Education and Urban Studies, the School Community and Public Health, the School of Architecture and Planning, the School of Social Work, the School of Global Journalism and Communication, and the various academic support programs of the University to provide continuous, high-quality support for undergraduate students from matriculation to graduation.

The OSSR has 20 dedicated staff including a Director of Student Success and Retention.
A “Snapshot” of the Office of Student Success and Retention

- 20 full-time retention staff
- Established in Fall 2003
- Responsibilities include:
  - summer orientation
  - placement testing
  - Starfish Early Alert system
  - Academic Recovery Program
  - academic advisement for freshmen
  - early intervention
  - monitoring & tracking of student success
  - parent program
  - financial literacy program
  - Reclamation Initiative
Morgan State University’s STAR (Student, Technology & Retention) Enterprise
2015 APLU Project Degree Completion Award Winner
• In 2013, Morgan State University applied for and was awarded a $100,000 grant from the Bill & Melinda Gates Foundation for the implementation of Integrated Planning and Advising Services (IPAS) technology.

• Morgan identified Starfish Retention Solutions as its designated IPAS system for implementation by Spring 2014 and named the new initiative Morgan’s STAR (Student, Technology, and Retention) Enterprise.
Morgan has planned and executed a large scale roll-out of the Morgan’s STAR (Student, Technology, and Retention) Enterprise for the entire campus to include personalized Starfish Retention Solutions (IPAS) access for 6,300+ undergraduate students and more than 500 faculty and staff.

The goals of Morgan’s STAR (Student, Technology, and Retention) Enterprise adoption and implementation were:

1) to increase faculty triggered early alerts;
2) to increase students’ utilization of campus resources;
3) to provide seamless, transparent, and user friendly monitoring and tracking of students in high-risk cohorts; and
4) to provide one online resource where faculty, staff and students can access feedback and action plans for student success.
1. Instructor raises a flag
2. Student receives a notification and flag is displayed in Tracking tab
3. Retention Advisor reaches out to the student and makes comments on the flag
4. Student makes an appointment for services
5. Advisor Closes the flag and enters ‘close loop’ comments which are sent to the instructor
125,648 total tracking items in Starfish:
✓ 34,994 system raised mid-term grade flags
✓ 18,560 system raised final grade flags
✓ 3,056 system raised GPA<2.0 flags
✓ 3,171 system raised high priority student flags
✓ 46,735 flags from the Progress Surveys
✓ 14,536 kudos
✓ 742 referrals or to do's
✓ 3,853 manually raised flags by instructors

Additionally:
✓ 99,692 attendance records have been taken
✓ 5,024 profiles have been created
✓ 1,120 faculty/advisor office hour blocks have been added
✓ 5,377 appointments have been made in Starfish since March 1, 2014
## Total Items Raised

<table>
<thead>
<tr>
<th>Item Name</th>
<th>Total Raised</th>
<th>Manually Raised</th>
<th>Survey Raised</th>
<th>System Raised</th>
<th>Average Number of Flags Per Student</th>
<th>Average Number of Kudos Per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FLAGS</strong></td>
<td>7851</td>
<td>727</td>
<td>6885</td>
<td>239</td>
<td>2.63</td>
<td>1.43</td>
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<tr>
<td>Attendance Concern</td>
<td>1504</td>
<td>267</td>
<td>1237</td>
<td>0</td>
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<tr>
<td>Behavioral Concern</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>General Concern</td>
<td>244</td>
<td>37</td>
<td>207</td>
<td>0</td>
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<tr>
<td>In Danger of Failing</td>
<td>1491</td>
<td>154</td>
<td>1337</td>
<td>0</td>
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<tr>
<td>Low Participation</td>
<td>538</td>
<td>12</td>
<td>526</td>
<td>0</td>
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<tr>
<td>Low Quiz/Test Scores</td>
<td>1627</td>
<td>43</td>
<td>1584</td>
<td>0</td>
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<tr>
<td>Mid-term Grade Flag</td>
<td>239</td>
<td>0</td>
<td>239</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>Missing or Incomplete Assignments</td>
<td>1856</td>
<td>141</td>
<td>1715</td>
<td>0</td>
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<td>Punctuality Concern</td>
<td>319</td>
<td>63</td>
<td>256</td>
<td>0</td>
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<tr>
<td>Writing Concern</td>
<td>24</td>
<td>1</td>
<td>23</td>
<td>0</td>
<td></td>
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<tr>
<td><strong>KUDOS</strong></td>
<td>2978</td>
<td>367</td>
<td>2611</td>
<td>0</td>
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<tr>
<td>Keep Up the Good Work</td>
<td>2079</td>
<td>256</td>
<td>1823</td>
<td>0</td>
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<tr>
<td>Outstanding Academic Performance</td>
<td>488</td>
<td>67</td>
<td>421</td>
<td>0</td>
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<tr>
<td>Showing Improvement</td>
<td>411</td>
<td>44</td>
<td>367</td>
<td>0</td>
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<tr>
<td><strong>REFERRALS</strong></td>
<td>6</td>
<td>6</td>
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<td>0</td>
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<tr>
<td>Counseling Center</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td></td>
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<tr>
<td>University Writing Center</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TO DOS</strong></td>
<td>13</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend Study Skills Workshop/Seminar</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>Visit the Library</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td></td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>10848</td>
<td>1113</td>
<td>9496</td>
<td>239</td>
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** This summary includes all tracking items from August 22, 2016 through October 4, 2016 **
<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Survey Date</th>
<th>Surveys Sent</th>
<th>Surveys Viewed</th>
<th>Surveys Reminders (1st)</th>
<th>Surveys Reminders (2nd)</th>
<th>Surveys Completed</th>
<th>Tracking Items Created</th>
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<tbody>
<tr>
<td>Progress Survey #1 Fall 2016</td>
<td>9/26/2016</td>
<td>1485</td>
<td>651</td>
<td>1245</td>
<td>1055</td>
<td>596</td>
<td>9496</td>
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<td>Progress Survey #2 Spring 2016</td>
<td>4/18/2016</td>
<td>1446</td>
<td>556</td>
<td>1165</td>
<td>1040</td>
<td>605</td>
<td>8294</td>
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<td>Progress Survey #1 Spring 2016</td>
<td>2/29/2016</td>
<td>1451</td>
<td>636</td>
<td>1202</td>
<td>1039</td>
<td>605</td>
<td>8341</td>
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<td>Progress Survey Fall 2015 #2</td>
<td>11/16/2015</td>
<td>1447</td>
<td>615</td>
<td>1163</td>
<td>1000</td>
<td>594</td>
<td>8903</td>
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<tr>
<td>Progress Survey Fall 2015 #1</td>
<td>9/28/2015</td>
<td>1444</td>
<td>621</td>
<td>1233</td>
<td>1039</td>
<td>584</td>
<td>8418</td>
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<tr>
<td>Copy of Progress Survey Spring 2015 #2</td>
<td>4/20/2015</td>
<td>1484</td>
<td>506</td>
<td>1305</td>
<td>1093</td>
<td>471</td>
<td>6851</td>
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<tr>
<td>Progress Survey Spring 2015 #1</td>
<td>3/2/2015</td>
<td>1496</td>
<td>673</td>
<td>1278</td>
<td>1180</td>
<td>621</td>
<td>7657</td>
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<td>Progress Survey Fall 2014 #2</td>
<td>11/17/2014</td>
<td>1452</td>
<td>560</td>
<td>1270</td>
<td>1199</td>
<td>528</td>
<td>7193</td>
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<td>Progress Survey Fall 2014 #1</td>
<td>10/6/2014</td>
<td>1453</td>
<td>750</td>
<td>1267</td>
<td>1121</td>
<td>693</td>
<td>9829</td>
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<td>Copy of Progress Survey #2</td>
<td>4/28/2014</td>
<td>1467</td>
<td>477</td>
<td>1245</td>
<td>1142</td>
<td>442</td>
<td>3821</td>
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<tr>
<td>Progress Survey #1</td>
<td>3/31/2014</td>
<td>1471</td>
<td>647</td>
<td>1165</td>
<td>1019</td>
<td>602</td>
<td>7366</td>
</tr>
</tbody>
</table>
Outcomes

• A Spring 2015 analysis of Starfish (IPAS) from Spring 2014 through Spring 2015 by the Office Institutional Research at Morgan found that:
  • 1) the majority of D’s at mid-term were raised to C or better by the end of each semester;
  • 2) the mean cumulative GPA of students with concern flags has been above 2.0, with about 75% of these students ending the semester with GPAs at or above 2.0; and,
  • 3) results of the annual University Student Satisfaction Survey indicate that student satisfaction with advising increased from 2.4 to 2.6 on a scale of 0 (F) to 4 (A) from Spring 2014 to Spring 2015.
Strategic Initiatives to Promote Student Success and Degree Completion

New Campus-wide Advising Model

- Professional Advising in the first-year with Advising Holds until transition to departmental (faculty) advising
- Departmental Liaison meetings once per semester
- Ongoing training and professional development for faculty advisors
Strategic Initiatives to Promote Student Success and Degree Completion

Collaborations and partnerships

- IPAS Advisory Committee meetings twice per semester
- Office of Information Technology (OIT) representation at directors meetings
- Weekly OIT meetings with senior advising team during implementation and adoption phases
Strategic Initiatives to Promote Student Success and Degree Completion

New Degree Planning & Auditing Tool (Degree Works)

- Engaging advisors through a series of meetings in each school and every department
- Vetting the catalog(s) with advisors (policy vs. practice)
- Creating a process for advisors to submit questions, challenges, and recommendations
Strategic Initiatives to Promote Student Success and Degree Completion

Communication and Ongoing feedback

- Surveys every semester
- Presentations at every Faculty Institute
- Updating faculty via email twice per semester
- Sharing changes and modifications which have resulted from advisor feedback
Strategic Initiatives to Promote Student Success and Degree Completion

Predictive Analytics: Educational Advisory Board (EAB) Student Success Collaborative (SSC) member

- Access and Capitalize on Unprecedented Visibility into Student Risk
- Scale the Student Success Enterprise
- Orchestrate Coordinated Care
- Measure Intervention Effectiveness
Chapter 1. **Leadership:**
You Are Only As Good As Your College President

details the critical importance of executive leadership at HBCUs; suggests “next steps” for student success administrators to support and positively impact senior leadership at an institution
Chapter 2. **Branding**: Understanding What Makes Your University Great & Putting it Out There

- challenges the reader to assign a corporate-style “brand” to an HBCU, one that will be true to the identity and actuality of what the institution offers to students and to the campus community at large.
Chapter 3. **Data Mining**: Who are your students and what do they need?

- reminds the reader of the power of data and how that understanding student data and student characteristics should drive strategic student retention programs and initiatives
Chapter 4. **Frontloading**: Freshmen, First Impressions, and Foundations

- proposes that frontloading by allocating resources (both financial and human resources) to summer, transition, and first-year programs is critically important at HBCUs where resources are often scarce
What Works at Historically Black Colleges and Universities (HBCUs): Nine Strategies for Increasing Retention and Graduation Rates

- Chapter 5. **Case Management:** Systematic Tracking and Monitoring of Students by Cohort
- explains the highly successful case management approach at Morgan where OSSR staff track and systematically monitor students who fail to make satisfactory payment arrangements by the deadline, students who fail to register for courses by the deadline, and students who earn grades of D, F, I, or W at mid-term or final
Chapter 6. **Strategic Initiatives**: Programs Designed Specifically to “Move the Data”

- suggests that institutions design programs that “on purpose” increase retention and graduation rates (i.e., the Reclamation Initiative which creates opportunities for students who leave Morgan in good academic standing to return in their 5th or 6th academic year to finish Morgan “on-time” in six consecutive years or less.
What Works at Historically Black Colleges and Universities (HBCUs): Nine Strategies for Increasing Retention and Graduation Rates

Chapter 7. Leveraging External Resources: Getting the Most Out of Grants

places emphasis on the power of external grants and funding; grants provide the opportunity, the initial financial resources, and an external push to effectuate a campus-wide culture change
Chapter 8. **Technology**: Tools and Systems Help Us Work Smarter Not Harder

establishes how tools such as Google Apps, Starfish, Degree Works, EAB SSC, Atomic Learning, and SmarThinking help faculty, administrators, and staff to work smarter by using utilizing existing technology.
Chapter 9. **Networking**: Documenting and Sharing Your Successes and Failures

encourages networking by presenting research at conferences, communicating with colleagues, and sharing successes and failures with the HBCU community.
Chapter 10. The HBCU Success Recipe

reviews “the recipe” for student success at HBCUs by putting all of the ingredients together and showing how they are interrelated and complementary to each other.
Leveraging External Resources to Deliver Technology for the Design of Strategic Initiatives

- **BOTTOM LINE:**

  Technology, tools, and systems can help faculty, administrators, and staff work smarter and not harder. With the support of external partners and collaborators, institutions can use technology to design and deliver strategic initiatives to foster student success and degree completion.
Student Success and Degree Completion at Morgan State University:

We will continue to do our best to retain every student at Morgan!!!
Data Sources:

- www.collegeresults.org
- www.mhec.state.md.us/publications/research/index.asp
- http://www.act.org/research/
- http://www.morgan.edu/Administration/Planning_and_Information_Technology/Planning_Institutional_Research_and_Assessment/Institutional_Research.html

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- Dr. Cheryl Rollins, Director, Office of Institutional Research, Morgan State University
- Dr. Timothy Renick, Vice Provost and Vice President for Enrollment Management and Student Success, Georgia State University
Help Us Improve and Grow

Thank you for participating in today’s session.

We’re very interested in your feedback. Please take a minute to fill out the session evaluation found within the conference mobile app, or the online agenda.