CREATING A CULTURE OF INNOVATION: TECHNOLOGY AS A STRATEGY FOR PROMOTING STUDENT SUCCESS

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Morgan State University
SESSION TOPICS

This presentation will discuss:

- Why Degree Completion Matters
- Higher Education: the “Value Added” Proposition
- A Snapshot of Student Success and Retention at Morgan State University
- Student Success Programs and Strategies
- Technology: Starfish, Degree Works & EAB
- The Importance of Training in Technology Adoption
- Incorporating Technology and Innovation Into Advising
- Student Success Technology Resources
WHY STUDENT SUCCESS MATTERS

- Our Moral Obligation
- Global Competition
- College Debt & Loan Default Rates
- Accountability & Reporting (IPEDS)
- Performance-based funding
- Brand & Reputation of the Institution
- Alumni Relations
WHAT THE GOAL OF STUDENT SUCCESS IN HIGHER EDUCATION?

- to produce graduates who are well prepared to meet the challenges of internship, graduate school, professional school, and career following their successful matriculation and graduation from the institution
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

Black and Latino Freshmen Complete College at Lower Rates (6 Year Rates; All 4-Year Institutions, cohort 2006)

Overall rate: 59%

HIGHER EDUCATION: THE “VALUE ADDED” PROPOSITION

- Higher annual earnings
- Higher lifetime earnings
- The incidence of poverty is 3.5 times lower.
- The likelihood of having health insurance through employment is 47 percent higher.
- The likelihood of having a retirement plan through employment is 72 percent greater.
- Retirement income is 2.4 times higher.
- Job safety is greater.
- Measures of occupational prestige are significantly higher.
- The probability of being employed is 24 percent higher.

The likelihood of being unemployed is 2.2 times lower.

The likelihood of being out of the labor force is 74 percent lower.

Age at retirement is higher.

The likelihood of reporting health to be very good or excellent is 44 percent higher.

The likelihood of being a regular smoker is 3.9 times lower.

The incidence of obesity and heavy drinking are significantly lower.

The likelihood of exercising, having a healthy diet, wearing seat belts and seeking preventative medical care are significantly higher.
HIGHER EDUCATION: THE “VALUE ADDED” PROPOSITION

- The incidence of a disability making it difficult to live independently is 3.6 times lower.
- Life expectancy at age 25 is seven years longer.
- Asset income is 4.9 times greater ($1,900 more per year).
- The likelihood of not having a bank account is 8.1 times lower.
- Reliance on expensive forms of banking and credit is significantly lower.
- The probability of being in prison or jail is 4.9 times lower.
- The probability of being married is 21 percent higher and the probability of being divorced or separated is 61 percent lower.
- The likelihood of being happy is significantly higher.

MORGAN STATE UNIVERSITY

Morgan Designated As Maryland’s Preeminent Public Urban Research University
MORGAN STATE UNIVERSITY

Morgan Named National Treasure by National Trust for Historic Preservation
Morgan State University
Office of Student Success and Retention (OSSR)

- Morgan is largest of four, public historically black colleges and universities (HBCUs) in the State of Maryland.

- Morgan has an enrollment of 7,800 students with approximately 6,500 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, many Morgan students are "high risk" students.
Morgan State University has increased its retention rate from 63% (2006 cohort) to 73% (2017 cohort) and graduation rate from 28% (2005 cohort) to 39% (2012 cohort), both ten-point+ increases that are directly correlated to the ongoing efforts of the OSSR.

In the Fall (2015) our retention rate for the 2014 freshman cohort was 76% for the 2nd year in a row, Morgan’s highest retention rate in 20 years; Morgan has had eight consecutive years of a retention rate above 70%.

The Fall 2018 graduation rate at Morgan is up an additional +2 points to 41.02% for the Fall 2013 cohort of freshmen.
STUDENTS FROM LOW INCOME FAMILIES IN MARYLAND HAVE LOW PROBABILITY OF OBTAINING A DEGREE

<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>
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<tbody>
<tr>
<td>Lowest Quartile</td>
<td>&lt; $36,100</td>
<td>70%</td>
<td>41%</td>
<td>8%</td>
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<tr>
<td>Second Lowest Quartile</td>
<td>$36,100 - $65,300</td>
<td>84%</td>
<td>59%</td>
<td>17%</td>
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<td>Second Highest Quartile</td>
<td>$65,300 - $108,300</td>
<td>90%</td>
<td>70%</td>
<td>36%</td>
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<tr>
<td>Highest Quartile</td>
<td>&gt;$108,300</td>
<td>93%</td>
<td>84%</td>
<td>82%</td>
</tr>
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</table>

www.mhec.state.md.us/publications/research/index.asp
http://www.morgan.edu/Administration/Planning_and_Information_Technology/Planning_Institutional_Research_and_Assessment/Institutional_Research.html
Morgan State University Office of Student Success and Retention (OSSR)

- The only HBCU to win a $100,000 grant from the Bill & Melinda Gates Foundation for the implementation of Integrated Planning and Advising Services (IPAS) technology (2013)
- Winner of the Association of Public and Land-grant Universities (APLU) Project Degree Completion Award (2015)
- Winner of the Association of Public and Land-grant Universities (APLU) Turning Points Video Competition Award (2016)
- Winner of a $760,000 HBCU Student Success Project grant from the Lumina Foundation (2016)
- Winner of the Hobsons Education Advances Award for Student Success and Advising (2017)
GOALS

■ UNIVERSITY STRATEGIC GOAL #1: ENHANCING STUDENT SUCCESS

Morgan will create an educational environment that enhances student success by: hiring and retaining well-qualified, experienced, and dedicated faculty and staff, offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community.

■ OFFICE STRATEGIC GOAL: INCREASE STUDENT RETENTION AND DEGREE COMPLETION

OSSR will work collaboratively with the University community to increase the retention and graduation rates of undergraduate students by identifying and addressing academic, financial, and social challenges that serve as barriers to retention and degree completion; by enhancing programs and practices at Morgan that are successful retention strategies; and by identifying and implementing best practices to improve retention and graduation among undergraduate students.

■ Quantitative Goals

◆ Increase the first to second-year retention rate from 68.3% (Fall 2008 cohort) to 80% by 2020 (Fall 2019 cohort).

◆ Increase the 6-year graduate rate from 34.8% (Fall 2003 cohort) to 50% by 2025 (Fall 2019 cohort).
Strategic Initiatives to Promote Student Success and Degree Completion

- Case management approach in 2010
- Reclamation Initiative in 2011
- Tracking & monitoring of students by graduation cohort in 2012
- Starfish Retention Solutions in 2013
- New first-year advising model in 2014
- Degree Works by Ellucian in 2015
- Educational Advisory Board (EAB) Student Success Collaborative (SSC) in 2016
ENROLLMENT MANAGEMENT AND STUDENT SUCCESS (EMASS) DIVISION

Moving Forward

50 by 25 focus areas:

1) advising/degree planning;

2) faculty development/course redesign; and

3) Beyond Financial Aid (BFA)
CREATING A CULTURE OF INNOVATION:
TECHNOLOGY AS A STRATEGY FOR PROMOTING
STUDENT SUCCESS

With grants from:
➢ the Lumina Foundation
➢ the Bill & Melinda Gates Foundation
➢ the Maryland Higher Education Commission

Morgan has invested in new technologies:
➢ the Education Advisory Board’s (EAB) Student Success Collaborative (SSC)
➢ Hobson’s Starfish Retention Solutions
➢ Ellucian’s Degree Works
Morgan State University – Advising Tools Model

**Primary Users:** Executive Leaders
(VPs, AVPs, deans, chairs)

**Secondary Users:** Advisors/Specialists
(OSSR, CASA, program directors)

**Additional Users:** Institutional Research

**Functions/Features:**
- Predictive analytics
- Student risk
- Institutional reports
- Success markers

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**Advisors/Faculty**
(OSSR, CASA, faculty)

**Students**
(undergraduate)

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**Advisors/Faculty**
(VPs, AVPs, Deans, Chairs)

**Students**
(undergraduate)

---

**Advisors/Faculty**
(VPs, AVPs, Deans, Chairs)

**Success Markers**
- Degree audit
- Degree pathway
- Course availability
- Registration checklist

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**Advising Notes**
- Attendance
- Registration checklist

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**Appointment**
- Course availability

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**Early Alert**
- Degree audit

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**Institutional Reports**
- Degree pathway

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**Course Availability**
- Success markers

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**Registration Checklist**
- Student risk

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**Attendance**
- Institutional reports

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**Success Markers**
- Predictive analytics

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**Appointment**
- Student risk

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**Registration Checklist**
- Institutional reports

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**Attendance**
- Predictive analytics

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**Success Markers**
- Student risk

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**Appointment**
- Institutional reports

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**Registration Checklist**
- Predictive analytics
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
### Morgan State University Starfish Success 2013-2018

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
<tr>
<td>System raised mid-term grade flags</td>
<td>63,271</td>
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<tr>
<td>System raised final grade flags</td>
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<td>System raised GPA&lt;2.0 flags</td>
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<td>System raised high priority student flags</td>
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<tr>
<td>Flags from the Progress Surveys</td>
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<tr>
<td>Kudos</td>
<td>31,044</td>
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<td>Referrals or to do's</td>
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<td>Manually raised flags by instructors</td>
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<td>Attendance records taken</td>
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<td>Profiles created</td>
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<td>Faculty/advisor office hour blocks added</td>
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<td>Appointments made in Starfish since 3/1/14</td>
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Total tracking items in Starfish: 320,311+
### Total Items Raised

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<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>
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<tr>
<td><strong>FLAGS</strong></td>
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<td>15046</td>
<td>9418</td>
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<td>Keep Up the Good Work</td>
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<td>Outstanding Academic Performance</td>
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<td>Showing Improvement</td>
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<td>CASA (Center for Academic Success and)</td>
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<td>Tutoring Referral</td>
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<td><strong>TO DOS</strong></td>
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<td>Meet with Your Academic Advisor</td>
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** includes all tracking items from August 20, 2018 through December 4, 2018 **
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<th>Survey Name</th>
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<th>Surveys Viewed</th>
<th>Surveys Reminders (1st)</th>
<th>Surveys Reminders (2nd)</th>
<th>Surveys Completed</th>
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<td>Progress Survey #2 Fall 2018</td>
<td>11/12/2018</td>
<td>1540</td>
<td>649</td>
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<td>1160</td>
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<td>594</td>
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<td>1102</td>
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## Outcomes

### Fall 2016 Mid-term Grade Distribution by Whether Instructor Used Starfish

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<th>Instructor Status</th>
<th>Missing Grades</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>AU</th>
<th>FL</th>
<th>I</th>
<th>NA</th>
<th>PS</th>
<th>PT</th>
<th>S</th>
<th>Total</th>
<th>Number Ds or Fs</th>
<th>Percent Ds or Fs</th>
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<tbody>
<tr>
<td>Did Not Use Starfish</td>
<td>1302</td>
<td>897</td>
<td>836</td>
<td>427</td>
<td>24</td>
<td>15</td>
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<td>0</td>
<td>5</td>
<td>14</td>
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<td>5</td>
<td>47</td>
<td>3748</td>
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<tr>
<td>Used Starfish</td>
<td>1285</td>
<td>4857</td>
<td>6211</td>
<td>6002</td>
<td>3751</td>
<td>5521</td>
<td>3</td>
<td>38</td>
<td>0</td>
<td>472</td>
<td>73</td>
<td>19</td>
<td>57</td>
<td>28289</td>
<td>9272</td>
<td>33%</td>
</tr>
<tr>
<td>Total</td>
<td>2587</td>
<td>5754</td>
<td>7047</td>
<td>6429</td>
<td>3775</td>
<td>5536</td>
<td>3</td>
<td>38</td>
<td>5</td>
<td>486</td>
<td>249</td>
<td>24</td>
<td>104</td>
<td>32037</td>
<td>9311</td>
<td>29%</td>
</tr>
</tbody>
</table>

The Starfish Early Alert System was first used in the spring 2014 semester. At that time, analyses were conducted to see if there was a difference in grade improvement between students who received Starfish alerts and those who did not. Now that Starfish has been operational for a number of semesters, we see that the overwhelming majority of mid-term grades were awarded by instructors who use Starfish.

### Fall 2016 Final Grade Distribution by Whether Instructor Used Starfish

<table>
<thead>
<tr>
<th>Instructor Status</th>
<th>Missing Grades</th>
<th>A</th>
<th>C</th>
<th>D</th>
<th>AU</th>
<th>F</th>
<th>FL</th>
<th>NA</th>
<th>NG</th>
<th>P</th>
<th>PS</th>
<th>PT</th>
<th>S</th>
<th>TR</th>
<th>TW</th>
<th>W</th>
<th>Total</th>
<th>Number Ds or Fs</th>
<th>Percent Ds or Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did Not Use Starfish</td>
<td>85</td>
<td>1675</td>
<td>359</td>
<td>45</td>
<td>1</td>
<td>72</td>
<td>7</td>
<td>34</td>
<td>183</td>
<td>1</td>
<td>171</td>
<td>36</td>
<td>38</td>
<td>76</td>
<td>6</td>
<td>113</td>
<td>3748</td>
<td>117</td>
<td>3%</td>
</tr>
<tr>
<td>Used Starfish</td>
<td>313</td>
<td>7062</td>
<td>6233</td>
<td>1891</td>
<td>3</td>
<td>3275</td>
<td>14</td>
<td>288</td>
<td>365</td>
<td>0</td>
<td>131</td>
<td>24</td>
<td>1</td>
<td>0</td>
<td>113</td>
<td>1467</td>
<td>28289</td>
<td>5166</td>
<td>18%</td>
</tr>
<tr>
<td>Total</td>
<td>398</td>
<td>8737</td>
<td>6592</td>
<td>1936</td>
<td>4</td>
<td>3347</td>
<td>21</td>
<td>322</td>
<td>548</td>
<td>1</td>
<td>302</td>
<td>60</td>
<td>39</td>
<td>76</td>
<td>119</td>
<td>1580</td>
<td>32037</td>
<td>5283</td>
<td>16%</td>
</tr>
</tbody>
</table>

As with the mid-term grades, the overwhelming majority of final grades were awarded by instructors who use Starfish.
# Advising and Degree Planning Technology

**Degree Works**

In 2014, Morgan won a second Maryland Higher Education Commission (MHEC) One Step Away (OSA) Grant in the amount of $75,000 to purchase a new comprehensive degree planning and auditing software, Degree Works by Ellucian.

The benefits of investing in degree auditing software are:

1) enabling Morgan to accelerate degree audit approvals;

2) improving the overall quality of student’s/near completers’ experience through user friendly on-demand features like degree shopping; and,

3) providing a robust, scalable and configurable campus-wide solution that meets all requirements of the degree auditing process.
**Advising and Degree Planning Technology**

*Degree Works*

Additional long-term benefits of degree auditing software include:

1. students not wasting time and money on unnecessary courses;
2. reducing students’ stress level about graduating on time;
3. providing advisors and evaluators with more time to provide insightful advice that supports better student outcomes; monitoring course demand and offering the right classes at the right time for near completers; and,
4. integrating the software with the student information system (Banner) so that interactions with students are recorded so that we can see what they see in terms of degree monitoring and degree shopping.
Advising and Degree Planning Technology

**Degree Works**

- Degree shopping enables students to compare their progress in one degree program or major field of study at the institution to other degree programs or major fields of study at the institution so that students can make informed decisions as to how to progress and persist toward degree completion.

- Degree Works has added new dimensions to Morgan’s advising, degree planning, coaching, and intervention efforts.

- This dynamic tool is an invaluable resource for faculty, staff, and students as we endeavor to promote student success while increasing retention and graduation rates.

- **Degree Works went “live”** for all undergraduate faculty, staff, and advisors for testing in 2015 with full adoption for the conferral of degrees in December 2016.
Advising and Degree Planning Technology

Degree Works Homepage

For students, Degree Works:
- Provides real-time advice and counsel
- Speeds time to graduation
- Provides intuitive web access to self-service capabilities
- Streamlines the graduation process
- Allows direct access to multiple related services and advice through hyperlinks to catalog information, class schedules, transcripts, help desk services, and FAQs

For advisors, Degree Works:
- Supports real-time delivery of academic advice through intuitive web interfaces
- Minimizes errors through consistent degree plans
- Supports more timely degree certification
- Reduces paperwork and manual program check sheets
- Supports and monitors unique program changes
Degree Works

Degree Works is available for undergraduate students who were initially admitted on or after Fall 2010 and beginning with the 2010-2013 Undergraduate Catalog. To access Degree Works, students should log into their WebSIS account, select Student, and then select Degree Works. Students who were admitted prior to Fall 2010 or under a catalog prior to the 2010-2013 Catalog should see their advisor for degree audit information.
EAB Implementation & Training

- All-Day EAB Advisor Specialist Trainings June 5-7, 2017
- Two-hour Executive Leadership Trainings for each school Fall 2017
- All-Day Faculty/Staff Advisor 101 & 201 Trainings Spring 2018
- EAB Advisor Specialist Deep-Dive June 5, 2018
- Two-hour Faculty/Staff Advisor 301 (EAB) Trainings Fall 2018
- All-Day Faculty/Staff Advisor 401 & 501 Trainings Spring 2019
All-Day EAB Advisor Specialist Trainings June 5-7, 2017

- The Office of Student Success and Retention (OSSR) conducted a three-day Education Advisory Board (EAB) Student Success Collaborative (SSC) advisor specialist training and workshop on June 5-7, 2017.
- The three-day workshop resulted in the production of three documents:
  1) EAB SSC advisor specialist pilot step-by-step instructions using EAB to house all advising notes;
  2) EAB SSC advisor specialist pilot step-by-step instructions using Starfish to house all advising notes; and
  3) an MSU Advising Tools Model for the use of EAB, Starfish, and Degree Works.
- All first-year advisors used the pilot instructions to house all advising notes beginning the Fall 2017 semester.
- The OSSR continues to grow and enhance its advising model through partnership with all of Morgan’s student success tools and advising technologies.
Two-hour Executive Leadership Trainings for each school Fall 2017

- Eleven two-hour Education Advisory Board (EAB) Student Success Collaborative (SSC) trainings for deans, chairs, and other administrators were conducted in September and October of 2017.

- A customized EAB Institution Reports and Advanced Search training manual for the deans and chairs was created including exercises at the end that were due by the December (2017) 50 by 25 meeting.

- The EAB SSC trainings focused on navigation to Institution Reports and Advanced Search, how to use Institution Reports to identify areas of opportunity to enhance student success in colleges/schools and departments, how to use insights found in Institution Reports to impact current students through Advanced Search, and exercises and specific examples to maximize EAB’s ease of use.

- All of the ten colleges/schools were represented by deans, chairs, leadership, and support staff; the offices of Admission and Athletics also participated in the trainings.
All-Day Faculty/Staff Advisor 101 & 201 Trainings Spring 2018

- Two weeks of Advising 101 and 201 trainings were conducted for more than 250 faculty and advisors in January and February 2018.

- Advising 201 covered the mission, definition and importance of advising, the roles and responsibilities, the characteristics of a good advisor; changes and updates to the catalog, academic policy, and general education requirements were reviewed. In addition, participants were directed to the new Advising Manual and the advising website: https://www.morgan.edu/advisormanual.

- Advising 201 provided an introduction and overview of retention and graduation rates at Morgan, the 50 by 25 Initiative, and Morgan's advising tools.

- Faculty feedback was very positive; Advising 301 and 401 trainings are scheduled to begin in Fall 2018
The goals of the Specialist Deep-Dive were to:

- demonstrate key uses of the EAB SSC platform including advanced search, lists and saved searches, reports, 30-second gut check, risk break down, and major explorer
- review the 2017-2018 academic year, and solidify summer plans.
- discuss the MSU-EAB partnership to-date and 2018 goals
- share updates on EAB Student Success Management vision and technology roadmap
Advising 301 focuses on using the individual student-level screens in EAB’s Student Success Collaborative-Campus (EAB) to further enhance advising and to more effectively identify and support students at risk of not completing in six years or less.

Advising 301 is offered to a select group of advisors (including OSSR and CASA) who have attended both Advising 101 & 201 and are recommended by their chair or dean to attend the 301 session.

- Academic Advising with Starfish, Degree Works and EAB SSC: Detailed Instructions
- EAB SSC Training
- Advisor Home & Actions Menu
- Advanced Search
- EAB “Gut Check
- EAB Risk and Priority Status
- Success Progress, Class Info, Major Explorer
ACADEMIC ADVISING 401 and 501

Coming Spring 2019

• Advising Special Populations (401)
  • Athletes
  • Honors
  • Disabilities
  • International Students
  • Band & Choir
  • ROTC

• Executive Leadership Training (501)
  • EAB Institution Reports and Advanced Search
STUDENT SUCCESS TECHNOLOGY RESOURCES AT MORGAN

- Trainings (Advising 101, 201, 301, 401, 501)
- Presentations
- Advising Manual
- YouTube videos
- Starfish, Degree Works, and EAB resources websites
- Other materials being developed by institution
CREATING A CULTURE OF INNOVATION: TECHNOLOGY AS A STRATEGY FOR PROMOTING STUDENT SUCCESS

BOTTOM LINE:

- Technology, tools, and systems can help faculty, administrators, and staff work smarter and not harder. With the support of senior leadership, external partners, and collaborators, institutions can use technology to design and deliver strategic initiatives to foster student success and degree completion.

The College Completion Glass—Half-Full or Half-Empty? Exploring the Value of Postsecondary Education, just released in December 2018 by Rowman & Littlefield
CREATING A CULTURE OF INNOVATION:
TECHNOLOGY AS A STRATEGY FOR PROMOTING STUDENT SUCCESS

Tiffany Beth Mfume
Assistant Vice President for Student Success and Retention
Morgan State University