**Performance Accountability Report**

**August 2018**

**Morgan State University**

**Mission**

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master’s, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

Morgan State University is, by legislative statute, Maryland’s Preeminent Public Urban Research University. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the five goals of the University’s ten-year strategic plan entitled, *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011– 2021*, including:

1. Enhancing Student Success,
2. Enhancing Morgan’s Status as a Doctoral Research University,
3. Improving and Sustaining Morgan’s Infrastructure and Operational Processes,
4. Growing Morgan’s Resources,
5. Engaging with the Community

# **Institutional Assessment**

**Goal 1: Enhancing Student Success**

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

In the most recent year, Morgan State University graduated 36% of its entering freshmen within six years. For African American freshmen, the six year graduation rate is 36%, which is above the national six-year graduation rate of 31%. While the graduation rate of the university is higher than would be predicted based on national data (i.e., UCLA Higher Education Research Institute), the goal is to increase graduation rate to 50%% by 2025.

Second-year retention rates have been above 70% for the past five years, increasing from 68% for the 2009 cohort to 74% for the 2016 cohort for all students. Second-year retention rates for African American students have averaged around 74%.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University’s criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University’s degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation); and our predictive analytics platform (EAB-Student Success Collaborative) which will better predict student success in key classes and allow advisors and faculty to design interventions tailored for the individual student. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan “on-time” in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Additionally, Morgan State University has several scholarship programs which specifically address the needs of non-traditional undergraduates. The Osher Reentry Scholarship Program provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor’s degree on a full-time or part-time basis. Since the initial award in 2008 to the Center for Continuing and Professional Studies, the Bernard Osher Foundation has funded 218 scholarships totaling $1,200,000 million dollars. Seventy-seven students have graduated as Bernard Osher Scholars.

The success of the Osher Scholarship Program has resulted in the funding of a new award, the Crankstart Reentry Scholarship Program begun in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work, Psychology, Engineering, Computer Science, Education, and Sociology. In March 2018, the Crankstart Foundation has provided a 2-year agreement of $200,000 to fund the Crankstart Reentry Scholarship Program through 2020.

Morgan Online program facilitates the development of online degrees and courses as well as supporting the professional development of faculty teaching online. Since 2010, the total number of faculty trained to deliver on-line courses is 223. This increase in the number of faculty trained to develop online courses and to teach online is largely responsible for the dramatic increase in student enrollment in hybrid and online courses over the past decade. In academic year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. At the close of the 2017-2018 academic year, there were 5,680 course enrollments in a comprehensive array of online courses and 545 course enrollments in an expanded number of hybrid courses.

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Data from the Maryland Longitudinal Data System Center reveal that close to 50% of our full-time undergraduates are simultaneously in the Maryland workforce. Fifty-One percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year graduation rate for Pell recipients has averaged around 30% in recent years. The success of Pell recipients is a special focus of initiatives undertaken as part of the University’s Lumina Grant. These initiatives include using our predictive analytics platform, EAB, to identify at risk-students and our early alert advising system, Starfish, to inform students of their academic progress. Special campaigns will be undertaken to identify Pell recipients who have not completed their financial aid applications, or registered early for the next term, or have not registered for 15 credits. These targeted initiatives should have a positive effect on Pell recipients’ success. Additionally, the University has partnered with the White House Initiative on HBCUs and the Federal Deposit Insurance Corporation (FDIC) to provide a comprehensive financial literacy program utilizing the FDIC’s MoneySmart financial literacy curriculum. The vision for the Financial Literacy Program is to reverse the cycle of low family income and socio-economic status by enhancing the financial literacy of students and their families thereby increasing students’ retention and graduation rates.

The University is facing increasing competition nationally for high-ability students as the number of high school graduates transition from an era of growth to one of modest decline.  This trend, coupled with tightening amounts of institutional funding allocated to high-ability students at Morgan State University, has led to our inability to provide scholarships for all potential honors students. Despite these demographic and fiscal realities, the Clara I. Adams Honors College continues its efforts to recruit high-ability students and enhance the quality of its academic and co-curricular programs. Recent and forthcoming improvements include and are not limited to: (1) establishing the Greater Baltimore Collegiate Honors Council, a collaborative relationship with the honors programs and colleges in the Baltimore region (Coppin State University, Loyola University, Morgan State University, Towson University, the University of Baltimore, and the Community College of Baltimore County - Essex); (2) the development of Honors Course Enhancement Contracts that allow students to pursue an honors experience in standard General Education and upper-division courses; (3) a renewed emphasis upon exposing honors students to internships in the public and private sectors and preparing them to be competitive candidates for these opportunities; and (4) maintaining a relationship with the Humpty Dumpty Institute, a New York-based educational organization that exposes students to international policy makers and diplomats based at the United Nations and the United States Department of State, and gives them a head start in pursuing international internships and careers in the foreign service.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently, 18% of the student body is non-African American. International students are also a component of the university’s diversity efforts. Since May 2014, the university has signed 40 agreements with international universities which facilitate student and faculty exchanges and study abroad opportunities. Five new agreements were formalized in academic year 2017-2018 to include 2 in Africa (Adekunle Ajasin University and Federal University Gashua), 2 in China (Hubei University and Nantong University) and 1 in the Caribbean (Universite Publique de L’Artibonite aux Gonaives, Haiti). Morgan State University will become increasingly appealing to the general population as trendy programs evolve and facility improvements that accommodate 21st century state-of-the-art infrastructures emerge.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations; e.g., The Teacher Academy of Maryland, Laurel College Center, Maryland State Department of Education (Career and Technology Education), et al.  In August 2017, with the approval of the Provost and President Wilson, the Transfer Center was restructured to better serve the needs of the University.  The Transfer Evaluation and Articulation unit (TEA) moved under the Office of the Registrar and reports directly to the Registrar.  As its name would suggest, this unit now completes transfer evaluations and coordinates the development and maintenance of articulation agreements. The newly established Office of Transfer Student Programming (TSP) focuses on student programming, implementing initiatives to ensure a positive transition experience for transfer students (e.g., orientation, NEXUS and Connect Programs, and the Tau Sigma National Honor Society).  In spring 2018, TSP introduced an online transfer student orientation providing newly admitted transfer students the ability to complete their introduction to campus virtually from anywhere in the world, at any time.

State and national college enrollment trends continue to decline and are projected to decline further over the next five to ten years.  The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified it's in state recruitment philosophy to position the University to continue its enrollment growth.  We must continue to increase our market share in out-of-state markets through initiatives such as regional recruiters and expanding our participation in large regional college fairs.  Although the percentage of applications received from urban districts and community colleges may decline, this does not suggest that the total number of applications received from these demographics will decline. Additionally, within the State of Maryland those areas classified as urban districts are not considered the growth markets within the state.  OUAR has modified its state recruitment philosophy to put a greater emphasis on the districts with high application and enrollment yields.  Many of these districts support the enrollment of students from urban districts.

Several factors impact the number of graduates in STEM fields. First, we face stiff competition from other campuses statewide and nationally for the better prepared students. These students are attracted to campuses with state-of-the-art facilities and equipment with a high number of full-time faculty members who conduct research. Secondly, many of our students enter college academically underprepared especially in the mathematics and science areas. Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. Two initiatives with Google and Intel will provide our STEM students with opportunities to work with these leading innovators in technology. The University will have eight students majoring in computer science attending the HBCU West to spend a year on the Google campus to take approximately 30 credit hours of courses.  The program is hosted by Howard University through the Domestic Exchange program and starts in August 2018.

A major accomplishment contributing to the goal of enhancing student success in 2017 was the establishment of a Center for Excellence in Teaching and Learning (CETL), and the appointment of its founding Director, Dr. Catherine Martin-Dunlop, formerly with the Morgan State University School of Education and Urban Studies. The overall goal of CETL is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments in their classrooms. Its mission is to promote best practices in teaching that celebrate diversity, equity, and inclusiveness and lead to student success. CETL’s work is guided by the scholarship on teaching and learning that is in turn grounded in the research in the field of faculty educational development. During 2017-18, 29 workshops/webinars were offered that covered 14 topics and included 10 different speakers. The 91 Morgan participants in these workshops included full-time staff and faculty, adjunct faculty, and doctoral students.

For the past, several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. The ability of graduates to gain employment in fields related to their majors is comparable to the statewide average. Alumni continue to contribute to the economic viability of the State. For the 2015 to 2018 period, survey results indicate that on average 70% of our alumni were employed in Maryland one year after graduation. Morgan State University’s undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Graduate or professional school going rate is about 33% during the 2015-2018 period.

**Goal 2: Enhancing Morgan’s Status as a Doctoral Research University**

*Morgan State University will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty’s achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in both STEM and non-STEM disciplines.*

The University awarded 53 doctoral degrees during Academic Year 2017-2018. This number reflects the quality and expansion of the University’s inventory of doctoral programs, which has also made the university one of the state’s primary sources of doctoral degrees granted to African-Americans in critical fields, such as engineering and public health.

The research enterprise at the university enjoyed another phenomenal year, garnering $34M in awarded grants and contracts for FY18. This included the renewal of the research sub-contract for the NASA Goddard Earth Sciences Technology and Research (GESTAR) Program with Universities Space Research Association for another five years (from 2016-2021) for $18.5M. Scientists like Dr. Melanie Follette-Cook, and Dr. Priscilla Mohammed at NASA's Goddard Space Flight Center were recognized for their outstanding technical accomplishments and publications. Dr. Andrew Farkas in the School of Engineering was a recipient of a $1.4M grant from the U.S. Department of Transportation; both Dr. Catherine Martin-Dunlop (School of Education), Dr. Ernest Steele (School of Computer, Mathematics and Natural Sciences) and Dr. Robert Javonillo (School of Computer, Mathematics and Natural Sciences) were awarded research grants from the National Science Foundation for $350,000 for techniques in concept mapping introductory biology courses and $367,488 for computational thinking and visual learning respectively for Dr. M. Md Rahman. The $24.3M ASCEND Program, sponsored by the National Institutes of Health, completed its third year creating an eminent cadre of undergraduate student researchers, and it is hoped many will seek graduate school doctoral studies in the biomedical sciences, thus creating the next generation of research scientists.

The University is optimistic that its designation as Maryland’s Preeminent Public Urban Research University will raise Morgan's stature in the eyes of the sponsored funding community, leading to new research funding and partnerships at the Federal, State, and local levels.

 **Goal 3: Improving and Sustaining Morgan’s Infrastructure and Operational Processes**

*Morgan State University will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.*

The Division of Information Technology (DIT) has noticed an increase in the number of third party services (also known as the "Cloud") procured by the university. This growing number of cloud-based services requires a very specific assessment method. To that end, the Information Systems Security Office (ISSO) has implemented the use of the Higher Education Cloud Vendor Assessment Tool (HECVAT). The HECVAT examines the methods employed by third parties to secure the university’s data as it is being processed, stored, and accessed while in their custody. The current version of the HECVAT was developed in 2017 by EDUCAUSE for use by higher education institutions in assessing the security of cloud vendors. Morgan State University is among a list of institutions nationwide who require use of the assessment tool for cloud-based projects. Since fall 2017, the ISSO has reviewed 14 cloud-based projects using the HECVAT.

During spring 2018, DIT acquired a remote desktop support tool that allows DIT staff to install software, fix many common computer problems, and perform software upgrades on university-owned Windows and Mac computers on-the-spot instead of scheduling a future in-person visit. All remote sessions require the client’s approval and are recorded for quality control and audit purposes. The tool is currently being used on select service calls for testing purposes and will be fully deployed in the first week of July 2018. It is anticipated that this tool will improve response time for what once required an in-person visit, improve client satisfaction, and allow DIT to manage university resources more efficiently.

In recent years, the University has increased investments into the safety and security of the campus. Those investments include additional security officers strategically placed throughout the campus on a 24/7 basis and additional cameras near University housing. As a public safety department, our vision is to provide safety and security for our community and enhance the educational opportunities of our students through effective community policing, vigilant presence and superior customer service.

The campus also has made progress in reducing energy consumption. Even though the campus square footage has increased in recent years, our utility consumption has been declining. In FY13 extreme outdoor temperatures caused our energy consumption to escalate, but since then the University’s energy consumption is trending downwards.

**Goal 4: Growing Morgan’s Resources**

*Morgan State University will expand its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, by seeking greater financial support from the alumni, the State and federal governments, private and philanthropic sources, and by establishing collaborative relationships with private as well as public entities.*

The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the $10,000 plus giving level; an annual fund portfolio of 26,000 plus alumni and friends who make gifts in the range of $1-9,999; a planned giving portfolio of 5,644 mature alumni; and a 6,000 plus young-future alumni portfolio of students and recent graduates.  Cumulative private and philanthropic donations during the period FY’11 to FY’17 increased to $42M representing a 32% increase from $23.5M raised during the previous five-year period. The campus has paid attention to its alumni. Often other potential donors use alumni participation as one of the criterion in the decision to make a gift to an institution.  Morgan has increased the percentage of alumni who contribute to the University ending FY’17 at 17%.  The estimated FY’2018 cumulative private and philanthropic donations are $51M while the estimated FY’18 alumni giving rate is 17%.

**Goal 5: Engaging with the Community**

*Morgan State University will engage with community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and in the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.*

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Morgan’s signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations. A notable accomplishment of the Morgan Community Mile includes the Solar Panel Initiative which fitted 31 homes in the Morgan Community Mile with solar panels and other energy saving upgrades. Another notable accomplishment is the “Live Near Your Work” program, an effort to increase home ownership of Morgan employees while supporting the revitalization of Northeast Baltimore.

Morgan State University’s students also play an active role in the local area. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually through a variety of programs such as the College Discovery Academy which provides academic assistance to Baltimore students in 7th through 9th grade; the Brother 2 Brother Mentoring Program for young men in high school; and the Sisters Advancing Sisterhood in Youth (S.A.S.Y), a mentoring program for young women in high school.

Morgan also engages with and supports local businesses. A hallmark project is the 10,000 Small Business Initiative, a collaboration with Johns Hopkins University and the Community College of Baltimore, which will support new start-up companies in Baltimore.

Morgan’s Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. Morgan’s Patuxent Environmental and Aquatic Research Laboratory (PEARL) serves the state and the Chesapeake Bay watershed through its research designed to increase the understanding of costal ecosystems so that they may be properly managed and protected. The PEARL focuses on innovation to help Maryland’s growing aquaculture business. The ASCEND (“A Student-Centered, Entrepreneurship Development”) Center for Biomedical Research is focused on increasing diversity in the biomedical research workforce. The Goddard Earth Sciences, Technology and Research (GESTAR) program is a joint effort between Morgan State University, the University Space Research Association, and the Earth Science and Solar Systems Exploration Divisions of NASA’s Goddard Space Flight Center in Greenbelt, Maryland. The program focuses on developing new space-based missions that help explain the behavior of Earth and other planetary systems. These three centers provide opportunities for Morgan students to participate in cutting-edge research. The Center for Reverse Engineering and Assured Microelectronics (CREAM) focuses on developing the skills of Morgan students studying to become cybersecurity engineers. Morgan’s broad engagement with the community promotes the achievement of the State’s strategic goal of fostering innovation in Maryland higher education.

**MORGAN STATE UNIVERSITY**

*Objective 1.1: Increase the graduation rate of Morgan undergraduates to 40 percent by 2017.*

*Objective 1.3: Increase the second-year retention rate of Morgan undergraduates to 78 percent by 2017*.

**Commission Assessment:** In response to the 2017 Performance Accountability Report, the Commissioners expressed concern about the persistent statewide gaps in college success and completion when comparing African American students with their peers. To better understand the contributing factors and institutional responses to these persistent gaps, the Commission seeks additional insight from institutions tied to these indicators.

In its 2017 Performance Accountability Report, the University reported its second-year retention rates and six-year graduation rates for all students and African American students are almost identical. This is to be expected since the University is an historically black institution and African American students comprise the majority of the institution’s undergraduate students.

The University reported that retention and graduation have received a great deal of focus and attention in recent years, noting that the rate has sustained at or above 70.0% for the past several years. Six-year graduation rates have also sustained at a rate of 30.0% or above over the same time frame. Describe the factors the University has identified that affect these trends. Which individual strategies have been most effective at increasing retention and graduation rates, and which have been less effective? What strategies are in place to help the University achieve its aggressive benchmarks?

**Institutional Response:** Beginning with the fall 2010 freshman cohort, Morgan has achieved retention rates above 70% for seven consecutive years**.** This was achieved through a combination of early intervention strategies, systematic tracking and monitoring, and academic coaching and mentoring. The Office of Student Success and Retention (OSSR) staff spend most of their time monitoring and tracking students’ finances and satisfactory academic progress. The OSSR works to produce graduates of Morgan State University 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. As a result of grants from the Lumina Foundation, the Bill & Melinda Gates Foundation, and the Maryland Higher Education Commission, Morgan has invested in new technologies including the Education Advisory Board’s (EAB) Student Success Collaborative (SSC), Hobson’s Starfish Retention Solutions, and Ellucian’s Degree Works. These tools have assisted the OSSR with strategic tracking and monitoring, auditing and degree planning, academic coaching and mentoring, course redesign, and predictive analytics. Our intrusive, intentional student success initiatives have helped Morgan gain national recognition for our efforts, winning the 2017 Hobsons Education Advances Award for Student Success and Advisement, the Association of Public and Land-grant Universities’ (APLU) 2016 Turning Points Award, and the 2015 APLU Project Degree Completion Award for our outstanding efforts to increase retention rates and promote student success; Morgan State University is the only HBCU to ever have won these national awards.

One successful strategy to increase retention and graduation rates is first-year advising. In collaboration with the Center for Academic Success and Achievement (CASA), the Office of Student Success and Retention (OSSR) has utilized Starfish to assist with the academic advising of all first-year freshman students. All first-year freshman students are advised by CASA and OSSR staff. Departmental liaisons have been identified to provide additional curriculum details and advising strategies for the CASA and OSSR staff. Holds are placed on every first-year student’s account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in Starfish for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through Starfish.

Every semester, Morgan averages more than 30,000 tracking items in Starfish. As a result of two Spring 2018 Starfish Progress Surveys and manually raised tracking items, Morgan had 35,077 flags or tracking items in Starfish from the Spring 2018 semester alone including 18,309 faculty raised flags + 7,314 kudos + 142 referrals + 29 to-do's + 9,283 system raised mid-term & final grade flags. Additionally, 65,501 attendance records were taken, 402 profiles were created, 305 faculty/advisor office hour blocks were added, and 2,657 appointments were created in Starfish between January 22, 2018 and May 11, 2018. We now have more than 300,000 unique data points in Starfish since its adoption in January 2014. Once per year, our Office of Institutional Research completes a comprehensive evaluation of Starfish to include both quantitative data and qualitative data from faculty and student surveys. 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.

A Fall 2016 analysis of Starfish (IPAS) by the Office Institutional Research at Morgan found that: 1) 28,289 of the 32,037 Fall 2016 undergraduate grades had corresponding Starfish tracking items (flags, kudos, referrals, or to-do’s); 2) the majority of D and F grades at mid-term (9,272 grades below C at mid-term) were improved to grades of C or better with the help of Starfish (5,166 grades below C at final); and, 3) of the 3,748 grades that did not have corresponding Starfish tracking items, 39 had grades of D and F at mid-term and that increased to 117 grades of D and F at final. For the first time, the correlation between Starfish and mid-term and final grades can be observed in both directions: with Starfish grades are likely to improve from mid-term to final, and without Starfish grades may slip from mid-term to final. Starfish Retention Solutions (by Hobsons) continues to operate as an invaluable, comprehensive, and transformative advising, tracking, and monitoring tool for Morgan State University.

For the OSSR staff (advising and counseling staff), Starfish, Degree Works, and EAB SSC have greatly reduced the hours of time spent identifying cohorts of students to be contacted manually. Also, Starfish has allowed for seamless intervention by the OSSR staff for identified cohorts of students, especially the early alerts triggered by instructional faculty. The result has been automated, individualized emails and messages to students from OSSR staff. For students, Starfish has provided access to one online resource where all academic coaching and mentoring as initiated by OSSR staff, academic advisors, and faculty can be obtained and acted upon. Students' response rates to interventions including the scheduling of appointments has increased and facilitated more engagement with faculty, staff, and student support offices.

Integrating the Degree Works and EAB SSC (Education Advisory Board Student Success Collaborative) tools into the existing iPASS initiative at Morgan provides synergy and a “360 degree” approach to student success innovation. Together, Starfish Retention Solutions, Degree Works, and EAB SSC provide a seamless strategy to support students from matriculation to graduation to include education planning, counseling and coaching, and targeting risk and intervention. In 2016, Morgan State University was awarded the Lumina Foundation’s HBCU Student Success Grant. This three year project assists three HBCUs (Morgan State University, Howard University, and Dillard University) in implementing promising institutional policies and practices in order to 1) increase attainment for all students and 2) reduce attainment gaps. Utilization of the EAB SSC predictive analytics tool is at the heart of the activities and strategies we are employing to produce the expected outcomes. A secondary strategy for the Lumina HBCU grant, flowing out of the first, is the implementation of a second-year experience (SYE) program. Membership in EAB-SSC has allowed Morgan to more effectively utilize institutional data and comprehensive analytics to assess students’ academic progress, predict potential challenges, and develop highly targeted strategies that support their success. EAB-SSC is a three-pronged integrative approach to addressing student success through technology, research and consulting. The first prong, SSC-Campus, is a comprehensive student analytics and support technology platform that integrates analytics, interaction and workflow tools. SSC-Campus has expanded OSSR advisors’ access to individual and collective academic performance data, facilitate communication among academic advisers and academic support offices, and generate institutional reports in real time. By identifying and exploring factors that have the potential to positively inform curriculum, academic support, academic policy, and administrative process decisions, this tool has significantly improved our capacity to retain and graduate our students. Especially noteworthy is the utilization of the platform by the entire university community, including professional and faculty advisers, provost, deans, department chairs, enrollment management, student support offices, student affairs, institutional research, and assessment staff.

In 2016, in an effort to enhance and sustain increases in retention in graduation rates, Morgan’s President, Dr. David Wilson, hosted a "deep dive" retreat for his cabinet, deans, chairs, and senior administrators. Dr. Timothy Renick, Vice Provost and Vice President for Enrollment Management and Student Success, presented in-person an exciting example of strategic, systemic, and evidence-based change at Georgia State University set the tone for the introduction of a proposal for a new strategic campaign to increase Morgan State University’s graduate rates: The Morgan State University “50 by 25” Initiative: Getting More Students Across the Finish Line, a campaign to increase Morgan’s graduation rate to 50% by the year 2025 has continued into its second year with emphasis on three central themes: 1) Advising and Degree Planning; 2) Faculty Development and Course Redesign; and 3) Beyond Financial Aid (BFA). The “50 by 25” Campaign includes half-day, check-in meetings twice per year in April and November for the cabinet, deans, chairs, and senior administrators to report-out on their progress. The adoption of Starfish, Degree Works, and EAB SSC support the 50 by 25 Campaign to continue gains in student success.