

The background of the slide features a photograph of a modern, multi-story brick building with large glass windows. A large, dark blue sign with white lettering reads "MORGAN STATE UNIVERSITY". The sign is mounted on a stone base. The building has the word "MORGAN" written vertically on its side. The sky is clear and blue.

# The Whole First Year: Reimagining the Journey to a College Degree

Presented by:

Ryan Z. Maltese, JD, PhD

Associate Vice President, Student Success  
and Retention

**MEAUXMENTUM<sup>3</sup>**  
**HIGHER EDUCATION SUMMIT**  
»» **GAINING MEAUXMENTUM** ««

# Getting to Know Me ...

## Professional Profile



**Ryan Z. Maltese, JD, PhD**  
Assoc Vice President,  
Student Success and Retention  
Morgan State University

- 25 years in higher ed administration
- Licensed attorney
- Twelve years at North Carolina A&T in Advancement and Student Affairs
- Adjunct professor in Political Science
- Created a University Events Center and an Office of Student Activities
- Seven years at Georgia State in student success and grant management
- Expertise in student engagement, project management and student success programs
- Certified in Servant Leadership

## Career Highlights

- Primary architect of the National Institute for Student Success (NISS) managing \$35M+ in operational funding
- Led the development of GSU's QEP College-to-Career proposal
- Developed the Violence Initiative of the Joseph and Evelyn Lowery Institute for Justice & Human Rights
- Built three integrated learning math labs at Perimeter College
- Managed over \$20M in student success grants focused on academic advising, financial wellness, adaptive learning, community engagement and career readiness



**Morgan State University**  
**‘The National Treasure’**  
**est. 1867**



**1802 - 1877**



## **VISIONARY FOUNDER**

**REV. SAMUEL GREEN, SR.**

One of the African American visionary founders of Centenary Biblical Institute, now Morgan state University. Green was sentenced to 10 years in the Maryland State Penitentiary for possession of “Uncle Tom’s Cabin.” Green was also a conductor on the Underground Railroad and assisted Harriet Tubman on her journey to freedom.

**WE ARE BLACK HISTORY**

**Our Core Values**  
**LIIDER**



**Leadership    Innovation**  
**Integrity      Diversity**  
**Excellence    Respect**





# Morgan National Rankings

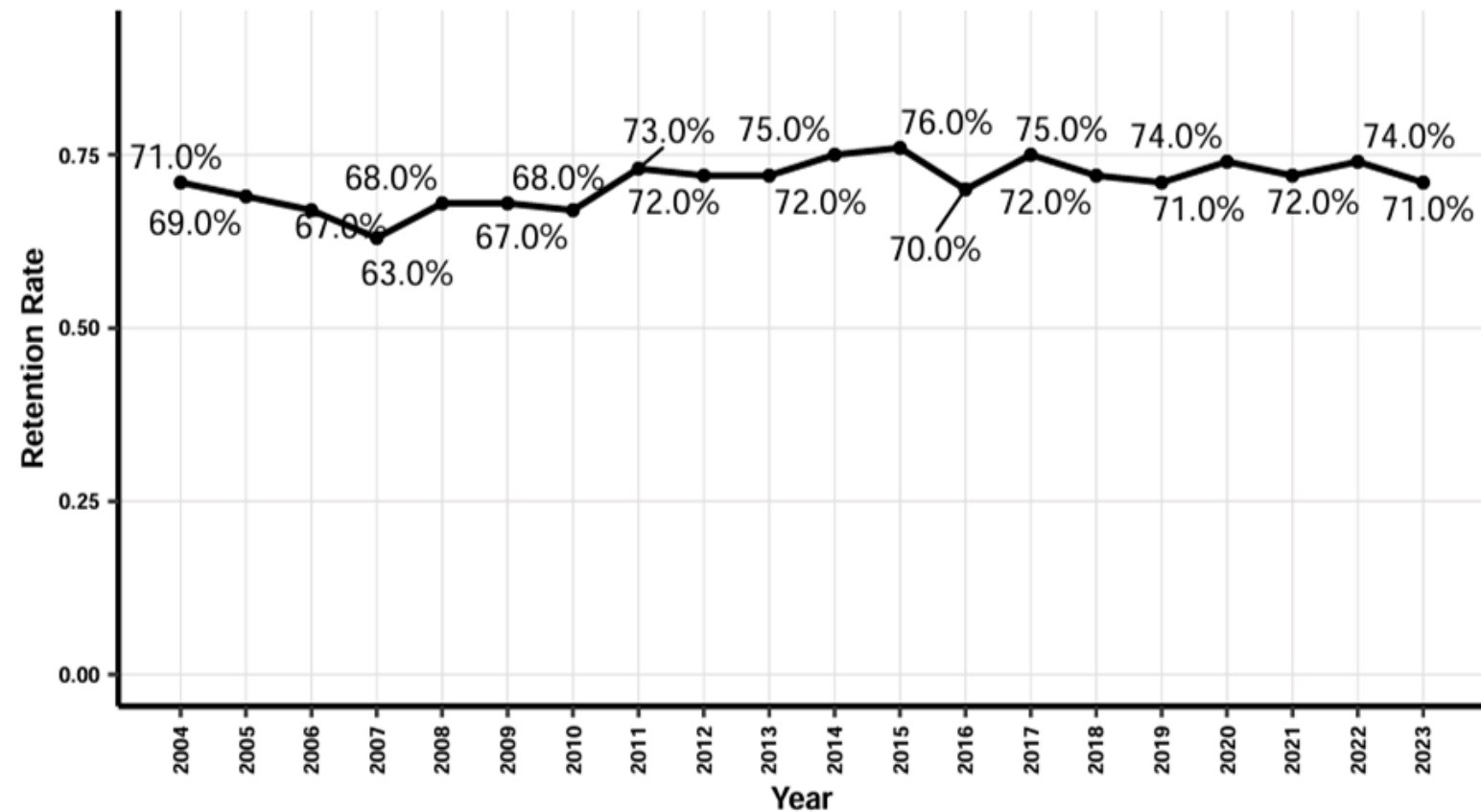
- Maryland's preeminent public urban research university (R2 Carnegie designation)
- Graduated more than 57,000 degree recipients in its history
- Enrolling more than 10,000 students AY '25 (Undergraduate/Graduate)
- Only university designated as a '**National Treasure**' by the National Trust for Historic Preservation
- Leader among HBCUs in Fulbright Scholars
- Top Three nationally in Bachelor's degrees awarded to African Americans in:
  - **(1st)** Construction Management, Electrical Engineering, Music, Strategic Communications
  - **(2nd)** Architecture, Civil Engineering, Health Education
  - **(3rd)** Actuarial Science, Hospitality, Industrial Engineering, Transportation



# Morgan's Milestones and Achievements

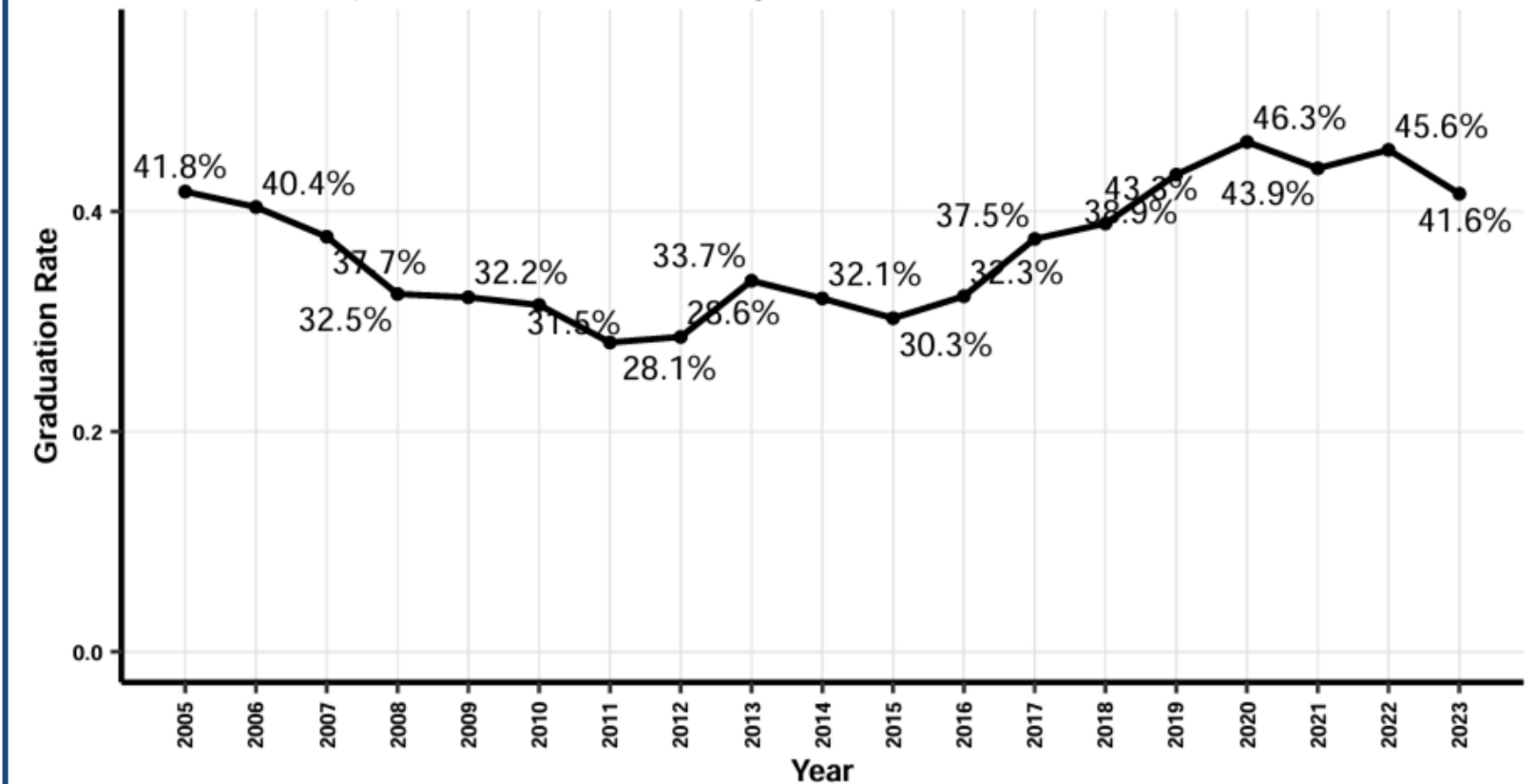
**Overall Retention Rates 2004 – 2023**

First Year Fall-to-Fall Retention



**Overall 150% Graduation Rates 2005 – 2023**

Bachelor's or equivalent subcohort of four-year institutions



**\*2023 FYRR – 70.5%**

**\*2024 FYRR – 74%**

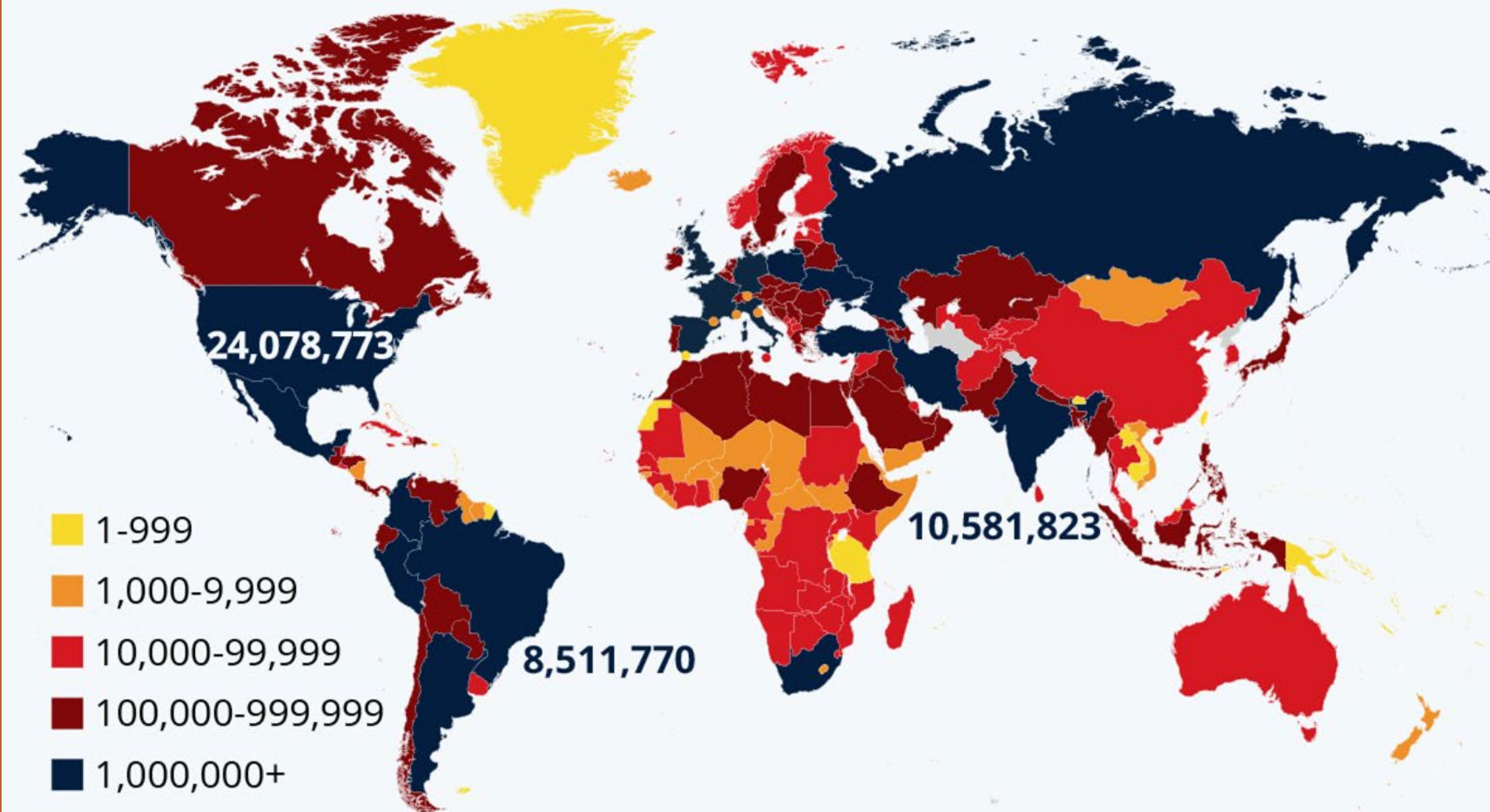
- 10,000+ students (undergraduate and graduates)
- 1<sup>st</sup> to 2<sup>nd</sup> year retention above 70% for 14 straight years
- Six-year graduation rate above 40% for 7 straight years

**\*2023 6-Yr Grad Rate – 42%**

# What ... just ... happened???

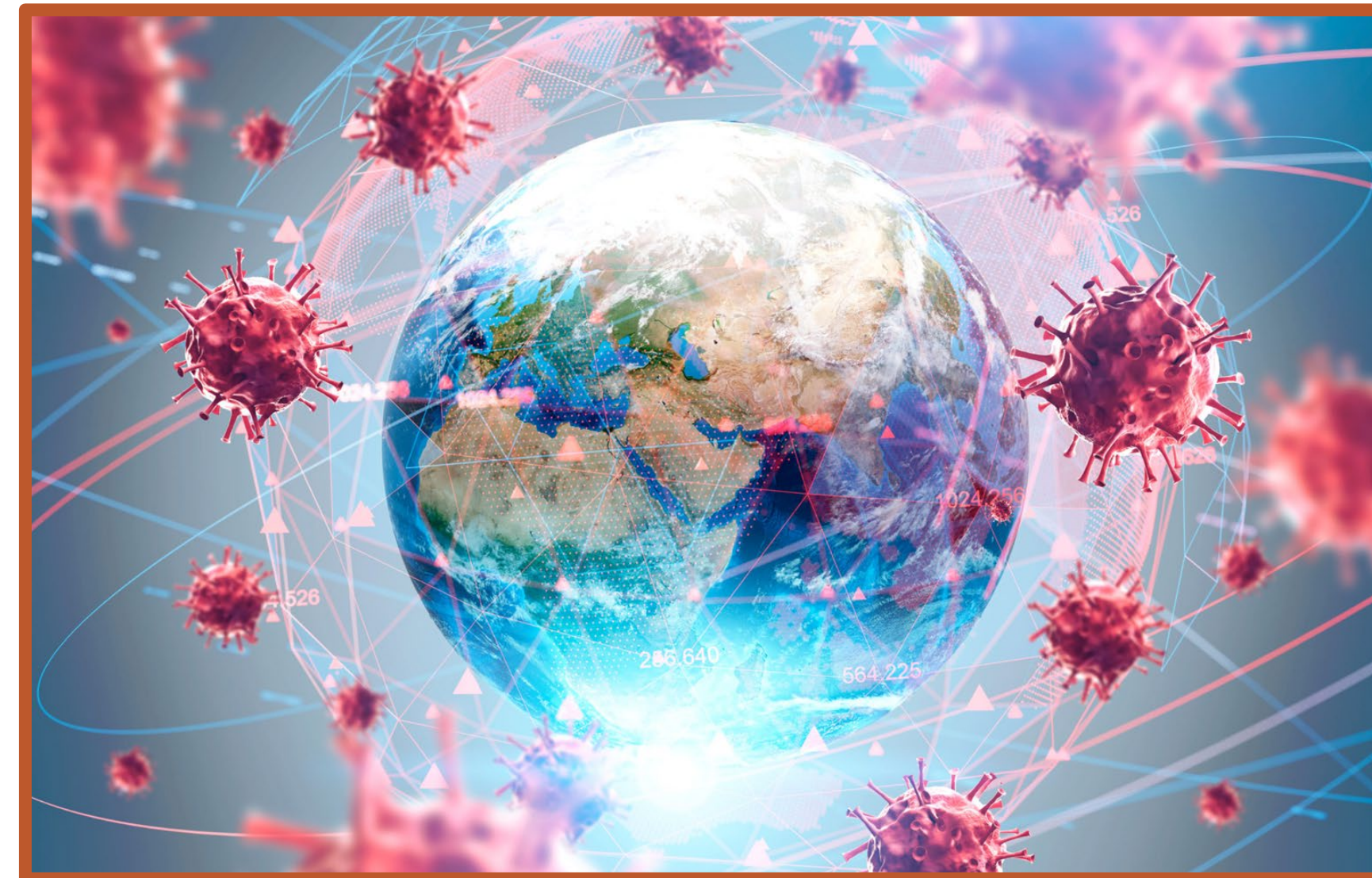
## The Virus That Has Enveloped the World

Locations by number of confirmed COVID-19 cases

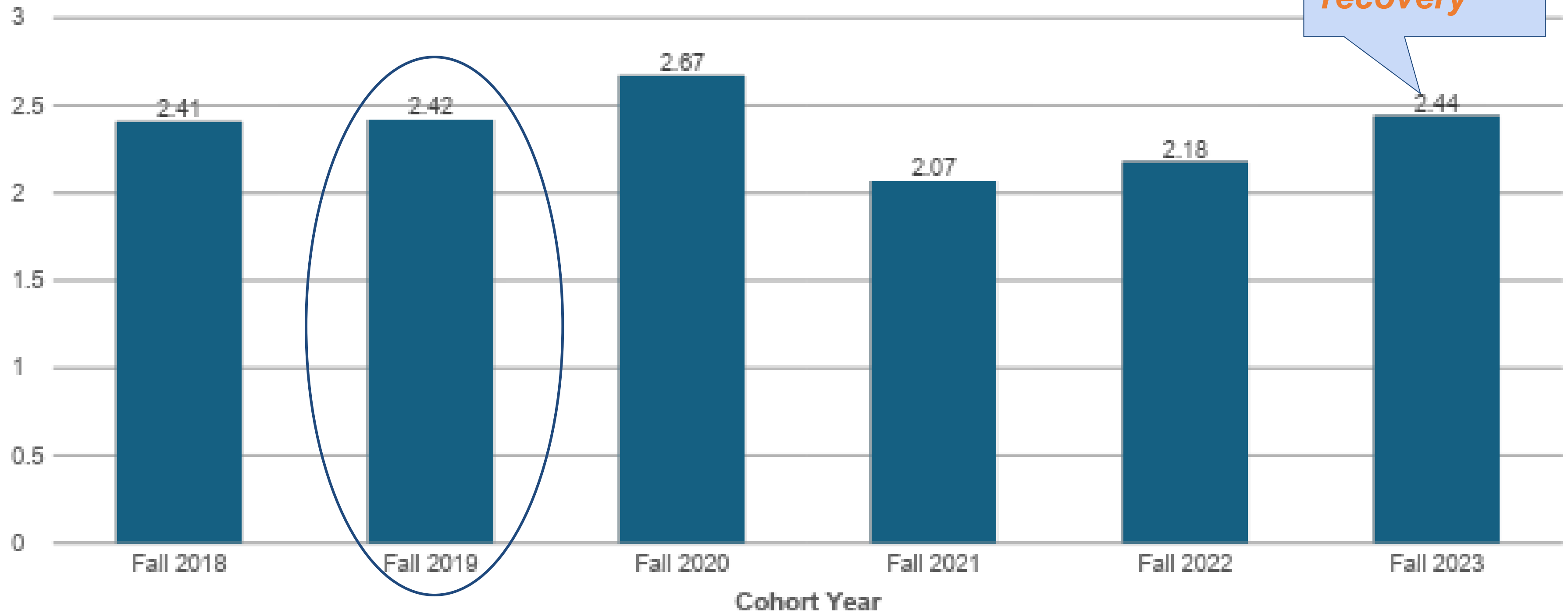


Hong Kong and Macau included in China figure  
As of January 19, 2021 at 4:30 a.m. EST

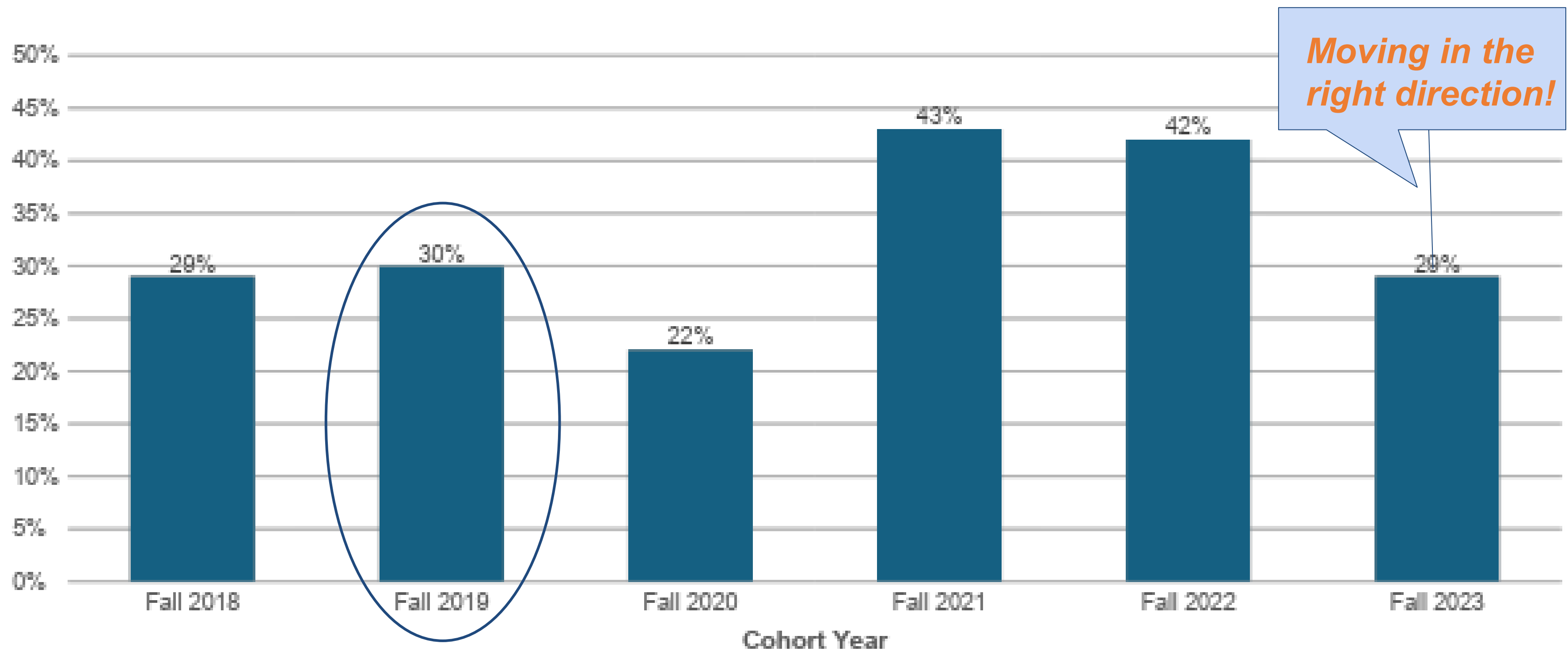
Source: Johns Hopkins CSSE



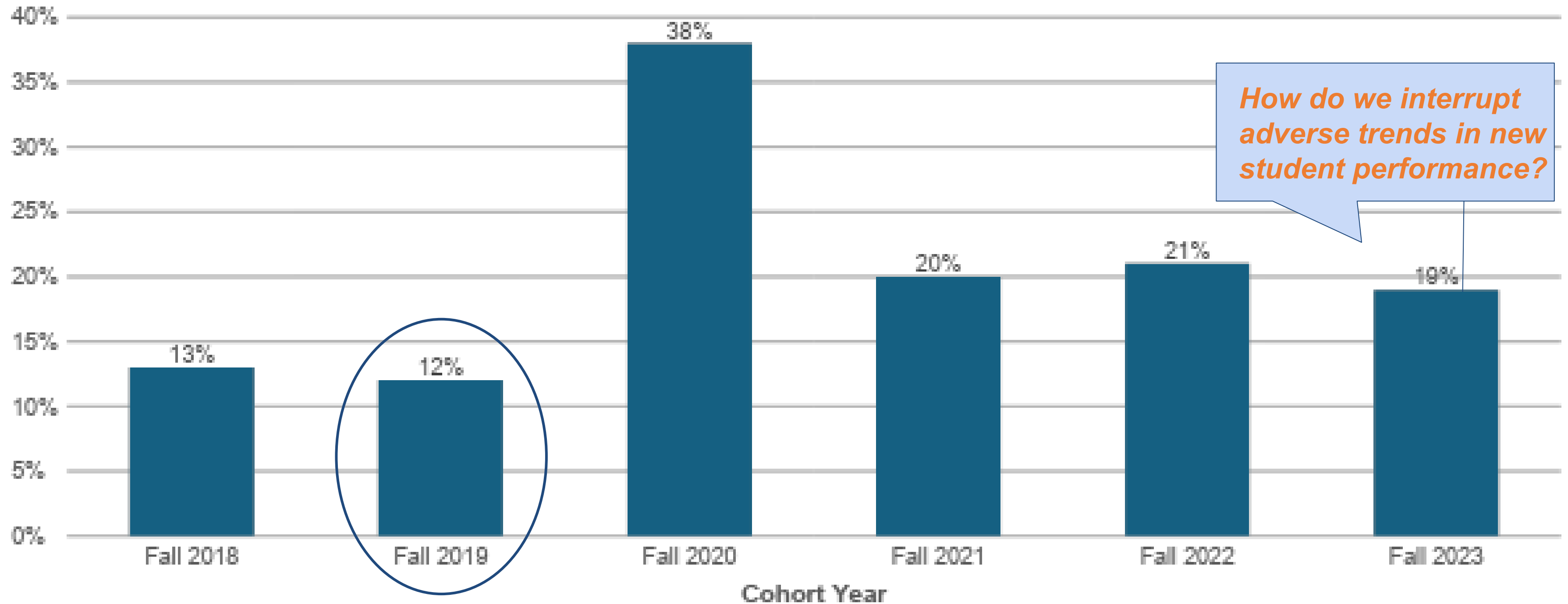
# Average First Semester GPA of New Cohort Students



# Percent of cohort students with cumulative first semester GPA less than 2.0



# Percent of cohort students with below 2.0 first semester GPA who had 0.0 GPA

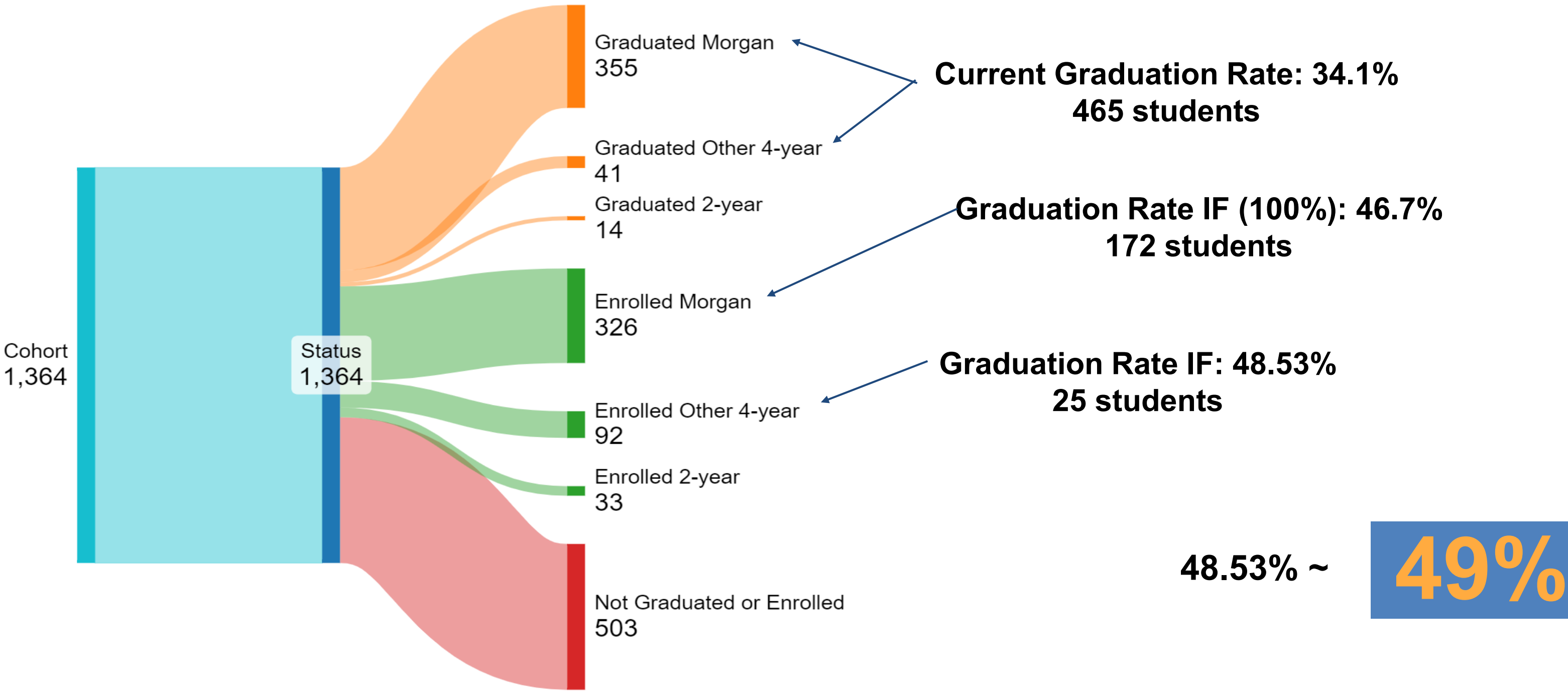


**Before COVID19  
... there was our  
FALL19 (Cohort)**

**MORGAN**  
**50**  **by 25**

Fall 2019 Cohort  
Status as of May 2024  
682 = 50x25

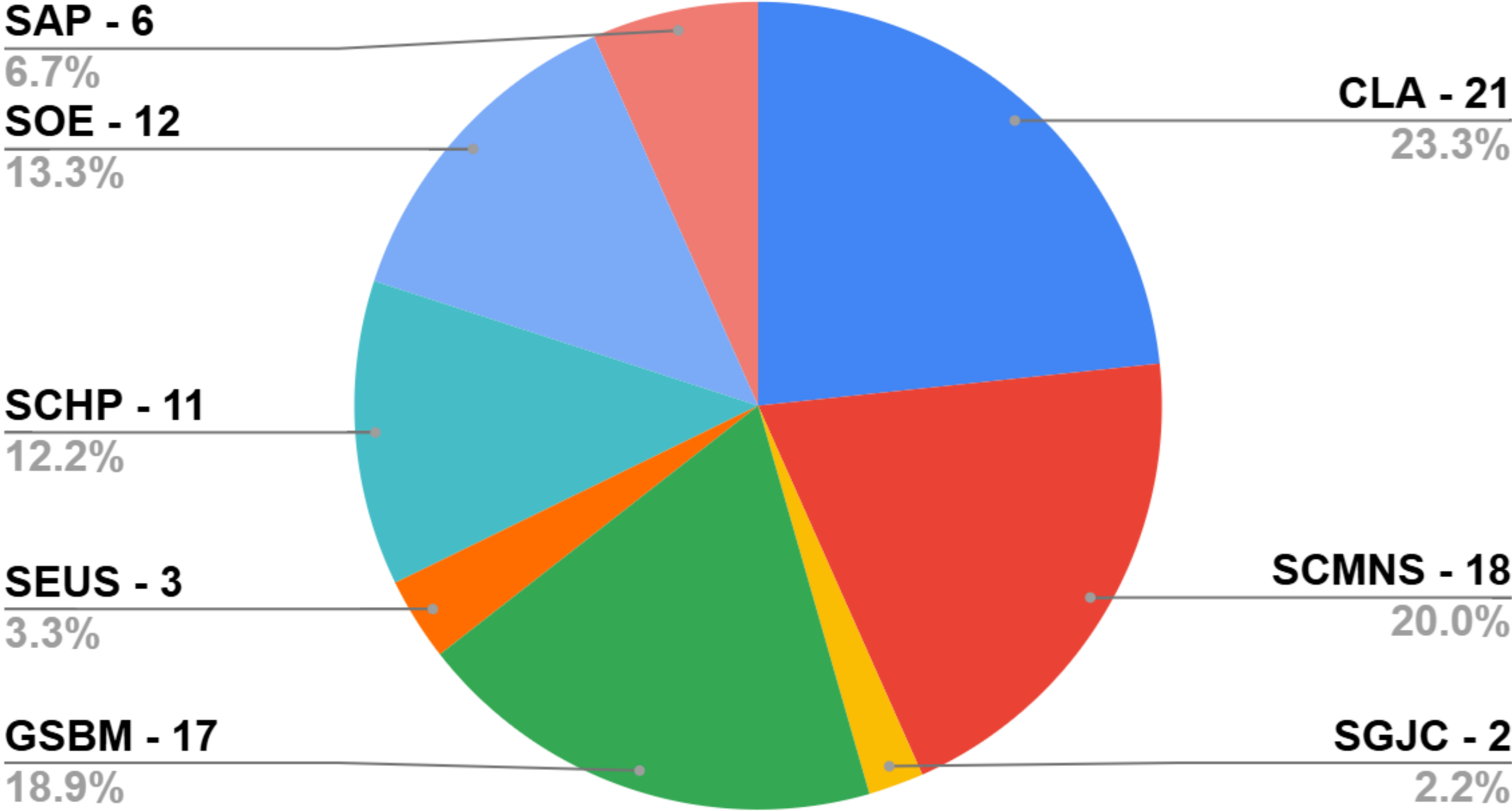
Fall 2019 Cohort  
Status as of September '24



# Fall 2019 Cohort - Did NOT Apply for Fall '24 Graduation

## As of December 2024

Fall 2019 Cohort - School Designation



**132 Total Students**  
(90 or more credits)  
**CLA, GSBM, SCMNS, SCHP**  
**64% (combined)**

- Assuming 42 graduating in December
- Remaining 90 aggressive outreach for Spring '25

- Degree review to ensure Spring '25
- Terrie as "Cohort Shepherd" for rest of Academic Year '24-'25

Fall 2019 Cohort  
Status as of  
December 2024  
682 = 50x25

Fall 2019 Cohort  
Status as of December '24  
Current Graduation Rate: 35.4%  
483 of 539 students\*

Cohort  
1,364

Status  
1,364

Graduated Morgan  
467

Graduated Other 4 Year  
72

Graduated 2 Year  
14

Enrolled Morgan  
204

Enrolled Other 4 Year  
83

Enrolled 2 Year  
38

Not Enrolled/Graduated  
486

Graduation Rate IF (100%): 42%  
90 (90+ credits & 2.0+ GPA)

Graduation Rate IF: 43.9%  
27 students

43.98% ~ **44%**

# Efforts to Support Fall 2019 Cohort for 50x25

- Targeted outreach and consistent communication over next 12 months
- School/Department receptions at beginning/end of terms for check-ins with Fall '19 Cohort
- Financial support, where needed, to help students toward completion
- Course availability for end-of-major classes
- When necessary, override seats for Fall '19 Cohort, if on track for graduation
- Internship selection and support, where needed for completion
- Independent study course substitutions for classes not offered but required for major completion
- Monthly Graduation Team appointments to include degree audit and course schedule verification



**“Finish Morgan Strong”**



**“What If We... ?”**

**Reimagining the  
Experience for  
First-Year  
Students**



# **Discussion topics for this session include:**

- 1 Reimagining Summer Orientation**
- 2 Redesigning the FYE Course**
- 3 Launching a Peer Mentor Program  
Creating a Standard of Care  
with New Advising Strategies**
- 4 Establishing New Partnerships**
- 5 Navigate 360 Data Utilization**

“

**Student success, retention,  
progression AND graduation is  
everyone's responsibility**”

1

# Reimagining Summer Orientation



# ACCESS Summer '23

## Immersive Four-Day Experience

consisting of:

- Tassel Ceremony with Leadership
- Parents 411
- Movie Night
- Talent Show
- Field Trip to Local Museum
- Registration Day
- Morgan Spirit Day
- Financial Clearance Day



## ACCESS ORIENTATION PROGRAM

OFFICE OF STUDENT SUCCESS AND RETENTION

1700 E. Cold Spring Lane  
Tyler Hall, Suite 116  
Baltimore, MD 21251  
(443) 885-3651



# ACCESS Orientation Program – Summer 2023

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
June					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	1 (Jul)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
July	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5

In-  
Person  
Virtual

# ACCESS Orientation Program – Summer 2023

## Opening Ceremony with Conferring of Tassel



# Bear Necessities NSO – Summer 2024



## “What’s Your Why?”

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29



July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

In-

Person

Virtual

Both

# Bear Necessities NSO Resources & Logistics Investment

## Facilities – (Main Campus)

- Blount & Rawlings Residence Halls
- Rawlings Dining Hall
- Library Computer Labs (60 stations)
- Blount Computer Lab (30 stations)
- Tyler Hall Computer Labs (30 stations)
- Murphy Arts Center
- University Student Center



## Resources Desired

- Laptops
- Radios
- Golf carts
- Portable audio system
- Wristbands
- Tassel Charms



## Personnel

- Orientation Coordinator
- 1 Peer Mentor Manager
- 4 Peer Mentor Leads
- 24 Peer Mentors
- BE Staff for Day 2/3
- 8 new Academic Advisors



# Bear Necessities NSO Onboarding Communications

## Admissions

- Communications within 1-2 weeks of intent to enroll
  - Weekly touch points throughout the summer



## Onboarding

- Onboarding NSO Modules (Canvas): Opening [February 15th](#)
- Getting to Know You Survey
- History of Morgan
- Academic Calendar & Resources
- Enrollment Process (Checklist)
- ALEKS Assessment
- Navigate introduction
- Pre-registration videos
- Orientation guidelines



# Bear Necessities NSO – Agenda & Program (2 ½ Days)

## Day 1 (8a - 10p) Registration

Three Groups/Sessions  
**A-F/G-O/P-Z**

- Session/Group 1  
Advising & Registration
- Session/Group 2  
Administration Matters
- Session/Group 3  
Peer Mentor Magic

## Day 2 (8a-11p) Become Morgan

Two Groups/ Three Sessions  
**Blue Group/Orange Group**

- Session 1  
Financial Clearance  
Morgan Spirit
- Session 2  
Peer Mentor Skits/Town Hall
- Session 3  
Campus Tour
- Talent Show/Food Truck & Vibes

## Day 3 (8a - 12p) The Climb Begins

All Groups

- Alumni Speaker
- Closing Ceremony  
SGA & CAB

And what  
about this  
tradition?



# Student Centered





**Morgan Spirit  
Sense of  
Belonging**



**Student  
led ...**

**Student  
focused**

# Welcome to Morgan State University



# Preparation is the Key to Success



# “Leading from the Front”

## Introducing Morgan Peer Mentors:



# Creating Accountability Partners



## Parents:

1. Get on the FERPA Form
2. Check-in v. Hover
3. Capital T Truth v. lower T truth
4. “Teach How” v. “Do For”
5. Advocate v. Argue

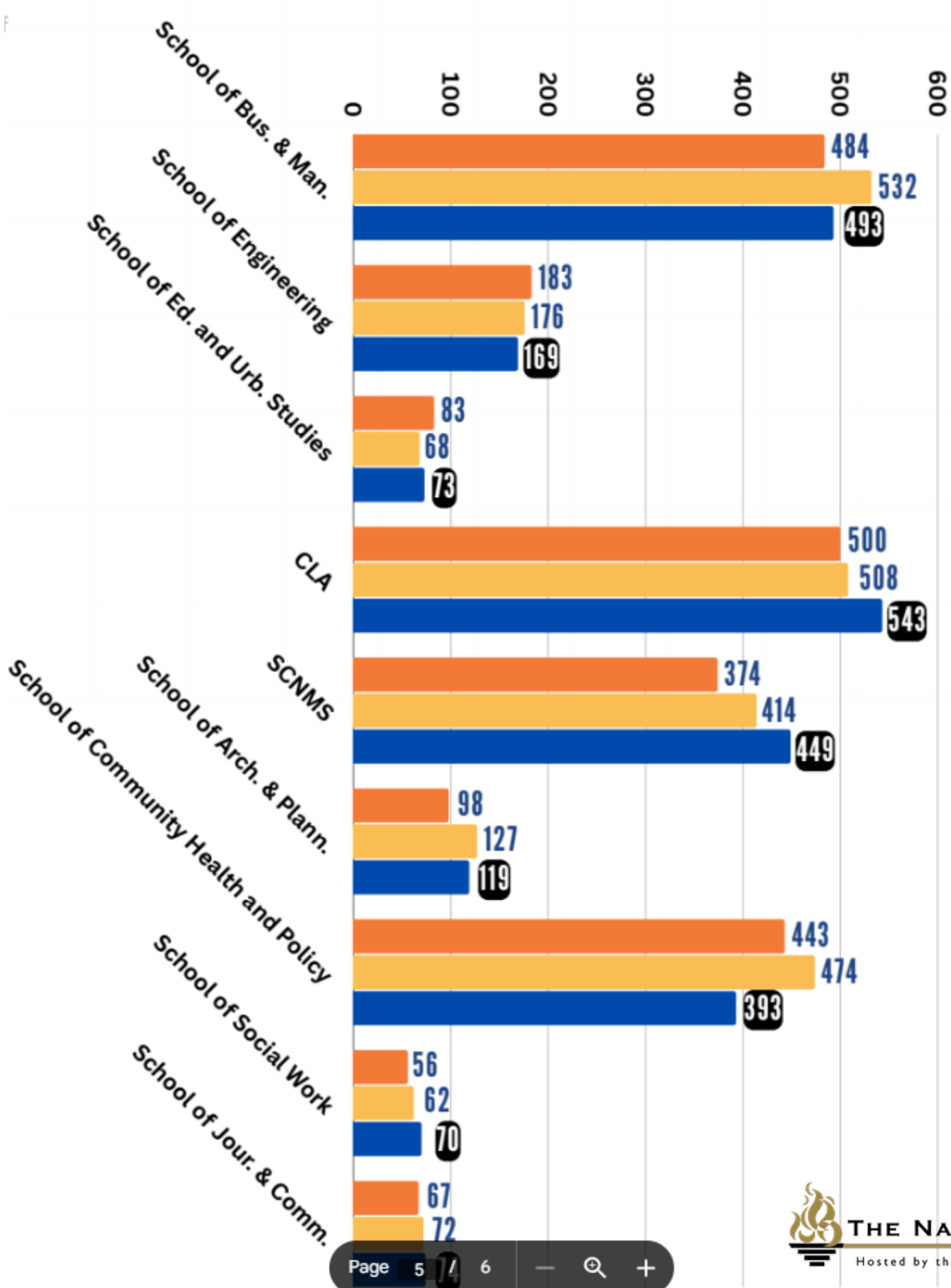
## Students:

1. Sign the FERPA Form
2. Check-in v. Hanging On
3. Capital Truth v. lower truth
4. Learn How v. Done For You
5. Advocate v. Argue

2

# Redesigning the First Year Experience Course





## TOP MAJORS

NURSING OR NUTRITIONAL  
SCIENCE/HEALTH EDUCATION

2022

399

2023

436

2024

393

MANAGEMENT, BUSINESS  
ADMINISTRATION,  
ENTREPRENEURSHIP OR MARKETING

2022

332

2023

388

2024

399

PSYCHOLOGY

2022

190

2023

214

2024

239



THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

Hosted by the Consortium for Student Retention Data Exchange at The University of Oklahoma

# Our New Students - Z to A



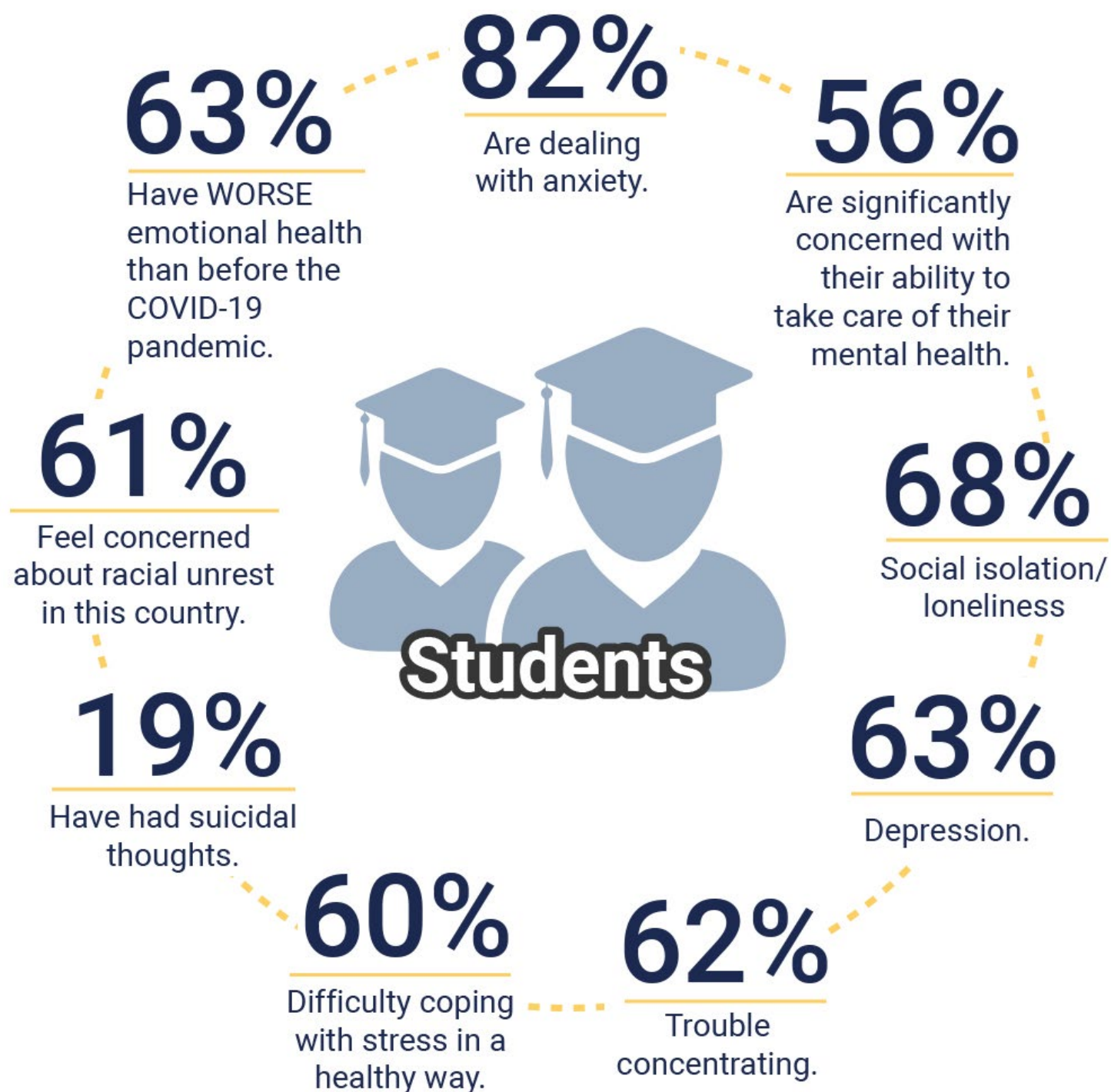
“This is a generation accustomed to learning by toggling between the real and virtual worlds. Today’s students reflexively turn to YouTube for information, yet don’t believe technology has unlimited potential in the academic setting. Above all, they want an education they can apply. They prize project-based learning and undergraduate research that will hone crucial, marketable skills for life.”

~ *Chronicle of Higher Education (2023)*

## **Stressors include:**

- Social Media
- Personal/Family Debt
- Mass shootings
- Gender Identity
- Political Climate
- Learning Loss
- COVID-related Trauma
- College purpose
- Mental Health

# Getting Ready for a NEW Generation of Learner



Parent  
Friend  
Faculty  
Advisor  
Peer Mentor  
Counselor  
Crisis  
Hotline

**Our Team  
Will Support  
You**

# First Year Orientation Course

## “Own the Hour/See the Student”

### Changes to Orientation Course include:

- Course delivery split
  - Mental Health “Check-In” Every Class
  - 50 min class/50 learning lab (LL)
  - LL scheduled for University Hour (all sections)
  - Reduced Class Sizes
- Common Syllabus
  - 10 week/6 week delivery model
  - Digital textbook
  - Guidelines for mandatory topics
  - Participation and project-based learning
  - Alignment with academic calendar
- Career Readiness and Pathway Exploration
  - Introduction to Career Clusters
  - Resume building and internships in career pathways
  - Major exploration with the clusters



# 'Inaugural' New Student Induction Ceremony 2024





**Incoming Students of 2024**

We cordially invite you to join us for the  
2024 New Student Induction Ceremony  
Hosted by:

**Mister & Miss Morgan State University,  
Xavier Johnson & Yasmine Bryant**


Thursday August 22 2024 11:00 AM

Venue: Murphy Fine Arts Center

Attire: Professional, in shades of Blue or White

Keynote Presentation from:  
President David K. Wilson

[CLICK HERE TO REGISTER](#)





### MORGAN BEAR PROMISE

As a new student at Morgan State University, I recognize that I am part of a distinguished group of future alumni of **The National Treasure**. I understand that the actions I take during my first year at Morgan, including both **Fall 2024 and Spring 2025** semesters, will shape my educational experience. I understand that the following actions outlined below support my smooth transition into Morgan State University and will prepare me for academic and career success.

1. I will check my Morgan State email daily and respond promptly to messages to ensure that I stay informed of important information and am able to effectively address my enrollment, registration, financial aid, and other university matters.
2. I will introduce myself to my professors within the first 2 weeks of class each semester.
3. I will attend class regularly, complete all assignments by the due date, and strive to achieve a minimum **2.5 GPA** each semester.
4. I will participate in ALL University Hour Convocations and first-year programs designated for Thursdays at 11:00 am.
5. I will participate in Morgan State campus activities and programs (Career Fair, Student Org Fair, workshops, etc.).
6. I will complete midterm grade check-ins with my Academic Advisor.
7. I will meet with my Academic Advisor at least three times a semester with a goal of at least one in-person session.
8. I will seek assistance from Morgan's resource centers including the Writing Center, CASA Tutoring Center, AEP, or Peer Bears as soon as I find myself struggling in my classes or if I fall below a "C" in any class at midterms.
9. I will abide by the university policies on Academic Integrity, Academic Dishonesty, and the use of artificial intelligence (AI).
10. I will embody the University Core Values (Leadership, Innovation, Integrity, Diversity, Excellence, Respect) during my matriculation and thereafter.

**Upon signing below, I agree to fulfill the Bear Promise guidelines listed above with active participation for the duration of my freshman year.**

Signature \_\_\_\_\_ Date: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
  
Xavier Johnson,  
Mister Morgan State University

  
Yasmine Bryant,  
Miss Morgan State University



# Holding Students to the “Bear Promise” at the New Student Induction Ceremony

- Attend class regularly
- 2.5 GPA each semester (fall and spring).
- Talk to my professors
- Meet with my academic advisor
- Participate in Morgan campus activities
- Participate in ALL University Hour  
Convocations
- Check my Morgan State email daily
- Create ‘original’ work



# Reimagining Traditions Into New Programs



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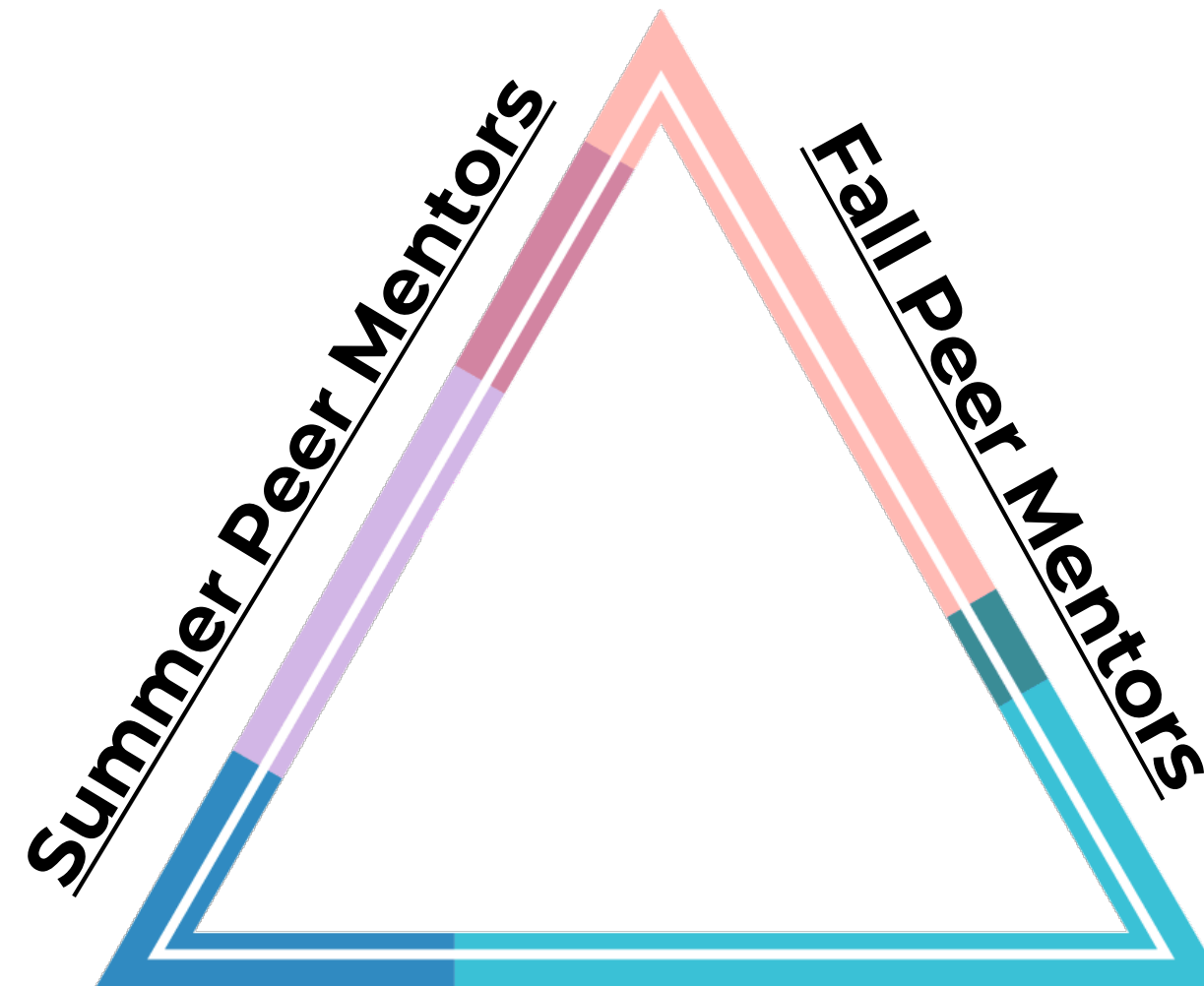
# Leveraging a Peer Mentor Program



# First-Year Peer Mentorship Program

**Mission:** To improve first-year retention, sense of belonging, and use of university resources among first-year incoming students.

- Welcome new students to Morgan State by guiding them through New Student Orientation and introducing them to college life.
- Assist students with their physical transition into college by helping with move-In and Induction traditions.



- Plan, promote, and attend events catered to the enhancement of the first-year experience

**Spring Peer Mentors**

- Focus on academic success, career exploration community building and sense of belonging.



THE NATIONAL SYMPOSIUM ON STUDENT RETENTION

Hosted by the Consortium for Student Retention Data Exchange at The University of Oklahoma

# Servant Leadership Peer Mentor Program

## Peer Mentor Program Goals:

- To **assist** First-Year Students in their Orientation Courses.
- To **give** First-Year Students a current student that they can talk to for advice or information from the time they arrive on campus.
- To **teach** students about resources on campus + **help** them sign up or visit student services as they need it, NOT when it is too late!
- To **welcome** new students and help them acclimate to campus life by attending events with them, connecting with them 1-on-1, and fostering community through group interaction.

*"The servant-leader is **servant** first, it begins with a natural feeling that one wants to **serve**, to **serve** first, as opposed to, wanting power, influence, fame, or wealth."*

*~ Robert K. Greenleaf*



# Peer Mentor - TA Responsibilities

- In-Class Participation
- Learning Lab Assistance
- Academic Support
- Student Services
- Promotion
- Mentorship
- Bi-Weekly Check-Ins



01

Peer Mentors will lead class activities, discussions, and/or present information to students.

02

Peer Mentors schedule (20-min) individual meetings with all students who are enrolled in their Course Instructor's (2) course sections.

03

Check-in meetings with their course instructor on a bi-weekly basis to discuss upcoming classes, and receive feedback



1-on-1s &  
Group  
Meetings

In-Class  
Support

Out-of-Class  
Support

Learning  
Labs

**MEAUXMENTUM**<sup>3</sup>  
HIGHER EDUCATION SUMMIT  
»» GAINING MEAUXMENTUM ««

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# Creating an Advising Standard of Care



# Creating an Advising 'Standard of Care'

How do we deliver a consistent 'standard of care' to any student that comes onto our campus and into our office or classroom, regardless of classification, school or status?



**What do our students need from us as Advisors?**

EVERY Advisor's 'standard of care' should include the following:

- Consistent communication with students in portfolio throughout their educational journey
- Participation in advisor training at least once per academic year
- Regular use of the common technology platform (Navigate) that supports advising and make notes of ALL interactions
- Understanding of student's degree path and consistent use of Degree Works when meeting with or advising students
- Responding to all student inquiries in a timely manner and with accurate information

# Three-Tiered Structure for Professional Advising

## (Proactive, Reactive and Intrusive)



Proactive	Reactive	Intrusive
<p>Helping students determine what kind of obstacles they may be facing along the path to degree completion and helping them create plans and short- and long-term goals directed toward overcoming these obstacles.</p> <ul style="list-style-type: none"><li>• Advising Campaigns</li><li>• Early Alerts</li><li>• Information Sharing</li></ul>	<p>Responding to students in real-time by recognizing their needs and addressing them accordingly. This includes identifying when students may be lost, wavering or in crisis and routing them to the appropriate offices for additional support.</p>	<p>An action-oriented approach to involving and motivating students to seek help when needed. It is not hand-holding, but rather an active concern for students' academic preparation and a willingness to assist students in exploring services and programs to improve skills and increase academic motivation.</p>

## Pre-Appointment

### **1 day before appointment:**

Reminder to your advisee of their appointment via email.

### **Day of appointment:**

Review your advisee's:

- Navigate notes
- GPA

## Start of Appointment

### **Mental health check-in:**

Ask your advisee how they are doing.

### **If accompanied by someone:**

Obtain consent from advisee to discuss academic record with guest present.

## During the Appointment

### **During registration:**

Review degree map and Degree Works audit with student.

### **Additional information:**

Review any items in their academic record with your advisee.

## End of Appointment

### **Action items:**

Determine and provide action items your advisee must complete before next appointment.

### **Schedule the next meeting.**

### **Summarize the appointment in Navigate.**

Thank your advisee for coming and walk them out.

# Anatomy of an Advising Session

# Advising Meeting Schedule for Academic Advisors



Monthly meetings for each advisee - Advising Goals

10 students/day at 30-min intervals x 20 workdays/month = **200 students/month**

Professional Advising Segmentation	Professional Advising Responsibilities	Professional Advising Strategy
<p><b>Students &lt; 2.0</b></p> <ul style="list-style-type: none"> <li>Review academic progress in prior semester and any SAP needs</li> <li>Identify student &amp; academic support services and make referrals to AIM</li> <li>Prioritize student for additional follow-ups and check-ins</li> </ul> <p><b>Students with 3 or more flags</b></p> <ul style="list-style-type: none"> <li>Referrals to Academic Support</li> <li>To-Do List task in Navigate 360 to make advising appointment</li> <li>Prioritize student for additional follow-ups and check-ins</li> </ul> <p><b>High-Performing Students</b></p> <ul style="list-style-type: none"> <li>Send Kudos</li> <li>Brief check-in and issue PIN</li> <li>Send DegreeWorks audit and offer any needed assistance</li> </ul>	<p><b>Fall/Spring Advising Meetings</b></p> <ul style="list-style-type: none"> <li>Issue registration PINs</li> <li>Review any flags</li> <li>Adjustments to recommended classes</li> <li>Provide advice on internships, career-readiness planning, and degree attainment in major/pathway</li> <li>Flags</li> <li>Midterm grades</li> <li>Lift hold</li> <li>Discuss classes for upcoming semester</li> <li>SAP calculations and appeal prep</li> <li>FAFSA update and prep</li> </ul>	<p><b>All Advising Meetings</b></p> <ul style="list-style-type: none"> <li>Wellness check-ins at every session</li> <li>Record all notes in Navigate 360</li> <li>Create actions items for advisees and place in student record</li> <li>Send Kudos for high-performing students</li> <li>Minimum of bi-weekly touchpoints with communications/outreach</li> </ul> <p><b>Approach</b></p> <ul style="list-style-type: none"> <li>Launch appointment campaigns in Navigate 360</li> <li>Allow advisees to schedule their meetings in Navigate 360</li> <li>Schedule monthly appointments before student leaves first appointment of new semester</li> </ul>

# Moving to 'Holistic' Advising

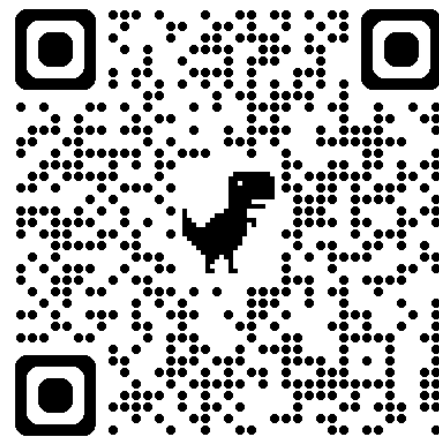
## (Incorporating Strengths-Based and Developmental)

Strengths-Based	Strengths-Based Continued ...	Developmental
<p>Promotes student achievement because it:</p> <ul style="list-style-type: none"> <li>• Builds self-efficacy and intrinsic motivation</li> <li>• Generates positive emotions that enhance students' problem-solving and capacity for creativity</li> <li>• Develops a wider repertoire of success strategies and coping skills</li> </ul>	<p>Steps include:</p> <ul style="list-style-type: none"> <li>• Identify students' strengths</li> <li>• Affirm their strengths and increase their awareness of those strengths</li> <li>• Envision a future by discussing aspirations using strengths</li> <li>• Plan specific steps that help them meet their goals</li> <li>• Apply their strengths to challenges they face</li> </ul>	<p>Includes the education and development of the WHOLE student (educational, career, and personal) and acknowledges that these dimensions cannot be treated independently. Advisors attempt to take students from their point of entry, within each dimension, and facilitate positive growth along the continuum.</p>

# The Modernized National Career Clusters<sup>®</sup> Framework

## The Modernized National Career Clusters<sup>®</sup> Framework:

- provides an updated foundation for how we organize and deliver CTE programs that is industry responsive
- represents the full range of skilled, living wage jobs
- helps prepare learners for the jobs of the future



# Modernized Career Clusters

- ▶ Advanced Manufacturing
- ▶ Construction
- ▶ Supply Chain & Transportation
- ▶ Arts, Entertainment, & Design
- ▶ Hospitality, Events, & Tourism
- ▶ Financial Services
- ▶ Education
- ▶ Healthcare & Human Services
- ▶ Public Service & Safety
- ▶ Agriculture
- ▶ Energy & Natural Resources
- ▶ Digital Technology
- ▶ Marketing & Sales
- ▶ Management & Entrepreneurship

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**Career Clusters**

# Benefits of the Modernized Framework

- 1 Improved Career Exploration and Advising**  
Cluster groupings and sub-clusters help students understand career opportunities, encouraging exploration based on their interests.
- 2 Flexibility for the Future**  
The framework's structure allows for the inclusion of new career fields and pathways, ensuring its relevance as industries and technologies evolve.
- 3 Enhanced Collaboration**  
The framework bridges education and industry by using a common language, creating stronger alignment that supports learners transitioning from education to work.
- 4 Support for Advisors**  
The modernized framework provides advisors with tools and resources to assist in advising students, enabling more informed career guidance and exploration.

# Migration to One Advising Platform

Transition from Starfish to EAB  
Navigate 360 - Summer 2024

- Phone App for enhanced student engagement
- More comprehensive advising platform
- Advising campaigns and 2-way communications
- Expanded reports
- Documents repository
- Integration with Banner and other campus systems for broader communications

Using Navigate exclusively - Fall 2024



# Starfish

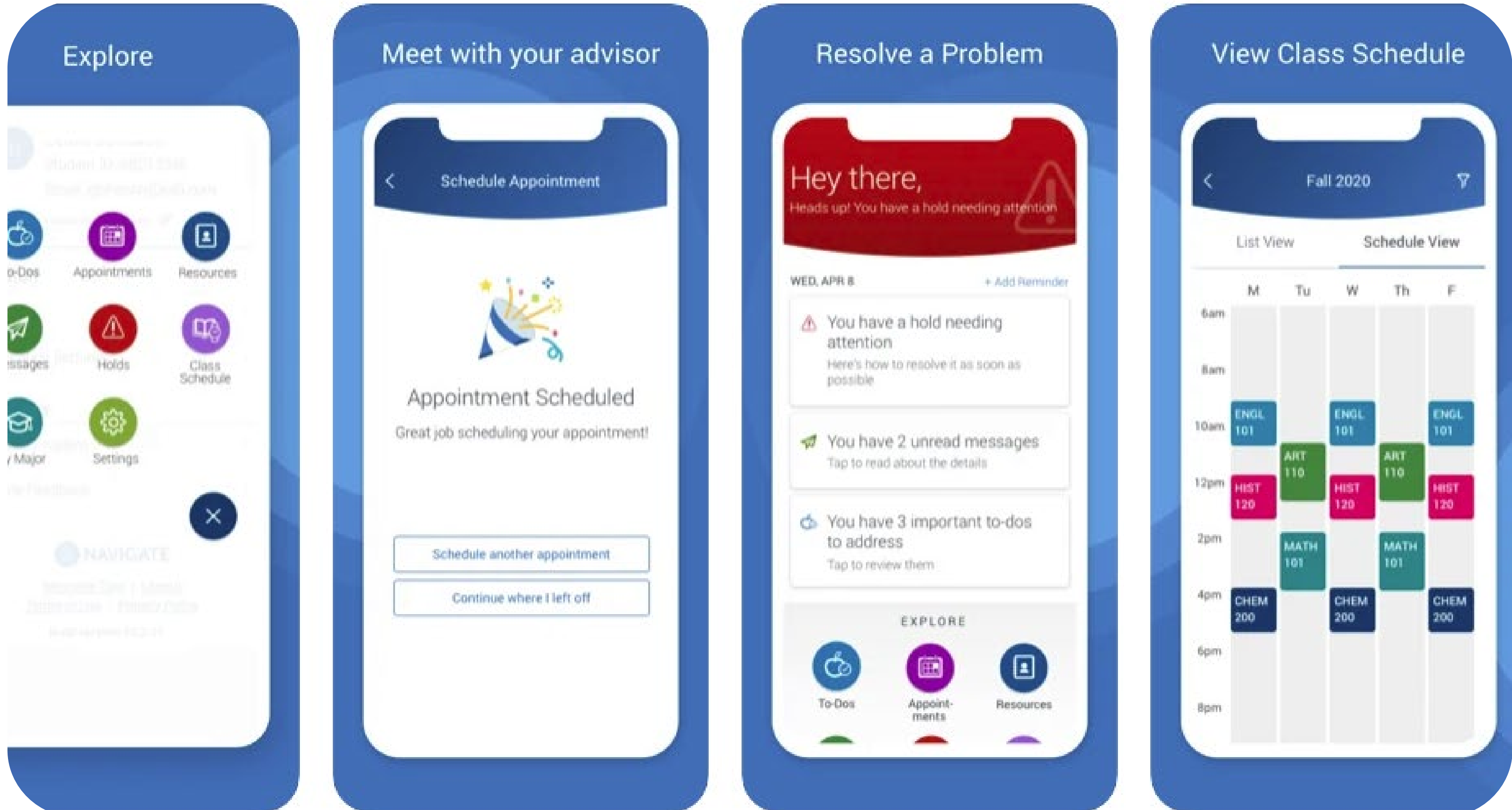


**INTRODUCING**



# Navigate360

# Student Friendly Multi-Function App



5

# **Establishing Partnerships Across Campus and Beyond ...**

**“ Student success, retention,  
progression AND graduation  
is everyone’s responsibility ”**





# Bear Necessities NSO – Summer 2024



## Planning Committee (Jan - Aug)



# Launch Academic Advising Council

- 1 Chair - AVP for Stud Suc & Ret
- 2 Student Success Team Leadership
- 3 Representative for Each School
- 4 Academic Support Programs
- 5 CIIS & LMP
- 6 Career Services
- 7 EMASS Chief Data Strategist

# Advising Pilot into the 2nd Year

**Academic Partners Wanted ... “Advise to 55”**

1000+ SY Students

Professional Advising  
into the 2nd year for  
approximately 1,100  
students who would  
otherwise transition to  
Faculty Advising

Schools and Majors

Seeking partners in  
SGJC, SA&P, SSW,  
CLA, SEUS, SCHP,  
GSBM across 15+  
majors

Career Clusters

Advising across 16  
career clusters in  
alignment with  
current trends in  
future employment

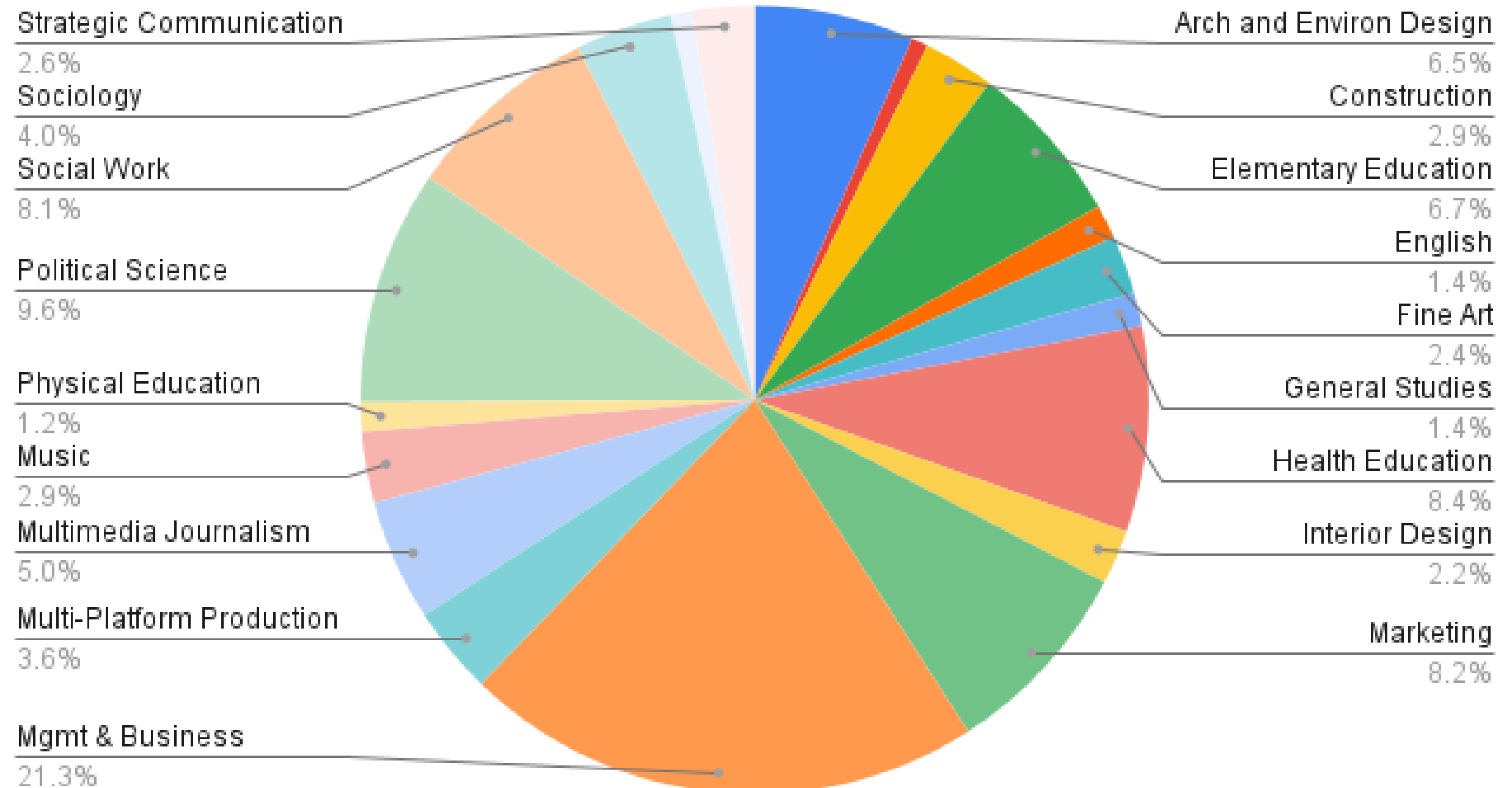
SYE Program

Incorporating second-  
year experience  
opportunities  
(internships, coops,  
field trips, special  
projects, etc.)

# Second-Year Advising Pilot

*Includes Fall 2023 and Spring 2024 admits*

## COUNTA of ID



MAJR_DESC1	COUNTA of ID
Arch and Environ Design	38
Business Administration	4
Construction Management	17
Elementary Education	39
English	8
Fine Art	14
General Studies	8
Health Education	49
Interior Design	13
Marketing	48
Mgmt & Business Administration	124
Multi-Platform Production	21
Multimedia Journalism	29
Music	17
Physical Education	7
Political Science	56
Social Work	47
Sociology	23
Sports Admin & Movement Educat	5
Strategic Communication	15
<b>Grand Total</b>	<b>582</b>

# External Partnerships and Grants



# External Partnerships and Grants

## NISS Acceleration Grant



- \$1.5 million award over three years
- Capacity-building grant focused on increasing RPG through enhancement of student success services
- Specific funding for academic advising, peer mentoring, academic coaching and support, first-year programs, and data analytics support
- One of three initial grant recipients (UCF and NCCU)

# External Partnerships and Grants

## U.S. Department of Education Postsecondary Student Success Program (PSSP)

### TEACH ME Grant

“Technology Enhanced Academic Communication  
to Help in Math and English”

- Four years and approximately \$7.6 million award
- Morgan subaward \$1.78 million
- Development and launch of a chatbot in Math/English gateway courses
- Courses include: ENGL 101/102 & MATH 109/113
- Includes faculty stipends, grad research, Site Coordinator, travel, salary shares, and vendor fees



**GEORGIA  
STATE**



# External Partnerships and Grants



## HBCU Transformation Project

**inside track**  
PARTNERSHIP FOR  
**Education**  
ADVANCEMENT

**THURGOOD MARSHALL COLLEGE FUND**

**Alcorn**  
State University

**FAYETTEVILLE**  
STATE UNIVERSITY

**GRAMBLING**  
STATE UNIVERSITY\*

**ASU**  
ALABAMA STATE UNIVERSITY

**ECSU**  
ELIZABETH CITY STATE UNIVERSITY  
FOUNDED 1891

**FAMU** [ FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY ]

**HBCU CULTURE**

**JSU** JACKSON STATE UNIVERSITY

**SC STATE UNIVERSITY**  
1896

**UPB**  
UNIVERSITY of ARKANSAS AT PINE BLUFF

**WINSTON-SALEM**  
STATE UNIVERSITY

**MORGAN STATE UNIVERSITY**  
CROWNING THE FUTURE  
LEADING THE WORLD

**SUNO**  
SOUTHERN UNIVERSITY at NEW ORLEANS

**VSU**  
SINCE 1882

SOLUTIONS	 <b>Re-Enrollment Coaching</b> Coaching or campaigns that re-engage 11,500+ stopped out students and help them re-enroll plus 6 months coaching to ensure success	 <b>Retention Coaching</b> 9 consecutive months of coaching that supports 9,800+ in student persistence despite internal and/or external barriers	 <b>Capacity Building</b> Professional services for up to 16 institutions and 180 administrators including diagnostics, training, certification and quality management
	<b>IMPACT</b> Former students re-enroll and get back on the path to completion	Current students maintain continuous enrollment to completion	<b>TRANSFORMATIONAL CHANGE</b> The institutions builds internal capacity for a coaching/advising program for long-term, sustainable student success



**InsideTrack Coaching Certification**

Training, individualized feedback and demonstration of skills



**Coaching Powered Leadership Certification**

Manager Development and Leadership Coaching



**Developer Certification**

Develop strengths and opportunities to increase the overall effectiveness



**Trainer Certification**

Ability to deliver Foundational Coach Training

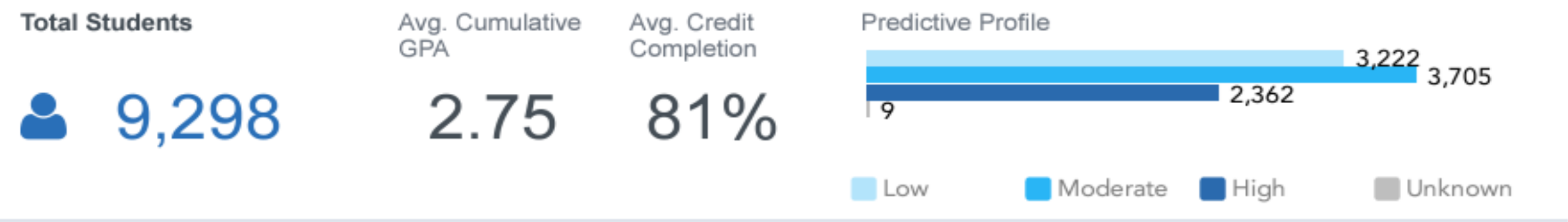
Trainer Network and Portal

**‘Whole’-istic support as a combination of academic advising and coaching**

6

# Leveraging Data to Drive our Student Success Strategy

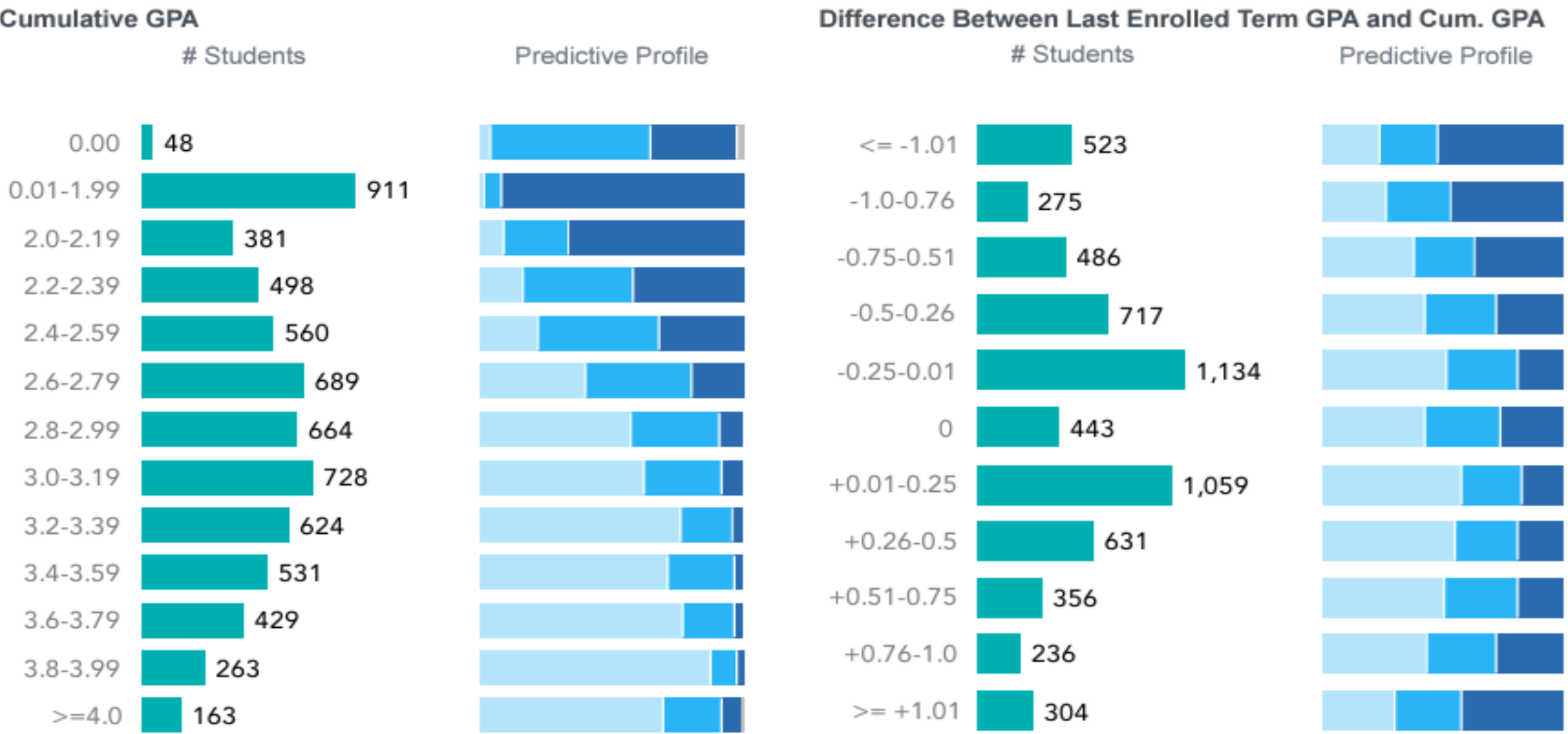




Academic Performance

Need campaign inspiration? View our [Campaign Ideas Infographics](#) for more details.

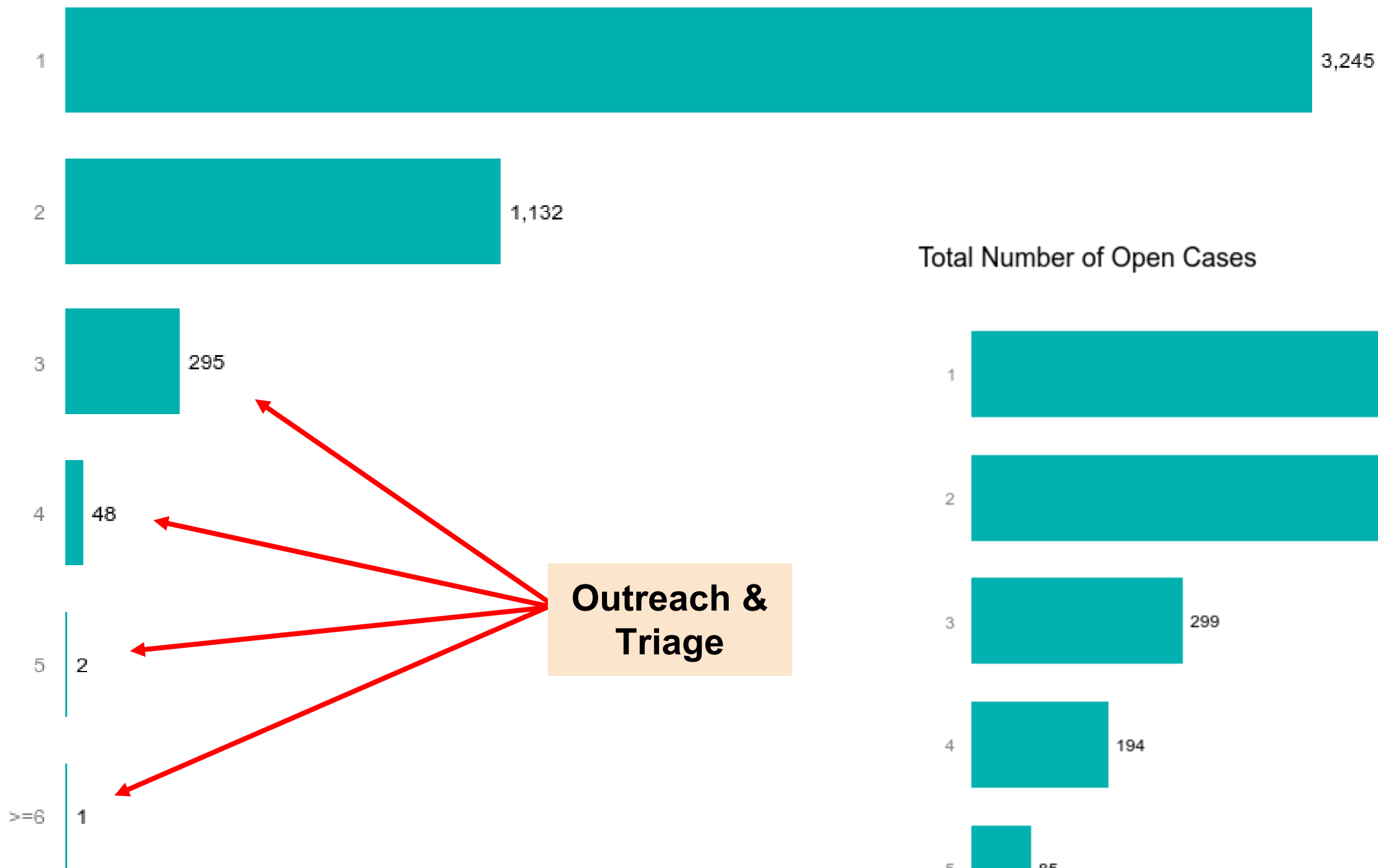
GPA Metrics



Cumulative GPA may include transfer credits. This setting is configured by your institution. For more information, contact your strategic leader.

Students grouped by the difference between the last Term GPA they earned and their Cumulative GPA. If a student's last Term GPA is much lower than their Cumulative GPA, it may be a sign that they are struggling and need assistance.

Total Number of Current Alerts

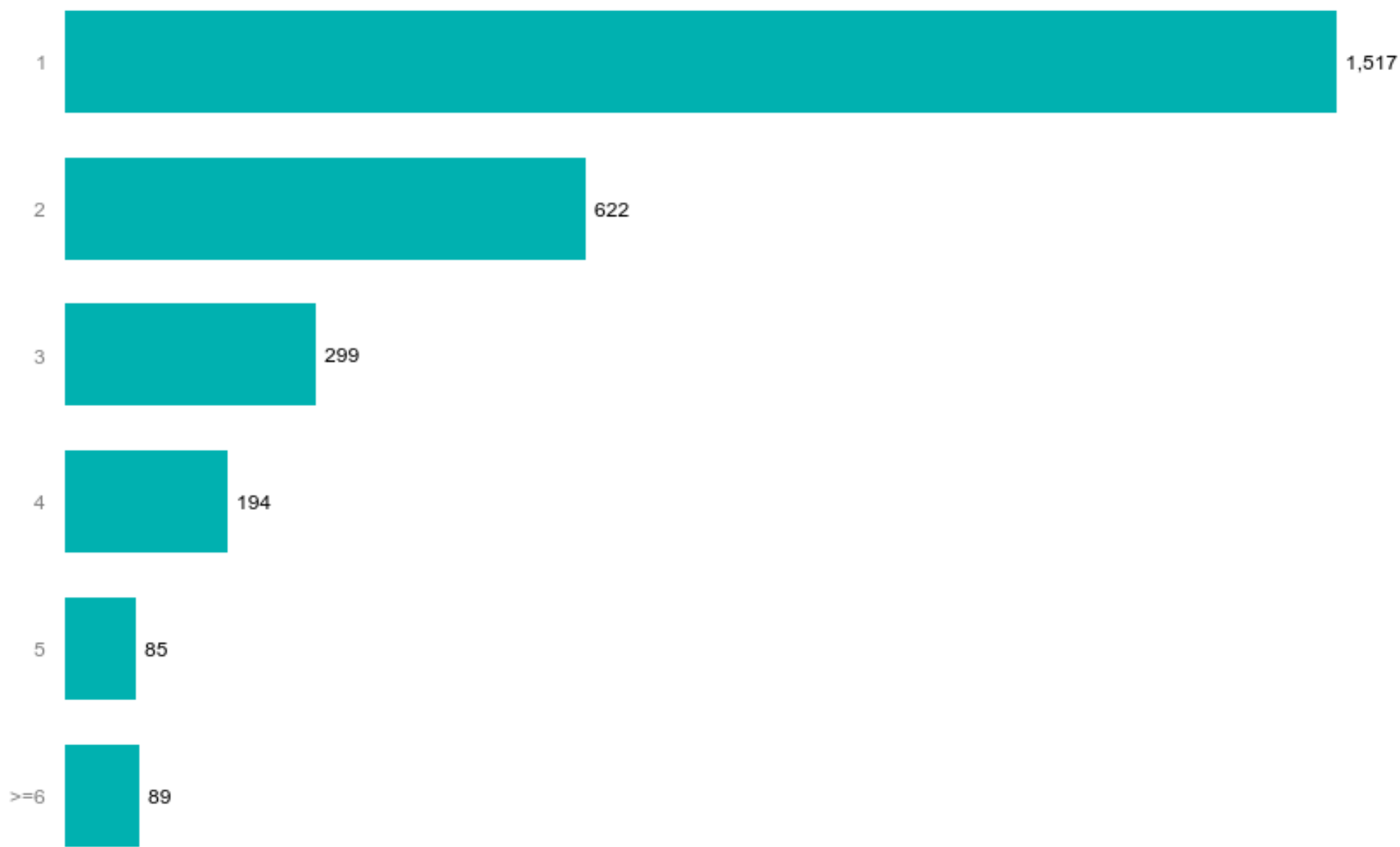


Launching Alert Campaigns Early and Often ...

Outreach & Triage

... and Responding in Time with Proper Intervention

Total Number of Open Cases



Fall '22 Cohort NOT enrolled Fall '23 (by tuition status, cumulative GPA, and Pell eligibility)										
Tuition Status		Cumulative GPA at the End of the First Year	Not Pell Eligible	Pell Eligible	Total		Fall '22 Cohort Total	Fall '22 Cohort Retained to Fall '23	Overall First-Year Retention Rate	
In-state		0	14	33	47		2,193	1,545	70.45%	
		.01-.99	14	29	43					
		1.00-1.99	6	31	37		56.02%	In-state Pell students < 2.0		
		2.00-2.49	3	10	13					
		2.50-2.99	4	4	8					
		3.00-3.49	5	5	10					
		3.50-4.00	3	5	8					
	Total		49	117	166					
Out of state		0	9	49	58		55.27%	Out-of-state Pell Students < 2.0		
		.01-.99	19	45	64					
		1.00-1.99	21	37	58					
		2.00-2.49	6	14	20					
		2.50-2.99	8	5	13					
		3.00-3.49	2	15	17					
		3.50-4.00	1	6	7					
	Total		66	171	237					
Total		0	23	82	105		77.78%	Pell students NOT retained < 2.0		
		.01-.99	33	74	107					
		1.00-1.99	27	68	95					
		2.00-2.49	9	24	33					
		2.50-2.99	12	9	21					
		3.00-3.49	7	20	27					
		3.50-4.00	4	11	15					
	Total		115	288	403					

Identifying Barriers to Student Progression.

What do the data tell us about our students?

# IMPACT OF BEING ON THE FINANCIAL CLIFF

Fall 2022 Cohort by Unmet Need Category	No of Students	Percent	Returned in Fall 2023	Did not return in Fall 2023	First Year Retention Rate
\$1 thru \$5000	289	13	228	61	79%
\$5001 thru \$7500	121	6	94	27	78%
\$7501 thru \$10000	165	8	123	42	75%
\$10001 thru \$15000	286	13	227	59	79%
\$15001 thru Highest	672	31	366	306	54%
No Unmet need	568	26	456	112	80%
Unknown Unmet need	100	5	65	35	65%
Total	2201	100	1559	642	71%

\*\*\*Unmet need: The cost of attendance (COA) a student is responsible for after expected family contribution (EFC) and all merit scholarships, need-based aid, and loans are accounted for.

Students in Unmet need band more than \$15,000 (Cliff)				
Unmet Need Band	No of Students	Retained in 2023 Fall	Did Not Retain in Fall 2023	First Year Retention Rate
More than \$15,000	672	366	306	54%
Pell Recipients	522	287	235	55%
No Pell Recipients	150	79	71	53%
In-State	232	147	85	63%
out-of_State	440	219	221	50%
CGPA>=2.0	544	342	202	63%
CGPA<2.0	128	24	104	19%
Source: Enrollment, major, and financial aid files				

# How Do We Pull Students From the ‘Cliff’?



Students in Unmet need band more than \$15,000 (Cliff)				
Unmet Need Band	No of Students	Retained in 2023 Fall	Did Not Retain in Fall 2023	First Year Retention Rate
More than \$15,000	672	366	306	54%
CGPA<2.0	128	24	104	19%

PHONE # FROM EAB	ASSIGNED ADVISOR FROM EAB	BALANCE, IF ANY	PAYMENT PLAN, IF ANY	ALERTS
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EMPLOYED? HOURS WORKED?	HOUSING ON-CAMPUS?	PACKAGED FOR SP25?	REGISTERED FOR SP25?	NOTES FROM ADVISOR
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“How are you doing?”

- Overview
- Success Progress
- History
- Courses
- Major Explorer
- Checklist
- More ▾

Courses

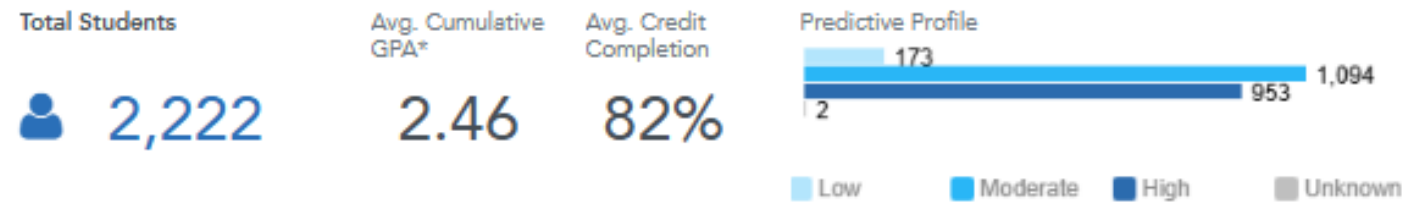
Term: 

Fall 2024 (Default Term) ▾

Actions ▾						
<input type="checkbox"/>	COURSE	PROFESSOR	DAYS/TIMES	MID	FINAL	ABSENCE
<input type="checkbox"/>	ENGL-101-005 COMPOSITION I (EC)	<a href="#">Joelle Byars</a>	08/19/2024 - 12/23/2024 MWF 9:00am - 9:50am ET Communications Center-116	A	A	<a href="#">0 (0)</a>
<input type="checkbox"/>	INSS-141-103 DGTL LIT & APP SOFTWARE (IM)	<a href="#">Cowander Gillespie (she/her)</a>	08/19/2024 - 12/23/2024 R 6:00pm - 8:50pm ET Earl Graves School of Business-324	B	A	<a href="#">0 (0)</a>
<input type="checkbox"/>	MHTC-103-104 INTRO TO GROUP DYNAMICS (SB)	<a href="#">Jordan Anderson</a>	08/19/2024 - 12/23/2024 T 5:30pm - 8:20pm ET Health and Human Services Ctr-235/240	A	A	<a href="#">0 (0)</a>
<input type="checkbox"/>	ORLA-101G-004 FR. ORIE. PSYC MAJORS (OR)	<a href="#">Vickie Stewart</a>	08/19/2024 - 12/23/2024 M 11:00am - 11:50am ET Behavioral & Social Sci Center-113  08/19/2024 - 12/23/2024 R 11:00am - 11:50am ET To Be Determined-1	A	A	<a href="#">0 (0)</a>
<input type="checkbox"/>	PSYC-101-D06 GENERAL PSYCHOLOGY (SB)	<a href="#">Godwin Umeobi</a>	08/19/2024 - 12/23/2024 R 2:00pm - 2:50pm ET Behavioral & Social Sci Center-461			<a href="#">0 (0)</a>
<input type="checkbox"/>	PSYC-101-H04 GENERAL PSYCHOLOGY (SB)	<a href="#">Godwin Umeobi</a>	08/19/2024 - 12/23/2024 T 1:00pm - 2:50pm ET Earl Graves School of Business-104	A		<a href="#">0 (0)</a>

Balance of  
\$6,622.25 for  
Fall 2024  
Cleared

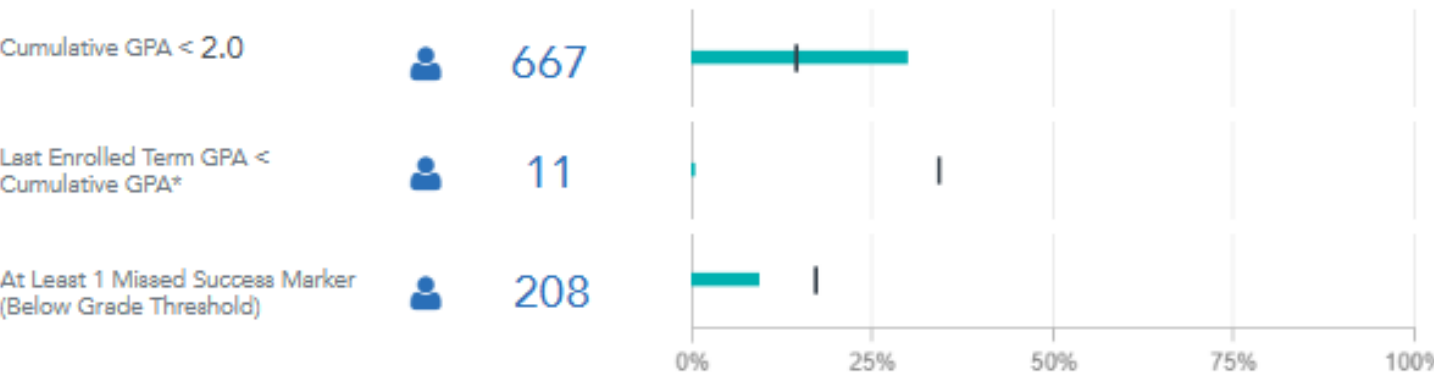
# Fall 2024 Cohort



## Key Populations Need campaign inspiration? View our [Campaign Ideas Infographics](#) for more details.

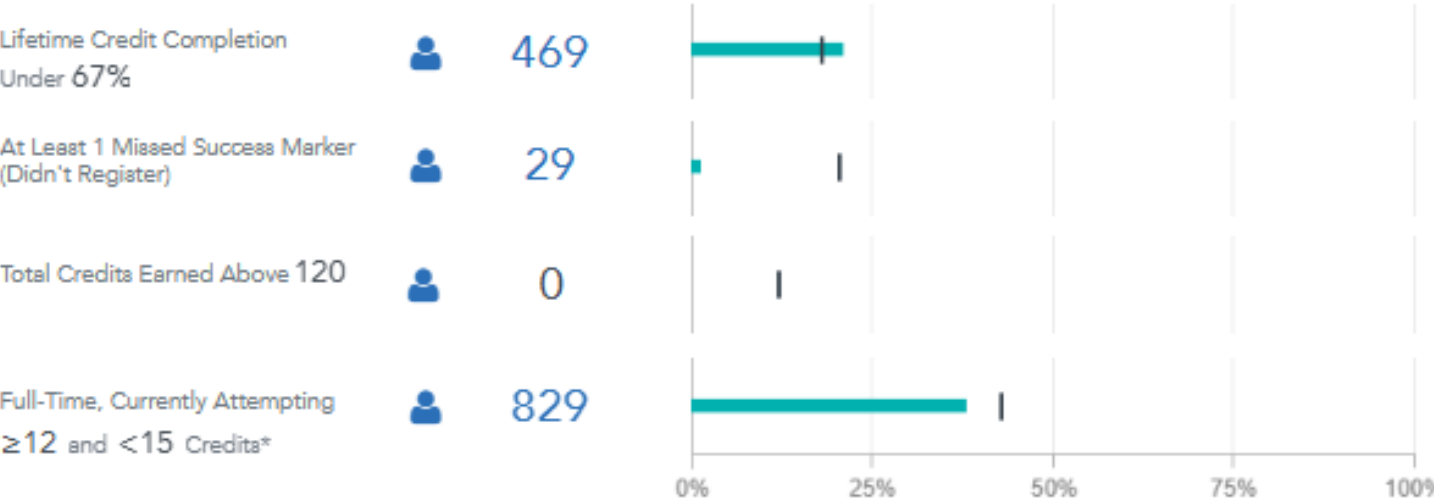
 Your Students  Institution

### Students with Academic Performance Concerns



\*Compares each student's last recorded Term GPA to their Cumulative GPA

### Students with Academic Progress Concerns



\*Percentage calculated using the total number of students who are currently attempting 12 or more credits.

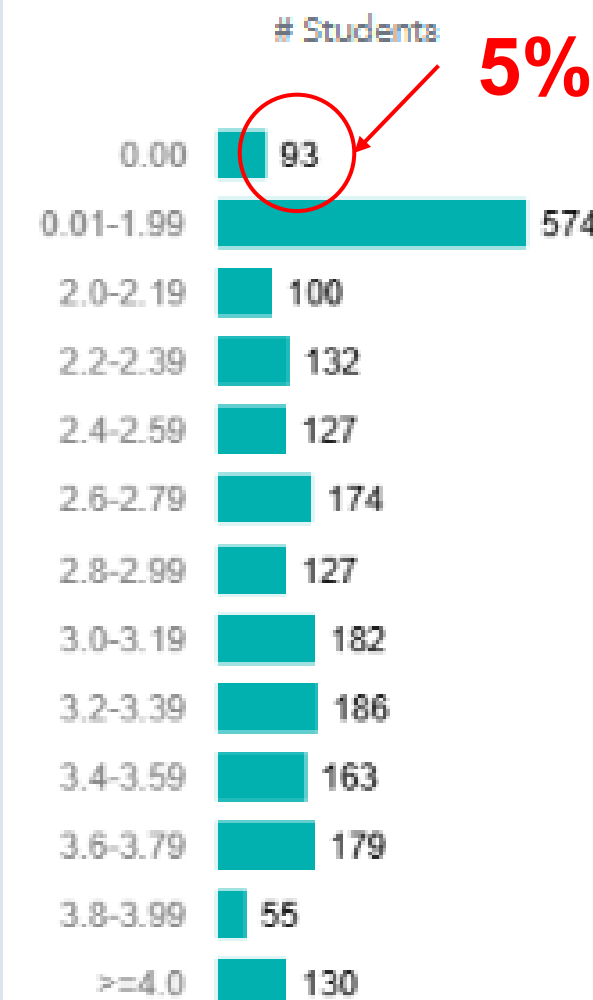
### Students with Alerts or Open Cases



## Academic Performance Need campaign inspiration? View our [Campaign Ideas Infographics](#) for more details.

### GPA Metrics

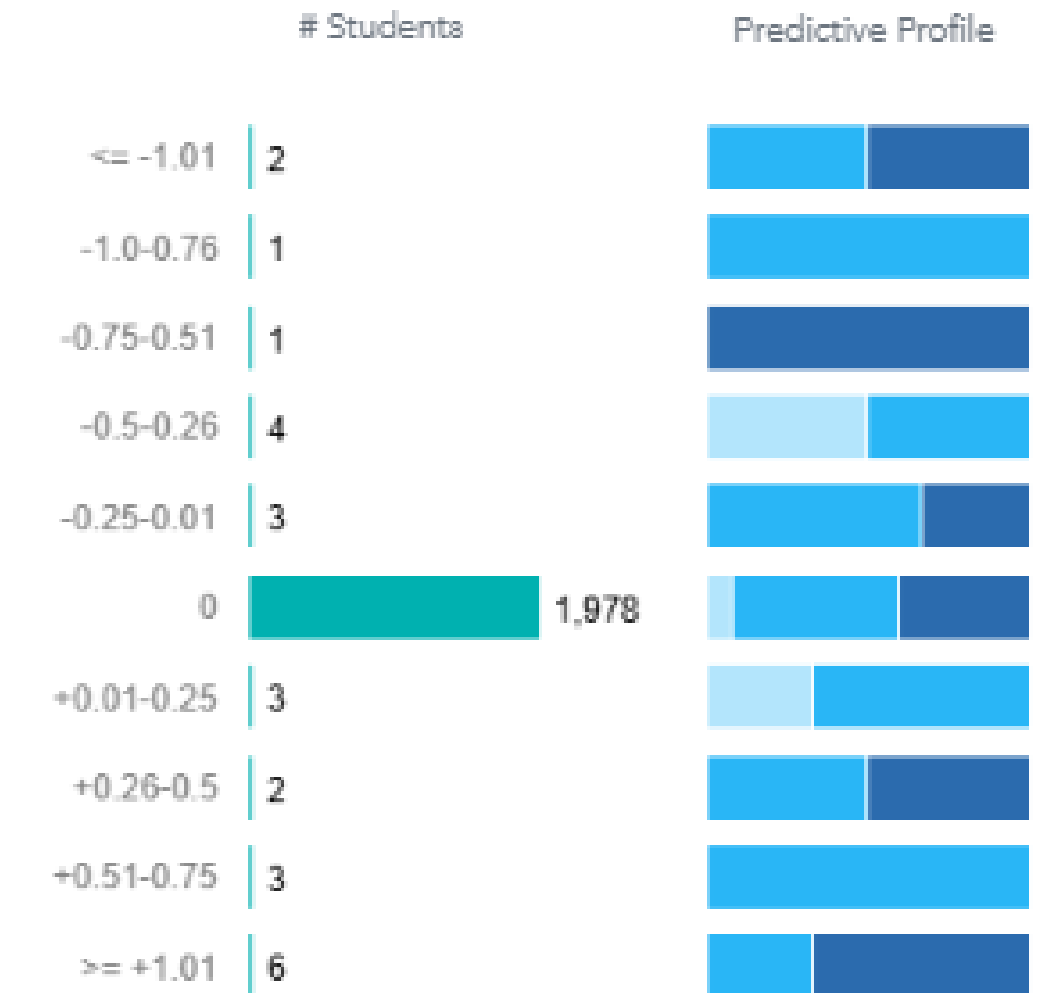
#### Cumulative GPA



5%

#### Predictive Profile

#### Difference Between Last Enrolled Term GPA and Cum. GPA



Cumulative GPA may include transfer credits. This setting is configured by your institution. For more information, contact your strategic leader.

Students grouped by the difference between the last Term GPA they earned and their Cumulative GPA. If a student's last Term GPA is much lower than their Cumulative GPA, it may be a sign that they are struggling and need assistance.

From ...

MORGAN  
50 by 25



Goal: To increase the University's six-year graduation rate to 50% by 2025 (2019 freshman cohort)

To ... 60 BY 30

Goal: To increase the University's graduation rate to 60% by 2030 (2024 freshman cohort)

# Thank You!



## Questions or Comments?

### Contact Details

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### Office

Tyler Hall Suite 116

### Contact Number

(443) 885-3651

