

# TITLE III TIMES

OCT 2024

*Enhancing the Academic Environment*



## TITLE III SUPPORTED ACTIVITIES

The Strengthening Historically Black Colleges and Universities Program awards grants to eligible institutions to assist them in strengthening their academic, administrative, and fiscal capabilities. Funding can be used to support institutional management and services, educational equipment, acquisition of real property, renovations and/or additional improvement of campus facilities. It also supports the improvement of financial and economic literacy designed for students, financial management information, faculty development, and the implementation of other project activities described under the Legislative Allowable Activities (LAA) outlined in the program statute.



## ABOUT TITLE III AT SPELMAN

Spelman College receives Title III funding from the U.S. Department of Education -- specifically funds from the Historically Black Colleges and Universities (HBCU) program. The program includes the HBCU Part B and Part F (FUTURE). This program is designed to assist institutions of higher education with becoming self-sufficient and developing their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, student services and outcomes and fiscal stability of eligible institutions.



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## MESSAGE FROM THE DIRECTOR



Greetings Colleagues,

It is an honor and my pleasure to serve as the Title III Director here at Spelman College. I am grateful to bring my 26 years of Title III experience as I serve my colleagues here at this prestigious institution. My utmost promise, as I accepted this position, is to serve and to be committed to working with all Activity Directors and their support staff in moving all projects forward, creating an environment of inclusion and open communication, and to hold myself and my team accountable in funds and programmatic management. In my role here at Spelman, I will continue the legacy of my predecessors of effective implementation of all programmatic and fiscal activities of Title III grants awarded.

The Title III program provides financial assistance to Historically Black College and Universities (HBCUs) to establish or strengthen academic quality, institutional management, fiscal stability, and student services. The mission of Title III programs here at Spelman is to ensure federal resources are effectively used and remain in compliance with all federal regulations. The success of the programs funded under both the HBCU Part B and FUTURE Act grants are guided by our strategic plan.

Our team here at Spelman College is committed to keeping the campus community aware of all the wonderful and exciting things happening with our funded activities.

I am delighted to share our news with you and hope that you find it helpful in understanding the impact of Title III on Spelman's campus.

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## SUCCESS STORIES: ACTIVE LEARNING SPACES

At Spelman College, student-centered, technology enhanced classroom spaces support high-impact instruction, while enhancing student engagement and skill development. Research has shown that Active Learning Spaces (e.g. moveable workstations and whiteboards) have a greater impact on student learning outcomes and motivation.



Pictured above are some of the completed Active Learning Spaces located in the Cosby building. Students will be able to use interactive Smart Boards, updated computers, as well as a newly redesigned space to help assist with their academic goals.

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## SUCCESS STORIES FROM STUDENT SUCCESS



The goal of student success initiatives at Spelman College is to support academic excellence and to sustain student enrollment by enhancing advising, supplemental instruction, and using predictive analytics to inform decision-making. The College has used Title III funds to supplement its efforts to maintain first-to-second year retention rates, decrease the number of students on academic probation, and maintain retention and graduation rates of students majoring in STEM disciplines.

Title III support has been instrumental in strengthening the skills and knowledge of tutors and advisors to effectively support student success initiatives. These efforts are intended to increase student satisfaction with advisement and to ensure the success of Spelman students. During the 2019-2020 academic year, the term GPA for students who received academic counseling increased by 7.4% compared to a 1.9% increase of students who did not receive academic counseling. The term GPA for students who received tutoring increased by 7.9%, compared to a 4.8% increase of students who did not receive tutoring.

With support from Title III, the College re-established a summer bridge program to prepare students for success in science, technology, engineering, and mathematics (STEM) fields. The program incorporates community-building features to help students bond with each other as a mutually-supportive cohort and continues to enrich students' learning experiences during the academic year by pairing students with faculty to work on research projects that involve the use of AI/ML. The success of students who participated in the WiSTEM Summer Bridge program over the last four years is noted in the table above which demonstrates the program's four-year retention (92%) and STEM major retention (75%).

**The Success of WiSTEM: College and STEM Retention Data**

Cohort	Total	Retained at the College	Currently in STEM major
2017	14	79%	64%
2018	16	100%	75%
2019	20	90%	80%
2020	14	100%	100%*
<b>WiSTEM (all cohorts)</b>		<b>92%</b>	<b>75%</b>
<b>Spelman College</b>		<b>73% (after 4 years)</b>	<b>45%</b>

\* Cohort includes Economics majors...not included in STEM number

SOURCE: WiSTEM Program data & Spelman College Fact Book (as of September 2020).

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## HBCU PART B ACTIVITIES 2023-2024



### ACTIVITY 1: SPELMAN TECHNOLOGY ENHANCEMENT PROJECT

**Activity Director: John Wilson**

This activity is intended to enhance Institutional Management by enhancing the College's technology infrastructure and digitally transforming systems. As a result of these enhancements, the College will increase the efficiency of business processes, productivity, and agility of essential operational processes and services across business units.



### ACTIVITY 2: INNOVATION TEACHING, LEARNING, AND SCHOLARSHIP

**Activity Director: Dr. Dolores Brennan and Aundrea Sturdivant**

This activity enhances Academic Quality at Spelman College by supporting faculty who instruct, engage, and mentor students. This activity provides faculty with the resources to implement high-impact pedagogical practices, interwoven with student-centered technology in their classes.



### ACTIVITY 3: SUPPORTING PERSISTENCE AND COMPLETION THROUGH ENHANCED ACADEMIC AND STUDENT SERVICES

**Activity Director: Dr. Andrea Lewis**

This activity enhances Student Services and Outcomes through the provision of learning support services, such as peer tutoring and advisor consultation. This activity also supports early college success by promoting utilization of campus resources intended to assist students with learning (such as structured study groups), with personal development (such as counseling services), and with problem-solving to remediate issues before they become severe (early alert and intervention).



### ACTIVITY 7: DEVELOPING TECHNOLOGY INFRASTRUCTURE TO SUPPORT THE INTERSECTIONALITY OF THE ARTS AND SCIENCES

**Activity Director: Dawn Alston and Art Frazier**

This activity supports the purchase of network infrastructure equipment, specifically data ports, to be installed in the new Mary Schmidt Campbell Center for Innovation and the Arts (CI&A), to be completed by Spring 2025. This activity relates the strategic theme Enhance Operational Excellence and further supports strategic priorities to transform the technology environment and invest in STEM programs Art and Technology



### ACTIVITY 4: ADVANCING EDUCATION AND PROMOTING INNOVATION IN STEM FOR THE DIVISION OF NATURAL SCIENCES AND MATHEMATICS

**Activity Director: Dr. Leyte Winfield**

This activity fosters improved understanding of and expanded engagement in data science. Most importantly, the resources provided enables the College to better support faculty development, increase student access to STEM research and innovative curriculum, and reinforce our science infrastructure to sustain and promote faculty research productivity



### ACTIVITY 5: ENHANCING EXCELLENCE OF MINORITY WOMEN IN STEM

**Activity Director: Dr. Tasha Inniss**

This activity is designed to assist in the creation and implementation of programs for Spelman students and faculty that enhance the knowledge of emerging research areas and highlight the work of Black women in STEM. Also to facilitate the ability of the Center of Excellence for Minority Women in STEM (COE-MWS) and its staff to serve the needs of the Spelman STEM community.



### ACTIVITY 6: ENHANCING MATRICULATION PATHWAYS: CROSS COLLABORATIVE STUDENT SUPPORT SERVICES

**Activity Director: Dawn Alston**

This activity enhances institutional management, student services and outcomes, and fiscal stability by implementing the semester payment plan and on demand statements which allows students to have an accurate and clear depiction of balance owed to the College and the payment schedule. This assists students (semester plan automatically notifies students of amount due and due dates) in planning for payments.

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## FUTURE ACT ACTIVITIES 2023-2024



### ACTIVITY 1: DEVELOPMENT OF INTERNATIONAL RESEARCH AND INTERCULTURAL ENGAGEMENT FOR FACULTY

**Activity Director: Dr. Dimeji Togunde**

This activity enhances global education at Spelman through faculty curriculum internationalization that includes virtual global engagement for students and faculty research on global topics/issues that foster local-global connections. This activity also seeks to increase student intercultural competence through their engagement with other cultures.



### ACTIVITY 2A: ENHANCING STEAM EDUCATION WITH INNOVATION, COLLABORATION, AND TECHNOLOGY

**Activity Director: Dr. Dolores Brennan and Aundrea Sturdivant**

This activity supports the procurement of state-of-the-art equipment for the Spelman Innovation Lab and provide resources to support staff salaries responsible for implementing co-curricular activities in the Spelman Innovation Lab. Co-curricular activities and workshops support project-based learning and allow students to apply technology to design, build, and test creative works.



### ACTIVITY 2B: ENHANCING STEAM EDUCATION WITH INNOVATION, COLLABORATION, AND TECHNOLOGY - NATURAL SCIENCES AND MATHEMATICS

**Activity Director: Dr. Leyte Winfield**

This activity efforts to Promote Academic Innovation include infusing technology and data analysis into the curriculum, modernizing experiments, and exposing students to state-of-the-art equipment and technology which is intended to enhance students' experimental skills and expose students to different technologies, improving their readiness for graduate schools and future employment.



### ACTIVITY 2C: ENHANCING STEAM EDUCATION WITH INNOVATION, COLLABORATION, AND TECHNOLOGY - DIVISION OF THE ARTS

**Activity Director: Marionette Holmes**

This activity integrates the liberal arts, the arts, technology, and innovation into its curriculum and co-curricular activities by focusing on four areas: (1) providing the necessary tools to support students' preparedness to enter graduate programs and entry-level positions in the workforce; (2) enhancing faculty research; (3) curriculum development; (4) introducing students and faculty to best practices in their fields through engagement with thought leaders and experts.

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## TITLE III FUNDS HAVE BEEN HARD AT WORK ON SPELMAN'S CAMPUS!

- Technology Services implemented the NIST Cybersecurity Framework, which allows the College to understand, manage, and reduce cybersecurity risks and protect the College's networks and data.
- Innovation Teaching, Learning, and Scholarship offered over 25 workshops or Lunch & Learn sessions either as a part of the TRRC programming.
- Fifty (58) students were enrolled in the two (2) courses with virtual intercultural global engagement at the Gordon-Zeto Center.
- First generation students participated in 6 workshops and success initiatives curated for the community.
- Students in the First-Generation Scholars Program participated in focus groups that took place during the 2022-2023 school year.
- Twenty-five students were selected as DoD Academic Scholars during their first year and participated in bi-weekly professional development sessions during the academic year.



Spelman students during their semester abroad

**STAY TUNED AS WE REACH MORE EXCITING TITLE  
III MILESTONES HERE AT SPELMAN COLLEGE**