



Office of the President

July 21, 2011

The Honorable Governor Martin O'Malley
100 State Circle
Annapolis, MD 21401

The Honorable Thomas V. Mike Miller, Jr.
President of Senate
State House, H-107
Annapolis, MD 21401

The Honorable Michael E. Busch
Speaker of House of Delegates
State House, H-101
Annapolis, MD 21401

Ms. Elisabeth A. Sachs, Secretary
Maryland Higher Education Commission
839 Bestgate Road, Suite 400
Annapolis, MD 21401

Dear Governor O'Malley, Senator Miller, Delegate Busch and Secretary Sachs:

Please find enclosed a copy of the report on the *Annual Review of Morgan State University's Strategic Plan* as required by **Section 14-104(1)(3)** of the Education Article and in accordance with Section 2-1246 of the State Government Article of the Annotated Code of Maryland.

Should you have any questions or concerns, please feel free to contact me.

Kind regards,

A handwritten signature in black ink, appearing to read "David Wilson".

David Wilson
President

Enclosure

cc: T. Eloise Foster, Joseph Popovich, Ray Vollmer, Sara Baker, Sarah Albert

***Annual Review of Morgan State University Strategic Plan: 2008-2012
July 2011***

The University is in the final stages of developing a new strategic plan. It is expected that the Board of Regents will adopt the new Plan in August 2011. This report represents the final review of the Plan that was adopted in 2007 for the 2008-2012 time period.

The period during which Morgan's current Plan has been in effect has been one of the most difficult in the state's history. This period has been characterized by reductions in state budgets as well as by a state-imposed tuition freeze. Despite these difficulties, Morgan has been able to make modest progress in implementing its Strategic Plan. The status of each of the eight strategic objectives on the Plan is summarized in this report.

1. Develop an infrastructure permitting significant growth, capable of supporting other strategic goals, and supporting the missions of the University as a doctoral research institution.

One of the objectives of the University is to create academic units large enough to support an increased number of academic specialties. The University has created two new colleges from what formerly were academic departments: The School of Social Work and the School of Architecture and Planning.

The University also has taken initial steps to form a school of mass communications. To date it has divided what formerly was a general telecommunications program into six specialties. Stand-alone degree programs have been approved by MHEC for some of these specialties. Further development depends on the availability of additional funding and faculty positions.

Another goal is to establish interdisciplinary centers for instruction, research and service. The University has created the Center for Civil Rights in Education to focus on equity issues at schools and colleges. It has established the comprehensive Center for Health Informatics Planning and Policy with a federal grant from CDC, which involves disciplines across campus. Other such centers are in the proposal and/or planning stage.

An important goal is to continue to upgrade the information technology infrastructure and to develop funding mechanisms for keeping it up to date. Currently, the University spends far less per student than even the average baccalaureate-level campus nationwide. In recent years, the campus was able to update its nearly 1,000 computers in labs throughout the campus through one-time grants. It was also able to replace about one-third of faculty computers, again through a one-time grant. During this past year, however, funding was not available to continue these replacement programs. On the other hand, the campus was able to use federal funding to add wireless to academic facilities in a significant way. It also allocated funds from its auxiliary facilities fund for adding wireless in residence

halls. By fall 2011, the academic quad and all residence halls are expected to be wireless.

Construction has continued on the new facility that will house architecture, civil engineering, and transportation studies. Architecture has been without a dedicated facility since its inception in the late 1970s. Its projected completion date is fall 2012. Demolition has begun at the Northwood Plaza, the site of the new business building and planning is well underway for this facility.

Other strategies that are resource dependent have shown little evidence of progress. The primary problem faced by the campus is a relatively high level of dependence on contractual faculty. This has not changed. The University also has not been able to improve its infrastructure for supporting faculty, including additional administrative support, educational technology support, more professional development opportunities, and increased support for faculty research.

2. Offer high quality academic programs and effective support programs and services that promote student academic success.

The campus six-year graduation rate has declined somewhat in recent years. The campus is engaged in intensive analysis of those factors affecting student retention and most research points to first semester academic performance as the key predictor of academic success. As a result, the campus is initiating a First-Year Program to provide incoming students with a highly focused and supportive experience during their first year on campus.

Affordability is a growing problem for the University. With over 90% of students demonstrating financial need, the downturn in the economy has had a particularly adverse impact on the campus.

A challenge for the campus is ensuring that its incoming students are adequately prepared for college-level work. About three-quarters of entering freshmen require some type of remedial work. Students who are successful in completing remedial work are able to meet with the same level of academic success, on average, as students who do not require extra preparation. Hence, the increased emphasis on the first-year experience can be expected to help boost student success in developmental coursework, and, hence, subsequent performance.

Students who are successful at Morgan tend to be successful after they graduate. The University continues to be a leader in graduates receiving Fulbright awards. Morgan graduates continue to have an above-average rate of enrollment in graduate and professional programs. And, Morgan continues to be one of the leaders both statewide and nationally in total degrees awarded to African Americans and in awards in critical fields such as engineering and the sciences.

3. Provide students with a variety of options and a reasonable degree of flexibility in their academic programs.

Morgan has one graduate program offered entirely on-line and a few courses that are taught entirely on-line. However, the vast majority of its courses are hybrid courses, which offer both face-to-face and on-line instruction.

The University also has initiated several post-baccalaureate certificate programs, the first such programs offered by the campus. They are designed to address specific needs, particularly career-related requirements, without requiring students to complete a full program of study leading to a degree.

The University recently completed a comprehensive study of on-line education. In addition to increasing campus enrollment, the study is expected to lead to additional means by which students can complete courses and shorten the time required to complete their degrees.

The University recently received approval to offer its undergraduate program in electrical engineering on-line. This will be one of very few accredited programs of its kind nationally. Initially it will be offered at Harford Community College. Additional proposals are pending to offer more programs in Harford County.

Finally, the University has initiated a review of its general education program. This sequence of courses, which provides the foundation for all program majors, will be reviewed to determine the utility as well as the relevance of the prescribed coursework.

4. Differentiate the University's mission from those of other campuses in terms of academic offerings, research priorities, service emphasis, and the quality of programs and services offered to students.

The University has continued to adhere to a policy of not developing academic programs that duplicate those offered by neighboring institutions.

The campus also adheres to a mission of providing access to a broad segment of the population, a characteristic that differentiates it from most other public four-year campuses in the state. It has marketed this aspect of its mission as important to state and national goals of raising the degree attainment of a larger segment of the population.

Morgan also differentiates itself from other campuses in that the thrusts of its research are problems of urban areas and underserved communities. Its Urban Research Institute has long focused on the issues of Baltimore city while its new

Center for Civil Rights in Education will focus on the needs of under-served populations nationally.

5. Where desirable and feasible, organize degree offerings, research, and service programs around interdisciplinary and problem-oriented themes.

Interdisciplinary cooperation is an emerging theme in a number of University academic, research and service efforts. As noted above, both the Center for Civil Rights in Education and the Center for Health Informatics Planning and Policy and Planning represent such efforts. Screenwriting, animation, and bioinformatics represent additional new academic programs with an interdisciplinary core.

6. Extend recruitment and community service programs beyond the University's traditional service areas to strengthen its competitive position and attract a racially diverse student body.

The rationale for the development of the University's new certificate programs is to become competitive for students throughout the state in fields in which the campus did not have programs previously.

The existing and planned on-line programs discussed above will broaden the University's appeal not only beyond its traditional geographical markets but also beyond the traditional age of most of its students.

The advent of Morgan's undergraduate and graduate nursing programs has had a significant impact on the University's enrollment. In the fall of 2010 Morgan approached the 8,000 mark in enrollment for the first time in its history. This growth was due primarily to the growth in enrollment in the University's new nursing programs.

The University has begun an outreach program with the Baltimore Hispanic Coalition to publicize Morgan and recruit students. Morgan also was voted one of the top 25 universities for Hispanic students by Hispanic Network this past fall. For the last two years the University has participated in the U.S. Hispanic Youth Entrepreneur Education conference in which students are recognized for their academic accomplishments and receive scholarships.

Additionally, the University has initiated an active outreach to surrounding school district central offices, including those from outside the urban centers of Prince George's County and Baltimore City. This outreach has included the counties of Anne Arundel, Howard, Montgomery and Baltimore in an effort to further increase the diversity of our applicant pool and student body.

The Office of Public Relations has also enhanced the University's visibility through local and national media campaigns. This exposure has assisted the university to reach and inform a larger market share that will help to diversify the university's population. The Office of Enrollment Management and Veteran Services recently hosted a delegation from the Association of Independent Maryland Schools which consists of Maryland private and parochial schools. The purpose of this meeting was to expose the guidance counselors to the opportunities that Morgan has to offer in an effort to further diversify the University's applicant pool and enrollment.

7. Maintain the enterprising culture and infrastructure necessary to enable the University to respond rapidly and effectively to changes in its environment.

The University has made some progress in systematically becoming better informed about the needs of its students, faculty, and staff. A variety of surveys are regularly carried out to gather the information to improve processes. The new president has held numerous town hall meetings with campus personnel and members of the surrounding community to gain feedback required to make necessary improvements. He also has met with numerous groups of students and faculty on campus to learn about their concerns.

The campus has developed a core of personnel who are trained in the Baldrige Criteria and in six sigma. This pool of expertise will be expanded. One of the objectives in the new strategic plan is to develop an application for a Baldrige award. Changes in culture and agility will be essential to develop a viable application.

8. Serve as a catalyst for the improvement of the surrounding community and of the City of Baltimore.

The campus has been successful in setting a high standard for attractive and functional facilities. Its new library, which has won a national award for architecture, is considered a prominent landmark in the northeastern part of the City. The recently-renovated Banneker Hall represents an excellent example of the updating of an historic building for contemporary use. The new architecture building under construction along Perring Parkway will add another highly visible facility to the campus. The new building for the School of Business and Management will add to the University's profile along the Hillen Road/Perring Parkway corridor. It will replace part of the aging Northwood Shopping Center, which is being demolished.