



Office of the President

July 15, 2015

The Honorable Governor Larry Hogan
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

Dr. Jennie C. Hunter-Cevera, Acting Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Governor O'Malley, Senator Miller, Delegate Busch and Secretary Hunter-Cevera:

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.

Please feel free to contact me, should you have any questions or concerns.

Kind regards,

David Wilson
President

Enclosure

cc: Secretary David Brinkley
Ms. Sarah Albert
Mr. Jordan Butler
Mr. Sidney Evans

2014-2015 Annual Review of

Growing the Future, Leading the World:

The Strategic Plan for Morgan State University, 2011-2021

June 2015

The Strategic Plan for Morgan State University was adopted in August, 2011, by the Board of Regents. It covers the period 2011–2021. This report is a brief review of the degree of implementation of the Plan during its fourth year.

The Plan has five major goals:

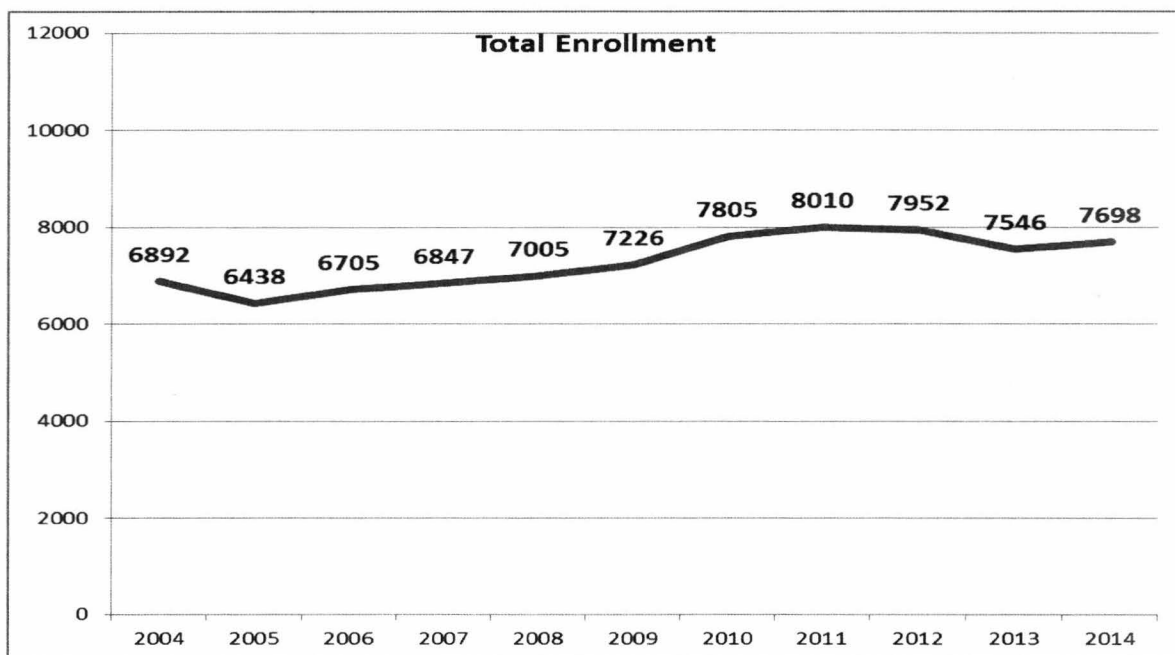
1. Enhancing Student Success,
2. Enhancing Morgan's Status as a Doctoral Research University,
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes,
4. Growing Morgan's Resources, and
5. Engaging with the Community.

For each goal, the Plan sets forth strategic initiatives for reaching the goal. These as well as other activities contributing to goal attainment are summarized herein.

1. Enhancing Student Success

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

For the fall of 2014, the University's total enrollment increased from its fall 2013 level, although enrollment is still below the historic high achieved in fall 2011.

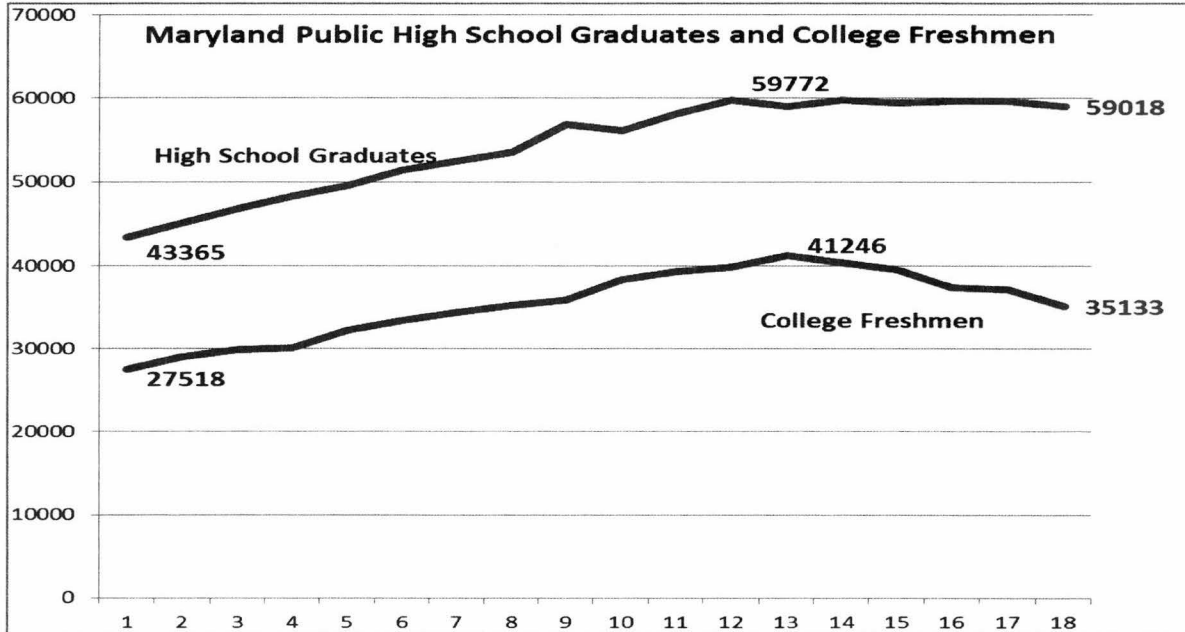


Both undergraduate and graduate enrollment increased this past year. Undergraduate numbers increased from 6,252 in fall 2013 to 6,302 in fall 2014. The University's long-term goal is an enrollment of 12,000.

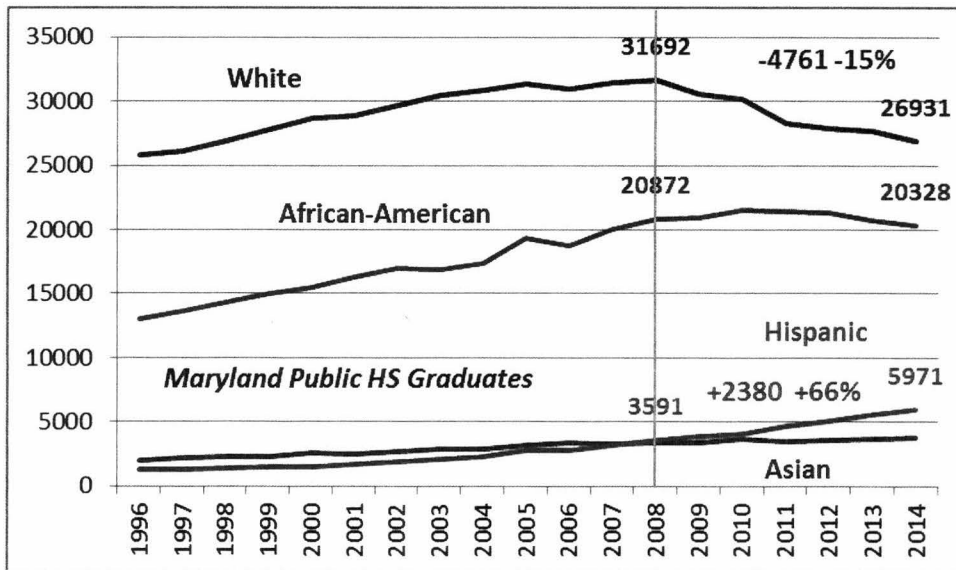
Undergraduate enrollments are likely to be a no-growth or slow-growth area over the next several years. This will be the case statewide and nationally as well due to the end of the baby boom echo graduating from high school. In Maryland, there will be a continuation of the pronounced shift in the racial and ethnic composition that has been apparent for the past decade. Maryland already has experienced a sharp decline in white high school graduates, a trend that will continue. For the rest of the decade, the number of African-American public high school graduates in the state will remain essentially stable. Hispanic graduates will grow rapidly while Asian-American graduates will grow slowly. Overall, the college-age population will become more heavily minority in its composition. The African-

American and Hispanic students, on average, are more poorly prepared for college and come from families with lower incomes than the white students they are replacing.

The combination of stability in the number of high school graduates and growing diversity already has had an impact on higher education freshmen enrollments statewide.

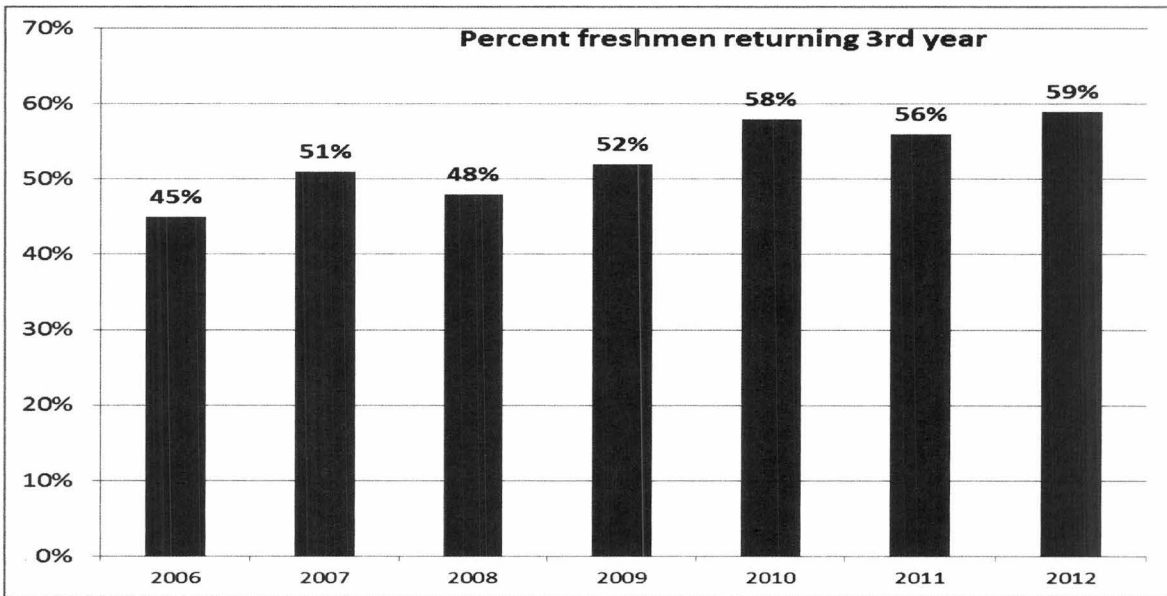
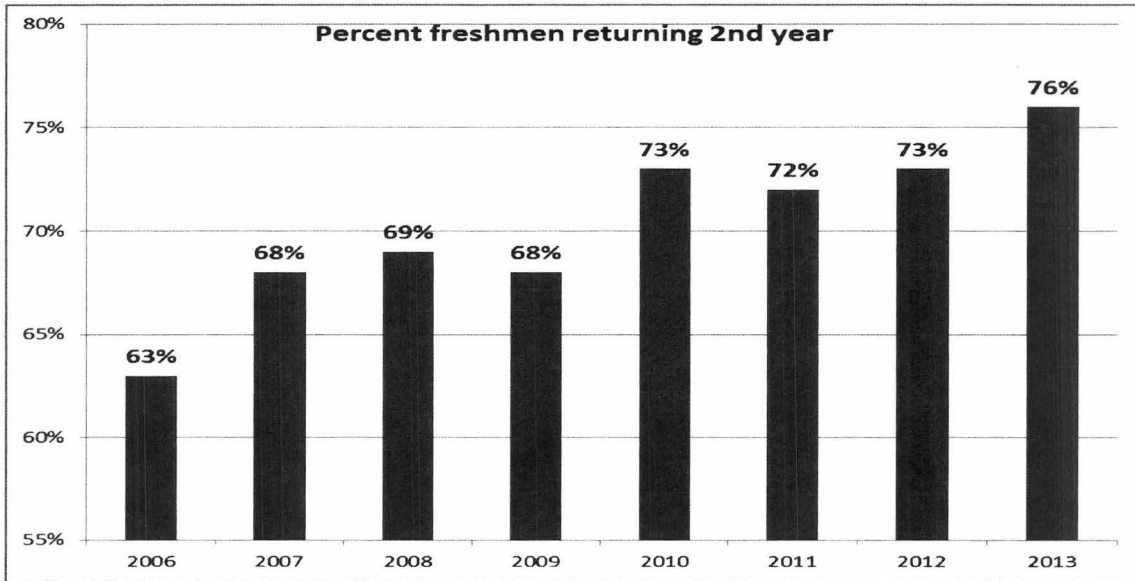


Source: Maryland Department of Education and the Maryland Higher Education Commission

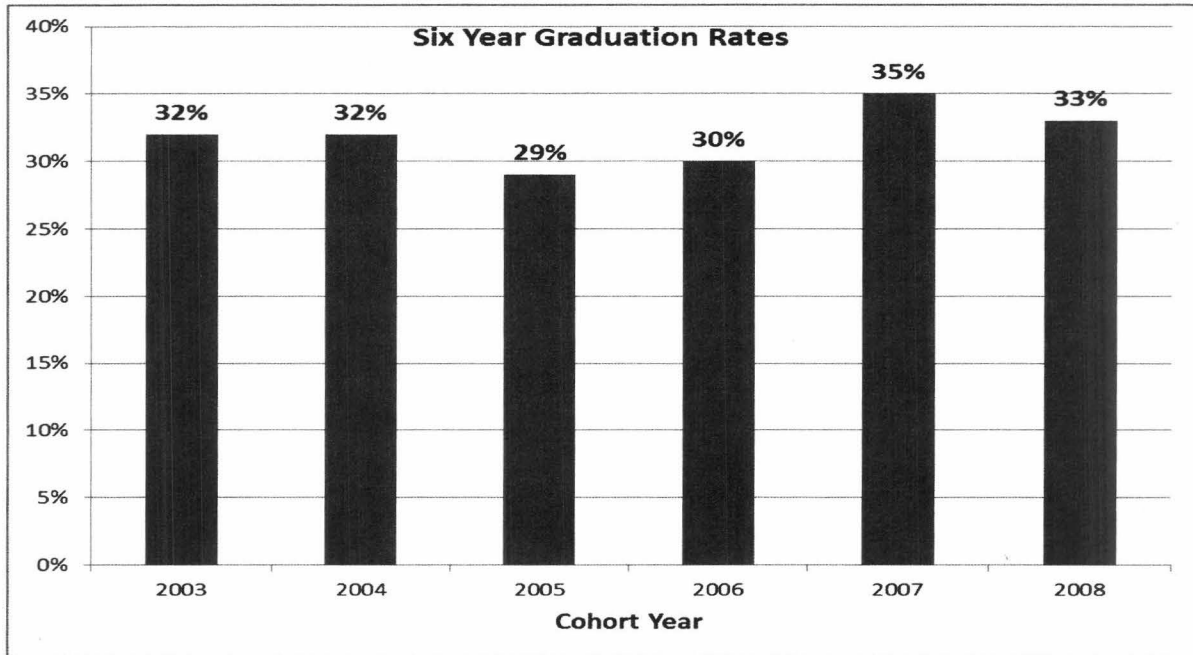


Source: Knocking at the College Door, WICHE, ACT, College Board, January 2013

Retention and graduation rates have received a great deal of attention at the campus in recent years. Beginning with the entering class of 2010, the University has significantly increased its freshmen-sophomore and sophomore-junior retention rates. The second-year retention rate of 76% for the entering class of 2013 is near the historic high of 77% for the entering class of 1997.



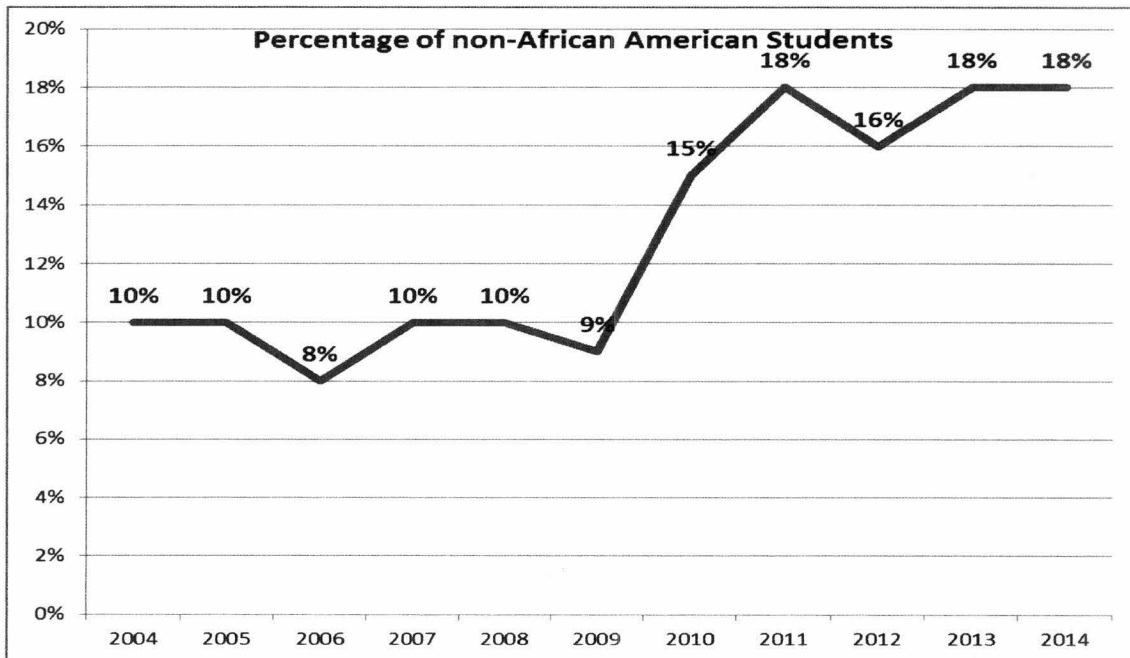
Six-year graduation rates have increased, and are expected to increase with increased retention rates.



The number of bachelor's degrees awarded declined between 2013 and 2014 to the second highest number in the past 10 years.



Another component of Goal 1 of the Plan is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently, 31% of graduate students and 16% of undergraduates are other than African-American.



International student diversity is also a component of the University's diversity efforts. The English as a Second Language (ESL) Program inaugurated its course offerings in the summer of 2013. The ESL Program is committed to providing intensive language instruction and rich local and regional cultural experiences that empower our students who are learning English as a second language to become successful students in the mainstream classroom and productive members of our community at home and beyond. Since the Program's inception, Morgan's ESL Program has hosted 46 students from the following countries:

Brazil = 40

Italy = 2

Saudi Arabia = 4

Consistent with the goal of Enhancing Student Success, the President established the Division of International Affairs in 2013 which is led by a Vice President. The subsequent increase in international students has significantly enhanced diversity at Morgan. The total number of international students is now 500 and represents 7% percent of the total student enrollment. Since the creation of the Division of International Affairs, agreements have been signed with a number of international universities,

including William V.S. Tubman University (Liberia) and Hubei University (China), to facilitate student and faculty exchanges and study abroad opportunities.

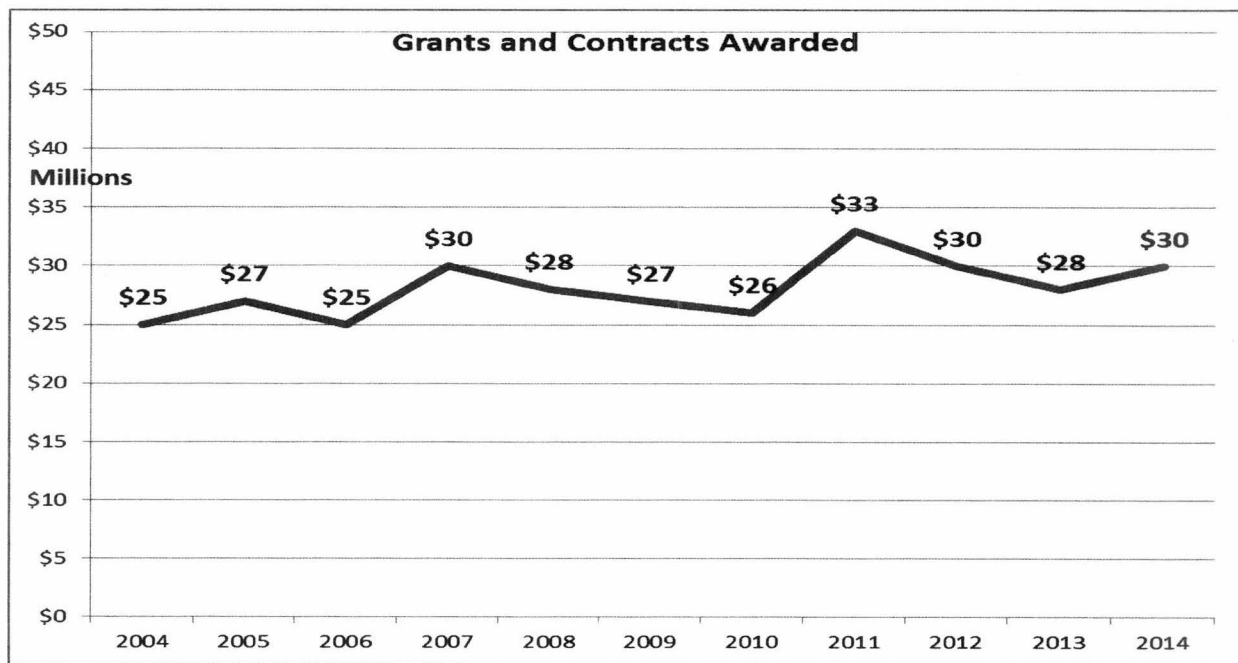
This past year, Morgan's faculty members incorporated a number of innovations in the classroom to enrich student learning and increase student success. Dr. Monique Hite Head used a design studio focused on project based learning of analyzing and modeling a building structure in a Civil Engineering Structural Analysis class; Dr. Trent Haines used the flipped classroom approach in an Experimental Psychology class; Drs. Jocelyn Turner-Musa, Shirley Russell and Blaise DePaolo used technology such as Panopto, WebAssign, and YouTube to enhance classroom material; Dr. Mathumathi Rajavel incorporated the use of games in several science classes; Dr. Yacob Astatke used Experimental Centric pedagogy with his Electric Circuit course; and Dr. Sanjit Roy used mentors on a weekly basis in an architecture class.

2. Enhancing Morgan's Status as a Doctoral Research University

Morgan 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 creating, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in the science, technology, engineering, and mathematics (STEM) fields and other academic disciplines for underrepresented students of color.

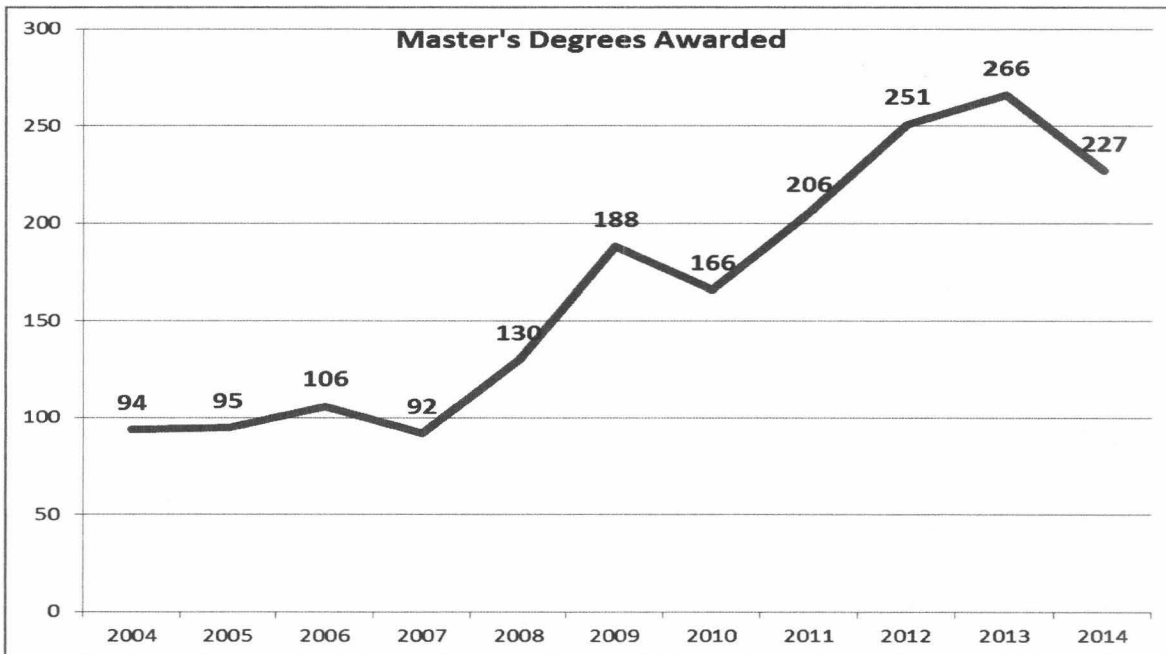
Morgan's grants and contracts awarded increased since last year. Major grants and contracts received by Morgan faculty members this past year included \$23 million from NIMHD to Dr. Farin Kamanger for the ASCEND training model to increase diversity in biomedical research; \$1.4 million from the U.S. Army to Dr. Kofi Nyarko for a multi-layered integrated urban freight delivery network; \$2.6 million from HRSA to Drs. Taqi Tirmazi, Farzad Moazzami, and Arlene Cole-Rhodes for the Project GIFT (Graduate Interns Future Trends); and \$.9 million from NSF to Drs. Kevin Kornegay and Andrew Wolfe for a project on an Embedded Mobile Tactical System-reverse engineering.

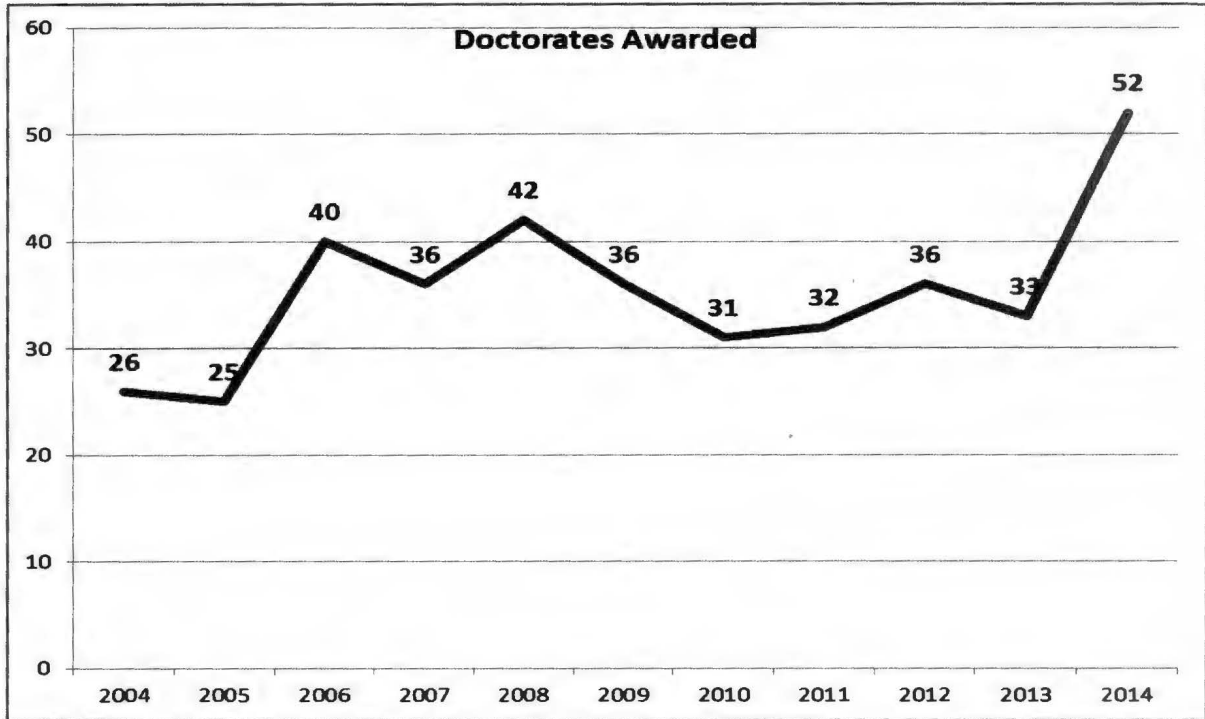
It is anticipated, however, that with federal budgets increasingly constrained that it will be very difficult in the near future to achieve the rate of growth of the recent past. Historically, Morgan has relied heavily on contractual faculty, who are not eligible to submit grant proposals. This has begun to change due to a special appropriation from the State for converting a number of contractual positions to regular state positions. Despite this, the campus still faces the challenge of heavy teaching loads, which limits the time that Morgan faculty can devote to research and proposal development.



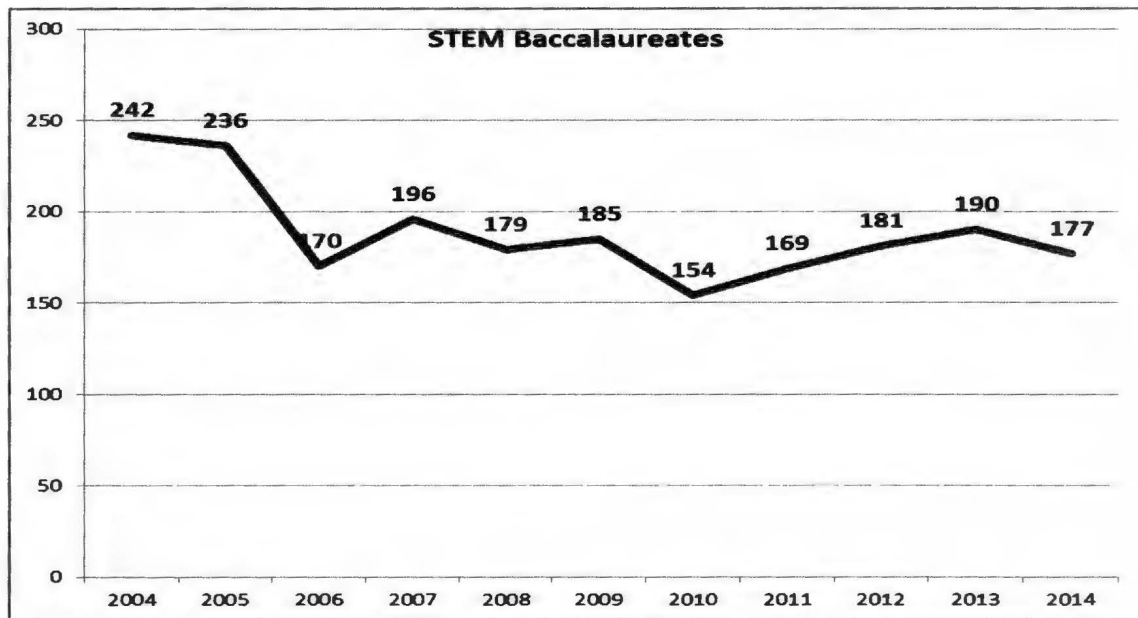
Graduate enrollments at the campus have grown steadily and, in general, Morgan's growth at the graduate level has outpaced the statewide rate of growth for a number of years. As the baby boom echo ages, there will be growth in the 25 year old to 35 year old age group most likely to enroll in graduate school.

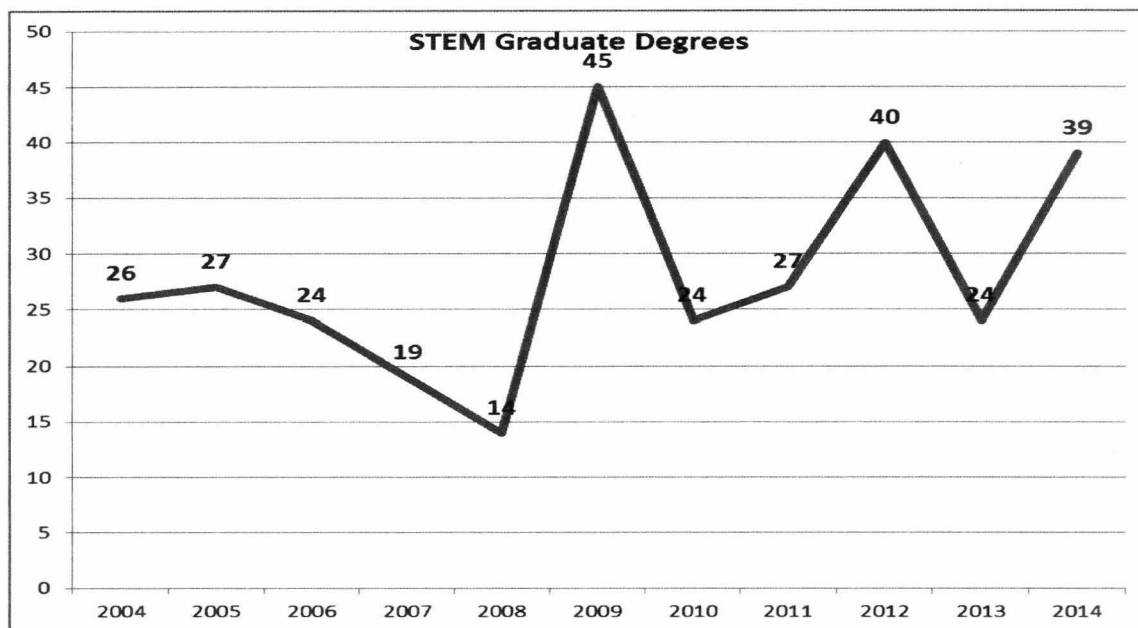
Morgan has experienced strong growth in degrees at the master's level. Morgan awarded 52 doctorates in 2014, a historic high for the University.





Another component of Morgan's goal of enhancing its doctoral research mission is that of increasing production of degrees at both the undergraduate and graduate levels in STEM fields. Morgan has experienced growth on these two measures for the past two years.





The University's engineering programs have consistently been the largest component of STEM awards at both the undergraduate and graduate levels.

In keeping with the University's doctoral research mission, Morgan faculty members have been involved in a wide range of new research initiatives this past year including research on Hazards and Disaster Education by Dr. Mark Barnes; Virtual Microscopy by Dr. Gloria Hoffman; Writing Across the Curriculum by Dr. Monique Akassi; Carbon Capture and Storage Technology by Dr. Seong Lee; Modeling Nutrients-Phytoplankton-Oysters (NPO) in a Bay ecosystem by Dr. Najat Ziyadi, Biomorphic design by Dr. Ruth Connell, Robots and Sensors Programming by Dr. Vojislav Stojkovic; Tobacco cessation by Dr. Anne Marie O'Keefe; and the Role of DNA damage in breast cancer development by Dr. Simon Nyaga.

Morgan has been approved by MHEC to offer four online degree programs including the Community College Leadership Doctoral Program Online (CCLDPOne), (Ed.D), Electrical Engineering (2+2) Undergraduate (B.S.E.E.), and Electrical Engineering Masters (M.S.E.E.), the Master of Science in Project Management, and a Post-Baccalaureate Certificate in Project Management. In January 2014, the first full-time Director of Morgan Online was hired. The entire Morgan Online technology platform is now cloud-based including the Blackboard Learning Management System (LMS), Blackboard Test, Panopto Lecture Capture software, Adobe Connect conferencing software, and Egenera. Twenty-four (24) faculty members have now participated in the Morgan Online Course Development Program. Sixteen (16) faculty members received Quality Matters course development training and eight (8) received Quality Matters Peer Reviewer Training. Fifteen (15) new online courses were introduced for Architecture, Economics, Public Health, Business, and Sociology.

3. Improving and Sustaining Morgan's Infrastructure and Operational Processes

Morgan 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 University has placed a great deal of emphasis on improving the services that it provides to all of its stakeholders. It has instituted a program of mandatory training for supervisors and all front line personnel. It also has instituted a formal system for systematically assessing the satisfaction of its students with a broad range of specific campus services. This comprehensive assessment is carried out annually.

The campus has developed a dashboard for monitoring progress toward the major components of the goals of its strategic plan. This dashboard provides a high level view of campus operations for the Board of Regents and much more detailed information for campus managers and other personnel. A major goal of this project is to ensure that the campus has sound performance metrics for documenting its progress and that these metrics are widely available on campus to those in a position to influence the improvement of processes and services.

A major emphasis of the campus is to improve performance across the board without unnecessarily increasing costs to the student. It already requires 36% of the average annual income of African-American families in Maryland to attend Morgan. Two-thirds of baccalaureate recipients graduating from Morgan incur debt – an average of \$31,000. Hence, the emphasis of the campus increasingly is on providing students with the greatest possible value for their money.

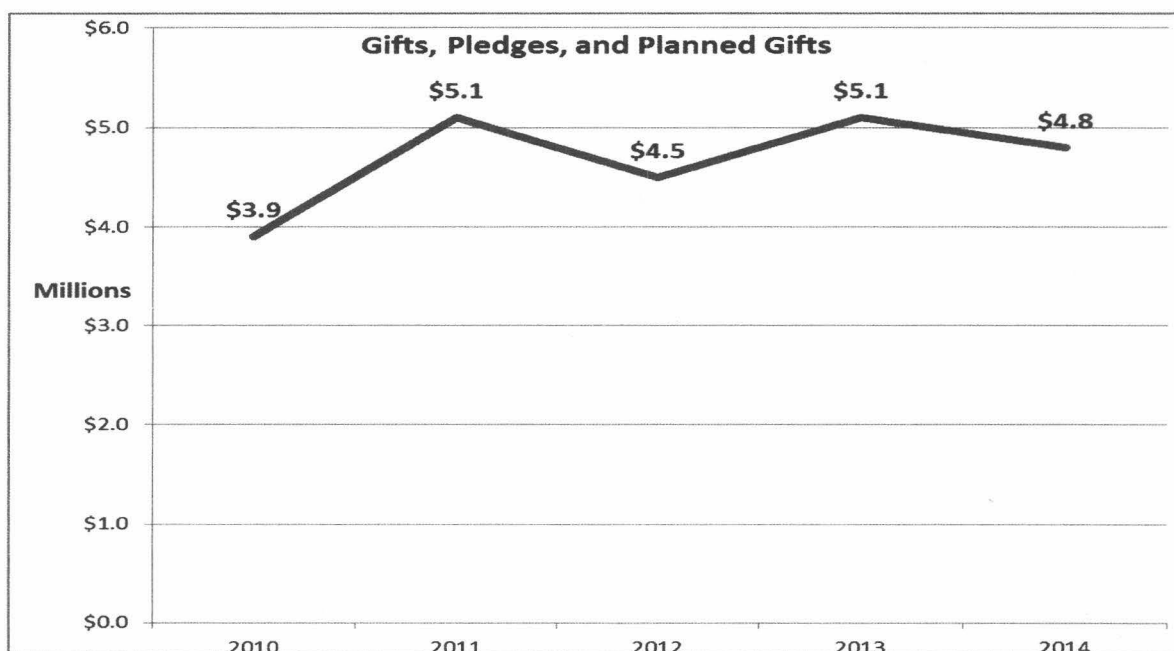
The campus has begun to employ additional technology to improve processes and create greater efficiencies. It has implemented wireless access to its network throughout the campus. It is finalizing plans for a converged network that will eliminate separate networks for different functions and upgrade the services provided to faculty, staff, and students. It has implemented new software to increase the number of processes that are paperless. It also is increasingly taking advantage of the wide variety of features offered by Google Apps, which the University implemented last year. Google Apps provides a fully-functional email system as well as productivity tools such as video conferencing, paperless processing of documents, document sharing, web page design tools, and discussion groups.

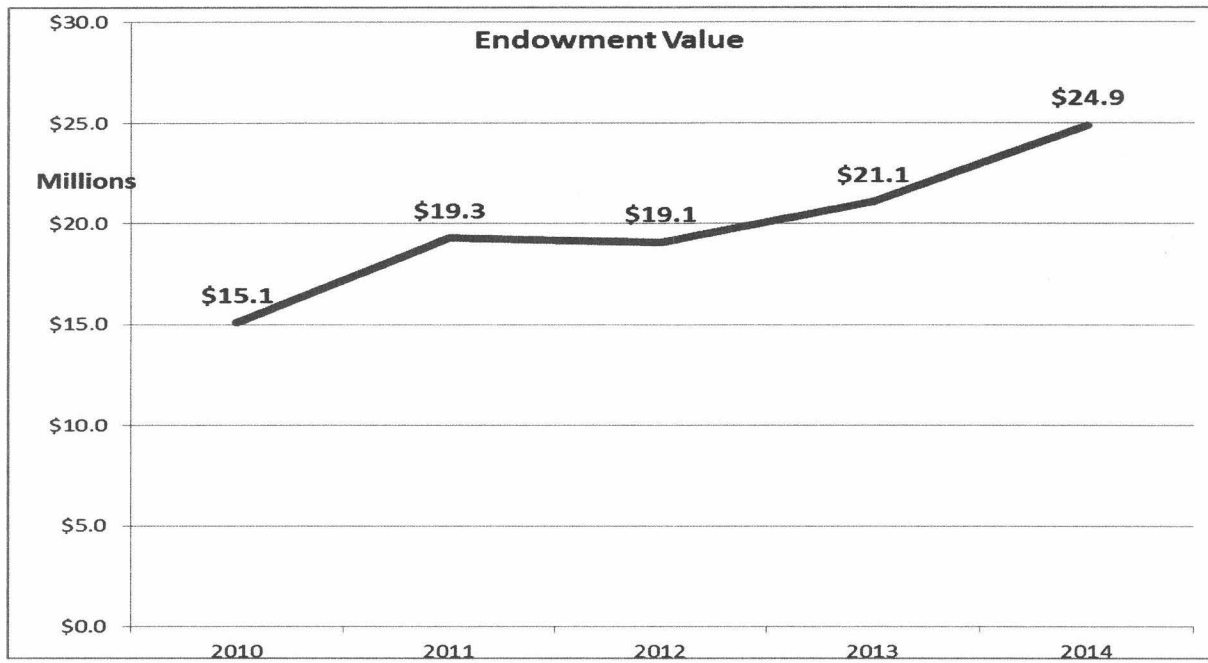
The campus has devoted considerable attention to improving campus safety. To date, the University has initiated constant and highly visible campus patrols, particularly in areas with community access to the campus. It has created an assessment team to monitor individuals and situations with potential risk to safety. It also has increased the number of security cameras on campus and has placed security kiosks strategically along the campus border.

4. Growing Morgan's Resources

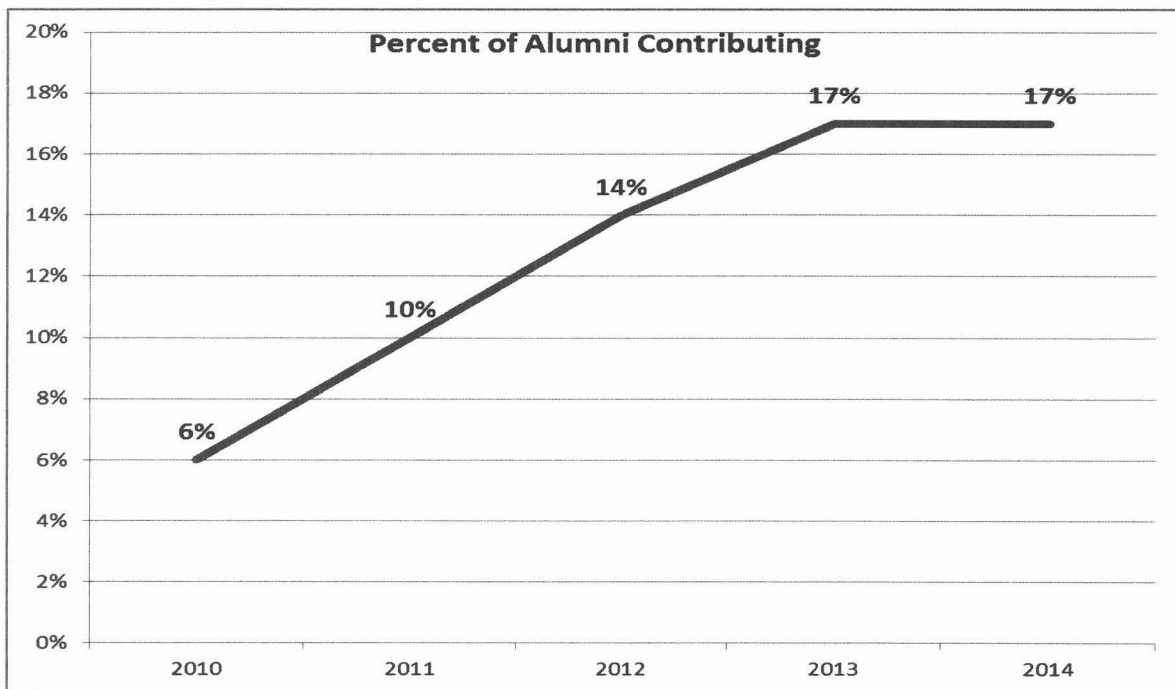
Morgan will grow its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, seeking greater financial support from alumni, the State and federal governments, private and philanthropic courses, and establishing collaborative relationships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

A major priority of the University has been to increase the amount of funds it raises from private sources. The campus has invested in additional fundraising infrastructure and, as a result, has experienced increases in the amount of money raised, and the value of its endowment.





The campus has paid particular 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.



5. Engaging with the Community

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

While Morgan has a large number of formal programs for engaging with the community, it also ensures that its physical development contributes to the surrounding community. Its new and renovated buildings are attractive and visible to the community. Morgan has won a number of architectural awards for their design. The campus also has added a new parking facility to reduce the number of automobiles in the neighborhoods that surround it.

The campus hosts numerous events open to the public and community. Its performing arts program has brought many well-known performers to the community. The campus regularly hosts events of local public schools.

With respect to formal programming, the University has created two new divisions headed by Vice Presidents. Each has responsibilities for working with the local community. The Division of Academic Outreach and Engagement is responsible for online and continuing education programs at the campus, to include academic programs designed for local residents, as well as, organizing student service learning. The Division of Research and Economic Development is responsible for leveraging the University's resources to promote local economic development activity.

A new large-scale program of the University is the Morgan Community Mile Initiative. Its stated objectives are: improve quality of life in the community; support education and youth development; improve the economic status of the community; and, strengthen University-community relations. The program is designed to have an impact on communities located within approximately one mile of the campus. It recently signed a memorandum of agreement with nearby Good Samaritan Hospital to participate in the program.

The development of Morgan's West Campus will have an important impact on the local community by replacing unsightly and unoccupied properties with new facilities. The first building on the site will be the new School of Business and Management. Construction of the new facility is nearly complete and it will open in fall 2015. The second building on the site will house the new Behavioral and Social Sciences Center. The ground has been broken for this facility and it is scheduled for completion summer 2017. A third building will house campus health science programs.

Consistent with the strategic plan goal of engaging with the community, the Division of Academic Outreach and Engagement (AOE) is responsible for the Office of Continuing and Professional Studies (professional and non-credit), the Summer Session, Winter Session, the English as a Second Language (ESL) Program, the Office of Community Service, and the Upward Bound. Through the Division of AOE, Morgan is an active participant in the Maryland-DC Campus Compact (MDCCC). MDCCC is a higher education association of 2 and 4 year public and private colleges and universities (presidents) that provides leadership by advocating, supporting, and encouraging institutional participation in academic and co-curricular based public service and civic engagement programs in Maryland and Washington, D.C. The Vice President of the Division of AOE is a member of MDCCC's Senior Advisory Group for Engagement (SAGE). Morgan hosted the MDCCC's 2014 annual conference. MDCCC AmeriCorps VISTA is a federal service program designed specifically to fight poverty. Morgan has had 3 Vista Volunteers responsible for leading several community-based initiatives including:

Tawana Banks - Freshmen, Family and Finances: MSU-PNC Bank Partnership to Improve Financial Literacy – Office of Retention

Robert Fronta - continued financial literacy – Office of Retention

Katina P. Burley - Morgan Community Mile & Baltimore City Public Schools 21st Century Buildings Initiative

The Division of AOE also coordinated the development and successful execution on April 28, 2015, of a Memorandum of Understanding between Morgan and the Walters Art Museum in order to encourage inter-institutional collaboration between Morgan and the Walters and among the various schools, colleges, and departments within Morgan and the various divisions and departments within the Walters. As a consequence of this initiative, the Vice President for the Division of AOE is a member of the Walter's Audience Committee.

Additionally, several Morgan faculty members were recognized for their service to the community in their respective fields. Dr. Jumoke Ladeji-Osias received the 2014 NTA Technical Achiever Award for commitment and outstanding service in a technical field; Ms. Natasha Otto was inducted into the Psychology Hall of Fame; and Dr. John Leonard, Jr. was an ASLA working group member of the White House Pollinator Initiative providing recommendations to the White House Council on Environmental Quality.