



Office of the President

July 12, 2016

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. James D. Fielder Jr., Secretary
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

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

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
Ms. Andrea Thomson
Mr. Sidney Evans

2015-2016 Annual Review of

Growing the Future, Leading the World:

The Strategic Plan for Morgan State University, 2011-2021

June 2016

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:

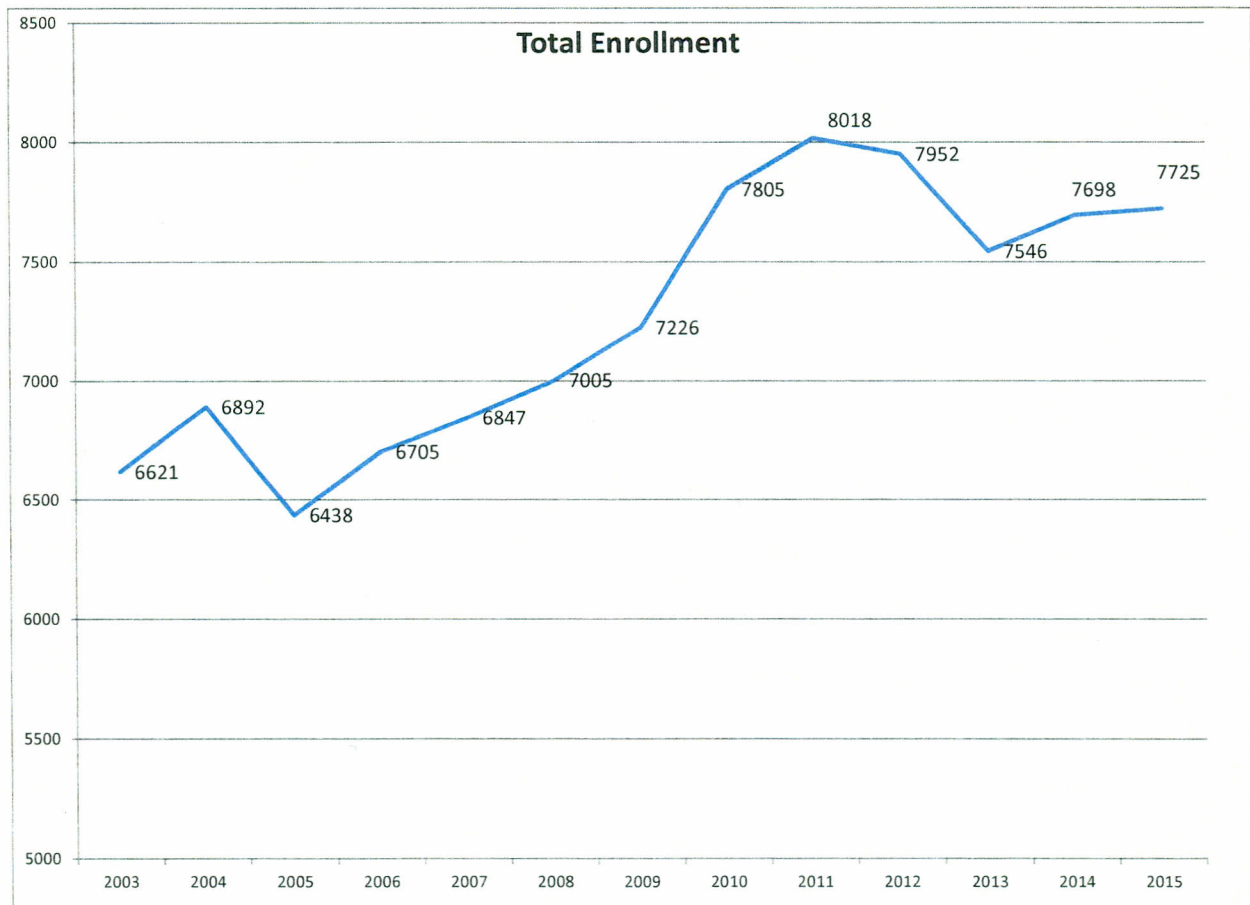
1. Enhancing Student Success,
2. Enhancing Morgan's Status as a Doctoral Research University,
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes,
4. Growing Morgan's Resources, and
5. Engaging with the Community.

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.

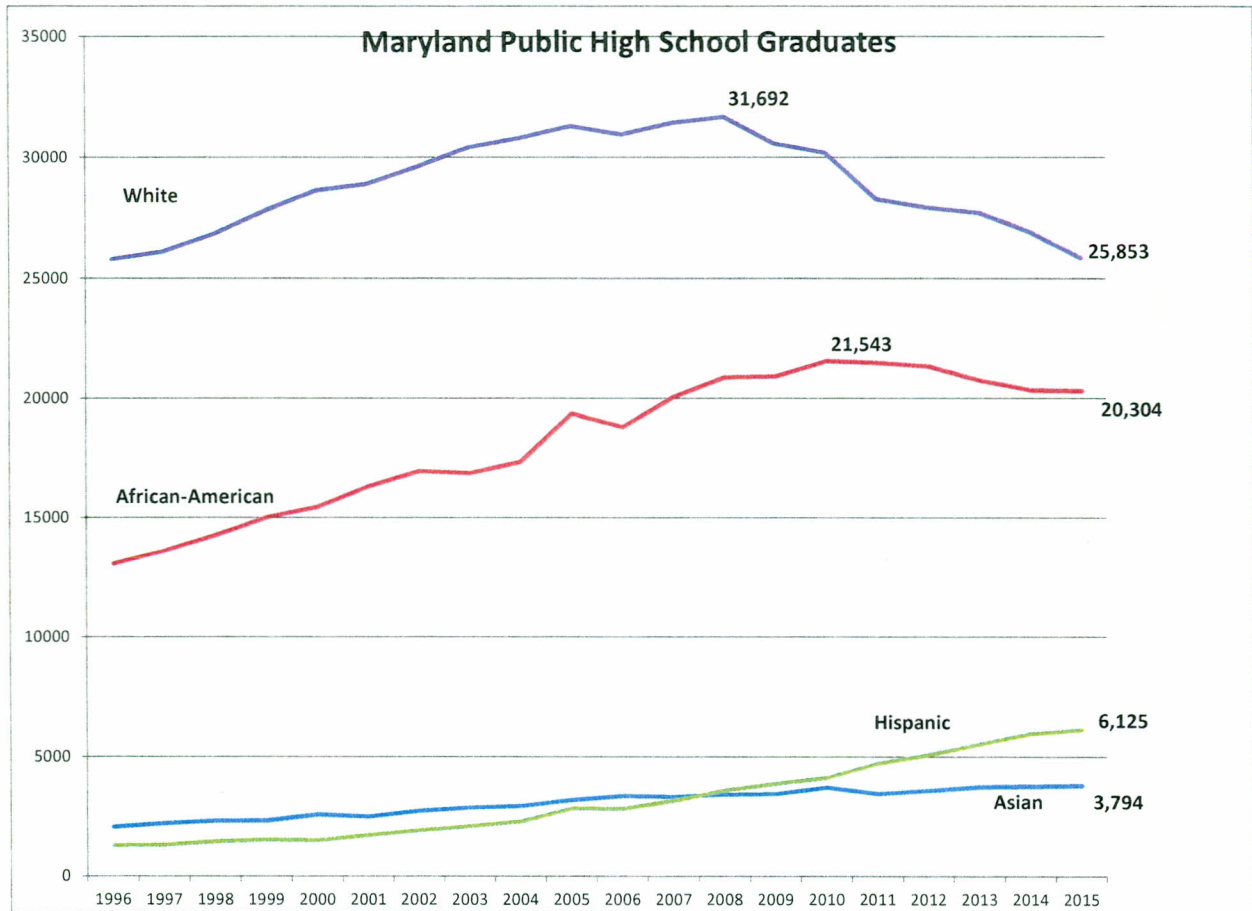
For the fall of 2015, the University's total enrollment increased from its fall 2014 level, although enrollment is still below the historic high achieved in fall 2011.



Both undergraduate and graduate enrollment increased this past year. Undergraduate numbers increased from 6,302 in fall 2014 to 6,319 in fall 2015; graduate enrollment increased from 1,396 to 1,406. The University's long-term goal is an enrollment of 12,000.

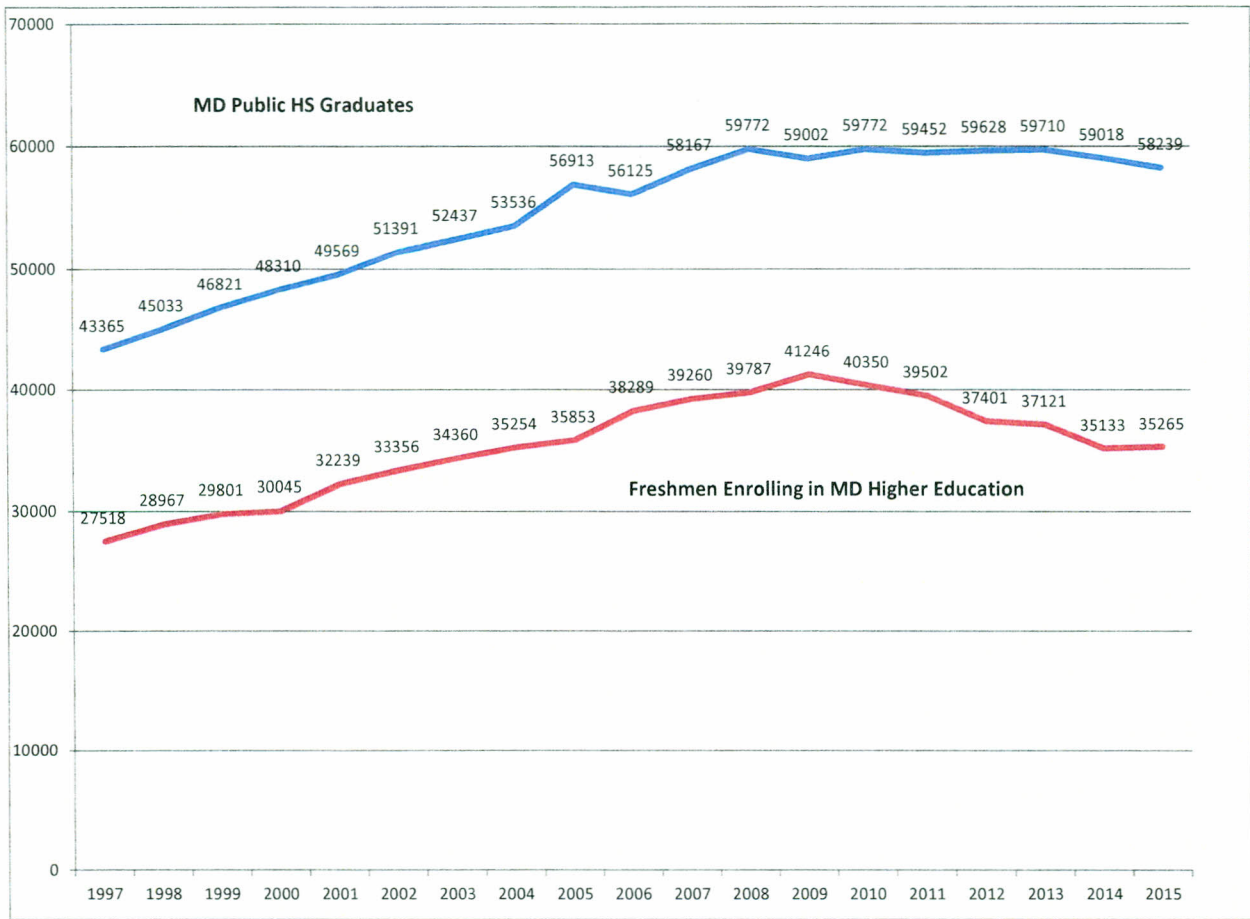
Undergraduate enrollments are likely to be a no-growth or slow-growth area over the next several years due to the end of the baby boom echo graduating from high school. In Maryland, there will be a continuation of the shift in the racial and ethnic composition that has been apparent for the past decade. 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 that are replacing the white high school graduates, on average, are less prepared for college and come from families with lower incomes.



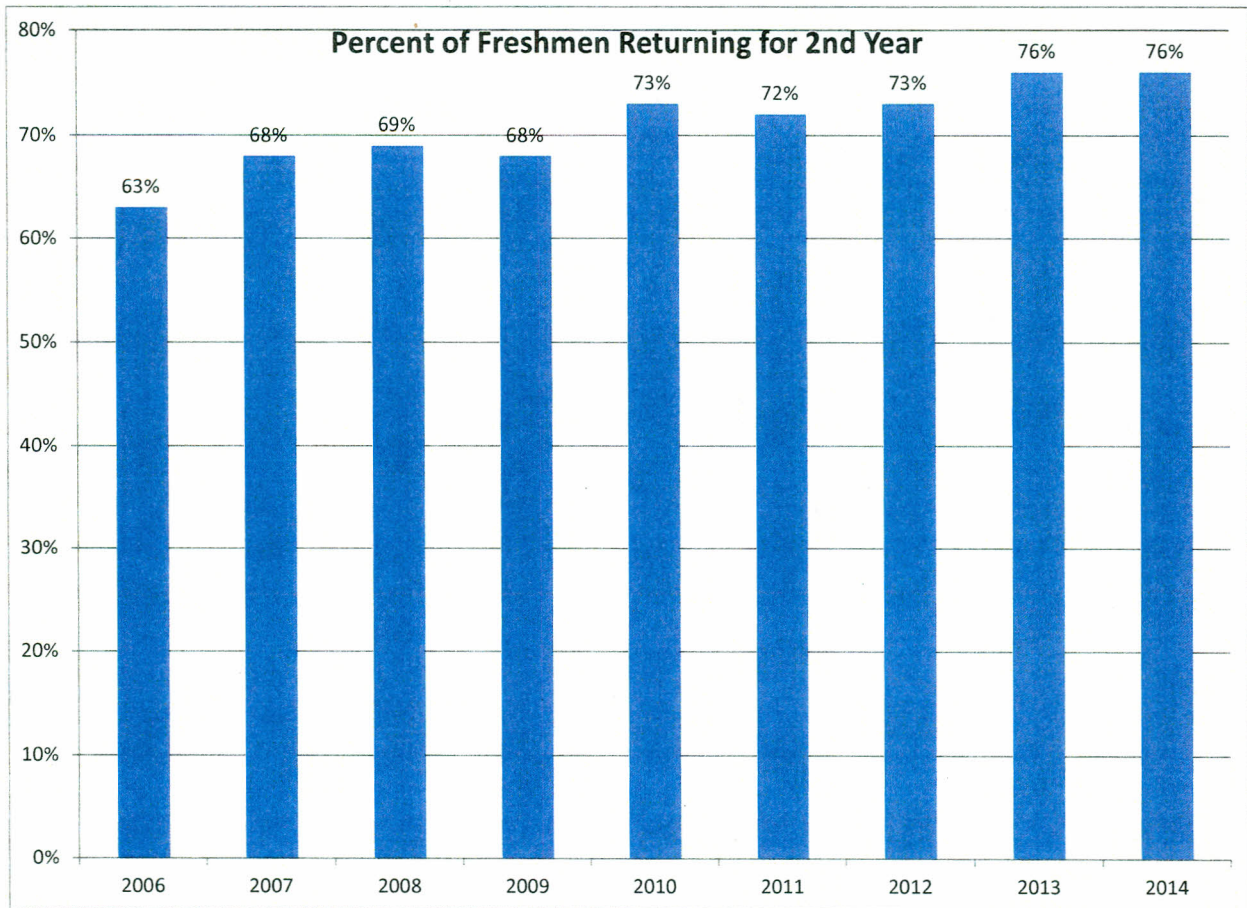
Source: *Knocking at the College Door*, WICHE, ACT, College Board, January 2013, MSDE

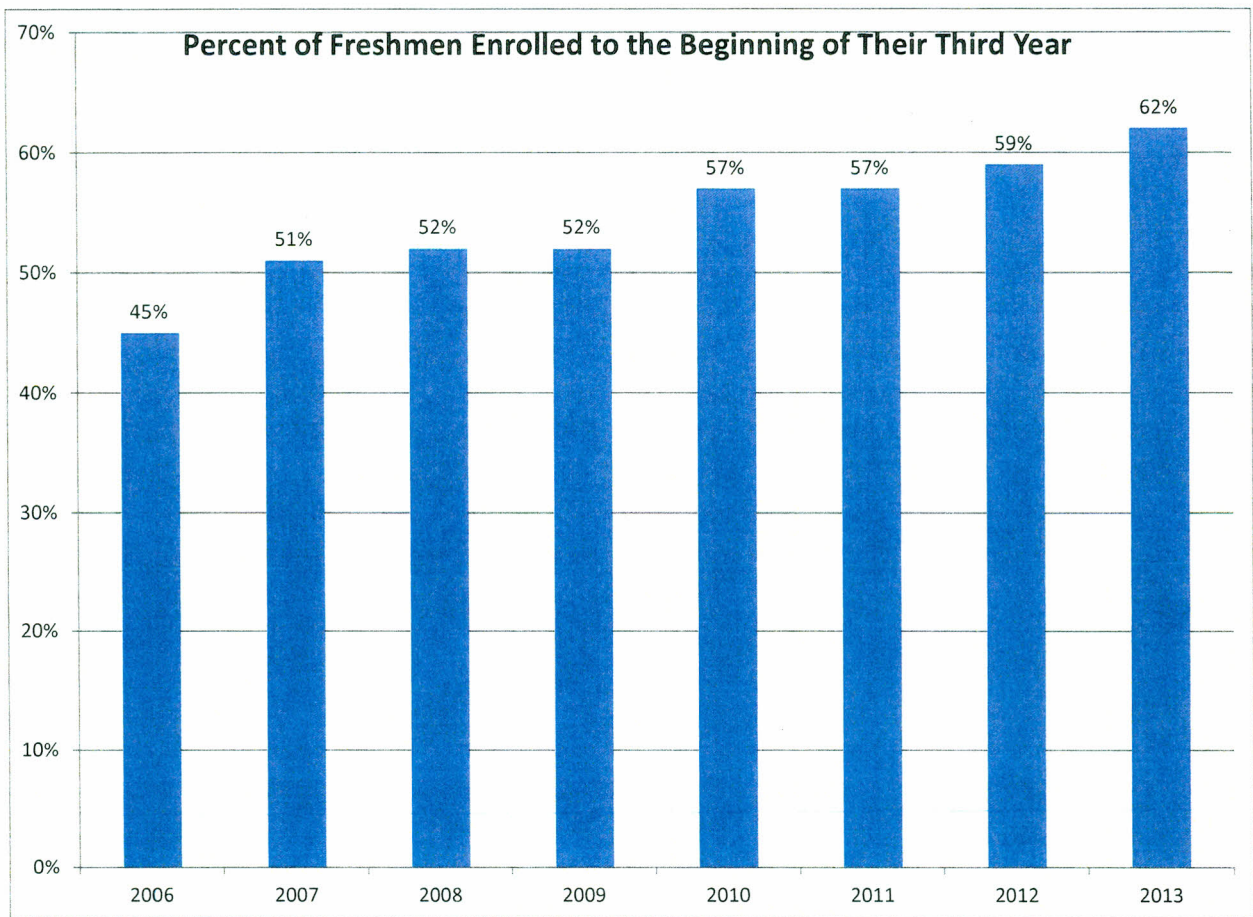
The combination of stability in the number of high school graduates and growing diversity already has had an impact on higher education freshmen enrollments statewide.



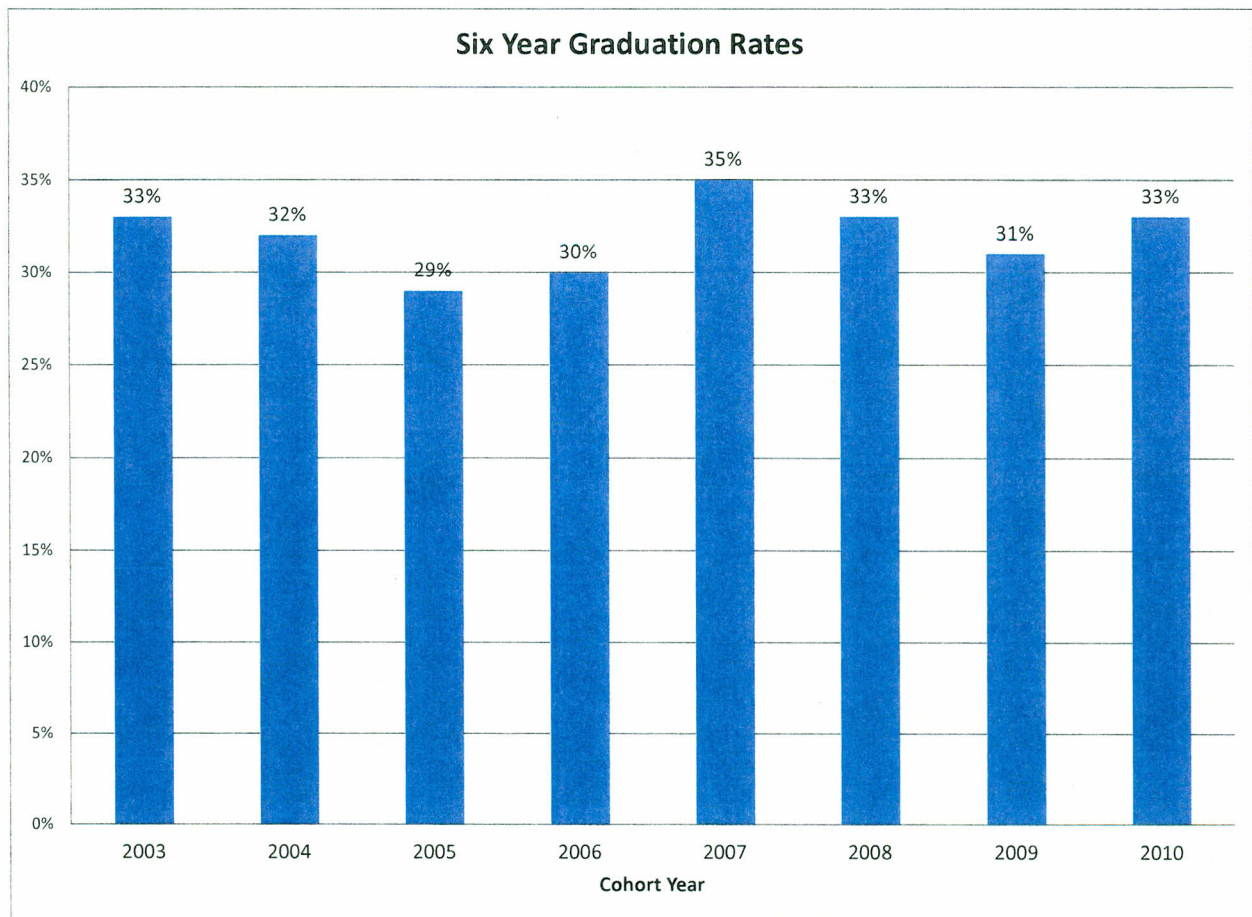
Source: Maryland Department of Education and the Maryland Higher Education Commission

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. Second-year retention rates have been above 70% for the past five years. The second-year retention rate of 76% for the entering class of 2014 is near the historic high of 77% for the entering class of 1997. Third-year retention rates have risen to 62%, a historic high.

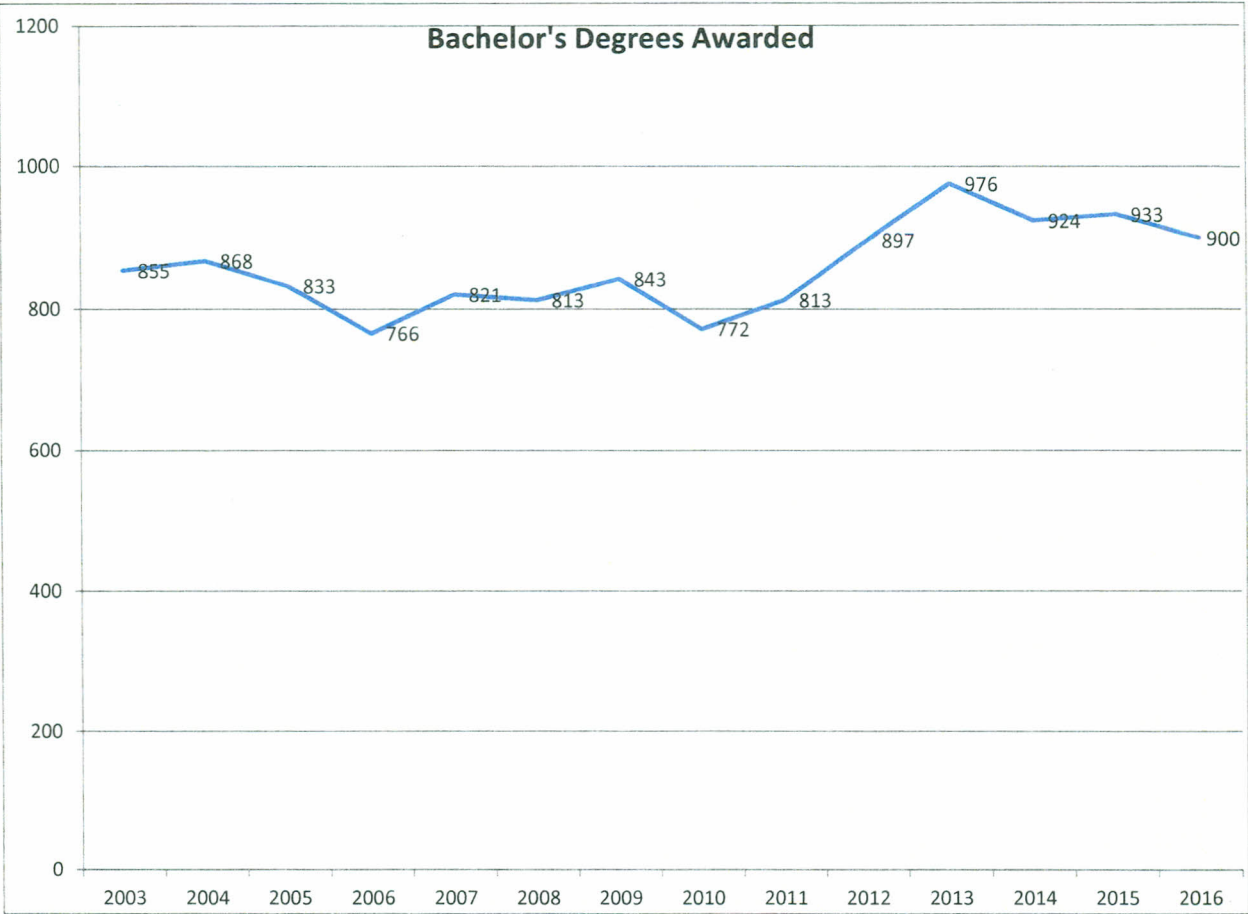




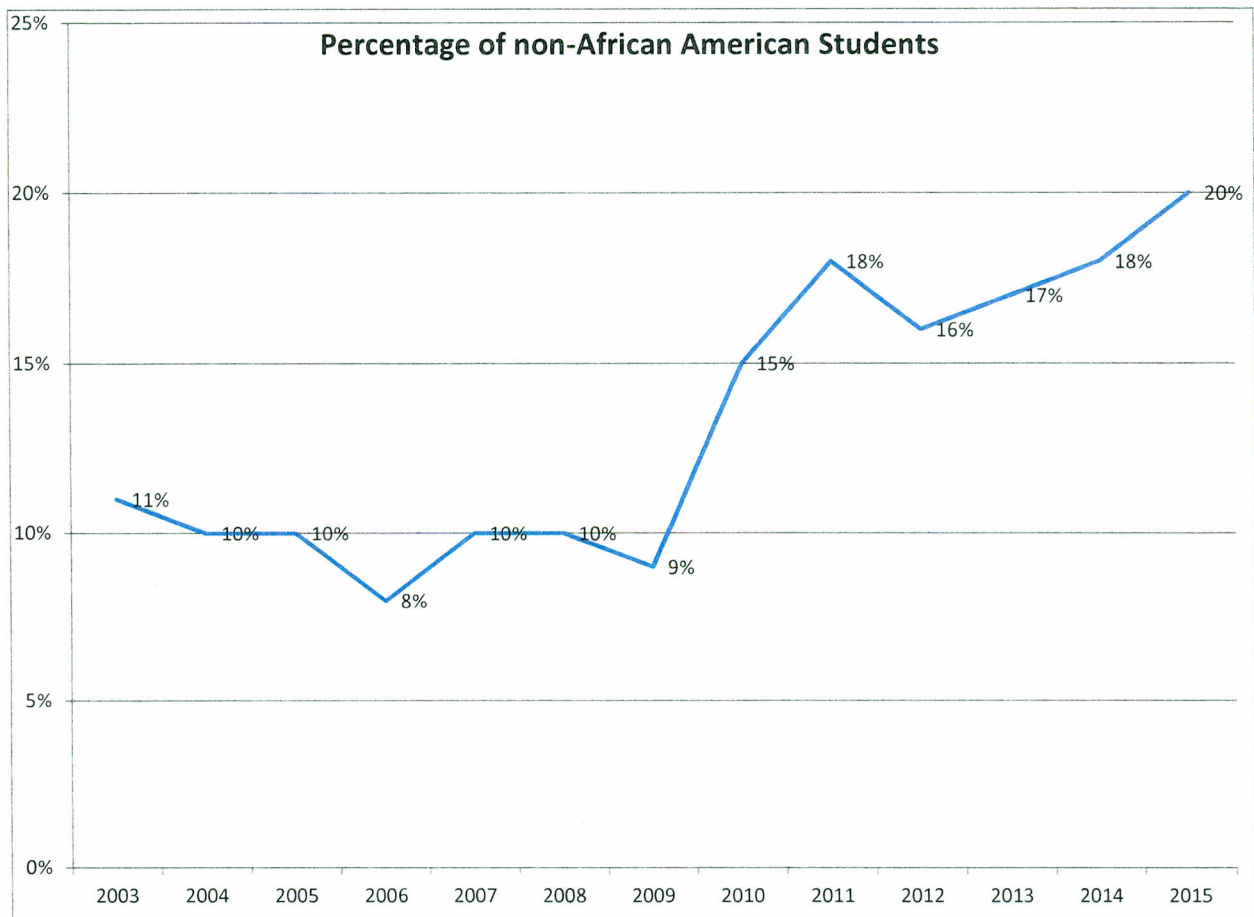
Six-year graduation rates are expected to increase with increased retention rates.



The number of bachelor's degrees awarded increased between 2014 and 2015, but declined between 2015 and 2016.



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, 36% 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. In fall 2015, 676 international students were enrolled representing 9% of the total student enrollment, and 50 countries. The university has signed a number of agreements with international universities, including William V.S. Tubman University in Liberia, and Hubei University in China, to facilitate student and faculty exchanges and study abroad opportunities.

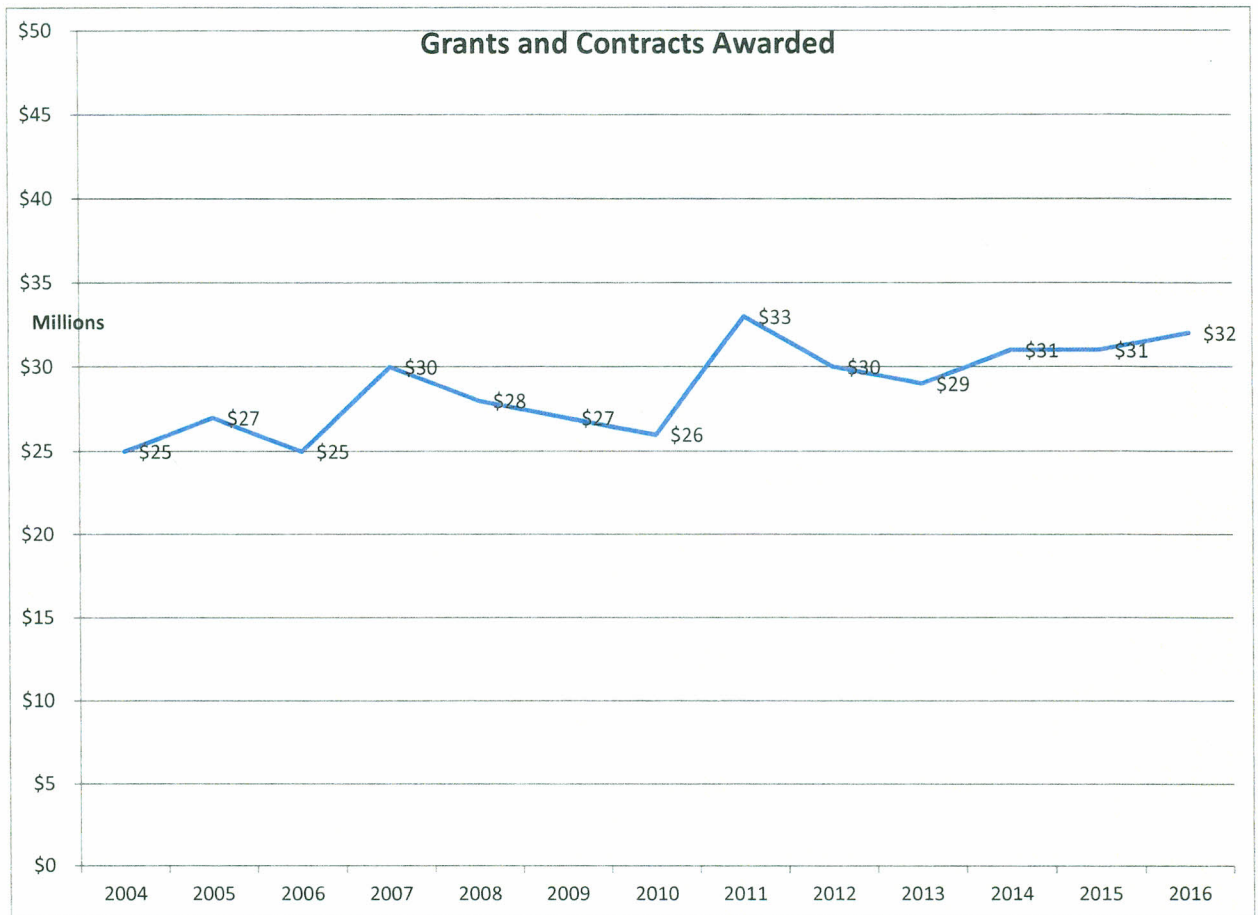
Consistent with the goal of enhancing student success, the university offers several programs which support non-traditional students. The Center for Continuing and Professional Studies (CCPS) provided funding through the Bernard Osher Program (BOP) to 27 adult students, 19 of whom were full-time and 8 were part-time. CCPS also provided funding through the Improved Opportunities for Parents (IOP) Program to support 13 parents attending Morgan, 9 of whom were full time and 4 were part time. The importance to this strategic goal is because through BOP and IOP students across disciplines in the eight schools and the College of Liberal Arts are able to return to Morgan and complete their baccalaureate degrees.

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.

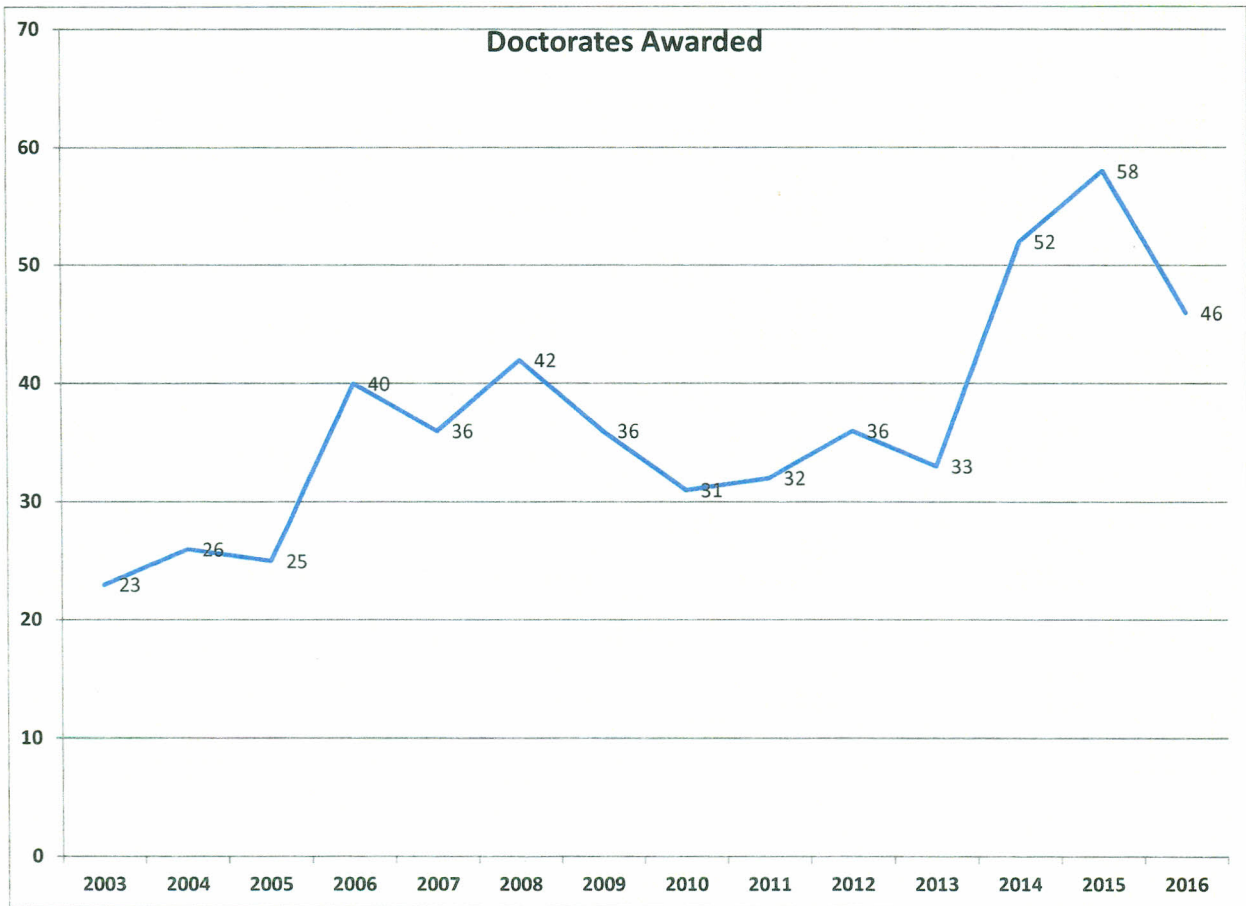
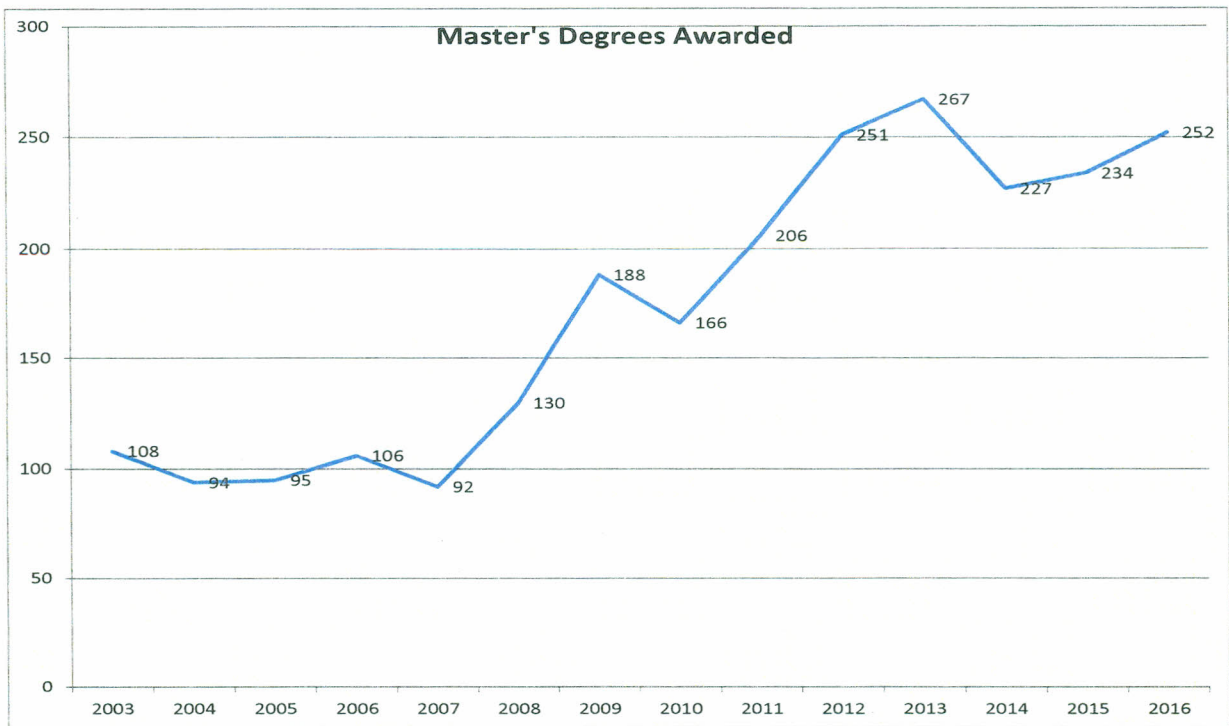
Morgan's grants and contracts awarded increased since last year. Major grants and contracts received by Morgan faculty members this past year included Dr. Payem Sheikhattari who was awarded \$455K from the National Institutes of Health (NIH) in the area of health disparities; Dr. Sandra Chipungu who was awarded \$364K for her research collaboration with the University of Maryland in the area of education public child welfare, and Dr. Whitney Johnson was awarded a Noyce Fellowship from the National Science Foundation for her research in STEM education for urban environments. Morgan continued the second year of its \$24.3 million NIH BUILD grant for its ASCEND Program in developing an eminent cadre of students to pursue graduate students in biomedical research.

It is anticipated, however, that with federal budgets increasingly constrained, Morgan's faculty members will increase their submissions of proposals for sponsored research. For FY16, Morgan's faculty submitted over **133 proposals for a total of \$57M** in sponsored funding. Historically, Morgan has relied heavily on contractual faculty, who are not eligible to submit grant proposals. 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.

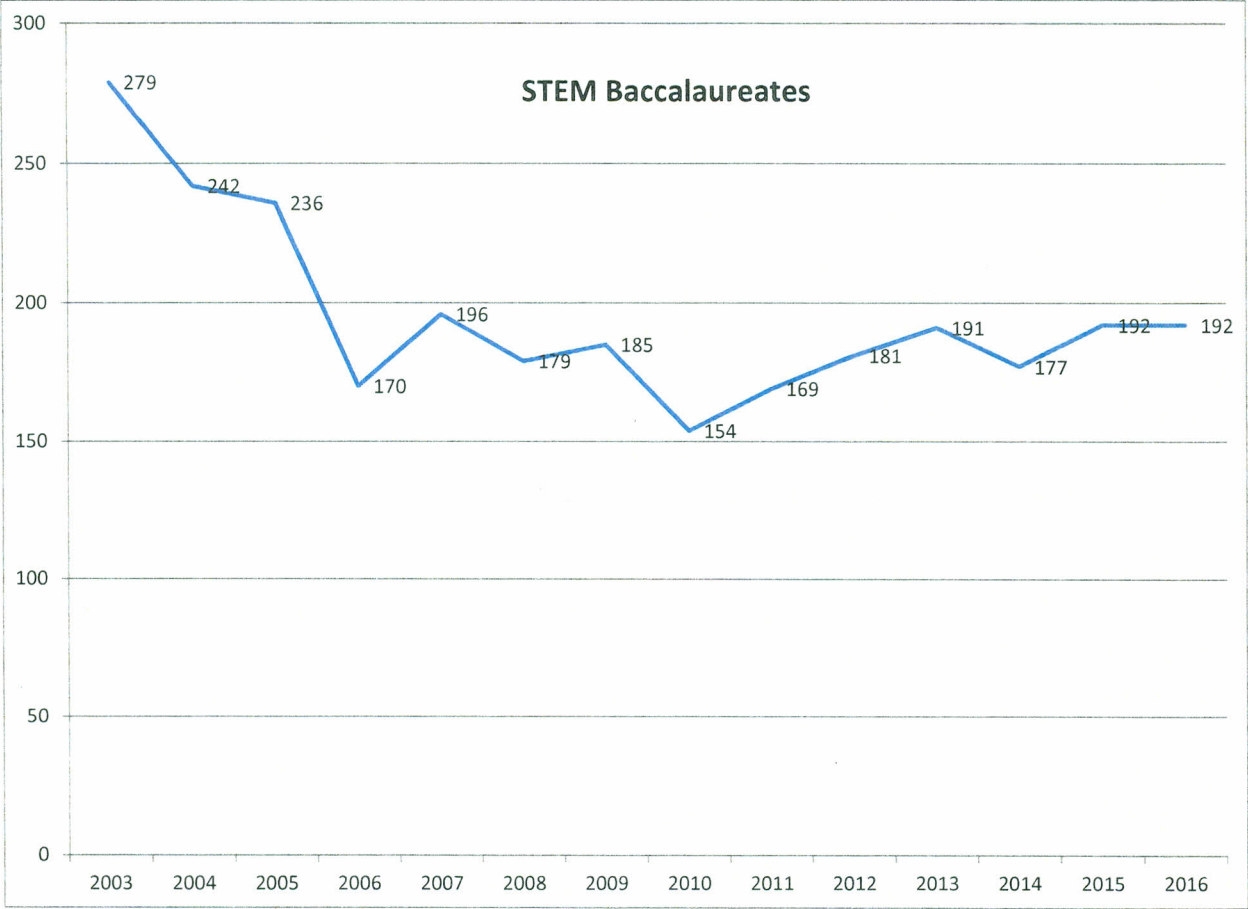


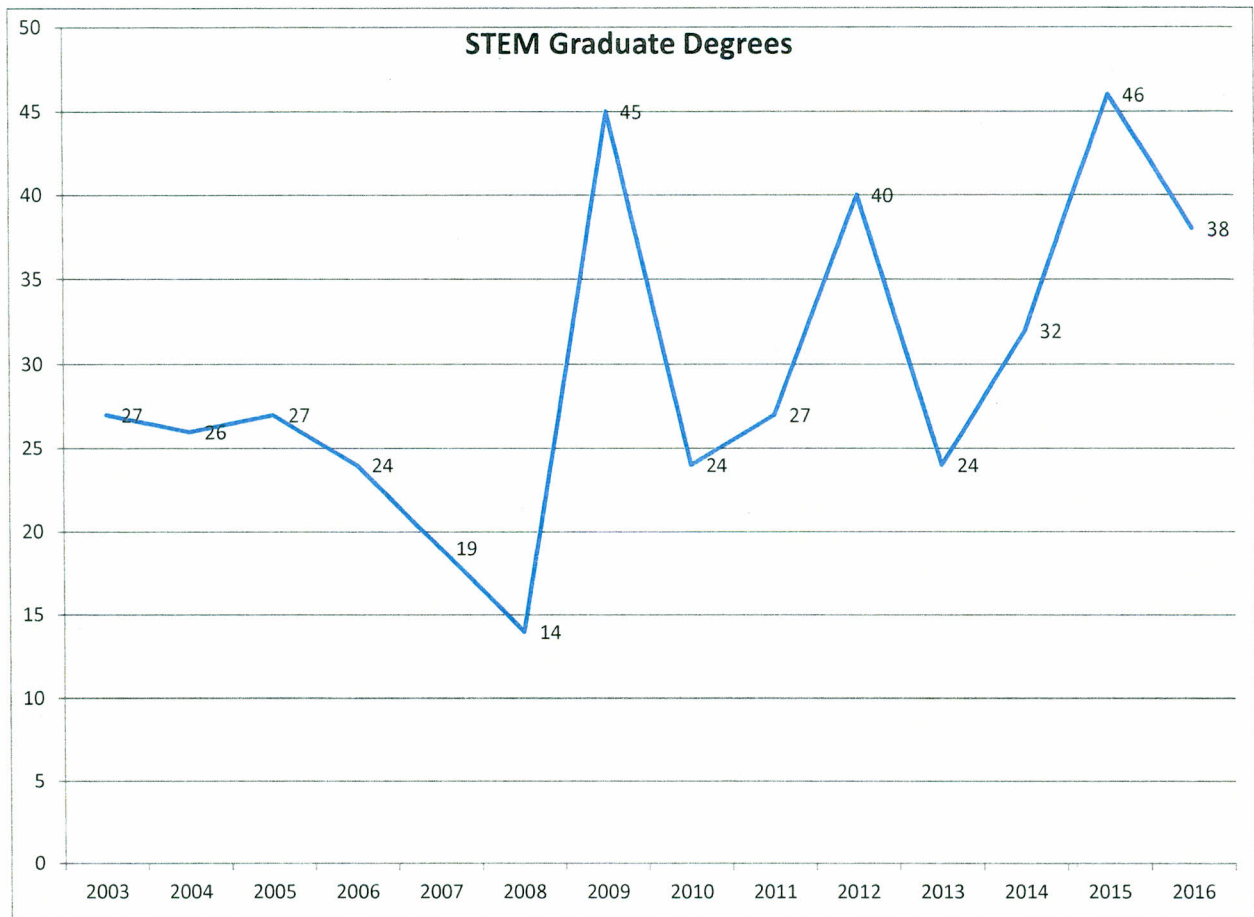
Graduate enrollments at the campus have grown steadily and, in general, Morgan’s growth at the graduate level has outpaced the statewide rate of growth for a number of years. As the baby boom echo ages, there will be growth in the 25 year old to 35 year old age group most likely to enroll in graduate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

Morgan has experienced strong growth in degrees at the master’s level. Morgan awarded 58 doctorates in 2015, a historic high for the University; 46 doctorates were awarded in 2015-2016.



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 over the 2014 levels.





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

Morgan has been approved by MHEC to offer three new online degree programs including the Community College Administration, Instruction, and Student Development (M.Ed), Business Administration (M.B.A.), as well as a Post-Baccalaureate Certificate in Urban Sustainable Communities. Morgan Online has increased the number of faculty who are certified through the national Quality Matters training program to teach online courses. Morgan Online now has 86 Quality Matters trained faculty with 12 certified Quality Matters reviewers. Assisting faculty to complete this training enhances Morgan's reputation for offering quality online instruction, particularly at the graduate level.

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.

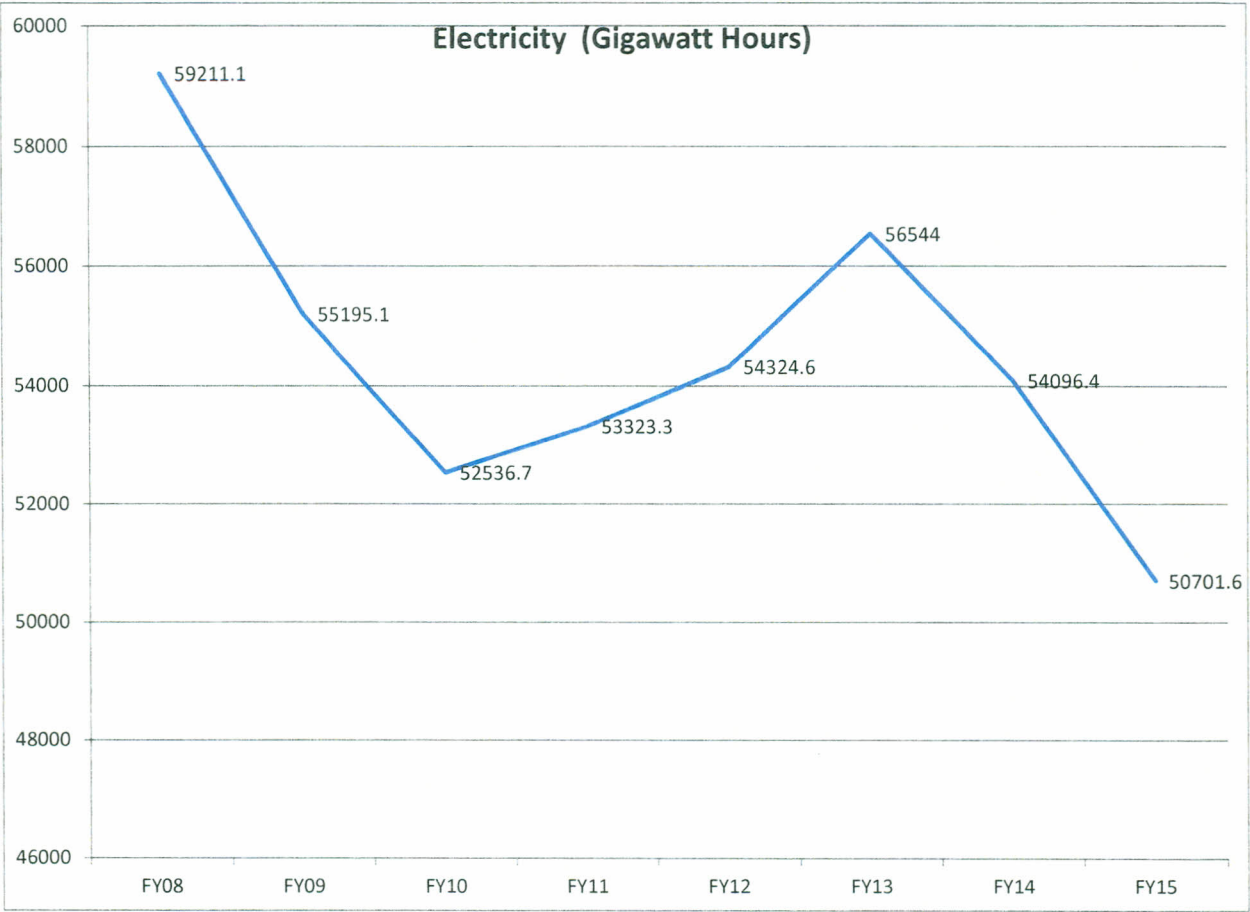
A major emphasis of the campus is to improve performance across the board without unnecessarily increasing costs to the student. It already requires 38% of the average annual income of African-American families in Maryland to attend Morgan. Average debt for the bachelor's degree recipients of 2015-2016 was \$35,000. Hence, the emphasis of the campus increasingly is on providing students with the greatest possible value for their money.

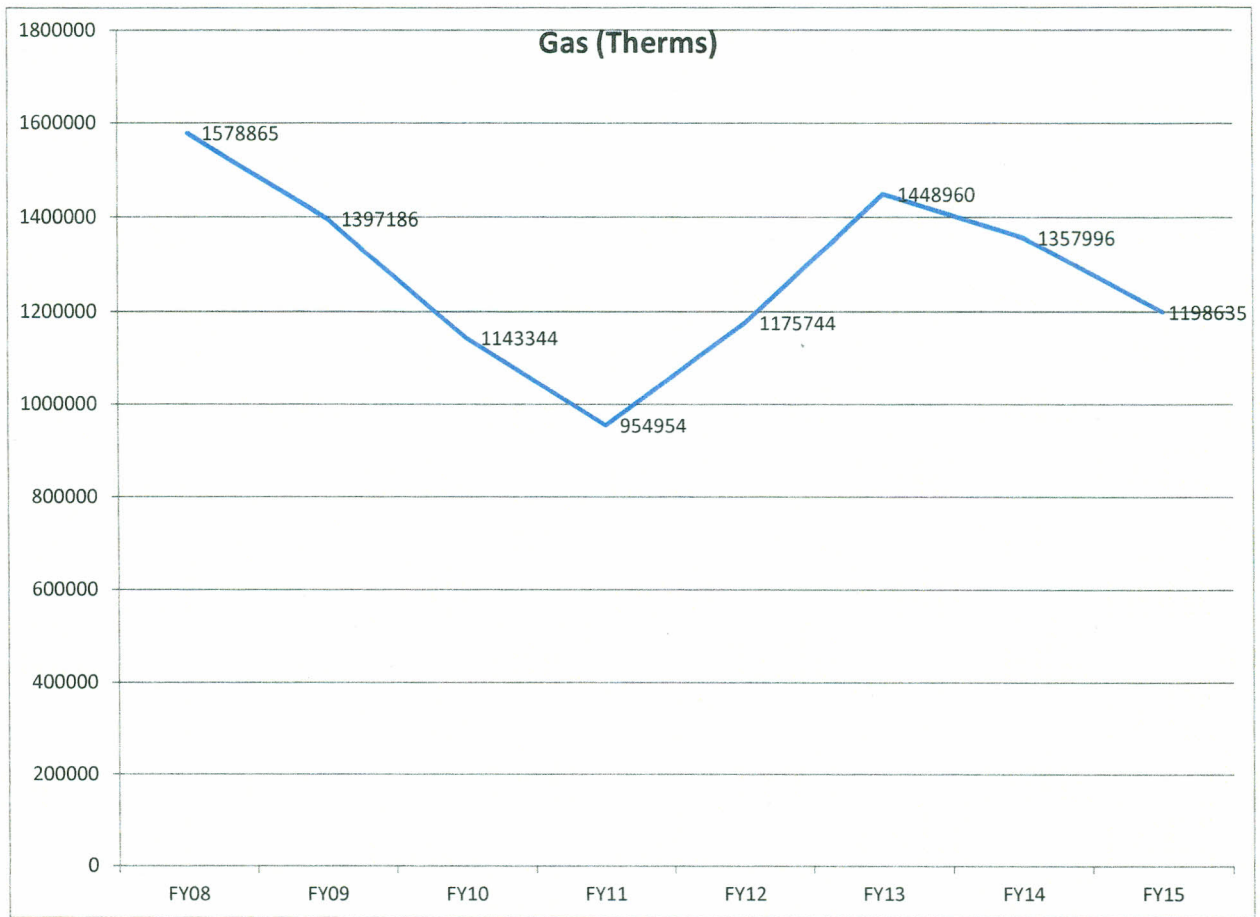
The campus has begun to employ additional technology to improve processes, deliver quality services and create greater efficiencies. In addition to previous enhancements to its networked services, the university is implementing a \$20 million Next Generation Network (NGN) upgrade project. This project has multiple components/deliverables such as robust and pervasive wireless network at wired speeds, enhanced security, Voice over Internet Protocol (VoIP) telephony, and convergence. It has implemented new software to increase the number of processes that are paperless and available via multiple devices of different form factors (smart phones, tablet, desktop, and laptop). 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.

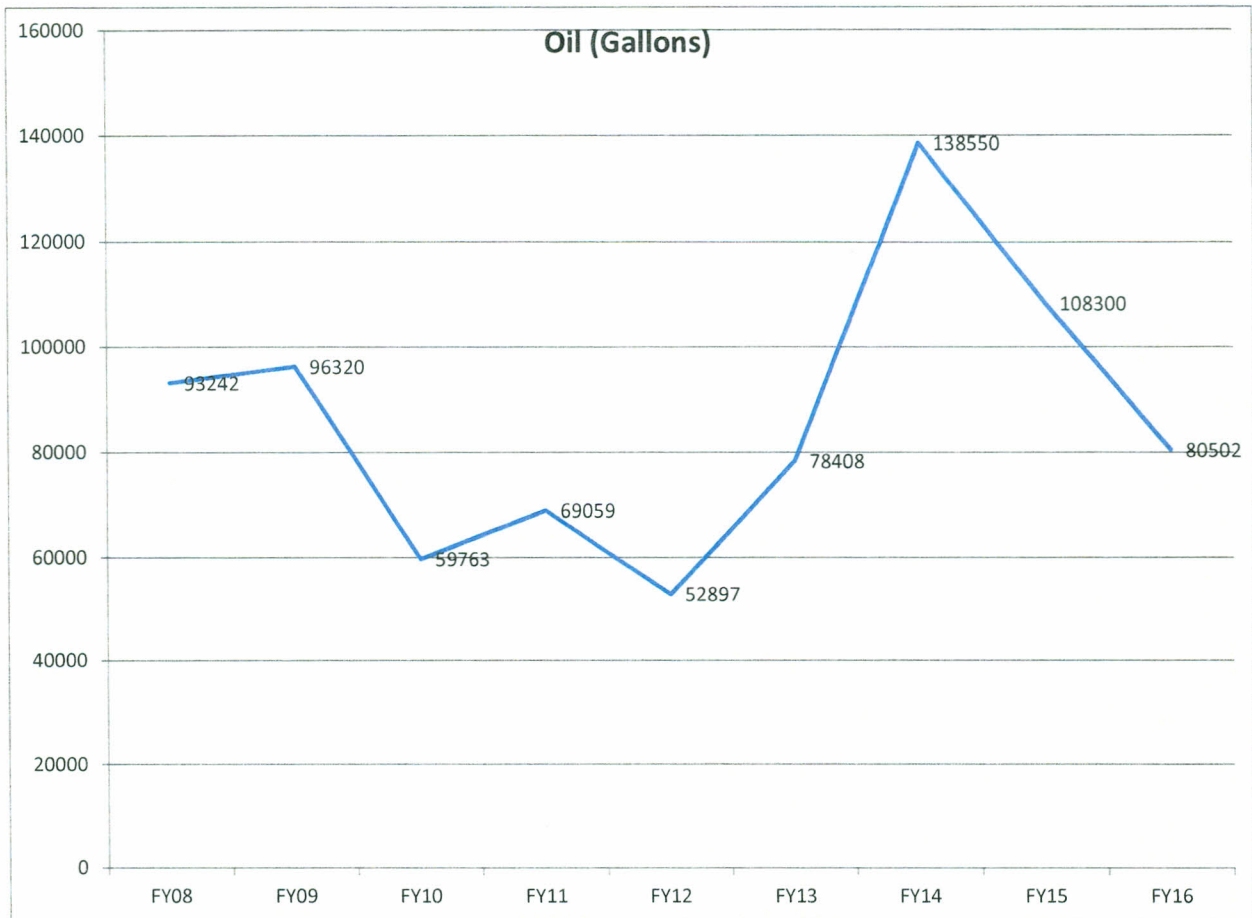
The campus has devoted considerable attention to improving campus safety. To date, the University has initiated constant and highly visible campus patrols, particularly in areas with community access to the campus. It has created an assessment team to monitor individuals and situations with potential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

The campus also has made progress in reducing energy consumption. Even though our campus square footage is increasing, in recent years, our utility consumption has been declining. In FY13

extreme outdoor temperatures caused our energy consumption to escalate, but since then our consumption is trending downwards as displayed in the following graphs.



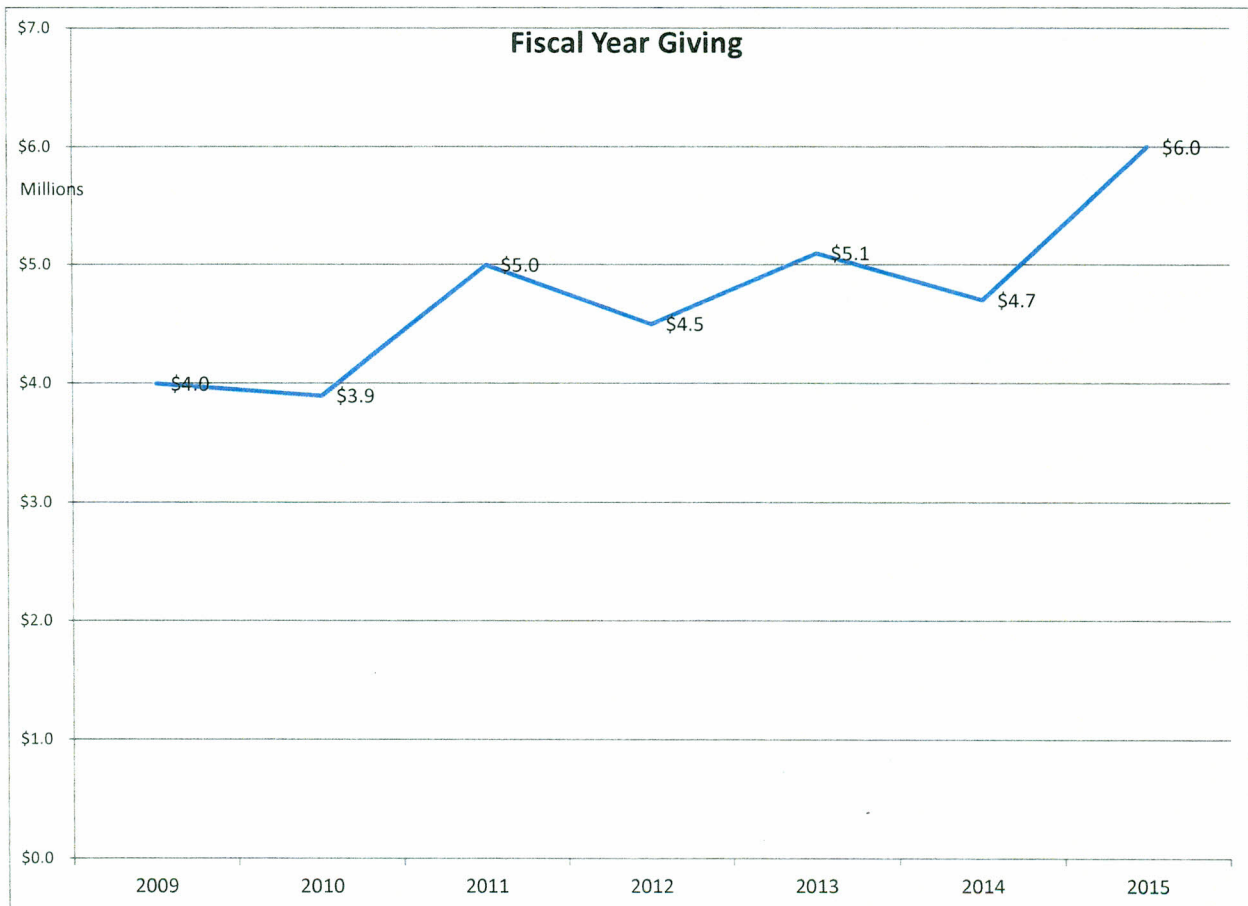


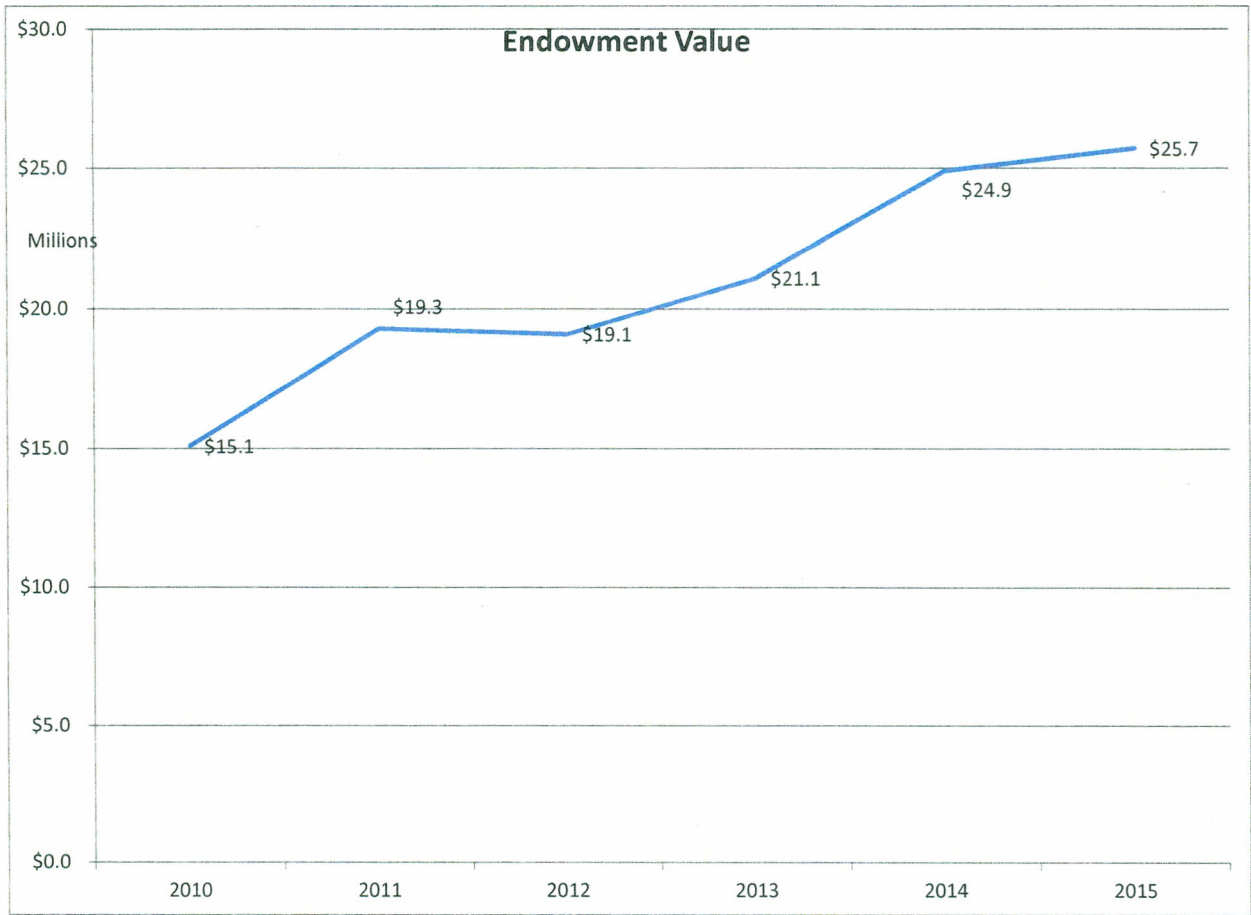


4. Growing Morgan's Resources

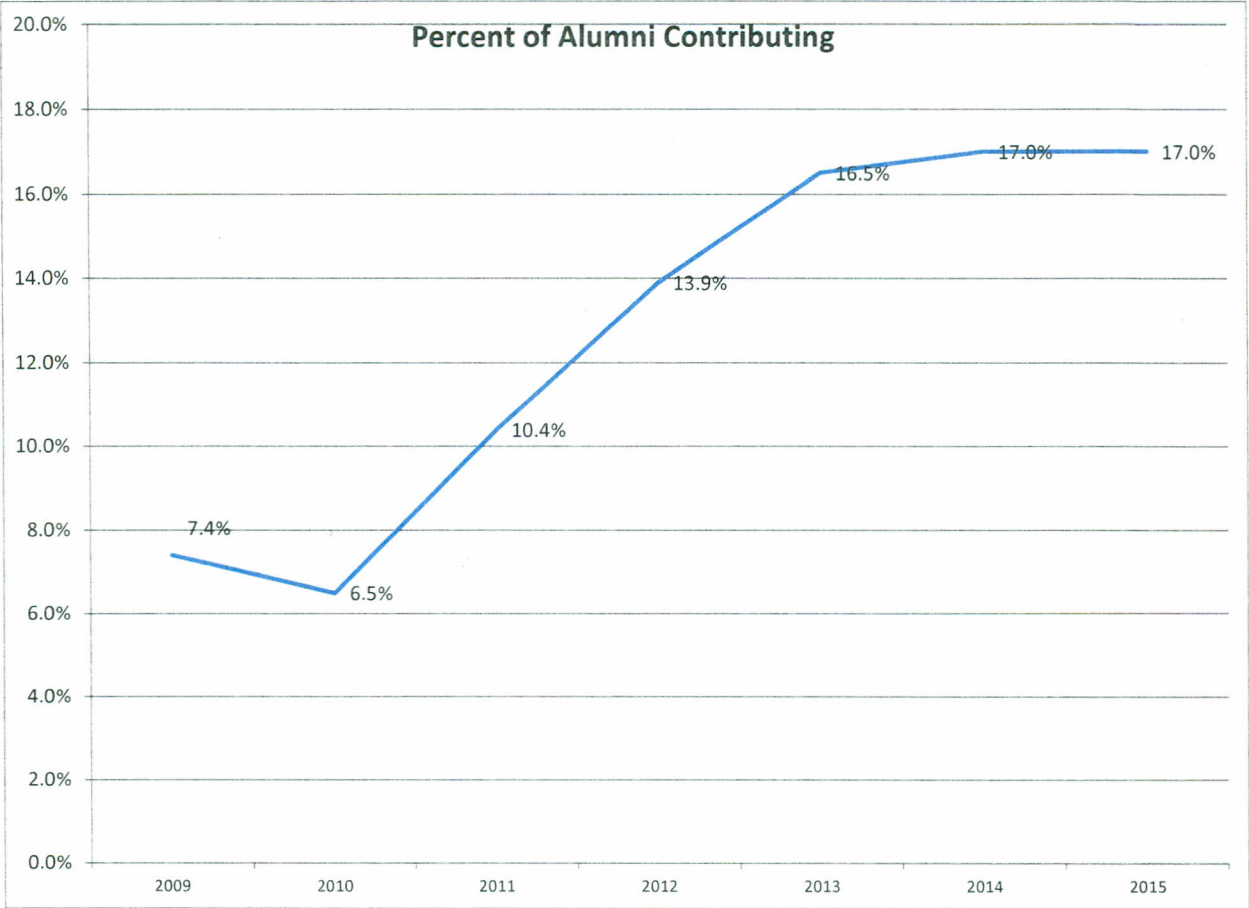
Morgan will grow its human capital as well as its financial resources by investing in the professional development of faculty, staff, and students, seeking greater financial support from alumni, the State and federal governments, private and philanthropic courses, and establishing collaborative relationships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



Note: 2009 to 2013 are calendar years; 2014 and beyond are fiscal years

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.

As Maryland's premier public urban research university, President Wilson established the Gray Days Brighter Tomorrows Task Force to identify Baltimore City's most challenging problems and develop action plans to address those problems. The 31 member Gray Days Brighter Tomorrows Task Force submitted its final report to Dr. David Wilson on May 20, 2016, in which The Task Force identified 16 recommendations that could be considered by the President. The recommendations represent ways that Morgan could expand access to educational opportunity for Baltimore City residents, help the City improve public services, and, collaborate with other colleges and universities and anchor institutions to implement action plans.

The Morgan Community Mile Initiative is a university-community partnership that encompasses a 12-square-mile area around the University's campus, including nearly 115,000 residents and 56 community and neighborhood associations. The Morgan Community Mile Initiative sponsors a number of programs including the Solar Panel Initiative which installed solar panels on the home of a local senior citizen, Beat the Streets, an afterschool program, the Morgan Stream Walk project, a long term project to build a trail along Herring Run and Chinquapin Run streams, and the Community Action Response Effort (CARE) program designed to reduce the number of property crimes in communities surrounding the university.

The Division of Academic Outreach and Engagement also has a number of initiatives with the local community. The Office of Community Service is collaborating with the Monarch elementary and middle school Academy located in Baltimore City in several teaching and learning initiatives coordinated through the AmeriCorps VISTA Volunteer. The importance to this strategic goal is because elementary and middle school youth from the Monarch Academy will be exposed to the university through different Community Service programs. The Center for Continuing and Professional Studies (CCPS) arranged an MOU between Morgan and the National Hospice and Palliative Care Organization (NHPCO) to be executed in September 2015 whereby CCPS and NHPCO is collaborating to offer four non-credit courses targeted to underserved minority caregivers and other health providers. This collaboration is an innovative strategy that connects NHPCO to Morgan State University and offers opportunities to inform and support caregivers and their families within Baltimore metropolitan communities. Also, the CCPS has partnered with Blacks in Government's (BIG) Darlene H. Young Leadership Academy for the third year to provide professional development to employees of the federal government. The importance to this strategic goal is because BIG's Academy is the only competency-based leadership program offered at an HBCU that is designed to develop future public service leaders to serve as professional analysts and executive leaders within public agencies and communities throughout the United States.