

**2017-2018 Annual Review of**

***Growing the Future, Leading the World:***

***The Strategic Plan for Morgan State University, 2011-2021***

**July 2018**

REVISED



*Office of the President*

August 24, 2018

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 Hogan, 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,

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

David Wilson  
President

Enclosure

cc: Secretary David Brinkley  
Ms. Sarah Albert  
Mr. Tim Schmidt  
Mr. Sidney Evans

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 fifth year.

The Plan has five major goals:

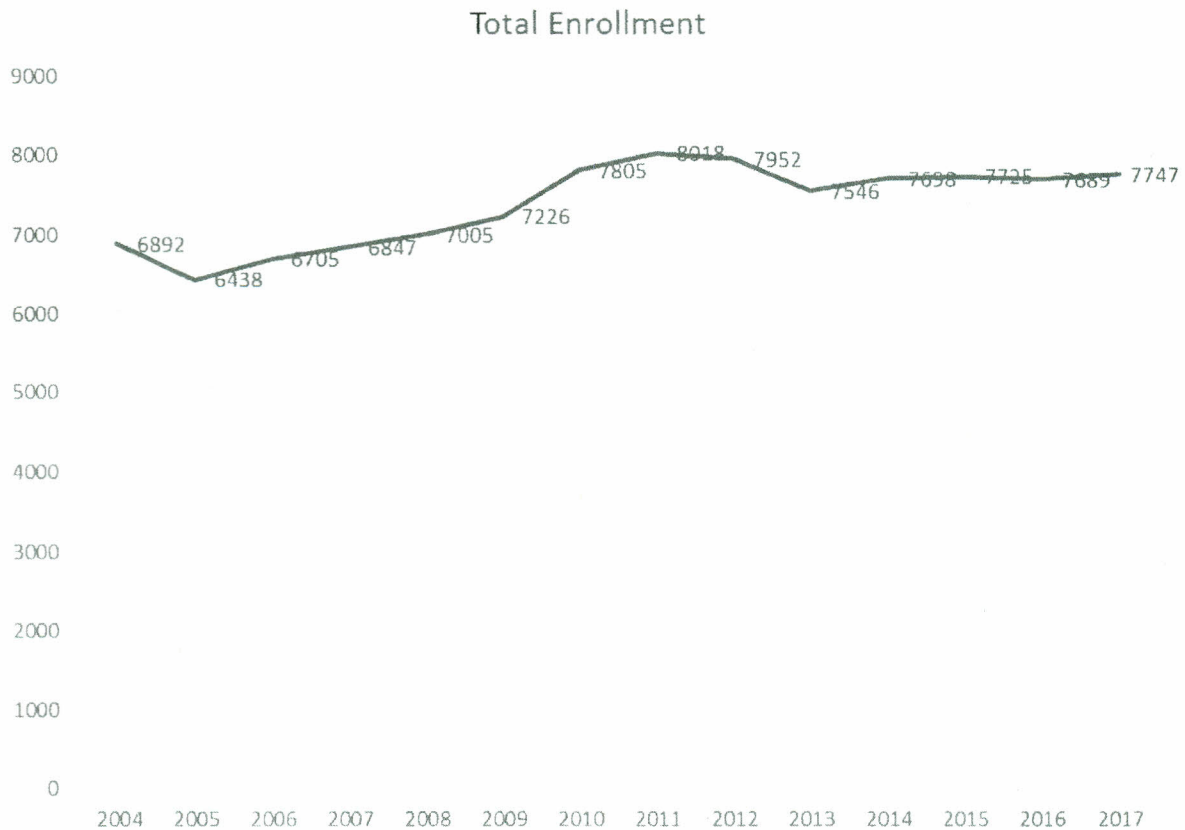
1. Enhancing Student Success,
2. Enhancing Morgan's Status as a Doctoral Research University,
3. Improving and Sustaining Morgan's Infrastructure and Operational Processes,
4. Growing Morgan's Resources, and
5. Engaging with the Community.

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.*

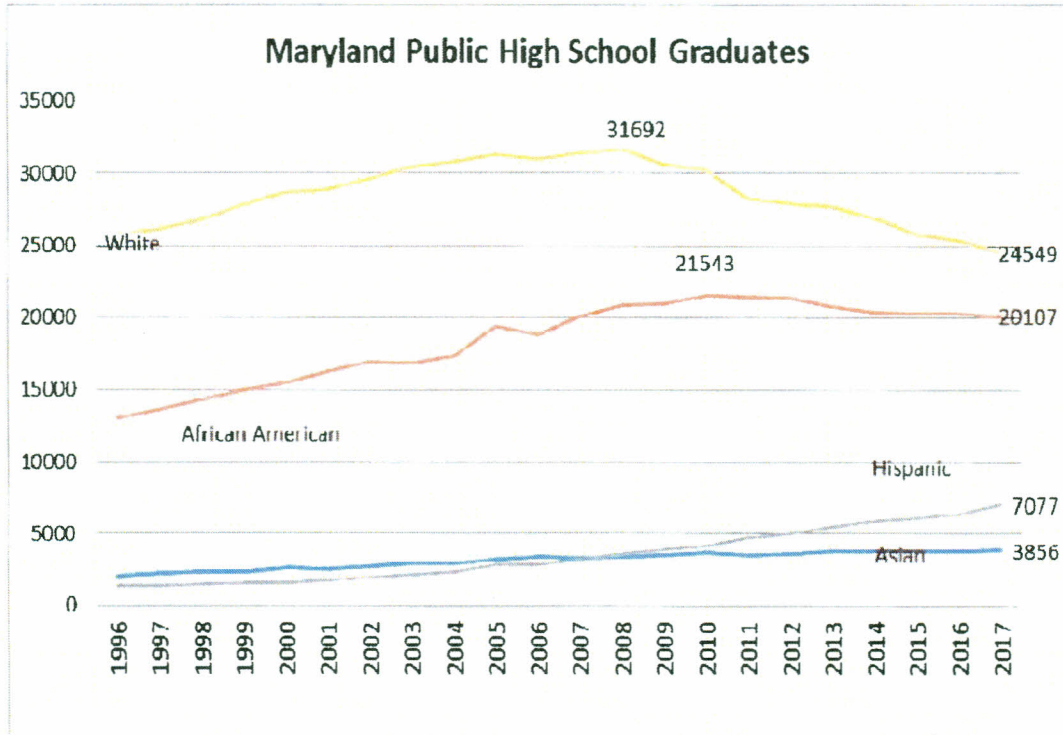
For the fall of 2017, the University's total enrollment increased from its fall 2016 level, although enrollment is still below the historic high achieved in fall 2011.



Undergraduate enrollment increased this past year. Undergraduate numbers increased from 6,362 in fall 2016 to 6,440 in fall 2017. Graduate enrollment decreased from 1,327 to 1,307. The University's long-term goal is an enrollment of 12,000.

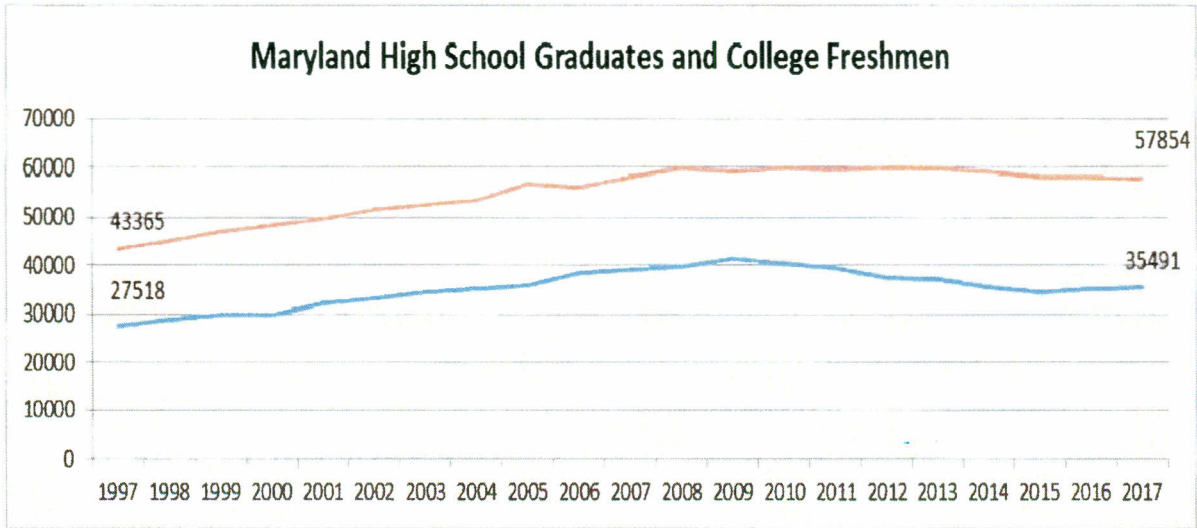
Undergraduate enrollments are likely to be a no-growth or slow-growth area over the next several years due to the end of the baby boom echo graduating from high school. In Maryland, there will be a continuation of the shift in the racial and ethnic composition that has been apparent for the past decade. 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*

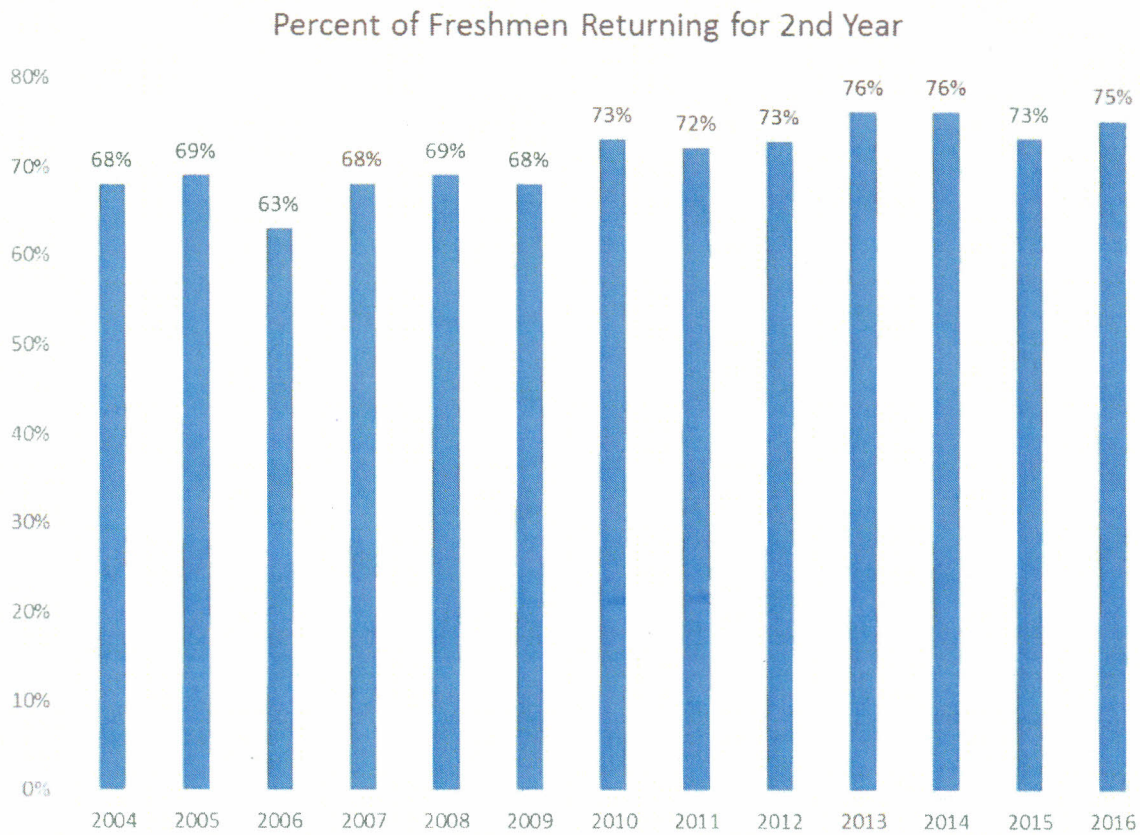
Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation); and our predictive analytics platform (EAB-Student Success Collaborative) which will better predict student success in key classes and allow advisors and faculty to design interventions tailored for the individual student. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5<sup>th</sup> or 6<sup>th</sup> academic year to finish Morgan "on-time" in six consecutive years or less. Most recently the University has initiated the 50 by 25 Campaign to increase the six-year graduation rate to 50% by 2025. This campaign is built around three central themes: 1) Advising and Degree Planning; 2) Faculty Development and Course Redesign; and 3) Beyond Financial Aid (BFA). These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

The Division of Student Affairs also has a number of initiatives which support student success. The Office of Residence Life supports several programs including 1) the Academic Enrichment Program which provides tutoring services in the residence halls for students; 2) Living and Learning Communities; 3) The Academic Recovery, Insulation, Stability, and Encouragement (ARISE) Program which is designed to provide academic support services to residential students who have below a 2.0 cumulative GPA; 4) Morgan EVOLVE (Elevating Voices of Leadership, Virtue and Excellence) which is a leadership development program for women living in the residence halls; and 5) The Morgan Male Initiative on Leadership & Excellence (MILE) is an Office of Residence Life and Housing program that seeks to enhance the quality of student life and engagement for male students at Morgan State University. The Morgan Center for Career Development is the key component of Morgan's Career Pathways Initiative (CPI), a \$2 million investment by the United Negro College Fund (UNCF) to strengthen career placement outcomes by increasing the number of Morgan graduates who achieve "meaningful employment immediately after graduation." Bear-Tracks uses a UNCF's three-pronged approach designed to shape an undergraduate experience that results in "Students Engaged to Learn". This approach includes Guided Pathways to engage students early on in their academic and career, curriculum enhancements to include 21<sup>st</sup> century skills, and co-curricular engagement to include learning activities outside the classroom which support students' skill development and competencies. A key component of this initiative is Morgan's collaboration with Norfolk State University and Tennessee State University in the creation of the HBCU Consortium on Transformative Teaching Practices for 21<sup>st</sup> Century, which focuses are creating interinstitutional learning communities, active learning strategies and the use of technology to enhance student learning. The Counseling Center provides psychological and psycho-educational services to the MSU campus throughout individual and group counseling for students; consultations for faculty and staff; liaison work with deans, directors and department heads, and campus wide outreach activities. This year, the Counseling Center provided 2227 individual counseling appointment to students - a 24.4% increase over last year's numbers (1789). In addition, The Counseling Center staff has interacted with over 2,000 students via its outreach activities. Finally, for the second year, the Counseling Center has received a small grant (\$6,000) from the UMB medical school

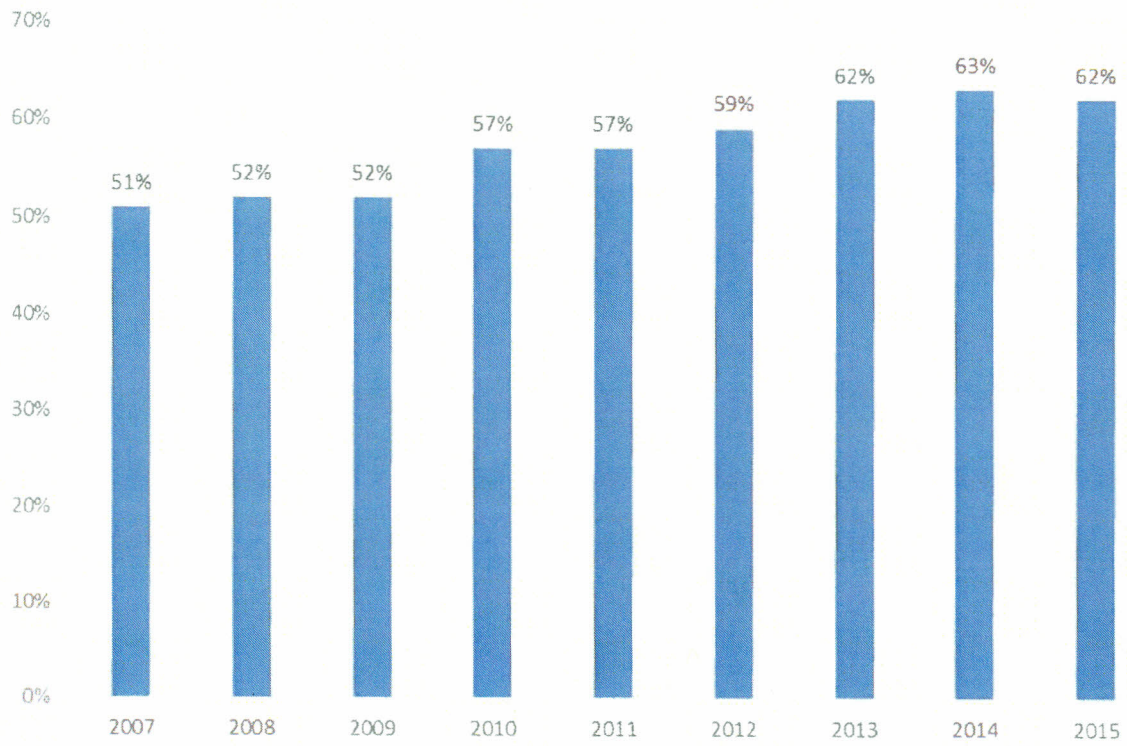
and MD-SPIN to aid in its efforts to promote suicide prevention information and alternate coping strategies.

Additionally, the Morgan State University Athletics Department received a NCAA AASP Grant to maximize the student-athlete academic experience while providing supplemental courses designed to provide a holistic student-athlete experience. The Athletics Department has an enhanced student-athlete support services team and has seen student-athlete academic progress increase.

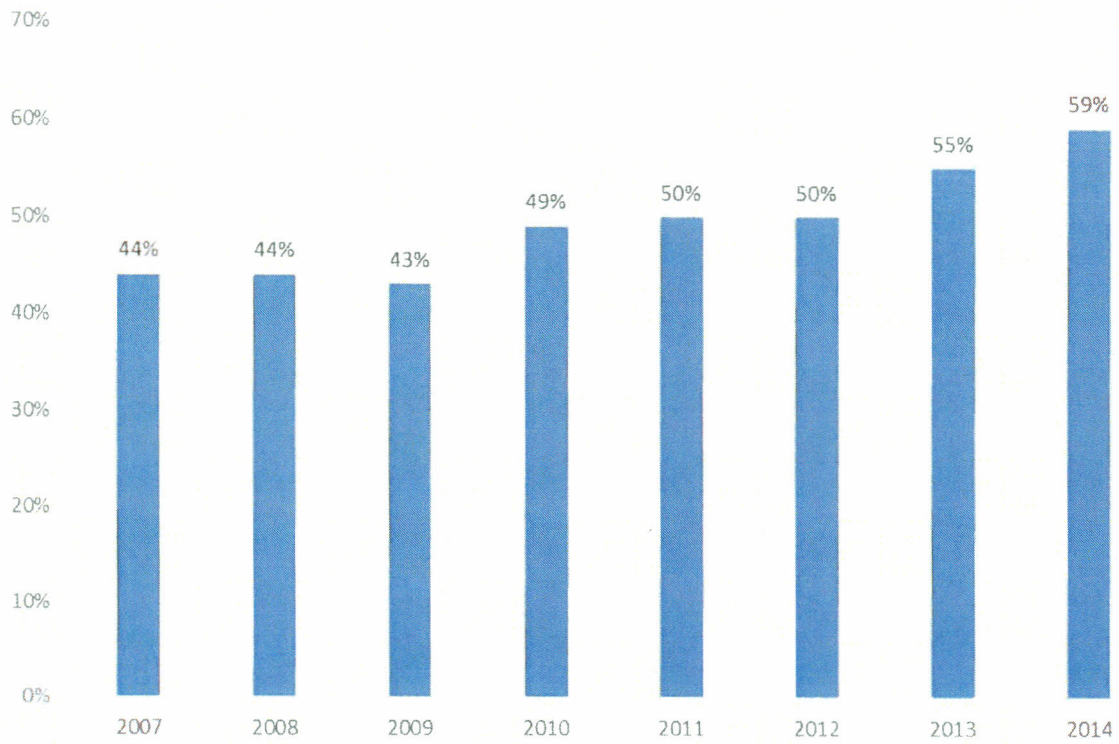
Retention and graduation rates have received a great deal of attention at the campus in recent years. Beginning with the entering class of 2010, the University has significantly increased its freshmen-sophomore and sophomore-junior retention rates. Second-year retention rates have been above 70% for the past seven years. Third-year retention rates are at 62%. Fourth-year retention rates have risen to 59%, a historic high.



### Percent of Freshmen Enrolled at the Beginning of Their Third Year

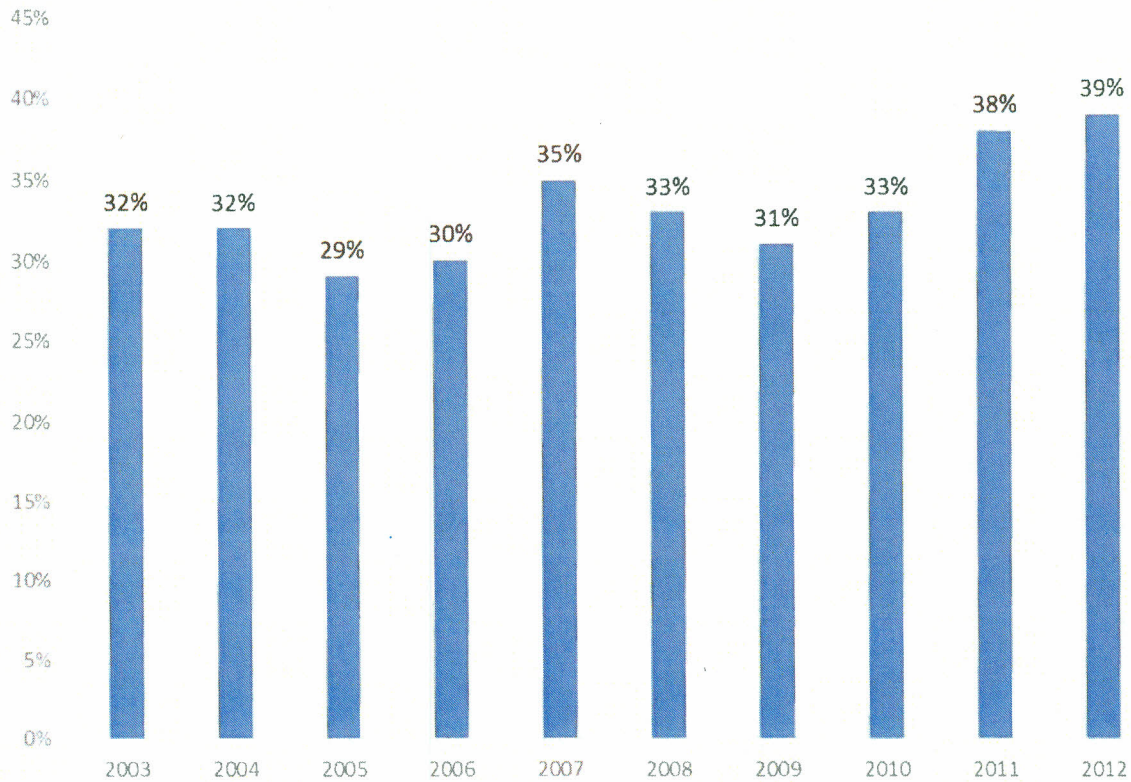


### Percent of Freshmen Returning at the Beginning of Their Fourth Year



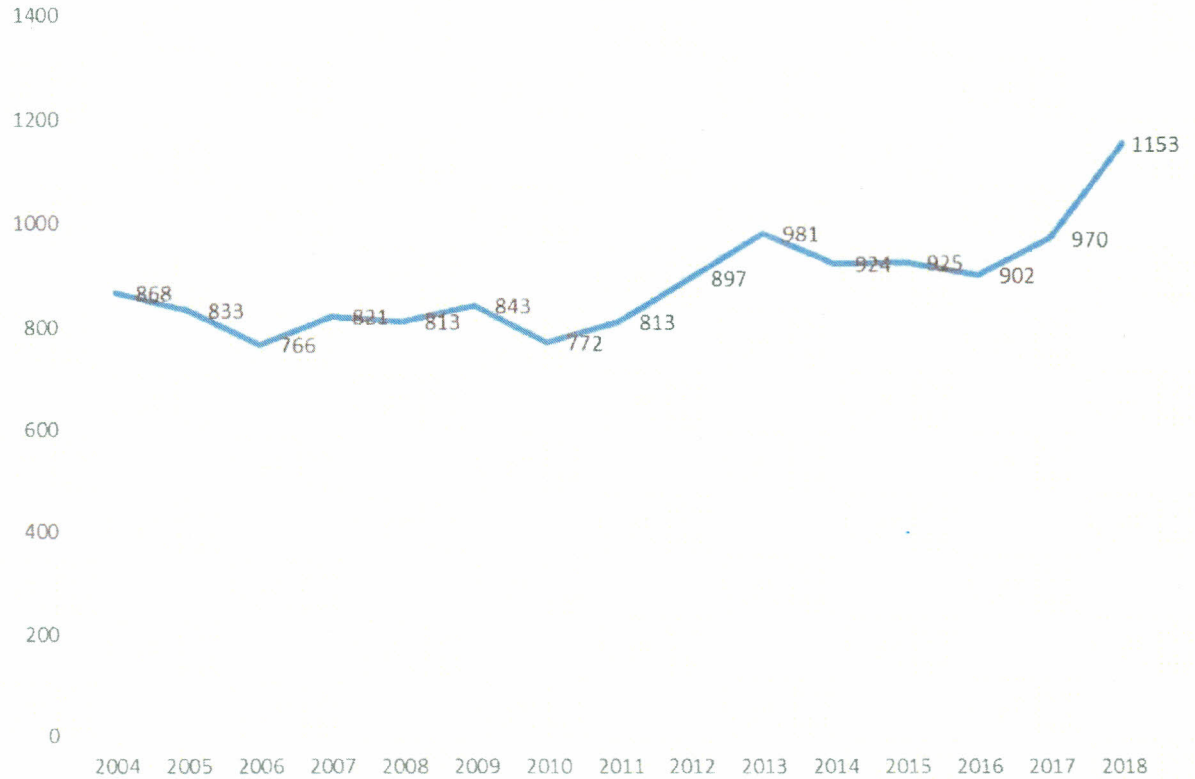
Six-year graduation rates are expected to increase with increased retention rates.

## Six Year Graduation Rates



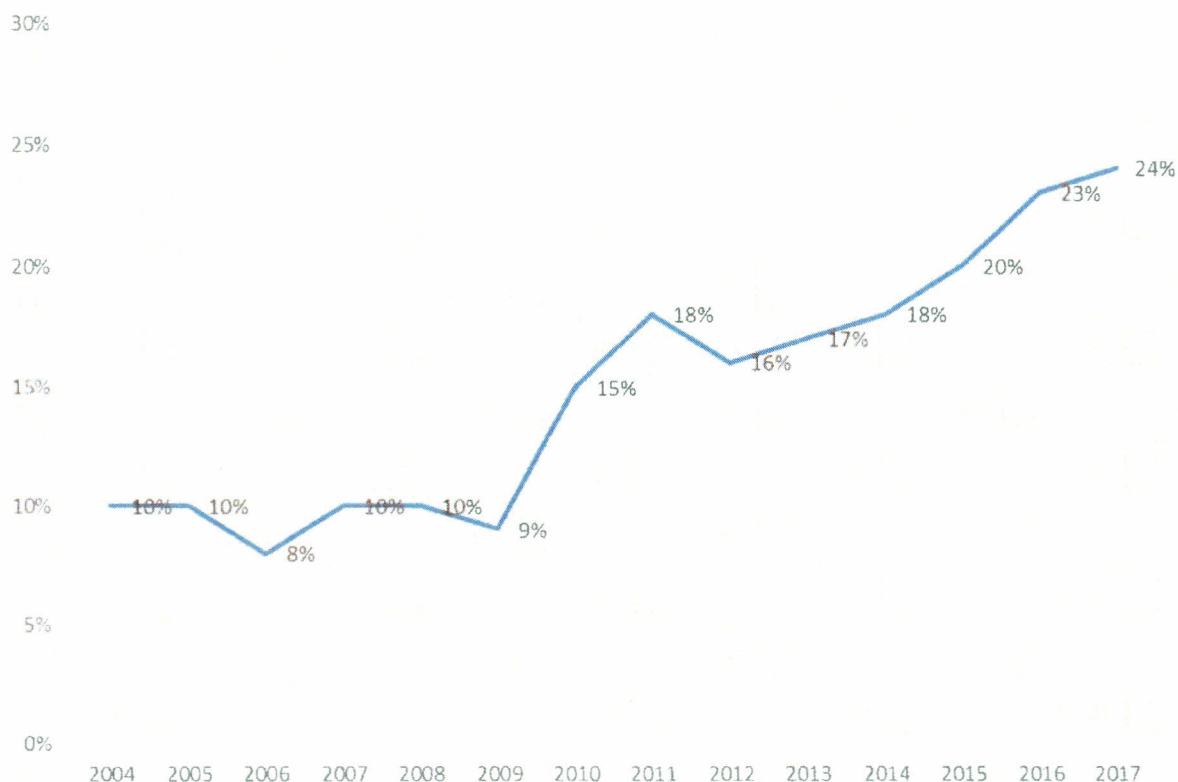
In addition to increased graduation rates, the number of bachelor's degrees awarded also has increased during the 2004 to 2018 time-period. Bachelor's degrees increased from 970 in 2017 to 1151 in 2018. Our new bachelor's program in Applied Liberal Studies is a factor in the growth of the number of bachelor's degrees awarded.

## Bachelor's Degrees Awarded



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, 30% of graduate students and 23% of undergraduates are other than African-American.

## Percent Non-African American Students



International student diversity is also a component of the university's diversity efforts. In fall 2017, 945 international students were enrolled representing 12% of the total student enrollment, and 60 countries. Since May 2014, the university has signed 40 agreements with international universities which facilitate student and faculty exchanges and study abroad opportunities. Five new agreements were formalized in academic year 2017-2018 to include 2 in Africa (Adekunle Ajasin University and Federal University Gashua), 2 in China (Hubei University and Nantong University) and 1 in the Caribbean (Universite Publique de L'Artibonite aux Gonaives, Haiti).

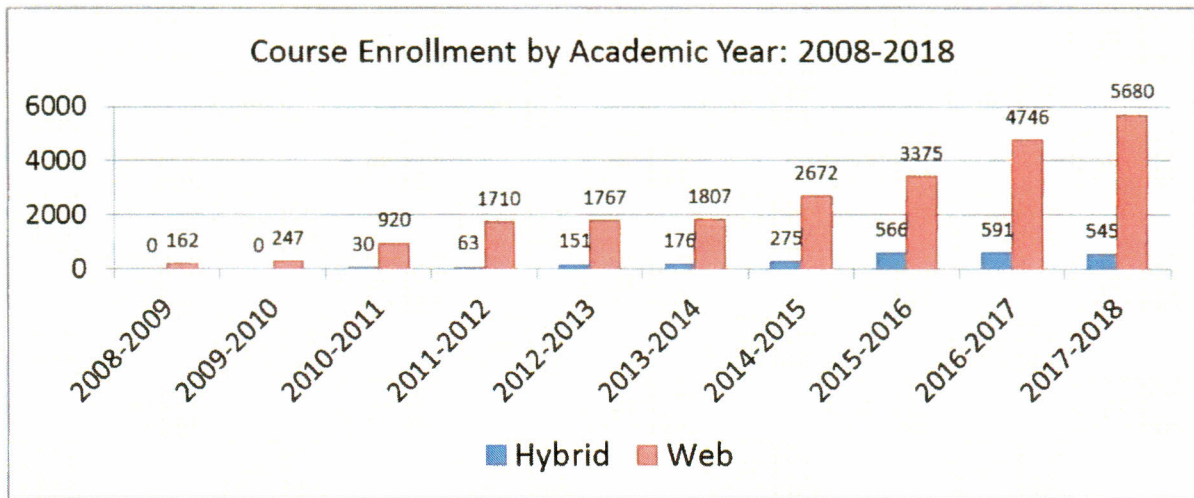
The University also promotes diversity through programs for non-traditional undergraduates, as well as through a growing on-line presence which provides flexibility for both undergraduate and graduate students. Morgan State University has several scholarship programs which specifically address the needs of non-traditional undergraduates. The Osher Reentry Scholarship Program provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor's degree on a full-time or part-time basis. Since the initial award in 2008 to the Center for Continuing and Professional Studies, the Bernard Osher Foundation has funded 218 scholarships totaling \$1,200,000 million dollars. Seventy-seven students have graduated as Bernard Osher Scholars.

The success of the Osher Scholarship Program has resulted in the funding of a new award, the Crankstart Reentry Scholarship Program begun in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work,

Psychology, Engineering, Computer Science, Education, and Sociology. In March 2018, the Crankstart Foundation has provided a 2-year agreement of \$200,000 to fund the Crankstart Reentry Scholarship Program through 2020.

The University’s Center for Continuing and Professional Studies also provided funding through the Improved Opportunities for Parents (IOP) Program to support 20 parents attending Morgan, 15 full-time and 5 part- time.

The Morgan Online program facilitates the development of online degrees and courses as well as supporting the professional development of faculty teaching online. Since 2010, the total number of faculty trained to deliver on-line courses is 223. This increase in the number of faculty trained to develop online courses and to teach online is largely responsible for the dramatic increase in student enrollment in hybrid and online courses over the past decade. In academic year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. At the close of the 2017-2018 academic year, there were 5,680 course enrollments in a comprehensive array of online courses and 545 course enrollments in an expanded number of hybrid courses.



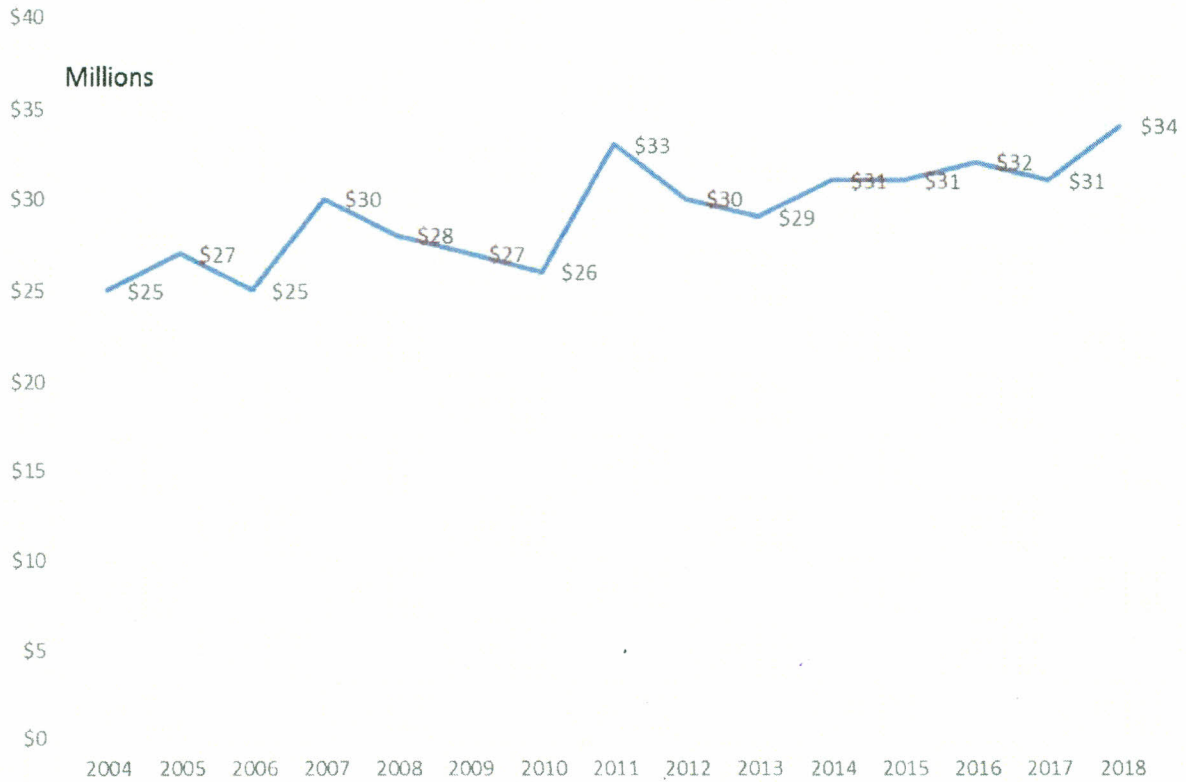
## **2. Enhancing Morgan's Status as a Doctoral Research University**

*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.*

The research enterprise at the university enjoyed another phenomenal year, garnering \$34M in awarded grants and contracts for FY18. This included the renewal of the research sub-contract for the NASA Goddard Earth Sciences Technology and Research (GESTAR) Program with Universities Space Research Association for another five years (from 2016-2021) for \$18.5M. Scientists like Dr. Melanie Follette-Cook, and Dr. Priscilla Mohammed at NASA's Goddard Space Flight Center were recognized for their outstanding technical accomplishments and publications. Dr. Andrew Farkas in the School of Engineering was a recipient of a \$1.4M grant from the U.S. Department of Transportation; both Dr. Catherine Martin-Dunlop (School of Education), Dr. Ernest Steele (School of Computer, Mathematics and Natural Sciences) and Dr. Robert Javonillo (School of Computer, Mathematics and Natural Sciences) were awarded research grants from the National Science Foundation for \$350,000 for techniques in concept mapping introductory biology courses and \$367,488 for computational thinking and visual learning respectively for Dr. M. Md Rahman. The \$24.3M ASCEND Program, sponsored by the National Institutes of Health, completed its third year creating an eminent cadre of undergraduate student researchers, and it is hoped many will seek graduate school doctoral studies in the biomedical sciences, thus creating the next generation of research scientists.

The University is optimistic that its designation as Maryland's Preeminent Public Urban Research University will raise Morgan's stature in the eyes of the sponsored funding community, leading to new research funding and partnerships at the Federal, State, and local levels.

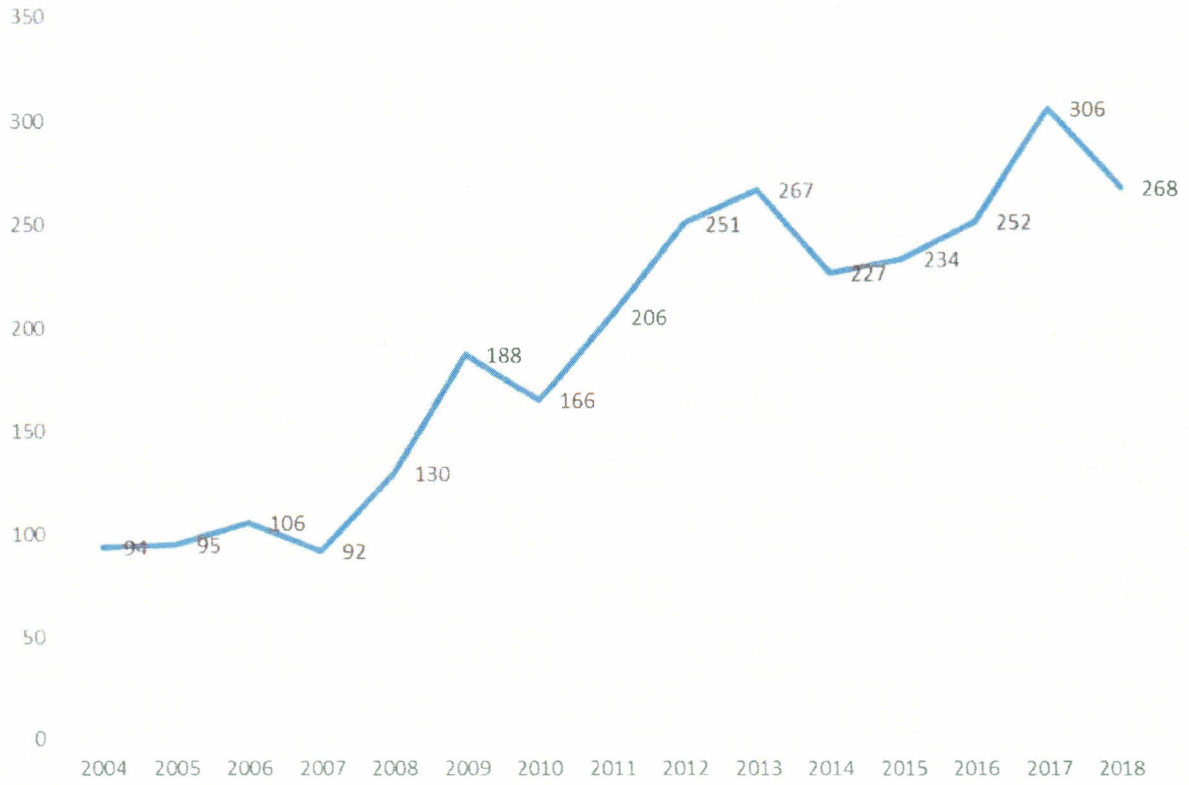
## Grants and Contracts Awarded



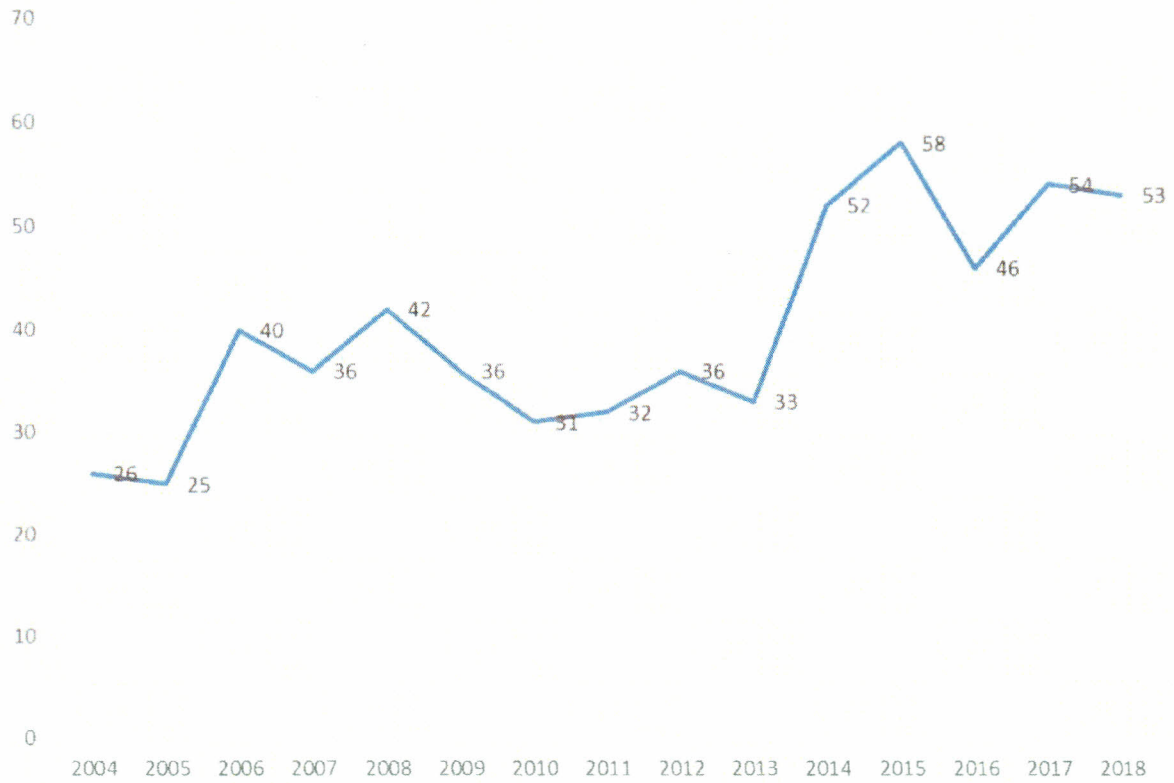
Graduate enrollments at the campus in general have grown, although nationally, the Council of Graduate Schools anticipates growth will slow in the coming years.

Morgan has experienced strong growth in degrees at the master's level since 2004 with 270 master's degrees awarded in 2017-2018. Morgan awarded 58 doctorates in 2015, a historic high for the University; 53 doctorates were awarded in 2017-2018.

### Masters' Degrees



## Doctorates Awarded

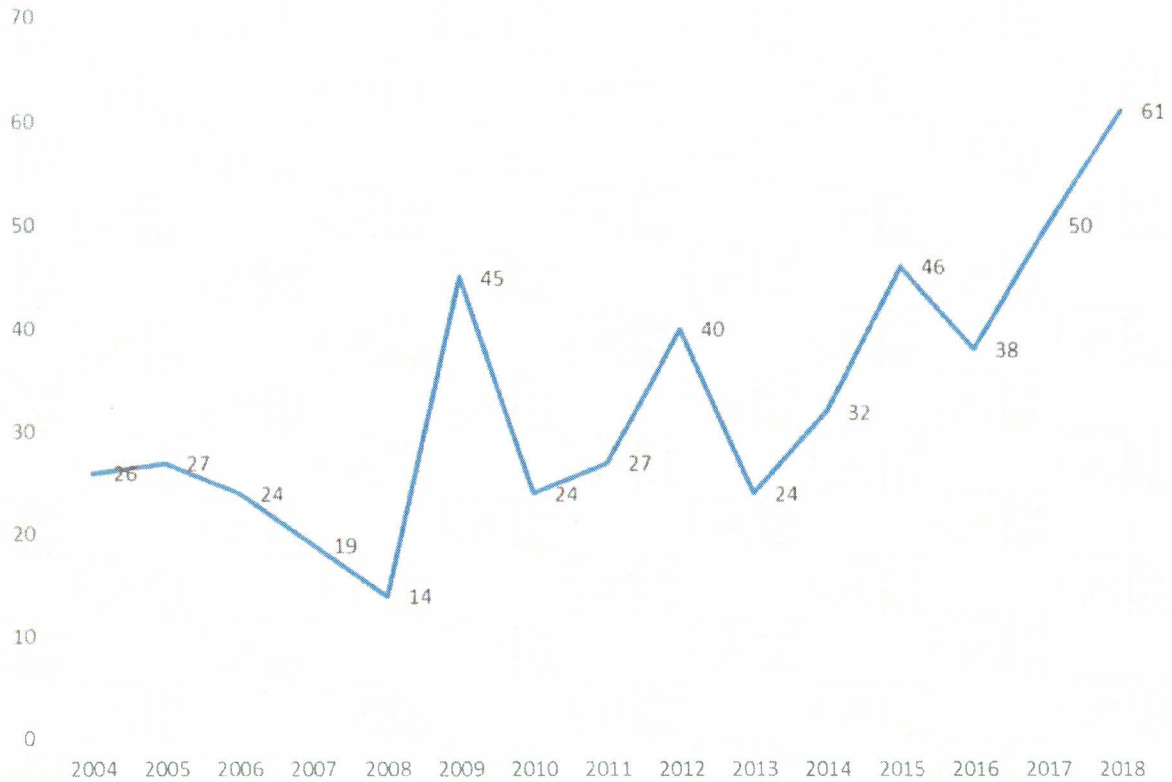


Another component of Morgan's goal of enhancing its doctoral research mission is that of increasing production of degrees at both the undergraduate and graduate levels in STEM fields. Morgan has experienced growth on these two measures over the 2014 levels.

## STEM Baccalaureates



## STEM Graduate Degrees



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

### **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.

The Division of Information Technology (DIT) has noticed an increase in the number of third party services (also known as the "Cloud") procured by the university. This growing number of cloud-based services requires a very specific assessment method. To that end, the Information Systems

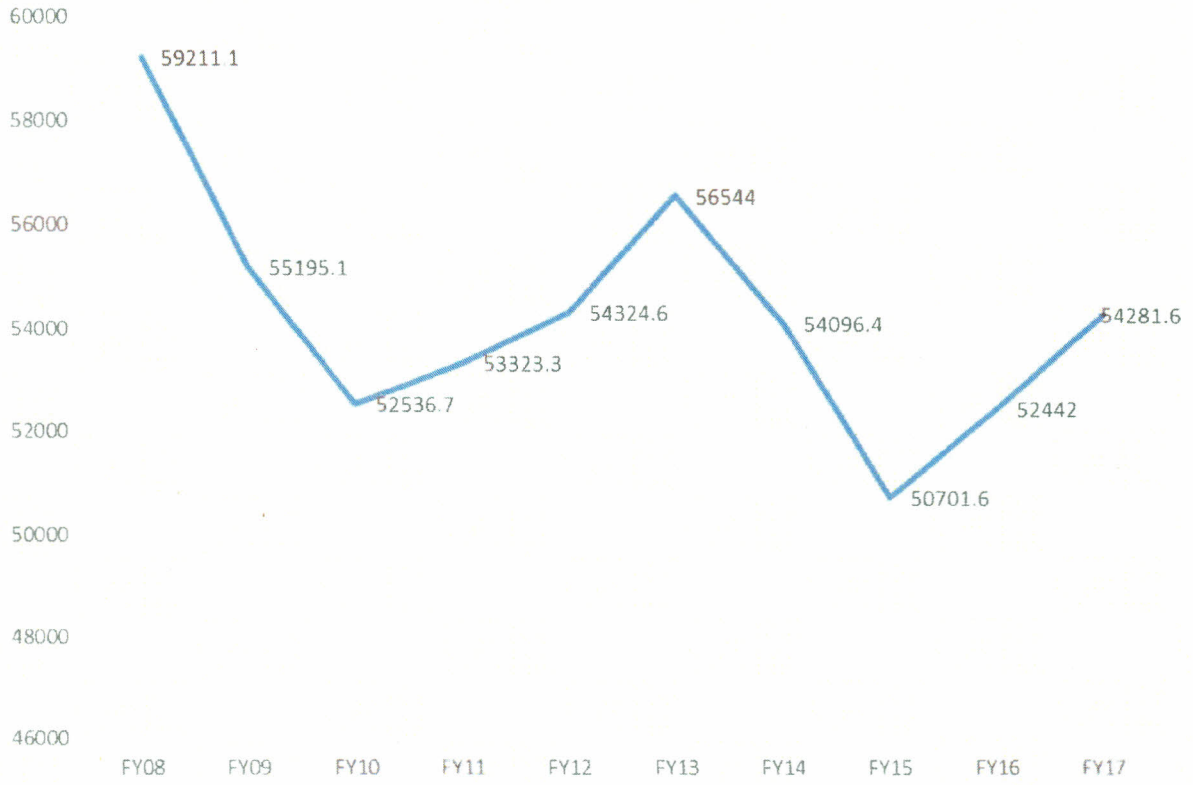
Security Office (ISSO) has implemented the use of the Higher Education Cloud Vendor Assessment Tool (HECVAT). The HECVAT examines the methods employed by third parties to secure the university's data as it is being processed, stored, and accessed while in their custody. The current version of the HECVAT was developed in 2017 by EDUCAUSE for use by higher education institutions in assessing the security of cloud vendors. Morgan State University is among a list of institutions nationwide who require use of the assessment tool for cloud-based projects. Since fall 2017, the ISSO has reviewed 14 cloud-based projects using the HECVAT.

During spring 2018, DIT acquired a remote desktop support tool that allows DIT staff to install software, fix many common computer problems, and perform software upgrades on university-owned Windows and Mac computers on-the-spot instead of scheduling a future in-person visit. All remote sessions require the client's approval and are recorded for quality control and audit purposes. The tool is currently being used on select service calls for testing purposes and will be fully deployed in the first week of July 2018. It is anticipated that this tool will improve response time for what once required an in-person visit, improve client satisfaction, and allow DIT to manage university resources more efficiently.

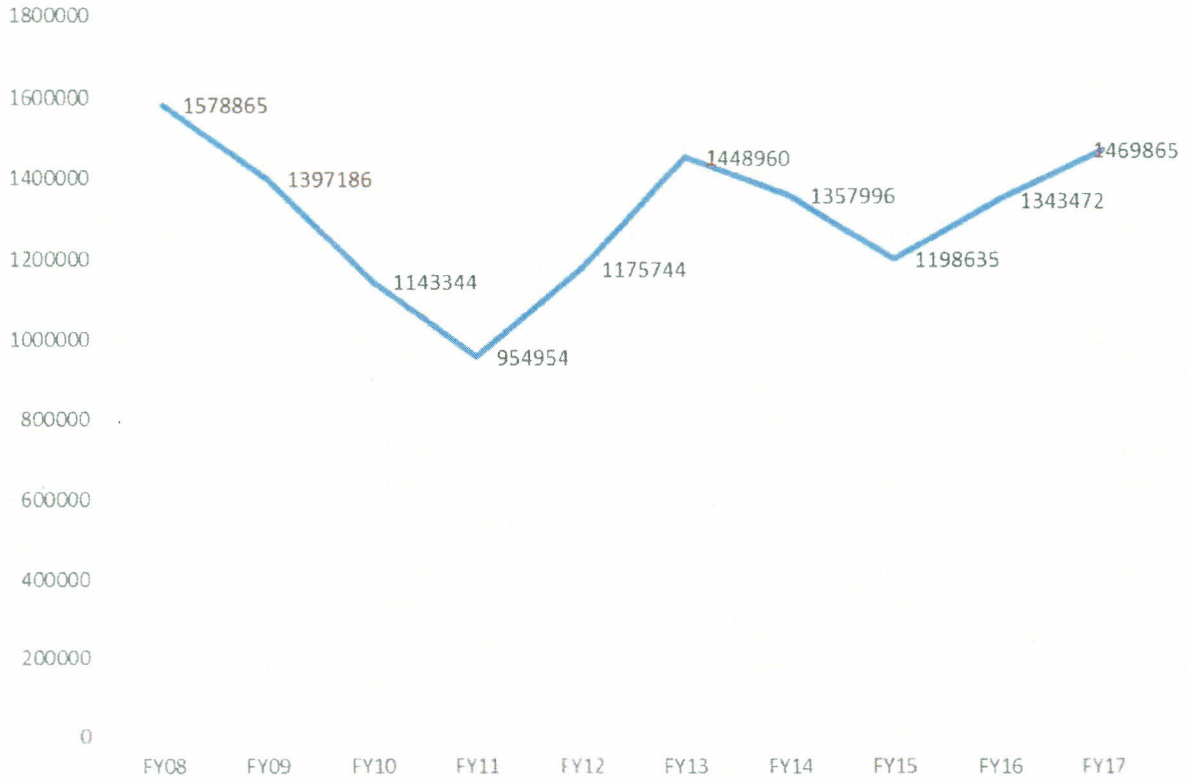
In recent years, the University has increased investments into the safety and security of the campus. Those investments include additional security officers strategically placed throughout the campus on a 24/7 basis and additional cameras near University housing. As a public safety department, our vision is to provide safety and security for our community and enhance the educational opportunities of our students through effective community policing, vigilant presence and superior customer service.

The campus also has made progress in reducing energy consumption. Even though the campus square footage has increased in recent years, our utility consumption has been declining. In FY13 extreme outdoor temperatures caused our energy consumption to escalate, but since then the University's energy consumption is trending downwards.

### Electricity (Megawatt Hours)



### Gas (Therms)



### Oil (Gallons)



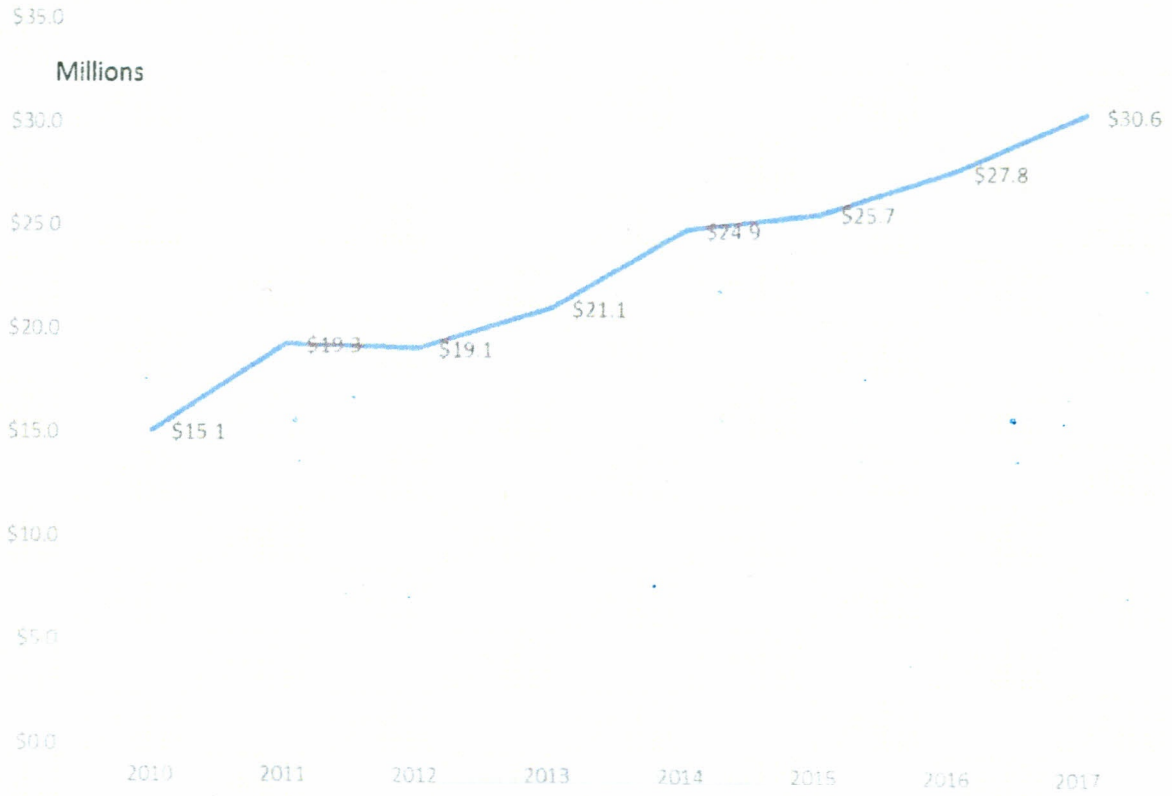
#### 4. Growing Morgan's Resources

*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.*

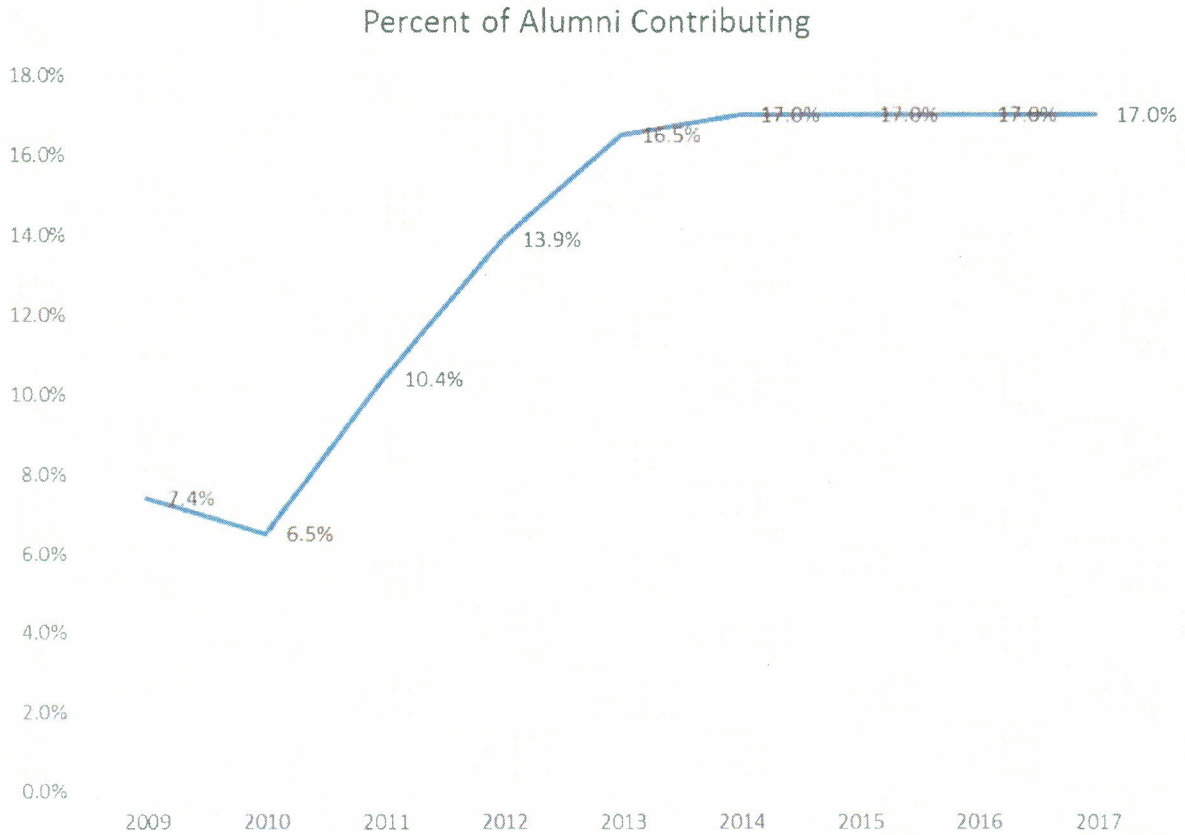
A major priority of the University has been to increase the amount of funds it raises from private sources. The campus has invested in additional fundraising infrastructure and, as a result, has experienced increases in the amount of money raised, and the value of its endowment.



# Endowment Value



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*

Of particular note is the launch in November 2016 of Morgan State's \$250-Million Anniversary Campaign. The campaign is in conjunction with the celebration of the university's sesquicentennial and is the second and largest comprehensive campaign in the University's history. Overall campaign gifts and grants from public and private sources total \$240,701,898, (or 96%) of the \$250 million campaign goal for the period FY '11 through Fiscal Year 2018.

## **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.*

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Morgan’s signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations. A notable accomplishment of the Morgan Community Mile includes the Solar Panel Initiative which fitted 31 homes in the Morgan Community Mile with solar panels and other energy saving upgrades. Another notable accomplishment is the “Live Near Your Work” program, an effort to increase home ownership of Morgan employees while supporting the revitalization of Northeast Baltimore.

Morgan State University’s students also play an active role in the local area. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually through a variety of programs such as the College Discovery Academy which provides academic assistance to Baltimore students in 7<sup>th</sup> through 9<sup>th</sup> grade; the Brother 2 Brother Mentoring Program for young men in high school; and the Sisters Advancing Sisterhood in Youth (S.A.S.Y), a mentoring program for young women in high school.

Morgan State University is a member of The Campus Compact Mid-Atlantic region <https://www.mdccc.org/> (CCMA) a non-profit membership association of public, private, 2- and 4-year colleges and universities in Maryland, Washington, D.C., and Delaware that advocate, support, and encourage member institutions to provide opportunities for their students through participation in academic and co-curricular based public service and civic engagement programs. The CCMA AmeriCorps VISTA Program builds campus-community partnerships to alleviate poverty by strengthening communities and developing leaders by providing AmeriCorps VISTA Volunteers with opportunities to direct campus based public service and civic engagement programs. The table below reflects the AmeriCorp VISTA Volunteers who have worked at Morgan and the projects that they have directed. Morgan is currently engaging two Americorp VISTA Volunteers to provide leadership in its Second Year Experience (SYE) and its Advancing Student Achievement and Performance (ASAP) programs.

### **CCMA/MDCCC AmeriCorps VISTA Volunteers at Morgan State University**

<b>VISTA VOLUNTEER</b>	<b>PROJECT TITLE</b>	<b>OFFICE</b>	<b>YEAR</b>	<b>SUPERVISOR</b>
Tawana Banks	<i>Freshmen, Family and</i>	Student Success	2011-2012	Dr. Tiffany Beth

	<i>Finances: MSU-PNC Bank Partnership to Improve Access and Success among Freshmen in Managing Family Finances</i>	and Retention		Mfume
Carolyn Ingram	Freshmen, Family and Finances	Student Success and Retention	2012-2013	Dr. Tiffany Beth Mfume
Robert Fronta	Freshmen, Family and Finances	Student Success and Retention	2013-2014	Dr. Tiffany Beth Mfume
Katina Burley	A New Design: School and Neighborhood Revitalization in NE Baltimore	Morgan Community Mile	2014-2015	Mr. Ellis Brown
Ebony Johnson	A New Design: School and Neighborhood Revitalization in NE Baltimore	Morgan Community Mile	2015-2016 <sup>1</sup>	Mr. Ellis Brown
Brittany Laws	Enhancing Opportunities for Educational Success for students attending Monarch Academy	Office of Community Service	2016-2017	Ms. Deanna Ikhinmwin
Brittany Laws	Enhancing Opportunities for Educational Success for students attending Monarch Academy	Office of Community Service	2017-2018	Ms. Deanna Ikhinmwin
Crystal Radford	Second Year Experience (SYE)	Center for Academic Success and Achievement (CASA)	2018-2019	Ms. Rhonda Battle
Mercedes Hence	The Advancing Student	School of Public	2018-2019	Ms. Shelia

<sup>1</sup> Ebony Johnson did not complete the Vista Volunteer term.

	Achievement and Performance (ASAP)	Health and Policy		Richburg
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Morgan also engages with and supports local businesses. A hallmark project is the 10,000 Small Business Initiative, a collaboration with Johns Hopkins University and the Community College of Baltimore, which will support new start-up companies in Baltimore.

Morgan’s Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. Morgan’s Patuxent Environmental and Aquatic Research Laboratory (PEARL) serves the state and the Chesapeake Bay watershed through its research designed to increase the understanding of costal ecosystems so that they may be properly managed and protected. The PEARL focuses on innovation to help Maryland’s growing aquaculture business. The ASCEND (“A Student-Centered, Entrepreneurship Development”) Center for Biomedical Research is focused on increasing diversity in the biomedical research workforce. The Goddard Earth Sciences, Technology and Research (GESTAR) program is a joint effort between Morgan State University, the University Space Research Association, and the Earth Science and Solar Systems Exploration Divisions of NASA’s Goddard Space Flight Center in Greenbelt, Maryland. The program focuses on developing new space-based missions that help explain the behavior of Earth and other planetary systems. These three centers provide opportunities for Morgan students to participate in cutting-edge research. The Center for Reverse Engineering and Assured Microelectronics (CREAM) focuses on developing the skills of Morgan students studying to become cybersecurity engineers. Morgan’s broad engagement with the community promotes the achievement of the State’s strategic goal of fostering innovation in Maryland higher education.