



Office of the President

December 4, 2019

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 Adrienne A. Jones
Speaker of House of Delegates
State House, H-101
100 State Circle
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 Jones 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. Rachael LaBattaglia
Mr. Sidney Evans

2018-2019 Annual Review of

Growing the Future, Leading the World:

The Strategic Plan for Morgan State University, 2011-2021

July 2019

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 eighth year.

The Plan has five major goals:

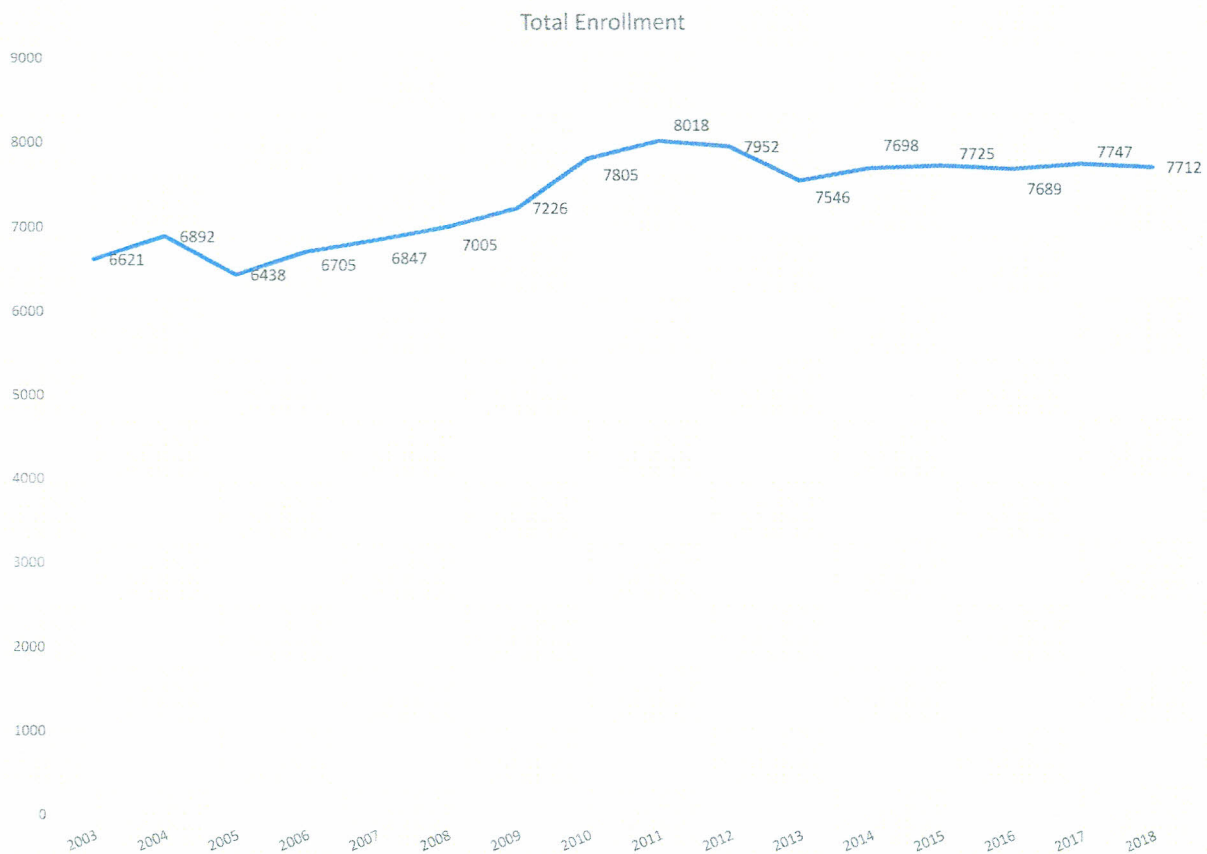
1. Enhancing Student Success,
2. Enhancing Morgan’s Status as a Doctoral Research University,
3. Improving and Sustaining Morgan’s Infrastructure and Operational Processes,
4. Growing Morgan’s Resources, and
5. Engaging with the Community.

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.

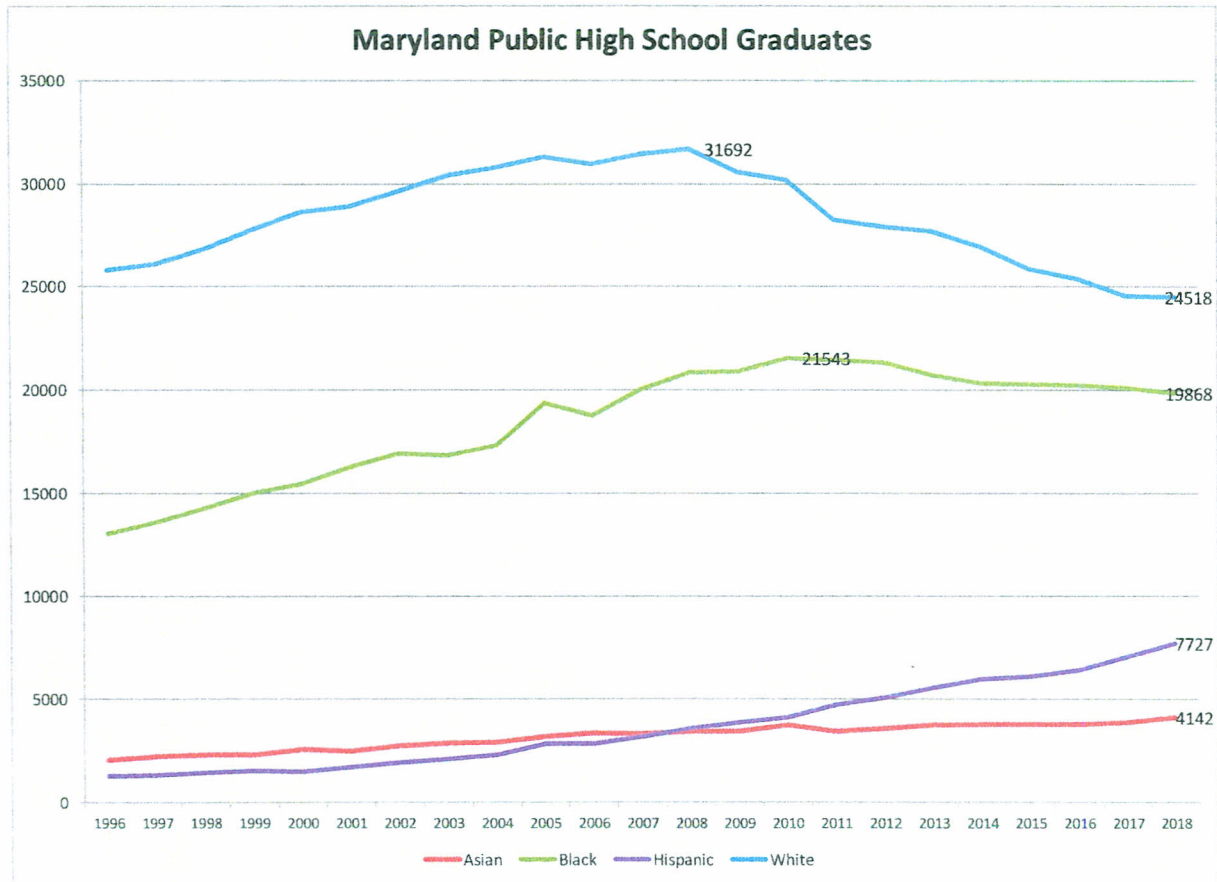
For the fall of 2018, the University's total enrollment remained steady, although enrollment is still below the historic high achieved in fall 2011.



Undergraduate enrollment increased this past year. Undergraduate numbers decreased from 6,440 in fall 2017 to 6,419 in fall 2018. Graduate enrollment decreased from 1,307 to 1,293. The University's long-term goal is an enrollment of 10,000.

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 Maryland Longitudinal Data System Center (MLDS) has the ability to track high school graduates into college. The MLDS reports that approximately 42,000* or 72% of all 2008 high school graduates enrolled in college by Fall 2016. The college-going population was comprised of primarily whites (55%) followed by African-Americans (32%). These rates closely mirrored the racial/ethnic distribution of the exiters and high school graduates. The MLDS also reports that conversely, there were large differences in the percentages of each racial/ethnic group enrolling in college. Eighty-five percent of all Asian high school graduates enrolled in college by Fall 2016. The second largest percentage was whites at 75%. Slightly more than half of all Hispanic high school graduates (60%) and two-thirds (67%) of all African American high school graduates enrolled in college by Fall 2016.

Maryland Public Schools Pathways Analysis 2008 Cohort Status through Fall 2016*



Source: Maryland Longitudinal Data System

*The MLDS Center may only report aggregate, de-identified data. All numbers and percentages reported are rounded. Enrollment, persistence and graduation data are through fall 2016 for high school graduates attending Maryland public and state-aided independent higher education institutions. The Center has data for high school graduates that enroll, persist and graduate from out-of-state colleges for the first five years after high school graduation. Some of the 2008 cohort may graduate or persist from out-of-state colleges after this period. Those results are not included in this analysis.

Morgan's Office of Student Success and Retention (OSSR) has received several national awards for its programming. The OSSR was selected as national winners of the 2017 Hobsons Education Advances Award for Student Success and Advisement, the 2016 Association of Public and Land-grant Universities (APLU) Turning Points: From Setback to Student Success Award, and the 2015 Association of Public and Land-grant Universities (APLU) Project Degree Completion Award. These awards serve as evidence of the effective student success model at Morgan State University, a model which includes a comprehensive early alert system, intrusive advising, ongoing tracking and monitoring of student cohorts, transparent and consistent note-taking, and specific programs and initiatives designed and delivered to promote degree completion. Morgan is the only HBCU to ever have won these national awards. 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) and a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion. In an effort to provide all incoming freshmen with an opportunity to improve their math course placement and work online from home to improve their math skills prior to attending orientation, Morgan launched ALEKS PPL as the university's mathematics placement exam.

Morgan's Starfish Early Alert and Starfish Connect tools have assisted Morgan in two focused areas: counseling and coaching, and risk targeting and intervention. Because Office of Student Success and Retention (OSSR) staff were working as academic coaches and counselors already and targeting students for strategic interventions based on cohort designations, Starfish has been an ideal partner to assist and facilitate Morgan using technology to go to the next level. Starfish Early Alert technology has enhanced advising and provided sophisticated, yet user friendly, tracking and monitoring systems for the University. One of the selling points for Starfish is the extreme ease of use for faculty, staff, and students. The goals of Morgan's Starfish implementation and adoption were: 1) to increase faculty triggered early alerts; 2) to increase students' utilization of campus resources; 3) to provide seamless, transparent, and user friendly monitoring and tracking of students in high-risk cohorts; and 4) to provide one online resource where faculty, staff and students can access feedback and action plans for student success. Starfish has allowed for seamless intervention by the OSSR staff for identified cohorts of students, especially the early alerts triggered by instructional faculty. Every semester, Morgan averages more than 30,000 tracking items in Starfish including more than 20,000 manually (faculty) raised flags, kudos, referrals, and to-do's. Additional tools and initiatives which promote student success include Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; and a mandatory four day summer freshman orientation experience (Access Orientation). The Enrollment Management and Student Success division has officially launched EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate (formally known as the EAB Student Success Collaborative) to identify, contact, and monitor students in specific subgroups such as students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. The first round of interventions began after spring 2019 mid-terms; EAB metrics mapping interventions are ongoing throughout the academic year. On an ongoing and annual basis, Morgan facilitates a mandatory Advising 101, 201, 301, 401, and 501 training series for staff, faculty, chairs, and deans to further promote the features and functionality of Starfish, EAB, Degree Works, and Schedule Planner as advising tools and provide continued professional development to advisors.

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 5th or 6th 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). Morgan's comprehensive Beyond Financial Aid (BFA) website went live in summer 2018. The BFA website has been designed to readily provide Morgan students with access to community, regional, and state sponsored resources, services, and programs to provide supplemental financial and social support in an array of areas which go beyond the norms of financial aid. Morgan State University was awarded a Lumina Grant in 2017. A significant component of this grant was the designing and planning for implementation of a Second Year Experience (SYE) program which is being coordinated through the Center for Academic Success and Achievement (CASA). The SYE program will be designed to engage and support students and help drive them to personal and academic success in the second year. The targeted population for this program is all returning first-year full-time students. Several obstacles were identified for our second-year students. One of them is the indecisiveness about deciding on a major and an awareness of career/professional opportunities post-graduation. Often the literature uses the term "sophomore slump", a time when second-year students feel lost, unmotivated and confused or undecided about their majors. One of the high impact practices of SYE programs that have been shown to have a positive influence on second year engagement and retention includes activities that enhance career readiness. A major part of the SYE program at Morgan is providing second-year students with opportunities to engage in experiential learning experiences. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry, promote interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. Of the 859 second-year students who entered the fall of 2018, 59.6% completed an initial Experiential Learning Plan, 9.9% completed a summary of their Experiential Learn Plan opportunity, and 8.6% completed all three components of the Experiential Learning Plan including the reflection which asked students to reflect on the skills they have learned and what they have learned about themselves. Through expanding the types of opportunities in 2019, it is expected that the number of students who participate in the SYE program will increase. 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 which 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 21st century skills, and co-curricular engagement to include

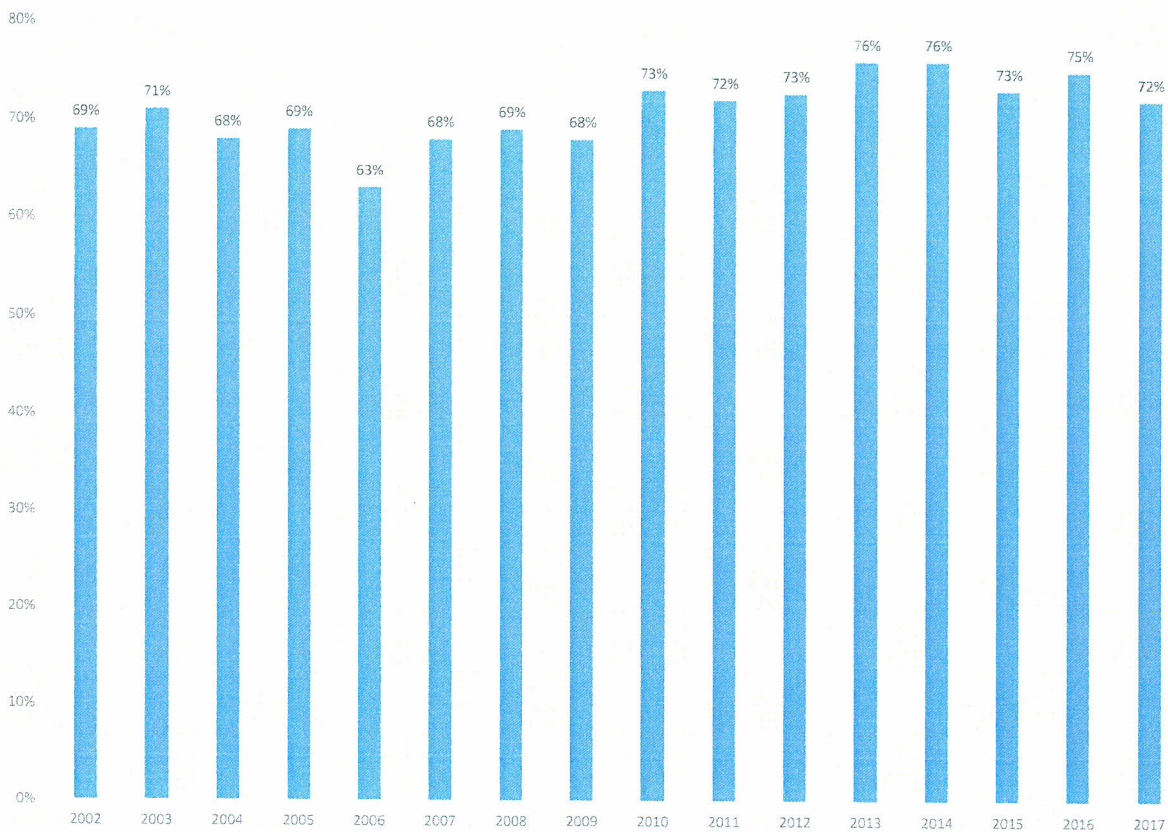
learning activities outside the classroom which support students' skill development and competencies. A key component of this initiative is Morgan's collaboration with Norfolk State University and Tennessee State University in the creation of the HBCU Consortium on Transformative Teaching Practices for 21st Century, which focuses on 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 through 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 2515 individual counseling appointment to students - a 12.93% increase over last year's numbers (2227). In addition, The Counseling Center staff has interacted with over 2,500 students (almost 1/3) via its outreach activities. Finally, for the third 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.

Beginning in November 2018, the Food Resource Center (FRC) began combating food insecurities, among the student population, through food distribution. The FRC was supported with food donations primarily and solely within the University, creating and sustaining an environment of healthy eating and overall well-being that contributed to student success beyond the classroom. With continued efforts, the FRC was able to begin their next phase of support via food demonstrations that were made available to the entire campus community. The food demonstrations' recipes, sponsored by academic departments, were based on the United States Department of Agriculture's (USDA) My Plate nutritional guide. Additionally, each participant was provided a take home kit, which included all required ingredients. This was accomplished via an internal collaboration with the Nutritional Science Department with the aim to provide resources to our students and reinforce a community that cares. To this date, the FRC has served approximately 125+ students via food distribution and has educated approximately 60 participants via food demonstrations.

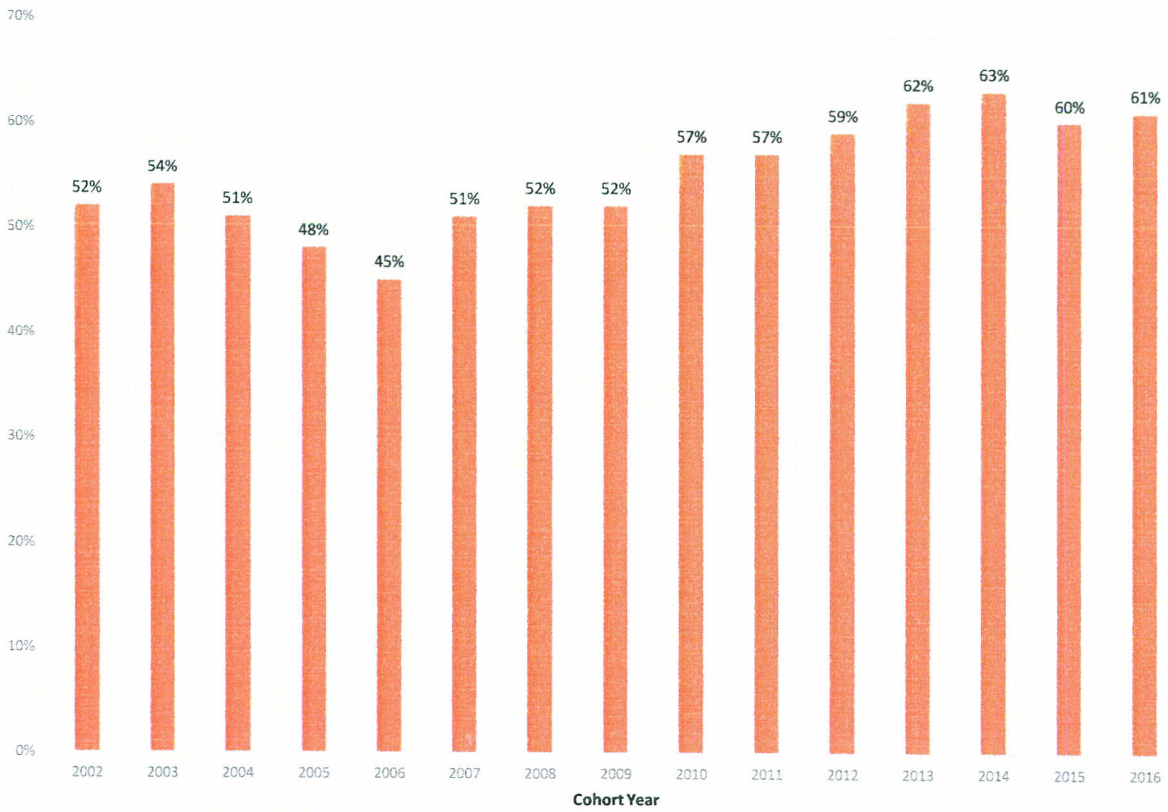
Additionally, the Morgan State University Department of Intercollegiate Athletics received a NCAA AASP Grant to maximize the student-athlete academic experience while providing supplemental courses designed to provide a holistic student-athlete experience. The Department of Intercollegiate Athletics has enhanced its student-athlete support services team to a staff of five full-time employees. As a result, the Department of Intercollegiate Athletics has seen student-athlete academic progress increase via grade point average from a 2.60 during the 2016-17 academic year to a 2.90 following the 2018-19 academic year. The Department of Intercollegiate Athletics established the Student-Athlete Academic Center, doubling the square footage of academic space designated solely for student-athletes. Within the Student-Athlete Academic Center technology upgrades were made including, computers, printers and SmartTVs. The Student-Athlete Academic Center also provides offices for our student-athlete support services team.

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 eight years. Third-year retention rates are above 60%. Fourth-year retention rates are now above 50%.

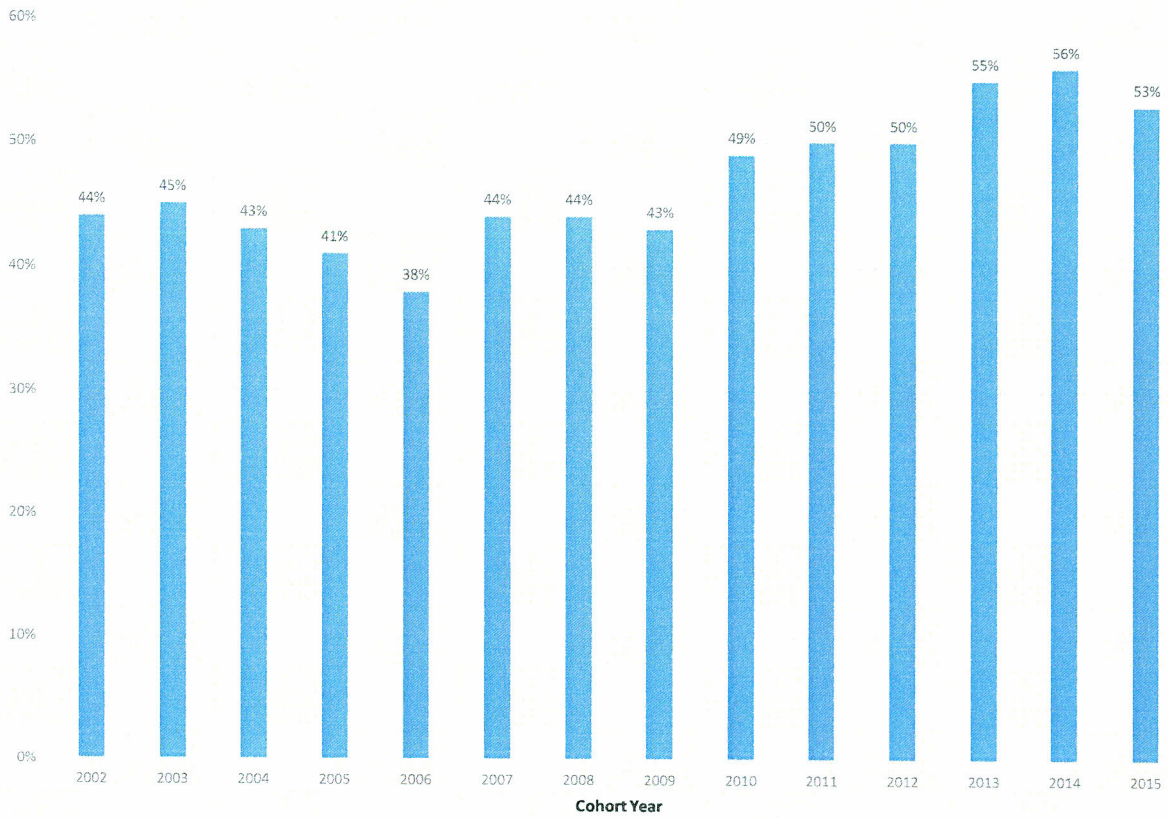
Percent of Freshmen Returning for 2nd Year



Percent of Freshmen Enrolled at the Beginning of Their Third Year

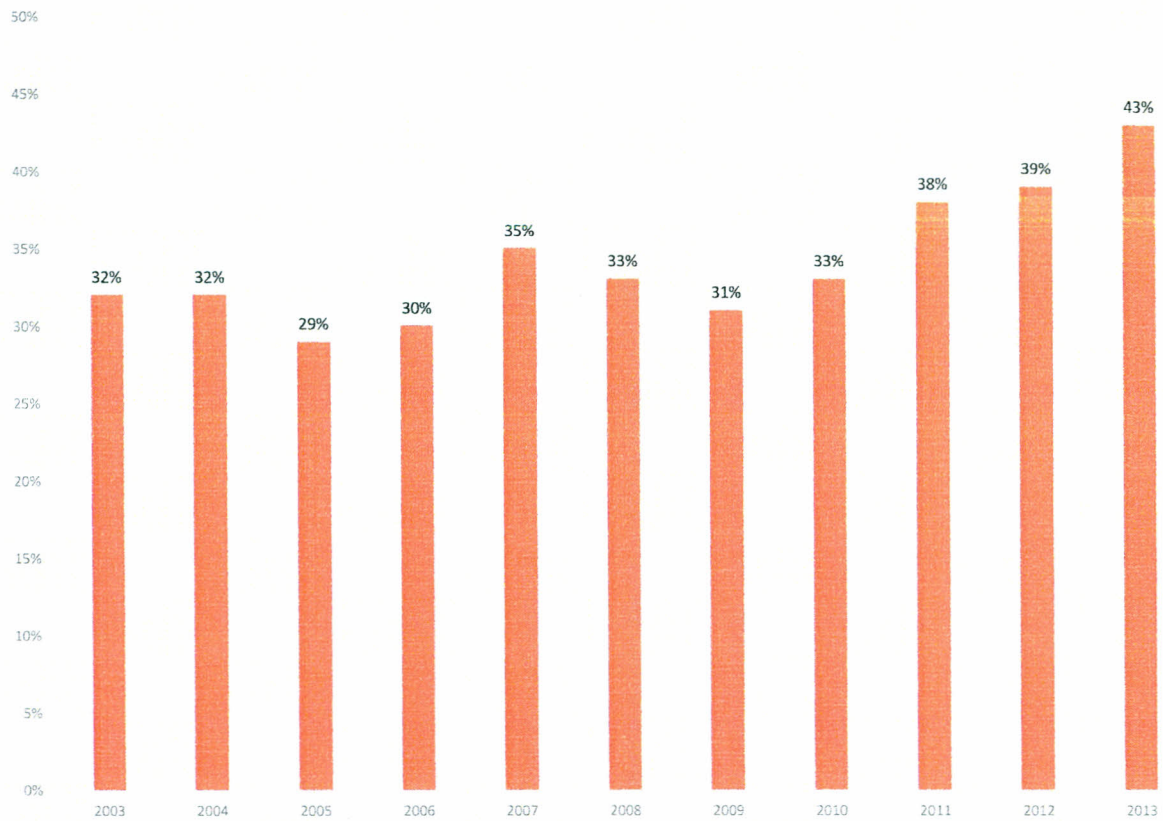


Percent of Freshmen Returning at the Beginning of Their Fourth Year



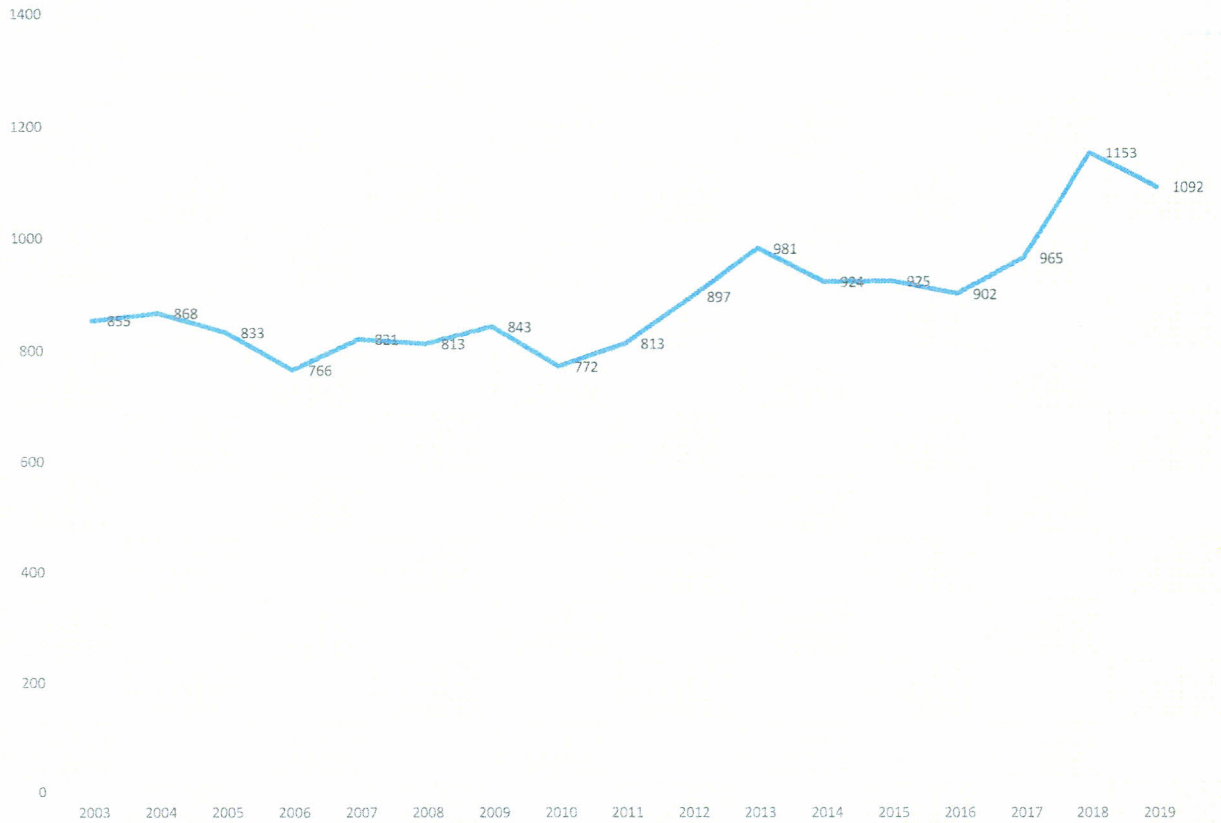
Six-year graduation rates have increased with increased retention rates. The university's six-year graduation rate for the fall 2013 cohort is at 43%, a historic high since the fall 1999 cohort.

Six Year Graduation Rates



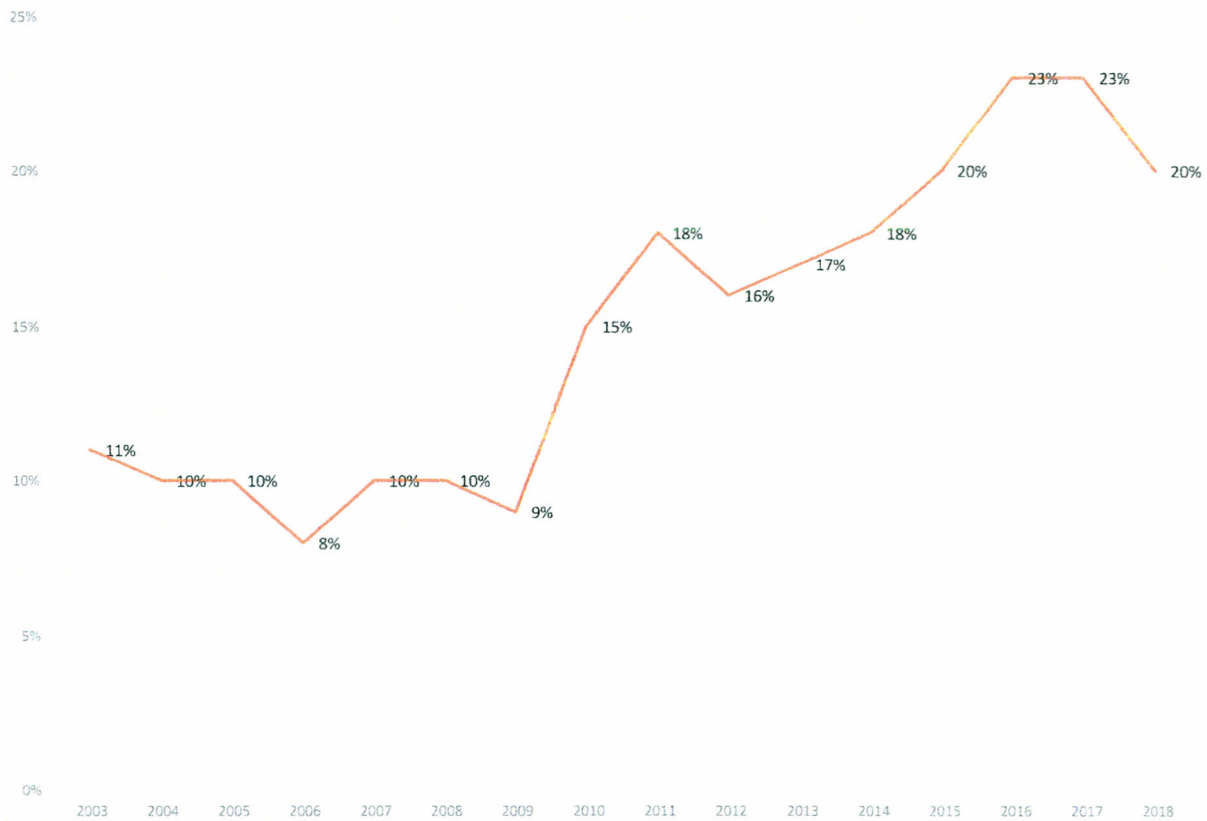
In addition to increased graduation rates, the number of bachelor's degrees awarded also has increased during the 2004 to 2019 time-period. The university awarded 1,092 Bachelor's degrees during academic year 2018-2019. Our new Bachelor's program in Applied Liberal Studies is a factor in the growth of 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 of those students who reported race or ethnicity, 28% of graduate students and 20% of undergraduates are other than African-American.

Percent Non-African American Students of Total Student Body



International student diversity is also a component of the university’s diversity efforts. In fall 2018, 738 international students were enrolled representing 10% of the total student enrollment, and 60 countries. Since May 2014, the university has signed 42 agreements with international universities that facilitate student and faculty exchanges and study abroad opportunities. Two new agreements were formalized in academic year 2018-2019 to include 1 in Africa (Federal University Dutse) and 1 in the Caribbean (University of Havana, Cuba). Twelve new MoUs are under review and will be completed in the 2019/20 academic calendar year.

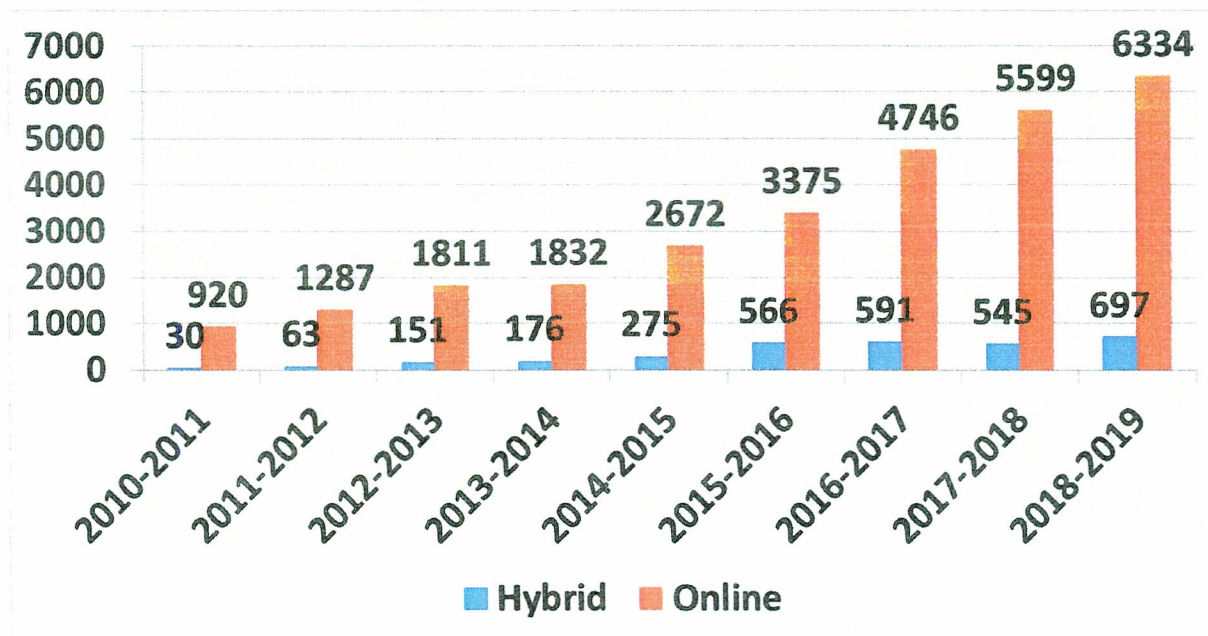
The University also promotes diversity through programs for non-traditional undergraduates, as well as through a growing on-line presence which provides flexibility for both undergraduate and graduate students. Morgan State University has several scholarship programs which specifically address the needs 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 244 scholarships totaling over \$1,000,000 dollars. Ninety-four 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 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, 13 full-time and 7 part-time.

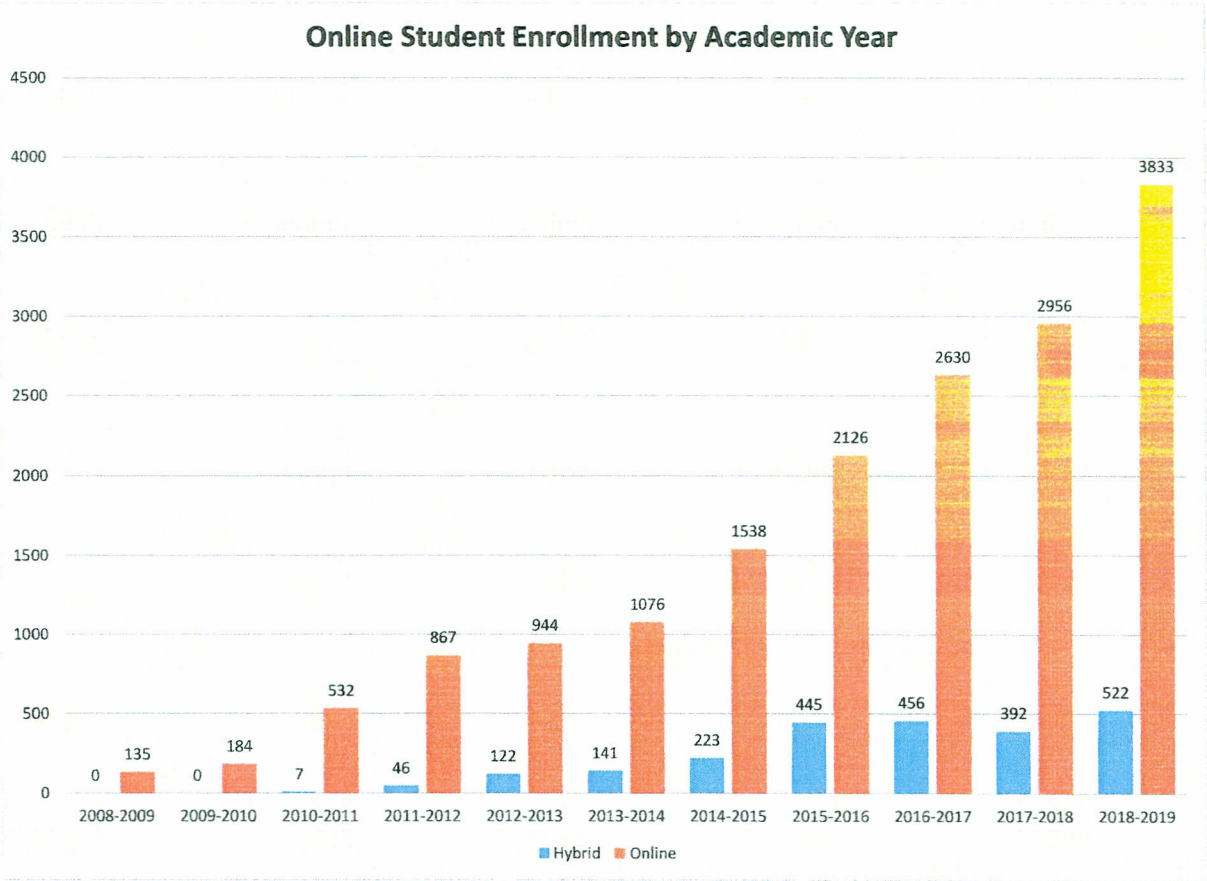
Morgan Online facilitates the administration as well as the development of online degrees and courses at Morgan State University. Through external and institutional funds, Morgan Online also supports the professional development of faculty teaching online. Working with the Division of Academic Affairs, Morgan Online was instrumental in developing University policy approved by the Board of Regents governing instruction in online courses. Over the past decade, the University has enjoyed a dramatic increase in student enrollment in online and hybrid courses. For example, in academic year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. Ten years later, during the 2018-2019 academic year, there were 6334 course enrollments in a comprehensive array of online courses and 697 course enrollments in an expanded number of hybrid courses. The table below depicts course enrollments in online and hybrid courses at Morgan from 2008 through 2019.

Course Enrollment by Academic Year: 2008 – 2019



The increase in enrollment in online and hybrid courses is consistent with the national trend in online enrollment. The 2018 Babson Study, *“Grade Increase: Tracking Distance Education in the United States”*, for example found that thirty-one and one half percent (31.5%) of all students take one or more online courses. (<https://www.onlinelearningsurvey.com/highered.html>). During the academic year

2018-2019, thirty-eight (38%) of all Morgan students enrolled in one or more online courses. The growth in students taking online courses is displayed in the chart below.

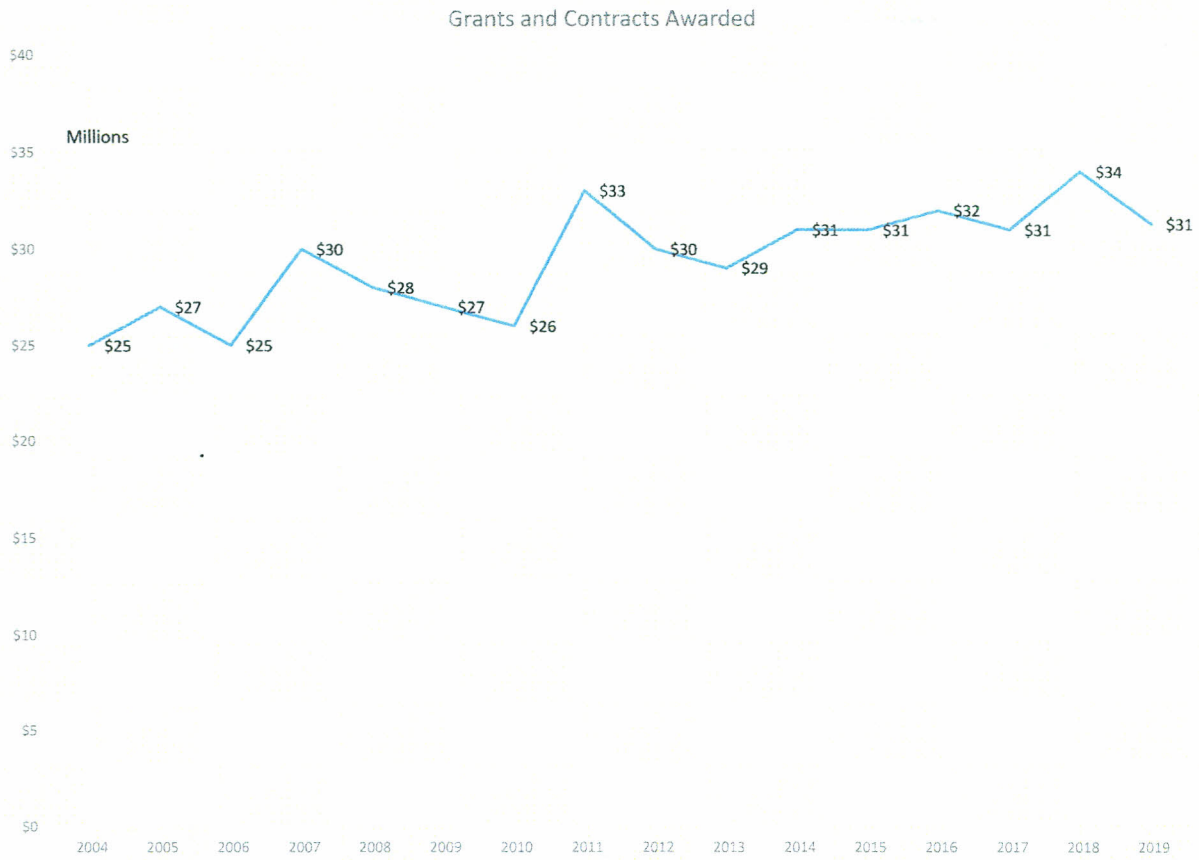


2. Enhancing Morgan's Status as a Doctoral Research University

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 \$31.3M in awarded grants and contracts for FY19. Morgan State University is partnered with the University Space Research Association (USRA) to provide scientists and engineers, primarily in Earth System Sciences to NASA. The Goddard Earth Sciences Technology and Research (GESTAR) initiative is a 5-year Cooperative Agreement with a potential value of \$20.8M. The program continues to receive top marks from NASA for its research output and we are looking to increase involvement of Morgan students and faculty in the research being conducted by the twenty (Morgan) GESTAR scientists working on the NASA Goddard campus. ASCEND is a National Institutes of Health Funded Student-Centered Entrepreneurship Development Training Model to Increase Diversity in the Biomedical Research Workforce that is novel, sustainable, flexible, and has measurable outcomes. The Program recently has been highly successful and its funding has been extended from 5 to 8-years. ASCEND is also tasked with enhancing the research capacity at Morgan State University, particularly by providing research support to faculty members, such as funding for pilot research projects, research equipment and supplies, and release time. One measure of research success is publication. To date, ASCEND support has resulted in 40 peer-reviewed publications. These publications include a wide range of research topics, including biomedical bench research, mathematical methods used for biomedical research, and community-based participatory research projects. Morgan State University faculty members, postdoctoral fellows, graduate students, and undergraduate students have contributed to these publications and are listed as coauthors.

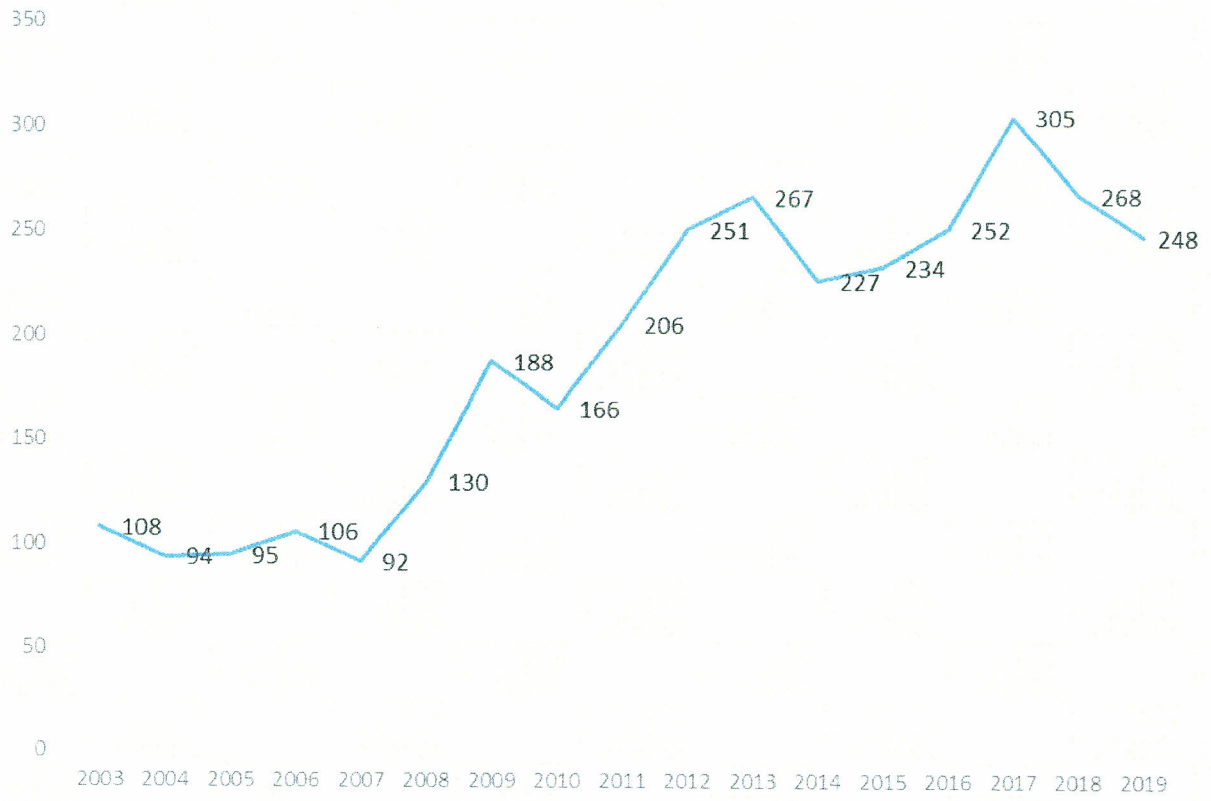
The University is optimistic that its recent designation as a Carnegie R2 university and as Maryland's Preeminent Public Urban Research University will raise Morgan's stature in the eyes of the sponsored funding community, leading to new research funding and partnerships at the Federal, State, and local levels.



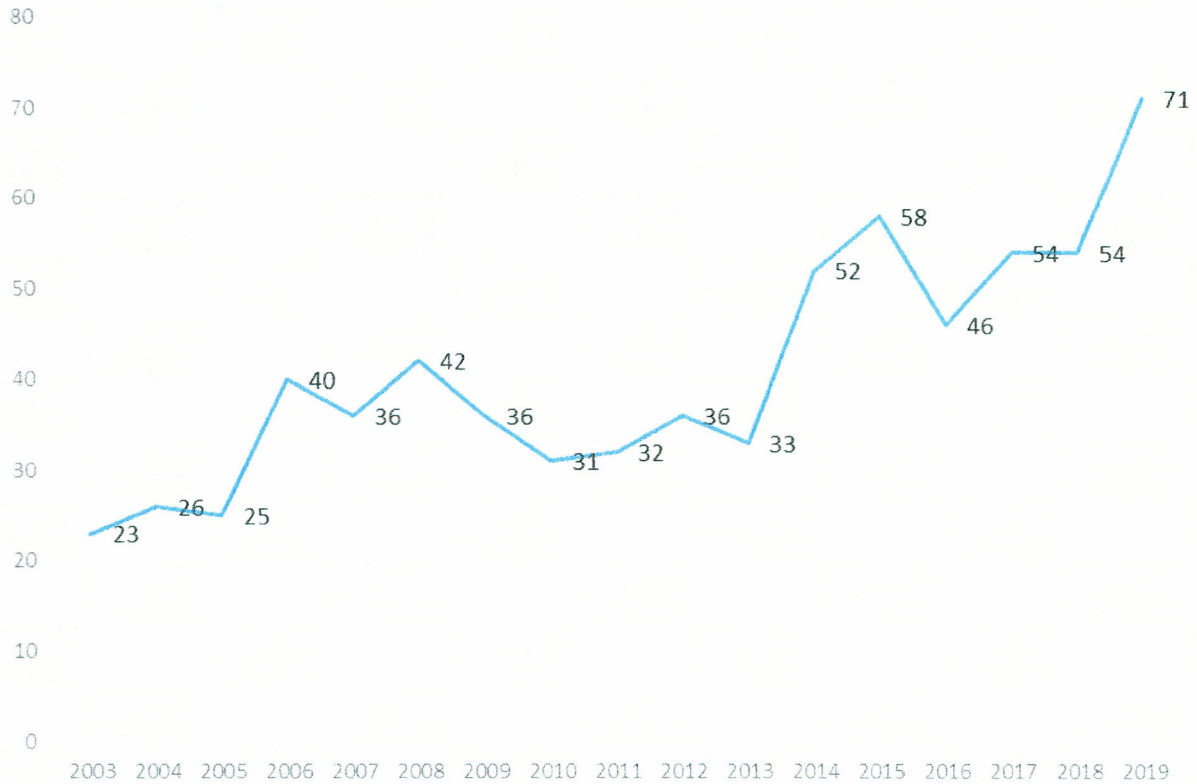
Graduate enrollments at the campus in general have grown, although nationally, the Council of Graduate Schools anticipates growth will slow in the coming years.

Morgan has experienced growth in degrees at the master's level since 2004 with 248 master's degrees awarded in 2018-2019. Morgan awarded 71 doctorates in 2018-2019, a historic high for the University.

Masters' Degrees

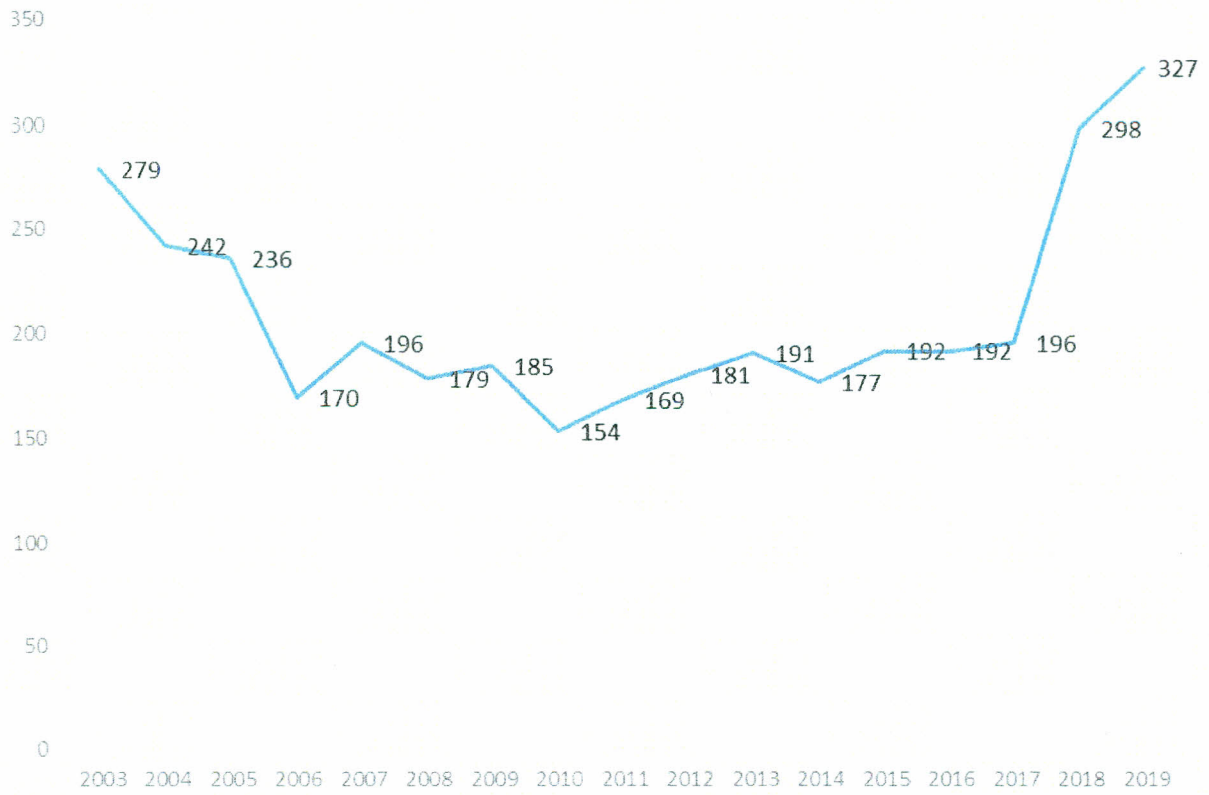


Doctorates Awarded

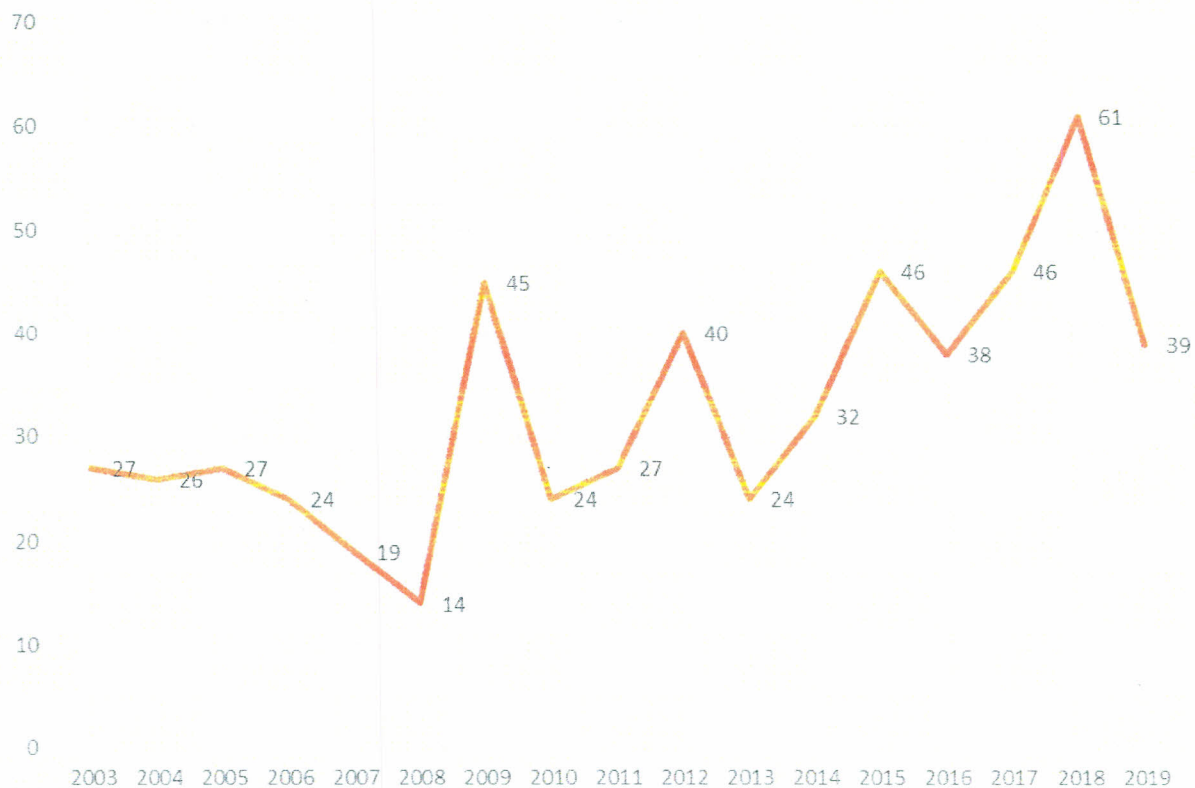


Another component of Morgan’s goal of enhancing its doctoral research mission is that of increasing production of degrees at both the undergraduate and graduate levels in STEM fields. Morgan has experienced growth on these two measures over the 2014 levels. The University continues to generate strategies to increase student enrollment and retention in the STEM fields. Two initiatives with Google and Intel will provide our STEM students with opportunities to work with these leading innovators in technology. There were five students who attended the Google Tech Exchange Program in Mountain View California during the 2018-2019 academic year where four students completed the whole year program and one student completed the one semester program (fall). One student completed an internship program in Computer Science at Intel during the spring 2019 semester. For the upcoming year, the program will be a one-semester program (Spring 2020) and we are aiming to have 10 students participate.

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.

In order to assure continuous improvement of risk management and service deliveries to university stakeholders, the Division of Information Technology (DIT) instituted an internal Change Management governance model in 2018. The Change Management, or synonymously referred to as Change & Release Management, ensures that all modification, update, and provisioning activities for critical IT infrastructure and enterprise software applications are planned, documented, and communicated to affected stakeholders in advance. This newly implemented process management has enabled the DIT to gain augmented visibility into the broad service portfolio and develop better alignment of specific IT services and staff resources to appropriate stakeholders.

In the fall of 2018, the second mandatory Security Awareness Training was administered to all employees and workforce members who use the University's computing resources. The training campaign was a success. Data gathered from the training results yielded a number of findings including, but not limited to the following: current level of the University's security and/or privacy awareness; risk gaps and mitigation opportunities, potential new challenges, etc.

In January 2019, the University's Enterprise Resource Planning (ERP) software was upgraded from Banner 8 to Banner 9. One of the primary goals was to avoid the announced stoppage of support for Oracle Forms by its vendor (Ellucian) by December 31, 2018. The introduction of Banner 9 provides greater access flexibility via mobile devices which was not inherent in the previous releases as well as resolving Internet browser compatibility issues. The upgrade now provides the flexibility of integrating a student's academic plan with registration, the ability to view multiple records at one time, and a modernized graphical user interface.

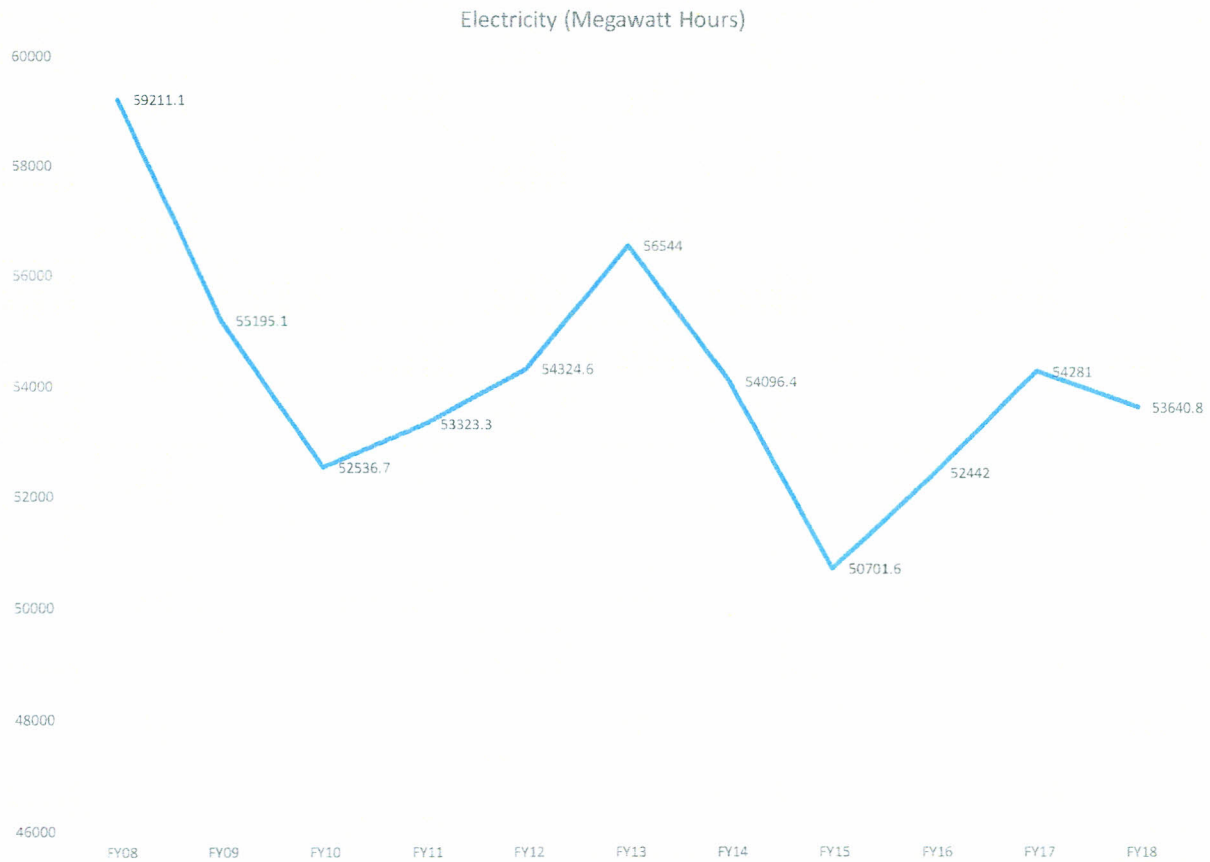
In the process of implementing the Banner 9 upgrade, the DIT also replaced its aging production system with a new architecture and implemented a secondary and tertiary site for disaster recovery. Morgan State University partnered with Bowie State University to establish an ERP backup/disaster recovery site. Modifications were made to the external firewall allowing communication between the two entities via the Maryland Research and Education Network (MDREN).

On January 2, 2019, the DIT launched a new cloud-based print solution for students called Wēpa. This solution allows students to print documents on campus from their personal or lab computer, smartphone, tablet, USB, cloud storage account, or the Learning Management System. Students can upload documents on-the-go and release their print job at any of the 15 conveniently located Wēpa

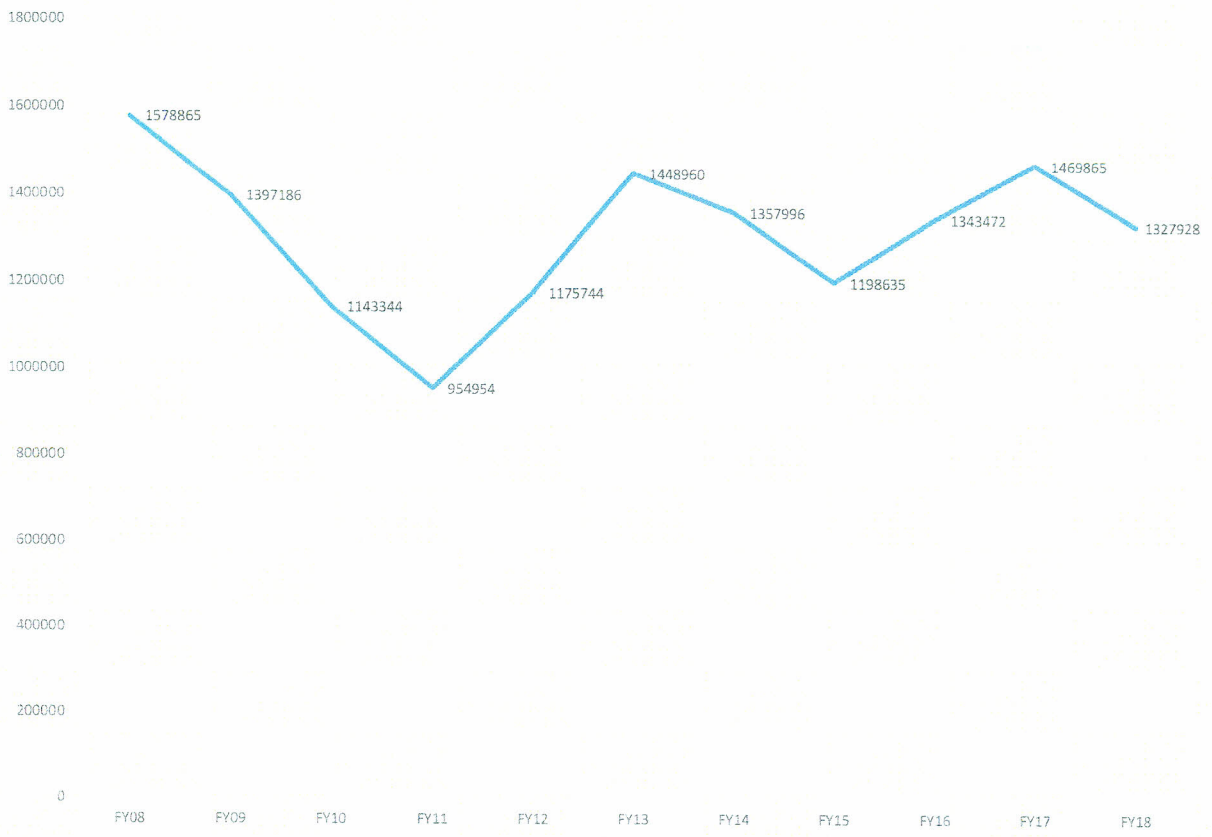
print stations across campus. The new print solution provides students with mobile flexibility, color and duplex printing options not available in the past, and 24/7/365 availability.

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, the 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 in general is trending downwards.



Gas (Therms)



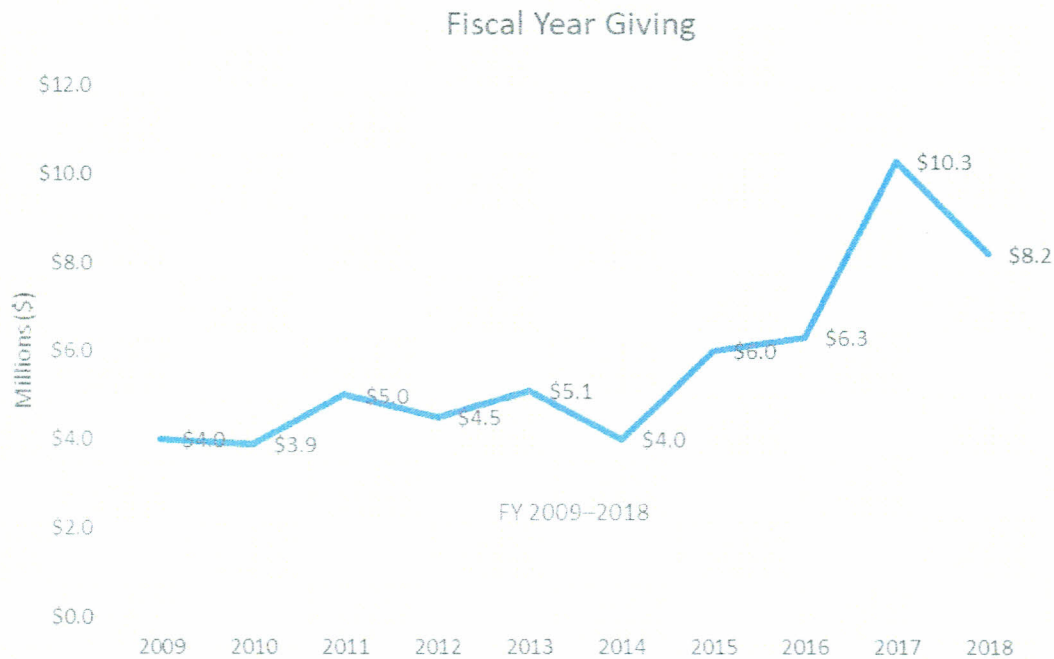
Oil (Gallons)



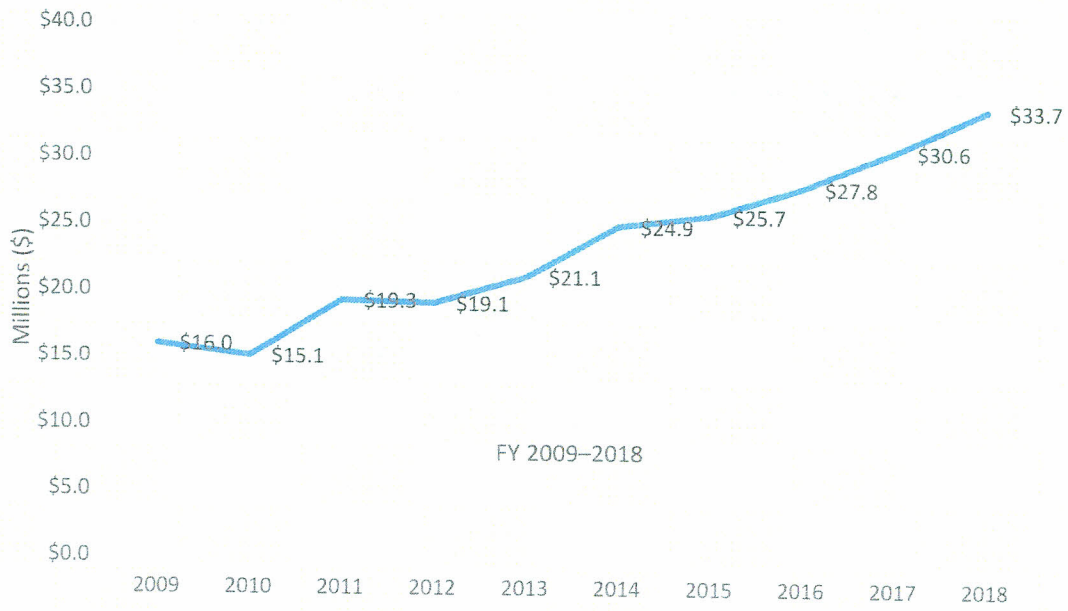
4. Growing Morgan's Resources

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.

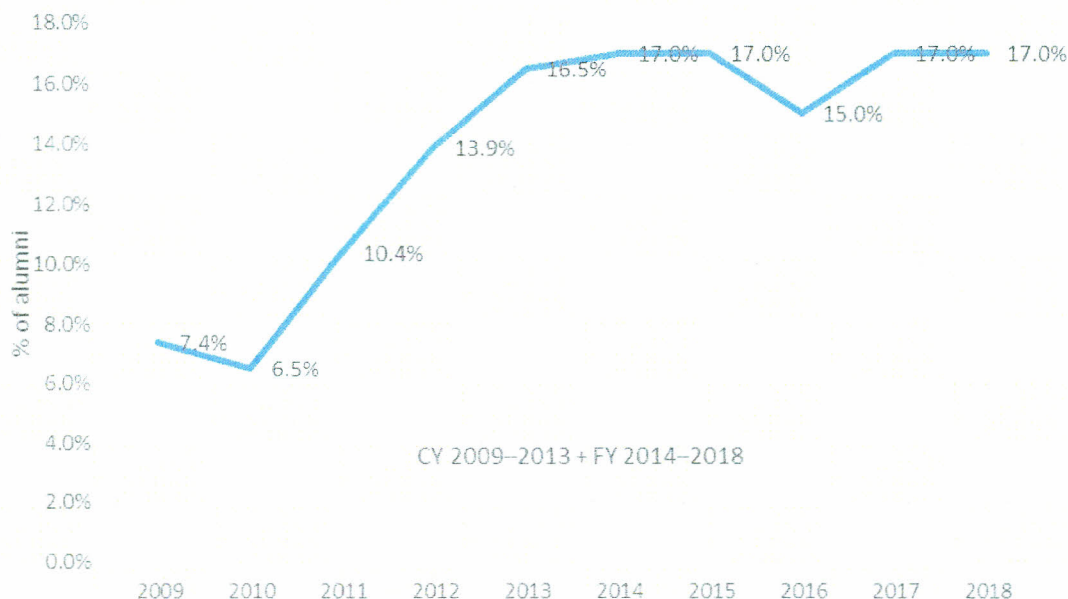
A major priority of the University has been to increase the amount of funds it raises from private sources. The campus has invested in additional fundraising infrastructure and, as a result, has experienced increases in the amount of money raised, and the value of the endowment.



Endowment Value



Percent of Alumni Contributing



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

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.

Morgan successfully completed its second-ever comprehensive campaign—and raised more than \$250 million (\$254,307,730) in gifts and grants from more than 13,000 supporters to grow the University’s endowment, provide scholarships for students, and develop academic and research programs. The Anniversary Campaign which began in 2011 was publicly launched at Morgan’s Founders Day Convocation in 2016 to coincide with the start of the University’s year-long 150th Anniversary celebrations. More than \$50 million was raised in private support and some \$200 million was raised in public support.

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 schools, government agencies, businesses and industries, and community organizations. Morgan's signature community service program is the Morgan Community Mile (MCM) 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. The MCM since 2018 has continuously worked with Office of Technology Transfer on projects associated with I-Works in various communities, and has focused on 1) enhancing Morgan's MCM informational platforms for promoting the I-Works Community Programs that increase technology transfer and economic development; 2) identifying opportunities in the MCM to enhance OTT's efforts to move technology into the workplace and start new local businesses; and 3) engaged MCM's partners to serve as prototype test beds for Morgan's innovations. This includes departments and schools at Morgan producing new technology that can be utilized by businesses and residents within the MCM. Morgan's faculty, staff and students used their educational/instruction in innovations, and entrepreneurship to develop new technology and products that benefit the community consumers as well as partnering with community innovators to develop innovative ideas and products to solve community issues. The community evaluates the impact and effectiveness of Morgan's new innovative technologies. Also, the MCM has engaged in community engagement activities to promote innovation, technology transfer and patents. The activities are listed below.

January – June 2019 Activities:

January 2019

MCM interns, under the direction of the Assistant Director of the MCM continued work on OTT/I-Works Community Project – OTT Community Engagement I-Works Initiative, technology transfer, and innovation in the greater Morgan community.

February 2019

MCM interns and videographers documented and participated in the I-Works ISO forum (Feb. 6) hosted by the University Innovation Fellows (UIF). The UIF students hosted a forum on-campus for students interested in innovation and entrepreneurial endeavors.

March 2019

MCM interns created (recorded, edited, etc.) a video recap of Morgan Innovation Day in Annapolis, MD.

April 2019

Spoke with community leaders and small business owners about scheduling meetings to discuss needs of the businesses and how MCM can support.

May 2019

Attended the Small Business workshop hosted by Belair Edison Community Association. Scheduled meetings with 5 businesses to discuss how Morgan can support the business growth through OTT. Attended Tivoly ground breaking ceremony and discussed with developers how OTT can support the new development coming to Coldstream Homestead Montebello Community.

June 2019

Outreach to community leaders and business owners; interviewing various businesses within the four major community areas: Hamilton Lauraville, North East Development Association, Belair Edison Inc., CHUM-Coldstream, Belvedere Square, and others.

MCM has increased Morgan's staff home ownership within the MCM by 45%.

Noteworthy Achievements

The MCM interns' efforts have reached over 1,700 residents throughout the MCM with the help of community partners such as the Hillen Road Improvement Association (HIRA), Belair Edison Neighborhood Inc. (BENI) and more via media and word of mouth. The MCM received a citation from Governor Hogan in June 2019 for their efforts in the community.

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 the University's Office of Community Service. Operating consistently with the University's mission statement, the Office of Community Service was created to develop and implement dynamic community service programs that boldly address the educational, social, cultural, tutoring, mentoring, and college awareness needs of the under-represented, the educationally "at-risk", and the homeless youth in the Baltimore metropolitan area. By organizing multidimensional, holistic, year-round programs, which involve University students, faculty, staff, community organizations, government agencies, businesses, school children, and parents, the Office of Community Service positively impacts the educational, social, cultural, tutoring, mentoring, and college awareness problems of youth who attend elementary, middle and high schools throughout the nation. While each of the thirteen community service programs varies in size, structure, and focus, they all share the same goal of improving the educational challenges and providing learning opportunities to all youth. These innovative programs also provide the Morgan students with the opportunity to apply what they learn in the classroom to meet the needs of youth in elementary and secondary schools. The thirteen (13) Community Service programs are coordinated by the director of the Office of Community Service and approximately 400 Morgan students who are either students who work on contracts, work-study students, interns or dedicated volunteers. Program assistants, tutors, counselors and mentors are all volunteers who earn community service hours. Below are brief descriptions of the programs.

HIGH SCHOOL STUDENTS

1. ASANTE: A one on one weekday tutoring program for high school students. Once the academic strengths and weaknesses of each high school participant has been identified, a Morgan tutor will develop academic enrichment materials to strengthen the high school youth in those areas where additional knowledge, strategies, and skills are needed.
2. SASY is a big sister/little sister program for high school females. Topics that focus on health, beauty, sex education, male-female relationships and post-secondary education are used to promote self-pride and sisterhood.

MIDDLE SCHOOL STUDENTS

1. College Discovery Academy is a year-round Saturday program with the objective of enhancing and enriching 30 middle school youth with the opportunity to improve their academic potential, broaden their educational aspirations and increase their knowledge concerning careers.
2. Brother-to-Brother is a volunteer program dedicated to working with male students who attend schools throughout Baltimore City. The program is designed to teach self-awareness, leadership and responsibility while also helping the youth to increase their knowledge in different academic areas.
3. College Explorers is an after school program designed to provide educational, social, cultural and leadership learning opportunities for middle school youth in order to help them excel on national and statewide standardized tests. The program utilizes creative tutoring, anger management, methods of problem solving, positive communicative skills, African-American enrichment activities and provides leadership opportunities.
4. JAHOD is a weekend one on one effective tutoring program which provides middle school students with a positive academic experience. The Morgan State University tutors guide middle school students through their academic difficulties, help to improve their confidence and prepare them for success in their middle school classes.
5. KUUMBA was created in an effort to address the needs of many young people who are ill prepared for life's challenges. The primary goal of KUUMBA is to reduce juvenile violence, delinquency and truancy by improving the educational performance and developing the life survival skills of adolescents.

ELEMENTARY SCHOOL STUDENTS

1. MSU Tutoring Corps the goal of the program is to help reduce the dropout rate of African American youth in public schools. Creative tutoring, stress management, methods of problem solving and positive communication skills are emphasized to improve reading, writing and math skills.
2. Kreative Kids is a Saturday program which uses the arts to cultivate positive personal development and high self-esteem in elementary students. The Morgan students offer enrichment activities in visual arts, music, dance and drama while providing examples of positive role models to the program participants.

One Day Educational and Cultural Programs

1. Campus Pals is a volunteer service program, which gives elementary and middle school students throughout the nation an opportunity to visit and learn about Morgan State University, a prominent HBCU (Historically Black College/University). By the end of the tour, all of the information the visitors receive will give them an incentive to maintain good grades, work diligently and continue to do well in school.
2. Kwanzaa is an African American holiday celebrated by Morgan State University on the first Saturday in December. Music, games, exhibits, food, dance and storytelling and a number of other activities are utilized by Morgan student organizations and community educators to explain the Seven Principles of Kwanzaa.
3. Y.E.S. to College (Youth Empowerment Summit) was created as a college readiness conference for middle school students from schools throughout Delaware, Maryland, Washington, D.C. and Virginia to learn about college and to envision themselves as future college students.

Community Service Program for Morgan State University Students

M.V.P.S. (Morgan Volunteers Providing Support) recruits and trains Morgan students for community service projects. It also promotes team building, civic involvement and increases the interaction between MSU faculty, staff, students and the Baltimore community.

Additionally, 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. Since joining the Compact, Morgan has hosted eight AmeriCorps VISTA Volunteers.

Morgan State University also participates in the Newman Foundation Civic Fellows Program. The Newman Civic Fellowship (<https://compact.org/newman-civic-fellowship/>) recognizes and supports community-committed students who are change makers and public problem-solvers at Campus Compact member institutions. As a function of the Campus Compact Mid-Atlantic (CCMA), the Newman Fellowship provides students with variety of learning and networking opportunities. For example, awardees are invited to a national conference of Newman Civic Fellows in partnership with the Edward M. Kennedy Institute for the United States Senate. Morgan State University junior, Ms. Zemini Astake, was awarded a Newman Civic Fellow for the 2019-2020 year. Morgan was one of only nineteen Campus Compact Mid-Atlantic member institutions with a student awarded as a Newman Fellow.

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. Five Morgan faculty members teach for this initiative which has served over 200 participants.

Morgan's Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. The Morgan State University Patuxent Environmental and Aquatic Research Laboratory (PEARL), located in Leonardtown Maryland, generates scientific knowledge through innovative, interdisciplinary environmental research focused on maintaining the health and resilience of the Coastal Environment. PEARL scientists transmit and translate knowledge gained through their research for both scientific and public benefit through the inspiration and training of next generation scientists through experiential learning opportunities, mentored research experiences, and environmental education. PEARL's vision is to foster vibrant communities, prosperous economies, and a healthy natural environment through applied coastal research. 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 Cybersecurity Assurance and Policy (CAP) is the new home for the CREAM Lab (Center for Reverse Engineering and Assured Microelectronics of the School of Engineering) and going forward will involve contributions from the School of Computer, Mathematical and Natural Sciences and the School of Business. Eight new Faculty Lines have been established for this expanded endeavor. Acknowledging the convergence of disciplines and industries driven by the Fourth Industrial Age, the CAP Center will broaden its focus to address the grand challenges facing the United States as this digital-physical environment continues to grow. To

meet these challenges, reverse engineering of IoT related threats will be the primary technology research area for insight, solutions and commercialization. Broader thought leadership in the legal, policy, economic, social and psychological issues impacting the future of the Fourth Industrial Age will be part of the CAP Center's journey.