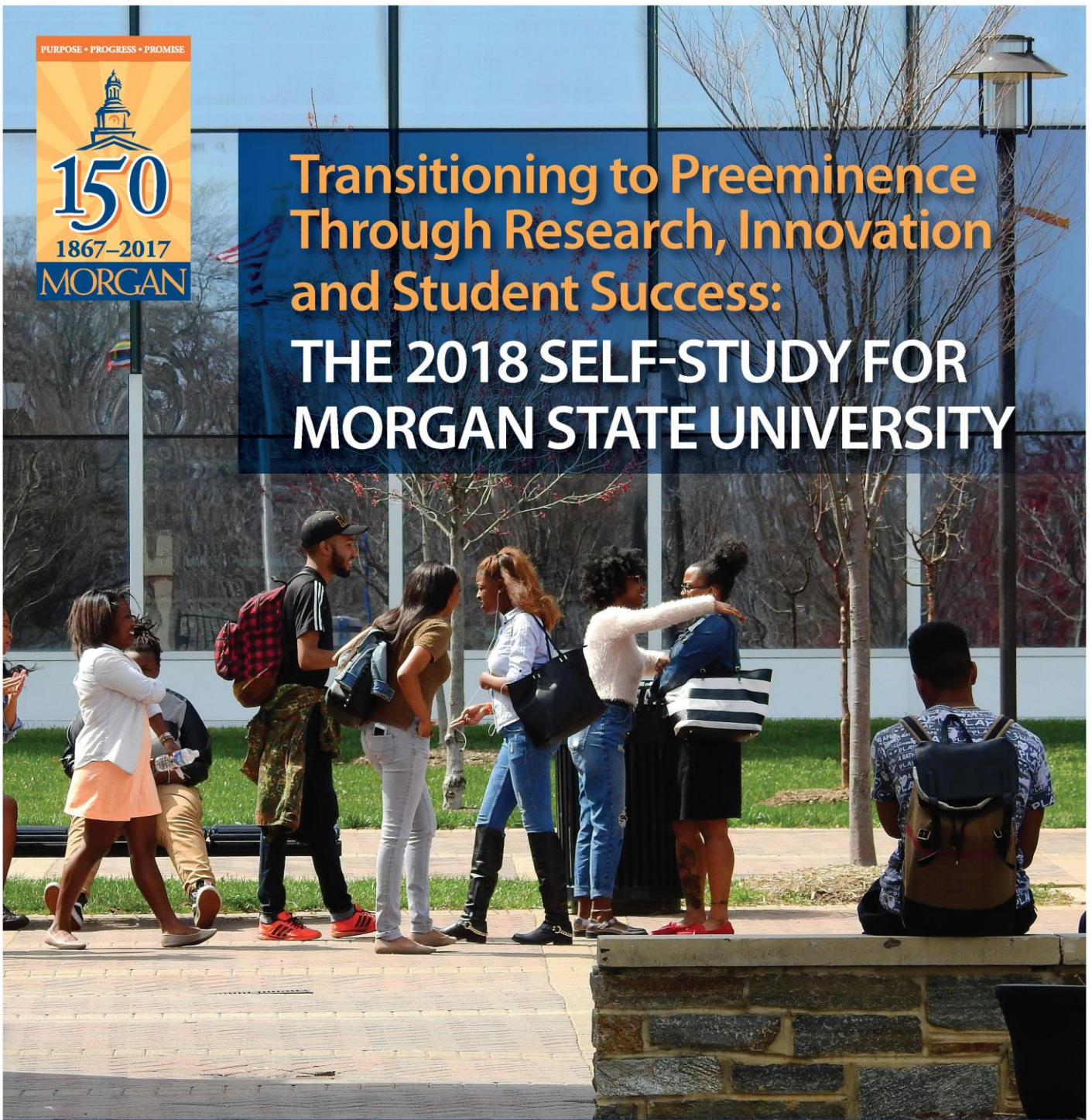


PURPOSE • PROGRESS • PROMISE



Transitioning to Preeminence Through Research, Innovation and Student Success:

THE 2018 SELF-STUDY FOR MORGAN STATE UNIVERSITY



April 8–11, 2018

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EXECUTIVE SUMMARY

Morgan State University (hereinafter, “Morgan” or the “University”) has, since its founding in 1867, provided an excellent education to a broad segment of the population including many of the best prepared students as well as some who might not otherwise have the opportunity to enroll in a college or university but who have the potential to complete a degree. Morgan's current mission of serving "the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world" rests on a foundation of six core values including excellence, integrity, respect, diversity, innovation, and leadership. These core values guide the promotion of student learning and success, faculty scholarship and research, and community engagement at Morgan.

Undoubtedly the most significant change in the status of the University since the last accreditation visit by the Middle States Commission on Higher Education (MSCHE) team in 2008, has been Morgan's designation as “the State's preeminent public urban research university.” This legislative action, [signed by the Governor](#) in May 2017, represents the State's confidence in Morgan's ongoing success in: achieving its mission and goals; demonstrating institutional ethics and integrity; designing and delivering appropriate student learning experiences; providing sufficient support for undergraduate as well as graduate student experiences; implementing effective educational assessments; engaging in systematic planning for resource allocation and institutional improvement; and demonstrating effective institutional governance, leadership, and administration.

The State's confidence in Morgan comes, in large measure, as a consequence of the initiatives and accomplishments pursuant to “*Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021*” ([Strategic Plan](#)). Approved by the University's Board of Regents (hereinafter the “Board” or “Regents”) and under the leadership of Dr. David Wilson, the University's tenth inaugurated President, the Strategic Plan formed the foundation of several organizational and programmatic changes designed to improve institutional efficiency, increase the number of degree and certificate programs, and enhance the delivery of instructional services to students. The new legislative designation also represents a challenge by the State for Morgan to transition from its former status as Maryland's Public Urban University and from its current Carnegie classification of R3: [Doctoral Universities: Moderate Research Activity](#), to pursue the next level Carnegie classification of R2: Doctoral Universities – Higher research activity. Specifically, the State's confidence in Morgan and the challenge of a new legislative designation means that the University will need to increase student enrollment, develop a greater inventory of research opportunities for faculty and students, improve the institutional infrastructure, and enhance human as well as capital resources.

This Self-Study tells the story of Morgan's accomplishments since its last re-accreditation and its progress towards achieving the goals, objectives, and initiatives outlined in the Strategic Plan. It is a story of transition through innovation, research, and student success. Five new administrative divisions, Academic Outreach & Engagement (AOE), Enrollment Management and Student Success (EMASS), International Affairs (IA), Research and Economic Development (D-RED), and an Office of Information Technology (OIT) have been added in order to facilitate achievement of the Strategic Plan goals and objectives and to complement the University's existing organizational structure of five divisions, including Academic Affairs, Finance and Management, Institutional Advancement, Planning and Information Technology, and Student Affairs. Additionally, the President elevated the position of Provost/Vice President for Academic Affairs to Provost/Senior Vice President (PSVPAA) in order to promote synergy and encourage collaboration and innovation among senior leadership and to create transformative opportunities that advance knowledge, foster learning, and engage urban communities. Since the last accreditation, the PSVPAA, and the Division of Academic Affairs including, Deans, chairs, and their respective faculties, have established several new schools, hired stellar faculty, received approval for new online and face-to face programs, updated critical policies, strengthened the academic program review process and worked collaboratively with other units across campus to help achieve the goals set forth in the Strategic Plan.

Enhancing Student Success is the first and primary goal of the Strategic Plan and, as such, both attention and resources have been directed towards improving students' retention and graduation rates. Morgan has had seven straight years in which first to second year retention rates have exceeded seventy (70%) percent and the University's six-year graduation rate including May and December 2017 graduates was thirty-eight (38%) percent, the highest graduation rate it has attained in the past seventeen years. The University's progress in improving college completion rates has not gone unnoticed as Morgan has received several State and national awards in recognition and support of its efforts to enhance student success including the Association of Public and Land-grant Universities (APLU) 2016 Turning Points Video Competition Award, APLU's 2015 Project Degree Completion Award, a 2016 Lumina Foundation \$717,000 HBCU Student Success Project grant, and a 2017 Hobsons Education Advances Award for Student Success and Advising.

In addition to engaging in a comprehensive review of the University's performance against MSCHE's seven standards of accreditation, Morgan's Self-Study Steering Committee and its eight Subcommittees have also used the occasion of this Self-Study to explore the implications for Strategic Plan goals in transitioning to institutional preeminence and for even greater initiatives to support student success. Eleven recommendations organized around the new legislative designation reflect the Steering Committee's and the University community's consensus about future strategic initiatives necessary to ensure continued compliance with MSCHE standards of accreditation as well as to initiate the changes necessary to support a preeminent public urban research university.

The compilation of data and the evidence collected during the period of review for this Self-Study demonstrate that:

- Morgan's mission defines its purpose within the context of higher education and identifies the students it serves;
- its six core values of excellence, integrity, respect, diversity, innovation, and leadership are central to how the University interacts with its internal and external constituents, honors its commitments and adheres to its policies;
- students' learning experiences are characterized by rigor and coherence regardless of degree level or instructional modality;
- across all educational experiences, Morgan is engaged in coherent and effective support systems to improve student retention, persistence, and degree completion;
- ongoing institutional and academic assessments of student learning reveal that Morgan's students accomplish educational goals consistent with their programs of study and are generally satisfied that their expectations of a higher education are being met;
- Morgan has effective planning processes and sufficient financial and human resources to fulfill its mission and goals, continuously assess and improve its programs, and to respond effectively to opportunities and challenges; and that Morgan is governed as an academic institution with appropriate autonomy to serve the best interests of its students, faculty, and alumni.

The data and evidence also reveal that in all material aspects, the University is in compliance with accreditation-relevant federal regulations as well as with State requirements as promulgated by Maryland Higher Education Commission (MHEC). Morgan's vision and mission statements as well as its core values define the purpose of the University within the context of higher education and the students it serves. A comprehensive review of the University's mission was central to the development of the Strategic Plan drafted by a twenty-two-member University-wide Steering Committee and approved by the Board in 2011.

Integrity, defined in the Strategic Plan as honest communications, ethical behavior, and accountability for words and deeds, is one of Morgan's six core values and is expected of all members of the University community. Evidence that ethics and integrity are reflected in how the University honors its contracts and commitments, adheres to its policies, and represents itself truthfully is found in its audit statements. For example, in compliance with an annual State mandated independent financial statement audit of the University's fiscal health, SB & Company, a certified public accounting and business advisory firm, found in 2016 and 2017, no material weaknesses, unresolved debt covenants, fraud or abnormalities detracting from the issuance of an unmodified opinion. A copy of the 2017 Management Letter is found in Appendix 1. Copies of the audit report were distributed to the State and federal governments, creditors and bond rating agencies.

Evidence that Morgan's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings is found, in part, in the successful rigorous self-evaluation and peer and continuous performance reviews conducted by national and regional accreditation organizations of the University's certificate and degree level programs. For example, Morgan's Teacher Education Program was recently reaccredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for the Accreditation of Educator Preparation (CAEP). The School of Business Management and the Accounting Program were reaccredited by the Association to Advance Collegiate Schools of Business (AACSB). The Baccalaureate and Master of Social Work degrees are fully accredited by the Council on Social Work Education (CSWE). The Master of Architecture program is accredited by the National Architectural Accrediting Board (NAAB), and the City and Regional Planning Program is accredited by the Planning Accreditation Board (PAB).

The University's commitment to student retention, persistence, completion, and success is evident in its Strategic Plan, its organizational structure and the institutional data it tracks to facilitate continuous improvement. Enhancing Student Success is the first goal of Morgan's Strategic Plan. In order to achieve this goal, the President established the Division of [Enrollment Management and Student Success](#) (EMASS), a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success. For example, since the MSCHE review in 2008 the retention from first to second year has improved from sixty-nine (69%) percent to seventy-six (76%) in 2014, while the percent of freshmen retained after three years increased from fifty-two (52%) percent to sixty-two (62%) percent in 2013. Morgan's President launched an initiative during the spring 2016 semester to increase the University's six-year graduation rate from thirty-three (33%) percent to fifty (50%) percent by 2025.

Assessment of student learning and achievement demonstrates that the University's students have accomplished educational goals consistent with their programs of study and degree level. As a public corporation and instrumentality of the State of Maryland, by statute, (Education Article of the [Maryland Annotated Code §14-101\(b\)\(3\)-\(5\)](#)), Morgan has the responsibility to offer baccalaureate and graduate degrees in the arts and sciences with an emphasis on education addressing urban concerns through professional and graduate programs approved by its Regents and by MHEC. Morgan ranks 15th among all campuses nationwide in the number of bachelor's degrees awarded to African Americans. Morgan graduates have received more Fulbright scholarships to study abroad than the graduates of any other historically black college and university (HBCU). And as a result of groundbreaking research in the area of technology-assisted treatment of Alzheimer's disease, a Morgan faculty member was awarded the University's first-ever United States patent.

The Strategic Plan serves as the foundation for Morgan's planning processes, the collection and dissemination of resources, and its organizational structures. The President regularly addresses the alignment of the University's mission and Strategic

Plan goals during University-wide Town Hall meetings held during the fall and spring semesters. At the fall 2016 Town Hall meeting, for example, the President outlined “forty-two things that were fixed last year.” The University is investing more than \$22 million over the next 10 years to implement the next generation of network (NGN) upgrades including an expansion of band width from 2 Giga Bites to 80 Giga Bites, and an improved intrusion protection system/intrusion detection management system (IPS/IDMS).

With an annual operating and capital budget in excess of \$300 million and a manageable debt service, the University maintains solid A+ bond rating as ascribed by Standard & Poors Global RatingsDirect (Appendix 2). Pursuant to Goal 4 of the Strategic Plan, Growing Morgan’s Resources, the President announced at the November 10, 2016, Founders Day Convocation the launch of the [Anniversary Campaign](#) with the goal of raising \$250 million from private and public sources. Thus, Morgan’s planning process, its resources, and its organizational structures clearly are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services.

Morgan is committed to a shared governance structure that includes the Student Government Association (SGA), the University Council (UC) which includes significant faculty representation, the University’s administration, including the President, Provost, Vice Presidents and Deans; and the Board of Regents. A [collective bargaining agreement](#) (A-5) with the American Federation of State, County, and Municipal Employees (AFSCME) provides representation for non-exempt staff and campus police. This shared governance structure is responsible for the enhanced success of students at Morgan particularly as it is related to the growth of undergraduate and graduate degree programs, the expansion of online degree programs, and the increased retention and graduation rates of students.

The governance structure supports Morgan’s operation as an academic institution with appropriate autonomy to pursue its mission and goals. In order to insure that the governance structure also meets the future needs of the institution, this Self-Study examined existing institutional policies, procedures, traditions and structures that needed to be amended, strengthened, or removed along with identifying new policies and procedures that may better support changes in vision, demographics, growth, instruction, and programming at the University. For example, since Morgan’s last Periodic Review Report in 2013, the SGA completed a comprehensive revision of its bylaws and the Vice President for Academic Affairs/Provost led an extensive review and update of the [Faculty Handbook](#). The Board of Regents established several subcommittees that resulted in revisions to its bylaws, a comprehensive review of all Board polices, an examination of structure, compensation and equity, and an examination of the policies and procedures governing athletics at the University. In summary, data, findings, and analyses from this Self-Study indicate that the University is achieving its institutional mission and related Strategic Plan goals and meets the MSCHE Requirements of Affiliation and Standards of Accreditation.

Evidence provided throughout this Self-Study is applicable to the Middle States Requirements of Affiliation. The relationship between a standard and a specific requirement is identified at the beginning of the text for each standard. The table below summarizes the relationships between the evidence presented and the specific requirement.

Table 1 Relationship between the Self-Study and the Requirements of Affiliation

REQUIREMENT	TOPIC	LOCATION of EVIDENCE
1-6, 14		See compliance report
7	Mission and goals	Standard I
8	Evaluation and communication of educational programs	Standard III (criterion 8), Standard IV (criterion 6), Standard V
9	Rigor and coherence of educational programs	Standard III, Standard V
10	Institutional planning linked to educational goals	Standard V, Standard VI
11	Documented financial resources and fiscal management	Standard VI
12	Governance	Standard VII
13	Appropriate and unconflicted governing body	Standard VII
15	Core faculty	Standard III (criterion 2)

INTRODUCTION

Morgan State University celebrated its sesquicentennial in 2017 with a yearlong calendar of events and activities marking the institution’s founding in 1867 by the Baltimore Conference of the Methodist Episcopal Church as the Centenary Biblical Institute. In 1890 the name was changed to Morgan College and remained a private institution until its purchase by the State of Maryland in 1939. In 1975, Morgan was granted university status with doctoral degree granting authority and designated as Maryland’s Public Urban University. During the reorganization of Maryland Higher Education in 1988, Morgan’s designation as Maryland’s Public Urban University was reaffirmed. In 2017, the legislature approved [Senate Bill 1085](#) which amends Maryland’s statute, MD Educ Code § 11-105 § (b) (5) (iii) and designates Morgan as the State’s “preeminent public urban research university.”

Thus, while Morgan is one of the Maryland’s thirteen public four-year colleges and universities, the University does not report to the Chancellor, nor is it governed by the University System of Maryland. Morgan State University is governed by its own fifteen (15) member governing Board appointed by the Governor of Maryland. Board members serve five-year terms, except for the student regent who is appointed for a one-year

term. The Board appoints the University President, who serves at the pleasure of the Board.

The University possesses independent budgeting, personnel and construction authority, and its Board is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out. All of the Regents are subject to State-mandated financial disclosure requirements that assure that Regents' personal interests are revealed, that personal interests do not interfere with the Regents' impartiality when considering the interests of the University, or that their personal interests do not outweigh the Regents greater duty to secure and ensure the academic and fiscal integrity of the institution.

Morgan is one of only ten HBCUs classified as a Doctoral University: Moderate Research Activity (R3) by the Carnegie Foundation, as such Morgan is not only a leading HBCU but is also one of the nation's premier universities. Morgan is authorized by MHEC to operate as a postsecondary educational institution in Maryland and to award a comprehensive array of postsecondary baccalaureate, master's and doctoral degrees. More than 7,700 students actively pursue the University's degree programs. Morgan is in compliance with all applicable federal regulations, policies, and requirements including, but not limited to regulations concerning the distribution of Title IV funds, default rates, and EEO policies. The University is also in compliance with all regulations and policies of MHEC, the Maryland's higher education coordinating commission that is responsible for establishing statewide policies for public and private colleges and universities and for-profit career schools.

With a total operating and capital budget exceeding three hundred million dollars (\$300,000,000), the University has a funding base and documented financial resources adequate to support its educational purposes and programs and to ensure its financial stability. Morgan's alumni have an annual giving rate of seventeen (17%) percent which is among the highest enjoyed by public universities. And after completing the successful silent phase, to coincide with its Sesquicentennial year's celebration, the University has announced a public campaign of two hundred and fifty million (\$250,000,000) dollars. The University demonstrates a record of responsible fiscal management as evidenced by its Triple A (AAA) bond rating from Moody's Investors Service and from S&P Global Ratings. Consistent with State regulations, Morgan prepares current year budgets and undergoes external financial audits on an annual basis.

The University has a core of more than four hundred and thirty-eight (438) full-time faculty who, in conjunction with the PSVPAA, the Deans' Academic Affairs Council, and other appropriate professionals, have responsibility for assuring the continuity and coherence of Morgan's educational programs. On an annual basis, the University also employs more than 103 part-time and/or adjunct faculty to provide instructional and student support services. The Division of Academic Affairs' [organizational structure](#) includes the James Gilliam College of Liberal Arts, the School of Architecture and Planning, the Earl Graves School of Business and Management, the School of Computer, Mathematical and Natural Sciences, the School of Community Health and

Policy, the School of Education and Urban Studies, the Clarence Mitchell School of Engineering, the School of Global Journalism and Communication, the School of Social Work, and the School of Graduate Studies.

Self-Study Design. This Self-Study is designed to demonstrate Morgan's competency in delivering the best possible instruction and student support services as well as compliance with MSCHE's revised standards of accreditation. Specifically, given its growth and accomplishments since the 2008 MSCHE team visit and report, this Self-Study is intended to answer questions concerning the following trends impacting Morgan's future growth and development:

- Past Accomplishments and Future Direction
- Student Diversity and Development
- Policies and Procedures, and
- Communication and Dissemination

Such questions are interrelated and hold implications regarding how well Morgan meets the seven MSCHE Standards for Accreditation. The evidence presented in this Self-Study is organized around the University's achievement of its five Strategic Plan goals including Enhancing Student Success, Enhancing Morgan's Status as a Doctoral Research University, Improving and Sustaining Morgan's Infrastructure and Operational Processes, Growing Morgan's Resources, and Engaging with the Community.

The Self-Study Process. After careful organization of the eight Self-Study Subcommittees drawn from a broad cross-section of faculty, staff, students, and Regents and identifying the eighteen (18) member Self-Study Steering Committee, the University held an official Self-Study Kickoff on March 8, 2016. After an initial review of the University's Self-Study Design, MSCHE's Vice President for Institutional Field Relations, Dr. Ellie A. Fogarty, met with faculty, Deans, staff, Regents, and members of the Self-Study Steering and Subcommittees on May 2-3, 2016. A final copy of the Self-Study Design was subsequently forwarded to Dr. Fogarty on June 16, 2016. Following the University's official kickoff, the Self-Study Steering Committee has met regularly to produce and to review several drafts of this Self-Study. The Regents, the University Council, and the Student Government Association have each received updates on the status of the Self-Study process focused on their respective interests in shared governance.

STANDARD I: MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Morgan State University meets this standard. Evidence of the four criteria for this Standard is provided in the data analysis and the discussion which follow.

Introduction

Morgan's clearly defined mission and goals are enshrined in its ten-year [Strategic Plan](#). The mission and vision statements as well as the Strategic Plan's goals, objectives, and strategic initiatives were developed in response to the State, regional, and national higher education context in which the University exists. Since the adoption of the Strategic Plan in 2011 new legislation, Senate Bill 1085 was passed by the 2017 Maryland General Assembly and signed into law on May 25, 2017, by Governor Larry Hogan. This changed Morgan's legislative designation from "Maryland's public urban university" to that of *Maryland's preeminent public urban research university*. The State's designation, [MD Educ Code](#) § 14-101 (2016) (b), provides that Morgan State University's responsibilities, commensurate with its new designation, should include:

1. the responsibility, with other educational institutions, for providing higher education, research and graduate study in the Baltimore area;
2. a mission of instruction, research, and service;
3. offering baccalaureate and graduate degrees in the arts and sciences;
4. emphasizing an education that addresses urban concerns;
5. offering the professional and graduate programs approved by its Board of Regents and the Maryland Higher Education Commission;
6. being dedicated to the development and delivery of comprehensive and high-quality academic programs and services to its university community and the citizens of Maryland, particularly the citizens of the Baltimore region; and,
7. serving a diverse citizenry in an innovative and collaborative manner, all the while exercising its responsibilities with uncompromising integrity through strong, but compassionate leadership.

The mission, vision, goals, and strategic initiatives of the Strategic Plan were developed under Morgan's designation as the State's "public urban research university". The University fulfills this mission through its focus on instruction, research, and service that address "urban concerns" through baccalaureate, professional, and graduate degree programs. The University's pursuit of this mission led to its current new designation. The new designation is viewed by the University community as a call to transformation through innovation and demands continuous revisiting of the institution's mission and goals to ensure that they provide the blueprint which guides all aspects of policy and practice, as the University seeks to fulfill its State mandated role as a "preeminent urban research university."

Clearly defined mission and goals

Morgan has a clearly defined mission and goals that were developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement. Morgan's mission is to:

Serve the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing diverse high-quality graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

The five goals that companion this mission are:

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.
5. Engaging with the community.

The collaborative participation, responsiveness to external and internal stakeholders, and approval by the appropriate governing body are all reflected in the process utilized to develop the Strategic Plan. Although spearheaded by a University Steering Committee, the Strategic Plan solicited input from a wide range of University and community stakeholders. The Steering Committee was comprised of Regents (4 members), faculty (5 members), staff (3 members), senior administrators (1 member), Deans (2 members), students (3 members), alumni (1 member), and representatives from the local and business communities (2 members). A proposed blueprint for the Strategic Plan was developed along with a tentative calendar of events. In consideration of issues raised by faculty and other stakeholders the Steering Committee proposed a ten-year Strategic Plan which included a comprehensive fund-raising campaign to coincide with Morgan's 150th year anniversary. A draft of the Strategic Plan was presented for feedback to the faculty and stakeholders of the University in May of 2011.

During a two-day retreat in June 2011, the Board of Regents thoroughly reviewed the latest draft and provided additional recommendations. The Board of Regents formally approved the Strategic Plan, including new mission and vision statements, values, and the Plan's list of goals and objectives in August 2011. Copies of the [strategic planning documents](#) as well as a timeline of the planning process are published on the University's website.

The mission statement speaks directly to the University’s commitment to both internal and external stakeholders and clearly positions Morgan as an institution with a focus that extends from its immediate community to the world. The five goals that specify the mission address the needs of internal stakeholders (students, faculty, staff) as well as external stakeholders (community, state, national and international partners). Evidence of Morgan’s success in achieving its commitment to “internal” constituents is seen in the number of degrees awarded at both the undergraduate and graduate level. For example, in December 2016, the first of three commencement exercises commemorating the University’s Sesquicentennial Anniversary, senior Joseph L. Jones of Baltimore, who received a B.S. in Computer Science, became Morgan’s [50,000th graduate](#).

In 2005, the Carnegie Foundation for the Advancement of Teaching elevated Morgan’s classification from a Master’s Comprehensive Institution to that of a Doctoral Research University with a graduate instructional program that is doctoral, professional dominant (i.e., Doc/Prof). Now classified by the Carnegie Foundation as a [R3: Doctoral University: Moderate Research Activity](#), Morgan is also successful in graduating its internal constituents of masters and doctoral students. Table 1 below shows the numbers of master’s and doctoral degrees awarded over the last five years.

Table 2 Graduate Degrees Awarded at Morgan: 2012-2016

<u>YEAR</u>	<u>MASTERS</u>	<u>DOCTORAL</u>
2016	315	55
2015	282	59
2014	228	49
2013	349	51
2012	225	37
TOTAL	1399	251

Further evidence of Morgan’s success in achieving its mission is also reflected in the increase in the inventory of new degree and certificate programs, particularly online degrees and certificates ([Morgan Online](#)), the enhanced emphasis on faculty and student research and knowledge generation, and a growing international student presence on campus. The newly created divisions of [Research and Economic Development](#), [Academic Outreach and Engagement](#), and [International Affairs](#) coupled with the restructuring of the Division of Academic Affairs are evidence of the highest level of administrative support for these functions. Since Morgan’s last reaccreditation, the PSVPAA and the Division of Academic Affairs have guided the development of new programs, worked with EMASS to implement strategies to promote student success and established innovative and responsive curricula to infuse a high-tech environment with changing workforce needs. For example, several departments have achieved the status of academic schools including the School of Social Work (2009) and the School of Global Journalism & Communication (2013). These new schools as well as long

established academic divisions have continued to develop new degree programs including, but not limited to, the Master of Science (MS) in Hospitality Management degree in the School of Business & Management, and, the Doctor of Philosophy (PhD) in Transportation & Urban Infrastructure Systems degree in the School of Engineering.

Examples of curricular innovation include: elimination of mandatory speech and writing proficiency exams replaced by active-learning course redesigns; promotion of increased experiential learning and faculty/student research engagement; support of faculty development and leadership through the annual Fall Faculty Institute; funding opportunities for faculty professional development; and improving teaching effectiveness through engagement with the Center for Excellence in Teaching & Learning. In addition, a University-wide assessment plan has been developed with close to one-hundred percent participation. The Office of Assessment & Program Review created the University Dashboard to identify available benchmarking tools to determine the level of implementation of identified goals and their respective objectives.

For its external constituents, the University created the [Morgan Community Mile](#), convened the [Gray Days, Brighter Tomorrows Task Force](#), a body set up to explore solutions following local unrest that received national attention following the arrest and death of Freddie Gray. Morgan is a member of the [Campus Compact Mid-Atlantic](#), an association of public and private colleges and universities supporting and encouraging institutional participation in academic and co-curricular based public service and civic engagement programs.

The Division of Academic Outreach and Engagement administers the [Office of Community Service](#) which hosts a number of student-based mentoring programs for primary and secondary school students throughout the Baltimore metropolitan region including Campus Pals, KUUMBA, MSU Tutoring, SASY, KWANZAA, Y.E.S. to College, and Asante. These are all community service tutoring and mentoring programs offered in collaboration with elementary, middle and high schools located in Baltimore City and Baltimore County. Two of the Office of Community Service's programs, ASHE and College Explorers, provide students of Monarch Academy, a regional charter school, with emotional and academic support, while also exposing them to a positive example of higher education. The [Upward Bound](#) program provides middle and high school students with tutoring, SAT Preparation classes, college visits, mentoring, cultural enrichment, campus residential experiences, and community service projects which assist in eliminating food insecurities during the summer months.

Morgan's Strategic Plan guides faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes. For example, in his annual [Legislative Testimony](#) to the Maryland General Assembly specifically to the Senate Subcommittee on Education, Business & Administration and the House Subcommittee on Education & Economic Development, the President outlined the justification for the University's operating budget in the context of Morgan's mission and goals. Similarly, the President's separate [Legislative Testimony](#) in support of the

University's capital projects served as the basis for the University's capital budget request consistent with the vision and strategic priorities identified in the Strategic Plan. Thus, the mission and goals becomes the framework within which all aspects of the University's functions are enacted and supported. Internally, through the leadership of the President, each Cabinet level administrator is tasked with developing initiatives that are directly and overtly in alignment with the University's missions and goals.

The Division of Finance and Management, through the University's budgeting process, reviews the resources and needs of the University to ensure alignment with the mission and goals. The D-RED was created to assure a centralized focus that coordinated research activity across the campus in pursuit of Goal 2, the enhancement of Morgan's doctoral research status. The D-RED also houses the Morgan Community Mile initiative – a University/community partnership designed to fulfill the University's goal for increased community engagement and its overarching mission of urban service. With respect to supporting and encouraging scholarly inquiry and creative activity on the part of the faculty, the D-RED was established expressly "to create a research ecosystem which promotes and incentivizes innovation and entrepreneurship among faculty, students and our surrounding community." Since establishment of this Division, Morgan has increased its collaboration with federal, state and local funding agencies resulting in an increase in Morgan's portfolio of grants and contracts from \$29M in 2013 to \$32M in 2016.

Most recently, the Division of EMASS was established to centralize efforts to improve student retention and graduation, and to increase enrollment – all in alignment with the primary goal of enhancing student success. Under the leadership of the Division of Academic Affairs, the mission and goals have guided development of new programs, re-engineering of curricula to assure student success, and establishment of innovative and responsive curricula to reflect a high-tech environment with changing workforce needs. Examples include review of speech and writing proficiency exams, development of nine new online programs, promoting increased incorporation of experiential learning, and promoting faculty development and leadership. A University-wide assessment plan has also been developed. Its creation required the review of student learning outcomes for each of the schools and the James Gilliam College of Liberal Arts (the CLA) to assure clarity and alignment with the University's mission and goals. The University's Educational Advisory Board (EAB) Student Success Collaborative, a predictive analytics platform which allows for real time assessment of individual student progress, will permit EMASS initiatives to be tailored to individual student needs. The Division of Academic Affairs, in particular the Office of Institutional Research, will employ the EAB Advisory Board-Academic Performance Solutions platform to provide real time academic program costs to allow for the continuous review of classroom capacity and faculty workload.

The mission statement and the five goals by which it is operationalized seek to create a culture within the institution that is supportive of excellence in scholarly inquiry and creative activity at levels and of the type appropriate to Morgan as Maryland's preeminent public urban research university. As a public urban, comprehensive,

doctoral research institution this means a focus on research, creative activity and academic programs that are responsive to the needs and challenges of an urban environment, while at the same time preparing graduates who can address global challenges. Associated with each of the Strategic Plan's 5 goals are a number of strategic initiatives. The strategic initiatives associated with goals 1, 2 and 5 include hiring and retaining well-qualified, experienced and dedicated faculty who value cultural diversity, increasing Morgan's enrollment by collaborating with community colleges and higher education centers, increasing graduate student enrollment, developing high demand online degree programs, offering challenging internationally relevant curricula and building a transformative environment for learning and extra-curricular activities. Several strategic initiatives address the issue of using best practices for retention such that Morgan leads Maryland in graduating students in high demand areas where they are underrepresented and promoting success among students from multiple cultures, ethnicities, and socio-economic backgrounds. Another strategic initiative related to these goals is the increased collaboration with research funding agencies at federal, state and local levels to support scholarly inquiry and creative activities. This initiative is intended to propel the institution towards its projected goal of achieving enhanced status as a research university.

In addition to its well established array of baccalaureate, master's, doctoral and professional degrees, Morgan has also established a strong online presence through the establishment of Morgan Online, an administrative unit for oversight of the new innovative online degree and certificate programs offered by the University since the implementation of the Strategic Plan. In 2016, Morgan was approved by MHEC to offer three new online degree programs including the Master of Social Work (MSW), Master of Business Administration (MBA), and the Master of Education (M.Ed.) and a post baccalaureate certificate (PBC) in Urban Sustainable Communities. In 2017, the University received State approval to offer both in-person and online a Bachelor of Science (BS) degree in Applied Liberal Studies and a Bachelor of Science in Nursing (BSN) to the Master of Science in Nursing (MSN) to Master of Public Health (MPH) degrees. Most of these new online programs are professional programs. The intent in establishing these online programs is, in large measure, an effort by the University to fulfill its mission by offering highly flexible degree programs to meet the needs of working students and adult learners, including expanding evening and weekend course offerings, and increasing the number of options for online education. Growth in graduate student enrollment from 891 since MSCHE's last re-accreditation visit to 1,307 as of the official fall 2017 count is further evidence of the University's concerted support for scholarly activity.

A number of strategic initiatives have been intentionally developed and implemented to ensure that the mission and goals were publicized and widely known by both internal and external stakeholders. During the campus-wide discussions that preceded the formal adoption of the Strategic Plan, faculty, staff, students, alumni, and other stakeholders were presented with numerous opportunities to discuss, comment on and make recommendations regarding the mission and goals that would later be enshrined

in the Strategic Plan. Once the Strategic Plan was approved, the mission and goals became the focus around which a number of University-wide activities were structured.

For example, a regular feature of the annual Faculty Institute is the President's State of the University address, in which the President regularly reports on progress toward the attainment of each goal and identifies areas of focus for the upcoming year. Another regular event on the University calendar is the Town Hall meeting where the President reports to the University community, particularly to the students, on progress towards achievement of the Strategic Plan's goals. One aspect of the mission statement that is particularly well known by both external and internal stakeholders is its reference to Morgan's legislative designation as Maryland's preeminent public urban research university. In addition, each school, the CLA, and departmental strategic plan makes reference to the University's mission and goals as the source from which school and department missions are derived.

Morgan regularly assesses and evaluates its Strategic Plans. Pursuant to MHEC regulations for the State's public colleges and universities, Morgan files both an annual review of the goals achieved under the Strategic Plan and a [Performance Accountability Report](#) (PAR) that outlines the progress of the University in meeting the Strategic Plan's goals. The [2015-2016 Annual Review](#) of Growing the Future and Leading the World: The Strategic Plan for Morgan State University, 2011-2021, submitted to MHEC in July 2016, identifies new achievements realized during the previous year related to the Strategic Plan. By contrast, the Annual PAR submitted to Governor and the General Assembly pursuant to the MD Educ Code §11-307, focuses on a set of benchmarks (Appendix 3) that are reported annually as a measure of each of the five goals. State regulations require that the PAR be first reviewed and approved by the Regents prior to submission to MHEC. The Office of Institutional Research also maintains a University [Dashboard](#) of key performance indicators that monitors Morgan's Progress Towards Goals of the Strategic Plan. As reflected in the Inventory of Surveys and Studies (Appendix 4), the Office of Institutional Research regularly collects data from more than twenty-six instruments on how well the University is achieving its mission and goals.

Realistic institutional goals appropriate to higher education

The five goals listed in the Strategic Plan place high value on the intellectual, personal and professional development of all members of the University community. The pursuit of these goals creates an atmosphere that nurtures student access and success and fosters the involvement of students and faculty in cutting edge research. Broad participation in the formulation of these goals ensured that they are realistic, relevant to stakeholders needs, and consistent with Morgan's status as an urban institution.

The University has remained true to its legislative designations, first as Maryland's "public urban university" and now as the State's "preeminent public urban research university," and has embraced and enshrined among its goals the imperative of these designations, to serve the needs of urban communities in general, and the City of Baltimore in particular. Engagement with the community is the specific focus of Goal 5.

Although occupying a unique niche as an urban university, Morgan offers a range of graduate and undergraduate programs that are comparable to those of its peer institutions demonstrating that its goals are responsive to the wider higher education context of becoming increasingly transdisciplinary, multicultural, ethnically diverse and global. Expansion of Morgan's international focus provides evidence of this. Implementation of the English as a Second Language (ESL) program and agreements with the Institute for International Education (IIE) to support students in Brazil's Science Without Borders who are pursuing studies at Morgan are two examples. Additionally, agreements with the Saudi Arabian Cultural Ministry (SACM) have resulted in more than 373 SACM students pursuing advanced degrees at Morgan.

Additionally, since the approval of the Strategic Plan and promulgation of new vision and mission statements, the University has established the [Division of International Affairs](#) and has witnessed an increase in the enrollment of international students to over 800 students in 2017 representing more than 60 countries. Of these, 40 students came from the Brazil Scientific Mobility Program and 140 from Saudi Arabia. During the winter 2017 session, 11 Morgan students studied at the Universidade Paulista in Sao Paulo while another student participated in an Internship Abroad Program in Brazil with AmpYou StartUp in Uberlândia. The University has also signed agreements with institutions in Liberia, China, and South Africa, that have provided study abroad opportunities for Morgan's native students. Morgan has also been designated by the United States State Department as a sponsor of exchange scholars and with the J-1 visa designation the University is currently hosting seven (7) exchange visitors from Brazil, China, Africa and Turkey.

At the same time, the [Study Abroad & Scholar Exchange](#) program is experiencing the largest number of students studying abroad in the University's history. For example, 10 students are scheduled to study during the spring (2018) semester in Germany and another 10 are slated to study in Russia. Morgan's President chairs the HBCU-China Scholarship Network and the Congressional Black Caucus Foundation Scholarship Program, an alliance of more than 40 HBCUs that formed in response to a Chinese government commitment to provide 1,000 scholarships for students from historically black institutions. A total of 28 students studied abroad in China through the HBCU-China Network and the Congressional Black Caucus Foundation Scholarship Program since 2015. Since the inception of the Network, nearly 50 Morgan students have already studied in China.

Programs and services support student learning

Explicit in the University's mission and goals is a focus on student learning and related outcomes (goals 1 and 2), and on institutional improvement (goals 3 and 4) which are supported by administrative, educational, and student support programs and services and are consistent with Morgan's mission. For example, following the adoption of the Strategic Plan, it became clear that achievement of these goals required that new administrative structures be established at the highest level of University governance and the new divisions of D-RED, AOE, IA, and EMASS were created, and each is led by a vice president. Since the formation of D-RED and its Office of Technology Transfer

(OTT), for example, the Morgan's faculty have submitted 39 invention disclosures and filed four permanent and 13 provisional patents with the US Patent and Trademark Office. Under the leadership of a newly appointed Assistant Vice President for Student Success and Retention, the Office of Retention and Student Support, has received additional resources to improve retention and graduation rates and to enhance student support services.

The renewed commitment of human and financial resources to these goals and the aggressive pursuit of external funding has supported the acquisition of new technologies such as Starfish and DegreeWorks which allow more efficient tracking and support of student progress. This has resulted in an increase in the retention rate from a mean three-year rate of 68.2% for 2007 to 2009 to a mean three-year rate of 74.9% for 2013 to 2016. Efforts to increase the graduation rate to 50% by 2025 have recently been launched. The Office of [Student Disability Support Services](#) is another administrative unit providing support for the attainment of student learning outcomes goals. With respect to infrastructure, the recent investment of \$20M in the Next Generation Network and the reorganized Office of Information Technology have enhanced both the instructional and operational functions of the University. The Morgan Cares campaign is another example of administrative support to improve the delivery of student support services and for the pursuit of excellence in all aspects of Morgan's operations.

Periodic assessment of mission and goals

Since 1925, Morgan has been continuously accredited by MSCHE. The last decennial accreditation was achieved in 2008, and a successful Periodic Review Report (PRR) was submitted to MSCHE in 2013. Consistent with State mandates, annual reviews of the Strategic Plan and the review of PAR benchmarks (Appendix 3) reflect the periodic assessment of mission and goals to ensure that they are relevant and achievable. Additionally, the University's [Office of Institutional Research](#) (OIR) conducts as many as twenty-five surveys to assess student performance. The Office of Planning and Institutional Effectiveness conducts additional surveys related to student satisfaction with computer laboratory facilities and with administrative support services, all of which are designed to track indicators of Morgan's progress in the achievement of its mission and goals continuously and systematically.

Summary and Conclusion

Morgan's Strategic Plan clearly articulates the University's mission, vision, goals and core values. This chapter provided an overview and timeline of the development of the Plan and outlined the processes of broad collaboration by which it was developed. The mission statement describes how the University's local, regional and global focus and the five goals associated with it succinctly shape the comprehensive array of intellectual and service activities by which students and faculty operationalize the mission. The chapter highlights study abroad initiatives, Fulbright awards, agreements with international universities, new organizational structures, community engagement and an enhanced culture of research and development, all of which provide ample evidence that the mission defines the university's purpose within the context of higher education, and the students it serves, and that its goals are clearly linked to its mission. The State

mandated annual assessments of the Strategic Plan and PAR reports, a successful MSCHE Periodic Review Report in 2013, the University Dashboard and the Office of Institutional Research's inventory of instruments give evidence of continuous assessment of mission and goals to ensure that they are kept current, realistic and responsive to changing societal and higher education contexts.

STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Morgan State University meets this standard of accreditation. The evidence that supports this Standard and its nine criteria are found in the analysis of data and discussion presented below.

Academic freedom and intellectual property rights

The University's commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights as promulgated by the Board is found in the [Academic Integrity](#) policy which is also published in the current online [Faculty Handbook](#).

Other Board policies, namely [Policy on Copyrights](#), [Policy on Patents](#), and the [Acceptable Use of Information Technology Resources Policy](#), are further iterations of the Morgan's commitment to academic freedom and respect for intellectual property rights. These policies are essential to fulfilling Morgan's new legislated designation as Maryland's preeminent public urban research university. An example of the successful application of these policies in providing financial support, as well as professional recognition for, and in promoting research at Morgan and is the award of United States Patent No: 9,243,017 (January 26, 2016), the first-ever patent awarded to a member of the University's faculty. The patent was for MA-MAEC Metal-assisted and microwave-accelerated evaporative crystallization processes and technology.

Integrity, defined as "honest communications, ethical behavior, and accountability for words and deeds" which are expected from all members of the University community, is one of the six core values detailed in Morgan's Strategic Plan. Evidence of the University's commitment to this core value and to ethical behavior is found first and foremost in its published policies and procedures. For example, the Academic Integrity Policy outlines faculty, student and institutional rights and responsibilities related to the teaching and learning process, intellectual honesty, and the pursuit of new knowledge.

Climate of respect

Morgan meets the criterion of fostering a climate of respect for diversity among faculty, staff, and administration through a myriad of policies, procedures and practices. As an example, the Board's [Gender and Sexual-Based Harassment and Violence](#), [Nepotism](#), and [Nondiscrimination](#) policies and the [Code of Student Conduct](#) are essential in establishing a climate of respect among members of the University community, students, faculty, staff, and administration from a range of diverse backgrounds. The University also submits an annual [Cultural Diversity Report](#) to MHEC that addresses Morgan's

- I. Institutional Plan to Improve Cultural Diversity,
- II. Efforts to Increase the Numerical Representation and Retention of Traditionally Underrepresented Students,
- III. Administrative Staff, and Faculty, Efforts to Create Positive Interactions and Cultural Awareness,
- IV. Other Central Diversity Initiatives, and,
- V. Hate Crime Reporting.

The Office of Diversity and Equal Employment Opportunity ([EEO](#)) is charged with the day-to-day implementation of initiatives to implement the Diversity Plan and to enforce Morgan's non-discrimination policies. The [Division of International Affairs](#), which was established since Morgan filed its 2008 Periodic Review Report, provides opportunities that foster an appreciation of the growing emphasis towards a creating a global academic village at Morgan and a greater appreciation and tolerance of different cultures for international students and faculty. The [Office of Student Rights and Responsibilities](#) has the primary responsibility to manage and direct the University's efforts to promote civility and respect amongst all students in matters involving student conduct.

Morgan has implemented two outreach initiatives designed to foster a climate of respect for members of the University community. The Lesbian, Gay, Bisexual, Transgender, Queer Ally ([LGBTQA](#)) Advisory Council was established in 2013 to improve the campus climate for LGBTQA students, faculty, and staff. In the fall of 2017, the LGBTQA Advisory Council launched a Diversity Climate Survey to better understand students' and staff members' experiences with diverse individuals and viewpoints. The results of the survey will be used to enhance and improve campus diversity efforts. The other initiative was developed by the University Chapel in recognition of the growing religious diversity among the faculty, staff, and students within the University community. The Chapel now offers services for various ministries including Episcopal-Anglican, Muslim, Lutheran, Baptist, Roman Catholic, Intersity, and Apostolic. Also relevant to meeting this criterion is the University website, which provides a variety of "[diversity resources](#)" with links to publications concerning the rights of various populations by race, ethnicity, age, veteran status, sexual orientation and gender identity, including African American, Asian/Pacific Islander, Disabilities & Special Needs, Hispanic/Latino International Students, LGBTQ, Middle Eastern, Native American, Veterans & Military Personnel, and Women.

Data published by the [OIR](#) on the Fall 2015 Student Demographics and Fall 2014 Faculty Demographics demonstrate the diversity of race, culture and ethnicity of those who are teaching and learning at Morgan. Although Morgan is an HBCU, international students comprise almost nine percent (8.8%) of those enrolled while an additional eleven (11%) percent are other than African-American. A majority, 57.8%, percent of the University's full-time tenure track faculty are of races, ethnicities, and national origins other than African-American. Given the diversity within the faculty and the student body, a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives is an important criterion. As such, Morgan's ongoing diversity efforts encompass a commitment to enhancing the equality and inclusion of women, the economically disadvantaged, and those of different sexual orientations and identities, religions, ideologies, and abilities.

Fair and impartial grievance policies and procedures

Morgan has several fair and impartial policies and procedures to address complaints or grievances raised by students, faculty, or staff. Morgan's [Student Complaint Policy](#) is also mandated by MHEC and is a requirement of Morgan's participation in the National Council for State Authorization Reciprocity Agreements (NC-SARA) (Appendix 5). The [Undergraduate Catalog](#) (p. 39) provides for an Academic Appeals Process that shall apply to "any dispute concerning a student's academic standing at the University including, but not limited to, disputes over grades as well as allegations of academic dishonesty." Similarly, the [Graduate Catalog](#) (p. 26) provides for appeals concerning academic progress such as academic sanctions or academic dismissal. As students attending a public university in Maryland, Morgan students may also file grievances with MHEC for alleged violations of Title 13B of the Education Article of the Code of Maryland Regulations ([COMAR](#)) by utilizing the Student Complaint Process.

Morgan's governing Board has approved [a number of policies, procedures, and personnel manuals](#) to assure that the grievances of classified employees are addressed promptly, appropriately, and equitably, including a Classified Employees Manual Appeals of Classified Employee Personnel Actions (C-4), Personnel Manual for Executive and Professional Administrative Staff (P-2), Appeal Procedures for Involuntary Demotion of a Classified Employee (I-2), and an C-6 Appeal from a Rejection of a Classified Employee During Probation Appeal Rejection (C-6). The Board has also approved Faculty Grievance Procedure (F-7) which is also published in the online Faculty Handbook. A Memorandum of Understanding between the American Federation of State County and Municipal Employees (AFSCME Local 1885) (A-5) (herein after "Collective Bargaining Agreement" or "CBA") covers all eligible nonexempt employees and provides, in Article XIII, for a "Grievance Procedure to address alleged violations or disagreements over "any of the provisions" of the MOU.

Conflicts of interest and fair and impartial employment

As State employees, Morgan faculty and staff are subject to [Maryland's Public Ethics Laws](#) conflict of interest provisions. The Public Ethics Law also applies to boards and commissions created by statute, regulation or Executive Order and, thus, the law's

conflict of interest provisions apply to Morgan's Regents. The State Ethics Commission publishes advisory opinions concerning a conflict or the appearance of a conflict of interest. Consistent with State guidelines, the University revised its [Conflict of Interest](#) policy which was approved by the University's Board of Regents in 2017.

The University meets the criterion of fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees in a number of ways. In 2017, the Regents approved a comprehensive Gender and Sexual-Based Harassment and Violence Policy; and in 2014, they updated the Board's Nondiscrimination-Policy. The policy provides for an environment for all employees and students to work free from discrimination against any person or group of persons on the basis of race, color, national origin, religion, sex, sexual orientation, age, marital status, disability, genetic information, gender identity, or any other applicable protected Statuses. Evidence of the University's adherence to its nondiscrimination policies as it relates to compensation of faculty by gender is found in a 2014 [Faculty Pay Equity Study](#) conducted by Pivotal Practices Consulting, LLC. The findings of the study revealed that there was "no evidence of gender-based salary inequities." The [Classified Employees Manual](#) makes provisions for Equal Employment Opportunities, Sexual Harassment, and Immigration Law Compliance.

The University has established an affirmative action program to promote opportunities for persons in protected classes and complies with all federal, State, and local laws and regulations concerning reasonable accommodations for persons with known disabilities. The [EEO](#) Office is charged with the day-to-day implementation of the University's nondiscrimination policies and has established procedures, training and prevention efforts to educate the University community about affirmative action, EEO laws, and Title IX related gender based discrimination issues in an effort to ensure University compliance with applicable federal and state laws. The EEO Office is responsible for enforcing Section 504 of the Rehabilitation Act of 1973, prohibiting discrimination against any qualified applicants, students, or employees based on disability in all programs and activities receiving federal funds; as well as Title I Americans with Disabilities Act of 1991, prohibiting employers from discriminating against an individual based upon disability as it relates to the terms, conditions, and privileges of employment.

The EEO Office also works in close collaboration with administrative divisions, schools, the CLA, as well as with a number of other departments and offices on campus to:

- sponsor monthly Title IX educational forums;
- conduct a sexual assault campus climate survey;
- conduct in-person trainings for faculty, staff, and students; and,
- provide online sexual assault training for students.

Individuals are able to obtain a prompt, fair, and thorough University investigation of a Title IX complaint through the Office of Diversity and EEO and the Office of Student

Rights and Responsibilities. In addition, individuals may pursue a criminal investigation through campus police.

The online **Faculty Handbook** includes the recently revised Appointment, Promotion, and Tenure (APT) Policy approved by the University's Board of Regents which outlines fair and impartial procedures for hiring and promoting faculty. Specifically, the APT Policy outlines a clear set of criteria for tenure and promotion, including instructional performance, research, and service as well as procedures for appealing the decisions made for tenure and promotion applications. The APT Policy also includes due process procedures related to the discipline of faculty, including the notice of charges, hearing, a Faculty Review Committee, and the President's final action.

Honesty and truthfulness in public relations

The University meets the criterion of honesty and truthfulness in public relations announcements, advertisements, recruiting, and admissions materials and practices, as well as in internal communications. The OIR posts [Consumer Information](#) regarding Institutional Policies, General Information, Student Outcomes, Health & Safety, and Financial Assistance to assist prospective and current students in locating important information about Morgan. The posted information complies with the Higher Education Opportunity Act of 2008, which requires colleges and universities to publicly disclose various policies and procedures.

This assessment is based on interviews with the Director, and the Associate Director, of the Office of Public Relations and Communications (OPRC) and a review of OPRC documents: Policies, Procedures and Protocols; MSU Style Guide; and MSU Web Procedures and Guidelines. More importantly, however, this assessment is grounded in two of the University's six core values – Excellence (in all aspects of Morgan's operations to achieve effectiveness and efficiency) and Integrity (honest communications, ethical behavior, and accountability for all words and deeds, from all University members).

The OPRC fulfills this mandate through:

- management and oversight of the University's newly redesigned and highly praised website; its ongoing and outstanding publications (Morgan Magazine, Alumni Newsletter, Bear Facts) and other campus support publication activities; management of all university-related marketing and advertising campaigns; and its proactive media outreach;
- adherence to a timely formal style guide for published or posted print, electronic and digital communications;
- policing the University's trademark (based on its Graphic Identity Manual), issuance of warning(s) when applicable, and referral(s), if needed, to the Office of General Counsel; and,
- approval of all "blast emails" before dissemination, to ensure that the blast serves the purpose and mission of the University, that content is grammatically correct and meets trademark requirements, is not for commercial purposes, does not

violate the law or the rights of others, is not offensive or insensitive to others, and does not violate University's mission, interest, or bylaws.

Concerning Web Communications, the OPRC oversees and manages Morgan's primary website, online newsroom, online events calendar, and mobile app, works with departments and schools to upload content to their respective webpages, and teaches them content management. It adheres to a University Web Procedures and Guidelines Manual which addresses Policy Matters such as Outside Links, Site Removal, Outside Organizations and Space, Browser Issues, Acceptable Use, and Copyright and Trademark, and Procedures such as Website Governance, Establishing and Maintaining an Official Unit Website, Training and Management, Writing Style Guidelines, Use of Images, Morgan's Logo, Required Information, Publishing Ethics, and Morgan's Official Template.

Affordability and accessibility

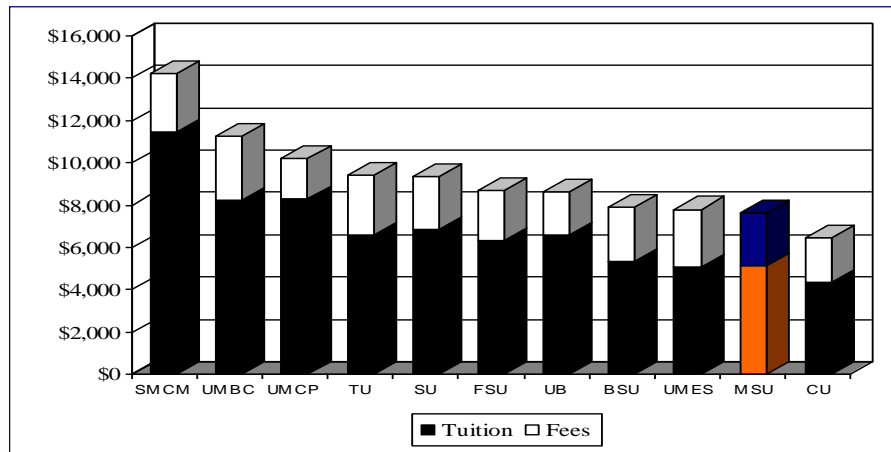
In order to promote affordability and accessibility as well as to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt, the [Office of Financial Aid](#) publishes on its website extensive information about Types of Financial Aid, the Free Application for Federal Student Aid (FAFSA), Federal Work Study, Resource Links, Veterans, Financial Aid Directory, SAP Policy, and the Return of Title IV Funds. With regard to making funding sources and options understandable for prospective and current students, Morgan's website provides clear and ample resources for funding education. These include "Federal Pell Grant (FPELL), Federal Supplemental Opportunity Grant (FSEOG), Federal Direct Stafford Student Loans, Federal Direct Parent PLUS loan, Federal Direct Graduate PLUS Loans, Alternative Loans, Federal Perkins Loan Program, Federal Work-Study (FWS), Institutional Scholarships, and Enrollment Services." As reported by the [Integrated Postsecondary Education Data System](#) (IPEDS), eighty-nine (89%) percent of first-time freshmen enrolling in the fall semester are receiving financial aid, fifty-seven (57%) of whom are receiving Pell grants in excess of three thousand dollars. The website also discloses the directions for filing FAFSA and provides information on how need-based aid is calculated. Additionally, the Office of Student Success and Retention obtained an AmeriCorps VISTA grant to support a [Financial Literacy Program](#) to assist students in better understanding debt, Foundations of Money Management, Budgeting 101, the Basics of Banking, and Identity Protection. The program partners with PNC Bank to provide financial literacy workshops for Morgan students.

As reported in the President's [Legislative Testimony](#) presented to the House Subcommittee on Education & Economic Development and the Senate Subcommittee on Education, Business & Administration regarding the University's fiscal year 2018 Operating Budget, "our undergraduate tuition is the second lowest in the state to provide access to those students in the lower socioeconomic status group." As reported by the President, Figure 1 reflects Morgan's rank related to in-state tuition and fees when compared to the State's other public 4-year universities.

Compliance with federal, State, MHEC, and MSCHE reporting policies

Overall Morgan demonstrates compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements. As an example, the University has established the LGBTQA Advisory Council to make recommendations for improving the campus climate and resources for LGBTQA students, faculty, and staff. Second, as required by the Campus Security Act, the University’s [Office of Police and Public Safety](#) publishes on the University’s website the Campus Security & Fire Safety Report every year prior to the October 1 deadline.

Figure 1 Maryland Undergraduate In-State Tuition by University: FY 2017



The Department also provides “timely warning” notices of crimes that have occurred and pose an ongoing ‘threat to students and university employees’ as mandated, via email message, and discloses, as mandated, in a public crime log any crime that occurred on campus or within the patrol jurisdiction of the campus police or the campus security department and is reported to the campus police or security department ([2016 Clery Report](#)).

Periodic assessment of ethics and integrity

The Office of Assessment at Morgan State University has initiated a number of initiatives in order to conduct institutional assessments, and to monitor graduation, retention, certification, and licensure or licensing board pass rates. Recently the Office conducted a study, [The General Education Data Reports](#), of the success rates of General Education courses in each distribution area and found that the University’s success rate is eighty (80%) percent, or five (5%) above the nation-wide benchmark of seventy-five (75%) percent. The findings of the General Education Data Reports played an important role in informing the focus areas of the University’s recently launched 50 by 25 campaign to increase the graduation rate of first-time, full-time students’ six-year graduation rate to fifty (50%) by the year 2025. The University’s retention and graduation rates are published in the OIR’s [Institutional Research Fact Book](#), and MHEC’s [Office of Research and Policy Analysis](#) also publishes an Annual Data Book

which includes retention and graduation data across Maryland postsecondary institutions.

An additional method of effective periodic assessment is accomplished during the quarterly Board meetings where, among other things, the Regents review and approve University policies, as well as establish the regulatory framework within which the campus departments are to operate. During the 2015 - 2016 academic year, for example, the Regents reviewed and approved several campus initiatives designed to improve the effective delivery of instruction and academic support, such as approval of new on-line degree and certificate programs, approval of more efficient means of achieving dual degrees including the seamless Master's to Doctorate (i.e., MS/EdD) in Mathematics Education and in Science Education, as well as the Bachelor's to Master's (BS and MS 3+2 program). The Master of Mathematics Education was approved by MHEC in 2003. The Doctorate in Mathematics Education was approved in 1995 and re-designated as a research/scholarship doctorate in 2009. The Master of Science Education was approved by MHEC in 2003. The Doctorate in Science Education was approved in 1995 and re-designated as a research/scholarship doctorate in 2009. These achievements help fulfill the University's legislative designation as Maryland's preeminent public urban research university.

Morgan is in compliance with all of MSCHE's applicable fifteen Requirements of Affiliation. By statute, MD Educ Code § 11-105 § (b) (5) (iii), Morgan is Maryland's "preeminent public urban research university." As of the official State mandated fall 2017 semester "freeze date" of October 16th, enrollment, including undergraduates and graduates, exceeded 7,700 students. The University communicates with MSCHE in English and complies with applicable MSCHE interregional and inter-institutional policies. The [Strategic Plan](#) contains a mission statement that defines its purpose within the context of higher education. The University conducts a battery of national surveys as well as more than twenty-five institutional surveys (Appendix 4) in order to evaluate its educational programs and to demonstrate to the public how and in what ways Morgan is accomplishing its purposes. All of Morgan professional degree programs (except Nursing, which is in candidacy) are accredited by their respective national professional accrediting organizations. All faculty teaching online courses must satisfy the requirements of the Online and Hybrid Course Teaching Policy published in the Faculty Handbook including satisfactorily completing Quality Matters training in online course design and instruction.

The Strategic Plan's 5 goals and corresponding strategic initiatives integrate goals for academic and institutional effectiveness, student achievement, and assessment instruments and procedures for measuring success. Morgan is only one of a few HBCUs with a Moody's A+ bond rating. In addition to State funding of approximately \$100 million, the University is awarded about \$30 million annually in contracts and grants and has announced a sesquicentennial capital campaign goal of \$250 million. The Regents publish information concerning membership, bylaws, minutes, policies, and meeting announcements consistent with Maryland's Open Meetings Act on the [Board's website](#). None of the Regents have a personal financial interest in in the

institution beyond donations and/or contributions to the University and/or to the Morgan State University Foundation. Morgan and its governing Board makes accurate, fair, and complete information available to MSCHE and to all appropriate agencies and organizations requesting such information. Finally, the University has a core of more than four hundred and thirty-eight (438) full-time faculty who, in conjunction with the PSVPAA, the Deans' Academic Affairs Council, and other appropriate professionals, have responsibility for assuring the continuity and coherence of Morgan's educational programs.

Summary and Conclusion

In summary, the evidence suggests that the University is successfully achieving the goals and initiatives relevant to Standard II on ethics and integrity. Specifically, Morgan publishes and adheres to policies and procedures promulgated by its governing Board, as well as policies and/or procedures found in other publications including, but not necessarily limited to, the online Faculty Handbook, the Code of Student Conduct, undergraduate and graduate catalogs, and employee manuals. Collectively, these policies and procedures demonstrate the University's commitment to academic freedom and demonstrate respect for all constituents and stake holders at the University by upholding fair hiring practices and maintaining clear grievance procedures. Further, many offices and policies have sharpened the focus on upholding this standard in the face of increased diversity in the University community. In several areas, Morgan meets this standard exceedingly well. The first particular strength includes the formation of the Lesbian, Gay, Bisexual, Transgender, Queer Ally (LGBTQA) Advisory Council to improve the campus climate for LGBTQA students, faculty, and staff. Second, the enactment of a new Conflict of Interest policy in 2016 reinforces the significance of ethics and integrity in research conducted at the University by students and faculty.

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level and setting are consistent with higher education expectations.

Morgan State University meets this standard of accreditation. The evidence that supports this standard and its eight criteria is found in the analysis of data and discussion presented below.

Certificate, Undergraduate, Graduate, and Professional Programs

Classified by the Carnegie Foundation as Doctoral Research Universities: Moderate Research Activity (DRU-R3), Morgan is one of approximately 360 of the more than 4,600 institutions of higher education across the United States with this Carnegie

classification and just one of 10 of the 105 HBCUs with a DRU-R3 designation. The University offers a comprehensive array of baccalaureate (45), PBC (11), master's (38), and doctoral (17) degree programs, a total of 111 programs combined, including 10 online degree and 4 online PBC programs. All of Morgan's degree and certificate programs are approved by [MHEC](#), and all professional degree programs are accredited by or preparing for review by their respective professional organizations. As such, Morgan's professional, undergraduate, and graduate degree and certificate [programs](#) reflect the recognized higher education credential, require a length of study appropriate to the objectives of the degree and/or certificate program, and are designed to foster a coherent student learning experience and to incentivize undergraduate as well as graduate student research. A unique partnership with [Goldman Sachs](#) illustrates the strength of education instructional services provided by University faculty where Morgan is serving as the lead institution in Goldman Sachs' expanded 10,000 Small Business Program in Baltimore City.

As a Doctoral Research University, [Morgan](#) offers students a variety of learning experiences, teaching modalities, program pace and schedules, and degree levels designed to foster a coherent student learning experience and to promote synthesis of learning. The very first goal of Morgan's [Strategic Plan](#), Enhancing Student Success, commits the University to creating "an educational environment that enhances student success by offering challenging, internationally relevant academic curricula, and welcoming and supporting a diverse and inclusive campus community." Properly designed, credentialed, and internationally relevant programs that meet degree and/or certificate objectives prepare and equip students with the necessary knowledge and skills that will ensure their success in both national and global professional fields.

Morgan's Doctoral Research designation enhances the [faculty's](#) capacity to secure [external funding](#) to undergird the student learning experience and help to promote synthesis of learning. Annually, Morgan averages about \$30 million in grants and contracts across a variety of disciplines and much of the funding is earmarked for direct student support or enhancement of the student learning experience. Table 8 (in Standard VII of this Self-Study) reflects a partial list of ongoing grants and contracts at the university that demonstrates the success of faculty in securing grants and contracts that support student learning in a variety of academic disciplines. The grants and contracts enhance teaching and learning in science, technology, engineering and mathematics (STEM) disciplines; support participation in the biomedical, behavioral, and social sciences among underrepresented minority students; and provide demonstration projects that improve retention and degree completion among adult and nontraditional students.

Qualified faculty

Student learning experiences at Morgan are designed, delivered, and assessed by a sufficient number of [faculty](#) and other appropriate professionals who are excellent in teaching, who conduct intensive [research](#), and who are effective in public service and community engagement. The creation of a culture of scholarly activity involves having

targeted professional development as well as a system of rewards that incentivizes such activity. Morgan’s [Appointment, Promotion and Tenure Policy](#) (APT Policy) includes both scholarly activity in the form of publications in academic venues and such creative activity as performances and exhibits, and artistic, professional and creative work as criteria for promotion and tenure. The Office of Sponsored Programs also provides workshops and seminars for faculty on an on-going basis aimed at increasing faculty competencies in grant-writing and grant management. Evidence that Morgan meets this criterion and is achieving the objective in Goal 1 of the [Strategic Plan](#) of Enhancing Student Success is found in IPEDS data compiled by the National Center for Education Statistics. Current [IPEDS data](#) reveal 438 full-time and 103 part-time faculty provide instruction or are engaged in research and/or public service. Data on faculty productivity from 2013 through 2017 are referenced in Table 2.

Table 3 Faculty Productivity: 2013 - 2017

Productivity	2013-2014	2014-2015	2015-2016	2016-2017
Books/Book Chapter Published	49	36	37	38
Refereed Publications	117	130	145	148
Abstracts, proceedings, online publications	130	132	140	145
Creative Activities	104	110	108	110
Professional Presentation	222	220	230	235
Public Service	431	511	520	525
External Grants	\$30 M	\$26 M	\$31 M	\$31 M

The average student-teacher ratio for the University is 15:1. There are three tenure-track faculty ranks Assistant Professor, Associate Professor, and Professor and the minimum qualifications as provided in the [APT Policy](#) requires that for all three ranks,

The candidate must have earned the terminal degree from an accredited institution in the discipline or closely related discipline in which the candidate teaches and must show evidence of or demonstrate potential for achieving excellence in instruction (which includes student advising), research and service.

The APT Policy requires that non-tenure track faculty appointed to the rank of Instructor “must hold at least the master’s degree from an accredited institution.”

As a public university in Maryland, Morgan is bound by several provisions in §13B.02.02.17 of the Code of Maryland Regulations ([COMAR](#)) regarding faculty. These provisions require a faculty member employed by an in-State institution to “be competent on the basis of their formal education and professional experience (§A) and to have completed formal studies at an institution accredited by an organization recognized as an accrediting agency by the United States Department of Education (§B). Specifically, §13B.02.02.17(§F) requires “At least 35 percent of the full-time faculty in colleges offering baccalaureate or higher degrees, and 50 percent of the full-time faculty in universities and in separately graduate institutions or centers shall hold a terminal degree in the field in which they teach.” Morgan exceeds the thresholds of competent [faculty](#) established by the State.

Effectiveness in teaching is [assessed](#) in one measure by students who complete on-line 5-point Likert scale evaluations of their courses across several dimensions of instructional processes including course organization, assignments, grading, communication, feedback, and assessments. During the 2015-2016 academic year, the average course evaluation rating was in the “High Performance” range – 81% - 86% out of 100%. Course evaluation results are used by faculty to improve quality of instruction and by administrators as one of several measures in determining faculty appointments, promotions, and tenure. Some of the key elements that are found in well-developed course syllabi include, course name and number, course description and objectives, grading system, bibliography and text requirements, lecture and lab contact hours.

Teaching effectiveness is also assessed as a function of a faculty member’s application for tenure or promotion in rank. Encompassed within Morgan’s APT Policy are ten measures of “instructional performance” including student evaluations, course materials, texts, manuals, or other written instructional materials, published instructional materials, observation of teaching by the department chair and designated faculty, supervision of graduate or undergraduate research, student advising, curriculum innovation and development, teaching introductory or service courses, and supervision of student field experience or clinical activity.

Faculty are provided with and utilize sufficient opportunities, resources, and support for [professional growth](#) and innovation. Annually, \$100,000 is designated in funding for professional development for faculty. The Faculty Development Funding Committee, comprised of two representatives from the CLA and from each school, was charged by the PSVPAA to utilize competitive funding criteria by which to allocate funds to applicants. This funding is utilized for wide-ranging activities including domestic and international conference travel, seminars, on-campus conferences, webinars, and workshops. Upon their return, faculty must submit a report outlining the impact of their funding. Additionally, the President has implemented a revenue sharing model effective July 1, 2018 (Appendix 6), whereby for each fiscal year the [Division of Academic Outreach and Engagement](#) will account for all revenues and expenses associated with both summer and winter sessions. Net revenue in excess of \$1.0 million shall be distributed as follows: "thirty-four (34) percent of the net revenue remaining after the General Fund has retained its 60% (of the net revenue in excess of \$1.0 million) shall

be distributed to the [Division of Academic Affairs](#) to support the most successful departments and faculty and to 'incentivize' under-performing departments and faculty."

In this revenue model, the PSVPAA, in conjunction with the CLA and school Deans, will be responsible for making the decisions regarding how these funds will be prioritized and allocated among the faculty and/or their departments. The D-RED's Office of Technology Transfer provides assistance to Morgan faculty on such issues as patent applications, trademarks and copyrights, invention disclosures, and technology commercialization. An example of the successful support provided to faculty applying for patents is the award of a full patent (US Patent No: 9,243,017, January 26, 2016) to a Morgan faculty member focused on "Metal-assisted and microwave-accelerated evaporative crystallization, MA-MAEC" technology. Faculty are reviewed annually and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures based on guidelines specified in the online [Faculty Handbook](#). Faculty are also required to submit Individual Annual Reports via an online Outcomes Assessment platform which are reviewed by departmental chairs and their respective Dean.

Academic Programs of Study

Morgan's academic programs of study are clearly and accurately described online in the University's undergraduate and graduate [catalogs](#). Contained within the catalogs are all of the program requirements including the sequence of courses for every major, concentration, and track. Additionally, many programs of study including the School of Graduate Studies publish student handbooks to help students better understand their program requirements and follow their degree path. To further enable students to follow degree and program requirements, to improve retention rates, and to reduce expected time to completion, Morgan employs several students learning, advising, tutoring, early alert, degree planning, and auditing software programs including:

- [Degree Works](#) enables faculty and the Registrar to accelerate degree audit approvals by providing a robust, scalable and configurable campus-wide solution that meets all requirements of the degree auditing process. Degree Works is integrated with the University's information management system (Banner) so that interactions with students are recorded and progress towards degree is systematically monitored.
- [Starfish](#) improves student advising by facilitating the delivery and assessment of programs which identify at-risk students and increase engagement with instructors and with tutoring services. Starfish has increased faculty triggered early alerts, increased students' utilization of campus resources, and provided seamless, transparent, and user friendly monitoring and tracking of students in high-risk cohorts, all in one online resource.
- [Read Speaker](#) allows students to listen to any text content or online document while assisting the University in providing equal access and instructional opportunities to students with documented disabilities in compliance with Section 504 of the Rehabilitation Act and the Americans with Disability Act (ADA).

- [Smarthinking](#) offers free 24/7 online tutoring to all Morgan students in a variety of subjects. The tool includes an online writing center with tutors who are live and responsive, not pre-recorded video resources.

Learning Opportunities and Resources

The criterion of sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress is consistent with the University's [Strategic Plan](#) goals of Enhancing Student Success, Enhancing the University's Status as a Doctoral Research University, and Growing the University's Resources. Morgan has sufficient resources to support its undergraduate and graduate programs as well as support students' academic progress. For example, based on recommendations from the [Indirect Cost](#) Committee, the President agreed that thirty-five (35%) percent of indirect cost revenue above \$2.3 million is to be allocated to several divisions, offices, and institutional programs including the Office of the PSVPAA, the Vice President for Research and Development, the CLA, schools and departments, principal Investigators, and for start-up funding.

A variety of types of [financial aid](#), institutional as well as external funding, are available to support students' academic progress. Undergraduate as well as graduate students who meet the requirements for the Free Application for Federal Student Aid (FAFSA) may be eligible to receive financial support through several federal programs. [Graduate students](#) who successfully complete the FAFSA may qualify for a Federal Direct Loan (FDL) and/or the Federal Work Study Program (FWSP) and also may qualify for teaching and research assistantships or as graduate assistants serving in administrative offices. In addition to the FDL and the FWSP, undergraduate students may qualify for a Pell grant and other federal [financial aid](#) programs as well as a number of institutional and [Morgan Foundation](#) scholarships and grants. [IPEDS](#) data reveal that more than half (57%) of all undergraduate students receive Pell grants and more than three quarters (76%) receive some form of federal student loans.

Graduate students at Morgan may qualify for financial assistance from the Maryland based Goldseker Foundation, from the federal Title III Part B, Strengthening Historically Black Graduate Institutions (HBGI) Program, and/or from the DeCosta and several other smaller institutional fund accounts. An endowment has also been established in order to support, in perpetuity, the broad mission of the [School of Graduate Studies](#) namely recruiting, admitting, retaining, and graduating graduate students. As such, providing scholarships to graduate students is one of several initiatives supported by distributions from the Endowment for the School of Graduate Studies. All foundation, federal, and institutional funds that support graduate students are administered by the School of Graduate Studies.

In addition to the financial support of students' academic progress, across Morgan's nine schools and the [CLA](#), students are provided with numerous learning opportunities and resources in the form of Capstone Experiences, Internships, Research Opportunities, and Student Resources. Capstone experiences are courses, projects,

and/or comprehensive evaluations required of all majors in order to advance in or complete the curriculum. For example, the [School of Architecture and Planning](#) provides a 225 seat studio that simulates a professional work environment for its students as well as its B.E.A.R Lab which provides a tool library as well as wood, metal, and digital fabrication for student projects. Internships are field placements where students are required to engage in hands-on work in an agency, office, or organization related to their major in order to advance in or complete the curriculum. Clinical-based experiences are required and arranged by the program typical of the professionally-oriented majors including Community Health, Nursing, Education, Social Work, and Medical Technology.

To complement its academic educational opportunities, Morgan also offers students multiple co-curricular experiences that contribute to student learning and academic success. The Division of Student Affairs supports student learning through [Living Learning Communities](#) (LLCs) which provide a supportive environment where peer support and collaboration with faculty and staff help students to achieve both academic and personal success. The LLCs connect students with common majors, interests or program affiliation through community centered residential experiences. These co-curricular and extracurricular programs allow students to demonstrate learning by applying their knowledge in a variety of settings. Opportunities include volunteer, mentoring and work study positions in the [Office of Community Service](#) as well as participation in other student organizations such as the Student Government Association ([SGA](#)), the Male Initiative on Leadership and Excellence ([M.I.L.E.](#)), Elevating Voices of Leadership Virtue and Excellence ([E.V.O.L.V.E.](#)), and the Inter Residence Hall Council (IRC).

Consistent with Goal 5 of the Strategic Plan, Engaging with the Community, a number of community-based organizations provide students with additional and unique learning opportunities and resources. Examples of such community organizations that enhance student learning, undergraduate as well as graduate, include, but are not limited to, the Baltimore City Public Schools, the Baltimore Collegetown Network ([BCN](#)), and the House of Ruth.

Another co-curricular opportunity that enhances student learning at Morgan is intercollegiate competition in several academic challenges including:

- The National "Black Enterprise Tech ConneXt Summit" [Hackathon](#), held in Santa Clara, CA each October. College juniors and seniors from various HBCUs are challenged to develop technology applications that would help users to "create budgets, track spending, manage expenses, review credit history, develop and execute a savings and investment plan, and break old habits that can sabotage wealth-building efforts;"
- The [Honda Campus All-Star Challenge](#); and, the
- Business Plan [Competition](#) Architectural Competition

Intellectual, Cultural, and Global General Education

The new [General Education](#) framework was launched in 2014 with characteristics aimed at academic excellence and educational effectiveness. The framework was informed by an assessment project of the General Education Task Force in spring 2011. The Task Force examined: (1) the functionality and relevance of the General Education program in operational terms; (2) compliance with State, MSCHE, and professional association requirements; and (3) the impact of the General Education program on student time-to-degree, transfer, and graduation. The new framework was guided by seven objectives derived from the recommendation of the Task Force, Deans, and provost. Achievement highlights include and are not limited to:

- Reduction of program credits from 46 to 40 (completed in October 2014);
- Total number of critical thinking courses increased from 1 in spring 2017 to 4 in fall 2017;
- Redesign of ENGL 101 and 102 (student-centered approach and high impact practices);
- Innovative Use of Large Enrollment courses (technology and academic engagement); and,
- Use of assessment plans, signature assignments, National Survey of Student Engagement (NSSE), course success rate aligned with national benchmark of 75 percent, the Collegiate Learning Assessment.

The General Education Review Committee was convened to focus on student time to degree, preparation for global citizenship, and improved student success and graduation. The General Education Program is designed to assist students in developing the appropriate habits of mind for life-long learning, working and living. These habits of mind inform students' intelligent behavior in response to information, situations and problems and developing solutions. Because the University prepares a diverse population of students to "grow the future and lead the world," it is crucial that its General Education Program offers a compelling intellectual experience that expands students' cultural and global awareness and sensitivity; provides them with a curriculum in which they acquire and demonstrate, at a minimum, basic skills in oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. The General Education Program is also designed to instill the core values of a Morgan education including the study of ethics and diverse perspectives.

MHEC requires that colleges and universities in Maryland offer general education courses in five categories: written communication, critical thinking, quantitative reasoning, scientific reasoning, and information literacy. New courses are routinely evaluated by the General Education Committee and added to increase offerings. In Spring 2017, for example, the following courses were added to critical thinking: "Religions, Spirituality and the Helping Tradition" (Social Work); "Communication and the Black Diaspora" (Global Journalism & Communications) and "Place Matters: Introduction to the Contemporary City" (School of Architecture & Planning).

Morgan’s General Education Program establishes a number of significant goals and high learning expectations for Morgan students. Table 3 below illustrates the knowledge expected to be acquired and skills expected to be developed in ten (10) areas by students through the [General Education](#) Program. Student learning outcomes are assessed and evaluated through a number of direct measures including standardized tests, exams, portfolios, research projects, written assignments, etc., as well as through indirect measures such as course evaluations, student surveys, alumni surveys, and completion rates.

The [OIR](#) in conjunction with the Office of Assessment and Operations ([OAO](#)) administers the [Collegiate Learning Assessment](#) which tests students’ critical thinking, analytic reasoning, problem solving, and written communication skills. The OIR and OAO also administers the National Survey of Student Engagement ([NSSE](#)) which collects information at four-year colleges and universities about student participation in programs and activities provided for student learning, academic engagement, and personal development. Results indicate that Morgan freshmen are on par with their

Table 4 General Education Knowledge and Skills

NO.	KNOWLEDGE and/or SKILL	EXPLANATION
1.	Collegiate Learning Skills	ability to listen actively, to read extensively and understand fully
2.	Information, Computer and Media Literacy	gather information in both print and electronic media online and in academic research databases and evaluate sources for credibility and appropriateness;
3.	Information Synthesis	synthesize and critically analyze information and to communicate this information orally and in writing;
4.	Oral and Written Expression	mastery of the fundamentals of oral and written expression in standard American English
5.	Quantitative Analysis	solve mathematical and computational problems as well as strengthen foundational knowledge of real-world applications
6.	Scientific Method and Analysis	practice methods of scientific inquiry, demonstrate problem-solving techniques in the biological, physical, and social sciences
7.	Scientific Theories and Applications	apply scientific knowledge and theories from the pure sciences to the physical environment
8.	Theories and Issues in Society and Human Behavior	practice scientific inquiry into society, social groups and human behavior and develop civic competency
9.	Principles of Healthful Living	demonstrate understanding of health as a personal, group and social issue and principles of healthful living, physical fitness, general wellness, stress reduction and recreation
10.	Arts and Human Culture, Thought and Values	demonstrate foundational knowledge of the arts, history, institutions and legacies of Western and of nonwestern civilizations including those of the African Diaspora

counterparts attending Morgan's Carnegie peer institutions. According to the benchmark comparison of the level of academic challenge, Morgan seniors experience greater academic rigor than their counterparts at peer institutions and nationally.

Graduate and Professional Education Programs

In 1964, the [School of Graduate Studies](#) was approved to offer master's degrees in Elementary and Middle School Education, History, and English while the first doctoral degree, Urban Educational Leadership, was not established until 1979. Today, the School of Graduate Studies [offers](#) sixteen doctoral programs, thirty-eight master's degree programs, and eleven certificate programs. As of the fall semester 2016, a total of 1,326 graduate students were attending Morgan State University. [Enrollment](#) patterns have increased steadily from 796 in 2006 to 1,326 in 2016. For the Fall 2016 semester, 571 students applied for graduate admission, 452 were admitted and 302 enrolled.

Graduate degree and certificate [programs](#) are offered across disciplines in the College of Liberal Arts and the Schools of Education and Urban Studies, Business and Management, Social Work, Community Health and Policy, Architecture and Planning, Global Journalism and Communication, Engineering, and Computer, Mathematical, and Natural Sciences. Each graduate program provides opportunities for graduate students to develop research, scholarship, and independent thinking. All of Morgan's approved degree programs including graduate programs are published by both MHEC and by OIR according to the Classification of Instructional Programs (CIP) and the Higher Education General Information Survey (HEGIS) codes. The complete inventory of Morgan's graduate and undergraduate degree programs are listed by MHEC [as Institution Program Inventory](#) and by OIR as [Approved Academic Program Inventory](#). The current graduate catalog also lists all graduate degree and graduate certificate programs.

Graduate faculty are actively engaged in research, publication, teaching graduate courses, guiding research for master's theses and/or doctoral dissertations, and all graduate courses are taught by faculty and/or other professionals with credentials appropriate to graduate-level curricula. Evidence that graduate courses are taught by faculty and/or other professionals with appropriate credentials is found in minimum qualifications for appointment to faculty ranks in the APT Policy which requires tenure-track faculty to "have earned the terminal degree from an accredited institution in the discipline or closely related discipline in which the faculty member teaches." Additionally, the [Graduate Council's](#) requirements for full membership in the graduate faculty is consistent with the APT Policy's criteria for appointment to faculty ranks.

Full members of the graduate faculty may teach master's and doctoral classes, and chair master's theses and doctoral dissertations. Associate members of the graduate faculty are expected to possess the terminal degree and "hold academic credentials sufficient to support an appointment at the University at the rank of Assistant Professor or higher." In contrast to Full Members, Associate members may "not serve as chairpersons of doctoral/dissertation committees."

The Center for Excellence in Teaching and Learning (CETL) assists faculty and graduate teaching assistants (TAs) in creating innovative and active learning environments to promote best practices in teaching that celebrate diversity and lead to student success. CETL's work is guided by the scholarship of teaching and learning that is in turn grounded in the research in the field of faculty and educational development. Opportunities include orientations for new faculty and TAs, workshops, faculty institutes and conferences, online resources, and classroom observations and consultations focused on assessment. In the fall of 2017, twelve workshops were offered to faculty and TAs from across the CAL and all of the academic divisions at the University.

The [D-RED](#) is primarily responsible for developing research policy, maintaining oversight of grant and contract management and compliance, technology capture and commercialization, and enhancing the graduate faculty's capacity to obtain sponsored funding for their research activities. Graduate students' opportunities to develop research, scholarship, and independent thinking are enhanced by the funded research garnered by University faculty when they are hired as research or project assistants and are given hands-on environments for developing research skills. Post-doctoral research opportunities are also offered to students. Some of the primary sources of institutional funding for graduate students are assistantships, fellowships, tuition awards and teaching assistantships.

Research centers at the University provide additional opportunities for graduate students to develop research, scholarship, and independent thinking skills. Among the [University research centers](#) in which graduate students are receiving assistantships, fellowships, tuition awards and teaching assistantships are the [Patuxent Environmental & Aquatic Research Laboratory](#) (PEARL), National Transportation Center, Advance Engineering Design Center, Center for Advanced Energy Systems and Environmental Control Technologies, Engineering Visualization Research Laboratory, Center of Excellence in Systems Engineering for Space Exploration Technologies, Biomedical Research Center, Center for Health Disparities Solutions, National Center For Health Behavioral Change, and the Institute for Urban Research. Additionally, The University has approximately 25 researchers located at NASA's Goddard Facility in Greenbelt, Maryland conducting atmospheric and earth sciences research.

A Memorandum of Understanding (MOU) between Morgan State University and James Madison University (JMU) has, since 2009, established a visiting fellowship program designed to include Morgan doctoral students in JMU's [Preparing Future Faculty](#) (PFF) Program. As part of the PFF program, select Morgan doctoral students teach courses at JMU and are mentored by senior JMU faculty as the doctoral student completes his/her dissertation. Originally designed for doctoral candidates in the Department of History, the program was reviewed and renewed in 2012 and has been expanded to provide Morgan's doctoral candidates from other disciplines to be included in the PFF at JMU. The following is the list of Morgan's doctoral students who have served as visiting fellows in the Preparing Future Faculty Fellows at JMU 2009.

Table 5 MSU Preparing Future Faculty Fellows at JMU: 2009 – 2016

DOCTORAL FELLOW	DISCIPLINE	YEAR
Godfrey Vincent	History	2009 - 2010
Gwinyai Muzorewa	History	2010 – 2011
Marcus Allen	History	2011 - 2013
Barbara Franklin	Mathematics Education	2012 - 2014
Lynn Washington	English (postdoctoral)	2013 - 2014
Barbara Franklin***	Mathematics Education (postdoctoral)	2015 - 2016
Bridgette Robinson	History	2015 - 2017
Zaakira Din	History	2017 - 2018

*** Barbara Franklin now has one-year full time instructional position at JMU for the 2017-2018 academic year teaching Mathematics and Statistics.

Because of the success of the Morgan – James Madison visiting fellows program in enhancing doctoral graduate student success at Morgan, a similar visiting fellows program has been developed between Morgan and Monmouth University in New Jersey.

Academic Technology Services: Student Support

[Academic Technology Services](#) (ATS) is a unit within the OIT which provides support for the innovative and imaginative use of technologies to strengthen teaching, learning, and scholarship at the University. The ATS has skills in instructional design, educational multimedia, and professional development and is available to assist faculty, staff and students the use of the technology. The following is a summary of the academic/instructional technologies and related professional development activities ATS provides:

[Blackboard Learning Management System \(LMS\)](#): The ATS also manages and supports Morgan’s LMS by providing both technical support and professional development for faculty, staff and students. Blackboard is hosted off campus; however, the ATS is tasked with providing front-end support for all members of the Morgan community. Blackboard users must authenticate through Active Directory in order to gain access; all courses and organizations, therefore, are password protected. All courses and course enrollments are automatically added to Blackboard through its integration with Banner. A basic course shell is provided for all courses every semester. Instructors are tasked with adding their course material, and utilizing the features of Blackboard. Specific course templates are provided to faculty teaching fully online or hybrid courses. These courses are subject to Quality Matters rubric standards, and development is overseen by academic departments, as well as Morgan Online.

In addition to course sites, Blackboard also provides “organization sites” for campus organizations and committees, including organizations for every major, as well as numerous student groups. Administrative units serving students also use Blackboard

organizations to communicate with their constituents. Professional development for faculty and/or leaders of Blackboard organizations is provided through face to face workshops, department based training sessions, webinars, video tutorials and a support website. Students also have access to the Blackboard Support Site, which contains both written instructions and video tutorials. The OIT's ATS provides a Blackboard technical support service 24/7x365 for students, faculty and staff.

Blackboard Collaborate Ultra: Blackboard Collaborate Ultra is a virtual meeting (virtual classroom) tool that is a feature of Morgan's LMS. Instructors use Collaborate Ultra to conduct synchronous meetings with students, offer online office hours, and host guest speakers. Professional development for Collaborate is provided through face to face workshops, webinars, department based training sessions, video tutorials and a support website. Students also have access to the Collaborate Support Site, which contains both written instructions and video tutorials.

Respondus Suite: Morgan subscribes to the full suite of Respondus products, including its test creation software, Lockdown Browser, and StudyMate. The test creation software (called Respondus 4) is available only to faculty/staff; it's used to generate or create tests offline and then upload them to Blackboard. The Lockdown Browser/Monitor is used to deter cheating on online tests. The Lockdown Browser is a web browser that prevents students from printing, copying or opening software applications while taking an online test. Monitor is used to confirm the identity of the student taking the test and to video capture the student as they take the test. Monitor flags suspicious behavior for faculty review. The Lockdown Browser/Monitor software is available for free to students and may be accessed through links within Blackboard, as well as on the ATS Blackboard students support website. The use of Monitor requires students to own a web camera (either external or integrated on a laptop).

StudyMate is a tool used to create review materials for students. Facts, terminologies, and definitions are added to a database; students may then view this information in the form of online review games such as flash cards and crossword puzzles. Faculty incorporate StudyMate activities directly into their Blackboard courses. Professional development for faculty and/or leaders of Blackboard organizations is provided through face to face workshops, department based training sessions, webinars, video tutorials and a support website. [Blackboard for Students](#) provides student friendly written instructions and video tutorials. ATS provides syllabus blurbs for the use of the Respondus Lockdown browser for faculty to use in their courses.

Atomic Learning (Hoonuit): Morgan State subscribes to Atomic Learning, currently renamed Hoonuit, which provides anytime, anywhere access to a vast library of online learning resources relating to instructional practices, career readiness, student engagement, and technology use. Resources on Hoonuit include videos as well as related support documents. The Hoonuit video series are organized into units in which students view video resources, practice the skills, then take an assessment. Upon completion of a Hoonuit series, students can receive a certificate of completion.

The Hoonuit system also supports a robust “Campus Training” area into which ATS as well as other campus units can upload and serve custom training to students or other end-users. Academic departments, administrative units (including OIT, HR, Morgan Online) use the Campus Training area to support staff/students with Morgan-Related training and resources. Training for faculty/staff and students is provided on the Atomic Learning Information website, in department based training sessions, as well as in one-to-one training sessions. Hoonuit videos may be accessed directly from either the Atomic Learning or the Blackboard LMS websites.

[Panopto Video/Lecture Capture & “Record & Go Studio:](#)” Morgan utilizes Panopto as its video management system including a video content management system for uploading, managing, and sharing video and audio files. Panopto provides a centralized, secure place for recorded lectures, flipped classroom videos, and campus events that includes built-in video analytics, a web-based video editor, automatic encoding to ensure videos play efficiently on any device, and a unique search engine that helps students review material mentioned or shown in their course videos. Panopto videos also include an automatic captioning feature that video authors use to ensure their videos are ADA compliant.

Faculty, staff, and students use Panopto to produce class videos, video assignments, vlogs, and podcasts. Panopto may be used from any location and the Panopto Record and Go Studio is available to all faculty, staff or students. The ATS provides complete training and technical support for individuals wishing to use the studio. Training is conducted in person; however, ATS also provides a support website for faculty, staff and students. Panopto videos may be placed directly into a Blackboard course, or shared in through web links or RSS with students. Faculty use the Record & Go Studio to create instructional videos, while students use it to complete various presentations or assignments. Non-academic groups use it to create video content such as interviews, or training. Professional Development for Panopto and the Record & Go Studio are available in person with ATS staff, or via the ATS website.

[NBC Learn Digital Media Collection:](#) [NBC Learn](#) is a rich, dynamic, and innovative resource that provides thousands of historic news reports, current events stories, original content, primary source documents, and other digital media specifically designed to help teach and engage students of all levels and abilities. Morgan subscribes to NBC Learn Higher Ed, as well as NBC Learn K12. NBC Learn videos may be viewed directly online (from the NBC Learn website), offline through a video download tool, or within any Blackboard course or organization. Instructors enhance their course content with NBC Learn Videos as part of unit/topic introductions, discussion starters, or as content within case studies. Training for NBC Learn videos is provided via online webinars and a support website, as well as in one-to-one training sessions for faculty.

[Smarthinking 24/7 Online Tutoring](#) (Smarthinking): Morgan subscribes to Pearson Learning’s Smarthinking Online Tutoring Services. Smarthinking provides 24/7 online

tutoring available for free to all Morgan students. This service offers tutoring in a variety of subjects, as well as an online writing center. The tutors are live and responsive, not pre-recorded video resources. Smarthinking is integrated into Blackboard; students access the service by clicking on a menu link within their Blackboard courses. Information and instructions for use are available at the Smarthinking website.

Teach Online: The ATS conducts a Teach Online workshop each. This three-week online course explores the online teaching and learning environment by introducing online learning principles and instructor competencies. Participants experience online learning from the students' perspective, as they explore and master specific competencies needed to facilitate their own online course. Topics include the following:

- Orienting students to the online learning environment
- Basic instructional design principles as applied to the facilitation of online courses
- Pedagogical approaches to facilitate online learning
- Social processes and presence
- Facilitating online discussions
- Managing assessment in the online environment
- Technical and Learning Management System (LMS) skills are included
- Developing a plan for their continued professional development

At present, the University engages no services of independent contractors and service providers in the design, delivery, and assessment of credit bearing courses. Several professional programs including Education, Nursing, and Social Work require that students successfully complete clinicals, internships, and/or cooperative education experiences in order to satisfy degree requirements. In such cases, there are several levels of institutional review and approval of any student learning opportunities designed, delivered, or assessed by third-party providers. All such courses are part of the regular inventory of credit courses that have received prior review and approval by departmental and/or school or the CLA curriculum committee review, Graduate Council review and approval by the Vice President for Academic Affairs.

The Center for Continuing and Professional Studies (CCPS) at Morgan serves the lifelong educational needs of traditional and non-traditional students and offers a variety of non-credit courses focused on workforce readiness, professional development and personal enrichment. In 2014, the CCPS initiated a collaboration with Ed2go, a third-party vendor, to provide online continuing education courses. Through this collaboration, students may select from over 300 online non-credit classes and nearly 200 career-training programs tailored to enhance their professional development and personal enrichment.

Periodic Assessment of Program Effectiveness

[Program Review](#) is a systematic way of assessing the quality of academic programs at Morgan and determining ways to improve the quality of education, scholarship, and service. Program review also identifies opportunities for improvement in each discipline. There are a number of programs, for example, the National Council for Accreditation of Teacher Education ([NCATE](#)), the Association to Advance Collegiate Schools of Business ([AACSB International](#)), and the Accreditation Board for Engineering and Technology ([ABET](#)) that have a robust history of assessment through an external accrediting process and are tied to rigorous professional standards.

The external program review cycles for programs with external accrediting processes are aligned with their professional association's standards (5-7 years). Program review cycles for programs without external accrediting processes are 5 years in accordance with University's strategic planning process. The latter programs utilize external or discipline specific reviewers who collaborate with the Assistant Vice President of Assessment and Outcomes (AVPAO) to conduct a rigorous internal self-study that demonstrates how the curriculum supports student learning outcomes, how outcomes are assessed, and how assessment results are used to improve practice. The program review cycle for programs without external accrediting processes was established by Academic Affairs and funded with support from the President, Provost, and AVPAO. This process was developed specifically to ensure that the integrity and rigor of these programs are aligned with institutional, State, and national standards and are in compliance with Middle States standards and guidelines. During the 2016-17 academic-year five programs were reviewed: Psychology, Economics, English, Mathematics and Physics including follow up meetings with departments' faculty to discuss the written reports and to outline steps moving forward.

In ensuring that student learning opportunities remain current and relevant, the University has centralized and streamlined periodic assessment of the effectiveness of programs providing student learning opportunities under the auspices of the Office of the AVPAO. Through its Comprehensive Assessment Plan (CAP), the Office of the AVPAO works with all programs in collecting and analyzing data and disseminating the findings to inform programs on their effectiveness, accreditation, student success, satisfaction and retention, and performance against key benchmark indicators. The CAP can be found in the Documentation Roadmap. Although programs may have separate accreditation bodies, the office assists in coordinating key assessment and evaluation activities. These efforts support the enhancement of student success and improving and sustaining the University's infrastructure and operational processes. Morgan has established a systematized process for evaluating programs in efforts of continuously improving curriculum functioning based on data-driven findings.

Summary and Conclusion

Students' educational experiences at Morgan are characterized by and are continually shaped by the University's six [core values](#) of excellence, integrity, respect, diversity, innovation, and leadership. The University faculty's successful pursuit of external

funding to support research and programs substantially augments institutional resources necessary to enhance student learning and further solidify its Doctoral University: Moderate Research Activity (R3) Carnegie classification and its recent legislative designation as Maryland's preeminent public urban research university. Since its last Self-Study in 2008, Morgan has made a strategic investment in online education and is now authorized to offer ten (10) degree and four (4) post-baccalaureate certificate programs online. For the University to continue its growth, it has to adapt to the changing characteristics of students seeking higher education. The data and information gathered for this Self-Study suggests that Morgan may further increase its growth and capacity by designing highly flexible and dynamic undergraduate programs to meet the needs of working students and adult learners, including expanding evening and weekend course offerings and increasing the number of options for online education.

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Morgan State University meets this standard of accreditation. The evidence that supports this standard and its six criteria are found in the analysis of data and discussion presented below.

Morgan is committed to accepting, retaining and graduating well-rounded individuals who will succeed in a 21st century environment. The learning environment, support systems, and spaces that nurture and foster student success is created and sustained by qualified professionals on all levels and intentionally constructed spaces to facilitate positioning of student services toward student success. At Morgan, student success is both a personal commitment and a collective value that has been achieved not only in policies, procedures and practices but in the daily interactions among faculty and staff with students.

A challenge for the University in transitioning to preeminence is identifying resources and implementing strategic initiatives to increase the diversification as well as the enrollment of its student body. According to the National Center for Education Statistics' Fast Facts-Enrollment (2012), "By 2020, the percentage of enrollments for students 25 and older is projected to increase by 20 percent over 2010 levels". According to

research by the American Council on Education, Hispanics represent the fastest growing segment of total college enrollment. Specifically, fishing in different ponds to diversify Morgan's student body is absolutely critical in meeting the University's enrollment goal of 10,000 to 12,000 students and meeting the challenge of preeminence.

Towards that end, Morgan has hired a Spanish-speaking admission officer specifically dedicated to recruiting Hispanic students, and in order to further expand upon its recruitment of a diverse student population, EMASS collaborated with Student Affairs to create the University's first Latino Student Association and Latina Sorority. Preparations are also underway to establish a Latino fraternity. The University has also invested in its first Regional Admission Officer, who is based in Chicago and is in charge of recruiting in Chicago and other Midwestern cities such as Milwaukee and Detroit. After proper assessment of this strategy, the University may expand the strategy to other regions (California-western region; Atlanta-southern region, etc.). Additionally, EMASS has been able to develop a new position of Special Advisor for Strategic Enrollment Partnerships to develop and manage partnerships with the goal of increasing access to college. The office coordinates the University's dual enrollment program, which allows eligible high school students to earn college credit while still in high school.

Morgan's newest degree program approved by MHEC, the Bachelor of Science in Applied Liberal Studies, is designed to appeal to veterans, other military personnel, law enforcement officials, first responders, and other adult and/or non-traditional prospective students. For example, EMASS has established a Veterans Engagement Coordinator whose responsibilities include increasing veteran and military recruitment. As a consequence, during the academic year 2016-2017, the University has won three national recognitions for support of its military and veteran students. Such recognitions help build awareness of Morgan as a preferred school for military and veteran students. After creating an [English as Second Language \(ESL\) Program](#) and establishing the [Division of International Affairs](#), with its various study abroad programs and more than 30 international relationships with universities across the globe Morgan has enjoyed an increase in international student enrollment initially by Brazilian students participating in the Science Without Borders Program and subsequently students supported through the Saudi Arabian Cultural Ministry.

Admission

Morgan utilizes multiple modalities including online, printed materials, campus offices, and face to face contacts to facilitate access to information for its constituents including the larger community. Morgan's website serves as the University's primary information portal where the policies and procedures related to the admission and retention of undergraduate as well as graduate students are published. For example, on the ["Admissions"](#) web page(s), students will find the criteria for admission and answers to [Frequently Asked Questions](#) (FAQs). For undergraduate students who are applying as freshmen, transfer students, international students, mature students, non-degree seeking students, military students and their dependents, or homeschooled students, the varying admission requirements are clearly outlined under the FAQ web page(s).

Policies concerning undergraduate admissions are also published in [Undergraduate Catalog](#) which includes, among other criteria, requirements for graduation, General Education, the major, departmental, and school or the CLA.

Similarly, the “[Admission Policy](#)” published in the [Graduate Catalog](#) outlines admission requirements for graduate students. Degree completion requirements related to theses and dissertations are published in the online Handbook and Style Guide for Dissertations and Theses (i.e., [Thesis & Dissertation Handbook](#)). In summary, the criteria for undergraduate as well as graduate admissions as well as the procedures for completing the application process are clearly published in University catalogs, on the appropriate websites, and in related documents and marketing materials.

The University has also published on its website and in online catalogs “accurate and comprehensive information” concerning policies and procedures related to expenses, financial aid, scholarships, grants, loans, repayments, and refunds. The [Office of the Bursar](#) publishes current year tuition and fees schedules for each of the University’s four academic sessions including the fall semester, winter term, spring semester and summer term. The information includes tuition and fee schedules for students who are residents of Maryland, nonresidents, undergraduate and graduate students as well as full and part-time students. The Bursar’s office also posts information concerning billing, payments, payment plans, refund policy, and deferred payment plans. The same information posted on the Office of the Bursar’s website is also published under the Tuition and Fees section in the Undergraduate Catalog and under the Fees and Payments section of the Graduate Catalog.

Disability Support Services

The [Office of Student Disability Support Services](#) (SDSS) housed in a newly designed facility located in the Earl S. Richardson Library is committed to providing all services and operating all programs in accordance with the Americans with Disabilities Act (ADA) of 1990, as amended and Section 504 of the Rehabilitation Act of 1973, as amended. The Office of SDSS has approximately 400 students with registered disabilities. The largest population served, are students with learning disabilities and students with psychological disabilities. All students requiring accommodations self-disclose to SDSS and provide recent documentation of their disability. Students are required to meet with SDSS staff to discuss their needs and determine reasonable accommodations.

A majority of students with registered disabilities require academic accommodations; SDSS coordinates, however, with all offices on campus to ensure accessibility. For example, some students may require housing, dining, or parking accommodations. Many students registered with SDSS have approved testing accommodations and utilize the new state-of-the-art SDSS Testing Center. As a critical accommodation, the testing center is designed to provide a quiet location for students with approved testing accommodations and allows them extended time while being proctored.

Built on these policies and procedures and a long-standing track record of being student-centered, Morgan demonstrates its commitment to the academic and personal

success of all students including under-prepared students through the Office of Residence Life's [Academic Enrichment Program](#), the Office of Transfer Student Programming, the Center for Academic Success and Achievement, the Office of Student Success and Retention, as well as the Tutoring Center, the Writing Center, and the Career Center. The Office of Diversity and Equal Opportunity's whose specific focus includes Title IX and provisions for addressing sexual assault and harassment is also instrumental in supporting students' academic and personal success. Likewise, the Counseling Center and Student Disability Support Services provide support for students with certain physical, mental and learning challenges

Retention

Housed within EMASS, the [Office of Student Success and Retention](#) (OSSR), works collaboratively with Morgan's nine schools, the College of Liberal Arts, other EMASS units and other divisions to provide continuous, quality support for all students from matriculation to graduation. Specifically, EMASS and/or the OSSR manages a number of initiatives and/or programs for students who are not adequately prepared for study at the level for which they have been admitted in which they are identified, placed, and supported in attaining appropriate educational goals including:

- The [Center for Academic Success and Achievement](#) (CASA) Summer Bridge Program (CASA Academy) is an alternative and rigorous summer admissions program created to assist high school students who have applied to Morgan State University and failed to meet the requirements for regular admission. Referral by the Office of Undergraduate Admissions is based on SAT/ACT and GPA.
- The [Network for Excellence and Undergraduate Success](#) (NEXUS) provides an opportunity for students "with drive and potential" whose standardized test scores are not always indicative of students' ability to successfully earn a degree by officially enrolling in the Community College of Baltimore County (CCBC) while beginning their academic journey (e.g., take their CCBC classes and live in residence halls on Morgan's campus) and upon successful completion of the NEXUS program officially transferring to Morgan. Participation in the program is exclusively by invitation only.
- The [CONNECT Program](#) is for students whose high school GPA and standardized test scores fail to meet Morgan's minimum regular admissions standards. Connect students begin their college career at any Maryland community college, enrolling in courses that will later transfer to Morgan. While attending the community college, CONNECT students enjoy most of the privileges that other Morganites have (e.g., use of the new library, tutoring, access to all social and sporting events, concerts). After completing 12 to 24 transferable credits in a community college and obtaining a grade-point average of at least 2.0, Connect students transfer to Morgan and continue their studies as a student in good standing.
- As a member of the [Education Advisory Board's](#) Student Success Collaborative (EAB-SSC), Morgan is able to utilize institutional data and comprehensive analytics more effectively to assess students' academic progress, predict

potential challenges, and develop highly targeted strategies that support their success. The EAB-SSC's three-pronged integrative approach to addressing student success through technology, research and consulting includes: (1) the SSC-Campus, a comprehensive student analytics and support technology platform that integrates analytics, interaction and workflow tools; (2) an Academic Affairs Forum of policy briefs, webinars, and forums focusing on teaching and learning, strategic resource allocation, and student success; and, (3) a team of EAB consultants assist the University in customizing and supporting the implementation of all phases of SSC-Campus.

- The Pre-Freshman Accelerated Curriculum in Engineering (PACE) is a five-week comprehensive and intense summer program that gives students a significant advantage in both academic and personal development. Academically, the program reinforces fundamental subject matter that will increase the probability of a successful freshman year. Students will take Physics, Chemistry, Mathematics, English and Computer Science. Also, students will take part in a research rotation and participate in a science fair. This on-campus program allows students to become acclimated to college life and bond with professors, peers, tutors and instructors.

According to [OSSR evaluation data](#), student participants in the CASA Academy summer bridge program have higher retention and graduation rates and higher grade point averages than their peers who do not participate. PACE students are six times more likely to test out of developmental MATH 106 than their peers who do not participate. Overall results show that when students participate in targeted retention programs and initiatives, they earn higher GPAs and have higher retention and graduation rates. The success in retention and graduation rates among first generation students, students from low-income families, and academically underprepared students enrolled at Morgan led to the publication of a [text](#) on the OSSR's outcomes, in the context of national research and best practices for student success and degree completion.

Staff of OSSR track and intervene using a variety of tools in order to resolve a variety of student problems that can interfere with student success including: failure to make satisfactory financial arrangements; earning grades of "D" or "F" at mid-term or earning failing and/or incomplete final course grades; stepping out or not re-enrolling from previous semesters; being on academic or financial aid probation; beginning the second year with less than a 2.0 GPA; leaving the University with a 2.0 GPA or better and not graduating from or matriculating at any other institution; having Starfish Early Alert flags; and all first-year students who need academic advisement in collaboration with CASA and the Transfer Center. The OSSR's "case management" approach to intervention has increased retention rates and enhanced student success.

Since its inception in 2003, the OSSR has implemented a campus-wide retention program with Retention Coordinators in every school; revamped freshman orientation to include a mandatory academic, social, and cultural transitional program; developed a comprehensive [Student Retention website](#); partnered with the White House Initiative on

HBCUs and the Federal Deposit Insurance Corporation (FDIC) to provide a comprehensive financial literacy program utilizing the FDIC's MoneySmart financial literacy curriculum and won the Campus Compact/VISTA AmeriCorp grant to employ a full-time AmeriCorp volunteer in the position of [Financial Literacy](#) Coordinator for three years; initiated the Parents' 411 program and ACCESS Orientation Program for first-time freshmen; published the University Guide for new and prospective students, parents, and families; assumed responsibility for managing the Academic Recovery Program (ARP); and launched a new "Reclamation" Initiative creating opportunities for students who leave the University in good academic standing to return in their 5th or 6th academic year to graduate from Morgan "on-time" in six consecutive years or less.

A few specific examples of major orientation, advisement, and counseling programs and initiatives designed to enhance retention and guide students throughout their educational experience include:

- The Academic Recovery Program (ARP) assigns students with unsatisfactory cumulative GPAs to one of three phases: Academic Probation, Academic Comeback, or Academic Dismissal. The ARP provides additional supports including mandatory workshops, required tutoring, routine meetings with the ARP Coordinator, and intrusive academic advisement.
- The [ACCESS Orientation Program](#) is a week-long program for students and parents to receive information on financial aid, residence life, placement testing, academic advisement, and career counseling.
- The [Starfish Retention Solutions](#), an early warning indicator software created by Hobsons, launched in 2014 operates as a comprehensive advising, tracking, and monitoring tool for students. All first-year freshman students are advised by the Center for Academic Success and Achievement (CASA) and OSSR staff. Departmental liaisons provide additional curriculum details and advising.
- The \$2 million grant funded [United Negro College Fund \(UNCF\)-Career Pathways Initiative \(CPI\)](#), is a collaboration among Academic Affairs, Student Affairs and EMASS that focuses on degree completion (student success) and career success by employing the following strategies:
 - Guided Pathways - Placing student success at the center of institutional operations by engaging students in their learning journey and ensuring that they get on, stay on, and graduate from an academic pathway that facilitates personal and professional growth;
 - Curricular Enhancements – A collaborative redesign of current curricula to streamline course and program offerings and embed 21st century competencies in students' learning outcomes; and,
 - Integrated Co-Curricular Engagement – Integration of learning activities from outside the classroom with coursework that increases students' skill development and competencies.
- [Bear Tracks](#), Morgan State University's Career Pathways Initiative creates a series of student touchpoints with both employers and alumni to help increase student exposure to their career options and the culture of the workforce and provide opportunities to obtain internships and jobs and to develop successful careers.

And, while significant emphasis is necessarily placed on students who may be at-risk academically, the University also recognizes the need to support its high-ability students. In addition to scholarships, the [Clara I. Adams Honors College](#) offers [special programming and leadership opportunities](#) for honor students. In July 2016, the Office of the Special Advisor for Student Leadership and Scholar Development was organized to develop professional and leadership skills of high-achieving students through individualized and structured advising and through leadership opportunities such as the President's Leadership Circle and Scholars' Council. A special focus of the office is to prepare high-achieving students to apply for prestigious scholar programs.

The [Earl S. Richardson Library](#) has more than 400,000 volumes of books and 175 databases across various disciplines. The library provides study rooms to encourage individual and group study, provides traditional and online information Literacy Sessions to create awareness, and works to educate library patrons on available resources in the library. Additionally, the library has an online chat platform used to provide real-time answers to patrons attempting to access library resources from a remote location. The library's Interlibrary Loan Services program enables patrons to connect and obtain needed resources that the library may not have from other institutions. The library has a computer lab and several computer workstations accessible to patrons on all the floors. The library provides information literacy workshops, which help students to develop library research skills and the ability to use information competently. Instruction is provided by librarians and provides hands on practice in an environment that encourages active learning.

As an innovative way of facilitating student success, the [Morgan State University Bookstore](#), in partnership with Barnes & Noble, provides students with a variety of affordable course materials, including a robust in-store and online rental textbook program; an extensive selection of used, new and digital textbooks; a dynamic Open Educational Resources (OER) Courseware solution; and, a new price matching program that offers even more savings to students. Marketing Morgan's unique brand, its bookstore offers a wide selection of Bears apparel, laptops and other technology products, school supplies, educational and reading materials as well as gifts for alumni, friends and family. To support faculty, the bookstore offers a streamlined textbook adoption platform, FacultyEnlight (www.facultyenlight.com) combines advanced search capabilities with detailed information on course material formats, pricing and reviews by other faculty. The bookstore's website delivers an innovative, customized shopping experience, offering students, faculty and alumni the choice and convenience to shop in-store or online. The bookstore is located on the first floor of the University Student Center.

The success of these strategies and initiatives has resulted in an overall increase in undergraduate retention and graduation rates. A review of a five-year trend from 2011 to 2015 reveals that the retention rate has increased from 70.8% among the cohort of first-time full-time freshmen enrolling in the fall semester of 2011 to 76.3% among the cohort of first-time full-time freshmen enrolling in the fall semester of 2013. The second

year retention rate of 76.3% for the entering class of 2013 is near the historic high of 77% for the entering class of 1997. At the start of the fall 2015 semester, for a second year in a row, the retention rate for the 2014 freshman cohort was 76%, Morgan's highest retention rate in 20 years. Beginning with the Fall 2010 freshman cohort, Morgan has achieved retention rates above 70% for seven consecutive years.

Degree completion

Morgan's six-year graduation rate for the cohort of first-time full-time freshmen entering in the fall semester of 2011 is thirty-eight percent (38%), an improvement of nearly ten percentage points over the six-year graduation rate of twenty-nine (28.9%) for the cohort of freshmen enrolling just six years earlier in 2005. In order to focus institutional attention and resources on improving graduation rates, the President established two initiatives specifically designed to enhance the successful achievement of students' educational goals, including certificate and degree completion, transfer from other institutions, and post-completion placement. In 2013, the President established the Obstacles to Degree Completion Committee, which submitted a report outlining thirteen (13) institutional and/or organization impediments that were to be amended in order to facilitate degree completion.

Following receipt of the report and the implementation of the recommendations, the President initiated the "Morgan State University 50 by 25 Initiative: Getting More Students Across the Finish Line", a campaign to increase Morgan's six-year graduation rate to 50% by the year 2025. The "50 by 25" Initiative is organized around three central themes: 1) Advising and Degree Planning; 2) Faculty Development and Course Redesign; and 3) Beyond Financial Aid (BFA). Beyond Financial Aid is a Lumina Foundation toolkit designed to help institutions close attainment gaps for low-income students. Recent upward trends in retention and graduation rates are evidence that the University provides sufficient resources to support students' academic progress.

Based on improvements in persistence through the fourth year, the University is moving in the right direction to realize a substantial increase in graduation rates over the next several years. Supporting the University's efforts to improve graduation rates are opportunities such as the Reclamation Initiative, now in its 6th year of implementation, that has reached out to freshman cohorts since 2006 for re-enrollment and movement to graduation. The MHEC One Step Away Grant for near completers has expanded this program.

The University's graduation efforts have also been supported by the award of a three-year, \$716,700 grant from the [Lumina Foundation](#) to support Morgan's implementation of the Historically Black Colleges and Universities (HBCU) Student Success Project, a proactive effort to implement strategies that evidence suggests can increase completion rates, while improving outcomes for historically underserved students. The project, which was designed to extend positive steps already taken by Morgan and the other HBCU award recipients, will utilize data drawn from a comprehensive student analytic system to improve academic, financial, and social supports. It also includes technical

assistance and evaluation support. Morgan is one of three HBCUs and the only public university among those selected by the Lumina Foundation to be awarded this grant.

The HBCU Student Success Project supports targeted work to close attainment gaps between various student groups on campus, with a specific focus on increasing the academic success of those who are Pell eligible. Morgan has implemented the Education Advisory Board's Student Success Collaborative, a comprehensive predictive analytics, advising and communication solution that identifies and allows for robust intervention with at-risk students. Once those students have been identified, Morgan utilizes strategic interventions such as proactive academic advising and experiential learning opportunities to ensure each student remains on a positive track toward success. Predictive analytics enables the University to respond more rapidly and in a more pointed and sophisticated way when students experience difficulties. Another strategic intervention strategy involves the implementation of a second-year experience program. The overall goal for the initiative is for students to attain academic success, complete degrees on time with the requisite knowledge, skills and abilities, and be prepared to join the workforce of a global and competitive economy.

The UNCF-CPI was established in 2016 with a \$150,000 planning grant and a \$2 million implementation grant (over 5 years) from the United Negro College Fund. These grants support a [national program](#) to assist HBCUs and predominately black institutions (PBIs) in establishing a systematic approach to helping undergraduates find employment in their chosen fields upon graduation. The UNCF initiative includes work on degree completion (student success) and career success. Together, the Lumina and UNCF grant teams work closely together, meeting regularly to ensure that they are effectively leveraging human and financial resources where possible in order to maximize student success.

For graduate students, the Morgan-James Madison Visiting Fellows program has worked successfully to enhance the successful achievement of graduate level educational goals including degree completion, transfer to other institutions, and post-completion (post-doctoral and employment) placement. Morgan has executed a Memorandum of Understanding establishing a similar doctoral visiting fellows program with Monmouth University.

Transfer of credits and articulation agreements

Implementation and enforcement of Morgan's policies and procedures regarding the evaluation and acceptance of transfer credits and articulation agreements are the responsibilities of the University's Office of the Registrar. The [Office of Transfer Student Programming](#) focuses on programming and initiatives that ensure a positive transition experience for transfer students. The Office of Transfer Student Programming maintains data on transfer student trends and offers Transfer Orientation sessions to provide new students with tools to help navigate through the transition process. The Office of Transfer Student Programming also administers the Connect Program with area community colleges and the [NEXUS Program](#) with the Community College of Baltimore County.

The [Transfer Evaluation and Articulation](#) unit within the [Office of the Registrar](#) ensures compliance with the [Student Guide to Transfer Among Maryland Colleges & Universities](#) (State's Guide). The State's Guide details steps to a successful transfer, student rights and responsibilities, role of a transfer coordinator, and use of ARTSYS, a computerized data information system which informs students and advisors at community colleges throughout the State about the transferability of each community college course. In addition to ensuring compliance with the State's transfer of credit policies and procedures, the Transfer Evaluation and Articulation unit within the Office of Records and Registration maintains active [Articulation Agreements](#) with fourteen community colleges throughout Maryland, Delaware, Pennsylvania, New York, Michigan, and Iowa.

The Transfer Evaluation and Articulation unit also evaluates credit for prior learning through Advanced Placement (AP), International Baccalaureate (IB); College-Level Exam Program (CLEP), Military Transfer Credits, Institutional Challenge Examinations, and Competency-Based (CBE) Courses. In summary, the evaluation and acceptance of undergraduate transfer credits for general education fall under the auspices of the Office of the Registrar's Transfer Evaluation and Articulation unit, while evaluation of transfer credits for courses specific to the majors are within the purview of the respective schools and the CLA. The School of Graduate Studies and respective graduate programs within the Schools and/or the CLA review and evaluate courses specific to graduate majors and programs.

Safety and security of information

The safety and security of student information and records are of paramount importance, and Morgan is investing \$20 million in the [Office of Information Technology](#) (OIT) over the next decade to support implementation of the University's Next Generation Network (NGN) project. The NGN project will enhance the safety and security of student information by implementing a mandatory annual Security Awareness training for all users; ensuring that computer systems access is per a user's functional role; limiting administrative computer access rights only to staff with an IT support role; pushing system software and virus updates to connected computers automatically and regularly; and implementing an additional email filter and protection against phishing and spams.

The University has also prepared for the retrieval of students' information in case of a catastrophic emergency which destroys much or all of the campus information technology infrastructure by establishing a full off-site backup information and data storage network at Bowie State University. The OIT is also charged with enforcing a number of [Technology Policies, Standards, and Guidelines](#) intended to strengthen security protocols around University data, specifically student information and records. The [University's Information Security Policy](#) provides "clear sets of policies, standards, guidelines, baselines and procedures for the protection of data, information and information systems to guarantee compliance with appropriate laws, regulations and standards." Likewise, the Office of Veterans Engagement works with veteran applicants

and securely maintains veteran student records including those pertaining to the application process, military credits and eligibility and certification of benefits.

In order to facilitate the appropriate release of student information and records, Morgan complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), which provides students with the rights to: inspect and review their educational records; challenge information included in the educational records; and be notified of their rights under FERPA. Students must complete a [FERPA Release form](#) indicating their express written consent to release educational records to a third party. The University policy for all faculty and staff is that neither release nor access to student educational records, including grades and progress in a course, can be granted to any party other than the student, including parents, without the student's express written permission. The [University Counseling Center](#) and the [Health Center](#) follow the Health Insurance Portability and Accountability Act (HIPAA) regulations regarding the release of student health information and do not share student records with faculty or staff. Similarly, the [Office of Student Disability Support Services](#), in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA 1990) provide equal access and equal opportunities for individuals with documented disabilities. The Behavior Emergency Assessment and Response Team (B.E.A.R. [Threat Assessment Team](#)) is an additional resource consisting of representatives from the Counseling Center, Student Conduct, Health Center, University Chapel, Faculty, Office of Residence Life and the Office of Campus and Public Safety. The B.E.A.R. Threat Assessment Team is coordinated by a licensed Social Work Case Manager.

The Student and Exchange Visitor Information System (SEVIS) is the web-based system that the U.S. Department of Homeland Security (DHS) uses to maintain information on Student and Exchange Visitor Program (SEVP)-certified schools, F-1 students who come to the United States to attend those schools, U.S. Department of State-designated Exchange Visitor Program sponsors and J-1 visa Exchange Visitor Program participants. As a SEVP-Certified University, Morgan has four SEVP-certified Designated School Officials (DSO) and one Principal Designated School Official (PDSO) who have approved access to the SEVIS system. The [Center for Global Studies' Office of Study Abroad](#) does not release any student information without the consent of the student. Specifically, in the case of third-party program providers, all inquiries for personal information are directed to the student who must sign a consent form for the release of images they share of themselves and others before such images are used publicly.

Given the increase in student diversity at Morgan, particularly in the growth of international students, and the expanding need for student development services it is imperative that the University continuously enhances the resources that support the academic, emotional, social, physical and spiritual development of a diverse and international student body. Continuous assessments of how best to deliver the full range of student support services (including, but not limited to, financial aid, academic advising, tutoring, food services, and writing support) to all students, including to

specific student populations such as veterans, athletes, students taking courses online, students with disabilities, and international students are at the forefront of conversations regarding student development at Morgan. Additionally, an increasingly necessary support for the larger numbers of international students enrolling at Morgan for whom English is not their first language is providing resources and/or direct connection to services to assess and assist them with the comprehension of oral and written English.

Athletics and student life

The Morgan Bears' seven women's and five men's intercollegiate athletic teams compete in the Mid-Eastern Athletic Conference (MEAC) as a Division I member of the National Collegiate Athletic Association (NCAA). As such, Morgan adheres to the governing principles of the MEAC and NCAA as well as the academic, fiscal and administrative principles, policies and procedures for student-life and extracurricular activities at the University. The [Department of Athletics](#) has published extensive information on its website regarding [Compliance](#) with National Collegiate Athletic Association (NCAA) rules and regulations pertaining to Reporting Rules Violations, Conduct and Employment of Athletics Personnel, Amateurism, Recruiting, Eligibility, Financial Aid, Playing and Practice Seasons, and Outside Competition.

Periodic assessment

Morgan's [Office of Assessment](#) implements the University's [Comprehensive Assessment Plan](#) (CAP) that structures and guides all assessment activities across campus. The Assistant Vice President for Outcome Assessment administers the CAP in collaboration with the Divisions of Academic Affairs and Student Affairs through annual department assessment plans and reports, standardized and locally-developed testing, and participation in nationally-normed and locally-developed satisfaction and engagement surveys. In terms of standardized tests, all first-time full-time students at entry to Morgan must take the Accuplacer placement exam to determine appropriate placement in freshmen level English and Math courses. Also, the Collegiate Learning Assessment is utilized to collect data on General Education outcomes such as critical thinking, analytical reasoning, and literacy. A third standardized assessment used to measure student proficiency in Scientific and Quantitative Reasoning is the Educational Testing Services Major Field Test. In addition to standardized testing, Morgan participates in an every-other-year administration of the National Survey of Student Engagement (NSSE) to collect indirect assessment data on student learning, particularly on the NSSE Benchmark areas of Academic Challenge and Enriching Educational Experience. Data are collected, maintained, analyzed and disseminated for use in improvement and decision making campus-wide (academic and non-academic units).

Complementing Morgan's CAP and connecting with the mission and goals of the Center for Performance Assessment is the professional and discipline-based accreditations held by the majority of Morgan schools and many individual departments. Table 5 identifies the national organizations responsible for accreditation of the School of Architecture and Planning, School of Business, School of Education and Urban Studies, School of Engineering, and the School of Social Work.

Table 6 Accrediting Organizations by Professional School

Entity	Accrediting Body
School of Architecture and Planning	National Architectural Accrediting Board
School of Business and Management	Association to Advance Collegiate Schools of Business International
School of Education and Urban Studies	Council for the Accreditation of Educator Preparation
School of Engineering	Accreditation Board for Engineering and Technology
School of Social Work	Council on Social Work Education

Many of the departments within the College of Liberal Arts, School of Computer, Mathematical, and Natural Sciences, and the School of Community Health and Policy hold individual, discipline-based accreditation that supports and enhances the campus-wide assessment program at Morgan. Professional and discipline-based accrediting agencies provide standardized outcomes and measures that allow for local assessment, national benchmarks and comparisons as well as improvements. These accreditation-based standards augment and strengthen Morgan’s campus-based assessment initiatives toward student success in key core competencies and within the major.

In order to better assess student learning outcomes, in 2015 Morgan launched an assessment based on student learning outcomes within degree types with programs (BA, MA, PhD, etc.), rather than at the department level. In accordance with the CAP, Morgan now requires every program to submit an assessment plan for student learning outcomes and a corresponding assessment report on an annual basis. Departments are required to submit an assessment plan for each program. In addition to outlining the elements of the assessment plan for student learning outcomes, this initiative contains the Feedback Template utilized by members of the University Assessment Committee (UAC) to review assessment plans. Members of the UAC submit their feedback to the Assistant Vice President for Outcome Assessment who (1) discusses the results and feedback with each academic program; and (2) monitors efforts to incorporate feedback into the assessment process to support change and improvements. A review of the period assessment plans, analysis of data and development of interventions and improvements in four core competency areas demonstrate Morgan’s ongoing and long-term commitment to assessment of student success and implementation of improvements based on that assessment.

Summary and Conclusion

In summary, student success at Morgan is reflected in increased diversity in admission, retention and degree completion rates and particularly in the achievements and contributions of the University’s graduates to their respective discipline, occupations,

and communities. Consistent with its HBCU mission and its designation by the National Trust for Historic Preservation as a [National Treasure](#), Morgan recruits and admits a diverse population of students with interests, goals and commitments that align with the mission and educational offerings of the University. In the face of an increasingly more diverse student body, Morgan is best able to match student support services to students' comprehensive academic, emotional, social, developmental and physical needs by fashioning clear and ethical policies, procedures and processes that respond to the comprehensive needs of all types of students who are admitted to the University.

Regardless of academic standing, for Morgan students, the lack of financial resources to fund their education is a barrier to degree completion. While the State has provided some increase in funds to support student financial aid, including an additional \$1.4M in need-based undergraduate institutional aid for FY17, Morgan's undergraduate population alone would need close to \$29 million in additional aid annually to meet the students' full unmet need. Notwithstanding students' and families' financial challenges, the Office of Financial Aid plays a critical role in moving students toward graduation by efficiently and effectively facilitating access to needed financial resources, within the constraints of available funding. Expanded access to financial assistance through continued lobbying of the State for additional institutional aid, continued fundraising for student scholarships by the Morgan State University Foundation, and continued emphasis on writing funds for student support into research grant applications are important considerations for continuous improvement in this area.

STANDARD V: EDUCATIONAL EFFECTIVENESS

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Morgan State University meets this standard of accreditation. The evidence that supports this standard and its five criteria are found in the analysis of data and discussion presented below.

Clearly stated educational goals

The University has published clear educational goals, core values, and strategic initiatives in [The Strategic Plan](#). The Strategic Plan's goals for enhancing student success and improving institutional effectiveness are interrelated with one another, with relevant educational experiences, and with the institution's mission. In his [legislative testimony](#) presented to Maryland's Senate and House budget subcommittees, for example, Morgan's President identified the five goals of the Strategic Plan as priorities in the University's fiscal year 2018 Operating and Capital Budget funding requests to the State. Dr. Wilson informed State legislators that:

The University is operating under its strategic plan, focusing on enhancing student success, growing its standing as a research university, improving infrastructure and operations, increasing grants and contracts activity, expanding online programs and other courses, and establishing educational partnerships with other prestigious institutions throughout the world. Our strategic priorities are in alignment with the state's goals for higher education.

The President testified further that Morgan's "faculty are aggressively involved in research activities and collaborations resulting in increased exposure and opportunities for our students and the state of Maryland. Collective efforts have resulted in Morgan-awarded sponsored grants and contracts of \$32M in FY 2016 from various federal and state agencies."

Systematic assessments that evaluate student achievement of institutional and degree/program goals are conducted by the faculty and/or appropriate professionals on learning outcomes related to the University's General Education program, its forty-five undergraduate majors, its thirty-five master's and its fifteen doctoral degree programs. Specifically, the University has been successful in attracting external grants to assist faculty both in their pedagogy and in their assessment of student progress. Most recently, the University was awarded a three-year, \$750,000 grant from [Intel Corporation](#) to support the University's continued efforts to educate students in the engineering disciplines and prepare graduates to make immediate contributions to Science, Technology, Engineering and Mathematics (STEM) related fields. The Intel HBCU Grant Program, a component of the company's Diversity in Technology initiative, is a proactive effort to reduce the underrepresentation of African-American students in STEM programs in college while helping to increase diversity in the technology industry by expanding the recruiting pipeline.

A [Student-Centered Entrepreneurship Development](#) (ASCEND) Training Model is designed to increase diversity in the biomedical workforce and is funded by a [\\$23.3-million grant](#) to Morgan from the National Institutes of Health (NIH). The ASCEND grant supports faculty in the School of Computer, Mathematics, and Natural Sciences who are training undergraduates in health-related research. Six faculty pilot research awards were given to faculty after internal/external and NIH review in January 2016 and seven are being considered for 2017. Morgan State University's 2016 Summer Research Institute (SRI), which was supported by the ASCEND grant, was taught by five instructors and supported by five "near-peer" mentors and a number of Morgan faculty members. The SRI curriculum included: hands-on "bench" mini-studies; working remotely with a functional MRI machine at Northeastern University; and field trips to the Kennedy Krieger Institute and the Lipinski Laboratory in the Neuroscience Graduate Program at the University of Maryland at Baltimore. The ASCEND grant to date has also funded travel to conferences focused on enhancing faculty's pedagogical skills for more than twenty University faculty. The grant has funded the redesign of several

courses at Morgan in order to make undergraduate health-related courses more interdisciplinary, research focused and engaging.

A three-year [\\$500,000 grant](#) from The Andrew W. Mellon Foundation supports the establishment of the Benjamin A. Quarles Humanities and Social Sciences Institute within the College of Liberal Arts. The goal of the Quarles Institute is to increase the enrollment, retention and graduation of undergraduate students majoring in the humanities and social science disciplines who go on to enter graduate programs. The Institute will combine several disciplines within the CLA including Women and Gender Studies, Environmental Studies and International Studies (African, Latin America and Caribbean) as well as Ethnomusicology, Philosophy, and Fine Arts. The grant is designed to also support initiatives to increase the number of African American faculty and faculty of African descent who are engaged in scholarly research and teaching humanities and social sciences at HBCUs.

Several annual reports required by MHEC track Morgan's progress in achieving Strategic Plan goals. For example, the Benchmarks for PAR Objectives for Academic Year 2018-2023 (Appendix 3) identifies twenty-one empirical measures of the five goals that are reported annually to the State. A review of the degree of implementation of the Strategic Plan's five goals and its strategic initiatives was reported to MHEC in July 2017. Morgan's [Strategic Plan for Enhancing Cultural Diversity](#) (Diversity Plan) was developed by the University community and approved by the Board of Regents at its May 2011 meeting. The University is required to submit an annual [Cultural Diversity Report](#) to MHEC in September of each year that provides a summary of the progress towards implementation of the cultural diversity plan goals. Morgan continues to be a leader among all institutions of higher education in the United States in the number of Fulbright awards to faculty and staff as well in awards to students. Morgan's faculty and staff have received Fulbright Awards to conduct research, teach, and/or provide administrative services in more than forty-one (41) different countries.

The Intel, ASCEND and Mellon awards are just a few examples of how the faculty prepare students in a manner consistent with the Morgan's mission for successful careers, meaningful lives, and, where appropriate, further education. The annual reports submitted to MHEC, institutional data submitted to IPEDS, as well as the University's Office of Institutional Research data and reports provide additional empirical evidence that Morgan's students, graduate as well as undergraduate, are accomplishing educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for both Morgan peer and aspirant institutions of higher education. The most recent institutional data, i.e., as of the fall 2017 semester, reveal, an overall enrollment 7,747, representing a 2% increase in total new undergraduates over 2016, including an 8% increase in undergraduate out-of-state enrollment over 2016 (a 3% overall increase in out-of-state, inclusive of graduate school). For the seventh consecutive year, the freshman to sophomore retention rate has exceeded seventy (70%) percent. The table below reflects Morgan's rank in Maryland in the degrees awarded to graduate and undergraduate students.

Table 7 Morgan’s Rank in Degrees Awarded to African-Americans: Maryland

Bachelor's	Graduate
1st – Architecture and Related Services 1st – Communication, Journalism and Related Programs 1st – Engineering 1st – Civil Engineering 1st – Electrical Engineering 1st – Industrial Engineering 1st – Family and Consumer Sciences / Human Sciences 1st – Hospitality Administration/Management 1st – Marketing 1st – Philosophy and Religious Studies 2nd – Education 2nd – Total Bachelor's 2nd – Business, Management, Marketing and Related Support Services 2nd – Accounting and Related Services 2nd – Finance and Financial Management Services	<p>Doctorate</p> <p>1st – Total Doctorate 1st – Business, Management, Marketing and Related Support Services 1st – Public Health 1st – Psychometrics/Quantitative Psychology 2nd – Engineering 2nd – Education</p> <p>Master's</p> <p>1st – Architecture and Related Services 1st – Social Work 2nd – Visual and Performing Arts 3rd – Engineering 4th – Total Master's 4th – Public Health 5th – Social Sciences</p>

Source: IPEDS Degrees 2014-2015

The rankings reflected in Table 6 above represent an empirical measure of the extent of student achievement of institutional and degree/program goals when compared to other colleges and universities in Maryland. The rankings also demonstrate that Morgan has identified meaningful curricular goals consistent with its institutional mission and Strategic Plan goal of Enhancing Student Success and that these curricular goals are accompanied by defensible standards and empirical measures for evaluating whether students are achieving those goals.

Organized and systematic assessments

The University employs a multi-level mix of assessment results to improve educational effectiveness. Organized, systematic and, in some instances, innovative assessments are conducted by faculty and administrators in order to evaluate the extent of student achievement to ensure educational and institutional effectiveness. For example, the

University Assessment Committee (UAC) meets monthly and is comprised of representatives from each school and the College of Liberal Arts, administrators and staff from Student Affairs, Division of Finance and Management, Enrollment Management and Academic Affairs with the expressed goal of creating an environment of empirically-based continuous improvement. All programs are required to submit student learning outcomes assessment plans that address five criteria including

1. mission of the program,
2. learning outcomes,
3. opportunities for meeting the outcomes,
4. assessment methods for meeting each outcome, and,
5. use of results for adjusting/improving the program.

As of May 2016, ninety (90%) percent of degree programs, both undergraduate and graduate, had submitted plans for review by the UAC. The remaining ten (10%) percent are developing their assessment plans and were required to submit plans by the end of September 2016. Annual assessment reports are submitted to the UAC for review in January or in June of each academic year. The UAC provides feedback on the reports for the program. If required a program develops an action plan to address areas for improvement and implementation of the plan which is monitored by the Assistant Vice President for Assessment and members of the UAC.

The Assistant Vice President for Assessment and Outcomes (AVPAO) who reports to the PSVPAA is responsible for overseeing the evaluation of student learning on campus, facilitating the interpretation of data collected through these evaluations, and leading the application of assessment results to decision making, continuous quality improvement, and excellence in the student experience. The AVPAO works with the UAC, the Vice Presidents, the Deans, faculty, students, and staff to examine the student experience, identify and focus on areas of excellence, and explore opportunities for improvement. This work is accomplished through multiple methods including standardized testing, an annual cycle of undergraduate and graduate program assessment, program review, surveys, course evaluations, accreditation requirements, and special assessment projects.

The OIR is responsible for compiling and reporting to the state and federal government data collected over the course of the annual cycle of program assessments, program review, surveys, course evaluations, accreditation requirements, and on other metrics which impact student success such as student applications, financial aid awards, degrees and certificates, and faculty and staff employment. The OIR also reports to the State each term on enrollment, course registrations, course outcomes, credits earned, cumulative GPAs and course section information. Institutional Research staff annually review and analyze these data which are used by university administrators to determine educational areas of strength and weakness.

Use of assessment results for improvement

Analyses of the data compiled by the UAC, the Office of the AVPAO, the OIR, the OSSR as well data collected by the faculty across the schools and the CLA have led to a number of innovative initiatives to improve student learning outcomes. For example, in compiling and reporting financial aid data to IPEDS, the OIR observed that sixty-two (62%) percent of all undergraduate students and fifty-nine (59%) percent of all full-time, first-time, degree/certificate-seeking undergraduate students were recipients of federal Pell grants of more \$4,200. University analyses of these data as predictors of student retention and graduation indicated that Pell recipients were at greater risk for not returning or not graduating. As a result, the University was successful in securing a three-year, \$716,700 grant from [Lumina Foundation](#) to increase the academic success, particularly degree completion among students who are Pell recipients. Planned interventions to increase student success, including the success of Pell recipients, include the early identification of at-risk students using predictive analytic software as well as advising software for curricular as well as noncurricular problems; the implementation of a second-year experience program for sophomores; faculty development through the new Center for Excellence in Teaching; and implementation of strategies to increase the timely completion of the FAFSA.

The Institute for Higher Education Policy (IHEP) and APLU recently recognized Morgan for its efforts to better serve students and drive positive change by leveraging a wealth of student data. The IHEP is an independent, nonprofit organization dedicated to increasing access to and success in postsecondary education worldwide and APLU is a research, policy and advocacy organization dedicated to strengthening and advancing the work of public universities throughout North America. The University's use of collected critical data to improve student success was highlighted in a series of case studies developed by IHEP and APLU. Morgan was one of 14 leading public higher education institutions identified by APLU and IHEP for their continued commitment to implementing progressive programs and strategies that improve student learning and increase degree completion.

Each of the highlighted case studies demonstrates how the institution or system was able to turn student data into actionable information and tools that improved student decisions and outcomes. Morgan has experienced significant increases in annual retention rates for students during the past five years through the combination of early intervention strategies, systematic tracking and monitoring of student progress, and academic coaching and mentoring. This effort has enabled the University to focus a critical eye on the roadblocks as well as the pathways leading to student success.

Additionally, the OSSR was selected as national winners of the 2017 Hobsons Education Advances Award for Student Success and Advisement. And, for two consecutive years, ([APLU](#)) recognized Morgan for its efforts related to student success and retention. In a follow-up to the University's 2015's selection as an APLU [Project Degree Completion awardee](#), in 2016 the University was chosen as one of three winners in the [Turning Points: From Setback to Student Success Video Challenge](#). These prestigious national 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.

Periodic assessments of the effectiveness of assessment processes utilized by Morgan for the improvement of educational effectiveness occurs in multiple administrative divisions and throughout the schools, the CLA, and academic departments at the University. The AVPAO has primary responsibility for coordinating the assessment instruments and the distribution of assessment data occurring throughout the University that focuses on the improvement of educational effectiveness and student learning outcomes. The Office of the AVPAO, itself a direct outcome of Morgan's 2008 accreditation review by Middle States, directs the implementation of the University's "Comprehensive Assessment Plan" and the "General Education Program."

Through the use of Searchlight software, a cloud-based, Outcome Assessment System for the Academic and Non-Academic units, the Office of the AVPAO has increased the efficiency of the collection, analysis, and distribution of data because the software allows for the integration of data and information collected through Institutional Assessment and Outcome Assessment, incorporated into campus-wide re-accreditation processes. Through Searchlight, the Office of the AVPAO compiles data and information used to assess the effectiveness of the assessment process from a variety of standardized tests, an annual cycle of undergraduate and graduate program assessments, program reviews, surveys, course evaluations, accreditation requirements, and special assessment projects. Searchlight is also used to collect, analyze, report on and use data related to institutional effectiveness, accreditation, student success, satisfaction and retention, and campus performance against key benchmark indicators.

The Office of the AVPAO prepares and conducts teacher evaluation surveys for all face to face and online courses taught during the semester. Faculty are expected to have each of their courses evaluated by students through Morgan's online teacher evaluation process. At the close of the evaluation period, the results are immediately available to the instructor, and all faculty members are expected to review their respective results and use them to inform future improvements in teaching and learning strategies. A survey of faculty teaching in the spring, 2017, semester reveals that students generally rated as positive the use of traditional (tests, exams) and innovative teaching methods (capstone courses, independent research under faculty mentorship, journaling). The survey also revealed differences among faculty in their willingness to make changes from semester to semester based on student evaluations of their performance. In courses with unusually high levels of negative student assessments, the department chairs discuss with faculty ways to improve the course delivery. Positive teacher evaluation reports may be included in dossiers prepared by faculty in their applications for promotion and tenure as a measure of effectiveness in teaching. And, for courses with multiple sections, Deans and chairs are encouraged to use common formative assessment results among faculty members to support organic curriculum and

instructional improvement through data-driven, collaborative professional learning networks.

There is evidence that faculty in the schools, the CLA, and in the departments utilize data and/or information derived from assessment instruments to improve course syllabi, expected learning outcomes, course requirements, grading policy, and/or measurement criteria in order to improve educational effectiveness. Analyses of assessment data has resulted in course redesigns. For example, courses in Statistics (PSYC 316/317), Introduction to Computer Science (COSC 111), Meteorology (EASC 102), Introduction to Biology for Majors (BIOL 105/106), and Anatomy and Physiology (BIOL 201) have been redesigned. The History and Geography Department used the results of the student learning outcomes assessment to eliminate its senior comprehensive examination in favor of a capstone project at the senior year.

The Psychology Department used the results of its senior comprehensive examination to make modifications to the course content of the required major courses. The Philosophy and Religious Studies program used the results of student learning outcomes assessment to redesign its 100 level course in Logic, a General Education course required for graduation. The Department of Information Sciences and Systems (INSS) added three new courses to the information system curriculum, IT Project Management (INSS.496), Enterprise Information Systems Management I (INSS.390) and Enterprise Information Systems Management II (INSS.460) based on changing needs from employers and the development of the IS 2010 curriculum guidelines jointly developed by Association of Computing Machinery (ACM) and Association of Information Systems (AIS) professional bodies.

The Office of the AVPAO is also responsible for: overseeing the implementation of Morgan's General Education, Creating Opportunity to Reach Excellence, or C.O.R.E., helping departments prepare for internal review cycles every 5 years, and assuring those external review cycles of programs with external accrediting processes are aligned with their professional association's standards. Thus, the primary purpose of the Office of the AVPA as manifested by the collection and integration of assessment data and information through Searchlight, Banner, and/or other data management software is focused on improving overall student learning outcomes.

In 2015, Morgan updated its Periodic Program Review Process and allocated funds to support a recurring budget to allow for external reviewers of degree programs. The purpose of periodic program review is to:

1. assure that students complete a high quality professional, graduate, or undergraduate program in accordance with the institutional mission and the Strategic Plan goal of Enhancing Student Success; and,
2. identify opportunities for continuous improvement of all programs in academic and non-academic units.

Across all schools and the CLA, the periodic program review assesses: student learning outcomes, curricular effectiveness in providing opportunities to achieve the learning outcomes, technology skills acquired in the program, post-graduation skills and competitiveness, and the resources necessary for the support of the program. Programs with national accreditation standards follow their program review cycle, typically between five and seven years, while the program review cycle for programs offered by the University without external accrediting standards is five years.

Summary and Conclusion

In summary, consistent with the institution's mission, the University employs a multi-level approach to assessing and monitoring student learning outcomes and enhancing student success. The UAC, the Office of the AVPA, the OIR, and the OSSR, as well as the faculties in the schools and the CLA use a combination of assessment instruments, programs, and innovative initiatives to assess whether Morgan students have accomplished educational goals consistent with their program of study and degree level. The data from these assessments reveal that Morgan is effective in: assisting students in improving their learning; improving teaching pedagogy and curriculum development; reviewing and revising academic programs and support services; planning, conducting, and supporting a range of professional development activities; planning and budgeting for the provision of academic programs and services; informing appropriate constituents about the institution and its programs; improving key indicators of student success, such as retention, graduation, transfer, and placement rates; and implementing other processes and procedures designed to improve educational programs and services. The Intel, ASCEND, Mellon, and Lumina awards provide additional financial support for the University's multi-level approach to assessing and monitoring student learning outcomes and enhancing student success, while the Hobsons, APLU and IHEP awards as well as Morgan's rankings among colleges and universities within Maryland of degrees awarded to African-Americans provide empirical evidence of how well the University is using assessment results for the improvement of educational effectiveness.

STANDARD VI. PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Morgan State University meets this standard of accreditation. The evidence that supports this standard and its nine criteria are found in the analysis of data and discussion presented below.

Clearly stated institutional objectives

Morgan's institutional objectives, both institution wide and for individual units, are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource

allocation. Specifically, the goals of the Strategic Plan are clearly articulated and are linked to the University's mission and vision and vision statements. Of the Strategic Plan's five goals two, [Goal 3: Improving and Sustaining Morgan's Infrastructure](#) (p.17) and [Goal 4: Growing Morgan's Resources](#) (p.18), are directly related to the University's planning processes, resources, and structures, are aligned with each other and are designed to achieve the institution's mission and goals.

The clearest evidence of the link between the Strategic Plan goals, the institutional mission, and planning for the resources, structures and facilities is found in the President's request to the State for funds for operations and capital projects. As a public institution, the President of Morgan is required to provide legislative testimony to Senate and House subcommittees of Maryland's General Assembly as part of the State's annual review of Morgan's budget. In his [Legislative Testimony](#) for the fiscal year 2018 Operating Budget that was presented to Maryland's House Subcommittee on Education & Economic Development and the Senate Subcommittee on Education, Business & Administration, Dr. Wilson linked Morgan's vision and mission statements to the Strategic Plan priorities. Testifying before both the Senate and House subcommittees, the President stated "The University is operating under its strategic plan, focusing on enhancing student success, growing its standing as a research university, improving infrastructure and operations, increasing grants and contracts activity, expanding online programs and other courses, and establishing educational partnerships with prestigious institutions throughout the world."

Consistent with the Strategic Plan Goal 4: Growing Morgan's Resources, at the November 10, 2016, Founders Day Convocation the President announced the launch of the public phase of [The Anniversary Campaign for Morgan State University](#) with a goal of raising a total of \$250 million from private and public sources, the largest comprehensive campaign of any public HBCU in the United States. For the campaign period fiscal year 2011 through year-to-date, overall campaign gifts and grants from public and private sources total \$196,339,633 or seventy-eight (78.5%) of the \$250 million goal. Private gifts for this period total \$42,539,633 or eighty-five (85%) percent of the \$50 million goal, while public support (i.e., grants, contracts, legislative awards) totals \$153,800,000 or seventy-seven (77%) of the \$200,000 million goals. The Division of Research and Economic Development also contributed to the Strategic Plan's goal of Growing Morgan's resources. For the fiscal year 2017 (July 1, 2016 – June 30, 2017), the Division accounted for \$31.2 million (\$31,179,375,61) in new and continuing sponsored grants, cooperative agreements, and contracts.

Documented and disseminated planning processes

Although the Strategic Plan provides the primary framework for strategic decision-making and key initiatives at Morgan, there are a number of other clearly documented and communicated planning and improvement processes occurring at the University from which conclusions are drawn from assessment results and which are used for planning and resource allocation including State-mandated planning process, planning processes of the Board of Regents, University-wide planning and improvement processes Facilities Master Plan, Budget Advisory Committee and the President's

“Deep Dives” into Retention and Graduation, Campus Security, Obstacles to Degree Completion, the School of Graduate Studies, Faculty Institutes, University Council and the Student Government Association.

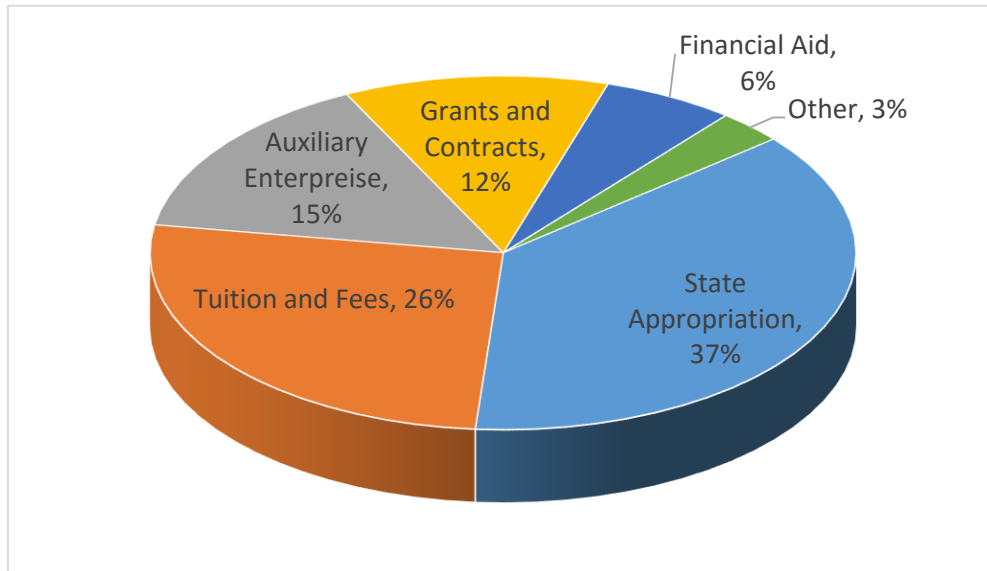
For example, MHEC requires that the Performance Accountability Report (PAR) be officially approved by the Board of Regents and submitted annually. As mandated by the State, the PAR consists of: a narrative summary of performance aligned with Strategic Plan five goals; empirical benchmarks of the Strategic Plan goals negotiated between the University and MHEC staff that are used to both compare past performances and project future performances that include actual and estimated data for measuring the goals; new negotiated benchmarks for academic years 2018 through 2023; and University responses to questions posed by MHEC regarding the immediate past year PAR Report. A University-wide PAR Leadership Team that included Regents who are members of the Academic and Student Affairs Committee developed the new benchmarks for measuring strategic initiatives related to measuring PAR outcomes for the next five years.

Financial planning and budgeting process

As a public institution, Morgan’s financial planning and budgeting process begins with a review by the University’s governing Board of the proposed operating and capital budget requests to be submitted to the State. The Regents consider proposals to raise tuition and fees, requests of increases for State funds for operating costs, and proposed funding for capital projects. Following review by the Regents, the President provides annual legislative testimony to Senate and House subcommittees of the Maryland General Assembly in which he aligns the institution’s mission and goals as reflected in the Strategic Plan’s goals and objectives. For fiscal year ending June 30, 2017, the University realized total operating revenues of \$251,129,760 million comprised of \$166,248,777 million in State support including tuition and fees. Revenue from Auxiliary Services totaled \$36,664,049 million, while Grants and Contracts contributed an additional \$29,908,816 million to the institutional operating budget. Figure 1 below describes the University’s operating budget by percent of revenue for fiscal year 2017.

The University’s budget development process is the basis for matching operational needs with available resources. In 2011, the President established a Budget Advisory Committee (BAC) to make recommendations on the use of additional resources that may become available. The Committee consists of: one (1) Dean, four (4) faculty, three (3) staff, the Provost (ex-officio member), and the Vice President for Finance and Management, who serves as the Committee Chair. Representation on the committee changes annually to ensure that the budget development process is informed by the diverse perspectives of the campus community. The BAC arrives at recommendations following presentations from divisional vice presidents and after carrying out other analysis as necessary, and the President and senior financial personnel rely to a significant degree on the recommendations of the BAC to identify funding priorities.

Figure 2 Morgan State University Operating Budget by Percent of Revenue: 2017



The President determines operating budget decisions for each year after hearing the recommendations of the committee and consulting with senior finance personnel. A typical calendar of the University’s budget planning process is shown in Table 7 below.

Table 8 University Budget Planning Process and Calendar

MONTH	PLANNING PROCESS
March	VPFM request long and short-term resource needs from all divisions and departments
April	VPFM summarizes funding availability for next fiscal year and shares with BAC
April	VPFM presents needs to the BAC for funding considerations
April	BAC reviews and discusses budget needs with Vice Presidents
May	BAC summarizes funding recommendations to the President
May	BAC forwards institutional needs to the President
June	VPFM discusses tentative prioritized needs with the President
July	VPFM discusses draft prioritized needs with VPs and departments
August	Short-term prioritized needs, approved by the President, are allocated to departments

[AGB Institutional Strategies](#) (AGBIS), a nonprofit consulting firm focused exclusively on higher education, assists colleges and universities in addressing issues affecting higher education’s business model and the changing competitive environment. With financial support from the [Kresge Foundation](#), AGBIS will work with Morgan throughout 2018 to

rethink the University's business model and to align the institutional mission with opportunities based on the macro trends shaping higher education. Specifically, the scope of work is to

assist the University in generating \$10 million of incremental revenue over a four-to-six-year period, understand how partnerships can support the University's growth and infrastructure needs, and support its key internal initiatives that will lead to a stronger University.

This collaboration with AGBIS represents a timely opportunity to assist the University in documenting and disseminating its planning processes as well as assisting the University in thinking about resource, infrastructure, and programmatic challenges and opportunities that accompany Morgan's new legislative designation as Maryland's preeminent public urban research university.

Fiscal and human resources and technical infrastructure

The University possess the technical infrastructure to support its operations as a Carnegie Doctoral Research University (R3) adequately wherever and however programs are delivered. Over a twelve-month period ending in February 2017, the University invested \$22 million in a Next Generation Network (NGN) that increased inter-building communication from 2 GigE to 100 GigE and which unifies previously separate networks such as telephone, energy management, fire and safety systems into a converged network. A robust outdoor and indoor WiFi infrastructure was also developed in conjunction with the NGN. The NGN also upgraded the University's security infrastructure to use best of breed appliances compliant with local, state, federal regulations. The new NGN better supports the integrity of student records and financial data, facilitates and supports Morgan Online initiatives in particular the development and teaching of online courses, as well as enhancing accessibility through WiFi to networked resources at any time, from anywhere, and any device. Morgan's implementation of NGN won the 2017 Association of Colleges and Universities Technology Advancement (ACUTA) award for institutional excellence in Information Technology.

The University has a well-defined decision-making processes and clear assignment of responsibility and accountability. Under the direction of the divisions' vice presidents, both academic and administrative units develop goals and objectives consistent with the Strategic Plan, which support the campus mission and campus-level objectives. Certain objectives that may require changes in short-term strategy, such as those associated with enrollment management, typically are reviewed at the cabinet level at their regularly scheduled meetings. Most objectives are revised as required by circumstances and are reviewed annually. The extent to which units achieve their objectives is the basis for annual personnel evaluations. The extent to which objectives is achieved is also the basis for budget deliberations. These provide the framework for regular assessment at cabinet meetings. Campus-level objectives require responsible units to develop unit-level objectives as part of their strategies for reaching their goals. These

objectives typically are stated in detail and are continually assessed at the unit level with periodic attention paid to them at the cabinet level.

Defined decision-making processes

The University's [organizational structure](#) facilitates decision making to address its major priorities. In order to ensure that Morgan is adequately addressing emerging needs, the University has added four administrative units to address research and economic development, academic outreach and engagement, enrollment management and Student support services, and international affairs. At the same time, it has restructured the Division of Research, Planning, and Information Technology into the Office of Information Technology (OIT). The shift in emphasis from activity-focused to mission-focused provides the University the agility to achieve the goals of the University's Strategic Plan.

The current organizational structure provides a well-defined as well as a more flexible decision making process that allows the various administrative division the opportunity to be nimbler and innovative in pursuing specific parts of its mission and strategic plan that are of growing importance.

- For example, the University's emergence as a research institution has required greater concentration on identifying potential sources of research funding, support for proposal development, and technology commercialization. D-RED was created to promote this aspect of the mission. It has developed its own mission and three year strategic goals as aligned to the goals in the University Strategic Plan for which it collects weekly metrics on proposal submissions and awarded grants. These are reported at cabinet meetings and at the Regents' quarterly meetings.
- As another example, the fact that the campus has evolved as a first choice for increasing numbers of students from other countries requires more strategic initiatives that focus on the recruitment of international students and on enhancing their success upon enrollment. Hence, the Division of International Affairs was created to address their needs on international students and faculty.

Finally, a fundamental part of Morgan's mission as an urban university required it to better apply its resources to the needs of the community in which it is located and to provide better access by Baltimore residents to its educational resources. The reconfiguration of its organizational structure to include the Divisions of AOE and D-RED assist the University in fulfilling the community outreach facets of its mission.

Comprehensive planning for facilities

Capital investments at Morgan add to the educational experience of students and are critical to the Strategic Plan goal of enhancing student success. Towards that end, the University has embarked on an aggressive capital construction plan as reflected in its [Facilities Master Plan](#). The Center for the Built Environment and Infrastructure Studies (CBEIS), which opened in the fall of 2012, has experienced an increase in enrollment in

the departments housed there. Between fall 2012 and fall 2016, at the undergraduate level, Transportation Systems increased 82%, Civil Engineering increased 89% and Construction Management increased 167%. At the master's level, the School of Architecture and Planning experienced a 13% increase in enrollment. The Earl G. Graves School of Business and Management opened in the fall of 2015, expanding Morgan's campus to the west across Hillen Road. Equipped with state-of-the-art learning laboratories that simulate real-life work environments, the facility provides students with hands-on instruction that makes them more marketable and better prepared for success in their careers. The new Jenkins Behavioral and Social Sciences Center which opened in 2017 is the second facility constructed on the West Campus. The \$79 million state-of-the-art [Martin D. Jenkins Hall](#), which houses all behavioral and social sciences programs is replete with world-class technology and innovative, interactive learning environments including a Forensic Anthropology Lab, a Human Factors Research Lab, a Neuropsychology Lab, and a Vivarium. These types of experiential learning facilities are essential to providing students the skills to compete and excel in the workforce as well as supporting the Morgan's designation as the State's preeminent urban research university.

The University broke ground on the [Calvin and Tina Tyler Hall](#), an \$88 million facility that will house critical student services support offices including EMASS, OIT, the Counseling Center, and the Office of Community Service. And, the first phase of State appropriation is expected in fiscal year 2019 for a new Health and Human Services Building has been received. The Building is projected to cost about \$150 million and will house the School of Community Health and Policy and the School of Social Work including the departments of Nursing, Nutrition, Public Health, Family and Consumer Sciences, Medical Technology, and University's Infirmary and Counseling Center.

Morgan's comprehensive planning for facilities, infrastructure, and technology including consideration of sustainability and deferred maintenance is linked to the University's strategic and financial planning processes. Capital Projects are planned by the University Planner, and their design and construction are managed by the Office of [Design and Construction Management](#) (DCM). The Physical Plant Department (PPD) is responsible for operating and maintaining the buildings on campus. The planning, design, construction, and operations of facilities on campus are the responsibility of the Associate Vice President of Facilities, Design, and Construction whose operations are a part of the Division of Finance and Management. With the exception of facilities that have the potential to generate income such as athletics facilities, housing, and parking garages, capital projects at Morgan, typically those related to academics and administrative functions, are funded by the State of Maryland. As a public institution, Morgan's request for new capital project is subject to Section 3-602(d) of the State Finance and Procurement Article of the Annotated Code of Maryland, which provides that before an appropriation may be authorized for a capital project, the unit of State government requesting the appropriation shall submit a Facility Program justifying the project and describing, in detail, the scope and purpose of the project. Using the Facility Program, Maryland's Department of Budget and Management (DBM) assesses the importance of the project, judges the appropriateness of the proposed scope, and

establishes a project's priority compared with other public projects proposed for funding in the State's [Capital Improvement Program](#) (CIP). Capital projects for Morgan through 2022, including changes to the University's fiscal year 2017 – fiscal year 2021 are outlined beginning on page 73 of the State's [CIP Budget Book](#).

The capital projects that are priorities for Morgan are reflected in the University's Facilities Master Plan which was developed in four phases including: Phase 1: Orientation and Inventory Assessment; Phase 2: Concept Development; Phase 3: Master Plan Development including a Bicycle Master Plan, Athletics and Recreation space analysis, and Science facilities space analysis; Phase 4: The Final Report. New construction and proposed facilities renovation, as well as planned use of space in the Facilities Master Plan are expressly designed to advance the five goals of Morgan's Strategic Plan. A twenty-member Master Plan Steering Committee is responsible for identifying Master Plan goals and capital projects and linking the capital projects to Strategic Plan goals. The goals of the Facilities Master Plan are:

1. Respond to the initiatives in the University's Strategic Plan and the growth in student population;
2. Increase access to a diverse group of students relative to their academic preparation, socioeconomic background, and ethnicity;
3. Further develop, define, and improve campus connectivity and organization, including the preservation, improvement, and access to outdoor green spaces;
4. Correct the long-term deficiencies in facilities with the goal of gaining international prominence in its areas of strength;
5. Develop efficient allocation of space for all programs and create guidelines for future space assignments;
6. Address evolving academic trends, the impact of technology on academic programs, changing instructional delivery methods, the impact of online education, and the growing significance of research; and
7. Develop a sustainable plan regarding ecological impacts, economic benefits, and equal access to all available resources.

Based on these seven goals, planning themes were developed and specific capital projects were linked to the five goals of the Strategic Plan. For example, the Master plan anticipates that the capital projects necessary for Enhancing Morgan's Status as a Doctoral Research University include:

- A. Significant advances in STEM research environment - Sciences Building
 - Research space for biology and chemistry
 - Shared bio-safety labs, animal facilities, and research greenhouse
- B. New facilities enable improvements through renovation
 - Carter-Grant-Wilson envisioned as new Institute for Urban Research and School of Graduate Studies
- C. New Technology Transfer Center
 - Co-locate Research and Economic Development Division

- Provide increased research infrastructure
- Establish incubation space for start-up businesses

As with the planning process for the University's operating budget, financial planning and budgeting for capital projects including facilities and infrastructure projects begins with a review by the University's Board of Regents of the proposed capital budget requests to be submitted to the State. The President next provides [legislative testimony](#) to Maryland's Senate and House Subcommittees on Capital Budget requests. In his legislative testimony regarding Morgan's capital budget request for fiscal year 2018, Dr. Wilson noted the importance of the State funding for the construction of new facilities to design and deliver the student learning experience and to support of the student experience at Morgan. According to the President, "The value added to the educational experience of our students by capital investments cannot be overstated." Consistent with the President's legislative testimony, capital projects at Morgan, particularly the construction of new facilities, also serve as a means of designing, delivering and supporting the student learning experience. For example, the University's Office of DCM typically hires two students as interns to work for a full academic year on various capital projects. At the end of a major capital project the Office of DCM will conduct what a "Lessons Learned" meeting to discuss what went right or wrong throughout the building's design and/or construction.

As an outgrowth of the Facilities Master Plan, the University annually submits a five-year capital budget request to the State that includes a thorough description and justification of each project for which funding is being requested. The merit of each project is evaluated by the State and when approved, funding usually is appropriated over a 4 to 5-year period. The University submitted its fiscal year 2019 Five-Year Capital Budget Request to the DBM on June 30, 2017 for funding consideration from the State. The five-year request totals \$454.9 million of which \$57 million is requested for fiscal year 2019. The fiscal year 2019 capital projects include a new Student services building, new Health and Human services building, demolition of Turner's Armory, campus wide site improvements, a new Science building, and funding to address deferred maintenance. For fiscal year 2018, the University requested \$18.7 million for capital projects and the legislature approved a total of \$10.4 million to complete construction and equip the new Behavioral and Social Science Center and to begin construction of a new Student services building. Over the past ten years nearly \$600M in facilities projects have been completed.

Annual independent audit

As a public institution, Morgan participates in multiple audit examinations annually, which include an independent financial statement audit, audits by the State of Maryland Legislative Office and audits conducted by Morgan's own Internal Audit & Management Review office. The collective findings of the audits assist the University in confirming institutional financial viability and identifying opportunities to address any concerns cited in the audits' findings. The audits also assist the University in limiting risks, improving best practices, assessing processes, promoting efficiency and strengthening compliances. In compliance with an annual mandatory examination of its fiscal health,

the University successfully underwent an independent financial statement audit completed in November 2016, which revealed no material weaknesses, unresolved debt covenants, fraud, or abnormalities detracting from the issuance of an unmodified opinion. SB & Company, LLC, a certified public accounting and business advisory firm registered with the Public Accounting Oversight Board, conducted the independent audit and summarized the audits' findings as follows:

The University's overall financial position continues to strengthen, despite a national trend of declining high school graduates. The strengths that serve as a strong foundation in maintaining this growth are a diverse and capable faculty, Carnegie classification as a doctoral research university, specialized accreditation of academic programs, collaborations with federal agencies and with private corporations, production of STEM graduates, and a comprehensive array of doctoral programs.

SB & Company's audit findings were reported to the President, the Board of Regents, the State and federal governments as well as to creditors and bond rating agencies. The [clean financial report](#) from SB & Company is further evidence that Morgan is a good steward of the assets and resources under its management and allows the University to maintain its A1 and A+ bond ratings as ascribed by Moody's and [Standard & Poor's](#), respectively.

Efficient utilization of resources

While outcomes often provide the best evidence of goal achievement, the University also relies heavily on surveys of students to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals. The University annually carries out a global survey of student satisfaction with some sixty activities serving students as well as numerous specialized surveys. These are regularly reviewed by divisional Vice Presidents, Deans, directors, faculty, and other administrative or service personnel at Morgan. In addition, the President regularly convenes University-wide Town Hall meetings to share progress toward Strategic Plan goals and initiatives and to elicit feedback from students on how well institutional resources are being used to meet their needs.

In recent years, the University has developed more point-of-service assessments of institutional operations that affect the quality, efficiency, and timeliness of campus services that impact students, faculty, and staff. For example, an annual survey is conducted of student satisfaction with various aspects of the University wherein students are asked to give the campus a grade, from A through F, across a range of specific campus operations and services. The President has also established Morgan Cares to provide ongoing training to improve customer service among faculty, staff, and students. Participation in customer service training is required of all personnel from every administrative and academic division at Morgan. Morgan Cares was recently renamed Morgan Cares More to reflect of the ongoing importance of providing quality customer service not only to students but also among and between administrative

personnel and third parties who may be engaged with the University. Morgan Cares More is headed by the Assistant Vice President for Planning and Institutional Effectiveness (AVPIE) who is responsible for offering the customer service training classes.

Based on the results of surveys, Town Hall meetings, and feedback from Morgan Cares More, the President develops a “fixit” list that details the highest priority concerns of campus constituencies. This list is widely publicized and is updated as problems are solved and others emerge. The process and progress on the fixit list projects are monitored by the AVPIE.

Periodic assessment

The University has a continuous process for the periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources. This process begins with the Board’s Audit Committee that is responsible for directing the Regents’ attention to:

- oversight of internal controls;
- review of the financial statements and management's corrective action plans in response to deficiencies cited by auditors;
- review and approval of internal audit's long range plans and activities;
- monitoring ethics and compliance with State and federal laws; and
- reports of fraud, theft, and other institutional financial improprieties.

The Board recently established an ad hoc committee on Board policies to conduct the periodic assessment of existing Board policies in the context of the University’s Strategic Plan, the development of new academic programs, and the impact of global demographic influences on University operations.

The Office of Internal Audit & Management Review (IAMR) reports on a quarterly basis to the Board’s Audit Committee and is responsible for evaluating and offering recommendations to improve the effectiveness of financial accounting and reporting, information technology, internal control, and operational and compliance related activities. The Office of IAMR assists management in assuring internal and external parties that the University’s financial resources are being properly managed and accounted for and that the institution is complying with applicable processes and laws.

Two other offices, the Office of Planning and Institutional Effectiveness, which reports directly to the President, and the Office of Institutional Research, which reports to the Provost, also have primary responsibilities for continuous assessment of University operations. Both offices develop surveys, collect, store, analyze, and report data in formats that strategically assist administration, faculty, and staff in making concrete decisions relative to the utilization of, and planning for, University resources. There are many compliance and financial reports required by local, State, and federal agencies that are a part of the continuous assessment of Morgan’s effective use of institutional resources. In addition to the previously referenced PAR, Diversity, Independent

Financial Audit, and Legislative Audit reports, additional reports include, but are not necessarily limited to, the Annual Performance Report for the federal Title III grant program, a series of reports submitted to MHEC namely, Enrollment Reports, Degree Reports, Retention Reports, Graduation Reports, Transfer Reports, Performance and Accountability Reports, and Maryland Student Financial Support Reports. The OIR conducts the Freshman Survey-Designed by the Higher Education Research Institute, an Exit Survey of graduating Morgan seniors and recent graduates to rate their satisfaction with academic learning and support and campus-wide services, a Follow-up Survey of Morgan graduates to assess their career and continued education endeavors, and the National Survey of Student Engagement.

Summary and Conclusion

In summary, Morgan's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. Evidence that the University meets the standard and the 9 criteria is found in the President's legislative testimony to Maryland's Senate and House subcommittees requesting funds for operations and capital projects wherein he links the justification of such funds to Morgan's Strategic Plan's five goals. Morgan's operating budget of \$251 million is sufficient to: achieve the institutional mission and design, deliver and support the Student Learning Experience. It is bolstered by the success to date of its \$250 million Anniversary Capital Campaign and its \$31.2 million awards in grants, contracts, and cooperative agreements.

Further evidence of how effective Morgan's planning processes, resources, and structures are aligned with each other and are used to assess and improve its programs continuously is seen in its successful adjustment to the State's demographic trends. As a result of the changing demographics in Maryland, there is a decline in high school graduates, particularly among white students, and therefore a decline in traditional college age freshmen enrolling in the State's public colleges and universities. As a result of timely investment of resources and strategic improvements in its [Office of Undergraduate Admissions](#), student enrollments at Morgan have declined only slightly from its high of 8,018 students in 2011. This is particularly noteworthy because a relatively large share of Morgan's student body is financially disadvantaged and, hence, has a lower probability of enrolling than the typical college student in the state.

Since the last MSCHE team visit and report in 2008, the University has invested significantly in expanding its inventory of academic programs, especially online programs, enhancing undergraduate recruitment initiatives and admissions office infrastructure and strategically developing new administrative areas (IA, AOE, and EMASS) in order to sustain momentum toward meeting the University's enrollment goals. It has also received additional State funds to increase the amount of institutional aid available to students. As a result of these investments, enrollment growth has been steady, increasing from 7,546 in fall 2013 to 7,747 in fall 2017. Undergraduate enrollment has grown each year since fall 2013. New freshman enrollment for fall 2017 was 6% higher than in fall 2016. In fact, new undergraduate enrollment reached a seven-year high this fall at 1,645; this figure was higher than the year of the University's

peak enrollment of 8,018 in 2011, at which time new undergraduate enrollment stood at 1,605.

Although graduate enrollment has declined somewhat over the past two years, dipping from a high of 1,406 in fall 2015 to 1,307 in fall 2017, it is anticipated that graduate enrollment will begin to rebound in 2018-2019 with the addition of new online master's degree programs and the enhanced marketing of the graduate programs that is underway. A Registered Nurse (RN) to Bachelor of Science (BSN) to Master of Public Health (MPH) online degree program will launch in spring 2019 and is projected to add to graduate enrollment. Hence, if enrollments can be considered a summary indicator of the effectiveness of institutional planning, resource allocation to support planning objectives, and improvements required to attract students, Morgan's ability to effectively address this standard is affirmed.

STANDARD VII: GOVERNANCE, LEADERSHIP AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals which effectively benefit the institution, the students, and other constituencies. When supported by or affiliated with other unaccredited organizations (governmental, corporate, religious, educational system), the institution has education as its primary purpose, and operates as an academic institution with appropriate autonomy.

Morgan State University meets this standard of accreditation. The evidence that supports this standard and its five criteria is found in the analysis of data and discussion presented below.

Governance structure

Morgan's governance structure which is defined by statute outlines roles, responsibilities, and accountability for decision making by each constituency, including the Regents, administration, faculty, staff and students. Pursuant to [Article 14 of the Education Article](#), (page 798-803). Annotated Code of Maryland, Morgan is a public corporation and an independent unit of State government §14–101 (2)(3) and is not included in the University System of Maryland §14–101.1. In 1988, Morgan was designated by the legislature as Maryland's public urban university, giving the institution a specific mission to serve the State's urban population. In May 2017, Morgan was officially re-designated by Senate Bill 1085 as Maryland's preeminent public urban research university. This new designation signifies the increasing importance of research in Morgan's expanding institutional mission. Thus, the University's current mission is "providing higher education and graduate study in the Baltimore area with a mission of instruction, research, and service."

The structure of postsecondary education in the State of Maryland was established by the [Higher Educational Reorganization Act of 1988](#), which established the Maryland Higher Education Commission (MHEC). Maryland's [postsecondary system](#) is comprised

of six segments of public senior higher education including the Maryland Association of Community Colleges, the Maryland Association of Private Colleges and Career Schools, the Maryland Independent College and University Association, Morgan State University, St. Mary's College of Maryland (St. Mary's), and the University System of Maryland (USM).

The Board is the legally constituted governing body responsible for serving the public interest and possesses sufficient independence and expertise to ensure the integrity of the institution. By statute, [MD Education Code Ann. § 14-101 et. seq.](#), government of the University is vested in a 15-member Board of Regents appointed by the Governor §14-102 (a)(b). As set forth in §14-104(a)(1), the Regents are responsible for the management of the University and have all the powers, rights, and privileges that go with that responsibility and may not be superseded in its authority by any other State agency or office in managing the affairs of the University §14-104(a)(2). The powers of the Board are set forth in §14-104.(a)-(k) include, but are not limited to: adopting rules and regulations consistent with the laws governing and managing of the University; reviewing and/or adopting all manner of policies and procedures for the proper management of the University; preparing and submitting budgets; contracting to receive or provide services; establishing all manner of personnel standards; setting tuition and fees; using the receipt of fees for the purposes for which they were collected; establishing academic programs; reviewing and approving operating and capital budgets requests; and appointing a President of the University who shall be the Chief Executive Officer of the University and Chief of Staff for the Board of Regents. In summary, the Regents represent an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Ample evidence exists of the BOR's autonomy and accountability for decision-making regarding hiring, academic standards, policies, budgets, and establishing the regulatory administrative framework at Morgan. For example, since the last decennial review by MSCHE in 2008, the Regents have:

- hired a new President in 2010, Dr. David Wilson;
- revised the Board of Regents Bylaws;
- approved the award of online graduate degrees in Education (Ed.D) and (M.Ed), Electrical Engineering (MSEE), Project Management (MSPM), Business Administration (MBA), and Social Work (MSW); online undergraduate degrees in Electrical Engineering (BSEE); and online post baccalaureate certificates in Psychometrics, Project Management, and Urban Sustainable Communities;
- established an [Audit Committee](#) as the BOR's fourth Standing Committee; and
- established several "Special" or ad hoc BOR Committees including an Evaluation Committee, Nominations Committee, Policy Committee.

At the policy level, the Regents oversee the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by-laws, and the

assurance of strong fiscal management and do not interfere with the day to day operations of the University. Board Committees review operational and capital budgets as well as audited financial statements and annually evaluate the performance of the President. Such performance evaluation is meant to be constructive and reflect the Board's support of the President. The Regents are subject to the [Conflicts of Interest](#) provisions of [Maryland's Public Ethics Law](#). The Regents have posted [Board Policies and Procedures](#) that support the purpose, principles and philosophy of the mission of the University. In summary, the establishment of a Board exclusively dedicated to the governance of Morgan is essential to the growth and development of the University consistent with its mission.

Changes in university leadership

The day to day administration of the University is led by Morgan's 10th inaugurated President, Dr. David Wilson, who was appointed by the Board of Regents in 2010 and who reports to, is evaluated by, and who serves at the pleasure of the Board. Dr. Wilson possesses the appropriate credentials and professional experience necessary to lead the University in pursuit of its institutional mission and aspirational vision. Morgan's President holds four academic degrees, including a Bachelor of Science (B.S.) in Political Science and a Master of Science (M.S) in Education from Tuskegee University and a Master of Education (Ed.M.) in Educational Planning and Administration as well as the Doctor of Education (Ed.D.) in Administration, Planning and Social Policy from Harvard University.

In his more than 30 years of experience in higher education administration, Dr. Wilson has served as Chancellor of both University of Wisconsin Colleges and the University of Wisconsin–Extension, Vice President for University Outreach and Associate Provost at Auburn University, and as Associate Provost of Rutgers, the State University of New Jersey. Ample evidence exists demonstrating that Dr. Wilson has the authority and autonomy required to fulfill the responsibilities of President, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.

For example, among Dr. Wilson's first initiative as President was to engage the Regents and the University community on the need for a new strategic plan focused on urban sustainability and applied research on intractable challenges facing Baltimore and other urban centers across the nation and around the globe that identifies goals and objectives to elevate Morgan's current Carnegie classification from DRU: Doctoral/Research University (R3) to RU/H: Research University (R2) - high research activity. Dr. Wilson appointed a Strategic Plan Steering Committee comprised of Regents, faculty, students, staff, alumni, administrators, Deans, and representatives from the neighborhood and local business communities to receive input from the University community and to guide the development of a new strategic plan. Its work resulted in publication of [Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021](#), which included new mission and vision statements, new core values, and five major goals to guide institutional planning,

organizational staffing, and the allocating resources at the institution over the next decade.

Following the adoption of the Strategic Plan by the Regents in 2011, Dr. Wilson reorganized the University's management structure to better be better aligned with the Strategic Plan's 5 goals by establishing five new administrative divisions including AOE, EMASS, IA, D-RED, and the OIT. These new administrative divisions and the OIT were added the University's previous administrative structure of Academic Affairs, Finance and Management, Institutional Advancement, Planning and Information Systems, and Student Affairs bringing to nine (9) the total number of administrative divisions at the University along with the OIT. Dr. Wilson used his authority as Chief Executive Officer to staff the new administrative divisions consistent with the academic credentials and professional experiences required to lead the division. Each new administrative division is headed by either a vice president or director with the appropriate terminal degree in a relevant discipline and years of relevant professional experience.

The President's reorganization of the University management structure has proven to be exceedingly effective in developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its Strategic Plan. Evidence of the effectiveness of this administration and management structure in positively impacting the overall growth and progress of the University is reflected in the achievements of the newly established administrative divisions.

For example, the Division of AOE was established in 2013 to facilitate the achievement of the Strategic Plan goals of Enhancing Student Success, Growing Morgan's Resources and expanding Morgan's Community Engagement initiatives. Among the most significant accomplishments for the Division are program initiatives in the Center for Continuing and Professional Studies (CCPS), Morgan Online, Summer Session & Special Programs, and the English as a Second Language Program. The Bernard Osher Scholarship Program was created with a \$1 million award to the CCPS in 2011 from the Bernard Osher Foundation to provide scholarships to non-traditional adult students between the ages of 25-50 to return to the University after a gap of 5 or more years in order to complete a bachelor's degree. During the 2016-2017 academic year, scholarships were awarded to 33 Osher Scholars. Since the inception of the program, seventy adult students have earned bachelor's degrees in a variety of disciplines across the Morgan's College of Liberal Arts and its seven academic schools. Because of CCPS' success with the adult non-traditional Osher Scholars, the Crankstart Foundation awarded the CCPS an additional \$50,000 in 2016 to establish the Crankstart Reentry Scholarship Program with scholarships for an additional 10 adult non-traditional students. An additional \$50,000 was received from the Crankstart Foundation in 2017 to support another 10 students for a total of 20 adult non-traditional students receiving financial assistance to complete their bachelor's degree.

Similarly, the [Improved Opportunities for Parents \(IOP\) Program](#), managed by CCPS, provides financial support for student-parents, including international student-parents, to

complete bachelor's degrees leading to employment and self-sufficiency. Twenty student-parents, 14 females and 6 males, received IOP funds during the 2016-2017 academic year with nine students earning bachelor's degrees through the spring and winter commencements. The Office of Summer Session & Special Programs has increased the number of students enrolled in the summer sessions from 2,177 in 2014 to 3,008 through the summer of 2016. The number of online courses offered in the summer sessions increased from 34 in 2014 to 98 through the 2016 summer sessions and gross tuition revenue by more than \$1.3 million from the 2014 summer sessions through the 2016 summer sessions. Since establishing an Office of Morgan Online in 2014, the University has been approved by MHEC to offer nine (9) online degree programs and three (3) post baccalaureate certificate programs. Enrollment in courses offered completely online increased from 1,807 during the 2013-2014 academic year to 3,646 during the 2016 -2017 academic year. Enrollment in hybrid courses increased during the same period from 176 to 523 students.

The Division of EMASS was officially formed as a distinct division led by a Vice President in July 2016, after previously operating as the Enrollment Management and Student Support Services unit (January 2012-June 2016) and the Academic Support Programs unit (March 2009-December 2011) reporting to the PSVPAA. The primary role of EMASS is to advance the University's number one strategic goal, "Enhancing Student Success." As a Division, EMASS has three main focus areas (the three Rs): recruitment, registration, and retention to degree completion. The EMASS [2016-2017 Annual Report](#) summarizes a number of the Division's recent accomplishments. The Vice President for EMASS has been tasked to oversee the University's "50 by 25" goal, which aims to increase the graduation rate to fifty (50%) percent by 2025. By focusing on enhancing advising and degree planning; focusing on course redesign and faculty development; and implementing the Lumina Foundation toolkit, Beyond Financial Aid, with the aid of an expanding technology toolkit (Starfish, Degree Works, EAB-Student Success Collaborative) and the Lumina, UNCF and other grant-funded student success initiatives, EMASS is confident that the 50%-degree completion goal is feasible. The six-year graduation rate for 2017 of thirty-eight (38%) percent was the highest in ten years and represents a five percentage point increase over the graduation rate for 2016.

The D-RED was established in 2013 to better facilitate achievement of Strategic Plan Goals of [Enhancing Morgan's Status as a Doctoral Research University](#) (p.16) and [Growing Morgan's Resources](#) (p.18) by championing faculty research, coordinating the application of grants and contracts, facilitating the application for patents, and identifying opportunities for technology commercialization. In order to further enhance Morgan's status a research University, DRED established an Internal Research Council (IRC), consisting of representatives appointed by the Deans for each school and the CLA. The D-RED also established an External Research Advisory Panel (ERAP) consisting of distinguished members of the research community in government, industry, and academia in order to assist in the formulation of research policies, develop opportunities for faculty research, and to better advise the University on how to strategically grow its national research footprint. In 2016, the Vice President for D-RED was appointed to the National Science Board, which has oversight over the National Science Foundation.

Since its creation, D-RED has succeeded in securing and managing two of the largest awards in Morgan’s history including the National Aeronautics and Space Administration (NASA) Goddard Earth Sciences Technology and Research ([GESTAR](#)) contract from Universities Space Research Association and the [ASCEND](#) Training Model to Increase Diversity in the Biomedical Research Workforce cooperative agreement from the National Institutes of Health (NIH). The 5-year GESTAR contract was \$28.5 million from 2011 through 2016 was renewed (i.e., GESTAR II) for an additional 5 years for \$18 million from 2016 through 2021. The ASCEND cooperative agreement award is \$24.3 million over 5 years from 2014 through 2019.

For the fiscal year ending June 30, 2017, the University received \$31,179,375.61 in external contracts and grants with the vast majority of the awards generated by faculty across the schools and the CLA. Table 8 reflects the awards from contracts and grants received by the schools and the CLA is fiscal year 2017.

Table 9 External Contracts and Grant Awards by Schools/CLA: 2017

OPERATING UNIT	AWARD
College of Liberal Arts	\$407,041.00
Division of Research and Economic Development	\$7,689,595.32
School of Architecture and Planning	\$71,804.00
School of Education and Urban Studies	\$579,098.00
School of Engineering	\$2,842,752.46
School of Community Health and Policy	\$6,638,507.00
School of Computer, Mathematical and Natural Sciences	\$1,379,119.83
School of Social Work	\$816,547.00
Other Operating Units	\$10,754,911.00
Total Awards	\$31,179,375.61

Among the \$1,379,119.83 awarded to the SCMNS, \$152,893 was garnered by the University’s Patuxent Environmental & Aquatic Research Laboratory (PEARL) to study oysters, crabs, fishing, and coastal ecosystems throughout the Chesapeake Bay watershed. Five provisional and two regular applications of patents were filed with the assistance of D-RED in 2017. In summary, the creation of D-RED as part of Morgan’s management infrastructure has contributed to achievement of the Strategic Plan Goals and has significantly improved the University’s research infrastructure and enhanced Morgan’s Carnegie classification as an R3 Doctoral University with Moderate Research Activity.

The Division of IA was established in 2014 with the broad mission of spearheading and facilitating the University efforts to internationalize the campus and the curriculum

across disciplines in a fashion consistent with the Strategic Plan. Among the strategic initiatives of Goal 1: [Enhancing Student Success](#) (p.14) are: “building a transformative educational environment enriched by diverse cultural and socio-economic perspectives;” and “enhancing students’ educational experiences by expanding the curriculum to include more international and study abroad programs.” Since its creation, international student enrollment has increased dramatically from 450 in 2014 to more than 850 students enrolled in academic year 2016 - 2017 from over 60 countries. Much of the increase may be attributed the government supported Brazil Scientific Mobility Program, the Saudi Arabia Cultural Ministry (SACM) sponsored program, and the Kuwaiti Embassy sponsored program. Morgan is designated by the United States State Department as a sponsor of exchange scholars and with its J-1 visa designation, the University is currently hosting seven (7) exchange visitors from Brazil, China, Turkey, and from countries in Africa.

The creation of the Division of IA has not only enhanced internationalization on Morgan’s campus but has also positioned the University a leader among other HBCUs in establishing study abroad and student and faculty exchange programs with colleges and universities throughout a number of foreign countries. For example, in 2014, Morgan’s President led a [delegation of presidents](#) and senior administrators from 8 American HBCUs to Beijing, China to participate in a People to People Exchange Program and to sign an agreement with the Chinese Government establishing the HBCU-China Scholarship Program. This scholarship program sponsored by the Chinese Vice Premier provides 1,000 scholarships award to students from 50 HBCUs to study in China from 4 weeks to 2 years. The program is designed to promote the role of HBCUs in collaboration with higher education institutions in China for academic, research, administrative, cultural, economic, and social advancement of both the HBCUs and Chinese higher education institutions and to enhance and strengthen ties between the citizens of the United States and the People’s Republic of China. Since the execution of the HBCU-China Scholarship Program, more than 690 students attending HBCUs have studied in China including more than 38 Morgan students.

Included among the formal study abroad and international exchange programs initiated by the Division of International Affairs and that are officially executed between Morgan and senior leaders at international institutions of higher education are:

- nine (9) agreements with institutions in Brazil,
- six (6) agreements with institutions in China,
- thirty-one (31) agreements with several countries in Africa,
- three (3) agreements with institutions in the Middle East, and
- two (2) agreements with institutions in the Caribbean.

The creation of the Division of IA as part of Morgan’s management infrastructure has contributed to achievement of the Strategic Plan Goals by increasing faculty, staff, and student diversity and providing the opportunity to interact with international students on campus and to learning about different cultures and perspectives for students who are unable to study abroad. In summary, The Division of IA works collaboratively with

academic departments to enhance and ensure student and faculty capacity building through professional development activities and international experiential learning activities, study abroad programs, student and faculty exchanges, and other relevant international education activities.

University administration

Morgan has a clearly documented [organizational structure](#) with well-defined reporting relationships and is of an appropriate size for University with a student enrollment of 7,747 students. The University's administrative organizational structure is, at its core, based on the concept of shared governance. Thus policies, regulations, goals and initiatives impacting the University are vetted as appropriate through the SGA, the Deans' Academic Affairs Council, the University Council (UC), the President's Cabinet, and the governing Board. Eligible non-exempt employees at Morgan are represented through a [collective bargaining agreement](#) (A-5 MOU) between AFSCME and Morgan and Morgan. The President's Cabinet consists of the President's Chief of Staff, the PSVPAA, the University's Vice Presidents, the General Counsel, the Internal Auditors, the Director of Government Relations, and the Director of Public Relations and Communications.

In 1975, the Maryland legislature granted Morgan university status with its own governing Board and the authority to award doctoral degrees. In 1986, the Board directed the President to develop a system of internal governance that promoted broader participation of the various constituencies of the University. That structure was expected to:

1. reflect the institution's development from a liberal arts college into a comprehensive university, with five distinct colleges and schools;
2. establish the primacy of the role of the departments and colleges and schools in matters of curriculum, appointment, promotion and tenure, and other academic matters; and
3. improve internal relations and communications within the University.

After an extensive period of review and consideration of various models of University governance by faculty, students, classified employees and professional administrative staff, a governance structure was recommended to the Regents and on November 19, 1987, the Board approved the establishment of the [University Council](#) and its Constitution and Bylaws. Following a period of assessment, on August 21, 1991, the Board issued a Resolution on University Governance ([Governance-Resolution-on-University](#)) affirming its conviction of the efficacy and efficiency of the University Council as a system of internal governance for Morgan. The Regents expressly noted the two-thirds majority vote of faculty on the University Council and Resolved "that the Board of Regents of Morgan State University believes strongly that the current system of internal governance is appropriate."

University Council

The UC consists of voting and non-voting members selected in accordance with the criteria specified in the [University Council Constitution and Bylaws](#). The non-voting ex-officio members consist of the President, all the Vice Presidents and Deans. The President of SGA, and a graduate student representative are members of the UC. The bylaws also indicate that other than an ex-officio member, “no person shall serve more than two consecutive terms as an elected member of the University Council.” The UC meets twice each semester and is responsible for reviewing proposed policies and advising the President concerning those policies. The UC may, on its own initiative, make recommendations to the President or for consideration by the Board with respect to any matter of University-wide significance and impact. The UC represents the campus-wide governance structure involving the administration, faculty, professional administrative staff, classified employees, and student body.

The UC regularly submits recommendations to the President regarding the staffing of various University committees and campus wide task forces. Members of the UC have participated on search committees to fill several senior administration positions including PSVPAA, CIO, the Vice President for Finance and Management (VPFM), and vacancies for academic Deans. The University Council's 5 standing committees and ad-hoc sub-committees have also tackled important projects including the distribution of a percentage of the Indirect Cost funds back to academic departments, [pay compression](#) across the different schools and the CLA, the [smoke free campus policy](#), and amendments to the [APT Policy](#). In 2013, the UC introduced an online collaboration and discussion forum using the Blackboard LMS software to facilitate more cooperation and collaboration from all members of the University community. The new online discussion forum has increased participation from faculty and staff who are not voting members of the University Council by allowing them to easily submit their comments and suggestions to the work being conducted by the different sub-committees. The UC has representation on the Budget Advisory Committee that seeks input from various constituents of the University before making difficult decisions concerning how to allocate limited resources among the different divisions of the institution. Such representation provides opportunities for the UC's collective interests to be addressed directly to the VPFM and other members of the BAC.

Morgan's administration is dynamic in the professional experiences of its personnel and in its organizational structure in order to best achieve the goals of the Strategic Plan and to assist the President in fulfilling his roles and responsibilities as Chief Executive Officer for the University. The administrative personnel, including vice presidents and directors, possess both the appropriate academic credentials and professional experience in the use of technology and information systems that are consistent with their roles and responsibilities and with Morgan's mission. The administration is student-centered and regularly engaged with faculty and students in advancing the University's mission, vision, goals, and objectives as reflected in the Strategic Plan. The President is responsible for the overall supervision of all of administrative divisions at the University, and he is also responsible for the supervision of staff and personnel

within the divisions. Morgan's administrative organizational structure is, therefore, transparent and reflects clear lines of reporting responsibilities.

The PSVPAA, the Vice President for D-RED, Executive Assistant to the President, the Special Assistant to the President, the Internal Auditor, the General Counsel, the VPFM, the Vice President for Institutional Advancement, and the CIO report directly to the President. The Vice Presidents for AOE and EMASS have shared reporting responsibilities to the President and to the PSVPAA. The PSVPAA presides over the Academic Affairs Council, which is composed of the Deans who head the College of Liberal Arts, School of Architecture & Planning, School of Business & Management, School of Community Health & Policy, School of Computer, Mathematical, and Natural Sciences, School of Education and Urban Studies, School of Engineering, School of Global Journalism & Communication, School of Graduate Studies, and School of Social Work. Together the President, Vice Presidents, Directors, General Counsel, a Chief of Staff, and Academic Deans manage the day-to-day operations as well as plan for the long-term future of the University. Along with the Deans, department chairs, and program directors, the Division of Academic Affairs administers graduate as well as undergraduate degree program, periodically reviews and revises those programs, and develops new degree programs and curriculum including the development of on-line courses. This Division is responsible for developing innovative new initiatives such as the Faculty Mentoring Program, the Foundation of Excellence, and the Center for Teaching and Learning.

Student Government Association

The [Student Government Association](#) (SGA) constitutes the third aspect of shared governance at Morgan and is a vital force in creating a sense of community for students enrolled at the University. The University encourages students to appreciate the privileges of and to assume the responsibilities for self-government. The activities and responsibilities of the Student Government Association are substantively designed and operated as real-life experiences for training students to function effectively and to take responsibility while navigating through life. Over the past several years, the SGA has had direct policy-level input on the fiscal, political, social and academic lives of students. Most notably, representatives of the SGA actively participate on both the Board and the UC's academic and student affairs committees. In 2016, the SGA established a financial literacy course specifically for undergraduate students. The SGA serves as an advocate for students petitioning for more accessible and efficient student services and for additional scholarship funds.

Among the more recent accomplishments of the SGA are:

In 2017

- Working with University administration to extend shuttle serve for students after 11:00 p.m. and provide expanded service for students living at off campus complexes.
- Advocated for expanded use of Bear Card for students to use in local stores (within Morgan Community mile).

- Re-established the Live Squad to encourage school spirit and Morgan Pride.

In 2016

- Redefined its constitutional responsibilities to align with functioning more as an advocacy body within the executive branch of government vs. programming board for campus social events.
- Worked with Academic Affairs to develop a Financial Literacy course for upper-class students to assist with preparing them with money management skills upon graduation. This course will be piloted in January 2018.
- Worked closely with Student Affairs and Public Safety to re-establish social events in Student Center by and requiring all students to attend host liability and student accountability workshops.
- Awarded 10 need-based academic scholarships to students.

In 2015

- Was successful in establishing quarterly updates to the Regents' Academic and Student Affairs Committee.
- Reestablished advocacy role for students with University Council.

Assessment of governance, leadership, and administration

Morgan conducts periodic assessment of the effectiveness of governance, leadership, and administration. The systematic procedures for evaluating administrative units and for assessing outcomes to enhance operations are based upon the regular collection and analysis of empirical data. The Office of the Assistant Vice President for Assessment which is located within the Division of Academic Affairs is a direct outcome of the last MSCHE review in 2008. This office works with the University Assessment Committee (UAC), the Vice Presidents, the Deans, faculty and students to support the University's strategic initiatives by directing the implementation of the Comprehensive Assessment Plan and the [General Education](#) Program. The Office of Assessment uses [Searchlight](#), a cloud-based, outcomes assessment system for the academic and non-academic units. The Searchlight software has increased the efficiency of the collection, analysis, and distribution of data because it automates elements of institutional assessment, outcome assessment, and re-accreditation processes campus-wide. Some of the methods used to accomplish its goals include, but are not limited to: standardized testing, an annual cycle of undergraduate and graduate program assessment, program review, surveys, course evaluations, accreditation requirements, and special assessment projects. Searchlight is utilized in other administrative units to collect, analyze, and report on data related to institutional effectiveness, accreditation, student success, satisfaction and retention, and campus performance against key benchmarks.

[Priorities](#) of the Office of Assessment include: improving overall student learning outcomes (SLO); overseeing the implementation of the [Creating Opportunity to Reach Excellence](#) (C.O.R.E.) program; helping departments prepare for their internal 5-year review cycles; and assuring that professional degree programs external review cycles and their external accrediting processes are aligned with their professional

association's standards. Each professional degree program in the schools is required to submit a comprehensive self-study in order to meet the standards and requirements of the various external accreditation agencies. Accreditation visits for each school are conducted every three to six years depending on the requirements of the accrediting agency. One of the professional accreditation mandates for individual colleges/schools is the ability of the colleges/schools to have a voice in governance. The organizational structure of the University is designed so that leaders at all levels have autonomy and responsibility to develop, implement, monitor and report upon activities in their units. Governance is monitored through the extensive reporting system at all levels of the University.

The Office of Assessment also prepares and conducts assessment surveys for all face to face and online courses at the end of each semester. Once the surveys are completed by the students, the results are forwarded to the Deans of each school and the CLA, the chairs of each department, and finally to each individual instructor. If there are any courses that show unusually high levels of negative assessment by the students, the department chairs will contact the instructors and discuss ways to improve the course delivery the following semester. Faculty are encouraged to review the evaluation reports of their courses and plan for any improvements for the following semester. Faculty members may use course evaluation reports in their promotion and tenure dossiers as evidence of their effectiveness in teaching.

The Office of Assessment facilitates the collection of Individual Annual Reports in the spring semester of each year wherein faculty and administrators report their professional activities and accomplishments during the past year in order to demonstrate that their academic, professional, and civic engagement activities are in accordance with the University's mission of teaching, research and service to the community at large. The assessment of faculty and staff in the Division of Academic Affairs is also not a one-way process as each year, faculty members also have an opportunity to evaluate their department chairs and Deans. The main concern voiced by faculty members is that they do not know what happens to the results of these evaluations once they are submitted to the Office of the PSVPAA and how the results are used to improve the performance of the department chairs and Deans. The University uses results of the annual reports to improve the delivery of service by both academic and non-academic units and programs and for adjusting the goals for the next reporting cycle(s). In conclusion, the annual report process that is conducted at each level of the University is designed to illustrate the connection between the division and unit level strategic planning process and to align the planning and resource allocations decisions.

In addition to the collection of empirical assessment data, the senior administrators of the President's Cabinet as well as the PSVPAA, Deans, and senior academic administrators who comprise the Academic Affairs Council hold regular meetings to discuss, set and coordinate communication of strategic decisions to all levels of the University as they relate to the goals of the Strategic Plan. Through these meetings, along with meetings involving the President and the Regents, accountability is

maintained. One of the main concerns of the administration has been improvement in the delivery of customer service to students. After holding several Town Hall meetings in 2011 and 2012, with all members of the University, the administration implemented a 360-degree multi-rater performance evaluation policy in academic year 2013 – 2014 in order to better evaluate and improve the delivery of service at all levels of the University. Every employee of the University, including the President, was required to attend a half-day Morgan Cares training on how to properly hear the concerns of the students and provide them with the best possible service. The training sessions and subsequent quality improvement steps taken by the administration have significantly improved the delivery of service in the Offices of Admission, Financial Aid, Residence Life, and student dining services. The administration constantly monitors the delivery of effective customer service in its various divisions and organizes additional training sessions if necessary.

Summary and Conclusion

In summary, the evidence presented herein demonstrates that Morgan is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. The University has a clear, articulated, and transparent governance structure that includes a Board of Regents as its legally constituted governing body. As a governing board, the evidence presented demonstrates that according to statute and by conduct, the Regents have shown sufficient independence and expertise to ensure the integrity of the University, avoid interfering with the day-to-day management operations, and oversee at the policy level the quality of teaching and learning as well as the fiscal integrity and financial management of the institution.

Morgan's 10th inaugurated President, Dr. David Wilson, was appointed, is annually evaluated, and is supported by the Board of Regents. The President's advanced academic degrees including the doctorate in education and his years of progressively responsible leadership at Rutgers University, Auburn University, and the University of Wisconsin System are evidence that he possesses the appropriate credentials and professional experience to lead the University consistent with the institutional mission and vision. Initiating the establishment of a new Strategic Plan and the reorganization of the administrative structure to better align with the Strategic Plan goals and hiring the appropriate personnel to lead the new administrative divisions are evidence that the President has the authority and autonomy required to fulfill the responsibilities of the position. The roles and responsibilities of the President, PSVPAA, Vice Presidents, Deans and other senior leadership positions are well articulated and clearly delineated to allow effective day-to-day operations of the University.

The President's Cabinet, the Academic Affairs Council, and the University Council are comprised of faculty and staff who possess the academic qualifications and/or professional experiences to best achieve the goals of the Strategic Plan and to assist the President in fulfilling his roles and responsibilities. Finally, the periodic assessment of the effectiveness of governance, leadership, and administration at Morgan is both empirical and transactional. Data are collected through annual reviews, surveys, and

other assessment instruments in the offices of Institutional Research, the Assistant Vice President for Assessment, and the Assistant Vice President for Planning and Institutional Effectiveness. In conclusion, Morgan is in compliance with MSCHE Standard VII.

SELF-STUDY DESIGN QUESTIONS

The ultimate goal of any self-study is to identify areas of institutional operations that can be improved. Towards that end, this Self-Study was designed to address four broad trends and nine questions that the University community identified as impacting Morgan's future growth and development. Since being drafted at the start of this Self-Study process, addressing these questions and broad trends have taken on added significance in light of Morgan's recent legislative designation as Maryland's preeminent public urban research university. The trends and questions designed to be addressed in this Self-Study include:

1. Past Accomplishments and Future Direction
 - A. What have been Morgan's major accomplishments and/or areas of growth in the last ten years?
 - B. How might these accomplishments or areas of growth inform the development of new instructional delivery programs, such as online degrees or certificate programs?
 - C. Should the University consider the creation of branch campuses and/or the creation of new instructional sites?

2. Student Diversity and Development
 - A. In the face of an increasingly more diverse student body, how can the University best match student support services to students' emotional, social, developmental and physical needs?
 - B. Also, how can the University insure the quality of student learning outcomes for all students?

3. Policies and Procedures
 - A. What existing institutional policies, procedures, traditions and structures need to be amended, strengthened, or removed to insure that Morgan remains true to its current mission and vision statements?
 - B. What new policies and procedures need to be established to insure that Morgan remains true to its current mission and vision statements?

4. Communication and Dissemination
 - A. Is Morgan's administration currently communicating the University's mission, vision, core values, policies, procedures and traditions to its faculty, staff, students and alumni in an efficient and effective manner?

- B. What are the most effective and efficient means of disseminating timely information to the campus community, the public, stakeholders and other constituents?

The responses to these questions encapsulates the most salient findings presented in the preceding chapters and paints a compelling picture of Morgan as an institution that meets the MSCHE's Standards for Accreditation and Requirements of Affiliation now and is on a path of transitioning to preeminence through research, innovation and student success.

Regarding Morgan's Past Accomplishments and Future Directions, since the last MSCHE team visit and report in 2008, the University's major accomplishments have been in the growth of its degree offerings, primarily in its inventory of online degrees and certificates, its growth in graduate education, and an enhancement of its global presence. The University has been authorized by MHEC to offer 10 new online degree and 4 post-baccalaureate certificate programs. A full-time Director was hired and assigned an institutional budget and office within the Division of Academic Outreach and Engagement in January 2014. In fall 2016, Morgan launched the following four (4) new online programs: Master of Business Administration (MBA), Master of Community College Administration, Instruction and Student Development (M.Ed.), Master of Social Work (MSW), and a Post-Graduate Certificate in Urban Sustainable Communities. A significant portion of the funding needed to develop and to launch new online degree programs and courses is derived from a federal institutional grant that Morgan receives through §§311 - 315 of the Higher Education Act (HEA) of 1965, as amended, i.e., Title III, Part A, Strengthening Predominately Black Institutions. Title III funds were also used to implement the Americans with Disabilities Act (ADA) compliance of Morgan Online programs and courses.

To comply with ADA, the Morgan Online Course Development program requires Quality Matters (QM) training for online course developers, peer reviewers and master reviewers. Quality Matters training is based upon the QM Rubric standards which require that online courses employ ADA accessible technologies and provide guidance on how to obtain accommodation. In addition, course instructions must articulate or link to the institution's accessibility policies and services. Morgan Online meets these standards by requiring online course developers to use the University's Blackboard LMS template to develop an online course. Federal Title III grant funds are used to increase the accessibility of Morgan Online technologies including Panopto Lecture Capture System, Adobe Connect conferencing, Read Speaker, and Doc Reader. These ADA compliant technologies allow students to listen to word by word reading of Blackboard LMS content and also include closed captioning services.

The approach to increasing Student Diversity at Morgan has been informed by national and international trends. According to the National Center for Education Statistics' Fast

Facts-Enrollment (2012), "By 2020, the percentage of enrollments for students 25 and older is projected to increase by 20 percent over 2010 levels". According to research by the American Council on Education, Hispanics represent the fastest growing segment of total college enrollment. After establishing the Division of International Affairs and an [English as a Second Language](#) (ESL) Program, Morgan has enjoyed an increase in international student enrollment initially by Brazilian students participating in the Science Without Borders Program and subsequently students supported through the Saudi Arabian Cultural Ministry.

Consistent with the overall increase in enrollment, the expansion of its curriculum particularly in the area of online learning, the University is considering several opportunities to establish branch campuses and/or create new instructional sites. A strategic initiative of Goal 1: Enhancing Student Success calls for "increasing Morgan's student enrollment by expanding the number of collaborative relationships with regional community colleges and higher education centers." Towards that end, the University has active articulation agreements with five community colleges, the Maryland State Department of Education, the [CONNECT Program](#) for students enrolled in Community colleges throughout Maryland planning to subsequently transfer to Morgan, and the [Network for Excellence and Undergraduate Success](#) (NEXUS) Program for students enrolled in the Community College of Baltimore County but taking courses on Morgan's campus. Memoranda of Understanding have been developed with James Madison University (JMU) and with Monmouth University (Monmouth) that allow for doctoral students at Morgan to serve as visiting fellows and/or as visiting faculty at these universities while the students complete their dissertations. These innovative collaborations between Morgan and JMU and between Morgan and Monmouth enhance retention and degree completion among doctoral students.

To date, the University has reviewed several opportunities to establish branch campuses in various communities at the following facilities throughout the State;

- Old courthouse/post office building in the City of Cumberland,
- Samuel Gompers Building in Northeast Baltimore City,
- Northeast Maryland Higher Education Center (formerly the Heat Center) in Harford County,
- Towson Building on Harford Community College's Campus,
- Stepney Lane Educational Center in the City of Edgewater (Anne Arundel County), and the
- Laurel College Center in Prince George's County.

Anne Arundel County and Prince George's County are important markets for increasing enrollment to between 10,000 and 12,000 students. Most recently, Morgan and the Laurel College Center executed a Memorandum of Agreement allowing Morgan to offer courses at the Center leading to baccalaureate degrees in Psychology and Engineering

to students who have completed Associate degrees at Prince George's Community College and Howard Community College while attending classes at the Center.

Morgan's Basic [Carnegie classification](#) is R3: Doctoral University: Moderate Research Activity while the Graduate Instructional Program is classified as Research Doctoral: Professional-dominant. In May 2017, Maryland's Governor signed legislation ([Senate Bill 1085](#)) designating Morgan as Maryland's preeminent public urban research university. Data published by the Survey of Earned Doctorates on doctoral degrees conferred in 2015 show that of the 431 doctorates awarded by HBCUs in 2015, North Carolina A&T State University and Morgan State University tied for third place among the twenty-one HBCUs from which the data were compiled with each awarding 42 doctorates. Only Howard University with its award of 99 doctorates and Jackson State University with its award of 58 doctorates, ranked higher.

Goal 2 of the University's Strategic Plan calls for Enhancing Morgan's Status as a Doctoral Research University. The first strategic initiative towards achieving Goal 2 is "achieving the Carnegie classification of Research University with high research activity." This Carnegie classification is determined by the amount of research and development expenditures in science and engineering, research and development expenditures in non-science and Engineering fields, science and Engineering research staff, the number of doctoral degrees conferred, and the number of full-time faculty within the assistant, associate and full professor ranks. Achieving this next level Carnegie classification of R2: Doctoral Universities: High Research Activity, will require greater institutional investment by the University in these areas and in the assessment of graduate as well as undergraduate student learning outcomes.

Given the increase in student diversity, particularly in the growth of international students and the expanding need for student development services, it is imperative that the University is committed to enhancing the resources that support the academic, emotional, social, physical and spiritual development of these students. An important aspect of enhancing the development of a diverse and increasingly global student body is for student needs to be identified by students themselves and proper responses to be available and accessible. In this regard, following each of the President's Town Hall meetings, timely follow-up by student support services such as financial aid, academic advising, tutoring, food services, and writing support would help communicate to students that their voices are being heard and that their concerns are being addressed. Continuous assessments of how best to deliver these student support services including services to specific student populations including veterans, athletes, students enrolled in courses, students with disabilities, and international students are increasingly important in providing a level of student services and meeting the developmental needs of undergraduate and graduate student consistent with Morgan's mission and its expanded legislative designation.

Likewise, the larger numbers of international students enrolling at Morgan for whom English is not their native language requires enhanced resources and services to assess and/or assist them with the comprehension of oral and written English.

Furthermore, regardless of academic standing, for Morgan students, the lack of access to and availability of ample financial resources can be a barrier; thus the Office of Financial Aid plays a critical role in moving students towards graduation by facilitating access to needed financial resources. Expanded access to resources and efficient use of such resources are important considerations for continuous improvement at Morgan. Thus, in the face of an increasingly diverse and international student body, Morgan has taken strategic measures to insure continuous improvements in the quality of student learning outcomes for all students.

The University's past accomplishments, its enrollment growth, and the expansion of its degree offerings, particularly the expansion of its inventory of graduate and online degree programs, holds implications for changes in Board [Policies and Procedures](#) that govern Morgan's efficient operation. During the development of this Self-Study, the University community reviewed existing institutional policies, procedures, traditions and structures that need to be amended, strengthened, or removed to insure that Morgan remains true to its current mission and vision statements. Morgan's Strategic Plan focuses on Growing the Future and Leading the World. The institutional vision is that "Morgan prepares diverse and competitive graduates for success in a global, interdependent society" while the institutional mission emphasizes its role in "preparing high-quality, diverse graduates to lead the world." Among the institution's six core values is that, "A broad diversity of people and ideas are welcomed and supported at Morgan as essential to quality education in a global interdependent society."

There are, however, no institutional or Board policies that specifically address the global features of Morgan's vision, mission, and core values. Establishment of the Division of International Affairs led to an increase in enrollment of international students from a variety of countries, most recently from Brazil and Saudi Arabia. Likewise, an increasing number of Morgan students are studying abroad. Despite the increasing internationalization of Morgan, there have been few changes to existing institutional policies, procedures, traditions, and structures to accommodate the needs of international students attending Morgan and native Morgan students studying abroad.

Consequently, reflected in the recommendations of this Self-Study are initiatives designed to identify new policies and procedures that need to be established to insure that Morgan remains true to its current vision and mission statements. As reflected in Morgan's [Vision Statement](#), the University aspires to be "the premier public urban research university in Maryland known for its excellence in teaching, intensive research, effective public service, and community engagement." Maryland's General Assembly recently codified this vision statement with the passage of Senate Bill 1085 designating Morgan the State's preeminent public urban research institution. At stake, is the efficacy of how well the University is able to achieve Goal 2 of the Strategic Plan of Enhancing Morgan's Status as a Doctoral Research University and to elevate its basic Carnegie classification to the next level of R2: Doctoral University – Higher research activity. Specifically, the strategic objective for Goal 2 provides that

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 creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in the science, technology, engineering, and mathematical (STEM) and non-STEM disciplines for underrepresented students of color.

Morgan's, Past Accomplishments and Future Directions, its increasing Student Diversity and Need for Student Development, and the changes in its operating Policies and Procedures challenge the established means of Communication and Dissemination of information about the University's mission, vision, core values, policies, procedures and traditions to its faculty, staff, students, alumni, and external constituents. Clearly, the most effective and efficient means of disseminating timely information to the campus community will vary depending on the purpose and content of the information and whether such content is directed to students, faculty, alumni, the public, stakeholders, and other constituents. A diverse student body increases the need for effective and timely dissemination of information to all constituents. The University has increased its use of campus-wide email to disseminate information to the campus as well as a text system to send information about emergencies. Increased use of Morgan's radio station, [WEAA 88.91FM](#), has proven to be an effective means of disseminating information to students, staff, and faculty as well as communicating with the public and larger community. A more effective use of the University's website is increasingly important as both a necessary and effective means of disseminating information to a growing and diverse community of stakeholders.

This Self-Study has documented the President's state-of-the-university address to the faculty as well as his Town Hall meetings with students and faculty in which explicit updates are provided on progress towards achievement of mission and goals and proposed next steps. The President and his administration also make extensive use of Facebook, Twitter, LinkedIn as well as other social media platforms to communicate to students, alumni, constituents and stakeholders across the globe. The University's Office of Public Relations has received a number of national awards for its print publications. In all of these venues the mission, vision, core values and/or strategic goals are highlighted. In conclusion, based on the review of these four overarching trends and the nine questions raised in design of this Self-Study, eleven (11) recommendations are offered on ways to improve institutional effectiveness in order to ensure that the University continues to achieve its vision, mission, and strategic goals, as well as its instructional and support service for future generations and for the current cohort of students.

RECOMMENDATIONS

The following recommendations have been derived from this Self-Study and are consistent with facilitating Morgan's transition to institutional preeminence in research and student success.

1. Morgan should engage the University community and stakeholders in a comprehensive review of *Growing the Future, Leading the World: The Strategic Plan for Morgan State University (2011 - 2021)* including an analysis of institutional strengths and opportunities as well as an assessment of the Strategic Plan's current goals and initiatives in order to identify the changes necessary to fulfill its new legislative designation as Maryland's preeminent public, urban research university.

Enrollment and Student Success

2. In order to realize its legislative designation as a preeminent public urban university, Morgan should devise and implement plans to: increase enrollment to 12,000 students; invest in diversity by developing targeted market strategies to effectively recruit a diverse demographic, geographic, and economic student body; and, identify an appropriately sited and properly resourced branch campus within Maryland to further advance both imperatives of increased enrollment and an enhanced presence throughout the State.
3. The Division of International Affairs should convene a task force to engage in a comprehensive review of institutional policies, procedures, traditions and structures that impact: recruitment, admission, enrollment and funding of international students; recruitment, selection, and funding of native Morgan students for study abroad opportunities; and, recruitment, hiring, and support for international faculty; and to create a strategic plan that establishes recruitment goals and initiatives to expand the pool of international students enrolled at Morgan.

Academic Excellence

4. Morgan should expand the University's initial investment in online degree, certificate, and course programming beyond current staffing, SARA membership, and Title III funding and establish a comprehensive plan to secure a budget consisting of more institutional funds to support the design and delivery of online degree and certificate programs as well as to provide urgently needed services that enhance the overall online student learning experience.
5. Current and future global challenges must be tackled from an inter and multi-disciplinary approach in diverse learning environments. The Division of Academic Affairs must foster inter-faculty collaboration to advance innovations in scholarship, creative activity, and in teaching and learning. A detailed plan should be developed to specifically identify and develop clusters of intersecting high demand programs which will address issues impacting urban environments, contribute to future workforce needs, and foster academic preeminence.

Institutional Integrity

6. Consistent with Morgan's ethical responsibility and its commitment to the integrity of its vision, mission, and core values, the University should develop enhanced policies and procedures for identifying and sanctioning instances of violation of Morgan's ethical standards and for identifying and sanctioning violations by faculty as well as students of the University's academic dishonesty policies.
7. To align a diverse 21st century student body with University student services, Morgan should convene a task force to comprehensively review institutional policies, procedures, information dissemination (e.g., print and electronic including social media), traditions and structures that impact student support services (e.g., financial aid, academic advising, tutoring, food services, and writing support), and how best to deliver such support services to specific uniquely diverse student populations including veterans, athletes, students taking courses online, students with disabilities, students enrolled in courses offered at off-site, educational centers and international students.

Institutional Assessment

8. The University should develop a formal comprehensive evaluation process for assessing the implementation and impact of mission and goals including assessing feedback from external stakeholders and community partners to guide continuous feedback on attainment of mission and goals.
9. Morgan should establish a centralized and accessible infrastructure for all data generated from academic program level and administrative level assessments conducted at Morgan in order to better facilitate the dissemination of the data to the appropriate constituents. The centralized assessment infrastructure should serve as the reservoir for "big institutional data" from which trends, patterns, and connections can be analyzed to better support continuous institutional renewal.

Graduate Studies and Research

10. Morgan should convene a task force to undertake an intensive review to: identify, strengthen, and expand the existing resources and infrastructure of the School of Graduate Studies in support of a multi-level approach to assessing and monitoring graduate student learning outcomes and enhancing student success; establish a sustained and comprehensive focus on student, faculty, and program development; and align financial, academic, and staffing resources to strengthen existing programs and launch new innovative research and programmatic initiatives consistent with new legislative designation.
11. Morgan should review the organizational structure and inventory of operational responsibilities of the D-RED in order to: (1) provide more tangible incentives for faculty engaged in sponsored research who develop patents and/or opportunities

for technology transfer, and/or who secure externally funded grants and contracts; and (2) more closely align D-RED policies, procedures, and operations with faculty and undergraduate as well as graduate students engaged in research throughout the University in order to strengthen the assessment of research and development outcomes and to enhance Morgan's status as Maryland's preeminent public urban research university.

SUMMARY AND CONCLUSION

In summary, Morgan is by [statute](#), Maryland's preeminent public urban research University that is governed by its own [Board of Regents](#). Evidence is presented demonstrating that the University's governing Board exercises its independent authority to serve not only the students, faculty, and staff of the University Community but also the public interest. The 10th inaugurated President, Dr. David Wilson, has the credentials and professional experience to lead the University and has exercised his authority by initiating the Strategic Plan and reorganizing the University's organizational management structure in a manner better aligned with achieving the goals of the Strategic Plan.

With sixteen doctoral, more than thirty-five master's and more than forty bachelor's degree programs authorized by MHEC, the evidence supports [Morgan's Carnegie classification](#) as a R3: Doctoral University: Moderate Research Activity. The University's combined fiscal year operating and capital budget revenues of more than three hundred million dollars which is augmented by revenues of almost thirty million (\$29,908,816) from grants and contracts awards, and donations of close to \$250,000.000 to its [Anniversary Campaign](#) illustrates that Morgan has sufficient revenues to support its institutional mission, its faculty, and its students.

The strong credit rating by Standard & Poor's and by Moody's are examples of the fiscal integrity and strong fiscal management of University operations. In addition to the assessment of student learning by the faculty, three offices including the Office of the Assistant Vice President for Assessment, the Vice President for Planning and Institutional Effectiveness, and the Office of Institutional Research, are responsible for collecting continuous and ongoing assessment data on student learning, student satisfaction with support services, and on administrative operations to be used to improve University operations.

The evidence and examples outlined in this Self-Study reveal, therefore, that in all material aspects, the University is in compliance with MSCHE's Standards for Accreditation and Requirements of Affiliation. Specifically, evidence and examples have been presented throughout this Self-Study demonstrating that:

1. Morgan's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish;

2. Morgan is faithful to its mission, honors its contracts and commitments, adheres to its policies, and represents itself truthfully in all activities, whether internal or external;
3. Morgan provides students, graduates as well as undergraduates, with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality;
4. Morgan recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings and that Morgan is committed to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals;
5. Morgan's assessment of student learning and achievement at the University demonstrates that students, graduate as well as undergraduates, have accomplished educational goals consistent with their program of study and degree level;
6. Morgan's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals and to continuously assess and improve the University's programs and services; and
7. Morgan is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves.

In conclusion, the evidence and examples presented in this Self-Study have centered on the ways in which Morgan meets the criteria for each of MSCHE's seven standards. The evidence and examples herein were organized around Morgan's systematic and purposeful efforts to achieve the goals of the University's Strategic Plan namely to Enhance Student Success, Enhance Morgan's Status as a Doctoral Research University, Improve and Sustain Morgan's Infrastructure and Operational Processes, Grow Morgan's Resources, and Engage with the Community. Additionally, the design of this Self-Study sought to address four broad trends and nine questions that the University community identified as impacting Morgan's future growth and development. Finally, given its recent legislative designation, the evidence and examples as well as the broad trends and efforts to address the design questions outlined in this Self-Study also sought to inform the University's opportunities and challenges in transitioning to preeminence through research, innovation and student success.

APPENDICES

1. SB & Company Management Letter
2. Standard & Poors Global RatingsDirect for Morgan State University
3. Benchmarks for Performance Accountability Objectives (PAR) for AY 2018-2023
4. Inventory of Surveys and Studies of the Office of Institutional Research Morgan State University
5. National Council for State Authorization Reciprocity Agreements Acceptance Letter
6. President Wilson's June 8, 2017 announcement of a Revenue Sharing Model
7. Document Inventory



SB & COMPANY, LLC
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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

Board of Regents
Morgan State University

Report on the Financial Statements

We have audited the accompanying financial statements of the business-type activities and the aggregate discretely presented component unit of Morgan State University (the University), a component unit of the State of Maryland, as of and for the years ended June 30, 2017 and 2016, and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audits. We did not audit the component unit financial statements of the Morgan State University Foundation, Inc. (the Foundation) as of and for the years ended June 30, 2017 and 2016. Those financial statements were audited by another auditor whose report thereon has been furnished to us, and our opinions, insofar as it relates to the amounts included for those entities, is based solely on the reports of the other auditor. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



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We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, based on our audit and the report of the other auditor, the financial statements referred to above present fairly, in all material respects, the respective financial position of the University and Foundation, as of June 30, 2017 and 2016, and the respective changes in their financial position and, where applicable, cash flows thereof for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedule of proportionate share of net pension liability, and schedule of contributions be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Hunt Valley, Maryland
October 6, 2017

SB & Company, LLC

Morgan State University, Maryland; Public Coll/Univ - Unlimited Student Fees

Credit Profile		
Morgan St Univ acad fees and auxiliary fees rev rfdg bnds		
<i>Long Term Rating</i>	A+/Stable	Affirmed
Morgan St Univ rev bnds ser 1993		
<i>Unenhanced Rating</i>	A+(SPUR)/Stable	Affirmed

Many issues are enhanced by bond insurance.

Rationale

S&P Global Ratings has affirmed its 'A+' long-term rating and underlying rating (SPUR) on Morgan State University (MSU), Md.'s series 1993 and 2012 bonds. The outlook is stable.

We assessed MSU's enterprise profile as very strong characterized by low industry risk, superior economic fundamentals, a niche as a historically black college and university (HBCU) with relatively stable enrollment and sound governance and management. MSU's financial profile, in our view, is strong characterized by healthy financial management policies, respectable financial performance; ample financial resources relative to debt; limited philanthropic support, and a low to moderate debt burden. MSU has also received robust operating and capital support from Maryland. Combined, we believe these credit factors lead to an indicative stand-alone credit profile of 'a+' and final bond rating of 'A+'.

Factors supporting the rating include our view of the university's:

- Niche as one of the oldest HBCUs in the country;
- Relatively stable enrollment with full-time enrollment increasing 1.1% in fall 2016 to 7,053 students from a 4.2% increase realized in fall 2015 and after increasing slightly in fall 2014;
- A history of rising financial operating and capital support from Maryland, even during the past recession when many higher educational institutions nationally were experiencing reduced state support;
- Healthy financial performance with recurring cash based surpluses, although deficits have been incurred on a full accrual basis in each of the past three years; and
- A low to moderate 3.58% maximum annual debt service (MADS) burden with no additional debt plans.

The preceding credit strength are diminished somewhat, in our view by, the university's:

- Strong competition in the northeast corridor from other public universities;
- Low endowment of approximately \$29.4 million, including university and foundation assets; and
- Limited history of fundraising.

Securing the bonds is a general obligation of the college.

MSU was founded by the Baltimore Conference of the Methodist Episcopal Church in 1867 to train young

Morgan State University 2018 Self-Study



Goal 1: Enhancing Student Success	
Objective 1.1.	Increase the graduation rate of Morgan undergraduates to 45% by 2023
Objective 1.2.	Increase graduation rate of Pell recipients to 40% by 2017
Objective 1.3.	Increase the second-year retention rate of Morgan undergraduates to 80% by 2023
Objective 1.4.	Increase the percent of high ability freshmen to 27% by 2023
Objective 1.5.	Increase the diversity of undergraduate students to 18% by 2023
Objective 1.6.	Increase the % of MD-Comm. College Transfer enrollment to 10% through 2023
Objective 1.7.	Maintain the pool of applicants from MD urban school districts at 40% in 2023
Objective 1.8.	Increase the # of B.S. degree recipients in STEM fields to 240 by 2023
Objective 1.9.	Increase the # of degree awarded in teacher education to 70 in 2023
Objective 1.10.	Increase the % of students satisfied with their preparation for grad/prof. study to 98% by 2023
Objective 1.11.	Increase the % of students satisfied with their preparation for the workforce to 98% by 2023.
Objective 1.12.	Increase the % of employers satisfied with degree recipients from MSU to 95% by 2023.
Goal 2: Enhancing Morgan's Status as a Doctoral Research University	
Objective 2.1.	Increase research grants and contract awards to \$38 million by 2023.
Objective 2.2.	Increase scholarly publications and activities per tenured/tenure track faculty to 3.5 by 2023.
Objective 2.3.	Increase the # of doctoral degrees awarded to 55 by 2023.
Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes	
Objective 3.1.	Reduce campus electricity usage by 7% by 2023 through effective conservation strategies.
Objective 3.2.	Reduce campus natural gas usage by 7% by 2023.
Goal 4: Growing Morgan's Resources	
Objective 4.1.	Increase private and philanthropic donations to \$40 million by 2023.
Objective 4.2.	Increase the alumni giving rate to 17% by 2023.
Goal 5: Engaging with the Community (Public Schools, Government Agencies, Businesses, Organizations)	
Objective 5.1.	Increase partnerships with Baltimore City Community to 375 by 2023
Objective 5.2.	Increase the # of students participating in MSU sponsored comm.-service to 630 by 2023.

Inventory of Surveys and Studies of the Office of Institutional Research Morgan State University

1. Sixteen-Year Enrollment Trends of Morgan State University from 2000 to 2015
2. Sophomore Retention Rates (up to 2014)
3. Junior Retention Rates From Cohort 2000-2002 to Cohort 2013-2015 4.
4. Graduation Rates From Cohort 2000-2006 to Cohort 2009-2015
5. Number of Degrees Awarded by Morgan State University from 2000 to 2015
6. Support Programs, Services and Activities of the School of Engineering
7. The Impact of Financial Aid on Graduation: A Preliminary Study, June 2015
8. The Impact of Adjunct Faculty on Second Year Retention, April 2016
9. The Use of Clickers in Engagement-Based Learning: Test Scores and Student Engagement in Pre-College Math and Pre-College English: A True Experimental Design
10. A Report on an experiment in the use of integrated approach in teaching Reading, Writing and History, June 2016, Project of CASA and the English Department, Experimental Design
11. A Report on the Names of Historic Places at Morgan State University May 2016.
12. Exit Survey of the Graduating Students in December 2014
13. Exit Survey of the Graduating Students in May 2015
14. Exit Survey of the Graduating Students in December 2015
15. Recommendation on the Analysis of Workload Reports for the College of Liberal Arts, October 2015
16. Six-Year Graduation Rates Morgan State University from Cohort 2000-2006 to 2009-2015 July 2015
17. Annual Student Satisfaction Survey with Office of Institutional Effectiveness
18. Class of 2015 Follow-up Survey
19. Spring 2016 Employer Survey
20. Annual Maryland Higher Education Commission Performance Accountability Report (with Office of Assessment, and Division of Finance and Management)
21. Annual Access and Success Report for the Maryland Higher Education Commission (with Office of Student Success and Retention, Center for Academic Success and Achievement, School of Engineering)
22. Maryland Higher Education Commission Data Collection
23. Integrated Post-Secondary Education Data System Collection
24. Annual U.S. News and World Report Survey
25. Morgan State University Dashboard (with Office of Institutional Effectiveness)

6/19/2017

Morgan State University Mail - Welcome to SARA



Maurice Taylor <maurice.taylor@morgan.edu>

Welcome to SARA
1 message

NC-SARA <info@nc-sara.org>
To: "maurice.taylor@morgan.edu" <maurice.taylor@morgan.edu>

Mon, Jun 12, 2017 at 12:22 PM



National Council for
State Authorization Reciprocity Agreements

A voluntary, regional approach to state oversight of distance education

Marshall A. Hill
Executive Director

*Paul Lingenfeller
Chair, NC-SARA Board

National Council Board

Barbara Ballard
Kansas Legislature

Chris Bustamante
Rio Salado College

Kathryn G. Dodge
Dodge Advisory Group, LLC

Joe Garcia
Western Interstate Commission
for Higher Education

Dianne Harrison
California State University, Northridge

*Larry Isaak
Midwestern Higher Education Compact

*Teresa Lubbers (Treasurer)
Indiana Commission for
Higher Education

Leah Matthews
Distance Education
Accrediting Commission

*M. Peter McPherson (Vice Chair)
Association of Public and
Land-grant Universities

Patricia O'Brien
New England Association of
Schools and Colleges

Pam Quinn
Dallas County Community
College District

George E. Ross
Central Michigan University

Kathleen Curry Santora
National Association of College and
University Attorneys

*Paul Shiffman
Presidents' Forum

Peter Smith
University of Maryland University College

David S. Spence
Southern Regional Education Board

*Michael Thomas
New England Board of
Higher Education

Larry Tremblay
Louisiana Board of Regents

*Leroy Wade
Missouri Department of
Higher Education

*Belle Wheelan
Commission on Colleges, Southern
Association of Colleges and Schools

Michael C. Zele
American Association of State Colleges and
Universities

*Member of NC-SARA Executive Committee

6/12/2017

Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21251-0001
USA

Dear Dr. Maurice Taylor,

On behalf of the National Council for State Authorization Reciprocity Agreements, I am pleased to welcome Morgan State University as an institutional participant in the SARA initiative. Your institution will be listed on our website (www.nc-sara.org) and we encourage you to inform students of your participation. We have logos that you may use to help do that; use whichever you prefer. To access the logos, visit: www.nc-sara.org/logos (login: "Institution"; password: "saralogo").

A great deal of work has gone into the development and implementation of the SARA initiative. We know that SARA is increasing administrative efficiency and lowering the costs of obtaining authorization to provide postsecondary distance education in states that join. These benefits are resulting in increased access as institutions like yours are able to make their academic programs more widely available and accept enrollments from students in many other states.

But increased access and efficiency will mean little if they are not accompanied by high quality. That is why all SARA institutions annually commit to several steps designed to ensure that courses and programs they offer through the SARA initiative provide high-quality learning opportunities that can help students reach their goals.

Thank you for joining us in this work and best wishes for your continued success.

Sincerely,

Marshall A. Hill
Executive Director
National Council for State Authorization Reciprocity Agreements



----- Forwarded message -----

From: **David Wilson** <david.wilson@morgan.edu>

Date: Thu, Jun 8, 2017 at 3:34 PM

Subject: Creating a More Entrepreneurial Morgan: A New Budget Allocation Model for Summer Sessions and the Minimester

June 8, 2017

Dear Deans, Department Chairs and Faculty:

In 2012, I created the Division of Academic Outreach and Engagement and gave it a charge to begin setting up the infrastructure for an entrepreneurial revenue diversification model for the summer sessions and "minimester" at the University. The goal was to substantially grow these areas in enrollment, and to then devise a formula where some of the revenue generated would be shared with our schools and college.

Last month, after discussions with Provost Gloria Gibson, and Vice Presidents Sidney Evans and Maurice Taylor from the Divisions of Finance and Management, and Academic Outreach and Engagement, respectively, we agreed to implement this entrepreneurial model, on a pilot basis, effective July 1, 2018. The model will work as follows:

For each fiscal year, the Division of Academic Outreach and Engagement will account for all revenues and expenses associated with both summer sessions and the "minimester." After expenses are deducted from the revenue, the remaining revenue will be distributed as follows:

- The first \$1.0 million of net revenue shall be retained by the general fund.
- Net revenue in excess of \$1.0 million shall be shared among (1) the General Fund, (2) the Division of Academic Affairs, and (3) the Division of Academic Engagement and Outreach.
 - Sixty (60) percent of the net revenue in excess of \$1.0 million shall be retained by the General Fund.
 - Thirty-four (34) percent of the net revenue remaining after the General Fund has retained its 60% shall be distributed to the Division of Academic Affairs to support the most successful departments and faculty and to "incentivize" under-performing departments and faculty. Please know that the Provost, in conjunction with the Deans and the Academic Affairs Council, will be responsible for making the decisions regarding how these funds will be prioritized and allocated.
 - Six (6) percent, i.e., the balance net revenue after distributions to the General Fund and Academic Affairs, shall be distributed to the Division of Academic Outreach and Engagement in order to: market summer and winter session programs locally and nationally, and enhance the administration of online programs.

Absent financial exigency, funds distributed to the Divisions of Academic Affairs, and Academic Outreach and Engagement as part of this revenue sharing model, can be "carried over" from year-to-year to allow for planning and support for large scale programming.

We are looking forward to seeing more robust summer sessions at the University. And we are meeting within the next two weeks to agree on a similar revenue-sharing model for our new on-line degree programs.

Please let me know if you have any questions.

David

David Wilson
President
Morgan State University
1700 East Cold Spring Lane
Baltimore, MD 21218
[443-885-3200](tel:443-885-3200)
david.wilson@morgan.edu

DOCUMENT INVENTORY FOR MORGAN STATE UNIVERSITY

Inventory Folder for Documents too large to include in the Appendix and/or for documents requiring a link in the Office of Institutional Research (OIR).

[The University's Organizational Chart](#)

[Organizational Chart for Academic Affairs](#)

[Cultural Diversity Plan for MSU](#)

[Cultural Diversity Report for 2017](#)

[The Facilities Master Plan](#)

[The Annual Review of Growing the Future and Leading the World](#)

[Audited Financial Statements for 2017](#)

[Audited Financial Statements for 2016](#)

[Institutional Profile for 2016-2017](#)

[Comprehensive Assessment Plan \(CAP\)](#)

[IPEDS Financial Report 2017](#)

[IPEDS Financial Report 2016](#)

[IPEDS Financial Report 2015](#)

[Student Handbook](#)

[Academic Program Inventory](#)

[List of Accredited Programs](#)

[Academic Program Review Schedule](#)

[Approve Academic Programs Since 2008](#)