




# University Council Middle States Accreditation Update

Thursday, February 15, 2018  
Earl S. Richardson Library

Dr. David Wilson  
PRESIDENT  
Dr. Gloria Gibson  
PROVOST  
Dr. Maurice C. Taylor  
CHAIR  
Dr. Solomon Alao  
CO-CHAIR

# Middle States Commission on Higher Education Self- Study at Morgan State University

1. Self-Study Process
2. Content of the Self-Study
3. What the University Community Should Know



PURPOSE • PROGRESS • PROMISE

150  
1867-2017  
MORGAN

Transitioning to Preeminence  
Through Research, Innovation  
and Student Success:  
**THE 2018 SELF-STUDY FOR  
MORGAN STATE UNIVERSITY**

April 8-11, 2018

Dr. David Wilson, President  
Dr. Gloria Gibson, Provost  
Dr. Maurice C. Taylor, Chair  
Dr. Solomon Alao, Co-Chair

# The Self-Study Process





# Middle States Commission on Higher Education Territories

New York

New Jersey

Pennsylvania

Delaware

Maryland

District of Columbia

Puerto Rico

US Virgin Islands.



# Middle States Cycle(s) of Institutional Review

## Past MSCHE Cycle of Review

Middle States Commission for Higher Education Ten-Year Accreditation Review of Morgan State University  
April 6 - 9, 2008

Morgan State University  
Periodic Review Report  
August 1, 2013

## New MSCHE Cycle of Review

- reduction of standards from 14 to 7
- reduction of years between the self-study from 10 to 8
- elimination of the 5-year Periodic Review Report (PRR)
- submission of annual reports

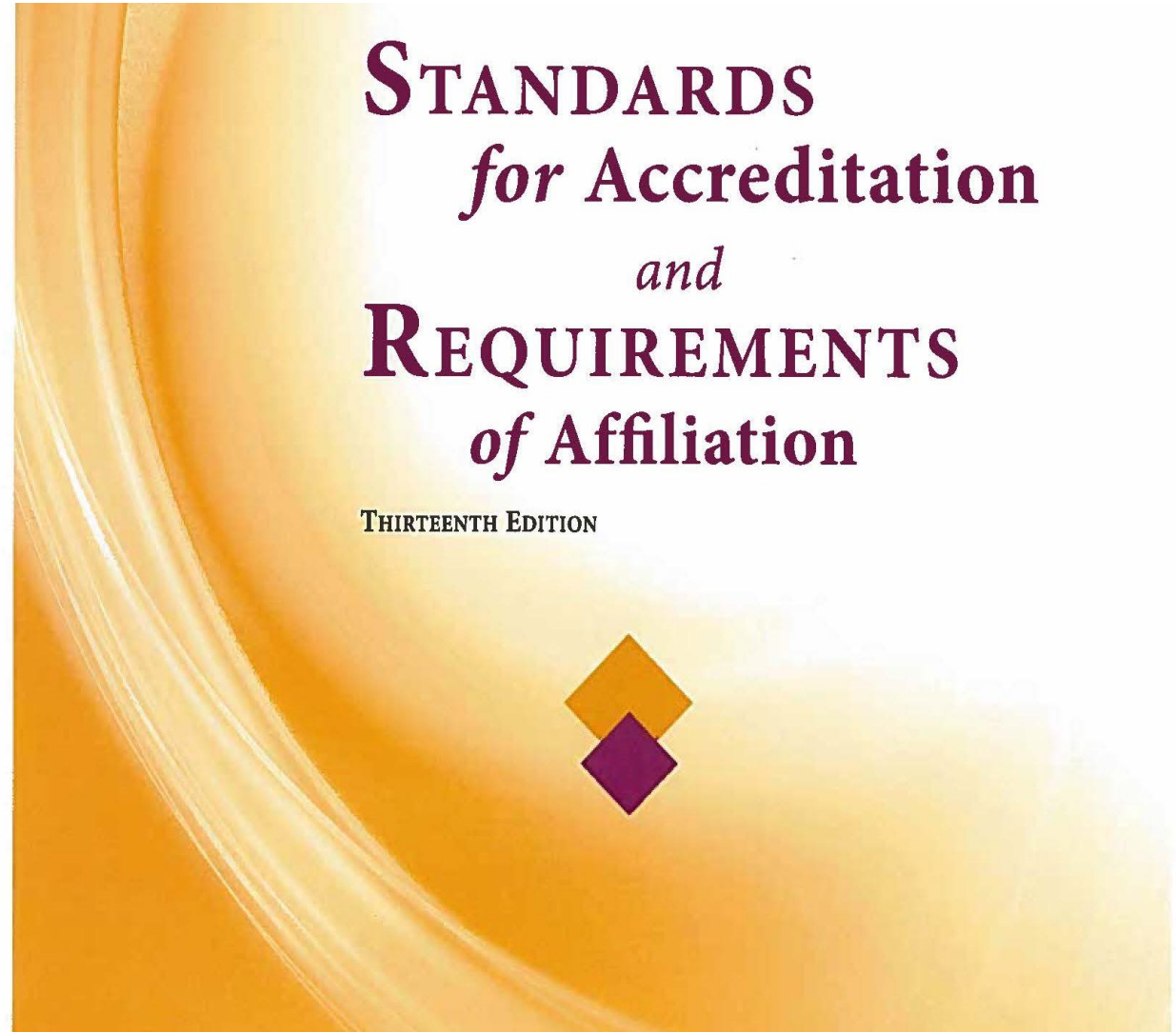
[http://www.morgan.edu/accreditation/2018\\_msche\\_self-study.html](http://www.morgan.edu/accreditation/2018_msche_self-study.html)

# MSCHE Visiting Team – April 8 – 11, 2018

MSCHE TEAM MEMBER	TITLE	UNIVERSITY
Ronald Mason, Jr., J.D.	MSCHE Team Chair and President	District of Columbia
Andre A. McKenzie, Ed.D.	Vice Provost, Academic Support & FD	St. Johns
Ana Maria Schuhmann, Ed.D.	Director of Assessment & Accreditation	Seton Hall
Mercedes Casablanca, Ph.D.	Professor of Humanities	Ana G. Menendez PR
Patricia Pierce Ramsey, Ph.D.	Provost and VPAA	Lincoln
Gwenelle Styles O'Neal, DSW.	Professor of Social Work	West Chester
Kehbuma Langmia, Ph.D.	Chair, Department of Communications	Howard
Teresa Hardee, Ed.D.	Senior VP & Chief Operating Officer	Delaware State

# Content of the Self-Study

Transitioning to  
Preeminence Through  
Research, Innovation  
and Student Success:  
THE 2018 SELF-STUDY  
FOR MORGAN STATE  
UNIVERSITY



<http://www.msche.org/documents/RevisedStandardsFINAL.pdf>



# Morgan's Self-Study Steering Committee

NAME	REPRESENTATION
Maurice C. Taylor	Self-Study Chair and Vice President, Division of Academic Outreach and Engagement
Solomon Alao	Self-Study Co-Chair and Assistant Vice President for Assessment, Division of Academic Affairs
Clara Adams	Special Assistant to the President
Yacob Astatke	Assistant Dean, School of Engineering
Lisha Barnes	Undergraduate Student
Hans Cooper	Registrar
Sidney Evans	Vice President, Division of Finance and Management
Gloria J. Gibson	Provost and Senior Vice President, Division of Academic Affairs
Linda J. Gilliam	Chair, Board of Regents, Academic and Student Affairs Committee
Julie Goodwin	General Counsel
Tiffany B. Mfume	Director, Office of Student Success and Retention
Adebisi Oladipupo	Chief Information Officer, Division of Planning and Information Technology
Carrol Perrino	Professor, Department of Psychology
Joseph Popovich	Assistant to the President
Glenda Prime	Chair, Department of Advanced Studies, Leadership and Policy,
Johnson Smith	Graduate Student
Halaevalu Vakalahi	Associate Dean, School of Social Work
Seth Vannatta	Chair, Department of Philosophy and Religious Studies

# Verification of Compliance with Accreditation-Relevant Federal Regulations – Submitted January 12, 2018

1. Student Identity Verification in Distance and Correspondence Education
  2. Transfer of Credit Policies and Articulation Agreements
  3. Title IV Program Responsibilities
  4. Institutional Records of Student Complaints
  5. Required Information for Students and the Public
  6. Standing with State and Other Accrediting Agencies
  7. Contractual Relationships
  8. Assignment of Credit Hour
- Self-Study Design 25 pg. rpt. submitted to MSCHE in June 2016 around four broad trends and eight questions to be addressed in Self-Study

# Morgan Self-Study Committee Chairs

COMMITTEE CHAIR	MSCHE STANDARD
Dr. Glenda Prime	Standard I: Mission and Goals
Dr. Seth Vanatta	Standard II: Ethics and Integrity
Dr. Tiffany B. Mfume	Standard III: Design and Delivery of the Student Learning Experience
Dr. Halaevalu Vakalahi	Standard IV: Support of the Student Experience
Dr. Carrol Perrino	Standard V: Educational Effectiveness Assessment
Dr. Joseph Popovich*	Standard VI: Planning, Resources, and Institutional Improvement
Dr. Yacob Astatke	Standard VII: Governance, Leadership, and Administration
Mr. Hans Cooper*	Verification of Compliance
Dr. Kara Turner	Verification of Compliance (completed and submitted)

## Questions the Self-Study Seeks to Address

**Given Morgan's growth and accomplishments since the 2008 MSCHE team visit and Morgan's new legislative designation (SB 1085) as Maryland's preeminent public urban research university, the Self-Study is intended to answer questions concerning the following trends.**



# Morgan Committees : Trends and Design Questions

## Subcommittee I: Mission and Goals

### *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?



# Tends and Designs Questions

## **Subcommittee II: Ethics and Integrity**

### *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?

## **Subcommittee III: Design and Delivery of the Student Learning Experience**

### *Past Accomplishments and Future Direction*

B. How might these accomplishments or areas of growth inform the development of new instructional delivery programs, such as online degrees or certificate programs?



# Trends and Design Questions

## **Subcommittee IV: Support of the Student Experience**

### *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?

### *Communication and Dissemination*

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

## **Subcommittee V: Educational Effectiveness Assessment**

### *Student Diversity and Development*

B. Also, how can the University insure the quality of student learning outcomes for all students?

C. Should the University consider the creation of branch campuses and/or the creation of new instructional sites?



# Trends and Design Questions

## **Subcommittee VI: Planning, Resources, and Institutional Improvement**

### *Past Accomplishments and Future Direction*

A. What have been Morgan's major accomplishments and/or areas of growth in the last ten years?

## **Subcommittee VII: Governance, Leadership and Administration**

### *Policies and Procedures*

B. What new policies and procedures need to be established to insure that Morgan remains true to its current mission and vision statements?





# Eleven Recommendations

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 multidisciplinary 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 Morgan State University 2018 Self-Study 95 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.

# What the University Community Should Know

Mission, Vision, Core Values, and 5 Strategic Plan Goals

[http://www.morgan.edu/about/strategic\\_plan.html](http://www.morgan.edu/about/strategic_plan.html)

Md. EDUCATION Code Ann. § 14-101 et. seq.

<http://codes.findlaw.com/md/education/md-code-educ-sect-14-101.html>

Senate Bill 1085

[http://mgaleg.maryland.gov/2017rs/fnotes/bil\\_0005/sb1085.pdf](http://mgaleg.maryland.gov/2017rs/fnotes/bil_0005/sb1085.pdf)

Appointment, Promotion, and Tenure (APT) Policy

<http://www.morgan.edu/regents/policies>

Board of Regents Policies & Procedures

<http://www.morgan.edu/regents/policies>

MSCHE Standards of Accreditation

<https://www.msche.org/documents/RevisedStandardsFINAL.pdf>



# For Further Information

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