**Morgan State University**

**Mission**

Morgan serves 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. 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.

Morgan State University is, by legislative statute, Maryland’s public urban university. The goals and objectives in this Performance Accountability Report reflect the legislatively mandated mission as well as the five goals of the University’s ten year strategic plan entitled, *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011– 2021*, including:.

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

# **Institutional Assessment**

**Goal 1: Enhancing Student Success**

*Morgan will create an educational environment that enhances student success by hiring and retaining well qualified, experienced, and dedicated faculty and staff, by offering challenging, internationally relevant academic curricula, and by welcoming and supporting a diverse and inclusive campus community.*

In recent years, Morgan has graduated between 30-34% of its entering freshmen within six years. For African American freshmen, the six-year graduation rate has been between 30-32%. While Morgan’s graduation rate is higher than would be predicted based on national data (see the UCLA Higher Education Research Institute’s on-line calculator), the goal is to still increase graduation rate to 40% by 2017. Beginning in spring 2016, the University has embarked on a university-wide campaign called “50 by 25”, to increase the graduation rate to 50% by 2025 (the 2019 cohort).

A number of factors contribute to the graduation rates of students including Pell eligibility status, paying out-of-state tuition, low grades, and students’ work schedules. Data from the Maryland Longitudinal Data System Center reveal that over 50% of our full-time undergraduates are in the Maryland workforce.

Morgan has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University’s criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) that provides accelerated learning in precalculus, research opportunities, and other experiences designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation). This fall will begin the implementation of Degree Works, the University’s degree auditing system. This system will allow advisors and students to track progress towards degree completion. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan “on-time” in six consecutive years or less.

Morgan continues to provide higher education access to a segment of the population which faces financial constraints and challenges. Fifty-three percent of our undergraduates are Pell recipients. Research by University faculty and staff indicates that socio-economic status as measured by the percentage of Pell recipients on a campus is highly correlated with the campus graduation rate. Pell grants cover about a third of the cost of attendance for an in-state student. The six year graduation rate for Pell recipients has ranged from 26% to 33% in recent years. The current rate of 30% is equal to the University graduation rate.

Retention and graduation rates have received a great deal of attention at the campus in recent years. Second-year retention rates have been above 70% for the past five years, increasing from 68% for the 2009 cohort to 75% for the 2013 and 2014 cohorts, for all students and African American students. Recognizing the financial challenges faced by our students, Morgan has also 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. The vision for the Financial Literacy Program is to reverse the cycle of low family income and socio-economic status by enhancing the financial literacy of students and their families thereby increasing students’ retention and graduation rates.

The University is facing increasing competition nationally for honor students as the number of high school graduates transition from an era of growth to one of modest decline. This trend has led to our inability to fund more honor students. The University Honors Program is working on increasing the quantity of honor students and improving the quality of its program. Recent and forthcoming enhancements include and are not limited to: (1) establishing a collaborative relationship with Towson University’s Honors College and student interaction; (2) the development of Honors contracts that allow students to pursue an honors experience in standard courses; and (3) building a relationship with the Humpty Dumpty Institute on programming that will expose students to thinkers and policy makers on the international stage.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently, 13% of the student body is non-African American. International student diversity is also a component of the university’s diversity efforts. The university has signed a number of agreements with international universities, including William V.S. Tubman University in Liberia, and Hubei University in China, to facilitate student and faculty exchanges and study abroad opportunities. Morgan will become increasingly attractive to the general population as popular programs are developed and facility improvements come to fruition.

Morgan has expanded its cooperative agreements with Maryland community colleges. In the process it upgraded the Transfer Center, which is responsible for coordinating the admission of all types of transfer students. Additionally, the University has two initiatives to help less prepared students begin at community college and then transition to Morgan. The more recent of the two initiatives, implemented in fall 2012, is the Network for Excellence and Undergraduate Success Program (NEXUS) with the Community College of Baltimore County (CCBC). This program allows students who applied to Morgan but were inadmissible to become essentially CCBC students at Morgan. They are enrolled at CCBC and taught by CCBC faculty following CCBC’s developmental curriculum, while actually living on Morgan’s campus, taking their classes on our campus, and having the ability to become involved in nearly all aspects of Morgan campus life. When they complete the agreed-upon curriculum in either a semester or a year, they are able to seamlessly transfer to Morgan to complete their bachelor’s degrees. It is expected that this program, along with our established Connect Program, will contribute to a higher percentage of Maryland community college transfers to the University.

Over the course of the last three years the state and nation have witnessed a decline in the number of students attending two-year and four-year institutions. As a result, the Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories to increase the University's visibility and applicant pool.  We have to increase our market share in other in state and out-of-state markets.  Thusly, the percentage of applications received from urban districts and community college may decline; however, this does not suggest that the total number of applications received from these demographics will decline. Additionally, within the State of Maryland those areas classified as urban districts are not considered the growth markets within the state.  While OUAR maintains a robust recruitment effort in urban districts, the Office has also increased its recruitment efforts in growth areas such as Carrol and Harford Counties.

Several factors impact the number of graduates in STEM fields. First, Morgan increasingly faces stiff competition from other campuses statewide and nationally for the better prepared students. These students are attracted to campuses with state-of-the-art facilities and equipment with a high number of full-time faculty members who conduct research. Secondly, many Morgan students enter college academically underprepared especially in the mathematics and science areas. Subsequently, these students choose majors other than the mathematics, science, and/or engineering. Students who do major in these fields tend to take longer than four years to complete their degrees. This may be due to the nature of the coursework and the fact that many of them work and that may affect their study time. The University continues to look at ways to increase student enrollment and retention in these fields.

For the past several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. Recent Morgan graduates have proven to be highly employable individuals able to sustain employment in today’s workforce. The ability of Morgan’s graduates to gain employment in fields related to their majors is comparable to the statewide average. Morgan State University’s undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs. Morgan State undergraduate students have been continuing their studies in graduate or first professional degree programs. Morgan’s graduate/professional school going rate has averaged about 24% during the 2013-2016 period. Morgan alumni continue to contribute to the economic viability of the State. For the 2013 to 2016 period survey results indicate that on average 69% of Morgan alumni were employed in Maryland one year after graduation.

**Goal 2: Enhancing Morgan’s Status as a Doctoral Research University**

*Morgan will enhance its status as a Doctoral Research University through its success in securing grants and contracts and its faculty’s achievements in basic and applied research, professional expression, artistic creation, and creative inquiry. Additionally, initiatives will be designed to enhance doctoral achievement in both STEM and non-STEM disciplines.*

Morgan’s grants and contracts awarded totaled $32 million in fiscal year 2015-2016; the actual value of grants and contracts for the same period is $28 million. Major grants and contracts received by Morgan faculty members this past year included Dr. Payem Sheikhattari who was awarded $455K from the National Institutes of Health (NIH) in the area of health disparities; Dr. Sandra Chipungu who was awarded $364K for her research collaboration with the University of Maryland in the area of education public child welfare, and Dr. Whitney Johnson was awarded a Noyce Fellowship from the National Science Foundation for her research in STEM education for urban environments. Morgan continued the second year of its $24.3 million NIH BUILD grant for its ASCEND Program in developing an eminent cadre of students to pursue graduate students in biomedical research.

It is anticipated, however, that with federal budgets increasingly constrained, Morgan’s faculty members will increase their submissions of proposals for sponsored research. For FY16, Morgan’s faculty submitted over 143 proposals for a total of $70.8M for sponsored funding. Historically, Morgan has relied heavily on contractual faculty, who are not eligible to submit grant proposals. Despite this, the campus still faces the challenge of heavy teaching loads, which limits the time that Morgan faculty can devote to the pursuit of research and proposal development.

The University awarded 48 doctoral degrees in May 2016. This number reflects the quality and expansion of the University’s inventory of doctoral programs, which has also made Morgan one of the state’s primary sources of doctoral degrees granted to African-Americans in critical fields, such as engineering and public health.

The President invested $100,000 in the Division of Academic Affairs during the fiscal year 2016. Academic Affairs allocated the funds to further enhance the professional development of tenured and tenure track faculty.

**Goal 3: Improving and Sustaining Morgan’s Infrastructure and Operational Processes**

*Morgan will enhance its infrastructure and processes by improving the efficiency and efficacy of its operating procedures, focusing on the environmental sustainability of its facilities, and by meeting the technological customer service needs of its students, faculty, staff and community.*

The University has placed a great deal of emphasis on improving the services that it provides to all of its stakeholders. It has instituted a program of mandatory training for supervisors and all front line personnel. It also has instituted a formal system for systematically assessing the satisfaction of its students with a broad range of specific campus services. This comprehensive assessment is carried out annually.

The campus has developed a dashboard for monitoring progress toward the major components of the goals of its strategic plan. This dashboard provides a high level view of campus operations for the Board of Regents and much more detailed information for campus managers and other personnel. A major goal of this project is to ensure that the campus has sound performance metrics for documenting its progress and that these metrics are widely available on campus to those in a position to influence the improvement of processes and services.

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

The campus has begun to employ additional technology to improve processes, deliver quality services and create greater efficiencies. In addition to previous enhancements to its networked services, the university is implementing a $20 million Next Generation Network (NGN) upgrade project. This project has multiple components/deliverables such as robust and pervasive wireless network at wired speeds, enhanced security, Voice over Internet Protocol (VoIP) telephony, and convergence. It has implemented new software to increase the number of processes that are paperless and available via multiple devices of different form factors (smart phones, tablet, desktop, and laptop). It also is increasingly taking advantage of the wide variety of features offered by Google Apps, which the University implemented last year. Google Apps provides a fully-functional email system as well as productivity tools such as video conferencing, paperless processing of documents, document sharing, web page design tools, and discussion groups.

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

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

**Goal 4: Growing Morgan’s Resources**

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

The University has made a major investment in its fundraising infrastructure. In order to further strengthen Morgan’s ability to capture external funding opportunities, the President has organized the solicitation and management of grants and contracts under one administrative unit, the Office of Research and Economic Development. The office supports and guides Morgan’s faculty in their research efforts. It has primary responsibility for research policy, oversight of the administration and management of grants and contracts to support faculty research activity, and oversight of responsible conduct of research education and compliance. The office works with the Division of Academic Affairs, to include the deans and department chairs, to develop and support institutional and cross-disciplinary research initiatives.

The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the $10,000 plus giving level; an annual fund portfolio of 26,000 plus alumni and friends who make gifts in the range of $1-9,999; a planned giving portfolio of 3,105 mature alumni; and a 6,000 plus young-future alumni portfolio of students and recent graduates.  Cumulative private and philanthropic donations increased to $34 million in fiscal year 2016. The campus has paid particular attention to its alumni. Often other potential donors use alumni participation as one of the criterion in the decision to make a gift to an institution. Morgan has increased the percentage of alumni who contribute to the University. The current fiscal year rate is 17%.

**Goal 5: Engaging with the Community**

*Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research, the sharing of mutually beneficial resources, and in the appropriate and timely dispatch of University experts and professionals to collaborate in addressing community concerns.*

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

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

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

**Response to Commission’s Question**

The Maryland Higher Education Commission requested a response to the question below and Morgan’s responses follow

**Commission Assessment (not tied to a specific indicator):**In the 2015 Performance Accountability Report, the University established a goal of increasing undergraduate and graduate enrollment to 12,000 by 2021, which would be a 55.9% increase from its fall 2014 enrollment of 7,698 students. In the Report narrative, the University briefly discusses the admissions efforts underway to help achieve this aggressive goal. Please describe in greater detail the plans the University has to achieve this goal, addressing the changes (e.g., program development or removal, financial aid strategies, faculty hiring, new construction) that will take place to support this enrollment increase.

**Institutional Response**

While the University’s long-term goal remains to achieve enrollment of 12,000 undergraduate and graduate students, the realities of the current higher education landscape have necessitated an adjustment of the timeline to achieve that goal. We now anticipate an enrollment of 9,500 by FY 2021. The bulk of this planned enrollment growth will come through the efforts of the Division of Academic Outreach and Engagement, which coordinates the University’s online, off-campus, and continuing education programs. Three new online degrees and one new certificate program are expected to be launched during the fall 2016 semester with additional degree and/or certificate programs being launched at regular intervals in subsequent semesters. This brings the total number of online degree and certificate programs at Morgan to nine. For the four new online programs, Eduventures, a consulting firm, assisted the University in conducting a program feasibility review, identifying go-to-market considerations to drive student enrollments, and conducting financial modeling for revenue and marketing expenses expected. Projected enrollment in these online programs by 2021 is reflected in the table below. The table also indicates projected enrollment in two off-campus locations where the University anticipates beginning to offer courses and programs over the next year or two.

**Table 1: Projected Enrollment Academic Outreach & Engagement: 2021**

|  |  |
| --- | --- |
| **Online Program** |  **Enrollment 2021** |
| Community College Leadership Doctoral Program (Ed.D) | 110 |
| (2+2) Bachelor of Science in Electrical Engineering (BSEE) | 15 |
| Masters of Science in Electrical Engineering (MSEE) | 15 |
| Masters of Science in Project Management (MSPM)  | 15 |
| Post-graduate certificate in Project Management | 10 |
| Master’s degree in Community College Administration, Instruction and Student Development (M.Ed) | 100 |
| Master’s degree in Business Administration (MBA) | 55 |
| Master’s degree in Social Work (MSW) | 135 |
| Post-graduate Certificate in Urban Sustainable Communities | 20 |
| Master’s degree in Public Health (MPH) | 75 |
| **Sub-Total Online Program Enrollment**  | **550** |
| Stepney Lane Educational Center | 200 |
| Laurel College Center | 100 |
| Bernard Osher Scholars Program | 75 |
| Improved Opportunities for Parents (IOP) | 25 |
| English as a Second Language with SACM | 50 |
| **Sub-Total Face-to-Face Program Enrollment through Academic Outreach and Engagement** | **450** |
| **Total Fall/Spring Enrollment through Division of Academic Outreach and Engagement** | **1000** |

In order to support enrollment in the online degree and certificate programs of all of the approved programs, Morgan is seeking to engage a firm to provide marketing strategy and execution across a variety of digital platforms to assist the University in the following scope of services including;

a) assisting online programs in identifying target student audiences,

b) helping in developing plans for recruiting the students,

c) developing detailed multi-media, including electronic and as appropriate hard copy messaging to support the marketing and branding of degree and certificate programs,

d) assisting the respective programs in developing value propositions, and

e) executing the approved multi-media marketing and branding strategies.

As indicated in the above table, we anticipate enrollment in these programs offered through Academic Outreach and Engagement to reach 1000 by 2021. We expect to grow enrollment in our traditional undergraduate and graduate programs to approximately 8500 students on our main campus by 2021. This represents a relatively modest 10% increase from FY 16 headcount enrollment. This growth will come through the increases in student retention that we have been seeing over the past few years (close to 10 percentage points over the past five years); investments that have been made in the Undergraduate Admissions office to allow them to recruit more widely and process applications more efficiently; and the continued emphasis on growing enrollment among diverse populations, including international students and Hispanic students. The expansion and enhancement of our main campus should also not be underestimated. New state-of-the-art buildings such as the recently opened School of Business building, the new Behavioral and Social Sciences Center being constructed, and the new Student Services Center, currently in design, will make our campus even more desirable to potential students. Between modest growth to 8500 in the traditional on campus undergraduate and graduate programs and 1000 students in online, off-campus, and non-traditional on-campus programs, the University anticipates growing to 9500 by 2021.