

State Plan Template

This template has been designed in accordance with §10-211 and § 11-406 of the Education Article. Each non-public institution of higher education eligible for State aid under § 17-103 and each public institution of higher education in the State shall through their respective boards submit a report to MHEC related to its respective program of cultural diversity. The report by MHEC to the General Assembly, will be a compilation of the data called for by § 10-211, § 11-406 and the extent to which institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

a. 4-year public

b. 4-year private

Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes No

c. 2 year public

d. 2-year private

e. Other _____

2. How many campuses comprise your institution? _____ 1 _____

3. How many campuses are included in this report? _____ 1 _____

4. Mailing address of your institution's main campus:

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

Student Demographics

2011-2012 student population:

- The average household income for new freshmen, based on fall 2011 data, is \$59,463.

The demographic information below will be supplied by MHEC, unless highlighted in yellow

- Number of Pell Grant recipients: 3,896
- Total number of students over age 25: 2,217

| Total undergraduate student population: 6672 | Full-time (FT) & Part-time (PT) undergraduate students: | # FT 5951 | # PT 721 |
|---|--|----------------------|---------------------|
| # Hispanic: 174 | Hispanic | 165 | 9 |
| # Black/African American: 5784 | Black/African American | 5136 | 648 |
| # American Indian/Native American: 23 | American Indian/Nat. Amer. | 20 | 3 |
| # Asian/Pacific Islander: 110 | Asian/Pacific Islander. | 107 | 3 |
| # White: 120 | White | 96 | 24 |
| # Multi-Racial: 198 | Multi-Racial | 179 | 19 |
| #Native Hawaiian: 7 | Native Hawaiian | 7 | 0 |
| # International students: 253 | International Students | 239 | 14 |
| Missing Race Information: 3 | Missing Race Information | 2 | 1 |
| # Persons with disabilities: 91 | Persons with disabilities | | |

| | # Male | # Female | | # Male | # Female |
|----------------------------------|--------|----------|----------------------------------|--------|----------|
| Full-time undergraduates: | 2559 | 3389 | Part-time undergraduates: | 334 | 387 |
| Hispanic | 78 | 87 | Hispanic | 4 | 5 |
| Black/African American | 2171 | 2963 | Black/African American | 297 | 351 |
| American Indian/Nat. Amer. | 6 | 14 | American Indian/Nat. Amer. | 2 | 1 |
| Asian/Pacific Islander | 43 | 63 | Asian/Pacific Islander | 1 | 2 |
| White | 49 | 47 | White | 13 | 11 |
| Multi-Racial | 116 | 95 | Multi-Racial | 8 | 11 |
| Native Hawaiian | 0 | 0 | Native Hawaiian | 0 | 0 |
| International Students | 133 | 106 | International students | 9 | 5 |
| Missing Race Info. | 1 | 1 | Missing Race Info. | 0 | 1 |
| Persons with disabilities | 46 | 45 | Persons with disabilities | | |

| | |
|--|--|
| Average time to degree (Years): | Total undergraduates in STEM majors: 1549 |
| # Hispanic: 4.53 | # Hispanic: 39 |
| # Black/African American: 4.76 | # Black/African American: 1279 |
| # American Indian/Native American: 4.50 | # American Indian/Native American: 1 |
| # Asian/Pacific Islander: 2.27 | # Asian/Pacific Islander: 32 |
| # White: 3.58 | # White: 33 |
| # Multi-Racial: 4.35 | # Multi-Racial: 55 |
| #Native Hawaiian: 5.00 | #Native Hawaiian: 2 |
| # International students: 3.39 | # International students: 108 |
| Missing Race Information: 6.75 | Missing Race Information: 0 |
| # Persons with disabilities: Not available | # Persons with disabilities: 22 |

Does your institution grant graduate degrees? Yes [X] No []

| | |
|--|--|
| Total graduate student population: 1261 | Total graduate students in STEM majors: 126 |
| # Hispanic: 23 | # Hispanic: 2 |
| # Black/African American: 950 | # Black/African American: 81 |
| #American Indian/Native American: 2 | #American Indian/Native American: 1 |
| # Asian/Pacific Islander: 19 | # Asian/Pacific Islander: 1 |
| # White: 135 | # White: 6 |
| # Multi-Racial: 16 | # Multi-Racial: 3 |
| #Native Hawaiian: 2 | #Native Hawaiian: 0 |
| # International students 100 | # International students: 32 |
| Missing Race Information: 1 | Missing Race Information: 0 |
| # Persons with disabilities: 9 | # Persons with disabilities: 0 |

| | # Male | # Female | | # Male | # Female |
|---------------------------------|--------|----------|--------------------------------|--------|----------|
| Total graduate students: | 441 | 820 | STEM graduate students: | 89 | 37 |
| Hispanic | 8 | 15 | Hispanic | 1 | 1 |
| Black/African American | 306 | 644 | Black/African American | 54 | 27 |
| American Indian/Nat. Amer. | 2 | 0 | American Indian/Nat. Amer. | 1 | 0 |
| Asian/Pacific Islander | 7 | 12 | Asian/Pacific Islander | 1 | 0 |
| White | 56 | 79 | White | 5 | 1 |
| Multi-Racial | 6 | 10 | Multi-Racial | 1 | 2 |
| Native Hawaiian | 1 | 1 | Native Hawaiian | 0 | 0 |
| International Students | 55 | 58 | International students | 26 | 6 |
| Missing Race Info. | 0 | 1 | Missing Race Info. | 0 | 0 |
| Persons with disabilities | 3 | 6 | Persons with disabilities | | |

Faculty and Staff Demographics

2011-2012 faculty population:

| | |
|---|--|
| <p>Total faculty population: 650</p> <p># Hispanic: 6</p> <p># Black/African American: 392</p> <p># American Indian/Native American: 16</p> <p># Asian/Pacific Islander: 52</p> <p># White: 148</p> <p># Multi-Racial: 13</p> <p>#Native Hawaiian: 1</p> <p># International faculty: 21</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: Not collected</p> | <p>Total faculty teaching STEM courses: 184</p> <p># Hispanic: 0</p> <p># Black/African American: 88</p> <p># American Indian/Native American: 8</p> <p># Asian/Pacific Islander: 25</p> <p># White: 47</p> <p># Multi-Racial: 5</p> <p>#Native Hawaiian: 0</p> <p># International faculty: 11</p> <p># Missing Race Information: 0</p> <p># Persons with disabilities: Not collected</p> |
|---|--|

| | |
|--|---|
| <p>Total full-time faculty: 455</p> <p># Hispanic: 4</p> <p># Black/African American: 254</p> <p># American Indian/Native American: 13</p> <p># Asian/Pacific Islander: 44</p> <p># White: 112</p> <p># Multi-Racial: 11</p> <p>#Native Hawaiian: 1</p> <p># International faculty: 15</p> <p># Missing Race Information: 1</p> <p># Persons with disabilities: Not collected</p> | <p>Total adjunct faculty: 195</p> <p># Hispanic: 2</p> <p># Black/African American: 138</p> <p># American Indian/Native American: 3</p> <p># Asian/Pacific Islander: 8</p> <p># White: 36</p> <p># Multi-Racial: 2</p> <p>#Native Hawaiian: 0</p> <p># International faculty: 6</p> <p># Missing Race Information: 0</p> <p># Persons with disabilities: Not collected</p> |
|--|---|

| | # Male | # Female | | # Male | # Female |
|----------------------------|--------|----------|----------------------------|--------|----------|
| Full-time Faculty: | 270 | 185 | Adjunct Faculty: | 105 | 90 |
| Hispanic | 2 | 2 | Hispanic | 1 | 1 |
| Black/African American | 146 | 108 | Black/African American | 73 | 65 |
| American Indian/Nat. Amer. | 9 | 4 | American Indian/Nat. Amer. | 0 | 3 |
| Asian/Pacific Islander | 33 | 11 | Asian/Pacific Islander | 2 | 6 |
| White | 69 | 43 | White | 24 | 12 |
| Multi-Racial | 4 | 7 | Multi-Racial | 1 | 1 |
| Native Hawaiian | 1 | 0 | Native Hawaiian | 0 | 0 |
| International Students | 6 | 9 | International students | 4 | 2 |
| Missing Race Info. | 0 | 1 | Missing Race Info. | 0 | 0 |
| Persons with disabilities | | | Persons with disabilities | | |

| | |
|---|--|
| Total full-time tenure track faculty: 96 | Total tenured faculty: 186 |
| # Hispanic: 1 | # Hispanic: 1 |
| # Black/African American: 55 | # Black/African American: 107 |
| # American Indian/Native American: 0 | # American Indian/Native American: 8 |
| # Asian/Pacific Islander: 7 | # Asian/Pacific Islander: 25 |
| # White: 29 | # White: 40 |
| # Multi-Racial: 0 | # Multi-Racial: 3 |
| #Native Hawaiian: 1 | #Native Hawaiian: 0 |
| # International faculty: 3 | # International faculty: 2 |
| # Missing Race Information: 0 | # Missing Race Information: 0 |
| # Persons with disabilities: Not collected | # Persons with disabilities: Not collected |

| Tenure track faculty: | # Male | # Female | Tenured faculty: | # Male | # Female |
|------------------------------|---------------|-----------------|----------------------------|---------------|-----------------|
| | 52 | 44 | | 118 | 68 |
| Hispanic | 0 | 1 | Hispanic | 1 | 0 |
| Black/African American | 30 | 25 | Black/African American | 63 | 44 |
| American Indian/Nat. Amer. | 0 | 0 | American Indian/Nat. Amer. | 7 | 1 |
| Asian/Pacific Islander | 5 | 2 | Asian/Pacific Islander | 21 | 4 |
| White | 14 | 15 | White | 25 | 15 |
| Multi-Racial | 0 | 0 | Multi-Racial | 1 | 2 |
| Native Hawaiian | 1 | 0 | Native Hawaiian | 0 | 0 |
| International Students | 2 | 1 | International students | 0 | 2 |
| Missing Race Info. | 0 | 0 | Missing Race Info. | 0 | 0 |
| Persons with disabilities | | | Persons with disabilities | | |

How many of your tenured faculty came from within your ranks (as opposed to being hired with tenure)? Over the past twenty-five years, nineteen (19) faculty were appointed with tenure.

Black/African American: 7

White: 8

Hispanic: 0

Asian/Pacific Islander: 1

#Multiracial: 1

International: 2

Persons with disabilities: Not collected

2011-2012 staff population:

| | |
|--|--|
| <p>Total staff population: 569</p> <p># Hispanic: 9</p> <p># Black/African American: 463</p> <p># American Indian/Native American: 2</p> <p># Asian/Pacific Islander: 23</p> <p># White: 56</p> <p># Multi-Racial: 6</p> <p>#Native Hawaiian: 0</p> <p># International faculty: 10</p> <p># Missing Race Information: 0</p> <p># Non-International staff: 559</p> <p># Missing International Information: 0</p> <p># Persons with disabilities: Not collected</p> | |
|--|--|

| | |
|--|--|
| Total executive staff: 83 | Total administrative staff: 486 |
| # Hispanic: 0 | # Hispanic: 9 |
| # Black/African American: 73 | # Black/African American: 390 |
| # American Indian/Native American: 0 | # American Indian/Native American: 2 |
| # Asian/Pacific Islander: 1 | # Asian/Pacific Islander: 22 |
| # White: 7 | # White: 49 |
| # Multi-Racial: 2 | # Multi-Racial: 4 |
| #Native Hawaiian: 0 | #Native Hawaiian: 0 |
| # International staff: 0 | # International staff: 10 |
| # Missing Race Information: 0 | # Missing Race Information: 0 |
| # Persons with disabilities: not collected | # Persons with disabilities: not collected |

| | # Male | # Female | | # Male | # Female |
|----------------------------|--------|----------|------------------------------|--------|----------|
| Executive staff: | 37 | 46 | Administrative staff: | 233 | 253 |
| Hispanic | 0 | 0 | Hispanic | 6 | 3 |
| Black/African American | 31 | 42 | Black/African American | 178 | 212 |
| American Indian/Nat. Amer. | 0 | 0 | American Indian/Nat. Amer. | 1 | 1 |
| Asian/Pacific Islander | 0 | 1 | Asian/Pacific Islander | 12 | 10 |
| White | 6 | 1 | White | 30 | 19 |
| Multi-Racial | 0 | 2 | Multi-Racial | 3 | 1 |
| Native Hawaiian | 0 | 0 | Native Hawaiian | 0 | 0 |
| International staff | 0 | 0 | International staff | 3 | 7 |
| Missing Race Info. | 0 | 0 | Missing Race Info. | 0 | 0 |
| Persons with disabilities | | | Persons with disabilities | | |

Program Description

(Note: Descriptive responses may be attached as a separate sheet)

I. NON-PUBLIC INSTITUTIONS

Please describe the best practices used by your institution to promote and enhance cultural diversity of the campus(es).

II. PUBLIC INSTITUTIONS

A. Diversity Programming and Training

1. Does your campus have a formal plan to promote cultural diversity?
Yes [] No [x] **If Yes, briefly describe.**

Morgan State University's Office of Diversity and Equal Employment Opportunity in concert with the Office of Residence Life and the University Counseling Center, initiated sensitivity and cultural competence training and anti-sexual harassment training as part of a series of diversity and non-discrimination trainings. The diversity and non-discrimination training programs are designed to address cultural diversity among students, faculty and staff; educate students, faculty and staff with current information on state and federal statutes and regulations governing equal opportunity; and reduce discrimination complaints. The program plans to incorporate reading materials, films, lectures, cultural events, power point presentations and guest speakers.

Upon completion of the training activity or event, a Certificate of Completion or of Participation was given to program participants. The Office of Diversity and Equal Employment Opportunity will keep record of attendees to the classes, trainings and events. The Office of Diversity and Equal Employment Opportunity makes this a continuous service to students, faculty and staff. The Office of Diversity and Equal Employment Opportunity plans to post much of the information on-line through Morgan State University's web site with updates to the program annually.

- How often is the plan reviewed and updated? A plan is still being developed.

- How do you plan to improve upon the existing program? Provide examples.

[x] Policy changes

[x] Innovative curricular design

[x] New student life programs

[x] Campus-community partnerships

[] Other. Please describe: a completely new program.

Revision of Morgan State University's EEO policies to incorporate contemporary federal and state statutory changes regarding equal opportunity and equal access for students, faculty and staff.

In addition, there is an initiative, The Morgan Community Mile, a Morgan State University and community partnership where residents, businesses, public officials and other stakeholders come

together with University students, faculty and staff to make the community a better place in areas including health, public safety, workforce and economic development, education and youth development, and viable neighborhood.

2. Does your campus' program address cultural diversity among **students**?

Yes No **If Yes, please describe.**

Morgan State University has a "Safe Space" program which offers strategies for preparing students, faculty, and staff to be effective allies to lesbian, gay, bisexual, and transgender (LGBT) students by placing a safe space symbol on a viewable location in a person's office. This allows LGBT students to identify those persons to whom they can talk without fear of repercussion.

The Diversity and Equal Employment Opportunity Office in conjunction with the University Counseling Center is in the process of creating a LGBT Advisory Board. The Board will address issues ranging from recruitment to support to retention among student and employee population.

Additionally, the International Student Association and the Office of International Services sponsors the FEVER Program. FEVER is an annual inter-cultural showcase and celebration of the various cultural groups within the Morgan State Community. Expression is done through the art forms of song, dance, and drama. In a broad sense, participants are drawn from America, Africa, Europe, Asia, Latin America and the Caribbean. While FEVER is primarily a student driven event, every effort is made to partner with faculty, staff and community groups.

3. Does your campus' program address cultural diversity among **faculty**?

Yes No **If Yes, please describe.**

Faculty members are encouraged to participate in the FEVER program. The Office of International Services utilizes Morgan State University's campus email system to announce the program.

4. Does your campus' program address cultural diversity among **staff**?

Yes No **If Yes, please describe.**

Staff members are encouraged to participate in the FEVER program. The Office of International Services utilizes Morgan State University's campus email system to announce the program.

5. Is coursework used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **students**?

Yes No **If Yes, please describe.**

Morgan State University offers an International Studies program as well as many other courses that enhance cultural diversity and sensitivity particularly since we have an increasing number of international students and faculty.

6. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **faculty**?

Yes No **If Yes, please describe.**

- Is the cultural training among faculty required [] or voluntary []?
 - What mechanism is used to track the completion of cultural training among faculty?

 - Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (faculty)?
7. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **staff**?
- Yes [] No [x] **If Yes, please describe.**
- Is the cultural training among staff required [] or voluntary []?
 - What mechanism is used to track the completion of cultural training among staff?
 - Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (staff)?

B. Academics

8. Does your program address
- | | | |
|---------------|------------------|---------------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [X] | No [] |
- of a culturally diverse student body? **If Yes, please describe.**

Morgan State University utilizes an Early Warning System (EWS) through which faculty can notify a student or other designated individuals that a student is not performing satisfactorily. Morgan has long had an in-house early alert and response system (EARS). Instructors of general education courses are required to use EARS forms, and instructors of other courses have access to the forms as well. Faculty are expected to complete the forms at several intervals throughout the semester for any student who is having difficulty in their classes. The forms allow instructors to identify specific areas of weakness so that students can be effectively counseled on how to improve their performance.

9. Does your program address
- | | | |
|---------------|-----------------|---------------|
| recruitment, | Yes [X] | No [] |
| support, | Yes [X] | No [] |
| and retention | Yes [X] | No [] |
- of a culturally diverse faculty? **If Yes, please describe.**

Morgan has a well-credentialed faculty that is racially and ethnically diverse. This represents a continuation of a long tradition at the University. Diversity is particularly valued by today’s college-age population and Morgan’s degree of diversity among members of its faculty differentiates it from most other Maryland campuses. For example, of the approximately 455 full time faculty at Morgan, fifty-nine (59%) percent (270) are males and forty-one (41%) percent (185) are females. African-American males comprise about thirty-two (32%) (146) of full-time faculty at Morgan. The 108 African American female faculty represent twenty-three (23%) of the full-time faculty. White faculty (69) comprise fifteen (15%) of the full time faculty at Morgan.

10. Does your program address
 recruitment, **Yes [X]** **No []**
 support, **Yes [X]** **No []**
 and retention **Yes [X]** **No []**
 of a culturally diverse staff? **If Yes, please describe.**

Morgan’s overall workforce in the prior fiscal year with respect to gender was balanced; however, the 2012 fiscal year reflected a decrease in males staffed in both the executive and administrative positions. Of the 83 executive staff, thirty seven (45%) are males and forty-six (55%) are females. Of the 486 administrative staff, 233 (47%) are males and 253 (53%) are females.

11. Does your program address
 recruitment, **Yes [X]** **No []**
 support, **Yes [X]** **No []**
 and retention **Yes [X]** **No []**
 of students over the age of 25? **If Yes, please describe.**

Alpha Sigma Lambda Continuing Education National Honor Society

The Alpha Sigma Lambda Honor Society honors those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards. The aim of Alpha Sigma Lambda is to acknowledge the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. The Morgan State University Gamma Pi Chapter of Alpha Sigma Lambda was chartered in 1984. After an eleven year absence from the campus, it was reinstated through the Center for Continuing and Professional Studies in 2007.

Bernard Osher Scholarship

The Bernard Osher Scholarship Award is designed to assist nontraditional adult Morgan State University Student in completing their course requirement to obtain their bachelor's degree. The required G.P.A. is 2.7. Eligibility criteria include:

- Currently enrolled as part-time or full time MSU student
- Returning to the University after a gap of 5 or more years
- Pursuing a bachelor's degree
- Between the ages of 25-50

Improved Opportunities for Parents (IOP)

The Improved Opportunities for Parents (IOP) Program is supported by Morgan State University. Located in the Center for Continuing and Professional Studies (CCPS), the program is designed to assist individuals, especially parents, in obtaining a bachelor's degree. The IOP program facilitates college matriculation for community residents who would not otherwise pursue the bachelor's degree.

12. Does your institution encourage the use of innovative instructional strategies (i.e. distance learning, summer bridge programs, learning communities, etc.)?
 Yes [X] No [] **If Yes, please describe.**

Distance Learning

Morgan State University has online courses in multiple disciplines. A listing of graduate and undergraduate on line course offerings may be found on Morgan's web site at:

http://www.morgan.edu/Academics/Online_Course_Offerings.html.

Summer Bridge Programs

Morgan State University's **Center for Academic Success and Achievement (CASA)** sponsors CASA Academy, an alternative admissions program for students who do not meet the SAT/ACT requirements for regular admission. CASA accepts up to 300 students each year, and all participants who successfully complete the summer bridge program are guaranteed admission to the University for the fall semester. The six-week program offers a wide range of activities including developmental courses, study skills, mandatory tutoring, peer mentoring, academic advising, career exploration, orientation to the campus and its offices and resources, opportunities for personal/social development, and an avenue for parent involvement. Also since 2010, CASA has required students to engage in a common reading experience related to a social issue.

Morgan State University also offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its six-week **PACE (Pre-Accelerated Curriculum in Engineering) Program**. Students who participate in this enrichment experience take classes in mathematics, computer science, biology, English composition, physics, and chemistry. They also develop projects and experiments for a research rotation and science fair. The 50 students who participate in the PACE program each summer test into Calculus I at a rate of 85 percent, on average, and are six times more likely than non-PACE freshmen to test out of developmental mathematics. Participation in the PACE program also significantly increases students' rates of persistence to graduation.

13. Does your program address the importance of
Providing, **Yes [X]** **No []**
and completing **Yes [X]** **No []**
remedial coursework? **If Yes, please describe.**

All first-time freshmen at Morgan State University are required to take a placement examination to determine their course placement. Students are tested in the areas of English, Reading, and Mathematics. Based upon their test results, students will take either Freshman Studies English 101 or Standard College level English 101, either Developmental Mathematics (MATH 106) or Standard College level Math 109 or Math 113 (or the Math required for their major), and students may be required to take Development Reading (DVRD 101). The ACCUPLACER placement test provides the University with a level of individual student adaptability, systematic accuracy, and administrative flexibility in an effort to appropriately place new students in freshman courses consistent with their level of preparation and skill.

14. Does your program address closing the achievement gap?
Yes [X] No [] **If Yes, please describe.**

The new Morgan State University 2011-2021 Strategic Plan, "Growing The Future, Leading The World" includes indicators designed to focus considerable attention on the "educational attainment gap between the races." Consistent with the focus of the Strategic Plan, the purpose of the Morgan

State University's Office of Student Success and Retention is to work in collaboration with the various schools, college, and academic support programs of the University to provide continuous, quality support for undergraduate students from matriculation to graduation. The goal of this comprehensive program is to increase student retention rates and persistence to graduation with a focus on academic success and achievement through early intervention and systematic tracking of undergraduate students. The University-wide retention initiatives include:

- Summer Programs for Freshmen -- (ACCESS Orientation Program). During the ACCESS Orientation Program, students and their parents receive financial aid assistance including FAFSA information, residence life information, placement testing results, academic advisement, and career counseling. Additionally, students participate in cultural activities, workshops, and seminars including topics such as college transition, conflict resolution, study skills, and test-taking strategies.
- Placement Testing (Accuplacer) – proctoring, scoring & disseminating 1,200–1,600 tests per academic year.
- Academic Recovery-engaging and rehabilitating students who are eligible for dismissal/suspension.
- Alumni Mentoring Program-pairing freshmen with alumni volunteers to foster networking.
- Financial Literacy-providing a financial education curriculum designed to enhance students' financial skills.
- Disability Support Services (DSS) – managing reasonable accommodations with University faculty & staff.
- Collegiate Learning Assessment (CLA) – participating in the nation-wide longitudinal cohort of institutions.
- Academic Advisement for First-time Freshmen - (Summer & Fall semesters only of the first year).
- Mid-term grades of “D” or “F” – monitoring & intervening with students to prevent final grades of “D” or “F”.
- Final grades of “D” or “F” – monitoring & intervening with students to replace grades with “C” grades or better.
- Academic Probation – monitoring & intervening with students to restore Satisfactory Academic Progress.
- Financial Aid Probation – working to reduce number of students ineligible to receive financial aid.
- FAFSA filing campaign –working to reduce the number students with incomplete or late FAFSA applications.
- Students Dropped for Failure to Make Satisfactory Financial Arrangements – reinstating as many as possible.
- No Longer Enrolled Students -- tracking and follow-up of student registration, withdrawals, and stop-outs.
- Early Alert & Response System--assisting faculty with intervention for students performing below expectations.
- Parents' 411 newsletter – mailing to the permanent address of all undergraduate students each semester.
- Retention Research & Student Surveys – participating in national benchmarking & campus research/surveys.
- Peer Tutoring – in the academic schools/departments.

15. Does your program address

recruitment, **Yes [X]** **No []**
support, **Yes [X]** **No []**
and retention **Yes [X]** **No []**

of a culturally diverse student body pursuing degrees in STEM majors?

If Yes, please describe.

Morgan State University offers bridge programs for academically talented students who plan to enter challenging fields. Morgan has achieved outstanding results with its five-week comprehensive and intense summer PACE (Pre-Freshman Accelerated Curriculum in Engineering) Program. Academically, the program reinforces fundamental subject matter that increases the probability of a successful freshman year. Students participating in this enrichment experience, take courses in physics, chemistry, biology, mathematics, computer science and English composition. Students also take part in a research rotation and in a science fair. Another feature of the PACE Program, is that it is residential program as well which allows students to become acclimated to college life and bond with professors, instructors, tutors and peers.

16. Does your program include a cultural competence component for students?

Yes [X] No [] **If Yes, please describe.**

The Access Orientation Program includes cultural activities.

17. How does your program contribute toward creating a welcoming and supportive learning setting for all students?

The first of five goals of Morgan's 2011-2021 strategic plan is enhancing student success. Scholarship and research are the core values around which academic programs, support services, and business processes are organized. Morgan celebrates its legislatively designated mission as Maryland's public urban university to serve an ethnically and culturally diverse student population.

C. Affordability

18. Does your institution adequately advertise financial assistance programs available to *ALL* students?

Yes [X] No [] **If Yes, please describe.**

The Morgan State University Office of Financial Aid provides extensive information about accessing financial aid at it web site: http://www.morgan.edu/Financial_Aid.html. Topics covered at the web site include, but are not limited to: how to apply, types of aid, required forms, federal work study, a financial aid directory, and instructions on how to access forms and information on the University's student web portal, WEBSIS.

The School of Graduate Studies provides the following information on financial aid for students pursuing graduate degrees at it web site at: <http://web.morgan.edu/graduate/index.html>.

- FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

- FEDERAL WORK STUDY PROGRAM
- GRADUATE FELLOWSHIPS
- GOLDSEKER FELLOWSHIPS
- TITLE III GRADUATE FELLOWSHIPS
- GRADUATE ASSISTANTSHIPS
- TEACHING ASSISTANTSHIPS
- RESEARCH ASSISTANTSHIPS

19. Are part-time students eligible for any financial assistance programs offered by your institution?

Yes [X] No [] **If Yes, please describe.**

Typically the minimum criteria for receiving financial support whether as an undergraduate or graduate student is that the student is in pursuit of a degree. The School of Graduate Studies also provides Tuition Awards to support students pursuing graduate degrees part-time. Information regarding the types of financial assistance available through the University's Financial Aid Office for part-time as well as full time students is available in PDF on line at: http://www.morgan.edu/Documents/ACADEMICS/Academic_Catalog/undergrad/2010-2013/ucat_StudentAffairs.pdf.

D. Access

20. Does your program include an outreach component which addresses the importance and/or value of a college education?

Yes [X] No [] **If Yes, please describe.**

Morgan State University has partnered with the Maryland State Highway Administration's Transportation and Civil Engineering Program (TRAC) to create an outreach initiative for middle and high school students. TRAC seeks to improve the quality of math and science education and increase the numbers of women and minorities in transportation.

Additionally, the Office of Community Service implements a number of programs that utilizes students at Morgan State University in outreach activities with high school and middle school students. Among these programs are: ASANTE which provides high school students the opportunity to earn their community service credit by working with faculty and staff throughout the University; Brother-to-Brother in which Morgan student mentors will work with male high school students throughout Baltimore City to help increase their knowledge in different areas of education; and, Campus Pals which gives elementary and middle school students throughout the nation an opportunity to visit and learn about a prominent Historically Black Institutions.

21. Does your program address the needs of

first-time college students? **Yes [X]** **No []**

first-generation college students? **Yes [X]** **No []**

If Yes, please describe.

Academic Enrichment Program

The Office of Residence Life (ORL) Academic Enrichment Program (AEP) is a service and support available for students to have the opportunity to build and maintain their academic standing and progress. AEP provides free tutoring, computer labs, academic workshops and events for the students residing in the residence halls. Tutors are available to resident students on a drop-in basis. AEP tracks the grades of resident students to be in a position to respond to student needs. New and returning students who have GPAs below the 2.0 required to remain in campus housing during the fall semester are mandated to receive tutoring services from AEP staff during the spring semester. This help is in place to ensure that students are eligible to reapply for housing the following fall semester. (Applying for campus housing does not guarantee a placement. Housing is extremely limited.)

22. Does your institution have active
partnerships with K-12 schools? **Yes [X]** **No []**
pipeline programs with K-12 schools? **Yes [X]** **No []**

If Yes, please describe.

Morgan is partnered with a number of K-12 schools throughout Maryland that serves as internship sites for students majoring in the teacher education programs in the School of Education and Urban Studies.

Additionally Morgan has implemented several programs to enhance the student pipeline including, but not limited to, the following projects.

Project Title: Professional Development to Increase Student Achievement in Biology and Algebra through Project-Based Learning at Four-Targeted Baltimore City High Schools.

Project Title: Integrated Mathematics and Biology Professional Development: A Collaborative Partnership between Baltimore City Public Schools and Morgan State University to Enhance the Teaching and Learning of Mathematics and Science

Additionally Morgan directs (or has directed) several externally and internally pipeline programs designed to improve college readiness of students, including:

Center for Excellence in Mathematics and Science Education (CEMSE)

- Professional development activities for mathematics and science teachers (mathematics / science summer institutes for teachers)
- Undergraduate / graduate course offerings for teachers
- Instructional technology workshops
- Mathematics and science content and pedagogy workshops
- Annual Mathematics-Science-Engineering Fair for students and teachers
- Teacher Certification (PRAXIS I & II Workshops)
- Monthly Brown Bag Research Seminars for faculty and students
- Annual Mathematics and Science Education Conferences
- Technical assistance in providing profession development in mathematics and science for Morgan's Professional Development Schools Program
- Collaborative grant activity with Morgan's Mathematics Department (BRAIN-STEM) NSF- Mathematics Science Partnership (MSP) Start project

- Partnerships with area schools and school systems (Baltimore City and Baltimore County Public Schools)

Science, Engineering, Mathematics and Aerospace Academy (SEMAA)

Morgan State University's Science, Engineering, Mathematics and Aerospace Academy (SEMAA) serves Kindergarten through 12th grade students in Anne Arundel, Baltimore, Carroll, Dorchester, Harford, Howard and Prince George's counties. Sponsored and funded by NASA, the SEMAA project is offered as a free, math and science enrichment program through 10 participating schools. The program features carefully designed curricular support materials, aligned to national math and science standards, complete with a series of exciting hands-on, inquiry-based, K-12 STEM curriculum enhancement activities. As part of the project, participating middle and high school students visit Morgan State University to conduct research in the NASA Aerospace Education Laboratory, or AEL, a state-of-the-art, electronically enhanced, computerized classroom, which is also available to local engineering students, pre-service teachers, university faculty, pre-college students, teachers, parents and other community members. SEMAA also features an innovative family involvement component, specifically designed to provide parents and other adult family members with the information and support to become active partners in their children's education.

Educational Talent Search (ETS)

Educational Talent Search is a pre-college program funded to serve students in grades 6 through 12, and all persons up to the age of 27 who want to pursue higher education. Participants must be classified as "first generation" and "low income" as required by federally mandated program guidelines. The program's goal is to help students with overcoming barriers to completing school while assisting them in their pursuit of post-secondary educational opportunities. Participants must attend a target school in East Baltimore or live in the target area. In addition to academic year programming and college tours, ETS offers a summer academy with a selection of academic and vocational courses, as well as a SAT preparatory course and activities that encourage family involvement.

Upward Bound

Morgan State University's Upward Bound Program is part of a national college preparatory program for high school students. The program is federally funded by the U.S. Department of Education to encourage first generation and low income students to pursue higher education. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education. Established on Morgan's campus in 1972, this historic program currently serves students from high schools and target areas in East and North East Baltimore City. The program offers academic year courses and tutoring, career counseling, family programs, and college tours as well as a summer residential program. The focus of MSU's Upward Bound program is to promote a year-round atmosphere that is supportive of and dedicated to encouraging students' pursuit of higher learning, and maximizing their life opportunities.

Head Start Program

Morgan's Head Start Program serves 224 children and families and is located in the northeast section of Baltimore City. The program is currently housed in, Walter P. Carter Elementary School, Walter P. Carter Recreation Center, and Govans Elementary School.

Professional Development School

Morgan State University has a Professional Development School (PDS) with the local school system. The focus of the PDS partnership is to improve student performance through research-based teaching and learning. A PDS intern is fully integrated into the life of the school and experience a full range of school activities. In essence, PDS prepares teachers to deal with the variety of challenges they now face in the profession.

23. Does your institution collaborate with institutions in other segments to strengthen the educational pipeline (i.e., collaborations between two-year and four-year institutions)?
Yes [X] No [] **If Yes, please describe.**

The Connect Program

The Morgan State University's CONNECT Program is an excellent alternative for students who are not eligible for admission to the University as freshman. If a student chooses to participate in the CONNECT Program, he/she must complete a confirmation form and submit payment for a confirmation fee to the Office of Admissions at Morgan State University. The fee secures an MSU Bear Necessity Identification Card for CONNECT students. This ID card allows students utilization of support services on campus such as the library and computer labs as well as attendance at social and athletic events. Participating Community Colleges include:

- Allegheny College of Maryland
- Anne Arundel Community College
- Carroll Community College
- Cecil College
- Chesapeake College
- Baltimore City Community College
- Community College of Baltimore County (Catonsville)
- Community College of Baltimore County (Dundalk)
- Community College of Baltimore County (Essex)
- College of Southern Maryland
- Frederick Community College
- Garrett College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Prince George's Community College
- Wor-Wick Community College

In addition, Morgan State University in concert with the Community College of Baltimore County created the Network for Excellence and Undergraduate Success Program (NEXUS). Morgan State University and the Community College of Baltimore County recognize that test scores are not always indicative of a student's ability to successfully earn a degree. NEXUS provides an alternative for students with drive and potential by providing a network of services and opportunities for success. The NEXUS Program ensures that all students are provided with access to a quality college education.

24. Do you have a program on campus to assist the physically disabled with their coursework? **Yes [X] No []**
access to campus? **Yes [X] No []**

If yes, please describe.

Disability Support Services

As a critical component of Morgan State University, Student Accessibility Support Services (SASS) is dedicated to assisting students with disabilities accomplish their scholastic and career goals by supporting academic and advocacy skills and by helping to eliminate the physical, technical, and attitudinal barriers that limit opportunities. SASS is committed to providing all services and operating all programs in accordance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA 1990). In accordance with Section 504 of the Rehabilitation Act of 1973 and The ADA 1990, the University works to accommodate the needs of students with documented disabilities to provide equal access and equal educational opportunities.

25. Does your program address the needs of students over age 25?

Yes [X] No [] **If Yes, please describe.**

The mission of the Center for Continuing and Professional Studies is to serve the lifelong educational needs of traditional and non-traditional students pursuing undergraduate, graduate, professional and personal growth aspirations. The Center coordinates a broad variety of educational activities and community services for learners from culturally diverse populations from Baltimore City, the State of Maryland, nationally and internationally. Among the Centers programs that focus on students above the age of 25 are the following:

Certificate Programs

In addition to Post-baccalaureate Certificate Programs comprised of graduate courses, the Center administers a number of Certificate Programs where possession of a baccalaureate degree is not a requirement.

Summer Non-Credit Courses

Summer Non-Credit Courses focus is on developing and enriching the lives of the life-long adult learner. The Center offers a number of non-credit courses throughout the year.

Summer Programs

Morgan State University is the premier source for individuals seeking academic and personal enrichment courses year round. Participants in summer programs range in age from 5 years old to older adults. Programs are offered in engineering, education, computer science, chemistry, mathematics, and athletics.

Continuing Education Units (CEUs)

As an accredited academic institution, Morgan State offers Continuing Education Units/Credits (CEUs/CRs) and Professional Development Hours (PDHs) and sponsors activities for CEUs/CRs/PDHs for university departments, organizations in the Baltimore Community, the State of Maryland, and nationwide.

Improved Opportunities for Parents (IOP)

The Center administers the Improved Opportunities for Parents (IOP) Program which is designed to assist individuals who are typically 25 or older , especially parents, in obtaining a bachelor's degree.

The Bernard Osher Scholarship

The Bernard Osher Scholarship provides support to assist non - traditional 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.

26. Does your campus have a process in place to report a campus hate crime? (under 20 U.S.C.1092[f])
Yes [X] No [] **If Yes, please describe.**

The Office of Diversity & Equal Employment Opportunity is charged with the day-to-day implementation of the nondiscrimination policies of Morgan State University. The major responsibilities of the Office of Diversity & Equal Employment Opportunity are to educate the University community about affirmative action and equal employment opportunity laws, and to ensure compliance with statutory and regulatory requirements.

The Morgan State Police Department has an active, viable and comprehensive crime prevention program comprised of sworn, certified police officers. Morgan's police officers attend a variety of local and national crime prevention programs and activities as safety and security is the department's highest priority. The police department has established crime prevention objectives which include strengthening campus spirit and police community relations, generating support and participation in campus anti-crime efforts, and sending a message that the campus community has zero tolerance for criminal activities.

27. What resources would be most helpful to you increasing the cultural diversity of the student body, faculty, and staff on your campus?

Citing the work of The Panel on the Comparability and Competitiveness of Historically Black Institutions in Maryland, the 2009 Maryland State Plan for Postsecondary Education acknowledges that "substantial additional resources are needed to ensure the State's public HBIs with their dual missions are comparable to Maryland's TWIs in their capacity to be competitive with respect to recruiting, retaining, and graduating an academically, racially, culturally, and ethnically diverse student body and attracting and retaining quality faculty able to teach, conduct scholarly activities, and perform services consistent with each institution's mission. As such, the resources that would be most helpful to Morgan in increasing the cultural diversity of the student body, faculty, and staff are found in three action recommendations reflected in **Goal 3: Ensure equal opportunity for Maryland's diverse citizenry** of the State Plan namely:

1. The State should provide supplemental funding for initiatives to promote a higher level of academic achievement for all students at public HBIs.
2. The State of Maryland should develop the institutional platform at the public HBIs and identify doctoral programs for targeted development.
3. Accelerate funding for public HBI capital priorities that build institutional capacity related to comparability and competitiveness.

