

**Morgan State  
University**  
**Maryland's  
Public Urban  
University**

## **Legislative Testimony**

Presented to  
**Senate Subcommittee on Education,  
Business and Administration**  
and  
**House Subcommittee on Education  
and Economic Development**

March 2011

Dr. David Wilson  
President





MORGAN STATE UNIVERSITY

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GROWING THE FUTURE, LEADING THE WORLD









## TESTIMONY

### Morgan State University

David Wilson, President

March 2011



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President

*I am pleased to appear before the committee to support the budget recommended by the Governor, and to respond to any questions you may have. My appearance before you today offers an opportunity to give you an update on the University, and to describe for you the essential role that Morgan plays in educating a sizeable portion of Maryland's population for the economy of today and tomorrow.*

First, I thank the Governor for his support of higher education in these difficult economic times. I also thank the members of this committee for their continued support of Morgan State University.

The analyst for the Committee, Ms. Sara Baker, has done an excellent job analyzing our budget, and as part of my testimony, I will address the questions she has raised.

I am making my presentation on the importance of supporting Morgan State University fully aware of the difficult financial circumstances faced by the State over the past few years. I also am aware that, despite a difficult budgetary environment, most organizations have an increased need for State support due to the growing need for services they provide. I understand the difficult decisions you face under

these circumstances. Hopefully, the economy will improve both nationwide and in Maryland in order to permit the most important needs of the State to receive the support they require, foremost among those being higher education, especially Morgan.

In order to grow the economy over the long term, there is widespread agreement on the need to increase the number of individuals holding college degrees, particularly in fields in which there is growing demand. With the economies of so many nations increasingly interdependent, our competitiveness as a nation and a State increasingly is based on the education of our citizens in comparison to residents of other developed nations. This is an area in which we have been rapidly losing ground.

#### Our National Challenge: Improve Our International Standing in Educational Attainment

It is worth examining why our standing in national comparisons of degree attainment has been dropping. It is not, for the most part, due exclusively to the low quality of our public schools, although those who serve large numbers of low-income students

have a long way to go if their graduates are to be competitive in the job market and for entry into college. Our lowered standing in international rankings also is not due to the quality of our universities, which continue to lead the world. Instead, the decline in

our rankings correlates to the shifting demographics of the U.S. population, particularly the increasing representation of lower-income African Americans and Hispanics in our college-age population. We are very diverse racially and ethnically in comparison to the much more homogeneous countries to which we are compared in terms of educational attainment.

The magnitude of this change can be illustrated by comparing the composition of the high school graduating class in 2009 with that of 1976, near the end of the period when baby boomers were graduating from high school. In both 2009 and 1976, about the same number of students graduated from U.S. high schools, just fewer than 3 million. But in 2009, there were 664,000 *fewer* white graduates than in 1976. In comparison, there were 130,000 *more* blacks and 307,000 *more* Hispanics than in 1976. Overall, 38% of U.S. high school graduates now are non-white compared with only 17% non-white in 1976. White high school graduates are being replaced by African American and Hispanic graduates who, on average, come from families with parents having less education and lower incomes. These socioeconomic factors have historically been correlated with educational achievement. Hence, the U.S. has faced the challenge of increasing the number of college graduates from a pool of high school graduates that has not changed in size but that has a much larger number of students who face much difficulty in paying for college, and who are academically less well-prepared. This is the same situation we face in the future. Over the next decade, stability is projected to continue in the total number of high school graduates. Within a stable total number of graduates, however, will be a continuing decline in whites, stability in African Americans, and rapid growth in Hispanics.

A good illustration of the socioeconomic status of the students in the college pipeline is the eligibility of K–12 students for free and reduced lunches. This program is based on family income and eligibility parallels that for Pell Grants for college students. Currently, nearly half (48%) of

all K–12 students in the U.S. are eligible for free and reduced lunches. This is up from 31% only 20 years ago. Hence, to a growing degree, the questions we must face are how can we make it affordable for this growing group to attend college, and how can we promote their academic success? And, perhaps just as important, how do we give them and their parents an



expectation well in advance of high school graduation that they will be able to finance a college education and encourage them to prepare academically for college?

If we examine the probability that lower-income students will enter or complete college without major changes in policy, the data are not encouraging. The table below shows the percentages of students from the highest to the lowest income quartiles graduating from high school, entering college, and graduating from college by the age of 24. For the quarter of young people from families with annual incomes of under \$36,100, only 8% receive the baccalaureate by the age of 24. Only 17% of those from families earning between \$36,100 and \$65,300 receive the baccalaureate. By comparison, 82% of young people whose parents have incomes over \$108,300 receive a four-year degree.



**Table 1. Percentages of Individuals Completing Various Educational Milestones by Age 24 in 2009**

	Annual Family Income	% Graduating from High School	% Enrolling in College	% Receiving Bachelor's Degree
Lowest Quartile	< \$36,100	70%	41%	8%
Second Lowest Quartile	\$36,100 - \$65,300	84%	59%	17%
Second Highest Quartile	\$65,300 - \$108,300	90%	70%	36%
Highest Quartile	>\$108,300	93%	84%	82%

Source: Census data as analyzed by **Postsecondary Education Opportunity** ([www.postsecondary.org](http://www.postsecondary.org))

For individuals from the lower two income groups, there has been very little change over the past three decades in the likelihood that they will obtain college degrees, even though their likelihood of graduating from high school and entering college has grown. For higher income levels, the probability of obtaining the baccalaureate has increased. In order to break this vicious cycle, we must focus on closing the achievement gap, attracting more students from lower-income families into college and providing them with the support they need to succeed.

### **Maryland's Challenge Parallels That of the Nation**

Maryland's demographic changes are even more pronounced than those nationwide with respect to African Americans. The State's general population is now 30% African American, the fourth highest among all states. Our public school enrollment is 38% African Americans, and African Americans make up 35% of public high school graduates statewide. An additional 7% of the State's population is Hispanic. Hispanics make up 10% of public school enrollments and 7% of public high school graduates. Hispanic enrollments are growing dramatically and, by the end of this decade, they are projected to make up 19% of public high school graduates. The high

concentration of minorities in Maryland's public schools is reflected in the large number of students who qualify for free and reduced lunches. Although Maryland is one of the wealthiest states in the U.S., 35% of public school students are poor enough to qualify for free and reduced lunches. This is up from 23% twenty years ago. It is these students who have a below average probability of completing a high school degree, who enroll in college after high school graduation at a below-average rate, and who have college graduation rates that are below those of other groups. It also is this group whose educational attainment we must raise substantially if we are to have an impact on the size of the pool of college graduates.

The changes in the composition of the students graduating from high school over the next decade are illustrated in Figure I. Between now and 2020, there will be little change in the total number of public high school students in the State. But there will be a significant decline in the number of white graduates and a sharp increase in Hispanic graduates. African-American graduates will remain relatively stable in number and in their share of high school graduates.

The State of Maryland has set as a goal to substantially increase the number of bachelor's degrees awarded within the next fifteen years, reaching



the goal of 55 percent of the State's population with college degrees by 2025. However, one can argue that the current historically high level of degrees awarded was achieved only after more than a decade of growth in white high school graduates resulting from the "baby boom echo." Looking ahead, the number of white high school graduates has now begun to decline and will continue to do so. Within a stable total number of graduates, African Americans will retain their large representation, which will approach that of whites ten years from now. Meanwhile, Hispanic graduates will grow significantly in number. The chances of increasing degree production even modestly in this environment without significant changes in the opportunities available to the underrepresented minority populations are not good.

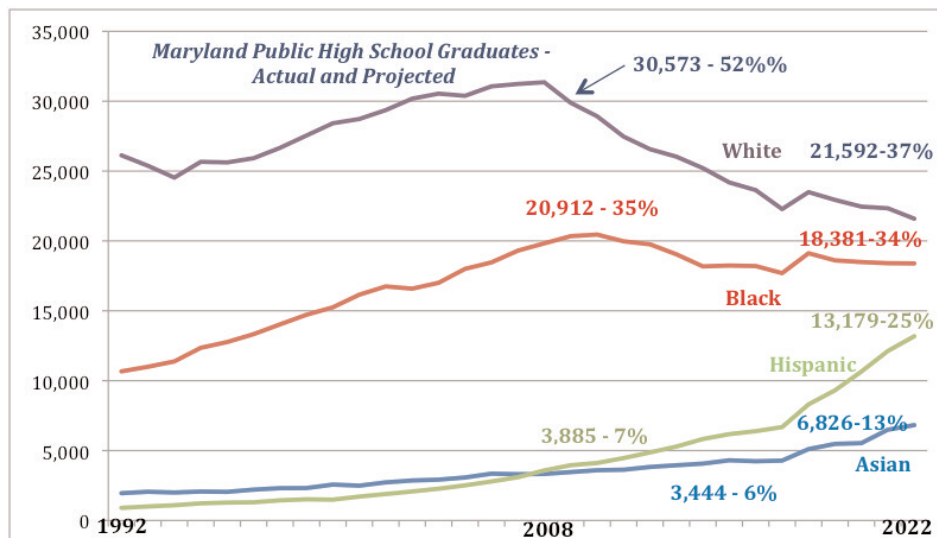
### **Morgan is Well-Positioned to Educate the Emerging Majority**

Morgan's importance to the State is a

require scores of over 500 on the verbal and math portions of the SAT. While over 60% of whites score in this range, less than a quarter of blacks do. Performance is only slightly better for Hispanics. At more selective campuses, a minimum score of 600 would be expected of a successful applicant. While a quarter of whites obtain scores in this range, only about 5% of blacks and 10% of Hispanics do so. Hence, the potential for a selective campus to make a substantial contribution to increasing the numbers of blacks and Hispanics obtaining college degrees is very limited without a significant change in its admissions policies and the development of programs to support less prepared students. Instead, selective campuses compete for a relatively small group of well-prepared minority students who have a high probability of success wherever they enroll in college. Providing this well-prepared group with college degrees does not increase the overall ed-



**Figure 1. Actual and Projected Maryland Public High School Graduates**



Source: **Knocking at the College Door**, Western Interstate Commission on Higher Education (WICHE), March 2008.

result of its emphasis on providing access to a broad segment of the population. Over the past 15-20 years, many public four-year campuses in Maryland and throughout the U.S. have taken advantage of the growth in white high school graduates with strong academic credentials to increase their admissions requirements. A moderately selective campus would

educational attainment rate of minority students.

While Morgan enrolls scores of students with exceptional academic credentials, and who could attend the most highly selective universities in this nation, it also gives a large number of students, many of whom are the first in their families to attend college,



**Table 2. SAT Scores for 2010**

Verbal					
Average Score	Group	< 500	500-600	>600	Total
528	White	39%	36%	25%	100%
454	Latino	68%	22%	10%	100%
429	Black	77%	17%	6%	100%

Mathematics					
Average Score	Group	< 500	500-600	>600	Total
536	White	36%	35%	29%	100%
462	Latino	64%	25%	11%	100%
428	Black	77%	18%	5%	100%

Source: The College Board

a chance to realize the American dream. By doing this, Morgan increases the educational attainment rate of the overall pool of minority students. As such, the University has been a vehicle of upward mobility into the middle class for untold numbers of students from lower-income families. Achievement of middle class status not only benefits the individual who is the first in the family to attend college, but it also benefits the broader society by improving its economic competitiveness, increasing tax revenues while decreasing dependency on public services, and promoting the types of civic behavior associated with higher levels of education. Obtaining a college degree for students from lower-income families also establishes a higher educational baseline for the offspring of degree recipients.

Morgan's tradition has prepared it well for the important role it plays in higher education in the State of Maryland. The University's culture supports assistance to students in need of such help while also challenging better prepared students to fulfill their potential. Its tradition of providing extra support to students with the potential for academic success has always been at the core of the Morgan experience.

Morgan has educated a very large number of individuals who have be-

come leaders in the business community, public life, education, and the professions. It continues to do so today. Our history at Morgan has equipped us to be one of the relatively few institutions whose mission is attuned to educating the emerging majority with a high quality, competitive education. Failure to do so is a threat to the social and economic well being of the State and nation.

### **Morgan's Assets**

In addition to its mission of expanding the size of the pool of individuals receiving a college degree, the University has a number of important characteristics that contribute to its mission as Maryland's designated public urban university.

- The University offers a comprehensive range of academic programs from the undergraduate level through the doctorate. This includes a number of programs critical to the State and national economy, including all STEM fields, business, teacher education, architecture, and nursing.
- Morgan faculty members have a vibrant research program that includes an emphasis beyond solving practical problems.
- Morgan is a force in its community



through its extensive programs of outreach that apply the knowledge of its faculty and the energy of its students to addressing the problems of our surrounding community, the City of Baltimore and the State of Maryland.

Morgan's relationships with federal agencies and with the private sector are important in carrying out its mission. These relationships include research grants and contracts but also a significant number of programs designed to attract minority students into fields in which they are woefully underrepresented, such as engineering and the sciences, and for preparing them for advanced study in these fields.

### The University's Performance

- Morgan is the perennial leader in Maryland in the number of baccalaureates awarded to African Americans, despite its relatively modest size. This is a direct result of the institution's culture, in which faculty engage students in undergraduate research and provide a nurturing environment to support academic achievement.
- Morgan not only awards the largest number of baccalaureates to African Americans, but it typically accounts for a large share of the degrees awarded to African Americans by Maryland campuses in key fields. For example, in 2009 Morgan accounted for the following percentages of degrees made to African Americans by Maryland campuses: architecture – 89%, electrical engineering – 58%, civil engineering – 83%, marketing – 60%, finance – 51%, chemistry – 31%, and accounting – 30%.
- At the doctorate level, Morgan typically alternates with UM College Park for leadership in the State in degrees to African Americans. In 2009, Morgan led all campuses with 30 doctorates awarded to African Americans.
- Nationally, Morgan ranks 15th among all campuses in baccalaureates awarded to blacks. It ranks 3rd in architecture and engineering, 9th in the biological sciences, 13th in education, 15th in computer and information sciences, 19th in English, and 20th in business.
- Nationally, Morgan ranks 4th in architecture and 5th in engineering in master's degrees awarded to blacks.
- Morgan ranks 12th among all traditional campuses nationally in doctorates awarded to blacks. It ranks 2nd in engineering, 9th in business and 15th in the health professions.
- Over the 2004-2008 period, according to the National Science Foundation, Morgan ranked 6th among traditional campuses nationwide in doctorates awarded to African Americans. Today, we rank 4th.
- While a leader in awarding doctorates, Morgan also is a leader in preparing undergraduates to pursue doctoral study. According to the National Science Foundation, Morgan ranked 12th nationally between 1997 and 2006 in the number of its bachelor's degree recipients who subsequently received doctorates in science and engineering fields.
- The University also is a leader in the production of Fulbright Scholars and leads all HBCUs nationwide on this measure.





## Plans for the Coming Decade

### Growing Enrollment

Morgan has set the goal of growing its enrollment by 50%, which would represent an increase from our current level of about 8,000 students to 12,000. We got off to a good start this past fall by leading all public four-year campuses in the State in enrollment growth, adding nearly 600 students for an 8% increase over the previous year. Growing beyond the 12,000 level will enable the campus to realize economies of scale that are not now possible as a smaller institution. An important part of our strategy for growing enrollments is to increase the number of partnerships with community colleges. Over the past decade, these campuses have been the choice of increasing numbers of moderate- and low-income students who desire a four-year degree. Minority students have a below-average rate of transfer to four-year campuses from these institutions, and the goal of our efforts is to raise this significantly. Another part of our strategy is to increase the number of courses and programs that we offer online. Many of our current students, who typically take an above-average amount of time to complete their degrees, will benefit from the additional flexibility that online education provides them. There also is a large new market for our programs that we potentially hope to serve through online education.

### Increase Graduation Rates

We are aiming to increase our graduation rate to a level that is higher than would be projected based on the socioeconomic characteristics of the students we enroll. Currently, our graduation rate is about average for a public urban university. We want to raise it to well above this level.

### Diversify Student Body

We are also aiming to diversify the racial and ethnic composition of our student body. We want to ensure that our students are exposed to an experience that mirrors what they will face in a society which is rapidly diversifying. Our faculty already is consider-

ably more diverse than the typical campus, an advantage for us in recruiting a more diverse student body. Recently, Morgan was named by Hispanic Network magazine as one of the top campuses in the nation for Hispanics and by Professional Woman's magazine as one of the top campuses for women.

### Reduce Dependence on Contractual Faculty

One dimension of the composition of our faculty, however, is a significant impediment to our growth, our ability to be attractive to a more diverse group of students, and to our efforts to increase graduation rates. We rely to a much higher extent on contractual faculty than the typical research university. Our student body, composed of a large concentration of at-risk students, is adversely affected by this arrangement because of its need for a significant amount of personal attention, particularly in the freshman year. Successful academic performance during the critical first year in college is the best indicator of whether our students will persist in college. Beyond academic performance, additional permanent faculty are needed as we continue to grow to be attractive to higher achieving students at both the undergraduate and graduate levels. The student market is becoming increasingly competitive, and our position is less than optimal when a high percentage of the faculty is transient.

### Enhance Students' Educational Experience

We also are planning to diversify the educational experiences available to our student body. Internships are highly prized by our students, and we plan to continue to increase the number available to them. We currently are able to offer only limited numbers of opportunities for study abroad due to the financial circumstances of our students. We are looking for means by which we can help our students finance such experiences. We will be increasing the number of exchange programs we have with other campuses for both faculty and students. Our efforts are focusing on Ivy League institutions and other major research universities. In addition, we currently



Suman Khatiwada  
Physics, 2008  
Hometown: Biratnagar, Nepal

After graduation – with good recommendations from his professors – Suman was accepted into Ph.D. programs at four major institutions, including Rice University, where he is doing research in nanotechnology and earned a 3.89 grade point average in his first year.



have in place a number of highly successful programs for facilitating the movement of our graduates into doctoral programs at major national universities. These have been critical in increasing the size of the national pool of minority doctoral recipients, particularly in critical fields such as engineering and the sciences. We will continue to expand these partnerships.

### **Double Research**

The University has been successful enough in increasing its supported research activity to meet the criteria to be classified as a doctoral research university. Morgan intends to double the amount of research funding it receives over the next decade to about \$50M. This is highly dependent on having additional permanent faculty in the appropriate fields, however. Achievement of this goal is not only a means by which the campus can diversify its resource base and achieve more visibility, but it also provides the State with a net influx of dollars from the federal government and the business community.

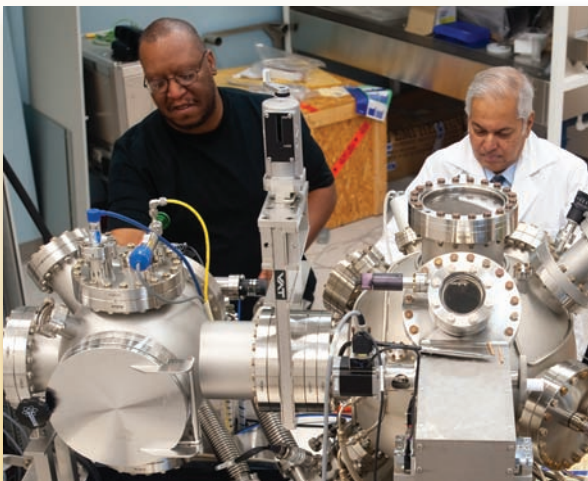
### **Increase Private Giving**

Private giving has increased significantly at the University. A couple of years ago, Morgan concluded a \$25 million campaign by exceeding that goal well before the campaign ended. That was one of the largest fundraising efforts by any public HBCU in the nation. But we cannot rest on our laurels. We are planning another larger campaign in the coming months and years. Most of our private fundraising provides much needed financial aid for students, an area in which we continue to have significant unmet need. That will be the focus of our future efforts to raise private funds as well.

### **Extend Services into the Community**

One of the essential elements of the mission of an urban university is to use its resources to improve the quality of life in the community. We do this through both our faculty research and our public outreach programs. Our faculty, like those elsewhere, engage in research that advances knowledge in their respective fields. But, unlike most other campuses, our faculty re-

search also is directed toward solving the problems faced by urban communities. Our programs of service to our community build upon the expertise of our faculty. As our graduate mission has grown, so has the amount of faculty research and expertise that can be applied to serving the needs of Baltimore. We intend to continue to expand and develop the array of partnerships by which we do this.



### **Advance Community Revitalization & Economic Development**

Finally, through the continued development of all facets of the campus, we intend to continue to increase our importance to the stabilization and growth of northeastern Baltimore. We already are the major employer in the area and are responsible for millions of dollars in local expenditures by the campus, our students, employees, and visitors. With each building that is constructed or renovated, the appearance of the community has been improved. As we continue to physically develop the campus, we will continue to be mindful of the positive impact that intelligently constructed facilities can have on the community in which we are located.



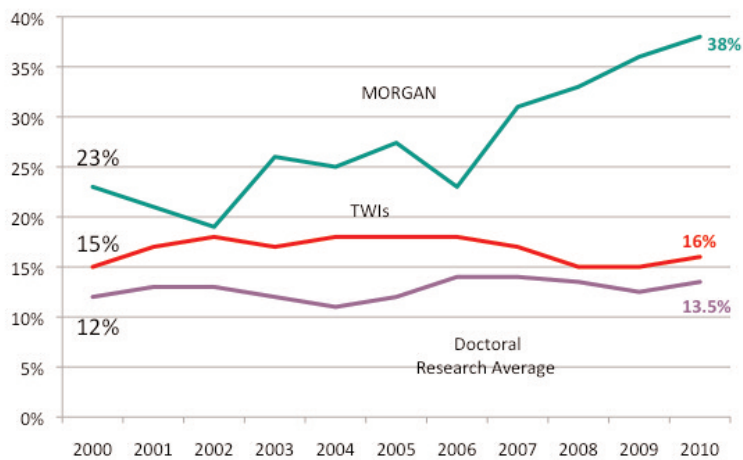
## State Support is Essential

The additional \$446,823 to moderate in-state tuition increases included in the Governor's recommended budget is appreciated, and we ask that it be maintained in the University's budget for a total general fund appropriation of \$73.4 million. Beyond this, I would like to discuss some very important challenges we face and the associated resource needs.

### A. Contractual Faculty

As we make our contribution towards achieving the State's postsecondary educational attainment goal of 55 percent by 2025, it is very important that

Percent of Faculty That are Contractual  
(Maryland Public Four-Year Institutions)



Morgan increase its retention and graduation rates and grow its enrollment to 12,000 – 15,000 to achieve reasonable economies of scale. Critical to this effort will be reducing the overdependence on contractual faculty. Over the past decade, as our reliance on contractual faculty has grown, our freshman retention has correspondingly declined. The best predictor of academic success for Morgan students is their performance during the critical first semester. However, our heavy reliance on contractual faculty has been an obstacle to our ability to offer students a good first-year experience. Contractual faculty members only teach the courses assigned to them. They do not provide the level of student/faculty interaction so essential to the success of many of our students. Since fiscal year 2002, the University's

enrollment has grown by more than 1,100 students. Without additional state support, the University has had to employ increasing numbers of less expensive contractual faculty (minimal salaries and no fringe benefits) to support this growth instead of full-time regular faculty. During this period, the percent of faculty that are contractual has increased from a previous high of 20 percent to 38 percent, the highest percentage in the State. Reducing Morgan's contractual faculty contingent from 38 percent to 10 percent would require the hiring of an additional 132 faculty at an investment of \$8.8 million.

### B. Growth in Freshman Class

In addition, if the University is to increase the size of its freshman class, for every 15 additional students it accommodates, the University will require an additional \$163,000 in recurring resources to maintain the current level of services. We had hoped to accommodate an additional 200 freshmen this past fall, but that would have required a minimal investment of \$2.2 million. Aware that the University can no longer support any significant increases at the freshman level, greater emphasis has been placed on accommodating more community college transfer students who enroll in upper division classes in which there is some capacity. Once any excess classroom space is utilized, we will likely have to cap enrollment or hire even more contractual faculty and staff. If, however, we are to narrow the education achievement gap, as well as achieve the 55% educational attainment goal, the State needs to significantly broaden access.

### C. Financial Aid

Another critical element required to improve retention and graduation rates is financial aid. If low-income students' financial needs cannot be more adequately addressed, their chances of academic success are significantly diminished. Based upon surveys and studies that we have performed, the lack of adequate financial aid is a major factor in student attrition. The lack of financial support causes our students to work more than they should, which can result in



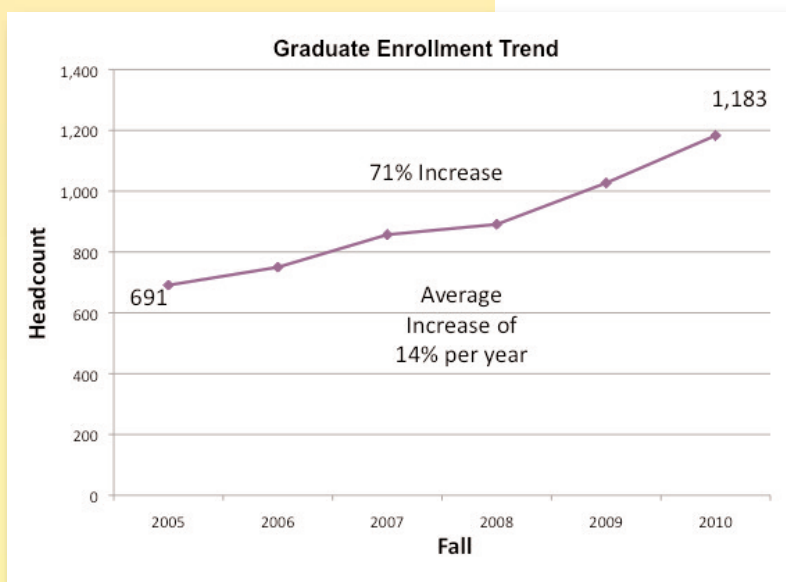
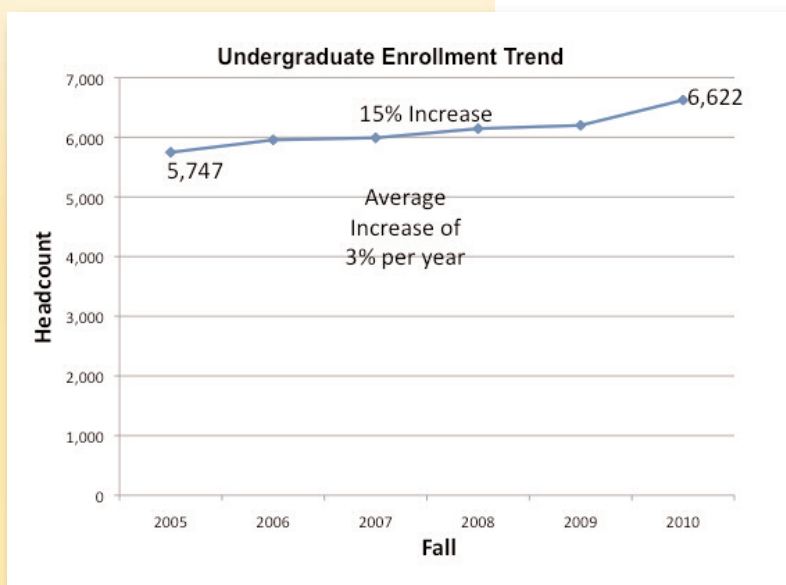
declining grades. This often subsequently results in the loss of any financial aid they may have had and thus forces students to leave the University. Of great concern is the 400-500 students each semester that are restricted from attending class due to the lack of funds to meet their financial obligations. Not only have these students made a significant investment in their education, the State has made an investment as well. Everyone would be much better served if we could identify additional funding to assist these students to continue their education through degree completion. Morgan reallocates a higher percentage of its tuition revenues to student financial aid than any other public institution in the State. Unfortunately, since 2002, per FTE student institutional financial aid has declined by 14 percent, making it increasingly difficult to assist students who are in financial difficulty. The University requested \$2.4 million for financial assistance for FY 2012 to support growth as well as maintain the level of support for our current population. If, however, we decide to accommodate additional students, financial aid per student will continue to decline, thereby, making it increasingly difficult to improve retention.

Although demand for attendance to the undergraduate programs has increased significantly, the graduate programs are in even greater demand. Enrollment has grown by 114 percent over the last 10 years and increased by 21.7 percent this year. It is unfortunate that this historic growth and development has occurred during a period in which additional State resources were not available. Too many of our students have to “stop out” due to very limited funding for scholarships and assistantships. For the last five years, the University has not been able to increase graduate student financial aid, thereby declining 32 percent per FTE student. The University requested \$.8M for FY 2012 to maintain its current position, since additional growth is anticipated.

The University has significant resource needs in nearly every other component of its budget as well. I will not go into each area today, but I can

certainly provide that information upon request. It is our hope that universities, like Morgan, that have maintained a commitment to increasing access to high quality academic programs for Maryland residents when resources have not been available, are appropriately recognized and supported as the economy improves. We are poised for growth at Morgan, as we commit ourselves to “growing the future, leading the world” in a number of disciplines paramount to Maryland’s prosperity.

Again, thank you for your support. I will provide comments and answer questions presented by the analyst.





Response to Issues and Recommendations Identified  
in the  
Department of Legislative Services Analysis

2011 Legislative Session

REQUESTED COMMENTS AND ISSUES

**1. Page 8:**

**The President should comment on factors affecting undergraduate students completing their degrees, which have declined in three of the past five years, and what steps are being taken to improve student success.**

**Response:**

The changes in the number of undergraduate degrees produced per 100 undergraduate FTES have been minimal. In 2009, 15.3 degrees were awarded per 100 FTE, the same as in 2004. The 2009 ratio is higher than all of the intervening years. Indeed, we are bucking the statewide downward trend. As indicated in Exhibit 4 of the analysis, the statewide average number of undergraduate degrees awarded per 100 undergraduate FTES has decreased every year since 2005.

Although our production has been stable, we are striving to increase that number. The principal challenge in degree completion is, consistently, financial. Ninety-three (93) percent of our students receive financial aid, 49% are Pell-eligible, and over 40% work off campus to support themselves. Our students' financial vulnerability makes it extremely likely that they will take longer to complete degrees than students at institutions whose student body is more affluent. Many of our students "stop out" some semesters because of their inability to pay. Many others fail courses that they must then repeat, because the amount of time they must dedicate to working interferes with their ability to succeed academically. Both of these financial realities play key roles in the length of time our students take to complete their degrees, and, indeed, in their ability to complete their degrees overall. As the costs of attending college

continue to rise, financial issues will continue to negatively impact Morgan's ability to increase its undergraduate degree production.

Knowing both the financial and sometimes academic challenges many of our students face, Morgan has taken steps to improve student success. This past fall, the Office of Student Retention began tracking those students who have left the University and are not currently enrolled at another institution. The University has committed a small amount of financial aid to assist these students in returning to the University to complete their degree. The University is also initiating a First Year Experience program this coming fall that will increase student success in the all-important first year. This will, in turn, positively impact our retention, graduation, and degree production rates. Further, we are having great success with both our PACE (Pre-Freshman Accelerated Curriculum in Engineering) and CASA (Center for Academic Success and Achievement) Academy summer programs. Though PACE is a summer enrichment program for high ability students and CASA Academy is an alternate admissions program for academically weaker students, alumni of both programs achieve significantly higher retention rates than the general student population. With additional funding, we could expand the features that make these programs successful and increase the academic success of many more students.

**2. Page 11:**

**The President should comment on factors influencing the rise of E&R expenditures per degree and what efforts may be taken to curb the rising cost of a degree.**



**Response:**

As illustrated per Exhibit 6, the E&R expenditures per degree declined from \$98,786 in 2002 to \$96,403 in 2008 or by 2.5 percent which represents a decline versus rise in cost. The only significant difference in the trend between Morgan and its funding peers was during fiscal years 2003 and 2004 where Morgan encountered reductions in state funding as well as a 17 percent increase in graduates, causing an unusual decrease in cost per degree. Using this unusual period of decline as the base year, it would appear that cost has risen significantly. As Morgan continues to increase its enrollment through the admission of a greater number of students (including community college transfers), as well as improving retention, it will begin to generate an increasing number of graduates. As it grows, it will realize the benefits of economies of scale which will be reflected in level or declining expenditures per degree. Optimum economies will be achieved at approximately 12,000 FTE, the average size of public doctoral research institutions, nationally. We have previously indicated how important Morgan's role will be in assisting the State to achieve the 55 percent higher education degree attainment goal by 2025. As a result of your future support for enrollment growth to provide for the needed graduates of tomorrow, Morgan will be empowered to operate increasingly more efficiently relative to both its operating and capital expenditures.

**3. Page 24:**

**The President should comment on the reasons for the persistent ICA deficit and if a plan is being developed to eliminate the deficit by looking for efficiencies to reduce expenditures and identifying other sources of revenues instead of relying on the growth in enrollment and fees. Also given the financial needs of the students, the President should comment on the impact of increasing the athletic fee on the ability of a student to afford MSU.**

**Response:**

The deficiency in intercollegiate athletics is due, in part, to the fact that among the state-supported colleges in Maryland with NCAA Division I athletic programs (with football), Morgan has the smallest enrollment. As such, it does not currently benefit from the economies enjoyed by two other institutions within the State.

The University ensures that the Auxiliary program, for which athletics is a component, is self-supporting. The University has been working diligently to ensure that athletics is both competitive and self-sufficient. Last year, the deficiency was reduced to approximately \$200,000. This year our plan is to break even. Significant increases in enrollment, while minimizing increases in the budget, are the primary reason for significant progress.

It should be noted that 39 percent of the athletic budget is dedicated to scholarships. Although our students receive scholarships in consideration of their athletic talent, they have significant financial need, and many would not otherwise be able to attend college. Our athletic program validates the difference financial assistance and high level academic support services can make in graduation rates. Our athletes' graduation rate is 50 percent, which is 56 percent higher than the campus wide rate.

Over the past few years, we have held the budget relatively constant, which required the employment of cost efficiencies, such as better planning of travel to realize better rates. We continue to look for ways to freeze or lower the athletic fee. As such, it is important that we maintain or further build the competitiveness of the program to position the University to secure other sources of funding such as advertising and fundraising. At the same time, continued enrollment growth will be essential for continued progress.





#### 4. Page 26:

**Given the financial needs of MSU's students and the stated need to hire more full-time faculty in its core academic mission, the President should comment on the use of tuition revenues to support ERC's operations and how ERC fits into MSU's mission as Maryland's Public Urban University. The President should also comment on how ERC's oyster hatchery operations complements and differ from the hatchery operated by the University of Maryland Center for Environmental Sciences at Horn Point.**

#### **Response:**

A designation as Maryland's Public Urban University is not a restriction on the location of its activities. The ERC is the only HBCU marine research center in the nation which conducts research on marine, coastal ecosystem and bioenvironmental sciences with the goal of addressing the mounting environmental problems that threaten the health, safety and well-being of urban communities, the Chesapeake Bay and its tributaries. As such, faculty within the School of Computer, Mathematical and Natural Sciences, the School of Engineering and the School of Business and Management conduct interdisciplinary research with scientists at the ERC in Environmental Informatics; Green Transportation Infrastructure and Environmental Education and Environmental Entrepreneurship, in which market-based solutions to environmental problems are identified, such as Oyster aquaculture which has been featured on Maryland public radio and in the Washington Post. The ERC also provides diverse educational opportunities and training to African Americans to become marine and environmental scientists, a field that is dismally homogenous. Such opportunities would rarely be available to students who would not qualify for admission to a limited number of mainstream institutions that offer such programs. As such, Morgan has received a National Science Foundation grant to work in collaboration

with W. E. B. DuBois High School for Environmental Science in Baltimore, to increase the diversity in geosciences for underrepresented students in Baltimore City, Maryland and to help the students in experiencing the Chesapeake Bay. With this program, the students gain information through field trips, classroom lectures, coursework, curriculum and internships.

The Estuarine Research Center is currently funded from grants obtained by the researchers at the Center, and indirect cost recovery funds for the University's overall indirect cost recovery revenue are deposited into the University as current unrestricted funding.

The ERC hatchery is a demonstration and research hatchery, developed specifically to support the aquaculture industry. The goal of the ERC hatchery is not to produce oysters rather to provide local watermen with support to become aquafarmers. Current funding sources are the National Oceanographic and Atmospheric Administration and the Maryland State Highway Administration. We are developing relationships with local industry to promote this Environmental Entrepreneurship program. The ERC has formed an Executive Committee made up of the Director of ERC and the President of the Calvert County Watermen's Association. There is also an Advisory Committee whose membership includes such industry stakeholders as the County Development Office, Maryland Technology Development Corporation, Maryland Department of Agriculture, and the Calvert County Watermen's Association.

By contrast, University of Maryland Center for Environmental Sciences at Horn Point has a large-scale production hatchery that "... produces a variety of oyster spat for research, restorations and education purposes."

#### 5. Page 28:

**The President should comment on the status of the online CCLP program. The President should also comment on if MSU has developed a plan on how it will pro-**



**ceed with the creation of future online courses and programs including development of an infrastructure, measures to ensure quality, and appropriate policies and procedures.**

**Response:**

The doctoral program in Community College Leadership (CCL) was established 12 years ago. Since the first cohort of students was admitted in the fall of 1999, Morgan State University's Community College Leadership Doctoral Program has served students from Maryland and, increasingly, students from several states, as community college practitioners' program of choice. Today, 86 graduates have become leaders in both local and national community colleges either as college presidents, deans or filling key administrative roles in community colleges across the country. The program has enjoyed great success, with offers from Arizona, New Jersey, and Michigan to bring our particular program to their environment. The American Association of Community Colleges named this program one of the best programs in the nation. Particularly noteworthy is the fact that the program offers a much-needed pipeline for minority students to prepare for future leadership roles in community colleges, and approximately 75% of our graduates are African Americans.

The fully online, three-year Community College Leadership Doctoral Program began in August 2010. Currently, there are 42 students registered online in the program. The Community College Leadership Doctoral Program Online (CCLDP Online) offers the convenience of online learning and is governed by the same academic standards as on-site courses, namely, the ability to complete a degree without having to leave home or work; access to course work 24/7 via the Blackboard platform; ability to submit assignments day or night, weekends or weekdays; complete assignments according to modular assignments over a five-week, 35-day course structure, three or four courses a semester; access to professors through ADOBE connect

and office hours. The online CCLDP program is guided by the strategic mission and vision of Morgan State University and provides competencies (skills, abilities, and knowledge) recognized as essential for future community college leaders and professors.

Successful online learning initiatives are derived from and driven by the mission, vision and goals of the University. Although Morgan State University has been engaged in organized online education and learning initiatives for the past five years, the initiatives became formalized and sustained over the past two years with the implementation of a comprehensive online course development and teaching program, Morgan's membership renewal with Maryland Online, and increased growth in online courses and programs, including the first fully online degree program at the University.

The University is beginning a yearlong strategic planning process to review and revise the institution's strategic goals in terms of its role as a doctoral research intensive university and Maryland's Public Urban University. The strategic plan will provide a guide for growth and development of the University. The strategic process will include very specific plans and target objectives for online education and a fully developed online learning center. The University will be pursuing several models looking at best practices. The general approach will be entrepreneurial, with the expectation that the University will be providing expanded access to many of its high demand programs to individuals who would not otherwise be able to consider pursuing a degree, through traditional means. Ultimately, we see this as a self-support operation within the University that will not only further assist the State in achieving its higher educational goals but provide some additional funding to better support other components of the University.





## RECOMMENDATIONS

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### **Recommendation #1: (Page 29)**

**Adopt the following narrative:**

**Faculty Instructional Workload Report:** The committees request that Morgan State University (MSU) continue to provide annual instructional workload reports for tenured and tenure-track faculty. By focusing on these faculty, the committees gain a sense of the teaching activities for the regular core faculty at the institution. Additional information may be included in the report at MSU's discretion.

#### **Response:**

The University has no objection.

### **Recommendation #2: (Page 29)**

**Adopt the following narrative:**

**Institutional Aid Report:** The committees request that Morgan State University (MSU) submit all categories (need-based, merit and mission-based, and athletic) of institutional aid data. The report should be in the same format it is submitted to the Maryland Higher Education Commission (MHEC) and should include prior year actual, current year working, and allowance.

#### **Response:**

The University has no objection.

### **Recommendation #3: (Page 29)**

**Adopt the following narrative:**

**Institutional Aid by Expected Family Contribution Category:** The committees request that data be submitted on the number of institutional aid awards by expected family contribution (EFC) category and by institutional aid category, such as grants, scholarships, athletics, and tuition remission for each year from fiscal 2007 to 2011.

#### **Response:**

The University has no objection.



MORGAN STATE UNIVERSITY

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*Office of the President*

*1700 E. Cold Spring Lane • Truth Hall, Room 400 • Baltimore, MD 21251  
(443) 885-3200 • Fax (443) 885-8296*