

Morris Brown College



Fortitude: Achieving the Vision 2022

Founded in Service...Grounded in Excellence ...Anchored in Tradition

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MORRIS BROWN COLLEGE Message from the President

"If you are walking down the right path and you're willing to keep walking, eventually you'll make progress." --President Barack Obama

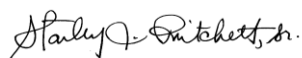
Morris Brown College is truly at a crossroads as we continue "walking down the right path" which will lead to accreditation and sustainability. This strategic plan sets the standard for how we intend to reach our goals. To accomplish our goals, we have identified six strategic priorities:

1. **Institutional Sustainability** through developing sustainable resources that enable the achievement of the College's mission;
2. **Strategic Enrollment Management** by practicing effective enrollment management to optimize student access, retention, program completion and success through relevant programming, high quality instruction, and comprehensive educational support services;
3. **Organizational Excellence** through promoting an organizational culture that encourages excellence and success by developing and supporting individuals, teams, and processes that contribute to the effective and responsible management of teaching and learning, student success, human resources, facilities, services, technology, and finances;
4. **A Market Responsive Institution** by strengthening existing market-relevant programs and developing workforce development, continuing education, and professional education programs to prepare its students with 21st century skills;
5. **Technology and Integrated Learning Space** by strengthening our technology infrastructure to provide educational and workforce opportunities, improve student access and utilization, and advance the College's operational effectiveness; and
6. **Maximizing Strategic Partnership Opportunities** by expanding our brand, which is mission critical to ensure the success and sustainability of our institution, as strategic partnership opportunities are pivotal to increasing our visibility in the community.

As an institution "Founded in Service...Grounded in Excellence...and Anchored in Tradition," we have carefully developed this strategic plan. With the leadership of the Chairperson of the Strategic Planning Committee, Dr. C. Nevada Winrow, and a willing steering committee of trustees, administrators, faculty, staff, students and alumni, the pathway to excellence has produced a re-aligned mission and vision within the existing framework of guiding principles and six strategic priorities. These priorities will serve as the heart of what we intend to be as a premier institution of higher learning.

"Fortitude: Achieving the Vision 2022" exemplifies our pathway to success. Morris Brown College is ready to reengage and position itself and fulfill its obligation to make a difference for all that enter the doors of this historic institution.

Sincerely,



Stanley J. Pritchett, Sr., Ed.D.

Executive Summary

Historically Black Colleges and Universities (HBCUs) have served as the beacon of inspiration, hopes and dreams actualized for descendants of enslaved Africans who involuntarily migrated to North America. It has been grit and perseverance that has allowed these institutions to sustain and continue to impart knowledge and invaluable life lessons for our students to be productive, contributing and responsible citizens. Now in the 21st Century, challenges continue to abound and with technology, there are new obstacles for these institutions and its matriculating students and alumnae...cost of attending and finding employment. There are seven strategic issues facing all HBCUs, educational quality and degree offerings, enrollment and the values proposition, student success and completion, finances and affordability, infrastructure, Federal and State policy, and governance and leadership. Moreover, the relevance of HBCU is a frequent conversation. The Morris Brown College Strategic Plan, *Fortitude: Achieving the Vision 2022*, is designed to address these challenge through six strategic priorities.

Institutional Sustainability: The national conversation on HBCUs revolves its value proposition and relevance in an era of more opportunities for African-Americans to attend Predominately White Institutions. Morris Brown College is strategically positioning itself in the direction of developing sustainable resources that enable the achievement of the college's mission by optimizing it financial profile, achieving institutional accreditation, improve Board effectiveness, creating a campus environment that supports intellectual inquiry and placing the college into a place of space and opportunity where the brand image of our academic enterprise represents a beacon of academic prosperity.

Strategic Enrollment Management: No longer are the traditional students, the "traditional student." They now are working adults with jobs and family responsibilities and returning veterans. HBCUs will be impacted the greatest as opportunities for those students who traditionally attended HBCUs now have more choices and are often aggressively recruited by other types of institutions; they can offer greater financial packages and resources. Morris Brown College must now strategically position itself in the marketplace to attract, recruit, enroll and retain students through a sound strategic enrollment management model.

Market Responsive Institution: The type, number, mode of delivery, and quality of program offerings at MBC was an essential strategic consideration in developing the strategic plan. MBC must strategically position itself to be nimble and agile in responses to the market; offering degree programs and other educational opportunities that students want and the industry needs.

Organizational Excellence: Our work is important to the Mission and Vision of the College, and all employees should be encouraged and provided with the tools and support they need to produce excellence. Students have a plethora of options; they choose to come to Morris Brown College. MBC will build a comprehensive workforce infrastructure by attracting, recruiting, hiring and retaining quality staff, faculty and instructional support staff who are recognized and celebrated for their contributions to the College and are valued as individuals.

Technology and Integrated Learning Space: Going beyond access points and internet speed, institutions must extend the strategic conversation to virtual course delivery, online registration, financial aid, and student advising, qualified and skilled technology workforce to ensure that technology initiatives support the learning environment. An agile digital strategy to increase operational effectiveness, student access to college and improve the student learning experiences is a top priority of Morris Brown College.

Maximizing Strategic Partnership Opportunities: MBC's campus footprint is a major strategic conversation with the Board of Trustees. Combined real estate development, business development and education/training/workforce development will help build a sustainable future for (a) the college in terms of new academic programs and (b) the under-served communities they reside in by providing employment. MBC will invest in coordinated strategic, long-term partnerships with businesses to increase the persistence of undergraduate students toward degree attainment and preparing them for the 21st century workplace.

History

In the early 1880's the country was nearing the end of a period of reconstruction after a war that divided the nation. Unification and healing was required to move forward. In this atmosphere, a group of Clark College trustees sought support from Big Bethel AME church in Atlanta to furnish a room for their institution. But layman Steward Wiley said "*If we can furnish a room at Clark College, why can't we build a school of our own?*" These words ignited a flame in the mind of Reverend Wesley John Gaines. On January 5, 1881, during the North Georgia Annual Conference at Big Bethel, he introduced a resolution calling for the establishment of an institution for the moral, spiritual and intellectual growth of Negro boys and girls. It was out of this vision a foundation was cured on self-determination - Morris Brown College.

Its founding, as a child of the church, established Morris Brown College's philosophical thrust and created a system of nurturing support to channel its early energies toward developing programs to serve the needs of students. Its historic founding in the Christian belief system provided an opportunity for students of varying abilities to actualize their spiritual, academic and vocational potential.

Morris Brown College expanded its curriculum over the early 20th century while cultivating a reputation as a school that could educate and uplift the most economically and socially disadvantaged students. The institution faced a serious challenge in 2002 when the Southern Association of Colleges and Schools – Council of Colleges (SACS-COC) denied the college's accreditation membership due to fiscal irregularity. For the next six years, enrollment dropped from almost 3,000 to under 200, while debts mounted.

Through fortitude, Morris Brown College now has a new found path through new board leadership and a President who is steadfast in restoring the college to an academic citadel of innovation and discovery and developing a blueprint for a future secured by the school's rich history, tempered by realistic constraints, while focused on serving specific needs of the higher education community. The new Morris Brown College, with its extraordinary legacy combined with current innovative initiatives, will attract students who will benefit from the old and the new.

Fortitude: Achieving the Vision 2022 is a living document that serves the needs and aspirations of the college and its stakeholders; and is the culmination of the hard work of faculty, staff, administrators, alumni, trustees and community stakeholders, all concerned with the success of Morris Brown College (MBC).

Vision

Morris Brown College is a premier, educational public square that cultivates inspiration, innovation and life-long learning. Through this committed vision, learners are competitive in a market responsive work environment.

Mission

Morris Brown College is an undergraduate degree-granting institution of higher education committed to excellence in academic programs and professional education. We prepare our graduates to lead purposeful and fulfilling lives by providing a high quality education through experiential, collaborative and discovery-based learning in a nurturing environment.

Tag line: Founded on service...grounded in excellence...anchored in tradition

Values

Our core values bind us together. They are deeply held beliefs which we translate into consistent standards of behavior when working with our students and each other.

1. **Integrity and Respect:** The College manifests an unwavering adherence to strict moral and ethical character and shows an authentic regard for others while practicing civility and supporting all dimensions of the human as a being.
2. **Diversity and Inclusiveness:** We celebrate individual differences and recognize that the inclusion of all is vital for the success of the institution and its ability to support a global agenda.
3. **Quality Teaching and Learning:** We are committed to imparting and gaining knowledge to promote intellectual curiosity in a success-driven environment
4. **Excellence:** We strive for excellence in all we do. We are committed to providing excellent teaching and service to our students and staff.
5. **Service to Community:** Throughout the College we support and recognize service that contributes to the benefit of the college's student body and its workforce, the State of Georgia, the nation and the world.
6. **Innovation and discovery:** We take the lead and adopt a spirit of innovation and creativity in our work. We are committed to building a robust culture of ingenuity through habits of mind and championing of opportunities to improve our educational landscape.
7. **Collaboration:** Through collaboration we multiply our contribution. Together, we are stronger, contributing more with a shared sense of goals and mutual support that lead to greater success than isolated work and individual focus. We operate as one cohesive and collegial unit with a unified and student-centered culture.
8. **Christian Faith:** As a practice, our faith is a vehicle of expression of best interest and intentionality. We are consciously dedicated to the purposeful and intentional expression of God's revealed truth.

Institutional Learning Goals

Morris Brown College seeks to provide students with:

1. An environment that will foster the development of a wholesome attitude toward, and a full appreciation for, the cultural heritage of the human race as epitomized in the major intellectual and/or cultural disciplines;
2. Knowledge that represents a comprehensive understanding of the fundamentals of the intellectual and cultural disciplines embodied in the Liberal Arts tradition of the General Education Program;
3. Experiences that will promote an awareness of, and sensitivity to, the societal structures and processes which persistently provoke the climate and substance of social change;
4. An understanding of, and respect for, the ethical, moral and spiritual values of the Christian Faith;
5. A set of skills that will equip them to negotiate effectively the cultural, economic, global, political, and social environments;
6. Preparation in the scholarly tradition that will support graduate and professional studies;
7. Training that prepares them for active participation as intellectually competent, proficient individuals in a scientific and technologically advanced society;
8. Opportunities to contribute to research, artistic and other intellectual endeavors; and
9. Opportunities for public service and experiential training to enrich the lives of citizens in local, state, national and international communities.

Institutional Learning Outcomes

It is through shared curricular and co-curricular experiences that we expect students to:

- Demonstrate knowledge of human cultures and the physical and natural world through study in the art, history, humanities, language, mathematics, sciences and social sciences.
- Exhibit intellectual and practical skills including inquiry, analysis, critical thinking, creative thinking, written communication, oral communication, quantitative literacy, information literacy, teamwork and problem solving.
- Demonstrate comprehension of social responsibility including local and global civic duties, cultural diversity, ethical reasoning and lifelong learning.

More specifically, students will be able to:

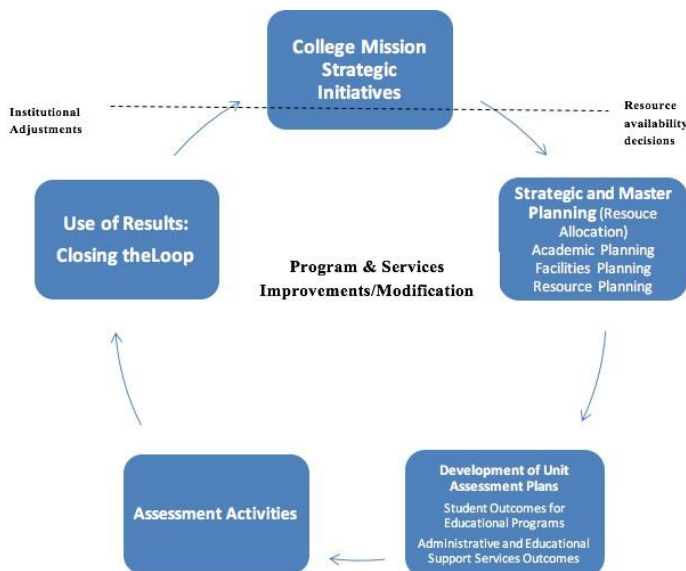
1. Communicate effectively using oral, visual-graphical, and written communication skills (Communication)
2. Critically analyze content, arrive at logical conclusions and discuss implications (Critical Thinking)

3. Synthesize quantitative information and formulate evidenced-based conclusion, and apply financial concepts to become knowledgeable consumers, savers, investors, users of credit, and money managers. (Quantitative Reasoning and Financial Literacy)
4. Utilize skills for living as responsible, ethical and contributing citizens and recognize the responsibilities to act responsibly towards themselves, their communities and society at large (Ethics and Personal Development)
5. Identify, locate, and effectively and ethically use information from various print and digital sources (Information Literacy)
6. Analyze and evaluate information from a scientific perspective to develop reasoned solutions to real world problems (Scientific Literacy)
7. Use knowledge, theories, methods, and historical perspectives appropriate to the Social Sciences, Humanities and Arts to describe their context, function and impact and explain and evaluate human behavior and social institutions, and address problems and explore questions (Arts and Humanities).
8. Use technology as tools to make a difference in their academic, social and vocational life (Technology).

The Planning Context: Environment, Assumptions and Benchmarks

Strategic planning is intertwined within the culture of MBC; it starts at the level of the Board of Trustees and is executed at the operational level by a standing college-wide committee. The process is a continuous cycle, involving plan design, implementation, and evaluation, as well as stakeholder engagement, and the maintenance of strategic planning mechanisms. Parallel and aligned to this process is the budgeting process. Institutional resources are a critical driver for the implementation of the strategic plan. Consequently, the implementation plan takes into account the limitations imposed by the college’s budget.

Figure 1 - MBC Strategic Planning Process



Principles of the Strategic Plan

Morris Brown College's strategic plan cannot succeed without addressing the wider context and sustainability of the College. We have to consider the student learning experiences that lie outside of the direct academic life of students. In order to establish and clearly articulate those wider contextual links, the strategic plan, *Fortitude: Achieving the Vision 2022*, is grounded in the following principles.

1. Ensure that a Morris Brown College education remains cost competitive to our student target market and avoid the burden of excessive student debt.
2. Build and implement a new business model that increases revenue, optimize costs, and is directly guided by our articulated priorities.
3. Leverage existing best practices and better utilization of current technologies to streamline and modernize all of our operations and optimizing our costs in organic manner.
4. Transform current administrative structures to allow for a nimbler response to opportunities and market pressures based on the current and projected trends of the educational landscape and the college's strategic priorities, including the creation of new programs and the regular assessment of the viability of existing programs.
5. Foster a culture of evidenced-based decision making with a goal of improving student achievement, retention, satisfaction, educational programs, and the financial practices that support them.
6. Ensure that the College's institutional advancement efforts work in concert with and in support of the principles and themes of our strategic priorities and initiatives.

Environment

There are five thematic trends re-shaping the national higher education landscape: (1) constrained resources, (2) student needs, skills and expectations, (3) stringent institutional obligations; (4) Heightened globalization and (5) Innovative technologies and models. We observed the following selected trends in considering the strategic direction of Morris Brown College (See Table 1).

Table 1. National Trends in the Higher Education Landscape

National Level

1	Constrained Resources	<ul style="list-style-type: none"> • Economic environment is placing new financial constraints on families • Due to declining public and private funding, fewer institutional resources • Institutions are increasing tuition assistance and financial aid • Institutions are pursuing efforts to cut costs and increase revenues • Students are more socially conscious—hoping to “make their mark” • Pell Grant Limits
2	Student needs, skills and expectations	<ul style="list-style-type: none"> • Declining population of traditional-age students graduating from high school and increase in non-traditional, working students with families • Slow job growth recovery adding pressure to employers and students; thereby, raising expectations for job preparation • Increasing pressure to articulate relevance of HBCU’s and the value of a college education • Student loan debt burden • increase demand for college access for low income students • Increasing scrutiny from stakeholders—e.g., public, government, faculty/ staff, and students • Significant pressure to improve retention, progression and graduation rates
3	stringent institutional obligations	<ul style="list-style-type: none"> • Increasing accountability through regulations to enhance transparency of costs and benefits • Demand for more accountability measured in salaries and employment of college graduates • Implication of Borrower Defense to Repayment (BDTR) rule on institutional fiscal resources • Generational change in faculty and college administration • Significant increase in the number of international students
4	Heightened globalization	<ul style="list-style-type: none"> • Institutions are pursuing various paths to globalization—e.g., partnerships, exchanges, recruiting international faculty, etc. • Institutions are also ensuring curriculum has a global perspective

Table 2. Local Trends impacting Morris Brown

		Local Atlanta Area
1	Growing Population	<ul style="list-style-type: none"> •City population of 420,000; 53% African American •24% metro area population increase from 2000-2010 (3rd largest population growth nationwide)
2	College potential population	<p>The population in Fulton County (Atlanta):</p> <ul style="list-style-type: none"> •23% are 30-44 years old (220,000 people) •23% are 15-29 years old (221,000 people)
3	High School Demographic Trends	<p>250,000+ students enrolled annually</p> <ul style="list-style-type: none"> • 1 in 5 Georgia high school students who attended a public college require remedial education • Atlanta high school graduation rates have increase by 12% points • 3rd in African American college student enrollment among US urban areas • 50% of Atlanta Public School System graduates are attending college: 87% white, 48%, African American and 30% Hispanics • Decrease in number of African Americans and Hispanics attending college. • Increasing gap between Whites and African Americans and Hispanics
4	High Unemployment	<ul style="list-style-type: none"> • 8.4% (greater than national average of 7.9%) • High level of absent Mid-level skilled employees
5	Large Industries	<p>The largest industries in Atlanta include:</p> <ul style="list-style-type: none"> • Construction • Trade, Transportation and utilities • Professional and Business Services • Education and Health Services • Leisure and Hospitality

Morris Brown College takes these and other environmental factors into account in planning academic programs, enrollment and services to support enrollment, administrative capacity and improvements in facilities and technologies. The factors listed above influenced Morris Brown’s choices in strategic planning.

Assumptions

Morris Brown College identified strategic priorities and direction and formulated goals for “*Fortitude: Achieving the Vision 2022*” using a set of global strategic assumptions that flow from the above stated environmental factors and assessment of MBC’s performance against goals in the earlier strategic plans. Moreover, for each strategic goal underlies a set of assumptions.

Overall Strategic Assumptions:

1. Demand for higher education and workforce development in the Atlanta region will focus more acutely on diversified programs leading to workforce advancement in the key employment fields in the region;
 - Health professions including direct services, mental health as well as physical, administration and education;
 - Construction;

- Trade, Transportation and utilities
 - Nonprofit advocacy and leadership
 - Education for the professional services industries that proliferate in Atlanta including financial services, social services, management and hospitality and tourism
2. MBC will remain a SACS level II college that offers undergraduate degrees but will increase focus on workforce development and continuing education.
 3. MBC will focus on establishing a capacity for online delivery and using a blended-learning model, becoming a “brick and click” learning institution.

Benchmarks

Morris Brown College engaged in a Benchmarking study to identify institutions similar in role, scope, and mission for the purpose of strategic planning and decision-making through the following functions: (1) providing benchmarks for assessing institutional effectiveness; (2) pinpointing areas of attention and opportunity; and (3) acting as guidance for policy development and resource allocation

The process involves three steps; initial selection through threshold criteria, grouping with two step cluster analysis, and final choice using contextual judgment on the groupings.

Step 1: Threshold Criteria - Choose initial candidate pool from the Integrated Postsecondary Education Data System (IPEDS) using following threshold criteria:

Threshold Criteria

Carnegie Classification

Control and Sector

Undergraduate Instructional Program

Undergraduate Profile

Part time to full-time ratio

Achievement characteristics of 1st yr.

Proportion of transfer students

Institutional Size

Setting

Residential Character

Mission

AME Affiliation

Step 2: Grouping through Two Step Cluster Analysis. The analysis utilized 6 dimensions to capture various variables to use in the analysis. Below are the Dimension and respective grouping variables used in analysis:

Financial Dimension

Instruction as percent of total expenses
Public service as percent of total expenses
Academic support as percent of total expenses
Student service as percent of total expenses
Institutional support as percent of total expenses
Tuition and fees as a percent of total revenues
Instruction expenses per FTE
Public service expenses per FTE
Academic support expenses per FTE
Student service expenses per FTE
Institutional support expenses per FTE

Financial Aid Dimension

% receiving federal grant aid
Average amount of federal grant aid
% receiving state/local & institutional grant aid
Average amount state/local & institutional grant aid
% receiving student loan aid received
Average amount of student loan aid

Personnel Dimension

FTE in executive/administrative and managerial
Faculty collective bargaining status
Total faculty and staff FTE

Enrollment Dimensions

% total enrollment for each race/ethnicity
% total enrollment for each gender
Full-time/Part-time undergraduate enrollment

Total expenses indicate an institution’s overall budget and long-term financial capacity, whereas faculty/staff FTE, size of enrollment, and degrees conferred focus on different aspects of educational capacity. For example, faculty/staff FTE can be largely viewed as an indicator of an institution’s instructional and service capacity, while the number of new entering students and size of undergraduate enrollment highlight the institutional capacity of recruiting and retaining students. To a similar extent, the number of graduates and proportion of degrees by level signify the scope and level of academic offerings.

Step 3: Contextual judgment to determine final list of peer institutions

- Demographic/geographic factors (not substantially different from MBC)
- Consensus factor (having been previously accepted as MBC’s peer institution)

Peer Institutions

Category 1: AME Schools Category 2 Institutions

Paul Quinn College
Wilberforce University
Edward Waters College
Allen University
Shorter College

Strategic Priority 1: Institutional Sustainability

Strategic Direction: Develop sustainable resources that enable the achievement of the college’s mission

Assumptions

1. The College requires accreditation to operate
2. We must have a college budget and budget model that meets SAC accrediting guidelines
3. Our budget model must align with our enrollment model
4. We will have resources (human, financial, physical plant) to support the mission of the college

Goals

1. Financial Performance (CFO section)
 - Bring college budget in alignment with SACS standards
 - Annual Fund: Increase the annual fund through increased alumni giving and alumni participation
 - Major and Capital Gifts: MBC will develop a tactical and annual operational plan to address ongoing development activities to build resources for scholarships, academic programs, faculty support, technology and facilities infrastructure.
2. The physical campus effectively supports the learning environment
 - Revise and update the Campus Master Plan
3. Affirm the Institution’s Accreditation
 - Develop college-wide policies, processes and practices that align with SACS-COC
4. Institutional Re-Branding - Change the Conversation
 - Overcome negative media and public perception as Morris Brown embarks on path to sustained stability
5. Improve the effectiveness of the Board of Trustees

Goal	Key Performance Indicators	Reporting Cycles
Financial Performance	CFI (Fugility Score), Primary Reserve Ratio, Viability Ratio, Return on Net Assets, Annual Operating Margin, Annual Fund; Default Rate	Quarterly
Campus Master Plan	Completion report (%completion)	Quarterly
Accreditation	Completion report (%completion)	Monthly
Branding	MBC Stakeholder Survey	Annually
Board Effectiveness	Trustee Attendance and giving, on-time evaluations	Annually

Strategic Priority 2: Strategic Enrollment Management

Strategic Direction: Practice effective enrollment management to optimize student access, retention, program completion and success through relevant programming, high-quality instruction and comprehensive educational support services.

Assumptions

1. Minimizing bureaucratic policies and practices for admission and matriculation cultivates a student-first (student centered) culture that retains students.
2. MBC will cultivate a flexible learning environment. As a brick and click institution, we recruit a robust mix of students who benefit from various instructional delivery models
3. Market relevant curriculum and programs drive student enrollment
4. Access to comprehensive student support services support retention
5. We will have a comprehensive marketing strategy to capture a balanced mix of students
6. Admissions is successful in recruiting students and meeting goals

Goals

1. Develop and implement a comprehensive strategic enrollment management plan to attract, recruit, enroll and retain students through their end point of program completion
2. Create and sustain a culturally rich and engaging student experience in a nurturing environment

Goal	Key Performance Indicators	Reporting Cycles
1	Enrollment, Retention, Program Completion Rate	Weekly Enrollment Reports End of semester retention and program completion reports
2	Student Climate Survey	Annual

Strategic Priority 3: Organizational Excellence

Strategic Direction: MBC will promote an organizational culture that encourages excellence and success by developing and supporting individuals, teams, and processes that contribute to the effective and responsible

management of teaching and learning, student success, human resources, facilities, services, technology, and finances.

Assumptions

1. change must be transformative and renewal must occur at all levels of the organization to improve operations across the College
2. efficiency, effectiveness, and “best practices” must be woven throughout our daily tasks, processes, operations, and programs
3. our work is important to the Mission and Vision of the College, and all employees should be encouraged and provided with the tools and support they need to produce excellence.
4. Faculty and Staff development is pivotal to sustaining an effective operation

Goals

1. Build a comprehensive workforce infrastructure to accomplish the operational functions of the college
2. Attract, recruit, hire and retain quality staff, faculty and instructional support staff
3. Employees are recognized and celebrated for their contributions to the College and are valued as individuals
4. Establish a systematic and sustainable comprehensive institutional effectiveness plan with cascading goals, activities and performance indicators that align with the college’s mission.
5. Position the Morris Brown Research Institute (MBRI) as a center of excellence in providing discovery and innovation through government and private grants as well as obtaining skill based research agents to procure federal contracts.

Goal	Key Performance Indicators	Reporting Cycles
1	Completion Ratio	Monthly
2	Staff Retention, Faculty Retention, Turnover rate	Monthly
3	Employee Climate Survey	Quarterly
4	Completion Ratio	--
5	Contracts obtained; revenue	Semi-Annual

Strategic Priority 4: Market Responsive Institution

Strategic Direction: MBC will strengthen existing, market relevant programs and develop Workforce Development and Continuing and Professional Education Programs to prepare its students with 21st century skills.

Assumptions

1. MBC cultivates the support and respect of our communities by being a collaborative good neighbor and providing beneficial learning experiences that are highly valued by individuals in our communities, community organizations, businesses, and industries.
2. Market relevant curriculum will drive enrollment

3. MBC will provide a mix programmatic profile of academic programs, workforce development and continuing and professional education programs

Goals

Academic Programs

1. MBC will develop undergraduate curriculum to promote student success and increase the number of programs in academic areas that builds on the institution’s strengths and address critical regional, national and global workforce needs.
2. MBC will build a community college model to support an Associate degree

Workforce Development

1. Develop partnerships that address student, business & industry training, and workforce needs
2. Develop a skilled labor force aligned with employer needs by developing objectives and strategies to create business collaboration initiatives that address industry and sector-based training needs

Professional Education

1. Establish a Center for Professional and Continuing Education to provide professionals with a targeted and flexible means to advance, change, or refocus careers and position organizations for future growth.

Goal	Key Performance Indicators	Reporting Cycles
Academic Program Development	Program speed to market Program Enrollment metrics Employment placement	Semester
Workforce Development	Revenue Number of new partnerships Number of newly trained workers	Semester

Strategic Priority 5: Technology and Integrated Learning Space

Strategic Direction: “Bricks and Clicks.” Strengthen Technology Infrastructure to provide educational and workforce opportunities, improve student access and utilization and advance the College’s operational effectiveness

Assumptions

1. Morris Brown College (MBC) will sustain a technological environment that promotes academic excellence and innovation; effective, pervasive use of contemporary tools for communication and instructional delivery; and operational efficiency and effectiveness.
2. The architecture of the technology infrastructure must be agile to easily adapt to the changing digital needs of student learning and business operations.

Goals

1. Develop and implement a digital strategy to increase operational effectiveness, student access to college and improve the student learning experiences
 - a. Technology Infrastructure
 - MBC's technology infrastructure will meet contemporary standards for academic institutions of comparable size and programmatic profile.
 - b. Academic and Instructional Technology
 - MBC's academic and instructional technology environment will ensure excellence and innovation in academic programs and pedagogies.
 - Implement best practices in teaching and learning with state of the art technology to improve student learning.
 - c. Data and Information Technology and Assessment
 - Recognizing that sustaining a culture of evidence requires strong data and information technology, MBC will build advanced capacity for data and information management across all institutional levels and programs in order to ensure the maximum use of assessment tools to inform institutional decisions and future initiatives.
 - d. Communications, Website and Social Media
 - MBC will build and sustain an environment for excellence and effectiveness across all communication platforms including continuous development of the college's main website and maintenance of high standards for quality and engagement across numerous forms of social media reaching members of the internal campus community as well as external audiences of prospective students, alumnae, benefactors, employers and the general public.

Goal	Key Performance Indicators	Reporting Cycles
1	Website hits, Social Media Hits, Instructional Technology Climate Survey, # of classrooms and computers connected to fiber-optic backbone	Quarterly

Strategic Priority 6: Maximizing Strategic Partnership Opportunities

Strategic Direction: Expansion of our brand is mission critical to ensure the success and sustainability of our institution. In alignment with the institution's vision, strategic partnership opportunities are pivotal to increasing our visibility in the community.

Assumption

1. There is a myriad of opportunities for capital development projects to accelerate the growth of the institution and revitalize the campus and physical plant.
2. Combined real estate development, business development and education/training/workforce development will help build a sustainable future for (a) the college in terms of new academic programs and (b) the under-served communities they reside in by providing employment.

Goals

1. MBC will identify, develop, and implement strategic partnership that serve the mission of the college and its community stakeholders.
2. Invest in coordinated strategic, long-term partnerships with businesses to increase the persistence of undergraduate students toward degree attainment and preparing them for the 21st century workplace

Goal	Key Performance Indicators	Reporting Cycles
1	Cost-sharing revenue; number of partnerships	Quarterly

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APPENDIX

SWOT Analysis

STRENGTHS

Support of AME Church

- ✓ Church supplies leadership and credibility with global reach potential

Alumni

- ✓ Alumni (18K), and “friends of the college”- who remain committed to (assumes re-accreditation and transparency)

Strategic Relationships

- ✓ Ability to leverage resources (academic and social) with the Atlanta University Center

OPPORTUNITIES

- **Influx of Students with Poor Academic Preparation**
 - ✓ MBC has a niche in working with students who are not prepared to perform college-level work; need for remedial classes
- **Strategic Partnerships**
 - ✓ Service corporations are increasing seeking partnership with higher education institutions which could bring new academic programs
 - ✓ Development companies seek to revitalize the corridor in which MBC resides
- **Location/Heritage**
 - ✓ MBC has a rich history; given our location, we are central to businesses whose industry has shown significant employment growth in the next 20 years, all present opportunities for growth and development.

WEAKENESS

Finance:

- ✓ Bankruptcy
- ✓ No Title IV financial aid
- ✓ Institution is tuition driven and there is a limited enrollment base
- ✓ inadequate funding/support required to support a full complement of students, faculty, staff, administrators,

Lack of Accreditation

- ✓ Operating without accreditation

Institutional Branding/Public Relations

- ✓ thirteen plus years plagued by scandal

Physical plant: Deterioration of Physical Assets

- ✓ Decreasing value and underfunding affected ability to address deferred maintenance
- ✓ Vandalism and securing campus assets great challenge
- ✓ Requires major renovation for proper administrative operation and to accommodate proper student matriculation

Fundraising

- ✓ Significant barriers to relationship development and securing predictable revenue

THREATS

Federal Public Policy Changes

- ✓ Increased accountability
- ✓ Borrowers Defense to Repayment Rule

Competition

- ✓ Nearby Higher Education Institutions in the State and region recruit from the same student pool

Uncertain Economy

- ✓ Challenge to afford a college degree

Strategic Relationships

- ✓ Ability to leverage resources (academic and social) with Atlanta University Center