

# SELF-STUDY DESIGN



**IN PREPARATION FOR MSCHE  
SITE VISIT: SPRING 2026**

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## **Introduction**

Morgan State University is committed to academic excellence, continuous improvement, and maintaining the highest standards of integrity and accountability. As part of our ongoing dedication to these principles, we are embarking on a comprehensive self-study for reaccreditation by the Middle States Commission on Higher Education (MSCHE).

This self-study is a collaborative and reflective process that involves all members of our academic community, including faculty, staff, students, and administrators. Our aim is to critically evaluate our institution's effectiveness in fulfilling our mission and goals, particularly focusing on student learning and achievement, institutional resources, and governance structures.

The self-study will be guided by MSCHE's Standards for Accreditation and Requirements of Affiliation the 14<sup>th</sup> edition. Through this process, we seek to identify both our strengths and areas for improvement, ensuring that we continue to provide high-quality education and support services that meet the needs of our diverse student population.

In this document, we outline our self-study design, including our approach to addressing each of the MSCHE standards, our organizational structure for the self-study process, and the timeline for our activities. This plan reflects our commitment to transparency, inclusiveness, and the rigorous assessment of our institutional practices. We are confident that this self-study will not only fulfill the requirements for MSCHE reaccreditation but will also serve as a valuable opportunity for institutional renewal and strategic enhancement. We look forward to engaging with our entire university community in this important endeavor and to sharing our findings and progress with MSCHE.

## **I. Institutional Overview**

### **Brief History**

The Baltimore Conference of the Methodist Episcopal Church founded Morgan State University as the Centenary Biblical Institute in 1867. In 1890 the name was changed to Morgan College, and it remained a private institution until purchased by the State of Maryland in 1939. In 1975, Morgan was granted university status with doctoral degree granting authority and designated as Maryland's Public Urban University. During the reorganization of Maryland Higher Education in 1988, Morgan's designation as Maryland's Public Urban University was reaffirmed.

In 2017, the Maryland State Legislature designated Morgan as the State's "Preeminent Public Urban Research University." In 2018, the Carnegie Classification of Institutions of Higher Education elevated Morgan from a moderate research classification of R3 to a classification of R2, a status reserved for doctoral universities with high research activity. Morgan State University is among 130 universities nationwide to earn the R2 ranking. Morgan State University is one of the nation's most diverse Historically Black College and Universities (HBCUs) and the largest HBCU in the State of Maryland. Morgan State University is one of only ten HBCUs classified as a Doctoral University.

## Vision Statement







Morgan State University is the premier public urban research University in Maryland known for its excellence in teaching, intensive research, effective public service, and community engagement. Morgan prepares diverse and competitive graduates for success in a global, interdependent society.

## Mission Statement

Morgan State University serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities.

## Core Values

The following institutional core values guide the promotion of student learning and success, faculty scholarship and research, and community engagement at Morgan State University:

-  **Leadership.** Morgan seeks to provide rigorous academic curricula and challenging co-curricular opportunities to promote the development of leadership qualities in students and to facilitate leadership development among faculty, staff, and students.
-  **Innovation.** Morgan encourages and supports its faculty, staff, and students in all forms of scholarship including the discovery and application of knowledge in teaching and learning and in developing innovative products and processes.
-  **Integrity.** Morgan expects honest communications, ethical behavior, and accountability for words and deeds from all members of the University community.
-  **Diversity.** Morgan welcomes and supports a broad diversity of people and ideas as essential to quality education in a global interdependent society. Students will have reasonable and affordable access to a comprehensive range of high-quality educational programs and services.
-  **Excellence.** To ensure institutional effectiveness and efficiency, Morgan continuously pursues excellence in teaching, research, scholarship, creative endeavors, student services, and all aspects of the University's operations.
-  **Respect.** Morgan treats each person equitably with respect and dignity in all situations.

## Governance

Morgan is one of only two public universities in Maryland that has its own governing board and does not report to the Chancellor or to the University System of Maryland. Morgan State University is governed by a 15-member Board of Regents. The Regents are appointed by the Governor of Maryland with Senate

advice and consent. Board members serve five-year terms, except for the student regent who is appointed for a one-year term. The Board appoints the University President, who serves at the pleasure of the Board. All higher education institutions in Maryland, including Morgan State University, comply with the policies, regulations, and procedures of the Maryland Higher Education Commission (MHEC).

## **Integration into the Local Community and Region**

Morgan State University is in the Baltimore and Washington, D.C. metropolitan areas, which brings numerous benefits to the region across educational, economic, cultural, and social dimensions. Morgan State provides access to quality higher education for students from diverse backgrounds, including many first-generation college students, which enhances educational attainment in the region. The university's research initiatives contribute to advancements in fields such as engineering, public health, and environmental sustainability, addressing regional challenges and promoting innovation. Additionally, Morgan State offers advanced training and professional development opportunities through its graduate programs and professional schools, helping to build a skilled workforce.

Morgan State University's economic impact is substantial. According to the 2021 [Economic Impact Study](#), the university contributed over \$1 billion to the Maryland economy. This includes the creation of more than 6,900 jobs and the generation of significant income through its operations, research, construction, student spending, and alumni activities. The university's business incubators and partnerships with local businesses foster entrepreneurship and support the growth of startups and small enterprises. Furthermore, Morgan's spending on goods and services, construction projects, and student expenditures contribute significantly to the regional economy.

Culturally, Morgan State enriches the region through numerous events, performances, and exhibitions that promote diversity and cultural understanding. The university hosts public lectures, seminars, and workshops that provide valuable learning opportunities for the community and stimulate intellectual engagement. Socially, Morgan State University is actively involved in community service projects, with students, faculty, and staff volunteering their time and expertise to support local non-profits, schools, and community organizations. The university's programs in health sciences and social work provide critical services to the community, including health screenings, counseling, and social support services. Additionally, Morgan State's involvement in urban planning and development initiatives helps improve local infrastructure, housing, and public spaces, contributing to the overall quality of life in the region.

Morgan State also plays a key role in regional development by shaping educational policies and practices, advocating for improvements in K-12 education and higher education. The university collaborates with government agencies, industry partners, and other educational institutions to address regional issues and promote economic and social development. Moreover, Morgan State's commitment to diversity and inclusion promotes a more equitable and inclusive society. The university's diverse student body and faculty contribute to a richer educational environment and greater cultural understanding. The university supports underrepresented groups, helping to bridge educational and economic gaps and promote social mobility.

Environmental benefits are also significant, with Morgan State's sustainability initiatives and research projects contributing to environmental conservation and promoting sustainable practices in the region. The university's efforts to create a green and sustainable campus serve as a model for environmental stewardship and community engagement in sustainability. In summary, Morgan State University's presence in the Baltimore and D.C. metropolitan areas provides substantial benefits, enhancing educational opportunities, driving economic growth, enriching cultural life, and addressing social and environmental challenges. The university's contributions help foster a vibrant, dynamic, and prosperous region.

## **Degree Programs**

Morgan State University is one of the few HBCUs offering a comprehensive range of degree-granting programs. The University currently awards degrees in 28 doctoral level programs, 48 master's level programs, and 62 baccalaureate level programs. Eighty-three (83) or 60% of the degree programs are approved through specialized accreditation. Programs without specialized accreditation follow the program review and approval process established by MHEC and Morgan State University. All academic programs (100%) at Morgan State University have completed the program review cycle in accordance with the university and MHEC guidelines.

The Academic Affairs Division of the University is organized around the James H. Gilliam, Jr., College of Liberal Arts; the School of Architecture and Planning; the Earl G. Graves School of Business and Management; the School of Computer, Mathematical and Natural Sciences; the School of Community Health and Policy; the School of Education and Urban Studies; the Clarence M. Mitchell School of Engineering; the School of Global Journalism and Communication; the School of Social Work, the College of Interdisciplinary and Continuing Studies, and Clara I. Adams Honors College. As an administrative unit at the University, the School of Graduate Studies (SGS) develops policies, procedures, initiatives, and opportunities to aid graduate students in their learning and teaching. In addition to the Division of Academic Affairs, the Division of Student Affairs, Enrollment Management and Student Success, Finance and Administration, Information Technology, Institutional Advancement, and Research & Economic Development are interdependent divisions designed to enhance efficiency, effectiveness, and productivity of Morgan State University.

## **Enrollment**

The Division of Enrollment Management and Student Success (EMASS) ensures that Morgan State University meets its recruitment, retention, degree completion, and overall student success goals. In addition to providing exceptional service to students, faculty, administration, and external stakeholders, EMASS engages in best practices and works collaboratively with internal and external partners. The Office of Undergraduate Admission and Recruitment, Office of Financial Aid, Office of the Registrar, Office of Strategic Enrollment Partnerships, Office of Student Success and Retention, Office of Transfer Initiatives, Veterans Engagement Services, Center for Academic Success and Achievement, and Bear Essentials One-Stop Student Services Center are all important units or areas under EMASS. Colleges and schools, the School of Graduate Studies, and the EMASS collaborate to ensure that the university has a world-class enrollment management system at the undergraduate and graduate levels.

The Fall 2023 enrollment at Morgan is 9,808 students, setting a new school record at the undergraduate and graduate levels. The total headcount at the undergraduate level is 8,300. The total headcount at the graduate level is 1,508. This is the third consecutive year of record enrollment, moving it closer to the strategic goal of 10,000 students by 2030. Nationally, Historically Black Colleges and Universities experienced an increase in undergraduate enrollment of 6.1%, but Morgan achieved a 9% increase in undergraduate enrollment. Fifty-one percent of the freshmen class in 2023 are out-of-state students from 41 states. . This is the largest diversity of home states observed at Morgan State University. For the third consecutive year, many of the new students come from outside of Maryland There are 62 percent of female students and 38

percent of male students at the undergraduate and graduate levels. Seventy percent of undergraduate students are African American; 55% of graduate students are African American. Overall, 34% of the student body are international students.

## **Faculty & Staff**

A total of 845 instructional faculty were employed at the University during 22-23 AY. This is an increase of 101 faculty members from the 744 in AY 21-22. Due to continued growth in enrollment, additional part-time faculty were hired resulting in an increase of 70 part-time instructional positions. The faculty includes 220 tenured (26%), 76 tenure-track (9%), 137 full-time instructional (16%), and 412 part-time adjunct faculty members (49%). One of the ways in which Morgan demonstrates its core value of “Diversity” is by having a diverse faculty, an asset for the University. This diversity is highlighted by both the gender and ethnic/racial composition of the instructional faculty. The overall faculty body is composed of 49% women and 51% men. The instructional faculty comprises 49% African American, 14% White, 17%, non-U.S. citizens, 4% Asian, 2% Hispanic, and 2% Multiracial; and Native American 1%.

At Morgan State University, faculty and staff work together to engage students in academic and co-curricular activities (e.g., academic, social, athletic, health & well-being, leadership). Through positive relationships and partnerships developed between faculty, staff, and students, the university’s ability to prepare students for success in a globalized and interdependent world is enhanced. In addition, faculty, staff, and student partnerships enabled the university to meet the challenge of Covid-19 effectively. A total of 1054 staff members are employed at the university. The percentage of females is 54% and the percentage of males is 46%. Our staff is 72% African American, 6% White, 2% Asian, 2% Hispanic American, 6% International, and 12% Multiracial.

## **Student and Faculty Measures**





Since its inception, the university has graduated more than 55,000-degree recipients and presently retains an enrollment exceeding 9,800 students. Morgan alumni can be found in diverse leadership positions and earn distinction in every field of academic and professional endeavor. Since the last Decennial visit in 2018, Morgan State University has been successful at improving student and faculty outcomes. The six-year graduation rate is up by 10 percentage points and has been above 40% for five consecutive years. The Retention rate is at 70% or above for the past 13-years. The number of STEM degrees awarded to undergraduates is up by 17 degrees. The number of STEM degrees awarded to minority students is up by 35 degrees. The number of degrees awarded to doctoral students is up by 5 degrees. The percentage of employers satisfied with employees with baccalaureate degrees from Morgan State University is up by 2%. The number of faculty engaged as principal investigators in funded research or contracts is up by 24 investigators. The value of grants and contracts is up by \$49.3 million. The number of scholarly publications defined as books and refereed publications by full-time tenure/tenure track faculty is up by 528 publications (historic high).

	<b>PERFORMANCE MEASURES</b>	<b>2018</b>	<b>2023</b>	<b>5-YR DIFF (+/-)</b>
<b>STUDENT OUTCOMES</b>	<b>Six-year graduation rate</b>	<b>37%</b>	<b>47%</b>	<b>(+) 10%</b>
	<b>Second-year retention rate</b>	<b>71%</b>	<b>71%</b>	<b>70% or above for the past 13-Years</b>
	<b>Total number of STEM bachelor's recipients</b>	<b>230</b>	<b>247</b>	<b>(+) 17</b>
	<b>Number of minority STEM bachelor's recipients</b>	<b>172</b>	<b>207</b>	<b>(+) 35</b>
	<b>Total doctoral degree recipients</b>	<b>53</b>	<b>58</b>	<b>(+) 5</b>
	<b>Percent of employers satisfied with employees who are Morgan bachelor's recipients</b>	<b>90%</b>	<b>92%</b>	<b>(+) 2%</b>
<b>FACULTY OUTCOMES</b>	<b># of faculty engaged as Principal Investigators in funded research or contracts</b>	<b>70</b>	<b>94</b>	<b>(+) 24</b>
	<b>Value of grants and contracts (millions)</b>	<b>\$34M</b>	<b>\$83.3M</b>	<b>(+) \$49.3M</b>
	<b>Number of Scholarly Publications (Books &amp; Refereed Publications) by Full-Time Tenure/Tenure Track Faculty</b>	<b>218</b>	<b>746</b>	<b>(+) 528</b>

In addition, MSU has six faculty members listed among the top 2% of researchers worldwide by Stanford University. For the past four years, 457 faculty and staff have published or participated in creative activities. Morgan State University has made significant progress on student and faculty outcomes, regardless of Covid-19 or other challenges facing higher education.

### Context of Success and Well-Being

Studies on Mental well-being conducted in the past decade strongly suggest that institutions of higher learning must prioritize and allocate more resources to improving the mental and emotional health of students, faculty, and staff. Students with poor mental health are more likely to have lower GPAs, take longer to complete a degree, or drop out entirely. In addition, about two-thirds of faculty and staff in higher education reported that they experienced mental health issues during their careers, such as anxiety, psychological distress, depression, and burnout. Since the last decennial visit in 2018, more attention has been given to mental health challenges faced by students, faculty, and staff at Morgan State University. The health and mental facilities and technology have been upgraded, more competent and caring professionals have been hired, and more financial resources have been allocated to ensuring that the university provides world class services to the Morgan community. Below are examples of initiatives launched by the university to deal effectively with the pandemic and mental and emotional health needs of students, faculty, and staff.

-  Campus-Wide Pandemic Disease Preparation Plan (3/5/2020)
-  Morgan State University Served as Community Vaccination Site (April 21, 2021)
-  Morgan State University Require Full Vaccinations for All Faculty, Staff and Students Prior to Start of 2021 Fall Semester (April 21, 2021)
-  Expanded Traditional and Online Counseling Services for Students (Fall 2021-Present)



- 👉 Launched a comprehensive EAP program to serve all University Employees (Fall 2021-Present)
- 👉 Traditional and Online Counseling Services (Fall 2021-Present)
- 👉 Resources on Health and Wellness included in course syllabi (Fall 2023-Present)
- 👉 Two (2) Wellness days for students per semester (Fall 2022-Present)
- 👉 Wellness Resources and Services for students, faculty, staff, and parents (Fall 2021-Present)
- 👉 The Number of Professional Development Opportunities on Safety, Health, and Wellness for faculty and staff in AY 23 is 41.
- 👉 Trained over 200 employees and students on Mental Health First Aid in (2022-2023)
- 👉 The percentage of Faculty & Staff Engaged in Professional Development on Safety, Health and Wellness in AY 23 is 90%.
- 👉 Launched University Wide Health, Safety, and Wellbeing committee Fall 2022 - Present
- 👉 University Wide Committee on Relationship Violence Fall 2023-Present

In addition, Morgan's commitment to expanding mental health literacy is evident through substantial resource investment. The University has increased the number of mental health counselors on campus and expanded access to online mental health providers for all students. Fitness equipment and wellness rooms have been created in residential halls, offering students spaces for workouts and private online therapy appointments. Additionally, the University has ensured that First Aid Mental Health providers are trained and available to support all students, faculty, and staff.

## **Facilities Planning and Management**

In 2016, the National Trust for Historic Preservation designated Morgan State University as a National Treasure, the only HBCU to receive such designation and the only institution to receive such designation for its entire campus. The 2015-2025 Facilities Master Plan was approved by the Board of Regents in August 2018. The Master Plan guides the long-term physical development of the campus. Below are examples of capital projects completed and/or in progress that focus on improving student and community experiences and services.

- 👉 The new Calvin and Tina Tyler Hall Student Services Centre is an \$81-million, state-of-the-art facility opened in 2020. By connecting the formerly dispersed administrative and student services under one roof, the Calvin and Tina Tyler Hall Student Services Center enhances the overall student experience.
- 👉 Hundreds of College Students Moved into Morgan State's New Thurgood Marshall dormitory in August 2022. The new 10-story dormitory provides semi-suite and apartment-style accommodations for undergraduates, as well as a state-of-the-art dining facility covering an area of 40,000 square feet. Current plans are underway to modernize all legacy residence halls on campus. Baldwin and Cummings Residence Halls will reopen in fall of 2024 after a complete remodeling and refurbishment.
- 👉 A \$50 million dollars Northwood Commons project (2022). Northwood Commons is a transformational redevelopment of the Northwood Plaza Shopping Center. There are 100,000 square feet of new retail, restaurants, and services at Northwood Commons, including a brand-new 35,000 SF Lidl Grocery Store, a Barnes and Noble College Café, and a 20,000 SF Public Safety Building for Morgan State University. Morgan's involvement is extremely important in meeting the needs of our students and the Morgan Community Mile.
- 👉 Baltimore City transferred Lake Clifton High School Property to Morgan State University in 2022. The university purchased a 59-acre parcel that includes the former Lake Clifton High School, another 14 acres of adjacent property south and east of the school, and the historic Valve House. Morgan State

commits to redeveloping the property over a 15-to-20-year period, with a projected total minimum investment of \$200 million.

- 👉 Other Active Projects include and are not limited to: (1) Complete a new Health and Human Services Building by fall 2024; (2) Complete Baldwin Cummings Housing Renovation Fall 2024; (3) Complete Phase II of housing plan (Legacy Tower) by 2025; (4) Complete Harper Tubman Housing Renovation by Fall 2026; and (5) Expand virtual labs on campus and redesign Library and study spaces to embrace innovation and ideation.

## Division of Information Technology

The Division of Information Technology (DIT) provides innovative and agile information technology services to enable the university community to meet the dynamic needs of its mission, programs, and stakeholders. Responsibilities include and are not limited to: (1) Campus telephone system; (2) Campus local area network; (3) Campus wireless network; (4) Computer Labs; (5) Computer Software; (6) Data Center Operations; (7) Email/Account Management; (8) Enterprise Services; (9) Information Security Management; (10) Mobile Phone Management; and (11) Online Instruction Support. During Covid-19, DIT played a critical role and enabled the university to quickly pivot to virtual instruction. Academic Affairs, DIT, Student Affairs, and other units on campus collaborated to provide timely support for learning modalities needed during the global pandemic. Examples of highlights are listed below.

- 👉 In spring 2023, two major initiatives began to upgrade and improve the enterprise firewall/intrusion prevention system (IPS) and the security information and event management (SIEM) tool for more responsive & scaled agile threat management.
- 👉 In August 2022, DIT provided various services to mature the university's cyber security portfolio in support of the return of employees and students to the campus and new initiatives. This included but was not limited to Sophos endpoint protection deployment; system and application updates; device upgrades; Standard Operating Procedures (SOPs) creation and updates; security awareness training on a new, more interactive platform.
- 👉 Fall 2020, campus-wide classroom AV upgrade project (state-of-the-art instructional delivery technology). To date, more than 150 classrooms have been upgraded.
- 👉 In fall 2019, the university successfully changed its Learning Management System (LMS) from Blackboard to Canvas. The decision to switch LMS platforms was a collaborative effort that included support and participation from faculty, staff, and students.
- 👉 Spring 2019, New Printing Process for Students - WĒPA (Wireless Everywhere Print Anywhere).

## Anticipated Directions based on Planning and Assessment Processes

In November 2021, the Board of Regents unanimously approved the new strategic plan: [\*Transformation Morgan 2021-2030: Leading the Future\*](#). The new strategic plan outlines how the university will strengthen leadership in core areas, expand its global footprint, and develop evidence-based solutions to society's most pressing challenges, while building on its historic growth and advancement. The new plan

was developed through the collaboration of many individual shareholders and constituent groups, who contributed their time and expertise to the development of Transformation Morgan 2030, a blueprint for the strategic advancement of Morgan State University. In essence, the strategic planning effort reflects the need for strategic growth and continued ascendancy at the University over the next decade. As a result, the strategic plan (in large measure) puts a strong emphasis on human resource priorities, institutional capacity-building, and the development of organizational infrastructure that will foster sustainable growth beyond ten years. Furthermore, it reflects an ongoing commitment to excellence and a renewed commitment to fulfilling the University's vital mission (i.e., State of Maryland's Preeminent Urban Research Institution). Six interconnected strategic goals give shape and focus to our previously articulated strategic objectives. The six goals provide a framework for managing organizational change and preparing the University to compete and serve at the highest level.

- 👉 Goal 1: Enhance Student Success and Well-Being.
- 👉 Goal 2: Implement Faculty Ascendancy and Staff Development Initiatives.
- 👉 Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University.
- 👉 Goal 4: Expand and Improve Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity.
- 👉 Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond.
- 👉 Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint.

## **Assessment and Performance Accountability**

In March 2022, 14 members of the President's Cabinet led a review of strategic priorities in Transformation Morgan 2021-2030 to: (1) identify appropriate metrics for each strategic priority or goal; and (2) align the metrics with the state's Performance Accountability Report (PAR). Strategic priorities and benchmarks identified by the Strategic Planning Committee also informed the work of this team. In accordance with the annual state performance accountability standards, state's post-secondary education plan, and Transformation Morgan's 2021-2030 strategic goals, a new assessment framework was developed. As part of the review process, the framework was well vetted and received input from stakeholders across campus, including the Board of Regents, Division of Finance and Administration, and Maryland Higher Education Commission (MHEC). The aligned framework was approved by the Maryland Higher Education Commission (MHEC) and the Division of Budget and Management (DBM) in April 2023 and the Board of Regents in May 2023. Six strategic goals, 30 objectives, 86 performance measures, and 25 targets make up the final assessment framework. In summary, the new assessment framework is based on best practices; and on an annual basis, enhances the university's ability to: (1) track progress or performance of each strategic goal; and (2) meet the requirements of the Higher Education Reorganization Act of 1988; (3) meet the requirements of the Maryland Higher Education Commission on performance accountability reporting; and (5) meet the requirements of the Middle States Commission on Higher Education (MSCHE) on evidence-based reporting frameworks.

## **Division of Finance and Administration**

The Office of Budget and Administration is responsible for the overall fiscal and budgetary coordination of the university, including procurement, accounts payable/receivable, payroll, budget formulation and

submission, and fiscal year end closeouts. Additionally, the Office is responsible for accurately recording and processing all agency funds. Monitoring the budgets of programs, revenue collection, grant and inventory management, and general accounting duties are additional responsibilities. As part of the strategic planning process, the Division of Finance and Administration collaborated with the Office of Human Resources, the Office of Institutional Research, and Enrollment Management and Student Success to analyze and map resources to strategic initiatives, as well as, developing strategies for how initiatives can be adequately funded and supported over time. Highlights include and are not limited to.

- 👉 Preparation, submission, and effective management of capital and operating budgets annually.
- 👉 Maintaining A1 and A+ credit ratings for the University (Moody and S&P ratings, respectively)
- 👉 Effective management of the historic \$40 million donation from MacKenzie Scott in fall 2020.
- 👉 Annual audits and assessment of on capital and operating budgets
- 👉 Annually ensuring the success of student housing and management.

Morgan State University successfully completed an operational analysis as part of an annual assessment of its financial strength that led Standard & Poor's Global to affirm the University's long-term and underlying rating of (A+) with a stable outlook. It is Morgan's fourth consecutive annual A+ rating from S&P. According to Standard and Poor's, Morgan University's bond rating is also based on the Maryland State's strong support of the University, the University's market niche as an HBCU, and its steady full-time enrollment.

## Opportunities and Aspirations

Some of the opportunities and aspirations identified by the Strategic Steering Committee for sustainable growth are listed below.

- 👉 Devise and execute a plan to reach the Carnegie R1 classification.
- 👉 Grow sponsored award revenue and expenditures to at least \$50M per year.
- 👉 Strengthen the relationship with local and global communities and foster greater economic, civic, and cultural development in the region through applied research and advocacy to help mitigate and help solve critical urban issues.
- 👉 Make the University's state-of-the-art facilities available to the public through strategic programming.
- 👉 Develop and institute a comprehensive renewable and sustainable energy plan.





## II. Institutional Priorities to be Addressed in the Self-Study

Morgan State University's institutional priorities are foundational to our mission and strategic objectives. These priorities reflect our commitment to fostering academic excellence, promoting student success, and enhancing our community impact. In alignment with our strategic plan, this section outlines the key areas that will drive our efforts and resources over the next accreditation cycle. By focusing on these priorities, we aim to ensure sustainable growth, improve student outcomes, and strengthen our institutional effectiveness.

## Process of Identification

In accordance with MSCHE guidelines, four institutional priorities were identified for Morgan State University by: (1) the Strategic Planning Committee for [Transformation Morgan 2021-2030: Leading the Future](#); (2) Steering Committee and Working Groups during their participation in the Strategic Planning Committee; and (3) the leadership team (Board of Regents, President, Provost, Vice Presidents, Deans) during the final approval of the new strategic plan: Transformation Morgan 2030.

The Strategic Planning Committee identified strategic priorities and benchmarks for each of the six strategic goals: Goal 1: Enhance Student Success and Well-Being; Goal 2: Implement Faculty Ascendancy and Staff Development Initiatives; Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University; Goal 4: Expand and Improve Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity; Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond; and Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint. The four priorities in line with the mission and vision of Morgan State University; and are strongly emphasized in Transformation Morgan 2030 are listed below:

-  Student Access, Success, and Well-being.
-  Diversity, Equity, and Inclusion.
-  Culture of Intensive & Innovative Research.
-  Financial Sustainability.

## Description of Institutional Priorities

**Student Access, Success, and Well-being** refers to a comprehensive approach to ensuring that students at Morgan State University have access to the resources and support they need to succeed academically and personally. Improving student housing and campus facilities, increasing graduation and retention rates, expanding student support services, and fostering a Smart Campus are the four dimensions of Morgan's approach to student access, success, and well-being. Morgan State University's strategic plan, "Transformation Morgan 2030: Leading the Future," places a strong emphasis on enhancing student success. Key initiatives aimed at achieving this goal include increasing overall enrollment to 10,000 students by 2030, a target the university is already approaching with record-high enrollments in recent years. The plan focuses on improving graduation rates, particularly for undergraduates and Pell Grant recipients, and expanding support services to ensure student well-being. At the graduate level, the university is interested in increasing the number of doctoral degrees awarded on an annual basis.

**Diversity, Equity, and Inclusion:** the aim is to create a more inclusive and equitable environment for all members of the university community. One of the key goals is to enhance student success and well-being, which involves ensuring that all students, regardless of their background, have access to the resources and support they need to succeed. A second goal is the importance of faculty and staff development in promoting a culture of inclusivity. This includes implementing programs that support the professional growth of faculty and staff from diverse backgrounds and fostering an inclusive campus climate where diversity is valued and respected. Strategies to strengthen community engagement and support local communities, reflecting Morgan State's dedication to serving as a model for diversity and inclusion in Baltimore City and higher education is the third goal.

**Culture of Intensive & Innovative Research:** the university is committed to promoting excellence in research through various initiatives. These include fostering interdisciplinary research programs that address complex challenges, enhancing support for faculty and student research, and creating partnerships with industry and government entities. The plan is to elevate the university's research profile to achieve a Carnegie R1 classification, which designates institutions with the highest level of research activity. This ambitious goal involves increasing research funding, expanding the types of research conducted, and enhancing the infrastructure to support these activities. Additionally, Morgan State University is interested in increasing the number of doctoral degrees awarded and patents granted, reflecting a broader strategy to position the university as a leading research institution among Historically Black Colleges and Universities (HBCUs). Research facilities are being modernized and innovative projects are being supported, especially in fields such as cybersecurity, bioimaging, and environmental science. These efforts are part of a broader strategy to enhance the university's research capabilities and contribute to solving pressing societal issues.

**Financial Sustainability** refers to initiatives to ensure the university's financial health and operational excellence over the next decade. One of the key strategies is to enhance institutional fundraising and alumni engagement. The university aims to develop a comprehensive fundraising campaign with a goal of raising between \$450 million and \$500 million over ten years. This campaign will focus on securing significant financial contributions from alumni, corporate partners, and other stakeholders to support the university's mission and strategic objectives. Additionally, Morgan State University is focusing on improving its campus infrastructure to support operational excellence and increase overall institutional capacity. This includes partnerships with companies like Siemens to modernize campus facilities, making them more energy-efficient and resilient. These upgrades are part of a broader effort to create a sustainable and supportive environment for students and staff, which will ultimately contribute to the university's financial stability.

### **Alignment of Priorities**

At all levels of university operations, these priorities reinforce our commitment to meeting important challenges. The priorities support our mission and vision statements and reinforce our commitment to promoting student success and well-being, and to supporting, empowering, and preparing highly qualified, diverse graduates to lead the world. The priorities focus on the financial health of the university and on acquiring and managing financial, technological, and human resources needed to fulfill the mission and vision of Morgan State University. Our priorities also support our commitment to playing a leading role in promoting cross-fertilization, integration, and application of ideas, practices, and pedagogies that advance scientific and technological innovation, entrepreneurial prowess and dynamic leadership among a global community devoted to economic justice, peace, and prosperity for all. On the next page are images showing the alignment between institutional priorities of Morgan State University and the Middle States Standards of Accreditation.

### ALIGNMENT OF PRIORITIES TO MSCHE STANDARDS

MSCHE STANDARDS	Student Access, Success, and Well-being	Diversity, Equity, and Inclusion	Culture of Intensive & Innovative Research	Financial Sustainability
Standard I: Mission and Goals	P	P	P	P
Standard II: Ethics and Integrity	P	P	P	A
Standard III: Design and Delivery of the Student Learning Experience	P	P	P	P
Standard IV: Support of the Student Experience	P	p	P	P
Standard V: Educational Effectiveness Assessment	P	A	P	A
Standard VI: Planning Resources and Institutional Improvement	P	P	P	P
Standard VII: Governance, Leadership and Administration	P	P	P	P

P = Primary Focus; A = Additional Focus

### ALIGNMENT OF PRIORITIES TO MISSION & VISION

MISSION AND VISION	Student Access, Success, and Well-being	Diversity, Equity, and Inclusion	Culture of Intensive & Innovative Research	Financial Sustainability
Intellectual and Creative Resource in the U.S. & World	P	A	P	P
Innovative and Inclusive Educational Experience	P	P	P	P
Develop Solutions to Societal and Urban Community Problems	P	P	P	A
Intensive Research, Public Service and Community Engagement	P	P	P	P
P = Primary Focus; A = Additional Focus				

### ALIGNMENT OF PRIORITIES TO TRANSFORMATION MORGAN 2021-2030

NEW STRATEGIC GOALS	Student Access, Success, and Well-being	Diversity, Equity, and Inclusion	Culture of Intensive & Innovative Research	Financial Sustainability
Goal 1: Enhance Student Success and Well-Being.	P	P	A	P
Goal 2: Implement Faculty Ascendency and Staff Development Initiatives.	A	P	P	A
Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University.	P	A	P	P
Goal 4: Expand and Improve Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity.	P	A	P	P
Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond.	P	P	P	A
Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint.	P	P	A	P
P = Primary Focus; A = Additional Focus				

### III. Intended Outcomes of the Self-Study

The self-study process at Morgan State University is designed to achieve a set of specific and meaningful outcomes that will enhance our institutional effectiveness and academic quality. Through this comprehensive review, we aim to:

1. **Demonstrate Compliance:** Ensure that our policies, practices, and outcomes align with the Middle States Commission on Higher Education (MSCHE) Standards for Accreditation and Requirements of Affiliation.
2. **Promote Continuous Improvement:** Identify areas of strength and opportunities for growth, fostering a culture of continuous improvement and institutional excellence.
3. **Enhance Institutional Effectiveness:** Evaluate our institutional resources, governance structures, and support services to enhance overall effectiveness and efficiency.
4. **Support Student Success:** Assess and improve our educational programs and support services to better meet the needs of our diverse student population, promoting higher retention and graduation rates.
5. **Engage the University Community:** Foster a collaborative environment where faculty, staff, students, and administrators actively participate in the self-study process, ensuring broad-based input and support.
6. **Inform Strategic Planning:** Use the findings from the self-study to inform and guide our strategic planning efforts, ensuring that our institutional priorities are aligned with our mission and goals.

By achieving these outcomes, Morgan State University will not only fulfill the requirements for MSCHE reaccreditation but will also position itself for future success and sustainability. This self-study is a critical component of our commitment to excellence and accountability. See the structure of the Steering Committee and Working Groups for the areas of inquiry for standards one through seven (1-7) aligned to institutional goals and MSCHE standards.

### IV. Self-Study Approach

Morgan State University's self-study approach is designed to be comprehensive, inclusive, and systematic. Our methodology encompasses a thorough review of our institutional practices, policies, and outcomes in alignment with the Middle States Commission on Higher Education (MSCHE) Standards. This approach ensures broad participation from our university community, fostering collaboration and transparency throughout the process. By engaging faculty, staff, students, and administrators, we aim to produce a reflective and evidence-based self-study that highlights our achievements and identifies areas for improvement.

Morgan State University will utilize a standards-based approach to organize the self-study report. In a standards-based self-study approach, there are seven self-study chapters organized by standard. This approach has been utilized by a variety of institutions of higher learning including by Morgan State University in 2018 to effectively organize evidence for the seven standards of accreditation as well as requirements of affiliation and compliance with federal regulations. Each working group is focused on one



standard and related requirements of affiliation. Institutional priorities are the focus of the self-analysis as the university demonstrates compliance with standards, assesses achievement of the strategic plan, and identifies opportunities for improvement and innovation. In addition, the standards-based approach will provide the university and its working groups with the opportunity to reflect on key operational aspects such as governance, assessment, finances, information technology, academic programming in alignment with the mission, strategic goals, community engagement, and institutional priorities. Success indicators and how progress will be measured associated with intended outcomes are listed below.

<b>Intended Outcomes</b>	<b>Success Indicators</b>	<b>How Progress will be Measured</b>
<b>Demonstrate compliance with MSCHE Standards</b>	Clearly defined learning outcomes for each program	Review and approval of learning outcomes by the University Assessment Committee (UAC)
	Regular assessment reports documenting student achievement and program effectiveness	Compilation and analysis of biennial assessment reports
	Accreditation self-study reports and external review feedback	Feedback from external accreditation reviewers and subsequent action plans
<b>Leverage assessment for improvement</b>	Implementation of action plans based on assessment findings	Tracking the implementation and outcomes of action plans
	Evidence of curricular and programmatic changes made in response to assessment data	Documentation of changes in curricula and programs, along with the rationale based on assessment data
	Continuous improvement cycles documented through annual assessment reports	Annual reports summarizing improvements and outcomes
<b>Engage the community</b>	Participation rates in surveys, forums, and feedback sessions	Analysis of participation data and feedback
	Evidence of collaboration with community partners and stakeholders	Records of meetings, joint projects, and collaborations
	Documentation of community engagement activities and their impact	Reports on community engagement activities and their outcomes

Intended Outcomes	Success Indicators	How Progress will be Measured
<b>Identify strengths and challenges</b>	SWOT analyses in institutional reports	Documentation of SWOT analyses and their findings
	Strategic plans that address identified challenges and leverage strengths	Review and assessment of strategic plan implementation
	Annual review reports highlighting progress and areas for improvement	Annual progress reports that detail achievements, challenges, and next steps

## V. Structure of the Steering Committee and Working Groups

The successful execution of Morgan State University's self-study process relies on a well-organized and collaborative structure. At the heart of this effort is the Steering Committee, which provides overall guidance and oversight. Comprised of representatives from various constituencies across the university, the Steering Committee ensures that the self-study remains focused, inclusive, and aligned with the Middle States Commission on Higher Education (MSCHE) standards.

Supporting the Steering Committee are several Working Groups, each dedicated to addressing specific standards and key areas of the self-study. These Working Groups consist of faculty, staff, students, and administrators who bring diverse perspectives and expertise to the process. Each group is tasked with collecting and analyzing evidence, drafting reports, and making recommendations related to their assigned areas. This structured and collaborative approach not only ensures thorough and rigorous self-assessment but also fosters a sense of shared responsibility and collective engagement throughout the university community.

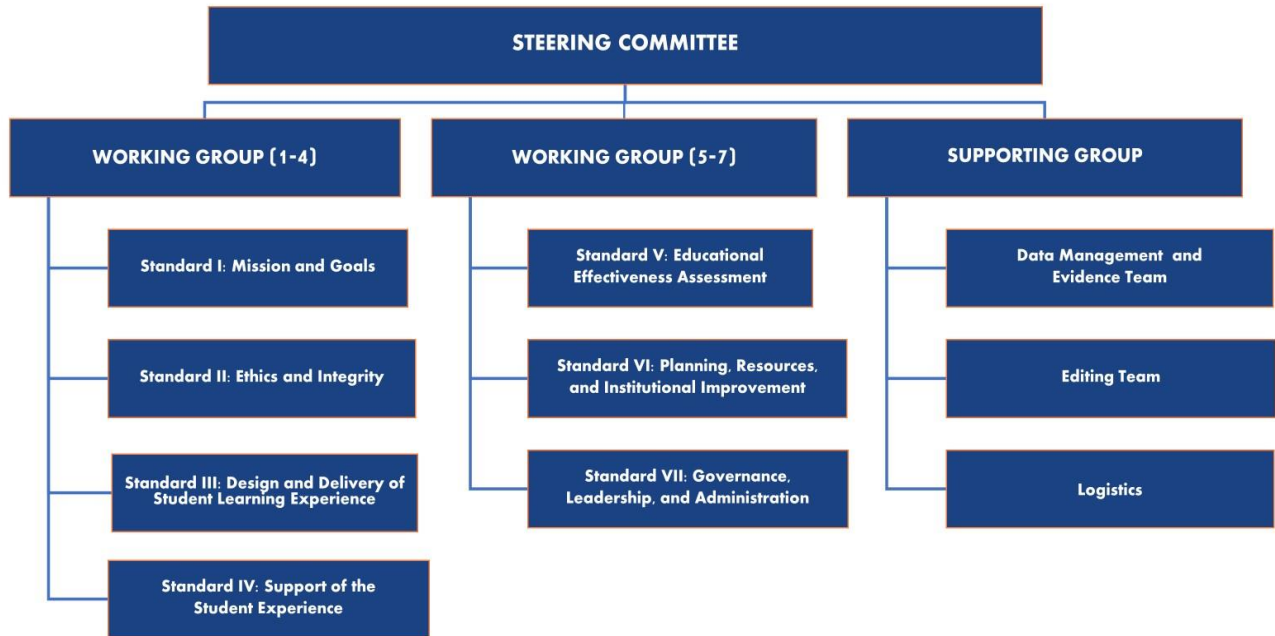
The Morgan State University Self-Study Committee structure is outlined on the next page. We have ensured that both the Steering Committee and the Working Groups are representative of the entire campus community, operating under the leadership of the president and provost. The leadership attributes for the Steering Committee and Working Groups include, but are not limited to:

1. Leadership in institutional priorities
2. Knowledge of university context and processes
3. Experience with strategic planning and the accreditation process
4. Commitment to continuous improvement
5. Commitment to lifelong learning
6. Belief in transparency

The Steering Committee will oversee the Self-Study Process, serving as an information hub to promote coordination and efficiency among the Working Groups and the campus community. The Working Groups

are expected to engage in a process of active, open, and evidence-based inquiry to identify institutional strengths, challenges, and opportunities for improvement and innovation.

## COMMITTEE STRUCTURE FOR SUCCESS



### Eight Major Responsibilities of the Steering Committee at Morgan State University

1. **Leadership and Coordination:** The Steering Committee at Morgan State University provides overall leadership and direction for the accreditation process, ensuring alignment with MSCHE standards and the university’s mission and goals. The Steering Committee coordinates the activities of the working groups, maintaining consistent communication among them.
2. **Planning and Timelines:** The Steering Committee is responsible for developing and managing a detailed timeline for the self-study process at Morgan State, ensuring all milestones and deadlines are met. The Steering Committee allocates resources and support to working groups as necessary.
3. **Communication:** Regular communication between Morgan State University and MSCHE is facilitated by the Steering Committee. The Steering Committee also communicates progress, updates, and findings to the university’s stakeholders, including faculty, staff, students, and the governing board. Additionally, the committee organizes forums, meetings, and workshops to engage the campus community in the accreditation process.
4. **Documentation and Evidence Gathering:** The Steering Committee oversees the collection, organization, and review of documentation and evidence to support the self-study, ensuring alignment with MSCHE standards and criteria. The Steering Committee maintains a central repository for all accreditation-related documents at Morgan State University.

5. **Self-Study Report Development:** The Steering Committee guides the development of the self-study design, ensuring it meets MSCHE requirements. The Steering Committee reviews and provides feedback on drafts of the self-study report from working groups and ensures the final report is comprehensive, accurate, and reflective of Morgan State’s strengths and areas for improvement.
6. **Institutional Assessment and Improvement:** Promoting a culture of continuous improvement and self-assessment within Morgan State University is a key responsibility. The Steering Committee identifies areas for improvement, develops action plans to address them, and ensures that assessment results inform decision-making and strategic planning.
7. **Preparation for MSCHE Site Visit:** The Steering Committee coordinates the logistics for the MSCHE site visit, including scheduling, accommodations, and preparation of materials. The Steering Committee ensures that all institutional representatives are prepared for their roles during the visit and facilitates meetings and discussions with MSCHE evaluators.
8. **Post-Visit Follow-Up:** After the MSCHE site visit, the Steering Committee addresses any recommendations or requirements from the site visit report. The Steering Committee monitors the implementation of action plans developed in response to MSCHE feedback and prepares and submits any follow-up reports or documentation required by MSCHE.

<b>SELF-STUDY STEERING COMMITTEE</b>	
<b>Member</b>	<b>Department/Office/Representation</b>
Solomon Alao	Chair of Self-Study, Assistant Vice President, Outcome Assessment
Kara Turner	Co-Chair, Vice President for Enrollment Management and Student Success
Janiyah Hunter	Undergraduate Student
Ina Sthapit	Graduate Student
Yacob Astatke	Assistant Vice President, International Affairs
Kevin Banks	Vice President for Student Affairs
Julie Goodwin	General Counsel
Armad Grant	Special Assistant to the President
Farin Kamangar	Assistant Vice-President for Research
David LaChina	Interim Executive Vice President for Finance & Administration
Kim McCalla	Vice President for Facilities, Design and Construction Management
Cynthia Mendoza	Interim Vice President for Technology & CIO for Information Technology

Kim Sydnor	Dean & Associate Professor School of Community Health and Policy
Cheryl Rollins	Director, Institutional Research
Sharon Oliver-Whitehurst	Divisional Budget Officer: Office of the Provost
Hongtao Yu	Provost & Senior Vice President for Academic Affairs

## Eight Major Responsibilities of the Working Groups at Morgan State University

1. **Research and Analysis:** Each working group at Morgan State University is responsible for researching and analyzing their assigned MSCHE standards. This involves gathering relevant data, reviewing institutional practices, policies, and outcomes, and identifying areas of strength and areas needing improvement. The groups should conduct thorough analyses to ensure a deep understanding of how Morgan State University meets each standard.
2. **Documentation and Evidence Collection:** Working groups are tasked with collecting and organizing evidence that demonstrates compliance with MSCHE standards. This includes policies, procedures, reports, and data that support the institution's self-study. Groups must ensure that all evidence is clearly documented, relevant, and readily accessible.
3. **Report Writing:** Each working group drafts sections of the self-study report related to their specific standards. These drafts should be comprehensive, well-organized, and aligned with MSCHE guidelines. The groups must clearly articulate how Morgan State University meets each standard, supported by the collected evidence.
4. **Collaboration and Communication:** Working groups must maintain open lines of communication with the Steering Committee and other working groups. Regular updates on progress, challenges, and findings should be provided to ensure cohesion and alignment in the self-study process. Collaboration is key to integrating findings across different standards and ensuring a unified approach.
5. **Engagement with Stakeholders:** Working groups should actively engage with relevant stakeholders at Morgan State University, including faculty, staff, students, and administrators, to gather input and feedback. This engagement helps ensure that the self-study reflects a broad perspective and includes insights from various parts of the university community.
6. **Self-Assessment and Reflection:** Each working group is responsible for conducting a critical self-assessment of their assigned areas. This involves not only identifying compliance but also reflecting on opportunities for improvement and innovation. Groups should highlight best practices and propose actionable recommendations for enhancing institutional effectiveness.
7. **Preparation for Site Visit:** Working groups must prepare to discuss their findings and evidence during the MSCHE site visit. This includes being ready to answer questions, provide additional documentation, and engage in constructive dialogue with MSCHE evaluators. Groups should ensure that all members are well-versed in their sections of the self-study report.
8. **Continuous Improvement:** The work of the groups does not end with the submission of the self-study report. Groups should continue to monitor the implementation of recommendations and improvements

identified during the self-study process. They play a crucial role in ensuring that Morgan State University maintains ongoing compliance with MSCHE standards and fosters a culture of continuous improvement.

### **Standard I: Mission and Goals**

In higher education, the institution's mission identifies its purpose, the students it serves, and the goals it seeks to achieve. There is a clear connection between the institution's stated goals and its mission, as well as how it fulfills that mission. Working Group 1 will document the following attributes and activities and determine how they are used to guide the university's future development and improvement:

1. Clearly defined mission and goals.
2. Institutional goals that are realistic, appropriate to higher education, and consistent with the institutional mission.
3. Goals that focus on student learning and related outcomes as well as on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission.
4. Periodic assessment.

<b>STANDARD I: MISSION AND GOALS</b>	
<b>Member</b>	<b>Department/Office/Representation</b>
Don-Terry Veal	Group 1-Chair, Vice President for State & Federal Relations & Chief of Staff
Kim Sydnor	Group 1-Co-Chair, Dean School of Community Health, and Policy
Glenda Prime	Dean of the School of Education and Urban Studies
Yvonne Bronner	Professor, School of Community Health & Policy
Michael Callow	Professor, Business Administration
Natasha Pratt-Harris	Associate Professor, Sociology & Anthropology
Burney J. Hollis	Regent and Retired Professor of English & Dean Emeritus CLA
Gaston N'guerekata	Associate Dean and University Distinguished Professor
Paityn-Amor Brooks	Student Regent
Rhonda Wells-Wilbon	Professor, PhD Department, School of Social Work
Sonya Clyburn	Director, University Counselling Center
James Hunter	Interim Chair and Associate Professor, Civil Engineering
Michael Nettles	Full Professor & Endowed Chair of Predictive Analytics and Psychometrics

## **Four Areas of Inquiry for Standard I**

### **1. Mission and Goals Development:**

- Are Morgan State University's mission and goals clearly defined and developed through a collaborative process involving faculty, students, administrators, and other key stakeholders?
- Do the mission and goals effectively address both the external community needs and internal university constituencies?

### **2. Governance and Guidance:**

- Are the mission and goals of Morgan State University approved and actively supported by its governing body?
- How do these mission and goals guide the university's decision-making in areas such as planning, resource allocation, program and curricular development, and the definition of educational outcomes?

### **3. Engagement and Evaluation:**

- How are Morgan State University's mission and goals publicized within the university community, and how well are they understood and embraced by faculty, students, and staff?
- What processes does Morgan State University have in place for the periodic evaluation and potential revision of its mission and goals?

### **4. Alignment with Educational Practices and Outcomes:**

- How do the goals of Morgan State University support and enhance educational quality, focusing on student learning outcomes, and incorporate principles of diversity, equity, and inclusion?
- What administrative, educational, and student support programs and services are in place at Morgan State University to support these goals?

## **Standard II: Ethics and Integrity**

Integrity and ethics are the defining hallmarks of a successful higher education institution. This Working Group will examine Morgan's ethical and integrity practices (internally as well as externally) and document how Morgan is true to its mission, honors its contracts and commitments, represents itself truthfully (to students and the wider community), and adheres to its policies. Key elements of Standard II: Ethics and Integrity are listed below.

1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.
3. Documented grievance or alternative dispute resolution policies and procedures that are fair and impartial.
4. The avoidance of conflicts of interest.
5. Fair and impartial employment practices.

6. Honesty and truthfulness in public relations.
7. Promotion of affordability and accessibility as appropriate to Morgan’s mission, services, or programs.
8. Compliance with all applicable federal, State of Maryland, and Maryland Higher Education Commission reporting policies.
9. Periodic assessment of ethics and integrity as evidenced in institutional policies.

<b>STANDARD II: ETHICS AND INTEGRITY</b>	
<b>Member</b>	<b>Department/Office/Representation</b>
Tara Berrien	Group 2 Chair, Assistant Vice President, Diversity & EEO Title IX Coordinator
Larry Jones	Group 2 Co-Chair, AVP, Office of Public Relations & Strategic Communications
Mark Garrison	Dean of the School of Graduate Studies
Daniel Campo	Chair, Graduate Built Environment Studies
Yvonne Greene	Chair & Lecturer, BSW Department
Christine Hohmann	Professor, PI of the ASCEND Grant in the Center for Biomedical Research
Edet Isuk	Director & Chief of Staff to VP-RED, Research Compliance
Sherita Harrison	Associate General Counsel
Anika Simpson	Chair, Associate Professor in the Department of Philosophy & Religious Studies
Janice Smith	Interim Chair / Associate Professor, Strategic Communication
Erlease Wagner	Deputy Director of Athletics
Keisha Campbell	Executive Director for Enrollment Services and University Registrar
James Curbean	Director of Enterprise Risk Management

**Six Areas of Inquiry for Standard II**

**1. Ethics and Academic Freedom:**

- How does Morgan State University safeguard academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights?

**2. Climate of Respect and Inclusion:**

- What policies and practices are in place at Morgan State University to foster respect and inclusion among students, faculty, staff, and administration from diverse backgrounds?



**3. Grievance and Conflict Management:**

- How does Morgan State University handle grievances and conflicts of interest to ensure fair and impartial treatment for all members of the university community?

**4. Transparency and Public Integrity:**

- What measures does Morgan State University take to ensure transparency and honesty in its public communications, as well as adherence to all relevant laws, regulations, and accreditation standards?

**5. Diversity, Equity, and Inclusion Initiatives:**

- How does Morgan State University implement and evaluate initiatives aimed at promoting diversity, equity, inclusion, affordability, and accessibility?

**6. Assessment and Continuous Improvement:**

- What systems are in place for the periodic assessment of ethics, integrity, and adherence to policies at Morgan State University, ensuring continuous improvement?

**Standard III: Design and Delivery of the Student Learning Experience**

The institution is responsible for providing students with a learning experience that is characterized by rigor and coherence across all programs, certificates, and degrees, irrespective of the teaching methodology. Learning experiences, regardless of modality, program pace/schedule, level, and setting, are consistent with expectations of higher education. The purpose of this Working Group is to demonstrate how Morgan University has implemented the following characteristics of higher education, consistent with best practices of peer and aspirant institutions, to improve the learning experience for students:

1. Certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education activities designed to foster a coherent student learning experience and to promote synthesis of learning.
2. Student learning experiences that are designed, delivered, and assessed by faculty (full-time and part-time) and/or other appropriate professionals who are qualified for the positions they hold.
3. Academic programs of study that are clearly and accurately described in official publications.
4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.
5. An undergraduate free standing general education program of sufficient scope to expand students' areas of intellectual experience and enhance their cultural and global awareness.
6. Graduate and professional education programs that provide for the development of research, scholarship, and independent thinking.
7. Adequate and appropriate institutional review and approval of any student learning opportunities.
8. Periodic assessment of the effectiveness of programs providing student learning opportunities.

## STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

<b>Member</b>	<b>Department/Office/Representation</b>
Ryan Maltese	Group 3 Chair, Associate Vice President, Student Success, and Retention
Laura Dorsey Elson	Group 3 Co-Chair, Director, Center for Innovative Instruction & Scholarship (CIIS)
Brenda James	Director, Center for Academic Success, and Achievement
Lisa Brown	Director, Office of Undergraduate Research
Seana Coulter	Executive Director, Center for Career Development
Gabriel Kroiz	Associate Professor, Undergraduate Design
Asamoah Nkwanta	Chair, Department of Mathematics
Gregory Ramsey	Associate Professor, Information Science & Systems
Jocelyn Turner-Musa	Professor & Department Chairperson, Psychology
Thurman Bridges	Chair, Department of Teacher Education and Professional Development
Heather Laird	Instructional Technology Specialist
Alfred Moore	Assistant Dean, School of Community Health and Policy
Rhonda Shields	Associate Registrar

### Six Areas of Inquiry for Standard III

#### 1. Program Design and Delivery:

- How does Morgan State University ensure that its certificate, undergraduate, graduate, and professional programs are designed to foster a coherent student learning experience and promote synthesis of learning?
- Are the programs assigned a reasonable number of credit hours for work required from students?

#### 2. Faculty Qualifications and Engagement:

- What qualifications do faculty members at Morgan State University possess, and how do these qualifications align with the delivery of the university's educational programs?
- How does the university support faculty in maintaining rigor and effectiveness in teaching, scholarly inquiry, and service?

### 3. **Academic Program Integrity:**

- How are academic programs at Morgan State University described in official publications, and are these descriptions clear and accurate for student understanding?
- What measures are in place to ensure the integrity of programs, especially those delivered or assessed by third-party providers?

### 4. **General Education and Skills Development:**

- Does Morgan State University offer a general education program that equips students with essential skills such as communication, reasoning, and information literacy?
- How is the general education program integrated into the broader educational experience to expand students' global awareness and cultural sensitivity?

### 5. **Graduate and Professional Education:**

- For programs at the graduate and professional level, how does Morgan State University provide opportunities for the development of research, scholarship, and independent thinking?

### 6. **Assessment of Learning Outcomes:**

- How does Morgan State University assess the effectiveness of student learning experiences across all programs and modalities?
- What processes are in place to review and utilize assessment data to enhance educational quality and student learning outcomes?

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

There is a commitment to recruiting and admitting students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings for all educational experiences, settings, levels, and methods of instruction. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system supported by qualified professionals, which improves the quality of the learning environment, contributes to the educational experience, and fosters student success. Key elements of Standard IV: Support of Student Experience are listed below.

1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students at all levels.
2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning.
3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.
4. Athletics, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

5. Adequate and appropriate institutional review and approval of student support services that are designed, delivered, or assessed by third-party service providers (if applicable).
6. Periodic assessment of the effectiveness of programs supporting the student experience at all levels.

<b>STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE</b>	
<b>Member</b>	<b>Department/Office/Representation</b>
Letitia Williams	Group 4 Chair, Associate Vice President/Dean of Students
Paul Voos	Group 4 Co-Chair, Associate Dean, School of Graduate Studies
Cleo Hughes-Darden	Chair and Professor of Biology
Heidi Bruce	Assistant Vice President, Alumni Relations & Strategic Engagement
Devin Brown	Retention Coordinator, College of Liberal Arts
Kevin Daniels	Associate Professor, BSW Department, School of Social Work
E. Blaise Depaolo	Associate Professor, Department of Fine & Performing Arts
Ernest Brevard	Assistant Vice President, EMASS Operations
Douglas Gwynn	Director, Residence Life and Development
Samia Kirchner	Interim Chairperson & Associate Professor, Undergraduate Design
Natasha Williams	Executive Director, University Student Center
Oluwatosin Adegbola	Executive Director, Clara I. Adams Honors College
Shelia Richburg	Richburg, Student Support Services, School of Community Health, and Policy
Anita Wells	Associate Professor, Psychology
Cynthia Brown-Laveist	Director of Morgan Online
Ruth Agwuna	Medical Director, Student Health Center

### Six areas of Inquiry for Standard IV

#### 1. Student Recruitment and Admissions:

- How does Morgan State University ensure that its recruitment and admissions practices are ethically conducted and align with the university's mission?
- What mechanisms are in place to admit students whose interests, abilities, experiences, and goals are congruent with the educational offerings of the university?

## **2. Student Support and Services:**

- What support systems does Morgan State University provide to promote student retention, persistence, completion, and success?
- How are orientation, advisement, and counseling structured to guide students throughout their educational journey?

## **3. Student Achievement and Outcomes:**

- How does Morgan State University disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations?
- What processes are in place to ensure fair and transparent evaluation and acceptance of transfer credits and other forms of prior learning?

## **4. Extracurricular Activities and Student Engagement:**

- How are extracurricular activities, including athletics and student life programs, regulated to maintain academic integrity and contribute to the student experience?

## **5. Information Management and Privacy:**

- What policies and procedures does Morgan State University have for the safe and secure maintenance and appropriate release of student information and records?

## **6. Continuous Assessment and Improvement:**

- How does Morgan State University periodically assess the effectiveness of its student support services?
- What metrics are used to evaluate these services, and how is the evaluation data used to enhance the quality of the learning environment?

## **Standard V: Educational Effectiveness Assessment**

Using assessments of student learning and achievement, the institution can demonstrate that its students have met educational goals in accordance with their program of study, degree level, the institution's mission, and appropriate expectations for higher education institutions. Subcommittee members are charged with assessing the learning and achievement of Morgan State University students and demonstrating that Morgan State students have achieved educational goals consistent with their programs of study, degree level, the University's mission, and appropriate expectations for a higher education institution. Key elements of Standard 5: Educational Effectiveness Assessment are listed below.

1. Clearly stated educational goals at the institution and degree/program levels, which are interrelated and mapped to relevant educational experiences.
2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.
3. Consideration and use of assessment results for the improvement of educational effectiveness.

4. Adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third parties.
5. Periodic evaluation of the assessment processes utilized by the University for improving educational effectiveness.

<b>STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT</b>	
<b>Member</b>	<b>Department/Office/Representation</b>
Phyllis Keys	Group 5 Chair, Associate Vice President for Academic Affairs
Angela Winstead	Group 5 Co-Char, Interim Associate Dean and Professor, Chemistry
Maija Anderson	Associate Professor, Chair, Department of Nursing
Jacqueline Holland	Associate Professor and Department Chair, Family & Consumer Sciences
Baruti Kopano	Professor, Multiplatform Production
Anthony Saka	Professor, Transportation and Urban Infrastructure Studies
Yolanda Seabrooks	Director, Academic Strategic Partnerships & Initiatives
Siddhartha Sen	Associate Dean and Professor, Graduate Program in City & Regional Planning
Marciea Mcmillian	Associate Professor, Teacher Education and Professional Development
Carl Hyden	Associate Dean for Administration / Interim Chair, MPPD
Petronella James-Okeke	Lecturer, Electrical & Computer Engineering and Transportation & Urban Infras.

### **Six Areas of Inquiry for Standard V**

#### **1. Learning Outcomes and Alignment:**

- How does Morgan State University define and clearly state student learning outcomes at the institution and degree/program levels?
- Are these learning outcomes effectively interrelated with the educational experiences and the university's mission?

#### **2. Assessment Practices:**

- What organized and systematic assessment methods does Morgan State University use to evaluate the extent of student achievement of institutional and degree/program goals?
- How are the results of these assessments communicated to relevant stakeholders?

3. **Assessment of Career and Further Education Preparation:**
  - How does Morgan State University prepare students for successful careers, meaningful lives, and, where appropriate, further education in alignment with its mission?
  - What data does the university collect and provide to demonstrate the effectiveness of its educational programs in achieving these goals?
4. **Use of Assessment Results for Improvement:**
  - How does Morgan State University use disaggregated assessment results for all student populations to improve student learning outcomes and overall educational effectiveness?
5. **Continuous Review and Innovation in Assessment:**
  - What periodic reviews of assessment policies and processes does Morgan State University conduct to ensure they remain effective and responsive to changes in educational demands and practices?
  - How are these assessments used for continuous improvement and innovation within the university?

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

A clear alignment between the institution's planning processes, resources, and structures ensures that the institution can meet its mission and goals, continuously assess, and improve its programs and services, and respond effectively to opportunities and challenges. Key elements of Standard IV: Planning, Resources, and Institutional Improvement are listed below.

1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement.
2. Clearly documented and communicated planning and improvement processes.
3. A financial planning and budgeting process that is aligned with Morgan's mission and goals.
4. Fiscal and human resources sufficient to support University operations.
5. Well-defined decision-making processes with clear lines of responsibility.
6. Comprehensive planning for facilities, infrastructure, and technology.
7. An annual independent audit confirming financial viability.
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources.
9. Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

<b>STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT</b>	
<b>Member</b>	<b>Department/Office/Representation</b>
Kim McCalla	Group 6 Chair, Vice President for Facilities, Design and Construction Mgmt.
Cynthia Graves Wilder	Group 6 Co-Chair, University Facilities Planner

Linda Broussard-Mehlinger	Assistant Vice President, Office of Planning & Institutional Effectiveness
Sharronn Johnson	Director of Title III Programs
Richard Bradberry	Director, Earl S. Richardson Library
Deborah Flavin	Associate Vice President, Accounting Operations & Compliance
Willie May	Vice President, Research and Economic Development
Shinil Hong	Deputy CIO Information Technology
Willie Rockward	Chair and Professor of Physics
Marvin Hicks	University Budget Officer
Mark Garrison	Dean, School of Graduate Studies
Lance Hatcher	Chief of Police & Public Safety
Tara Turner	Assistant Vice President Institutional Advancement
Tanya Wilkerson	Director of Financial Aid

## Six Areas of Inquiry for Standard VI

### 1. Alignment of Goals and Resources:

- How does Morgan State University ensure that its institutional and unit goals are clearly stated, assessed, and appropriately linked to its mission?
- Are the university's resources and structures aligned to support the achievement of these goals?

### 2. Strategic Planning and Involvement:

- What documented planning and improvement processes does the university have, and how do they provide for inclusive participation from its constituents?
- How does the university integrate goals for institutional effectiveness and improvement in its planning processes?

### 3. Financial Planning and Budgeting:

- How is the financial planning and budgeting process at Morgan State University aligned with its mission and goals?



- Are the financial planning and budgeting processes evidence-based and clearly linked to the university's strategic plans and objectives?

#### 4. **Resource Adequacy and Infrastructure:**

- Does Morgan State University have adequate fiscal, human, physical, and technical resources to support its operations wherever and however programs are delivered?
- How does the university plan for sustainability and manage deferred maintenance for its facilities and technology?

#### 5. **Compliance and Accountability:**

- How does Morgan State University ensure compliance with existing federal, state laws, and regulations, particularly regarding financial aid programs?
- What strategies are employed to measure and assess the adequacy and efficient utilization of institutional resources?

#### 6. **Continuous Assessment for Improvement:**

- How often does Morgan State University assess the effectiveness of its planning, resource allocation, and institutional renewal processes?
- How are the results of these assessments used to facilitate continuous improvement?

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

Governance and administration of the institution enable it to achieve its stated mission and goals in a way that benefits the institution, its students, and its other constituencies. Regardless of whether the institution is supported or affiliated with a related entity, it maintains the primary purpose of education and operates as an independent academic institution. Key elements of Standard VII: Governance, Leadership, and Administration are listed below.

1. A clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision-making by each constituency, including governing body, administration, faculty, staff, and students.
2. The University's Board of Regents as its legally constituted governing body.
3. The role of the President as the University's Chief Executive Officer as a function of the governance structure.
4. An administration that operates in a manner that allows the University to realize its stated mission and goals in a way that effectively benefits the institution and its students.
5. Periodic assessment of the effectiveness of governance, leadership, and administration.

## STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

<b>Member</b>	<b>Department/Office/Representation</b>
Kevin Banks	Group 7 Chair, Vice President for Student Affairs
David Lachina	Group 7 Co-Chair, Interim Executive Vice President for Finance & Admin.
Yacob Astatke	Assistant Vice President, International Affairs
Patricia Williams Dockery	Associate Vice President, Academic Affairs
Roni Ellington	Professor, Mathematics Education, Advanced Studies Leadership & Policy
Linda Gilliam	Chair, Board of Regents' Academic and Student Affairs Committee
Endia Decordova	Vice President for Institutional Advancement
Farin Kamangar	Assistant Vice-President for Research
Payam Sheikhattari	Director of Prevention Sciences Research Center & Professor, SCHP
Alex Tang	Professor of Finance in the Graves School of Business and Management
Jacqueline Jones	Dean, School of Global Journalism & Communication
Armada Grant	Special Assistant to the President
Abraham Mauer	Director, Internal Audit & Management Review
Dena Freeman-Patton	Vice President & Director for Intercollegiate Athletics

### Six Areas of Inquiry for Standard VII

#### 1. Governance Structure and Clarity:

- How does Morgan State University articulate and implement a transparent governance structure that clearly outlines roles, responsibilities, and accountability for decision-making among all constituencies, including the governing body, administration, faculty, staff, and students?

#### 2. Governing Body Responsibilities and Integrity:

- Does the governing body at Morgan State University serve the public interest, ensure the fulfillment of the university's mission and goals, and maintain fiduciary responsibility for the academic quality, integrity, planning, and fiscal well-being of the institution?

- How does the governing body avoid conflicts of interest and undue influences that could affect their responsibilities?

### **3. Leadership and Autonomy:**

- How does the Chief Executive Officer (CEO) at Morgan State University demonstrate leadership in developing and implementing institutional plans, staffing, resource identification and allocation, and directing the institution toward achieving its goals and objectives?
- What measures are in place to ensure the CEO and the administration possess the required autonomy to fulfill their responsibilities effectively?

### **4. Administrative Capabilities:**

- Does Morgan State University have an appropriately sized and diverse administration with the necessary experience and expertise to assist the CEO in fulfilling their roles and responsibilities?
- How are administrative effectiveness and efficiency assessed and enhanced at the university?

### **5. Engagement and Systematic Evaluation:**

- How does Morgan State University engage with faculty and students to advance the institution's goals and objectives?
- What systematic procedures are in place for evaluating the effectiveness of governance, leadership, and administrative units?

### **6. Policy-Making and Financial Management:**

- How involved is the governing body in policymaking, particularly in financial affairs, to ensure integrity and strong financial management?
- What processes are established for a timely review of financial statements and for ensuring fiscal viability?

## **VI. Guidelines for Reporting**

To ensure consistency, clarity, and thoroughness in our self-study process, Morgan State University has established specific guidelines for reporting. These guidelines provide a framework for documenting evidence, analyzing data, and presenting findings in alignment with the Middle States Commission on Higher Education (MSCHE) standards. By adhering to these guidelines, we aim to produce comprehensive and coherent reports that accurately reflect our institution's strengths, challenges, and progress. This structured approach facilitates effective communication and supports our commitment to transparency and accountability throughout the self-study process.

After an initial orientation with: (1) Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition); (2) Evidence Expectations by Standard; and (3) Institutional Priorities and Lines of Inquiry; Past and Sample Reports, the working groups will establish a regular meeting schedule, develop lines of inquiry, identify, and assess evidence sources, and conduct relevant analyses. In collaboration with the working groups, the evidence group will support the collection and organization of evidence. In general, each chapter written by the Working Group will include:

- 👉 **Introduction:** Provide a brief overview of how the Working Group addressed criteria considering relevant institutional priorities.
- 👉 **Method and Analysis:** Provide an overview of the data that were compiled and analyzed and describe alignment of evidence with criteria for re-accreditation. It is this narrative that constitutes most of the report.
- 👉 **Strengths:** Provide a concise list of the institution's strengths, based on the analysis.
- 👉 **Areas for Improvement:** Briefly describe the issues that Morgan State University needs to address and/or opportunities for innovation.
- 👉 **Recommendations:** How can Morgan State University address the areas of improvement listed? The final Self-Study may not include every recommendation, but all recommendations will be compiled as part of the Self-Study process and discussed with appropriate governance groups and the chair of the Strategic Planning Committee.

### **Outline, Length, and Format**

- 👉 The outline is listed in the previous section (e.g., Introduction, Method).
- 👉 12-15 Doubled spaced pages.
- 👉 12-point font (Times New Roman, Calibri, or Arial)
- 👉 One space between sentences
- 👉 APA citation style for in-text citations and references
- 👉 Double number all tables and figures, using the chapter number first. For example, Table 3.2 would refer to the second table in Chapter Three. See MSU 2018 Self-Study Report for an example.

STEERING COMMITTEE AND WORKING GROUP REPORTS		
TIMELINE	MONTH	MAJOR TASKS
2024	March	Initial Steering Committee Meeting
2024	April	Steering Committee: Finalize Timelines and Working Group Schedule
2024	May	Morgan State University hosts MSCHE liaison for campus visit
2024	May-July	Working Group Chair & Co-Chair Role Clarification Meetings with ALO
2024	August	Self-Study Workshop for Steering Committee and Working Groups
2024	November	Working groups produce first drafts of their respective chapters (10-15 pages)
2024	December	Steering Committee produce the first draft of the Self-Study Report
2025	February	Subcommittees Submit Edits of First Draft of the Self-study to the Steering Committee
2025	March	Steering Committee Submits Second Draft of Self-study to the President
2025	April	Second Draft of Self-Study Presented to University Community
2025	May	Report on the Self-Study Presented to the Board of Regents
2025	August	Subcommittees Submit Edits of the Second Draft to the Steering Committee
2025	September	Steering Committee Revises Third Draft of the Self-Study
2025	October	Revised Third Draft Submitted to the President and to MSCHE Visiting Team Chair
2025	November	Report on the Self-Study Presented to the Board of Regents
2025	November	Regents Final Edits to Third Draft of Self-Study Completed
2025	December	Final Draft of Self-study Submitted to MSCHE Visiting Team

## VII. Organization of the Final Self-Study Report

The final self-study report of Morgan State University is meticulously organized to provide a clear and comprehensive assessment of our institution in alignment with the Middle States Commission on Higher Education (MSCHE) standards. This report is structured to present a cohesive narrative that integrates institutional data, analyses, and evidence of compliance with each standard, as a result, the Self-Study will be based on the reports from the seven working groups. We anticipate using the following structure:

### Title Page

- Title of the report
- Institution's name
- Date of submission

### Table of Contents

- Detailed outline of all sections and subsections, with page numbers

## **Executive Summary**

- Brief overview of the self-study process, key findings, and major recommendations
- Summary of how the institution meets each of the MSCHE standards

## **Introduction**

- Institutional context and background
- Purpose and goals of the self-study
- Description of the self-study process, including timeline and methodology
- Explanation of the organization of the report

## **Standards and Analysis**

### **Standard I: Mission and Goals**

- Description of the institution's mission and goals
- Analysis of how the mission and goals are developed, communicated, and evaluated
- Evidence of alignment between the mission, goals, and institutional activities

### **Standard II: Ethics and Integrity**

- Overview of institutional policies and practices related to ethics and integrity
- Analysis of compliance with ethical standards in institutional operations
- Evidence of adherence to policies and procedures

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

- Description of educational programs and learning experiences
- Analysis of curriculum development and assessment
- Evidence of student learning outcomes and program effectiveness

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

- Overview of student support services and resources
- Analysis of how student support enhances the student experience
- Evidence of effectiveness and impact of student support services

### **Standard V: Educational Effectiveness Assessment**

- Description of assessment processes for educational effectiveness
- Analysis of assessment results and their use in decision-making
- Evidence of continuous improvement based on assessment findings

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

- Overview of institutional planning and resource allocation processes
- Analysis of the effectiveness of planning and resource management
- Evidence of alignment between planning, resource allocation, and institutional improvement

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

- Description of governance structure and leadership roles
- Analysis of governance and administrative effectiveness
- Evidence of stakeholder engagement and decision-making processes

## **Conclusion**

- Summary of key findings and major recommendations
- Reflection on the self-study process and lessons learned
- Plans for addressing any identified gaps or areas for improvement

## References

- Comprehensive list of all references and sources cited in the report

## Index

- Alphabetical listing of key terms and topics covered in the report, with page numbers

## VIII. Annual Institutional Update (AIU)

The Annual Institutional Update (AIU) is a critical component of Morgan State University's continuous improvement and accreditation processes. The AIU serves as a yearly report submitted to the Middle States Commission on Higher Education (MSCHE), providing an overview of our institution's performance, progress, and key metrics. This update includes essential data and narratives that cover various aspects of our institution, such as:

1. **Student Achievement:** Metrics on enrollment, retention, graduation rates, and other indicators of student success.
2. **Institutional Resources:** Information on financial health, physical infrastructure, and human resources.
3. **Academic Programs:** Updates on program offerings, assessments, and outcomes.
4. **Strategic Priorities:** Progress on strategic goals and initiatives outlined in our strategic plan.
5. **Compliance and Reporting:** Evidence of compliance with MSCHE standards and federal regulations.

The AIU allows us to monitor our institutional effectiveness continuously, identify trends, and make data-driven decisions. It also ensures transparency and accountability, providing stakeholders with an accurate and up-to-date picture of our institution's status and progress. By regularly submitting the AIU, we demonstrate our commitment to maintaining high standards of quality and achieving our mission and goals. AIU indicators and metrics in areas such as student achievement, annual enrollment-FTE, and financial health are listed below.

### STUDENT ACHIEVEMENT

**Graduation Rates Strategy:** Continue to use proven academic support programs such as tutoring, mentoring, and advising.

#### Actions:

- Continue to use early alert systems to identify and support at-risk students.
- Continue to offer workshops on study skills, time management, and career planning.
- Continue to increase faculty-student engagement through regular check-ins and progress tracking.

**Retention Rates Strategy:** Continue to enhance the first-year experience through comprehensive orientation programs and freshman seminars.

#### Actions:

- Continue to use peer mentoring programs to help first-year students acclimate.
- The use of first-year seminar courses focusing on academic skills and campus resources will continue.
- Continue to conduct mid-semester check-ins to address any challenges faced by first-year students.

**Student Satisfaction Strategy:** Continue to foster a supportive and engaging campus environment.

**Actions:**

- Continue to conduct regular student satisfaction surveys and use feedback to make improvements.
- Continue to enhance student life through extracurricular activities, clubs, and organizations.
- Continue to ensure accessible and responsive student services, including counseling and health services.

**Total Enrollment Strategy:** Continue to implement targeted recruitment and retention initiatives.

**Actions:**

- Develop and execute comprehensive marketing campaigns to attract new students.
- Strengthen relationships with high schools, community colleges, and transfer institutions.
- Offer competitive scholarships and financial aid packages.

## **FINANCIAL HEALTH**

**Annual Revenue Strategy:** Continue to diversify revenue streams and enhance fundraising efforts.

**Actions:**

- Continue to increase efforts to secure grants and contracts from government and private sources.
- Continue to develop and implement a comprehensive fundraising strategy, including alumni giving and major gifts.
- Continue to explore new revenue opportunities, such as online programs and continuing education courses.

**Endowment Size and Growth Strategy:** Continue to grow the endowment through strategic fundraising and investment.

**Actions:**

- Continue to launch targeted endowment campaigns focused on specific goals and donor segments.
- Continue to work with financial experts to develop and implement a robust investment strategy.
- Continue to encourage planned giving and estate gifts to build the endowment over time.

## **IX. Self-Study Timetable**

The Self-Study Timetable outlines the key milestones and deadlines for Morgan State University's self-study process in preparation for reaccreditation by the Middle States Commission on Higher Education (MSCHE). This timetable serves as a roadmap, ensuring that all phases of the self-study are completed in a timely and organized manner.

Key elements of the timetable include:

1. **Preparation Phase:** Initial planning, formation of the Steering Committee and Working Groups, and orientation sessions.
2. **Data Collection and Analysis:** Gathering and analyzing data, conducting surveys, and engaging with various stakeholders.



3. **Drafting Phase:** Writing and reviewing drafts of the self-study report, incorporating feedback from the university community.
4. **Review and Revision:** Finalizing the self-study report, obtaining approvals from institutional leadership, and ensuring alignment with MSCHE standards.
5. **Submission and Visit Preparation:** Submitting the final report to MSCHE and preparing for the evaluation team visit.
6. **Evaluation Team Visit:** Hosting the MSCHE evaluation team and participating in on-site interviews and assessments.
7. **Post-Visit Activities:** Responding to the evaluation team’s findings and recommendations, and implementing any necessary changes.

This structured timetable helps ensure that each phase of the self-study is carefully managed and that all participants are aware of their responsibilities and deadlines. By adhering to this schedule, Morgan State University can effectively demonstrate its commitment to continuous improvement and accreditation standards.

<b>TIMETABLE FOR THE SELF-STUDY</b>			
	<b>YEAR</b>	<b>MONTH</b>	<b>MAJOR TASKS &amp; MILESTONES</b>
<b>AY 2023</b>	<b>2023</b>	<b>Sept-Oct</b>	<b>MSU Representatives attend Middle States Self-Study Institute</b>
	<b>2023</b>	<b>November</b>	<b>Timeline for the Self-Study</b>
<b>AY 2024</b>	<b>2024</b>	<b>January</b>	<b>Nomination of Steering Committee and Subcommittee Members</b>
	<b>2024</b>	<b>February</b>	<b>President Appoints Self-Study Steering and Subcommittee Members</b>
	<b>2024</b>	<b>February</b>	<b>First Draft of Self-Study Design Submitted to President and Provost</b>
	<b>2024</b>	<b>April</b>	<b>President Hosts Official Campus-Wide Kickoff of Self-study [April 4, 2024]</b>
	<b>2024</b>	<b>April</b>	<b>Steering Committee Reviews Second Draft of Self-study Design</b>
	<b>2024</b>	<b>April</b>	<b>Self-study Design Forwarded to MSCHE</b>
	<b>2024</b>	<b>April</b>	<b>Steering Committee and Subcommittees Begin Meetings and Data Collection</b>
	<b>2024</b>	<b>May</b>	<b>Self-Study Preparation Visit (SSPV) May 1, 2024</b>
	<b>2024</b>	<b>May</b>	<b>Self-Study Update and Committees Presented to Board of Regents</b>
	<b>2024</b>	<b>June</b>	<b>Self-Study Design Revised and Resubmitted to the President and to MSCHE</b>
	<b>2024</b>	<b>August</b>	<b>Self-Study Update and Committees Presented at Faculty Institute</b>
	<b>2024</b>	<b>October</b>	<b>Chairs Submit Preliminary Draft of Self-Study Chapters to Steering Committee</b>
	<b>2024</b>	<b>December</b>	<b>Steering Committee Submits First Draft of Self-Study to Subcommittees</b>
<b>AY 2025</b>	<b>2025</b>	<b>February</b>	<b>Subcommittees Submit Edits of First Draft of the Self-study</b>

TIMETABLE FOR THE SELF-STUDY			
	YEAR	MONTH	MAJOR TASKS & MILESTONES
	2025	March	Steering Committee Submits Second Draft of Self-study to the President
	2025	April	Second Draft of Self-Study Presented to University Community
	2025	May	Report on the Self-Study Presented to the Board of Regents
	2025	August	Subcommittees Submit Edits of the Second Draft of the Self-Study to the Steering Committee
	2025	September	Steering Committee Revises Third Draft of the Self-Study
	2025	October	Revised Third Draft of Self-Study Submitted to the President and to MSCHE Visiting Team Chair
	2025	November	Report on the Self-Study Presented to the Board of Regents
	2025	November	Regents Final Edits to Third Draft of Self-Study Completed
	2025	December	Final Draft of Self-study Submitted to MSCHE Visiting Team
	AY 2026	2026	Jan-Mar
2026		April	Site Visit by the MSCHE Team, Team Report, Institutional Response by April 15, 2026
2026		Jun-Nov	Commission Determines Action

## X. Communications Plan

The Steering Committee promotes communication throughout the Self-Study process among and between the Steering Committee, Working Groups, administration of the university, and other constituencies, such as the Board of Regents. Effective interaction is essential to ensuring the honesty, accuracy, and quality of the Self-Study. The overarching purpose of the communication plan of Morgan State University is to create a well-informed, engaged, and collaborative community of stakeholders who know, understand, and are committed to the mission of assuring student learning and institutional effectiveness. The purpose of the communication plan of Morgan State University is distilled into the following key objectives:

1. **Enhance Awareness and Understanding:** To increase awareness and understanding among all stakeholders about MSCHE's mission, accreditation standards, processes, and the value it adds to higher education. This involves demystifying the accreditation process and clarifying the role of MSCHE in ensuring educational quality and integrity.
2. **Engage and Involve Stakeholders:** To actively engage all stakeholders in a two-way communication process. Engagement aims to foster a collaborative environment where stakeholders are not just

recipients of information but also contributors to the accreditation dialogue.

3. **Support Institutional Compliance and Excellence:** To provide the Steering Committee, Working Groups, and stakeholders with the necessary resources, guidance, and support to meet and exceed accreditation standards. Effective communication ensures that stakeholders are well-informed about expectations, deadlines, and best practices for continuous improvement.
4. **Promote Transparency and Trust:** To maintain and enhance trust in Morgan by ensuring transparency in its operations, decision-making processes, and accreditation outcomes. This includes openly sharing information on institutional performance, accreditation decisions, and responses to changes in higher education environments.
5. **Facilitate Continuous Improvement:** To support a culture of continuous improvement within Morgan by sharing insights, research, and trends in higher education. Communication plays a key role in disseminating innovative practices and fostering a learning community among stakeholders.
6. **Crisis Management and Response:** To prepare and provide clear, prompt, and accurate communication in times of crisis or when sensitive issues arise. This ensures that Morgan maintains its credibility, manages risks effectively, and responds to challenges in a manner consistent with its values and mission.
7. **Policy and Standard Dissemination:** To ensure that all changes in policies, standards, and procedures are effectively communicated to stakeholders in a timely manner. This is crucial for maintaining compliance and adapting to evolving educational landscapes.

The Communication Plan will be used to regularly update institutional stakeholders about progress made during the self-study process, gather input and feedback and ensure an inclusive process. The communications strategic overview is included below.

Purpose	Audience	Methods	Timing/ Frequency	Responsible
Acquire information of the Self-study process, Standards for Accreditation and Requirements of Affiliation 14 <sup>th</sup> Edition, Guiding Principles, and Self-Study Design	The Steering Committee and Working Groups MSCHE Team	The MSCHE Self-Study Institute: <ul style="list-style-type: none"> <li>▪ Workshops and Seminars</li> <li>▪ Best Practices</li> <li>▪ Resources and Tools</li> <li>▪ Networking Opportunities</li> <li>▪ Feedback and Support</li> </ul>	October thru November 2023  Weekly meetings	President, Provost, ALO, Steering Committee

Purpose	Audience	Methods	Timing/ Frequency	Responsible
Educate MSU campus about the Self-Study process and federal and state regulations related to the reaccreditation process	All Constituents: Students, staff, faculty, deans, chairs, vice presidents, alumni, board members	MSCHE Kick-off <ul style="list-style-type: none"> <li>▪ Launching the Process</li> <li>▪ Raising Awareness</li> <li>▪ Building Engagement</li> <li>▪ Setting the Tone</li> <li>▪ Communicating Goals</li> <li>▪ Introducing Key Players</li> </ul>	Thursday, April 1, 2024	President, Dr. David K. Wilson
To share data, documents, and updates to the Steering Committee and Working Groups.	The Steering Committee and Working Groups	Google Share Drive Self-study Website Meetings (face-face & virtual) and emails	February 2024 through May 2026  Bi-weekly meetings	ALO, Steering Committee Chair and Co-chair
Educate MSU campus about the Self-Study process and feedback and next step on the Self-study design	All Constituents: Students, staff, faculty, deans, chairs, vice presidents, alumni, board members	MSCHE Self-Study Preparation Visit: <ul style="list-style-type: none"> <li>▪ Guidance and Advice</li> <li>▪ Clarification of Expectations</li> <li>▪ Review of Plans</li> <li>▪ Identification of Challenges</li> <li>▪ Engagement with Stakeholders</li> <li>▪ Feedback and Recommendations</li> <li>▪ Documentation and Resources</li> </ul>	Wednesday, May 1, 2024	MSCHE Liaison, ALO, Steering Committee Chair and Co-chair
To provide regular updates & progress reports to student	Undergraduate and Graduate Students	Self-study Website, Feedback form on website, Student Government Association	February 2024 through May 2026	Steering Committee, Chair & Co-chairs of the

Purpose	Audience	Methods	Timing/ Frequency	Responsible
		(SGA), social media, Graduate Student Council, Feedback from student representatives on the Steering Committee and Working Groups, Emails to student groups and to all student	Bi-weekly Steering Committee and Working Group Meetings  Quarterly emails to SGA & Graduate Student Council	Working Groups (1-7)  SGA President and Vice President  President of the Graduate Student Council
To provide regular updates & progress reports to faculty and staff	All Faculty and Staff at Morgan State University	Feedback to faculty and staff on the Steering Committee and Working Groups  Faculty and Staff Institute (fall & spring semesters) meetings and professional development  Feedback form on website; emails, virtual presentations  Update to the University Council (UC)  Campus-wide Announcement System	February 2024 through May 2026  Bi-weekly Steering Committee and Working Group Meetings  4-campus-wide updates at the faculty & staff institute  4 campus-wide updates to the UC  3-Minimum Announcements to all members of the faculty & staff at the university	Steering Committee, Chair & Co-chairs of the Working Groups (1-7)  Public Relations  Webmaster
To provide regular updates & progress reports to the Board of Regents (BOR)	<b>Board Members:</b>  Executive Committee,  Academic and Student Affairs Committee,	BOR Meetings  Q & A strategies  Feedback on Reports  Representation on the Self–Study Working Groups	Quarterly Board Meetings  A minimum of 4 updates and progress reports	President  Provost  Steering Committee Chair and Co-Chair

Purpose	Audience	Methods	Timing/ Frequency	Responsible
	Finance and Facilities Committee,  Audit Committee	President’s updates to the Board  Self-Study Website		
To provide regular updates & progress reports to Alumni	Alumni at the local, state, national, & international levels	Self-Study website  Alumni Association’s newsletter  emails  Social media posts  Virtual Meeting	Ongoing from February 2024 through May 2026  Quarterly updates  Minimum of 2 virtual meetings	Steering Committee Chair and Co-Chair  Alumni Association  International Affairs

**XI. Evaluation Team Profile**

Located in Baltimore, Morgan State University is Maryland’s premier public urban research university with a reputation for excellence in teaching, intensive research, effective public service, and community engagement. A classification of R2 was assigned to Morgan in 2018, a classification reserved for doctoral universities with high research activity in the Carnegie Classification of Institutions of Higher Education. By 2030, Morgan State University plans to become an R1 research university, or a university that engages in the highest level of research according to the Carnegie Classification of Institutions of Higher Education.

Our methodology and conclusions are open to discussion with colleagues from other institutions. The visiting team chair should preferably be a president or provost with previous experience as a MSCHE reviewer from a peer institution with a similar mission and student demographics. The team members should be familiar with the goals, aspirations, fiscal realities, and culture of HBCUs with graduate and continuing education programs. We are seeking colleagues with an understanding of the integration of social sciences, humanities, sciences, and the performing arts into liberal arts courses, as well as knowledge of undergraduate research and scholarship, community engagement, diversity planning, and honors programming.

## Team Chair

When selecting a team chair for Morgan State University's re-accreditation visit in April 2026, it is crucial to consider several key factors. The ideal candidate should have previous experience with Historically Black Colleges and Universities (HBCUs), ensuring they understand the unique challenges and opportunities these institutions face. This background will enable them to appreciate the cultural and historical context of Morgan State University, bringing relevant insights and best practices.

In addition, the chair should align with Morgan State's strategic goals, particularly in areas like student achievement, graduation rates, retention rates, student satisfaction, and annual enrollment. Their approach should support continuous improvement and strategic advancement. Furthermore, interpersonal and communication skills are equally vital; the chair must be an effective communicator, capable of articulating clear, actionable recommendations. They should foster a collaborative environment, handle sensitive issues with diplomacy and tact, and possess the ability to resolve conflicts amicably. These qualities will ensure a productive and constructive reaccreditation process, ultimately benefiting Morgan State University's long-term objectives.

## Peer and Aspirational Peer Institutions

<b>MHEC Funding Peers</b>		
<b>Institution Name</b>	<b>State</b>	<b>Carnegie Classification</b>
Bowling Green State University-Main Campus	OH	R2
Cleveland State University	OH	R2
CUNY City College	NY	R2
East Carolina University	NC	R2
Kent State University at Kent	OH	R1
Miami University-Oxford	OH	R2
Montclair State University	NJ	R2
North Carolina A & T State University*	NC	R2
Ohio University-Main Campus	OH	R1
Old Dominion University	VA	R1
Rowan University	NJ	R2
Rutgers University-Camden	NJ	R2
Rutgers University-Newark	NJ	R2
San Diego State University	CA	R2
SUNY College of Environmental Science and Forestry	NY	R2
University of Akron Main Campus	OH	R2
University of Massachusetts-Boston	MA	R2
University of Massachusetts-Dartmouth	MA	R2
University of Massachusetts-Lowell	MA	R2

University of North Carolina at Charlotte	NC	R2
University of North Carolina at Greensboro	NC	R2
University of North Carolina Wilmington	NC	R2
University of Toledo	OH	R2
William & Mary	VA	R2

<b>HBCU Peers</b>		
<b>InstitutionName</b>	<b>State</b>	<b>Carnegie Classification</b>
Florida Agricultural and Mechanical University	FL	R2
Jackson State University	MS	R2
Prairie View A & M University	TX	R2
Southern University and A & M College	LA	R2
Tennessee State University	TN	R2
Texas Southern University	TX	R2
University of Maryland Eastern Shore	MD	R2

<b>Urban Serving R1 (Aspirational Peers)</b>		
<b>Institution Name</b>	<b>State</b>	<b>Carnegie Classification</b>
Georgia State University	GA	R1
Ohio State University-Main Campus	OH	R1
Temple University	PA	R1
The University of Texas at Arlington	TX	R1
The University of Texas at San Antonio	TX	R1
University of California-Riverside	CA	R1
University of Cincinnati-Main Campus	OH	R1
University of Colorado Denver/Anschutz Medical Campus	CO	R1
University of Houston	TX	R1
University of Illinois Chicago	IL	R1
University of Memphis	TN	R1
University of New Mexico-Main Campus	NM	R1
University of North Texas	TX	R1
University of Wisconsin-Milwaukee	WI	R1



Wayne State University	MI	R1
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Urban Serving R2		
Institution Name	State	Carnegie Classification
California State University-Fresno	CA	R2
Indiana University-Purdue University-Indianapolis	IN	R2
Portland State University	OR	R2
University of New Orleans	LA	R2
Wichita State University	KS	R2
University of Missouri Kansas City	MO	R2

## XII. Strategies for Managing the Evidence Inventory

A comprehensive approach to managing evidence inventory is a priority for Morgan State University. At Morgan State University, we take a strategic approach that not only supports successful accreditation outcomes but also fosters a culture of continuous improvement and accountability. An integrated team, encompassing the Assistant Vice President for Outcome Assessment and Program Review, Director of Institutional Research, Associate Vice President for Academic Affairs, Chair of Public and Allied Health, Assistant Director of Institutional Research, Interim Associate Dean for the School of Engineering, and Associate Professor in the School of Business and Management, has been established. This team is responsible for overseeing the university's data management process. These members will collaborate with stakeholders, including the Steering Committee and Working Groups, to ensure efficient data management and evidence inventory. The evidence inventory at Morgan State University serves multiple purposes in the accreditation process:

- 👉 **Demonstration of Compliance:** It provides a clear and organized way to show how the institution meets or exceeds each of the MSCHE's standards for accreditation. This includes demonstrating effective governance, financial stability, student support services, faculty qualifications, academic offerings, and outcomes assessment, among others.
- 👉 **Self-Assessment Tool:** The process of compiling the evidence inventory encourages the university to conduct a thorough self-assessment, identifying strengths and areas for improvement. It facilitates a reflective process that is central to the philosophy of continuous improvement in higher education.
- 👉 **Basis for Peer Review:** The inventory will be utilized by peer evaluators during the accreditation review process as a primary source of evidence. Evaluators will use the inventory to assess the compliance with MSCHE standards before and during site visits.
- 👉 **Framework for Institutional Improvement:** Beyond accreditation, the evidence inventory will serve as a resource for institutional improvement. By systematically organizing evidence of performance across different areas, Morgan State University will be in a better position to identify opportunities for enhancement and track progress over time.

The two most important documents for the evidence inventory are: (1) "Growing the Future, Leading the World: The Morgan State University Strategic Plan, 2011-2021; and (2) Transformation Morgan: Leading the Future (2021-30). The Steering Committee and the Working Groups will collect and evaluate other data and evidence, including but not limited to:

### **Standard I: Mission and Goals**

- 👉 Morgan State University Mission and Vision Statements
- 👉 Key Initiatives and Documents in Support of the Mission and Vision Statements
- 👉 Board of Regents By-Laws
- 👉 Board of Regents Policies and Procedures including, but not limited to, Appointment, Promotion and Tenure Policy; Code of Student Conduct; Sexual Misconduct, and Intellectual Property
- 👉 Minutes of Board of Regents Meetings
- 👉 University Council Constitution and By-Laws
- 👉 Minutes of University Council Meetings
- 👉 Morgan State University Faculty Handbook
- 👉 MHEC State Plan for Post-secondary Education

### **Standard II: Ethics and Integrity**
















- 👉 Morgan Mission and Vision Statements and Core Values
- 👉 Appointment, Promotion, and Tenure (APT) Policy
- 👉 College/Divisional/Unit Promotion and Tenure Policies
- 👉 Student Grievance Policy and Practices
- 👉 Board of Regents Policies and Procedures (including but not limited to Appointment, Promotion and Tenure Policy; Code of Student Conduct; Sexual Misconduct, Conflicts of Interest and Commitment, Nepotism, Non-discrimination, and Intellectual Property)
- 👉 Faculty and Staff Grievance Policies and Practices
- 👉 ADA/Section 504 Policies and Processes
- 👉 Institutional Review Board (IRB) Policies
- 👉 Title IX Related Policies and Processes
- 👉 Sample public relations materials presented to current and prospective students and the wider University community.

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











- 👉 Course Offerings
- 👉 Library and Laboratory Resources
- 👉 Degree Audits
- 👉 Learning Outcomes
- 👉 Program Approval Procedures
- 👉 Program Review Procedures
- 👉 Course Assessments
- 👉 General Education Framework
- 👉 Faculty Credential Data
- 👉 Faculty Development Initiatives

-  Samples of Syllabi across the Disciplines
-  Undergraduate and Graduate Catalogs
-  Academic Advisement Process







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

-  Advising Procedures and Process
-  Student Handbook
-  Admissions and Website
-  Student Success and Retention
-  New Student Orientation
-  New Student Orientation Program
-  Student Government Process
-  Faculty Handbook
-  Living/Learning Communities
-  Placement/Testing Processes
-  Financial Aid and Website
-  Open House Initiatives
-  Athletics
-  Clubs/Organizations
-  National Survey of Student Engagement (NSSE)











#### **Standard V: Educational Effectiveness Assessment**

-  Academic Affairs and Initiatives on Learning Outcomes Assessment
-  Assessment Plans for the Academic and Non-Academic Units
-  Annual Reports of Academic and Non-Academic Units
-  General Education and Learning Outcomes
-  Academic Program Reviews
-  Survey Reports by the Career Center
-  Distance Education Guidelines and Procedures
-  Specialized Accreditation Reports
-  Dashboard
-  Performance Accountability Report












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

-  University Strategic Plan
-  Current Facilities Master Plan
-  Current Capital Budget Request
-  Current Five-Year Capital Improvement Plan
-  Current Five-Year Academic Plan
-  Information Technology Master Plan (Including Life Cycle Replacement)

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

-  Morgan State University Mission Statement
-  Board of Regents By-Laws
-  CIO Policy
-  Board of Regents Policies and Procedures
-  Minutes of Board of Regents Meetings
-  University Council Constitution and By-Laws
-  Minutes of University Council Meetings
-  Morgan State University Faculty Handbook
-  Student Government Constitution
-  Similar documents from other “peer” and “peer aspirant” institutions listed in the MHEC-IPEDS for comparison purposes (if necessary)

## **Compliance Standards**

-  Title IV Cohort Default Rate
-  Federal Family Educational Loans
-  W. D. Ford Federal Direct Loans
-  University Financial Literacy Programs
-  Transfer of Credit Documents
-  The Articulation System for Maryland Colleges and Universities (ARTSYS)
-  Assignment of Credit Hours Policy
-  §13B.02.01.12 of the Code of Maryland Regulations (COMAR).
-  Student Identity Verification Process
-  Code of Student Conduct
-  Conflict Resolution (Module)
-  US Department of Education Program Review
-  A-133 Audit (ABE)
-  PNC Contract for Financial Literacy Program
-  Official Program Accreditation Documents
-  EEO Guidelines on Student Complaints
-  FERPA Disclosure
-  MHEC Policy and Procedures on Student Complaints
-  Academic Affairs Policy and Procedures on Student Complaints

## **Document Storage and Management**

A key resource for managing tasks is the Self-Study website as well as the Self-Study *Google Drive* folders. Google Drive will serve as a means of managing the work of the Steering Committee and Working Groups. The minutes, drafts of the report, and drafts of the gap analysis will be saved in the Self Study folder of each working group. Members of the Middle States Working Group and Steering Committee will have access to folders. Under the Evidence Inventory folder, each standard's evidence will be saved in the specific working group subfolder. There will also be two subfolders within each group's evidence inventory

folder that will contain documents and data that may be applicable to all working groups. Drafts of Work Group Reports will be housed in Google Drive. All stakeholders know and are familiar with the use of Google Drive for improving communication and project management.

Additionally, Morgan State University will implement two frameworks to improve data collection, analysis, and management. The first is a basic model for collecting and managing data. The second is a logic model for improving the overall Self-Study process. The basic model contains elements of data collection and management covered during the Self-Study Institute in October 2023. The logic model reflects the results of several workshops held at the university in the past two years regarding the use of logic models to improve teaching, research, and service outcomes. The logic model will assist Morgan State University in planning, executing, and assessing the accreditation process, allowing the university to demonstrate compliance with MSCHE standards in an efficient manner. Elements of each model are listed below.

### Basic Model for Collecting and Managing Data

<p><b>Standard criteria/research questions:</b></p>	<p><b>Documents, Processes, Procedures:</b></p>	<p><b>Office/Location/Contact Person:</b></p>
<p><b>Group Member Responsible:</b></p>	<p><b>Status:</b></p>	<p><b>Evidence:</b></p>
<p><b>Comments, Observations, Information Provided:</b></p>	<p><b>Gaps:</b></p>	<p><b>Suggested Actions, Recommendation:</b></p>

## Logic Model for Collecting, Processing, and Managing Data

