Performance Accountability Report

August 2021

Morgan State University

Mission

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.

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

1. Enhancing Student Success;

2. Enhancing Morgan's Status as a Doctoral Research University;

3. Improving and Sustaining Morgan's Infrastructure and Operational Processes;

4. Growing Morgan's Resources; and

5. Engaging with the Community.

Institutional Assessment Results

Goal 1: Enhancing Student Success

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

For the fall 2014 cohort, the most recent year that MHEC has data, 48% of those students graduated from Morgan State University or other institutions in Maryland within six years. For African American freshmen, the six-year graduation rate also is 48%. The graduation rate of the university is higher than would be predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university's goal is to increase graduation rate to 50% by 2025.

Second-year retention rates have been above 70% for the past ten years, increasing from 68% for the 2009 cohort. Second year retention rates have averaged around 74% for all students. Second-year retention rates for African American students have averaged around 74%.

Morgan State University has a well-established approach to enhancing student success, including: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or GPA do not meet the University's criteria for admission (CASA Academy); a summer bridge program for incoming freshmen majoring in Engineering (PACE) designed to increase their likelihood of successful and timely degree completion; an early alert and response system for faculty to alert students and advisors to students showing signs of being in jeopardy (Starfish); Degree Works, the University's degree auditing system; a Tutoring Center that offers one-on-one peer tutoring; a mandatory four day summer freshman orientation experience (Access Orientation).

The Enrollment Management and Student Success division has continued with a 3rd year of EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate to identify, contact, and monitor students in specific subgroups. EAB Metrics Mapping reports and nudges are now a standard component of the Morgan workflow every semester. EAB Advanced Filter saved searches and draft email communications have been created for students with low first semester GPAs, low cumulative GPAs, Pell-eligible students, students who earn fewer than 15 credits per semester, students who have not enrolled for the upcoming term, and students who are eligible for specific scholarship opportunities. Dozens of EAB campaigns are sent to students to encourage them to register for the upcoming semester, especially to students who had stopped-out for one or more semesters. One of our signature innovations is the Reclamation Project, in which we invite students back who left the University in good academic standing (2.0 GPA or better) and earned at least 90 credits to return in their 5th or 6th academic year to finish Morgan "on-time" in six consecutive years or less. These initiatives are aligned with the State higher education goals of ensuring equitable access and promoting student success.

Another best practice is that all first-year freshman students at Morgan are advised by professional staff from the Center for Academic Success and Achievement (CASA) and the Office of Student Success and Retention (OSSR). Holds are placed on every first-year student's account preventing them from making changes to their course schedule without consulting with an academic advisor first. Once first-year students have earned at least 24 credits with a 2.0 minimum cumulative GPA and a declared major, they are reassigned to their departmental/faculty advisor for the balance of their matriculation. All of the notes from first-year advising meetings are saved in Starfish for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through Starfish.

Morgan State University continues to provide higher education access to a segment of the population which faces financial constraints and challenges which impact our retention and graduation rates. Fifty-three percent of our undergraduates are Pell recipients. However, Pell grants only cover about a third of the cost of attendance for an in-state student. The six-year

graduation rate for Pell recipients has increased from 32% in 2018 to 42% in 2021. The University has begun new initiatives to increase the success of our Pell recipients. Special campaigns are undertaken to identify Pell recipients who have not completed their financial aid applications, or registered early for the next term, or have not registered for 15 credits. These targeted initiatives should continue to have a positive effect on Pell recipients' success.

Beginning last year, out of concern for the unknown consequences of the COVID-19 pandemic on enrollment, several rounds of emails to students were added to the withdrawal process for students who request to withdraw from their classes. The emails offer financial support and explain various academic support options for their matriculation. Many students responded to the emails with detailed reasons for their decision to withdraw including mental health challenges such as depression and anxiety, medical conditions such as COVID, death and/or sickness of family members, financial hardship, housing insecurity, conflicts with work schedules, and problems with remote learning. Morgan was able to help a good number of students to stay enrolled as a result of the changes to the withdrawal process; the new process will continue indefinitely.

The University is facing increasing competition nationally for high-ability students as the number of high school graduates' transition from an era of growth to one of modest decline. This trend, coupled with tightening amounts of institutional funding allocated to high-ability students at Morgan State University, has led to our inability to provide scholarships for all potential honors students. Despite these demographic and fiscal realities, honors freshmen comprised 21% of the incoming freshmen in fall 2020. Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 10.9% of our student body are members of other racial/ethnic groups or are international.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations. The percentage of transfer students from Maryland community colleges, however, has declined from 3.3% in 2017 to 1.8% in 2021. Transfer Student Programming (TSP) at Morgan assists transfer students with orientation, transition, and onboarding once they have been evaluated by Transfer Evaluation and Articulation (TEA) in the Registrar's Office. TSP continues to build transfer student pipeline programs such as the CONNECT program. Since last year, TSP has completed revamped transfer student orientation with a new more detailed orientation experience known as *Bear Notes*. TSP also has been working with the transfer coordinators in each college/school at Morgan to make sure that all transfer students receive early and accurate advisement and access to registration through the technology tools Degree Works and Schedule Planner. TSP partners with the Registrar's Office and TEA to provide the best possible experience for new transfer students. Additionally, the University is working with the Thurgood Marshall Fund and McKinsey and Company to develop initiatives to increase our percentage of transfer students.

The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified its in-state recruitment philosophy to position the University to continue its enrollment growth. The percentage of applicants from urban districts has averaged 34% for the past six years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. The number of bachelor's recipients in the STEM fields has steadily increased from 210 in 2017 to 319 in 2021. Two initiatives with Google and Intel provide our STEM students with opportunities to work with these leading innovators in technology.

For the past, several years, Morgan State University has continued to rate well in relation to its outcome quality indicators. The ability of graduates to gain employment in fields related to their majors is comparable to the statewide average. For the 2017 to 2021 period, survey results indicate that on average 60% of our alumni were employed in Maryland one year after graduation. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for advanced degree programs. Undergraduate students at Morgan State University have continued their studies in graduate school or first professional degree programs. Based on survey results, graduate or professional school going rate is about 37% during the 2017-2020 period.

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

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

The University awarded 71 doctoral degrees during Academic Year 2019-2020, in keeping with the University's new Carnegie designation as an R2. This number reflects the quality and expansion of the University's inventory of doctoral programs, which has also made the university one of the state's primary sources of doctoral degrees granted to African Americans in critical fields, such as engineering and public health.

MSU's research enterprise had a record-breaking year, with a substantial increase in the number of grant submissions. Thus far, in Fiscal Year 2021, we have submitted 241 grant applications for over $140 million, and received 102 new awards for over $29 million. We expect to reach 250 submissions worth $142 million by the end of the fiscal year. This is substantially higher than our previous numbers. The number of submissions has increased by approximately 2.5-fold (150% increase) from 104 in 2017 to 250 in 2021 in only four years.

MSU has several major prestigious grants funded by the National Institutes of Health (NIH). ASCEND (A Student-Centered Entrepreneurship Development Training Model to Enhance the Diversity of Biomedical Research Workforce) is an NIH-funded cooperative agreement that brings approximately $4 million to the campus every year (cumulatively $40 million over 10 years), resulting in enhanced research infrastructure, preparedness of faculty members, and training of the students in biomedical research. Another major NIH-funded cooperative agreement is the Research Centers in Minority Institutions (RCMI), which bring over $3 million to the campus every year (cumulatively $15 million over 5 years). The funds are spent for enhancing the research infrastructure of the university, as well as conducting research on health disparities in Baltimore. We have several other research and training grants from the NIH, all contributing to Morgan's move toward R1.

National Science Foundation (NSF) is another major source of funding for MSU researchers. In the Fiscal Year 2021, we have thus far submitted 82 grants to the NSF and received 21 new awards from the agency. This year, we have applied for several major grants from the NSF, including the CREST Center, which if funded, will substantially boost MSU's research.

The GESTAR cooperative agreement is a NASA award to the University Space Research Association (USRA), Morgan State University (MSU) and other partners. GESTAR primarily supports NASA's Earth Science Division within the Science Mission Directorate. The GESTAR MSU program is comprised of 17 Goddard-based scientists and a 2-person program office. GESTAR continues to receive top marks from NASA for research. The program is in the 10th year of funding. The current value of GESTAR MSU is $21,042,171.

The School of Social Work has been awarded over six million dollars in grant funds which cover a wide range of projects which support services for the community as well as training for Social Work Students.   Brief descriptions of the grants that provide stipends to Morgan's students follow.   The Title IV-E Education for Public Child Welfare Program, funded by the Department of Human Services and The University of Maryland Baltimore, annually supports Morgan State University's recruitment and training of 12 MSW students who are DHS employees for participation in the Title IV-E Education in Public Child Welfare Work-Study Program. The Substance Use Disorder & Health Initiative for Education and Leadership Development (SHIELD), funded by the Maryland State Department of Health Behavioral Health Administration, provides training to students on opioid use disorders/substance use disorders (OUD/SUD) topics and Screening, Brief Intervention, and Referral to Treatment (SBIRT). The Substance Use Disorder Training, Education, and Practice with Urban Populations (STEP-UP) Fellowship Program (STEP-UP) is a collaborative workforce development program with the University of Maryland and Salisbury University MSW Programs. It provides a one-year fellowship to advanced standing and/or ASP MSW students at Morgan who are ineligible for the other behavioral health fellowships. The STEP-UP fellowship program provides each fellow with specialized substance use related training to better engage and equip them to participate in the workforce. The Child Support Research Project, funded by the Maryland State Department of Human Services and the Child Support Administration ("DHS/CSA"), the Child Support Research Project recruits and trains four undergraduate students, Community Research Scholars, to develop qualitative and quantitative research instruments per year. The project explores low-income African American experiences and service needs of fathers. The Maryland Behavioral Health Integration in Pediatric Primary Care (B-HIPP) project at Morgan State University works to develop behavioral health support services to pediatric and primary care providers through the placement of MSW interns.

MSU faculty members have been remarkably successful in publishing the results of their research. Stanford University listed 6 of MSU's faculty members among the top 2% researchers in the world. Several faculty members have over 5,000 citations to their research, and one has even over 20,000 citations. We hope that funds allocated to create endowed professorships will bring more such faculty members to Morgan, elevating the research status of the university.

Goal 3: Improving and Sustaining Morgan's Infrastructure and Operational Processes

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

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past five years is 2%. The average increase in gas usage for the past five years is 7%. A plan has been developed for fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus-wide.

The Division of Information Technology (DIT) successfully completed a nimble development and expansion of the **VDI** (Virtual Desktop Infrastructure) (branded as *BearAccess*) to facilitate employee teleworking and provided **VCL** (Virtual Computer Labs) to students in summer 2020. In order to protect Morgan's business assets, we integrated secure, encrypted email transmission and identity management capabilities with **Virtru** and **Duo Security**. To date, there are universities still strategizing ways in which to develop and deploy an innovative environment comparable to the one now available at Morgan State University.

Additionally, the university's vision for a flexible instruction model was brought to life via a 3-phase campus-wide classroom AV upgrade project. This accelerated project has empowered Morgan State University with a competitive advantage in state-of-the-art instructional delivery technology against other higher education institutions. Phase 1 of the project was completed by the start of the fall 2020 semester and phase 2 was completed in spring 2021. To date, approximately 100 rooms have been upgraded. The third and final phase of this project, which includes over 140 additional classrooms, is currently underway with an anticipated completion of January 2022.

Goal 4: Growing Morgan's Resources

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

The Division of Institutional Advancement engages and solicits an institutional portfolio of 160 corporations and foundations; a major gifts portfolio of 3,000 plus alumni and friends who have capacity to make gifts at the $10,000 plus giving level; an annual fund portfolio of 30,000 plus alumni and friends who make gifts in the range of $1-9,999; a planned giving portfolio of 5,644 mature alumni; and a young alumni portfolio of 6,000 recent graduates. At this writing, we are still finalizing fundraising results and going through the FY' 21 audit process but, estimate that cumulative private and philanthropic support during the period FY'11 to FY'21 has increased to $147.7M. FY'21 was a phenomenal year for fundraising at Morgan with the $40M gift from philanthropist, MacKenize Scott as well as several new six and seven figure institutional gifts from corporations and foundations.

Goal 5: Engaging with the Community

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

Morgan State University has a strong commitment to serve the residents of Baltimore City, Maryland, and the nation as evidenced by its numerous partnerships with local school, government agencies, businesses and industries, and community organizations. Overall, Morgan has 175 partnerships with Baltimore City Public Schools, 40 partnerships with other state public school systems, and 378 partnerships with other government agencies, businesses, industries, non-profit, and community organizations. Morgan's signature community service program is the Morgan Community Mile which serves neighborhoods in Northeast Baltimore that are within a 1-mile radius of the campus. This area includes nine communities encompassing 56 community associations.

Morgan State University's students also play an active role in the local area. This past academic year approximately 900 students participated in University sponsored internship and field experience classes. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually.

Institutional Response

This year, the Commission requests that you respond to **one** of the following three prompts for the institutional response:
 • Please specify how your institution utilized CARES funding over the past year. What are some ways your institution was able to leverage those funds for student access and success?
 • What are three of the biggest challenges your institution faced due to the COVID pandemic?
• What are three COVID-related initiatives/programs your institution implemented that your institution will be adopting permanently?

Response:

Our institution, as institutions across the nation, faced multiple challenges due to the COVID pandemic. One challenge was moving classes from face-to-face modality to online modality within a few weeks. Academic Affairs Directives for continued instruction was developed for fall 2020 and spring 2021. Resources for Remote Instruction include and are not limited to: (1) Canvas - the Learning Management System; (2) Zoom, Google Meet and Microsoft Teams; and (3) suggested best practices for supporting the quality of remote instruction. In addition, the transition to virtual learning, in response to COVID-19, offered the opportunity for the academic and non-academic leaders campus-wide to innovate and collaborate. Faculty members were very resourceful in ensuring the continuation of high-quality instruction, advising, and student engagement. The academic calendar for Spring 2020 was modified. Students at the undergraduate and graduate levels did not return to campus after Spring Break in March 2020. Final examinations and course evaluations schedules were extended by two weeks than the normal timelines.

A second challenge was moving staff from working on campus to teleworking. Guidelines in accordance with state protocol were developed and implemented. Since mid-March 2020, most employees of the University have been teleworking in accordance with the guidelines provided by Governor Larry Hogan's various Executive Orders and at the direction of President, David K. Wilson, and the Board of Regents. The Campus Reopening & Readiness/Preparedness Committee (CRRPC) developed a comprehensive campus re-opening plan for fall 2021. The developed plan is in alignment with State and local orders, and in adherence to the guidance provided by the Centers for Disease Control (CDC).

A third challenge was setting up a COVID-19 testing protocol for those students and employees who were required to be on campus. Students and employees required to be on campus participated in a weekly COVID-19 testing. Students and employees will be required to be fully vaccinated before returning to campus in August 2021. Students and employees who are granted exemptions for medical or religious reasons will be required to participate in a weekly testing protocol. The University has established the Morgan Campus Health Monitoring and Response Team (MCHMRT) to manage outcomes in the event positive cases emerge on campus. The University Health Center (UHC) is working with local and state health officials for all matters pertaining to testing, temperature checks, contact tracing, case reporting and mitigation management (quarantine plans). The UHC, along with the University Counseling Center, is incorporating telehealth, online appointments, and rapid triage into its operational plans.

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MISSION

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Morgan State University is, by legislative statute, Maryland's public urban university. Morgan serves the community, region, State, nation, and world as an intellectual and creative resource by supporting, empowering, and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross-section of the population in a comprehensive range of disciplines at the baccalaureate, master's, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. These goals and objectives reflect the University's ten-year strategic plan, which focuses on the five strategic goals including: Enhancing Student Success, Enhancing Morgan's Status as a Doctoral Research University, Improving and Sustaining Morgan's Infrastructure and Operational Processes, Growing Morgan's Resources, and Engaging with the Community.

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KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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Goal 1. Enhancing Student Success: Morgan will create an educational environment that enhances student success.

Obj. 1.1 Increase the graduation rate of Morgan undergraduates to 45 percent by 2023.

Obj. 1.2 Increase the graduation rate of PELL recipients to 40 percent by 2023.

Obj. 1.3 Increase the second-year retention rate of Morgan undergraduates to 80 percent by 2023.

Obj. 1.4 Increase the percent of high-ability freshmen to 27 percent by 2023.

Obj. 1.5 Increase the diversity of undergraduate students to 18 percent by 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Six-year graduation rate	35%	39%	42%	46%	48%	46%	47%
Six-year graduation rate of African-Americans	34%	39%	42%	48%	48%	46%	47%
Six-year graduation rate of PELL recipients	32%	32%	36%	38%	42%	40%	42%
FTE student-authorized faculty ratio	22.4:1	18.4:1	18.1:1	17.9:1	18.8:1	18.5:1	18.5:1
Average class size of first year course offering	31	25	25	26	28	25	25
Percent of first-year courses taught by full-time faculty	28%	32%	30%	34%	44%	32%	32%
Second-year retention rate	71%	74%	72%	75%	77%	71%	73%
Second-year retention rate of African-Americans	70%	71%	72%	76%	78%	71%	73%
Number of honor freshmen enrolled	217	188	228	282	246	440	460

Percent of honor freshmen enrolled	19.0%	16.0%	14.0%	21.0%	21.0%	22.0%	23.0%
Total percent of diverse students	18.0%	18.4%	15.4%	12.6%	10.9%	10.9%	12.6%
Percent of Asian or Native Hawaiian students enrolled	1.0%	1.0%	0.7%	0.9%	0.7%	0.7%	0.9%
Percent of Native American students enrolled	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%
Percent of Caucasian students enrolled	1.9%	1.9%	1.8%	1.7%	1.6%	1.6%	1.7%
Percent of Hispanic students enrolled	3.5%	3.3%	3.4%	3.9%	4.4%	4.4%	3.9%
Percent of International students enrolled	11.4%	12.1%	9.3%	6.0%	4.0%	4.0%	6.0%

Obj. 1.6   Increase the percentage of Maryland community college transfer students as a percent of undergraduate enrollment to 10 percent by 2023.

Obj. 1.7   Maintain the pool of college applicants to Morgan from urban school districts in Maryland at 40 percent in 2023.

Obj. 1.8   Increase the number of bachelor's recipients in science, technology, engineering, and math (STEM) fields to 240 by 2023.

Obj. 1.9   Increase the number of baccalaureates awarded in teacher education to 70 by 2023.

Obj 1.10   Increase the percentage of students satisfied with their preparation for graduate/professional study to 98 percent by 2023.

Obj 1.11   Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 98 percent by 2023.

Obj 1.12   Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 95 percent by 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Percent of Maryland community college transfer students	3.3%	2.2%	2.4%	2.1%	1.8%	1.8%	3.0%
Percent of freshman applicants from urban districts	29.6%	35.0%	36.0%	36.5%	32.0%	36.5%	38.0%
Percent of students accepted from urban districts	61.1%	65.0%	66.0%	69.6%	72.0%	69.6%	68.0%
Percent of students enrolled from urban districts	48.1%	38.0%	38.0%	33.9%	25.0%	33.9%	42.0%
Total number of STEM bachelor's recipients	210	230	327	361	319	320	313
Number of underrepresented minority STEM bachelor's recipients	170	172	191	195	231	222	249
Number of women STEM bachelor's recipients	85	74	88	112	106	114	130
Number of baccalaureates awarded in teacher education	90	87	75	51	71	75	75
Praxis pass rate	100%	100%	100%	100%	100%	100%	100%

Number of new hires teaching in Maryland schools	27	26	23	15	22	20	25
Percent of students who attend graduate/professional schools	48%	48%	44%	45%	25%	45%	45%
Percent of students rating preparation for graduate/professional school excellent, good, or fair	100%	87%	100%	95%	92%	100%	100%
Percent of bachelor's recipients employed one year after graduation	81%	81%	69%	74%	84%	85%	85%
Percent of bachelor's recipients employed in Maryland one year after graduation	76%	76%	50%	50%	68%	70%	75%
Percent of students rating preparation for jobs excellent, good, or fair	91%	76%	90%	84%	91%	100%	100%
Percent of employers satisfied with employees who are Morgan bachelor's recipients	89%	90%	95%	100%	98%	100%	100%

Goal 2. **Enhancing Morgan's Status as a Doctoral Research University: Morgan will enhance its status as a doctoral research university.**

Obj. 2.1 Increase research grants and contract awards to $38 million by 2023.

Obj. 2.2 Increase scholarly publications and activities to 3.5 per full-time tenured/tenure track faculty by 2023.

Obj. 2.3 Increase the number of doctorate degrees awarded to 55 by 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of faculty engaged as Principal Investigators in funded research or contracts	70	70	84	89	71	88	90
Value of grants and contracts (millions)	$31.0	$34.0	$31.3	$35.0	$34.0	$37.0	$38.0
Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.1	3.2	3.4	3	3.2	3.3	3.5
Total doctoral degree recipients	53	54	71	78	71	70	75
Doctoral degree recipients in STEM	9	9	12	17	20	15	15

Doctoral degree recipients in non-STEM	44	45	59	61	51	55	60

Goal 3. **Improving and Sustaining Morgan's Infrastructure and Operational Processes: Morgan will enhance its infrastructure and processes.**

Obj. 3.1 Reduce campus electricity usage by 7 percent by 2023 through effective conservation measures, persistent curtailment, and enhanced efficiency services for the expanding number of facilities on its campus.

Obj. 3.2 Reduce campus natural gas usage by 7 percent by 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Change in electricity usage	2.0%	-2.0%	-2.0%	-2.0%	-5.0%	-5.0%	-5.0%
Change in natural gas usage	2.0%	6.0%	6.0%	6.0%	8.0%	8.0%	7.0%

Goal 4. **Growing Morgan's Resources: Morgan will expand its human capital as well as its financial resources.**

Obj. 4.1 Increase cumulative private and philanthropic donations to $40 million by 2023.

Obj. 4.2 Maintain the alumni giving rate at 17 percent through 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Cumulative private and philanthropic donations (millions)	$40.0	$51.0	$63.0	$73.5	$147.7	$160.0	$175.0
Calendar year alumni giving rate	17.0%	17.0%	17.0%	14.0%	14.0%	15.0%	16.0%

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Goal 5. **Engaging with the Community: Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.**

Obj. 5.1 Increase partnerships with Baltimore City public schools, government agencies, businesses and industries, and non-profit and community organizations to 375 by 2023.

Obj. 5.2 Increase the number of students participating in University-sponsored community service to 630 by 2023.

Performance Measures	2017 Act.	2018 Act.	2019 Act.	2020 Act.	2021 Act.	2022 Est.	2023 Est.
Number of partnerships with Baltimore City public schools	160	165	175	175	175	175	175
Number of partnerships with other State public schools	25	30	40	40	40	40	40
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	375	377	378	378	378	375	375
[2] Number of students participating in University-sponsored community service	650	2000	2,000	2,000	900	630	630

NOTES

[1] Data for 2021 is estimated because the measure is reported on a calendar year basis.

[2] Starting in 2018, data accounts for more university-sponsored programs.

Metric	Type (Input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information	Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability
					DATA DEFINITIONS AND CONTROL PROCEDURES					
Six-year graduation rate	Output	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation	MSU editing process and MHEC editing process
Six-year graduation rate of African-Americans	Output	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation	MSU editing process and MHEC editing process
Six-year graduation rate of PELL recipients	Output	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.	MSU editing process and MHEC editing process

FTE student-authorized faculty ratio	Input	FTE student divided by authorized faculty.	Morgan State University (MSU) Budget Office	MHEC, Morgan- EIS, EDS	MSU - Institutional Research, Budget Office	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	FTE student divided by authorized faculty.	MSU editing process and MHEC editing process
Average class size of first year course offering	Input	Enrollment of Fall 100 level courses.	MSU Banner Student Information/Human Resources	MHEC, Morgan- EIS, EDS	MSU - Institutional Research, Human Resource	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Enrollment of Fall 100 level courses.	MSU editing process and MHEC editing process
Percent of first-year courses taught by full-time faculty	Input	Budgeted positions.	MSU Banner Student Information/Human Resources	MHEC, Morgan- EIS, EDS	MSU - Institutional Research, Human Resource	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Budgeted positions.	MSU editing process and MHEC editing process
Second-year retention rate	Output	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	MSU editing process and MHEC editing process
Second-year retention rate of African-Americans	Output	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS)	MHEC, Morgan- EIS, DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.	MSU editing process and MHEC editing process

Number of honor freshmen enrolled	Output	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	MSU editing process and MHEC editing process
Percent of honor freshmen enrolled	Output	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Honor freshmen with a combined average math and verbal SAT score of 1,080 or higher or ACT score of 22 or higher.	MSU editing process and MHEC editing process
Total percent of diverse students	Output	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.	MSU editing process and MHEC editing process
Percent of Asian or Native Hawaiian students enrolled	Output	Students of Asian or Native Hawaiian race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of Asian or Native Hawaiian race	MSU editing process and MHEC editing process
Percent of Native American students enrolled	Output	Students of Native American race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of Native American race	MSU editing process and MHEC editing process

Percent of Caucasian students enrolled	Output	Students of White race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of White race	MSU editing process and MHEC editing process
Percent of Hispanic students enrolled	Output	Students of Hispanic race	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Students of Hispanic race	MSU editing process and MHEC editing process
Percent of International students enrolled	Output	Foreign students	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Foreign students	MSU editing process and MHEC editing process
Percent of Maryland community college transfer students	Output	Self-explanatory.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Percent of freshman applicants from urban districts	Output	Maryland school districts with membership in the Council of Urban Boards of Education.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Maryland school districts with membership in the Council of Urban Boards of Education.	MSU editing process and MHEC editing process
Percent of students accepted from urban districts	Output	Self-explanatory.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process

Percent of students enrolled from urban districts	Output	Self-explanatory.	Morgan State University (MSU) Banner Student	MHEC, Morgan- EIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Once a Year	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Total number of STEM bachelor's recipients	Output	STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	STEM fields include Actuarial Science; Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Transportation; Mathematics; Physics and Engineering Physics, and Chemistry.	MSU editing process and MHEC editing process
Number of underrepresented minority STEM bachelor's recipients	Output	Self-explanatory.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MSU Institutional Research	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Number of women STEM bachelor's recipients	Output	Self-explanatory.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MHEC, Morgan-DIS	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process

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Measure	Type	Definition	Data Source				Frequency	Reporting Period		Data Quality
Number of baccalaureates awarded in teacher education	Output	Self-explanatory.	Maryland Higher Education Commission (MHEC) – Degree Information System (DIS)	MHEC, Morgan-DIS	MHEC, Morgan-DIS	MSU Information system, data file submitted to MHEC	Twice a year file sent to MHEC	Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Praxis pass rate	Output	Self-explanatory.	Morgan State University (MSU) Academic Affairs/Deans' Office	Morgan State University (MSU) Academic Affairs/Deans' Office	MSU Academic Affairs/Deans' Office	MSU Information system, data file submitted to MHEC		Academic Year	Self-explanatory.	MSU editing process and MHEC editing process
Number of new hires teaching in Maryland schools	Output	Self-explanatory.	Maryland State Department of Education (MSDE)	New Hires Table	MSU Academic Affairs/Deans' Office	Data Exchange with MSDE	Once a Year	Academic Year	Self-explanatory.	MSDE process
Percent of students who attend graduate/professional schools	Input	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.	Morgan/MHEC follow-up survey of graduates – 2017 bachelor's degree recipients.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.	Respondent self-reported data
Percent of students rating preparation for graduate/professional school excellent, good, or fair	Input	The percentage of survey respondents who indicate that they work out of all respondents.	Morgan/MHEC follow-up survey of graduates.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who indicate that they work out of all respondents.	Respondent self-reported data

Percent of bachelor's recipients employed one year after graduation	Input	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Morgan/MHEC follow-up survey of graduates.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Respondent self-reported data
Percent of bachelor's recipients employed in Maryland one year after graduation	Input	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Morgan/MHEC follow-up survey of graduates.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.	Respondent self-reported data
Percent of students rating preparation for jobs excellent, good, or fair	Input	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	Morgan/MHEC follow-up survey of graduates – 2017 bachelor's degree recipients.	Follow-up Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.	Respondent self-reported data
Percent of employers satisfied with employees who are Morgan bachelor's recipients	Output	Employers' rating of satisfaction with Morgan alumni.	Morgan Employer Survey Analysis – Summer 2018	Employer Survey	MSU Institutional Research	Web Survey	Once a Year	Calendar Year	Employers' rating of satisfaction with Morgan alumni.	Respondent self-reported data

Number of faculty engaged as Principal Investigators in funded research or contracts	Input	Number of faculty listed as Principal Investigators on funded grants.	Office of Sponsored Research	University Enterprise System	Office of Sponsored Research	Data entry	Continuous	Fiscal Year	Number of faculty listed as Principal Investigators on funded grants.	Internal data review
Value of grants and contracts (millions)	Output	Self-explanatory	Morgan State University (MSU) Budget Office	University Enterprise System	Office of Finance and Management	Data entry	Continuous	Fiscal Year	Self-explanatory	Internal data review
Number of scholarly publications and activities per full-time tenured/tenure track faculty	Output	Self-explanatory	MSU Academic Affairs	SearchLight Data Base	Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Total doctoral degree recipients	Output	Self-explanatory	Morgan State University (MSU) Graduate Studies	University Enterprise System	Graduate Studies	Data entry	Continuous	Academic Year	Self-explanatory	MSU editing process and MHEC editing process
Doctoral degree recipients in STEM	Output	Self-explanatory	Morgan State University (MSU) Graduate Studies	University Enterprise System	Graduate Studies	Data entry	Continuous	Academic Year	Self-explanatory	MSU editing process and MHEC editing process
Doctoral degree recipients in non-STEM	Output	Self-explanatory	Morgan State University (MSU) Graduate Studies	University Enterprise System	Graduate Studies	Data entry	Continuous	Academic Year	Self-explanatory	MSU editing process and MHEC editing process
Change in electricity usage	Output	Self-explanatory	MSU - Physical Plant Department	University Enterprise System	Physical Plant	Data entry	Continuous	Fiscal Year	Self-explanatory	Internal data review
Change in natural gas usage	Output	Self-explanatory	MSU - Physical Plant Department	University Enterprise System	Physical Plant	Data entry	Continuous	Fiscal Year	Self-explanatory	Internal data review

Cumulative private and philanthropic donations (millions)	Output	Self-explanatory	Morgan State University (MSU) Institutional Advancement	Institutional Advancement Enterprise System	Institutional Advancement	Data entry	Continuous	Calendar Year	Self-explanatory	Internal data review
Calendar year alumni giving rate	Output	Self-explanatory	Morgan State University (MSU) Institutional Advancement	Institutional Advancement Enterprise System	Institutional Advancement	Data entry	Continuous	Calendar Year	Self-explanatory	Internal data review
Number of partnerships with Baltimore City public schools	Output	Self-explanatory	Morgan State University (MSU) Academic Affairs/Deans' Office	SearchLight	MSU Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Number of partnerships with other State public schools	Output	Self-explanatory	Morgan State University (MSU) Academic Affairs/Deans' Office	SearchLight	MSU Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Number of partnerships with government agencies, businesses and industries, and non-profit and community organizations	Output	Self-explanatory	Morgan State University (MSU) Academic Affairs/Deans' Office	SearchLight	MSU Academic Affairs	Data entry	Continuous	Academic Year	Self-explanatory	Internal data review
Number of students participating in University-sponsored community service	Output	Self-explanatory	Morgan State University enterprise enrollment system	Banner	MSU Institutional Research	Data entry	Continuous	Academic Year	Count of students	Internal data review