Morgan State University
August 2023 Performance Accountability Narrative
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 six goals of the University's ten-year strategic plan entitled, *Transformation Morgan: Leading the Future: Strategic Goals 2021– 2030.* Our strategic plan was approved by our Board of Regents in November of 2021 and includes six goals. This report addresses our progress towards these goals.

Institutional Assessment

Goal 1: Enhancing Student Success and Well-Being

Morgan strives to create an educational environment that enhances student success by offering new academic programs and holistic co-curricular activities in a welcoming, diverse and inclusive campus community.

For the fall 2016 cohort, the most recent year that MHEC has data, 47% 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 is 45%. 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 75%.

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; and a mandatory four day summer freshman orientation experience (Access Orientation).

The Enrollment Management and Student Success division has continued with a 4th 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 such as students with low GPAs or students who are eligible for specific scholarships. 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-six 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 36% in 2019 to 38% in 2023. The University has begun new initiatives to increase the success of our Pell recipients and these efforts are described in the Institutional Response section of this report.

Beginning in 2020, 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. Morgan was able to help a good number of students to stay enrolled because of the changes to the withdrawal process; the new process will continue indefinitely.

While our updated strategic plan is to increase enrollment to 10,000 by fall 2030, we are actually on track to achieve this important milestone much earlier. Additional enrollment growth beyond the strategic plan objective is expected via the new College of Interdisciplinary and Continuing Studies which houses 18 programs from the bachelor's degree through the doctoral degree that are geared towards adult learners with some college credits who need pathways to earn their degrees.

Another new objective is to increase the number of undergraduates in research. The Association of American Colleges and Universities counts undergraduate research experience as a high impact practice that leads to increased student engagement, retention, and success. An Office of Undergraduate Research has been established to lead this effort. As the University continues to recover from the COVID 19 pandemic, we expect that the number of undergraduates participating in research will reach and surpass the pre-pandemic numbers.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. Currently, 6.5% of our student body are members of other racial/ethnic groups.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations. The number of Maryland community college transfer students enrolling at Morgan has increased from 142 in 2019 to 168 in 2023. 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. 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 Maryland urban districts out of all Maryland applicants has averaged 72% for the past five years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For the academic year 2022-2023, 247 bachelor's degrees were awarded in the STEM fields. 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. Data from the Maryland Longitudinal Data System (MLDS) indicates that on average 45% of our bachelor's degree recipients after one year of graduation are included in the state workforce data available through MLDS. Morgan State University's undergraduate alumni continue to express their satisfaction with the way in which the University has prepared them for careers with 72% rating job preparation as good or excellent. Additionally, 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 with 81% of those attending graduate school rating preparation for advanced study as good or excellent. 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 has averaged 35% for the 2019-2023 period.

To support our student athletes, we have included a new objective to maintain a culture of academic achievement in athletics with at least 60% of student athletes earning a Grade Point Average of 3.0 or higher. Our current percentage of athletes at 3.0 or higher is 57%. In addition to academic support services available to all students, the Athletic Department also provides Study Halls for student athletes and the P.A.W.S. (Providing Athletes With Success Strategies) Program. P.A.W.S. is a "Life Skills" program designed to provide an optimum experience for every Morgan

State student-athlete. P.A.W.S. focuses on the "total development" of the student athlete including academic, personal, career, service, and athletic development.

Goal 2: Implement Faculty Ascendency and Staff Development Initiatives.

The University will implement a broad range of human resource development initiatives for the benefit of faculty and staff. These initiatives will facilitate the ascendency of faculty to higher ranks and provide staff with progressive opportunities for professional development and merit-based promotions.

Many of the objectives in Goal 2 are new and as such historic data is not available for some objectives. Internally, we have assigned "ownership" of the objectives to relevant offices and staff members who will be responsible for reporting on our progress.

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. Currently, the University has one endowed professor. The average number of Scholarly Publications for the past four years is 221. The average number of faculty and staff engaged in professional publications and creative activities for the past four years is 457.

Goal 3: Elevate Morgan's Status to R1 Very High Doctoral Research University

Over the next ten years, Morgan will emerge as an R1 doctoral research university fully engaged in basic and applied research and creative interdisciplinary inquiries undergirded and sustained through increased research grants and contracts.

In Fiscal Year 2023 (FY2023), MSU's research enterprise was authorized to spend $38.2 million in grants, cooperative agreements, and contracts. In FY2023, MSU had several major grants funded by the National Institutes of Health (NIH), National Aeronautics and Space Administration (NASA), Department of Defense (DoD), the National Science Foundation (NSF), and the Institute for Education Sciences (IES) and the Institute of Museum and Library Studies (IMLS). In addition, the University is partnering with the University of Maryland College Park and the University of Maryland Baltimore County on a $3 million grant from The Andrew W. Mellon Foundation, Breaking the M.O.L.D., which stands for Mellon/Maryland Opportunities for Leadership Development. The purpose of the grant is to address a lack of diverse leadership in higher education—including underrepresentation of women and Black, Hispanic, and American Indian/Alaskan Native arts and humanities faculty in leadership.

The University has increased its full-time Post-Doctoral Research staff from 52 in FY2019 to 111 in FY2023. The University awarded 58 research and scholarship doctorates. Over the next few years, the University expects to hire 100 new tenure-track faculty.

Goal 4: Expand and Improve a Campus-Wide Infrastructure to Support Operational Excellence and Increase Overall Institutional Capacity

Morgan will advance new construction, capital improvement, deferred maintenance, and campus safety projects in keeping with the University's evolving master plan. The University will also implement an information technology plan to accommodate and optimize operational excellence in all aspects of its service delivery.

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'23 audit process but, estimate that the annual private and philanthropic support during FY'23 was $17.4M.

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past five years is 3%. The average gas usage in 2023 declined by 5% from 2022 and is the first decline in five years. This decline is mainly due to the ongoing implementation of an Energy Performance Contract which includes key natural gas usage reduction initiatives such as improved infrastructure. A plan was developed in fall 2021 to curtail gas usage and to continue to reduce the use of electricity campus wide.

The Division of Information Technology (DIT) has been working diligently to strengthen the university's cybersecurity posture and regulatory compliance by deploying the following solutions: enhanced endpoint protection, PII safeguarding, and multi-factor authentication (MFA). Proactive penetration test simulations have also been conducted as part of the university's cybersecurity activities. 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. The university's first ever Technology Refresh initiative started in mid-2022 where obsolescent desktop office computers will be upgraded in summer 2023. The purpose of the initiative is to help ensure computers that are connected to the university's network comply with the state IT security requirements and continue to receive critical software updates.

Goal 5: Serve as the Premier Anchor Institution for Baltimore City and Beyond

Morgan will expand and deepen its role as a recognized anchor institution with broad social and economic impact. The University will engage community residents and officials in the application of knowledge and policy analyses derived from faculty and student research, an appropriate sharing of mutually beneficial resources and the deployment and utilization of University experts and professionals to address local and regional concerns in the areas of public education, housing, safety, employment and neighborhood revitalization. In this way, Morgan State University will serve as a dynamic epicenter dedicated to the generation, integration and dissemination of new knowledge as a driving force to effect policy and catalyze meaningful social change.

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. Over the course of the next ten years, Morgan expects to expand its partnerships with a focus on providing internships for

Morgan's undergraduate and graduate students. Overall, Morgan executed 35 new partnerships in 2023 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 1,064 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.

The University, with the help of state support, has established seven cross-school research centers that address research and manufacturing challenges through an interdisciplinary lens. These centers provide focal points for the development and transfer of new knowledge, technologies, processes, and equipment in a cooperative environment with academic, industrial, government, non-profit, and community organizations. Output from these centers will allow Morgan to serve as a dynamic epicenter dedicated to the generation, integration, and dissemination of new knowledge as a driving force to affect policy and catalyze meaningful social and technological change.

Goal 6: Accelerate Global Education Initiatives and Expand the University's International Footprint

Morgan will enhance its study abroad program and promote global awareness and intercultural competencies through its diverse curricular and co-curricular programs and activities. The University will also increase international student enrollment and leverage its ongoing presence in West Africa to develop effective and replicable models of excellence in international development and responsive, market-based educational service delivery in Latin America and the Caribbean nations.

The University continues to build back its enrollment of international students that was impacted by the COVID 19 pandemic and changes to federal international student policy. In 2023 the University hosted 360 international students. The University also is in the process of establishing additional partnerships with universities in Africa. Additionally, the University continues to build back its study abroad program which was impacted by COVID 19. In 2023, 83 Morgan students participated in Study Abroad programs, while 2011 participated in the Virtual Exchange-COIL Study Abroad Program. The University expects to increase the number of faculty and staff engaged in both face-to-face Study Abroad programs as well as the Virtual Exchange-COIL Study Abroad Program.

Institutional Response

Responses to the prompts below follow.

• Identifying Long-term Equity Gaps: 1) What are the largest long-term equity gaps that exist in student access, success, and innovation in your institution? Please note the long-term equity gaps

refers to the inequities that existed long before the COVID-19 pandemic and persisted over the years. 2) How are these equity gaps uncovered/discovered/identified at your institution and how are they shared with your community? 3) What interventions have been implemented to eliminate these gaps?

• Measuring Equity Gaps: 1) How has your institution used disaggregated data to identify equity gaps in students' educational opportunities and outcomes? 2) What stakeholder engagement (students, faculty, staff, etc.) is used to collect and review this data? 3) Does your institution set goals/benchmarks in regard to the elimination of equity gaps? If so, what steps does your institution take to ensure accountability in meeting the established goals/benchmarks of equity?

Identifying Long-term Equity Gaps:

Morgan's largest long-term equity gap is related to Pell status. Closing the achievement gap between Pell and non-Pell recipients has been a major focus as the University has continued to hone its student success efforts. In spring 2016 the University launched its 50 by 25 Campaign, a university-wide initiative to increase the six-year graduation rate to 50% by 2025. As part of the campaign launch, the University engaged in an all-day deep dive into our student success data and developed plans to increase our retention and graduation rates. Every semester since then, there is a check-in meeting led by the Senior Vice President for Enrollment Management and Student Success and the Associate Vice President for Student Success and Retention, and attended by academic and administrative leaders (including the President, Provost, vice presidents, deans, department chairs, and directors of student services areas) to review our data, report out on the numerous student success efforts taking place across the university, and discuss new strategies to be implemented.

At the time of our first 50 by 25 meeting in spring 2016, the average gap in the first to second year retention rate of Pell and non-Pell recipients was five percentage points (2011-2016 cohorts). As a result of highly intentional efforts such as those noted below, our average first to second year retention rate gap for Pell recipients has decreased from five to three percentage points for the 2017 to 2020 cohorts. The six-year graduation rate of Pell students has risen significantly over the past few years. For the 2009 cohort, for instance, the six-year graduation rate of Pell recipients was 26% compared to 36% for non-Pell recipients. For the 2015 cohort, the six-year graduation rate for Pell students was 40% and 49% for non-Pell recipients. Even though there is still a significant gap (9 percentage point difference for the 2015 cohort vs. 10 percentage points for the 2009 cohort), it is important to note that the Pell graduation rate is 14 percentage points higher for the 2015 cohort than it was for the 2009 cohort.

Interventions that have been implemented to eliminate the Pell achievement gap have included participation in a Lumina Foundation HBCU Student Success Grant (2017-2020), in which we emphasized closing the Pell achievement gap through implementing EAB's predictive analytic tool, Navigate. We use Navigate to identify, monitor, contact and support students in specific subgroups, such as Pell-eligible students. We also utilized Lumina Foundation's Beyond Financial Aid toolkit, which assists institutions in providing students of limited financial means with information and resources that they may find useful in providing supplemental financial and social support. The University developed a campaign logo and slogan, a print brochure for

campus-wide dissemination, and a comprehensive BFA website: https://www.morgan.edu/bfa. Additionally, the University started a student emergency fund in 2020, the Growing the Future Fund, to support students who may experience emergency housing, food, transportation, technology, or other needs. We also operate a Food Resource Center. Additionally, the University prioritizes Pell students in the awarding of institutional grants. Currently, the University is working with the National Institute for Student Success (NISS) at Georgia State to decrease the achievement gap between our Pell and non-Pell students through a multi-pronged approach including tracking early warning signs of students facing financial risk and providing proactive assistance to those students, and addressing academic progression challenges, such as improving DFW rates in critical required courses. Another current initiative that should continue to help increase overall student success rates and close the Pell/non-Pell gap is our work with the Association for Undergraduate Education at Research Universities (UERU) Curricular Analytics Project (CAP). CAP will assist academic departments in reviewing the impact of curricular complexity on student success, with a focus on examining whether there are inequities that are perpetuated through curricular structure that can be eliminated without reducing curricular quality. We also do extensive work in-house and with vendor partners ReUp and Inside Track to support stopped out students, many of whom are Pell-eligible, in returning to complete their degrees.

Measuring Equity Gaps:

The Office of Institutional Research, the Office of the Provost and Senior Vice President for Academic Affairs, the Office of the Senior Vice President for Enrollment Management and Student Success and the Office of Student Success and Retention work collaboratively to use disaggregated data to identify equity gaps in students' educational opportunities and outcomes. This data is distributed via numerous means, including dashboards on the Office of Institutional Research's web page: https://www.morgan.edu/office-of-institutional-research/interactive-dashboards, presentations at our university-wide 50 by 25 check-in meetings referenced previously, at Cabinet meetings, and at Board of Regents meetings. The University sets goals to eliminate the equity gap between Pell and non-Pell students, and tracks progress in meeting these goals in the Performance Accountability Report.

Morgan State University

MISSION

Morgan State University is, by legislative statute, Maryland's premier public urban research 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 and Well-Being, Implement Faculty Ascendency and Staff Development Initiatives, Elevate to R1 Very High Doctoral Research University, Improve Campus-Wide Infrastructure, Serve as a Premier Anchor Institution for Baltimore City and Beyond, and Activate Global Educational Initiatives and Expand International Footprint.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. **Enhance Student Success and Well-Being.**

Obj. 1.1 Increase the graduation rate of Morgan undergraduates to 50 percent by 2027 and 60 percent or higher by 2030.

Obj. 1.2 Increase the graduation rate of Pell recipients to 45 percent by 2027.

Obj. 1.3 Maintain or increase the second-year retention rate of Morgan undergraduates to 70 percent or higher by 2027.

Obj. 1.4 Increase enrollment to 9,500 by Fall 2027 and 10,000 by Fall 2030.

Obj. 1.5 Increase the number of undergraduates in research by 5 percent a year by 2027.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Six-year graduation rate	42%	46%	48%	47%	47%	47%	48%
Six-year graduation rate of African-Americans	42%	48%	48%	47%	45%	47%	48%
Six-year graduation rate of Pell recipients	36%	38%	42%	40%	38%	43%	44%
FTE student-authorized faculty ratio	18.1:1	17.9:1	18.8:1	22.5:1	24.9:1	24.0:1	23.0:1
Average class size of first year course offering	25	26	28	31	30	30	30
Percent of authorized faculty in first year study	30%	34%	31%	39%	32%	32%	33%
Second-year retention rate	72%	75%	77%	73%	71%	73%	75%
Second-year retention rate of African-Americans	72%	76%	78%	74%	74%	74%	76%
Number of career specialists	0	0	0	0	0	0	0
Total enrollment	7712	7763	7634	8469	9101	9609	10000
Number of Morgan Completes You Enrollment	NA	NA	NA	NA	62	155	490
Number of undergraduate students participating in research classe	230	153	117	93	144	150	160

Total percent of diverse students enrolled	6%	7%	7%	6%	7%	6%	7%
Percent of Asian or Native Hawaiian students enrolled	1%	1%	1%	0%	0%	0%	0%
Percent of Native American students enrolled	0%	0%	0%	0%	0%	0%	0%
Percent of Caucasian students enrolled	2%	2%	2%	1%	1%	1%	1%
Percent of Hispanic students enrolled	3%	4%	4%	4%	5%	5%	6%

Obj. 1.6   Increase the diversity of undergraduate students to 10 percent by 2027.

Obj. 1.7   Increase the number of new transfer students from Maryland community colleges to 212 by 2027.

Obj. 1.8   Maintain or increase the pool of college applicants to Morgan from urban school districts in Maryland at 60 percent of all Maryland applicants by 2027.

Obj. 1.9   Increase the number of bachelor degree recipients in science, technology, engineering, and math (STEM) fields to 270 by 2027.

Obj 1.10   Increase the number of degrees awarded in teacher education to 50 by 2027.

Obj 1.11   Increase the percentage of bachelor's recipients satisfied with education received in preparation for graduate/professional study to 85 percent by 2027.

Obj 1.12   Increase the percentage of bachelor's recipients satisfied with education received in preparation for the workforce to 85 percent by 2027.

Obj 1.13   Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 90 percent by 2027.

Obj 1.14   Maintain a culture of academic achievement in athletics with at least 60 percent of student athletes with a 3.0 grade point average or above.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of Maryland community college transfer students	142	161	116	73	168	170	187
Percent of freshman applicants from urban districts in Maryland c	76%	74%	75%	68%	66%	68%	68%
Percent of students accepted from urban districts	68%	68%	71%	87%	83%	83%	83%
Percent of students enrolled from urban districts	37%	35%	25%	26%	25%	27%	27%
Total number of STEM bachelor's recipients	327	361	319	265	247	341	359
Number of underrepresented minority STEM bachelor's recipient	191	195	231	207	209	236	248
Number of women STEM bachelor's recipients	88	112	106	102	104	134	145
Number of baccalaureates awarded in teacher education	75	51	71	50	27	45	50
Number of new hires teaching in Maryland schools	23	15	22	35	22	40	45
Percent of students who attend graduate/professional schools	44%	45%	25%	31%	20%	33%	35%
Percent of students rating preparation for graduate/professional s	79%	84%	66%	80%	81%	90%	90%
Percent of bachelor's recipients employed one year after graduatio	69%	74%	84%	90%	90%	95%	95%
Percent of bachelor's recipients employed in Maryland one year af	67%	44%	19%	39%	43%	45%	45%
Percent of students rating preparation for jobs excellent or good	77%	68%	69%	76%	72%	85%	100%

Percent of employers satisfied with employees who are Morgan b...	95%	100%	98%	92%	90%	100%	100%
Percentage of student athletes with a 3.0 GPA or above	53%	62%	80%	62%	57%	57%	60%

Goal 2. Implement Faculty Ascendency and Staff Development Initiatives

Obj. 2.1 Establish 10 endowed professorships to recruit, attract, and retain leading scholars world-wide by 2027.

Obj. 2.2 Increase scholarly publications and activities per full-time tenured/tenure track faculty to 3.5 by 2027.

Obj. 2.3 Use a mentoring framework to support and convert 70 percent of the associate professors to full professors by 2027.

Obj 2.4 Increase the percentage of faculty and staff engaged in professional development with emergent technologies on the science of teaching and learning, research and grant writing to 70 percent by 2027.

Obj 2.5 By 2027, conduct two professional development opportunities per year that suppot the health and wellness need of all employees.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of endowed professors	NA	NA	NA	NA	1	3	4
Number of faculty holding membership in the national academies	NA	NA	NA	NA	7	8	9
Number of scholarly publications and activities per full-time tenur...	198	219	226	240	746	0	0
Number of faculty and staff engaged in professional publications ...	441	452	464	470	184	0	0
Number of faculty engaged as Principal Investigators in funded re...	84	67	71	78	94	96	100
Number of associate professors converted to full professors	NA	NA	NA	NA	9	12	12
Percentage of faculty and staff engaged in quality matters training	27%	46%	59%	67%	70%	72%	74%
Number of the faculty and staff with online courses that meet qua...	45	69	71	115	146	153	161
Percentage of the faculty and staff using open education resources	NA	NA	NA	NA	5%	5%	7%
Percentage of new faculty and staff engaged in professional devel...	NA	NA	NA	NA	63%	65%	70%
Number of faculty and staff engaged in training workshops on res...	NA	NA	NA	NA	70	75	80
Number of professional development opportunities on safety, hea...	NA	NA	NA	NA	41	50	50
Percentage of faculty and staff engaged in professional developme...	NA	NA	NA	NA	90%	95%	100%

Goal 3. Elevate to R1 Very High Doctoral Research University.

Obj. 3.1 Achieve total annual science and engineering research and development expenditures of $40 million by 2030.

Obj. 3.2 Achieve total annual doctoral conferrals per year of >110 by 2030.

Obj. 3.3 Achieve total annual full-time post-doctoral research staff to 140 by 2030.

Obj. 3.4 Increase the number of full-time instructional tenure track faculty to 300 by 2025.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
S&E R&D Expenditures	$12.8M	$16.9M	$18.9M	$25.2M	$32.1M	$36M	$40M
Non S&E R&D Expenditures	$0.46M	$0.27M	$1.7M	$4.3M	$6.1M	$7.0M	$8.0M
Total R&D Expenditures	$13.3M	$17.2M	$20.6M	$29.5M	$38.2M	$43.0M	$48.0M
Number of STEM research and scholarship doctoral degrees conf	13	18	20	20	14	20	20
Number of humanities research and scholarship doctoral degrees	4	4	5	5	2	5	5
Number of social science research and scholarship doctoral degre	0	0	0	0	0	0	0
Number of other research and scholarship doctoral degrees confe	54	56	46	45	42	45	47
Total number of research and scholarship doctoral degrees confer	71	78	71	70	58	70	72
Number of full-time post-doctoral research staff	52	49	65	102	111	120	129
Full-time instructional tenure track faculty	330	333	323	290	288	296	300

Goal 4. **Improve Campus-Wide Infrastructure.**

Obj. 4.1 Increase private and philanthropic donations to $50 million by 2027.

Obj. 4.2 Increase the alumni giving rate to 16 percent by 2027.

Obj 4.3 Reduce campus electricity usage by 7 percent by 2027 through effective conservation measures, persistent curtailment, and enhanced efficiency services.

Obj 4.4 Reduce campus natural gas usage by 5 percent by 2027.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Annual private and philanthropic donations (millions)	63	73.5	15	25	17.4	20.8	24.9
Annual alumni giving rate	17%	14%	14%	14%	11%	12%	15%
Change in electricity usage	-5%	-5%	-5%	1%	-5%	-6%	-7%
Change in natural gas usage	6%	32%	10%	28%	-5%	-6%	-7%

Goal 5. **Serve as the Premier Anchor Institution for Baltimore City and Beyond.**

Obj. 5.1 Expand mandatory interships for undergraduate and graduate students placed in non-profit agencies and organizations from 150 to over 200 in collaboration with Morgan's Second Year Experience Program by 2027 and 300 by 2030.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of new partnerships	0	12	8	39	35	40	47
Number of students who participated in university-sponsored inte	513	546	900	1031	1064	1100	1150

NOTES

1 Starting in 2018, data accounts for more university-sponsored programs.

Goal 6. **Activate Global Educational Initiatives and Expand International Footprint.**

Obj. 6.1 Enroll 500 international students by 2027 and 800 by 2030.

Obj. 6.2 Increase and sustain annual student participation in study abroad and experiential global learning activities (both face-to-face and virtual) from 2 percent to 7 percent of total enrollment by 2030.

Performance Measures	2019 Act.	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Est.	2025 Est.
Number of international students enrolled	709	512	349	310	360	375	420
Number of international partnerships	0	1	0	0	0	0	1
Number of students participating in the face-to-face study abroad	158	0	0	34	83	110	150
Number of students participating in the virtual exchange-COIL st	19	46	180	284	211	320	400
Number of faculty engaged in the face-to-face study abroad progr	8	0	0	7	12	20	25
Number of faculty engaged in the virtual exchange- COIL study a	1	1	8	4	14	26	38
Number of staff engaged in the face-to-face study abroad program	2	0	0	2	2	2	3
Number of staff engaged in the virtual exchange- COIL study abr	1	2	4	3	3	4	4