**Performance Accountability Report**

**August 2019**

**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.*

In the most recent year, Morgan State University graduated 38% of its entering freshmen within six years. For African American freshmen, the six-year graduation rate is 39%. 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 eight years, increasing from 68% for the 2009 cohort. Second year retention rates have averaged around 73% for all students. Second-year retention rates for African American students have averaged around 72%.

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 officially launched EAB Metrics Mapping. EAB Metrics Mapping utilizes the Advanced Search Filter, Saved Searches, Watch Lists, and Messaging in EAB Navigate (formally known as the EAB Student Success Collaborative) to identify, contact, and monitor students in specific subgroups such as 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. The first round of interventions began after Spring 2019 mid-terms; EAB metrics mapping interventions are ongoing throughout the academic year. 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.

Additionally, Morgan State University has several scholarship programs which specifically address the needs of non-traditional undergraduates. The Osher Reentry Scholarship Program provides scholarships to promising students, ages 25-50, who have experienced an educational gap of five years or more and are returning to complete a bachelor’s degree on a full-time or part-time basis. Since the initial award in 2008 to the Center for Continuing and Professional Studies, the Bernard Osher Foundation has funded 244 scholarships totaling over $1,000,000 dollars. Ninety-four students have graduated as Bernard Osher Scholars.

The success of the Osher Scholarship Program has resulted in the funding of a new award, the Crankstart Reentry Scholarship Program begun in November 2016. This scholarship funds an additional 20 adult students, ages 25-50 who have experienced a break in their education of five years or more and are returning to complete undergraduate degrees. Current Crankstart majors include Social Work, Psychology, Engineering, Computer Science, Education, and Sociology. In March 2018, the Crankstart Foundation has provided a 2-year agreement of $200,000 to fund the Crankstart Reentry Scholarship Program through 2020.

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. Data from the Maryland Longitudinal Data System Center reveal that close to 50% of our full-time undergraduates are simultaneously in the Maryland workforce. 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 averaged around 32% in recent years. The success of Pell recipients is a special focus of initiatives undertaken as part of the University’s Lumina Grant. These initiatives include using our predictive analytics platform, EAB, to identify at risk-students and our early alert advising system, Starfish, to inform students of their academic progress. Special campaigns will be 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 have a positive effect on Pell recipients’ success. Additionally, the University has partnered with the White House Initiative on HBCUs and the Federal Deposit Insurance Corporation (FDIC) to provide a comprehensive financial literacy program utilizing the FDIC’s MoneySmart financial literacy curriculum. The vision for the Financial Literacy Program is to reverse the cycle of low family income and socio-economic status by enhancing the financial literacy of students and their families thereby increasing students’ retention and graduation rates.

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, the Clara I. Adams Honors College continues its efforts to recruit high-ability students and enhance the quality of its academic and co-curricular programs. Recent and forthcoming improvements include and are not limited to: (1) establishing the Greater Baltimore Collegiate Honors Council, a collaborative relationship with the honors programs and colleges in the Baltimore region (Coppin State University, Loyola University, Morgan State University, Towson University, the University of Baltimore, and the Community College of Baltimore County - Essex); (2) the development of Honors Course Enhancement Contracts that allow students to pursue an honors experience in standard General Education and upper-division courses; (3) a renewed emphasis upon exposing honors students to internships in the public and private sectors and preparing them to be competitive candidates for these opportunities; and (4) focused involvement with state, regional, and national Honors organizations, with a particular emphasis upon expanding access to honors education and increasing diversity within the Honors community.

Another component of our goal of Student Success is to add to the racial and ethnic diversity of the student body. The campus has shown good progress on this measure. Currently, 18% of the student body is non-African American. International students are also a component of the university’s diversity efforts. Since May 2014, the university has signed 42 agreements with international universities which facilitate student and faculty exchanges and study abroad opportunities. Two new agreements were formalized in academic year 2018-2019 to include 1 in Africa (Federal University Dutse) and 1 in the Caribbean (University of Havana, Cuba). 12 new MoUs are under review and will be completed in the 2019/20 academic calendar year. Morgan State University will become increasingly appealing to the general population as trendy programs evolve and facility improvements that accommodate 21st century state-of-the-art infrastructures emerge.

Morgan State University continues to expand its cooperative agreements with Maryland community colleges and other educational organizations; e.g., The Teacher Academy of Maryland, Laurel College Center, Maryland State Department of Education (Career and Technology Education), et al.  In August 2017, with the approval of the Provost and President Wilson, the Transfer Center was restructured to better serve the needs of the University.  The Transfer Evaluation and Articulation unit (TEA) moved under the Office of the Registrar and reports directly to the Registrar.  As its name would suggest, this unit now completes transfer evaluations and coordinates the development and maintenance of articulation agreements. The newly established Office of Transfer Student Programming (TSP) focuses on student programming, implementing initiatives to ensure a positive transition experience for transfer students (e.g., orientation, NEXUS and Connect Programs, and the Tau Sigma National Honor Society).  In spring 2018, TSP introduced an online transfer student orientation providing newly admitted transfer students the ability to complete their introduction to campus virtually from anywhere in the world, at any time.

State and national college enrollment trends continue to decline and are projected to decline further over the next five to ten years.  The Office of Undergraduate Admission and Recruitment (OUAR) has expanded its recruitment efforts in out-of-state territories and modified it's in state recruitment philosophy to position the University to continue its enrollment growth.  We must continue to increase our market share in out-of-state markets through initiatives such as regional recruiters and expanding our participation in large regional college fairs.  Although the percentage of applications received from urban districts and community colleges may decline, this does not suggest that the total number of applications received from these demographics will decline. Additionally, within the State of Maryland those areas classified as urban districts are not considered the growth markets within the state.  OUAR has modified its state recruitment philosophy to put a greater emphasis on the districts with high application and enrollment yields.  Many of these districts support the enrollment of students from urban districts.

Several factors impact the number of graduates in STEM fields. First, we face stiff competition from other campuses statewide and nationally for the better prepared students. These students are attracted to campuses with state-of-the-art facilities and equipment with a high number of full-time faculty members who conduct research. Secondly, many of our students enter college academically underprepared especially in the mathematics and science areas. Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. Two initiatives with Google and Intel will provide our STEM students with opportunities to work with these leading innovators in technology. There were five students who attended the Google Tech Exchange Program in Mountain View California during the 2018-2019 academic year where four students completed the whole year program and one student completed the one semester program (fall). One student completed an internship program in Computer Science at Intel during the spring 2019 semester. For the upcoming year, the program will be a one-semester program (Spring 2020) and we are aiming to have 10 students participate.

Morgan Online program facilitates the development of online degrees and courses as well as supporting the professional development of faculty teaching online. Since 2010, the total number of faculty trained to deliver on-line courses is 240. This increase in the number of faculty trained to develop online courses and to teach online is largely responsible for the dramatic increase in student enrollment in hybrid and online courses over the past decade. In academic year 2008-2009, there were only 162 course enrollments in web classes and no course enrollments in hybrid courses. At the close of the 2018-2019 academic year, there were 6,334 course enrollments in a comprehensive array of online courses and 697 course enrollments in an expanded number of hybrid courses.

Another contributor to the goal of student success in 2017 is the Center for Excellence in Teaching and Learning (CETL). The overall goal of CETL is to assist faculty, staff, and graduate teaching assistants (TAs) in creating innovative and active learning environments in their classrooms. Its mission is to promote best practices in teaching that celebrate diversity, equity, and inclusiveness and lead to student success. CETL’s work is guided by the scholarship on teaching and learning that is in turn grounded in the research in the field of faculty educational development. During AY2018-19, 43 different workshops/presentations/webinars or classroom observations were conducted that covered 26 topics and included 22 speakers. The 293 Morgan participants in these events were full-time and part-time faculty and staff, as well as doctoral students--three times as many that attended the previous year. Innovative events included a Friday morning 'Podcast and Bagels' discussion session, a virtual online panel discussion featuring eight journal editors from across the country, and Department Chair training.

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. Alumni continue to contribute to the economic viability of the State. For the 2016 to 2019 period, survey results indicate that on average 67% 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. Graduate or professional school going rate is about 37% during the 2016-2019 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 2018-2019, a historic high and 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.

The research enterprise at the university enjoyed another phenomenal year, garnering $31.3M in awarded grants and contracts for FY19. Morgan State University is a partner with the University Space Research Association (USRA) to provide scientists and engineers, primarily in Earth System Sciences to NASA’s. The Goddard Earth Sciences Technology and Research (GESTAR) initiative is a 5-year Cooperative Agreement with a potential value of $20.8M. The program continues to receive accolades from NASA for its research output and future efforts entail increasing the involvement of Morgan students and faculty in research being conducted by the twenty (Morgan) GESTAR scientists working on the NASA Goddard campus. ASCEND is a National Institutes of Health Funded Student-Centered Entrepreneurship Development Training Model to Increase Diversity in the Biomedical Research Workforce that is novel, sustainable, flexible, and has measurable outcomes. The Program recently has been highly successful and its funding has been extended from 5 to 8-years. ASCEND is also tasked with enhancing the research capacity at Morgan State University, particularly by providing research support to faculty members, such as funding for pilot research projects, research equipment and supplies, and release time. One measure of research success is publication. To date, ASCEND support has resulted in 40 peer-reviewed publications. These publications include a wide range of research topics, including biomedical bench research, mathematical methods used for biomedical research, and community-based participatory research projects. Morgan State University faculty members, postdoctoral fellows, graduate students, and undergraduate students have contributed to these publications and are listed as coauthors.

Morgan’s Research Centers serve as innovation hubs and benefit the state, and nation as well as the local community. Morgan’s Patuxent Environmental and Aquatic Research Laboratory (PEARL) serves the state and the Chesapeake Bay watershed through its research designed to increase the understanding of costal ecosystems so that they may be properly managed and protected. The PEARL focuses on innovation to help Maryland’s growing aquaculture business. The ASCEND (“A Student-Centered, Entrepreneurship Development”) Center for Biomedical Research is focused on increasing diversity in the biomedical research workforce. The Goddard Earth Sciences, Technology and Research (GESTAR) program is a joint effort between Morgan State University, the University Space Research Association, and the Earth Science and Solar Systems Exploration Divisions of NASA’s Goddard Space Flight Center in Greenbelt, Maryland. The program focuses on developing new space-based missions that help explain the behavior of Earth and other planetary systems. These three centers provide opportunities for Morgan students to participate in cutting-edge research. The Center for Cybersecurity Assurance and Policy (CAP) is the new home for the CREAM Lab (Center for Reverse Engineering and Assured Microelectronics of the School of Engineering) and going forward will involve contributions from the School of Computer, Mathematical and Natural Sciences and the School of Business. Eight new Faculty Lines have been established for this expanded endeavor. Acknowledging the convergence of disciplines and industries driven by the Fourth Industrial Age, the CAP Center will broaden its focus to address the grand challenges facing the United States as this digital-physical environment continues to grow. To meet these challenges, reverse engineering of IoT related threats will be the primary technology research area for insight, solutions and commercialization. Broader thought leadership in the legal, policy, economic, social and psychological issues impacting the future of the Fourth Industrial Age will be part of the CAP Center’s journey.

The University is optimistic that its designation as Maryland’s Preeminent Public Urban Research University will increase Morgan's stature and reputation among sponsorship agencies, leading to new research funding and partnerships at the Federal, State, and local levels.

**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.*

In order to assure continuous improvement of risk management and service deliveries to university stakeholders, the Division of Information Technology (DIT) instituted an internal Change Management governance model in 2018. The Change Management, or synonymously referred to as Change & Release Management, ensures that all modification, update, and provisioning activities for critical IT infrastructure and enterprise software applications are planned, documented, and communicated to affected stakeholders in advance. This newly implemented process management has enabled the DIT to gain augmented visibility into the broad service portfolio and develop better alignment of specific IT services and staff resources to appropriate stakeholders. In the fall of 2018, the second mandatory Security Awareness Training was administered to all employees and workforce members who use the university’s computing resources. In January 2019, the university’s Enterprise Resource Planning (ERP) software was upgraded from Banner 8 to Banner 9. One of the primary goals was to avoid the announced stoppage of support for Oracle Forms by its vendor (Ellucian) by December 31, 2018. The introduction of Banner 9 provides greater access flexibility via mobile devices as well as providing the flexibility of integrating a student’s academic plan with registration, the ability to view multiple records at one time, and a modernized graphical user interface.

In the process of implementing the Banner 9 upgrade, the DIT also replaced its aging production system with a new architecture and implemented a secondary and tertiary site for disaster recovery. Morgan State University partnered with Bowie State University to establish an ERP backup/disaster recovery site. On January 2, 2019, the DIT launched a new cloud-based print solution for students called Wēpa. This solution allows students to print documents on campus from their personal or lab computer, smartphone, tablet, USB, cloud storage account, or the Learning Management System. Students can upload documents on-the-go and release their print job at any of the 15 conveniently located Wēpa print stations across campus. The new print solution provides students with mobile flexibility, color and duplex printing options not available in the past and 24/7/365 availability.

In recent years, the University has increased investments into the safety and security of the campus. Those investments include additional security officers strategically placed throughout the campus on a 24/7 basis and additional cameras near University housing. As a public safety department, the vision is to provide safety and security for the community and enhance educational opportunities for students through effective community policing, vigilant presence and superior customer service.

The campus also has made progress in reducing energy consumption. Although the campus square footage has increased in recent years, utility consumption has been declining. In FY13 extreme outdoor temperatures caused energy consumption to escalate, but since then the University’s energy consumption is trending downwards.

**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 26,000 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 6,000 plus young-future alumni portfolio of students and recent graduates.  Cumulative private and philanthropic donations during the period FY’11 to FY’19 increased to $63M. The campus has paid attention to its alumni. Often other potential donors use alumni participation as one of the criterion in the decision to make a gift to an institution.  The percentage of alumni who contribute to the University ending FY’19 is 17%.

https://ssl.gstatic.com/ui/v1/icons/mail/images/cleardot.gif**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. 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. A notable accomplishment of the Morgan Community Mile includes the Solar Panel Initiative which fitted 31 homes in the Morgan Community Mile with solar panels and other energy saving upgrades. Another notable accomplishment is the “Live Near Your Work” program, an effort to increase home ownership of Morgan employees while supporting the revitalization of Northeast Baltimore.

Morgan State University’s students also play an active role in the local area. A recent economic impact study found that Morgan students provide over 20,000 hours of community service annually through thirteen programs such as the College Discovery Academy which provides academic assistance to Baltimore students in 7th through 9th grade; the Brother 2 Brother Mentoring Program for young men in high school; and the Sisters Advancing Sisterhood in Youth (S.A.S.Y), a mentoring program for young women in high school.

Morgan also engages with and supports local businesses. A hallmark project is the 10,000 Small Business Initiative, a collaboration with Johns Hopkins University and the Community College of Baltimore, which will support new start-up companies in Baltimore. Five Morgan faculty members teach in this initiative, which has served over 200 participants.

MORGAN STATE UNIVERSITY

**Commission Assessment:** The Commission continues to focus its attention on equity gaps in college outcomes among minority college students and their white peers. A central topic of the 2019 Completion Summit MHEC held in April was on college completion and equity. One of the speakers, Dr. Nikki Edgecombe of the Community College Research Center (CCRC), discussed ways institutions can create more equitable and inclusive pathways for students to achieve their educational goals.

The principles she posited include: 1) knowing your students, 2) understanding the obstacles to their success, 3) adopting and adapting responsive policies and practices, and 4) scaling and institutionalizing continuous improvement. In reference to this, she stated *“Targeted interventions are probably one of the more powerful vehicles we have for addressing gaps in attainment. They are not always popular, but universal interventions often times may lift all boats but maintain gaps...”*

For your institution, please describe: 1) one or more targeted interventions and the population(s) served, 2) the identified obstacles the students might face, 3) the metrics used to evaluate the intervention(s) and 4) the evidence used to assess and adapt the intervention(s) to ensure its intended effects.

**Institutional Response:**

Morgan is providing information on two targeted interventions.

The Center for Academic Success and Achievement (CASA) CASA Academy

The CASA Academy is an alternative admissions program sponsored by the Center for Academic Success and Achievement at Morgan State University. Transitioning high school students who have applied to Morgan State University, but fail to meet the requirements for regular admission, are referred to the Center from the Office of Undergraduate Admissions and invited to apply to the summer program. The students profiles are described using two tiers: (1) SAT 920-880/ACT 16 and a cumulative GPA of 2.0 or (2) SAT 870-840/ACT 15 and it is based on the qualifying criteria. All participants who successfully complete the program are guaranteed admission to the University for the subsequent fall semester.

One of the obstacles that students face when they are referred to the CASA Academy program is a feeling of inadequacy and being underprepared for college. The CASA Academy program is designed to ease the transition from high school to college for students whose academic profile and performance suggest the need for early intervention to improve their potential for success in college. Upon acceptance to the Academy, participants must enroll and successfully complete (earn a grade of C or better) a sequence of three non-credit courses designed to strengthen the student's background in English, mathematics, and reading comprehension and vocabulary development.

Students are also introduced to a Strengths-based orientation seminar as well as a common reading experience with the book club that meets once each week. StrengthsQuest is a program developed by the Gallup Organization which helps students identify their natural talents. A student’s strengths quest – your quest to achieve excellence and become all you can be through your own natural talents – is really a quest to help students discover, develop, and apply who they are. A strengths quest is a revolutionary approach to achieving. Adopting a strengths perspective to one’s life and fully embracing it can have a radical impact on one’s motivation. Through the Strengths-based orientation seminar, taught by the CASA team of academic advisors, students learn that their overall academic experience can be greatly enhanced by the perspective and direction they take in setting goals and making key decisions.

Additionally, to enhance the Strengths-based orientation seminar, CASA students are introduced to the customized version of Thriving in College and Beyond, designed specifically for historically Black colleges and Universities. The text is designed to introduce students to the culture and excellence that defines HBCUs while at the same time introducing students to learning skills fundamental to success in college.

The common reading experience for CASA Academy students focuses on a relevant theme for students each summer. Some of the themes and issues we have covered are HIV/Aids, violence in the community, and socio-economics and social justice.

The CASA Academy is an academically intense and rigorous program. It is offered for a six-week period during the summer. Courses are held Monday through Friday between 9:00 a.m. and 5:00 p.m. Additional supplemental instruction, as well as academic, personal, and leadership development seminars are held in the evenings between 6:30 p.m. and 8:30 p.m. Participants' primary purpose and goal of participating in the CASA Academy is to improve their skill development in the identified core areas in order to gain admission to the University.

Students in the CASA Academy must agree to meet the following standards:

• Successfully complete all CASA Academy courses with a grade of C or better

• Attend all scheduled CASA Academic classes and sponsored activities

• Participate in all mandatory seminars, workshops, activities, etc.

• Adhere to the University's Code of Student Conduct

• Adhere to the CASA Academy Code of Student Conduct

During the CASA Academy program, students are hired to serve as peer tutors/mentors. Peer tutors/mentors (Strengths Leaders) are provided training prior to the beginning of the program. CASA Academy participants are required to attend tutoring every day for each of their courses. In addition to the tutors/mentors, the program hires supplemental instructors to provide assistance to students in the developmental math course that is offered.

The successful completion rates (average 95%) are the metrics used to evaluate success of this program. Additionally, the Office of Institutional Research has found that students who participate in the CASA Academy program have comparable retention and graduation rates to those students who enter the University through regular admission.

Second Year Experience (SYE)

Morgan State University was awarded a Lumina Grant in 2017. A significant component of this grant was the designing and planning for implementation of a Second Year Experience (SYE) program which is being coordinated through the Center for Academic Success and Achievement (CASA). The SYE program will be designed to engage and support students and help drive them to personal and academic success in the second year. The targeted population for this program is all returning first-year full-time students.

Several obstacles were identified for our second-year students. One of them is the indecisiveness about deciding on a major and an awareness of career/professional opportunities post-graduation. Often the literature uses the term “sophomore slump”, a time when second-year students feel lost, unmotivated and confused or undecided about their majors.

One of the high impact practices of SYE programs that has been shown to have a positive influence on second year engagement and retention includes activities that enhance career readiness. A major part of the SYE program at Morgan is providing second-year students with opportunities to engage in experiential learning experiences. Well-planned, supervised and assessed experiential learning programs can stimulate academic inquiry, promote interdisciplinary learning, civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills.

Academic advising is the centerpiece of the SYE program. Research shows that interaction with advisors, both formal and informal, is a predicator of student success. The SYE program at Morgan State is making it a priority to create an environment in which advisors and students develop meaningful academic and intellectual engagement. Academic advisors will have the opportunity to enhance the experiential learning experiences of their advisees by assisting them with the selection and fulfillment of their experiences: internships, research projects, community service, service-learning courses, study abroad, volunteering, and job shadowing. Student participation will be documented through the completion of an Experiential Learning Plan (ELP) which will be completed by the student with the support of the student’s academic advisor. CASA will provide a support mechanism for this endeavor by offering training for advisors in preparation for this responsibility. Beginning in the fall of 2019, academic advisors with the Center for Academic Success and Achievement (CASA) will become the SYE Coaches working with all second-year students to assist them with identifying and engaging in meaningful experiential learning opportunities.

To advance the SYE program, lessons learned through holding focus groups with students are being implemented. Their responses were thoughtful and critical to the success of our SYE program so that it becomes a true partnership. The metrics used to evaluate the implementation of the SYE program are second to third year retention rates.

Additionally, the evidence being used to assess/adapt the intervention are the number of students who complete an experiential learning plan (ELP). This plan has two reporting mechanisms and an app for students to access with their phones has been developed. Part 1 of the ELP, “Explore”, asks students questions that provide demographics/profiles of the students as well as identifying goals they hope to achieve through their participation in the opportunity. Part 2, “Engage”, asks students to describe what they are dong as part of their experiential learning opportunity. Part 3, “Reflect” requires students to reflect on the skills they have learned and what they have learned about themselves.

Of the 859 second-year students who entered the fall of 2018, 59.6% completed ELP 1, 9.9% completed ELP 2, and 8.6% completed all three components of the plan including ELP 3 the reflection. Through expanding the types of opportunities in 2019, it is expected that the number of students who participate in the SYE program will increase. Also, “campus to career” field trips were added last year and it was, by far, the most popular experiential opportunity in which students participated. The student focus group suggested that field trips be advertised according to specific majors or areas of study. Also, the program is training a group of third-year students who participated in the program to become SYE Ambassadors in the fall of 2019. As the SYE program enters its second year, it is anticipated that the University will reach its goals of increasing second to third year retention rates.