

***Transformation Morgan:***  
**The Strategic Plan for Morgan State University**  
**Annual Review**  
**2024-2025**

Education Article § 14-104(n)(3)



*Office of the President*

November 14, 2025

The Honorable Wes Moore  
Governor  
100 State Circle  
Annapolis, Maryland 21401

The Honorable William C. Ferguson IV  
President  
Senate of Maryland  
State House, H-107  
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones  
Speaker  
Maryland House of Delegates  
State House, H-101  
Annapolis, Maryland 21401

The Honorable Sanjay Rai  
Secretary  
Maryland Higher Education Commission  
6 N. Liberty Street  
Baltimore, Maryland 21201

Re: Education Article § 14-104 (n)(3) (MSAR # 11636)

Dear Governor Moore, Senator Ferguson, Delegate Jones and Secretary Rai:

Please find enclosed a copy of the report on the Annual Review of Morgan State University's Strategic Plan as required by Education Article § 14-104 (n)(3). As required, five (5) color hard copies will be sent to the Department of Legislative Services Library.

Please feel free to contact me should you have any questions or concerns.

Kind regards,

David K. Wilson  
President

cc: Acting Secretary Yaakov Weissman  
Mr. David LaChina  
Ms. Shira Diamond  
Ms. Sarah Albert, Department of Legislative Services (5 copies)

**Morgan State University**  
**August 2025**  
**Annual Strategic Plan Update**  
**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, the six goals of the University’s Board of Regents approved ten-year strategic plan entitled, *Transformation Morgan: Leading the Future: Strategic Goals 2021–2030*, as well as how our strategic goals and objectives align with the 2022 State Plan for Higher Education

## **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 2018 cohort, the most recent year that MHEC has data, 42% of those students graduated from Morgan State University or other four-year institutions in Maryland within six years. For African American freshmen, the six-year graduation rate is 42%. The graduation rate of the university is higher than the 28% six-year rate predicted based on national data (i.e., UCLA Higher Education Research Institute); however, the university’s goal is to increase the six-year graduation rate to 60% by 2030.

For the fall 2023 cohort, the most recent year that MHEC has data, MHEC has reported our first to second year retention rate as 67% overall and 67% for African American students. The University would like to point out that the MHEC rates are based on students’ Social Security Numbers, which do not take into account students who did not provide their Social Security number because they do not use federal financial aid, students who do not have a Social Security number, or students whose Social Security numbers may have changed from the past year due to

data entry errors. Using campus student identification numbers, the retention rate for the fall 2023 cohort was 73% and was 74% for African American students.

Morgan State University has a well-established approach to enhancing student success which directly supports the Maryland state-wide goals of increasing student access and success. Initiatives include: a six-week summer bridge program for students with demonstrated potential but whose SAT scores and/or high school 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 (EAB Navigate); Degree Works, the University's degree auditing system; and a Tutoring Center that offers one-on-one in-person and virtual peer tutoring. Understanding, however, the need for continuous improvement, especially in addressing the needs of the post-pandemic generation, the University continues to enhance its student success efforts.

The Enrollment Management and Student Success division has continued with a 6th 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.

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 EAB Navigate for faculty advisors to refer back to in subsequent advising meetings. Every student has an online advising folder through EAB Navigate.

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. Sixty-two 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 was 37% in 2025. We continue to work on enhancing our wraparound services to increase the success rates of our Pell students, and indeed of all our students. Such services implemented in recent years include implementing EAB Navigate, the student success management system; utilizing Lumina Foundation's Beyond Financial Aid toolkit to provide students with information about resources that they may find useful in providing supplemental financial and social support; establishing the Growing the Future student emergency fund in 2020; and organizing a Food Resource Center to provide free, nutritious food to students. 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.

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 achieved this milestone in fall 2024 with a record enrollment of 10,739. 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. The mission of this new college ties directly to Priority 6, identifying and supporting near completer students, of the Maryland 2022 State Plan for Higher Education.

Our objective to increase the number of undergraduates in research aligns with the State Plan goal of supporting innovative methods to support student access and success. 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, 7.0% of our student body are members of other racial/ethnic groups.

Morgan State University continues to expand services for transfer students. The newly restructured Office of Transfer Initiatives (OTI) has launched a process that allows students/advisors transparency in tracking the status of their transfer credit evaluation and has reduced the turnaround in transcript evaluation from 20+ business days to 5 business days. OTI has also hired an in-house advisor to support transfer students in addition to their School Transfer Coordinator; redesigned the online orientation and onboarding module for new transfer students and sponsored in-person New Transfer Student Welcome Days; and sponsored Welcome activities and engagements throughout the semester, including the celebration of National Transfer Student Week. The University also signed the Degrees to Succeed partnership with the Community College of Baltimore County, a dual admission program providing a streamlined admission and evaluation process. Additionally, we've implemented a transfer student portal that allows prospective students wishing to transfer to Morgan to review coursework that has already been articulated to see its applicability and submit new courses for review before applying to MSU. These initiatives are aligned to Priority 6, address challenges faced by transfer students, of the 2022 State Plan for Higher Education.

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 80% for the past six years.

Morgan State University continues to generate strategies to increase student enrollment and retention in the STEM fields. For the academic year 2024-2025, 287 bachelor's degrees were awarded in the STEM fields, including our first bachelor's degrees awarded in Mechatronics Engineering (n=3). 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. Recent data from the Maryland Longitudinal Data System (MLDS) indicates that on average 48% 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 64% 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 73% 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 and National Student Clearinghouse results, graduate or professional school going rate has averaged 25% for the 2020-2025 period. Additionally, on average for the 2020-2025 period, 95% of employers expressed satisfaction with Morgan hires.

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 62%. 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 Ascendancy 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 ascendancy of faculty to higher ranks and provide staff with progressive opportunities for professional development and merit-based promotions.*

An engaged and highly qualified faculty and staff are essential to the accomplishment of our strategic goals and is aligned with Priority 5 of the State Plan to maintain a commitment to high quality postsecondary education in Maryland. Currently, the University has three endowed professors. To support faculty ascendancy, 11 Associate Professors were promoted to Professor during the academic year 2024-2025. The average number of Scholarly Publications for the past six years is 705. The average number of faculty and staff engaged in professional publications and creative activities for the past six years is 481.

Morgan State University's strategic plan delineates the University's objective to increase its online presence to better serve both traditional and non-traditional students. This objective ties directly to

the Maryland 2022 State Plan for Higher Education goal of expanding access to quality higher education in the state. The percentage of faculty and staff at Morgan engaged in training to teach online has increased from 14% to 29% during the 2020-2025 period. Additionally, the number of faculty and staff with online courses has increased from 69 to 161 during the same period.

### **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 2025 (FY2025), MSU's research enterprise received \$104.4 million in new grants, cooperative agreements, and contracts. A portion of these awards are for research and development (R&D). While the FY2025 expenditures have not yet been finalized, we estimate that the R&D expenditures will be approximately \$68 million. The current Carnegie requirement for R-1 (a doctoral university with Very High Research Activity) is at least \$50M in research expenditures and 70 PhDs conferred. Both new awards and expenditures show remarkable increases over the corresponding numbers in FY2021 and years prior to that. The University awarded 93 research and scholarship doctorates in academic year 2024-2025. We are well on track to meet the Carnegie requirement of an average of 70 research doctorate degrees over the FY24, FY25, and FY26 period.

Additionally, to ensure that our research is impactful for Baltimore City, Maryland, and the nation, we have created several new research centers such as the Center for Equitable Artificial Intelligence and Machine Learning Systems, the Center for Urban Health Equity, the Center for Urban Violence and Crime Reduction, and the Center on Urban and Coastal Climate Science Research. The research conducted by these centers will enhance equity, reduce disparities, and save lives. The work of these research centers also supports Priority 8 of the Maryland State Plan for Higher Education which promotes the identification of innovative and emerging fields of study.

The University has increased its full-time Post-Doctoral Research staff from 49 in FY2020 to 101 in FY2025. 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 exists to advance the vision, mission and core values of Morgan State University. It also aims to foster a culture of philanthropy through strategic fundraising, communications and alumni engagement. Annual private and philanthropic fundraising results for fiscal year 2025 are estimated at \$18.1M, and the alumni participation rate

was 11%. Results of our fund-raising efforts help support institutional financial aid for students. In FY2025, \$5.6 million in scholarships was awarded to 2,600 students. This aid reduces out-of-pocket costs for students and helps keep the University as one of the most affordable four-year public institutions in Maryland.

The campus has made progress in reducing energy consumption. The average decrease of electrical usage for the past six years is 6%. The gas usage declined 14% in fiscal year 2025. 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.

Morgan State University advanced its infrastructure modernization efforts to support academic continuity, operational resilience, and improved user experience. The Division of Information Technology (DIT) expanded the cloud storage capacity to improve data accessibility, support academic research, and enhance disaster recovery capabilities. To further strengthen system reliability, 15 Uninterruptible Power Supply (UPS) units were replaced, with an additional 15 units scheduled for installation during summer 2025. These upgrades help safeguard critical systems during electrical power disruptions. Planning is also underway to upgrade the wireless network with next-generation Wi-Fi technology in the CBEIS building targeted for implementation by fall 2025.

#### **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 46 new partnerships in 2025 with other government agencies, businesses, industries, non-profit, and community organizations.

Morgan State University's students also play an active role in the local area. This past academic year approximately 1,515 students participated in university sponsored internship and field experience classes.

## **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 has demonstrated sustained growth in international student enrollment over the past five years, marked by a 55% increase during that period. In Fall 2024, the University enrolled 454 international students, a figure that rose to 528 by Spring 2025. This upward trend reflects the institution's continued commitment to global engagement and international recruitment. In support of this commitment, Morgan is actively pursuing strategic recruitment and partnerships with institutions across Africa, Asia, and other regions of the world. In 2025, 150 Morgan students participated in Study Abroad programs, while 550 participated in the Virtual Exchange-COIL Collaborative Online International Learning (COIL) Program.



**Morgan State University Performance  
Accountability Report**

**GOAL 1: ENHANCE STUDENT SUCCESS AND WELL-BEING**  
*Morgan will create an educational environment that enhances student success and Well-Being*  
**LEADERSHIP: VP, Kara Turner & VP, Kevin Banks**

**OBJECTIVE 1.1: Increase the graduation rate of Morgan undergraduates to 50% by 2027 and 60% or higher by 2030.**  
 Rollins (MHEC Data) ----- K. Turner (Estimates)

Performance Measure or (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Six-year graduation rate <sup>1</sup>	46%	48%	47%	47%	42%	42%	42%	42%
Six-year graduation rate of African-Americans	46%	48%	47%	45%	42%	42%	42%	43%

*"<sup>1</sup>Actual graduation rates are based on the fall 2013, 2014, 2015, 2016, 2017 and 2018 freshman cohorts from MHEC, respectively. Rates also include students beginning at Morgan but graduating from other institutions."*

**OBJECTIVE 1.2: Increase the graduation rate of Pell recipients to 45% by 2027.  
Rollins (IR-Data) ----- K. Turner (Estimates)**

Performance Measure or (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Six-year graduation rate of Pell recipients	38%	42%	40%	38%	38%	37%	39%	40%

**OBJECTIVE 1.3: Increase the second-year retention rate of Morgan undergraduates to 70% or higher by 2027.  
Data/IR/MHEC data ----- Rollins/Hicks/K. Turner (Estimates)**

Performance Measure or (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
FTE student-authorized faculty (tenured/tenure track) ratio	17.9:1	18.8:1	22.5:1	24.7:1	24.9:1	25.7:1	23.0:1	23.0:1
Average class size of first year course offering	26	28	31	30	30	30	30	30
Percent of first-year courses taught by tenured/tenure track faculty	24%	42%	32%	25%	21%	20%	33%	33%
Second-year retention rate <sup>2</sup>	75%	77%	73%	71%	68%*	67%*	73%	73%
Second-year retention rate of African-Americans	76%	78%	74%	74%	69%*	67%*	74%	74%

<sup>2</sup> Actual second-year retention rates are based on the fall 2018, 2019, 2020, 2021, 2022 and 2023 entering freshman cohorts from MHEC, respectively.  
\*Note: The retention rates are based on MHEC's use of Social Security Numbers to track students from year to year. As not all students provide Social Security Numbers or there are instances where Social Security Numbers change between years, retention rates based on Social Security Numbers can be lower than retention rates based on the less variable campus student identification numbers. Using campus student identification numbers, Morgan's second-year retention rates for 2024 and 2025 are 71% and 73% respectively. We urge MHEC to use the campus student identification numbers.

**OBJECTIVE 1.4: Increase enrollment to 9,500 by Fall 2027 and 10,000 by Fall 2030.  
Rollins (MHEC Data) ----- K. Turner, Garrison, Westrick, Astatke (Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
<b>Total Enrollment</b>	7763	7634	8469	9101	9808	10,739	11,200	11,500
<b>Number of Morgan Completes You (MCY) Enrollment</b>	NA	NA	NA	62	125	163	225	500

**OBJECTIVE 1.5: Increase the number of undergraduates in research by 5% a year by 2027.  
Rollins (MHEC Data) ----- L. Brown/Rollins (Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Est.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
<b>Number of undergraduate students participating in research classes, campus research symposiums, working as campus research assistants</b>	153	117	93	144	204	289	300	310

**OBJECTIVE 1.6: Increase the diversity of undergraduate students to 10% by 2027.  
Rollins (MHEC Data) ----- K. Turner (Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
Total Percent of Diverse Students	6.6%	6.9%	5.7%	6.5%	6.4%	7.0%	8.3%	8.3%
Percent of Asian or Native Hawaiian students	0.9%	0.7%	0.3%	0.3%	0.4%	0.3%	0.6%	0.6%
Percent of Native American students enrolled	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%
Percent of Caucasian students enrolled	1.7%	1.6%	1.0%	0.9%	0.7%	0.7%	1.0%	1.0%
Percent of Hispanic students enrolled	3.9%	4.4%	4.3%	5.2%	5.1%	5.8%	6.5%	6.5%

**OBJECTIVE 1.7: Increase the number of new transfer students from Maryland community colleges to 212 by 2027.  
Rollins (MHEC Data) ----- K. Turner (Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
Number of Maryland community college transfer students	161	116	73	168	103	109	115	130

**OBJECTIVE 1.8: Maintain or increase the pool of college applicants to Morgan from urban school districts in Maryland at 60% of all Maryland applicants by 2027.  
Rollins (MHEC Data) ----- K. Turner (Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Est.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
% of freshman applicants from urban districts	85.0%	84.0%	74.0%	80.0%	80.0%	82.0%	82.0%	82.0%
% of students accepted from urban districts	70.0%	72.0%	73.0%	83.0%	83.0%	83.0%	83.0%	83.0%
% of students enrolled from urban districts	33.0%	23.0%	24.0%	24.0%	23.0%	25.0%	25.0%	25.0%

*Urban school districts are those school districts that are members of the Council of Urban Boards of Education and include Baltimore City, Baltimore County, Howard County, Montgomery County, and Prince George's County.*

**OBJECTIVE 1.9: Increase the number of bachelor degree recipients in the STEM fields to 270 by 2027.**  
**Rollins (MHEC Data) ----- Tchounwou, Barton and Bapna (Estimates)**

Performance Measure or (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
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**Total number of STEM bachelor recipients<sup>5</sup>**

ENGR	223	169	139	103	79	90	100	100
SCMNS	106	118	92	115	112	151	155	155
SBM	32	32	34	29	33	33	41	62
CICS					4	13	15	15
<b>TOTAL</b>	<b>361</b>	<b>319</b>	<b>265</b>	<b>247</b>	<b>228</b>	<b>287</b>	<b>311</b>	<b>332</b>

**[Number of underrepresented minority STEM] Bachelor's recipients<sup>6</sup>**

ENGR	84	101	91	84	58	69	91	91
SCMNS	85	102	86	97	91	108	110	110
SBM	26	28	30	28	31	25	34	55
CICS					4	13	6	6
<b>TOTAL</b>	<b>195</b>	<b>231</b>	<b>207</b>	<b>209</b>	<b>184</b>	<b>215</b>	<b>241</b>	<b>262</b>



<b>Number of women STEM bachelor's recipients</b>								
<b>ENGR</b>	<b>37</b>	<b>28</b>	<b>33</b>	<b>27</b>	<b>17</b>	<b>14</b>	<b>25</b>	<b>25</b>
<b>SCMNS</b>	<b>67</b>	<b>68</b>	<b>54</b>	<b>68</b>	<b>68</b>	<b>98</b>	<b>98</b>	<b>99</b>
<b>SBM</b>	<b>8</b>	<b>10</b>	<b>15</b>	<b>9</b>	<b>13</b>	<b>16</b>	<b>20</b>	<b>33</b>
<b>CICS</b>					<b>2</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>TOTAL</b>	<b>112</b>	<b>106</b>	<b>102</b>	<b>104</b>	<b>100</b>	<b>132</b>	<b>148</b>	<b>163</b>

5 STEM fields include the following programs: Actuarial Science, Biology, Chemistry, Computer Science, Information Systems, Civil Engineering, Electrical Engineering, Industrial Engineering, Mechatronics Engineering, Mathematics, Physics, Engineering Physics, Cloud Computing, Cybersecurity Intelligence Management, Transportation Systems Engineering, Interdisciplinary Technology Services, Interdisciplinary Engineering, Information Systems, and Computer Science, Interdisciplinary Sciences, and Transportation Systems.

6 Underrepresented minorities include Hispanics, Native Americans, Native Hawaiians/Pacific Islanders, and African Americans.

**OBJECTIVE 1.10: Increase the number of degrees awarded in teacher education to 50 by 2027.**  
**Rollins (MHEC Data) ----- Bridges/Prime (Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
<b>Number of baccalaureates awarded in teacher education</b>	<b>51</b>	<b>71</b>	<b>50</b>	<b>27</b>	<b>44</b>	<b>31</b>	<b>40</b>	<b>40</b>

<b>Number of baccalaureates awarded in teacher education (elementary education and physical education)</b>	<b>51</b>	<b>72</b>	<b>39</b>	<b>27</b>	<b>44</b>	<b>31</b>	<b>40</b>	<b>40</b>
<b>Number of new hires teaching in Maryland schools</b>	<b>15</b>	<b>22</b>	<b>35</b>	<b>22</b>	<b>36</b>	<b>25*</b>	<b>32</b>	<b>32</b>

\*Estimated number



Percentage of students rating preparation for jobs (excellent, good or fair)	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
	N = 22	N = 31	N = 125	N=51	N=137	N=130	N=160	N=160
Excellent	29%	20%	30%	29%	28%	23%	24%	26%
Good	39%	49%	46%	43%	43%	41%	45%	46%
Fair	16%	22%	14%	16%	22%	30%	31%	28%
Poor	0%	7%	2%	8%	7%	6%	0%	0%
Uncertain	16%	2%	9%	4%	0%	0%	0%	0%
Total Excellent - Good	68%	69%	76%	72%	71%	64%	69%	72%

**OBJECTIVE 1.13: Increase the percentage of employers satisfied with employees who are Morgan bachelor's recipients to 90% by 2027.  
Rollins/Alao (Data)**

Percentage of employers satisfied with employees who are Morgan bachelor's recipients	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
	N = 76	N = 40	N = 76	N=53	N=67	N=65	N=100	N=100
Very Satisfied	38%	43%	46%	45%	39%	40%	41%	41%
Satisfied	62%	55%	46%	45%	61%	52%	52%	52%
Unsatisfied	0%	2%	5%	8%	0%	5%	7%	7%
Very Unsatisfied	0%	0%	3%	2%	0%	3%	0%	0%
Total Very Satisfied – Satisfied	100%	98%	92%	90%	100%	92%	93%	93%

**OBJECTIVE 1.14: Maintain a culture of academic achievement in athletics with at least 60% of student athletes with 3.0 Grade Point Averages or above. K. Turner/Freeman-Patton (Data and Estimates)**

<b>Performance Measure or (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
<b>Percentage of Student Athletes with a 3.0 GPA or above</b>	<b>62% (P/F)</b>	<b>80% (P/F)</b>	<b>62%</b>	<b>57%</b>	<b>60%</b>	<b>62%</b>	<b>60%</b>	<b>60%</b>

*Note: P/F = Pass or Fail*



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**GOAL 2: IMPLEMENT FACULTY ASCENDENCY AND STAFF DEVELOPMENT INITIATIVES**  
 Faculty and Staff will Engage in Professional Development Initiatives to Enhance their Professional Competence & Personal Well-Being.  
**LEADERSHIP: AVP, Solomon Alao and AVP, Chevonie Oyegoke**

**OBJECTIVE 2.1: Establish 10 Endowed Professorships to Recruit, Attract and Retain Leading Scholars  
 World-Wide by 2030. Hongtao Yu (Data and Estimates)**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Endowed Professors	NA	NA	NA	1	2	3	6	6
Number of faculty who are fellows in their respective National Societies	NA	NA	NA	7	11	14	14	14

**OBJECTIVE 2.2: Increase Scholarly Publications and Activities by Full-Time Tenured/Tenure Track  
 Faculty to 260 by 2027. Solomon Alao, Farin Kamangar (Data and Estimates)**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Scholarly Publications (Books & Refereed Publications) by Full-Time Tenure/Tenure Track Faculty	219	226	240	746	1145	1655	1670	1670
Number of Faculty and Staff Engaged in Professional Publications and Creative Activities	452	464	470	490	500	510	515	520
Number of Faculty & Staff Engaged as Principal Investigators in Funded Research or Contracts	67	71	78	94	172	175	170	170

*Note: IP = In-Process*

**OBJECTIVE 2.3: Support and Convert 15-20 of the Associate Professors to Full Professors by 2027.  
Hongtao Yu (Data and Estimates)**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.	2027 Est.
Number of Associate Professors Promoted to Full Professors	NA	NA	NA	9	9	11	11	11

**OBJECTIVE 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% by 2027.  
(Hongtao Yu, Patricia Dockery, Laura Dorsey-Elson, Cynthia Brown-Laviest, Farin Kamangar, Nicole Westrick, Angela Harris (Data/Estimates))**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Percentage of Faculty & Staff Engaged in Quality Matters® Training	14%	17%	18%	19%	26%	29%	30%	33%
Number of the Faculty and Staff with Online Courses that Meet Quality Matters® Standards	69	71	115	146	137	161	170	180
Percentage of the Faculty & Staff Using Open Education Resources	NA	NA	NA	5%	27%	29%	29%	30%
Percentage of New Faculty and Staff Engaged in Professional Development on the Science of Teaching & Learning	NA	NA	NA	63%	55%	58%	70%	70%
Number of Faculty and Staff Engaged in the Training Workshops on Research and the Scholarship of Grant Writing	NA	NA	NA	70	90	100	110	110

**OBJECTIVE 2.5: By 2027, Conduct Two (2) Professional Development Opportunities per Year that Support the Health and Wellness Need of all Employees.  
Patricia Dockery and Kevin Banks (Data/Estimates)**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Professional Development Opportunities on Safety, Health, and Wellness	NA	NA	NA	41	44	58	58	58
Percentage of Faculty & Staff Engaged in Professional Development on Safety, Health and Wellness	NA	NA	NA	90%	95%	95%	95%	96%



**OBJECTIVE 3.2: Achieve total annual doctoral conferrals per year of >110 by 2030.**  
**Carnegie Metrics: The total number of Research and Scholarship Doctorates awarded are used as a Carnegie performance metric.**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Other Research and Scholarship Doctoral Degrees Conferred	56	46	45	42	39	59	46	52

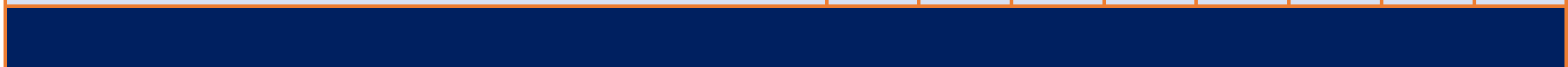
Total Research and Scholarship Doctoral Degrees Conferred	78	71	70	58	62	93	87	94
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**OBJECTIVE 3.3: Achieve total annual full-time post-doctoral research staff to 140 by 2030.**  
**Does not include full-time instructional faculty. (3.4).**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Full-time Post-Doctoral and Research Staff	49	65	102	111	92	101	130	130

**OBJECTIVE 3.4 Increase the number of tenure track faculty to 300 by 2027 and 388 by 2030.**  
**Hongtao Yu, Cheryl Rollins (Data and Estimates)**

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Act.	2026 Est.	2027 Est.
Number of Full-Time Instructional Tenure Track Faculty	341	331	299	298	330	352	370	375





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**GOAL 4: IMPROVE CAMPUS-WIDE INFRASTRUCTURE**  
Morgan will enhance its infrastructure and processes.  
**LEADERSHIP: VP, Kim McCalla, EVP, David LaChina, VP Endia DeCordova, Dir. Premdat Kokilerpersaud**

**OBJECTIVE 4.1: Increase private and philanthropic donations to \$50 million by 2027.**  
Endia DeCordova (Actual and Estimates)

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.	2027 Est.
Annual Private and Philanthropic Donations	\$7.1M	\$67.9M	\$27.6M	\$17.4M	\$15.3M	\$18.1	\$18M	\$19

**OBJECTIVE 4.2: Increase the alumni giving rate to 16% by 2027.**  
Endia DeCordova (Actual and Estimates)

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.	2027 Est.
Calendar Year Alumni Giving Rate	14%	14%	14%	11%	12%	11%	12%	13%

**OBJECTIVE 4.3: Reduce campus electricity usage by 7% by 2027 through effective conservation measures, persistent curtailment, and enhanced efficiency services.**  
Kokilerpersaud (Actual and Estimates)

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.	2027 Est.
Reduced Electricity Usage	-3.8%	-21.6%	-0.4%	-9.10%	-1.4%	-1.4%	-1.5%	-1.5%

**OBJECTIVE 4.4: Reduce campus natural gas usage by 5% by 2027.**  
Kokilepersaud (Actual and Estimates)

PERFORMANCE MEASURE OR (KPI):	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.	2027 Est.
Reduced Natural Gas Usage	12.7%	-6.5%	-15.6%	-28.5%	-14.2%	-14.2%	-15.2%	-15.2%



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**GOAL 5: SERVE AS THE PREMIER ANCHOR INSTITUTION FOR BALTIMORE CITY AND BEYOND.**  
 Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.  
**LEADERSHIP: AVP, Kim McCalla, & EVP, David LaChina**

**OBJECTIVE 5.1: Increase the number of undergraduate and graduate students engaged in University-sponsored Field-work  
and internships to 1200 by 2027.**  
**Dr. Brenda James, Dean McPhatter, Dr. Woodroffe, Ms. Yolanda Seabrooks, and Mr. Nicholas Kovach (Actual and/or Estimates).**

<b>PERFORMANCE MEASURE OR (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
<b>Number of New Partnerships with Agencies &amp; Organizations</b>	12	8	39	35	33	46	38	40
<b>Number of Students who Participated in University-sponsored internship and field experience courses</b>	546	900	1,031	1064	900	1515	1100	1200



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**GOAL 6: ACTIVATE GLOBAL EDUCATIONAL INITIATIVES & EXPAND INTERNATIONAL FOOTPRINT**  
Morgan will Activate its Global Educational Initiatives and Expand its International Footprint  
**LEADERSHIP: Yacob Astatke**

**OBJECTIVE 6.1: Enroll 500 international students by 2027 and 800 by 2030. (Yacob Astatke/Data and Estimates)**

<b>PERFORMANCE MEASURE OR (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
Number of international Students (F1-Visa) Enrolled	512	349	327	319	336	454	520	550
Add 3 New International Partnerships by 2027	1	0	0	0	0	1	1	1

**Objective 6.2: Increase and sustain annual student participation in study abroad and experiential global learning activities  
from 2% to 7% of total enrollment by 2030. (Yacob Astatke/Data and Estimates)**

<b>PERFORMANCE MEASURE OR (KPI):</b>	<b>2020 Act.</b>	<b>2021 Act.</b>	<b>2022 Act.</b>	<b>2023 Act.</b>	<b>2024 Act.</b>	<b>2025 Act.</b>	<b>2026 Est.</b>	<b>2027 Est.</b>
# of students in the face-to-face Study Abroad program	0	0	34	83	140	150	175	200
# of students in the Virtual Exchange-COIL Study Abroad program	46	180	284	211	500	550	600	650
# of faculty engaged in the face-to-face Study Abroad program	0	0	7	12	13	15	18	21
# of faculty engaged in the Virtual Exchange-COIL Study Abroad program	1	8	4	14	10	12	15	15
# of staff engaged in the face-to-face Study Abroad program	0	0	2	2	4	5	6	7
# of staff engaged in the Virtual Exchange-COIL Study Abroad program	2	4	3	3	3	4	5	5