



Morgan State University

Performance Accountability Report: 2012

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President

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MHEC Performance Accountability Report Morgan State University

MISSION

Morgan State University is, by legislative statute, Maryland’s public urban university. Morgan serves the community, region, state, nation, and world as an intellectual and creative resource by supporting, empowering and preparing high-quality, diverse graduates to lead the world. The University offers innovative, inclusive, and distinctive educational experiences to a broad cross section of the population in a comprehensive range of disciplines at the baccalaureate, master’s, doctoral, and professional degree levels. Through collaborative pursuits, scholarly research, creative endeavors, and dedicated public service, the University gives significant priority to addressing societal problems, particularly those prevalent in urban communities. The goals and objectives in this report reflect the legislatively mandated mission as well as the University’s ten year strategic plan entitled, *Growing the Future, Leading the World: The Strategic Plan for Morgan State University, 2011 – 2021*.

This Performance Accountability Report focuses on the five strategic plan goals 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.

Goal 1: Enhancing Student Success

Morgan will create an educational environment that enhances student success.

Objective 1.1 Increase the graduation rate of Morgan undergraduates to 40% by 2017.

	2009	2010	2011	2012
	Act	Act	Act	Act
<u>Outputs:</u>				
Six-year graduation rate ¹	34%	35%	34%	31%
Six-year graduation rate of African-Americans	35%	35%	34%	30%

Objective 1.2 Increase the graduation rate of Pell recipients to 35% by 2017.

	2009	2010	2011	2012
	Act	Act	Act	Act
<u>Outputs:</u>				
Six-year graduation rate of Pell recipients	29%	29%	29%	26%

Objective 1.3 Increase the second year retention rate of Morgan undergraduates to 78% by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Inputs</u>				
FTE student-authorized faculty ratio	17.7:1	20.5:1	21.5:1	22.1:1
Average class size of first year course offering	28	25	25	26
Percent of authorized faculty in first year of study	40%	47%	32%	29%
<u>Outputs</u>				
Second-year retention rate ²	68%	68%	68%	72%
Second-year retention rate of African-Americans	67%	69%	68%	73%

Objective 1.4 Increase the percent of high ability freshmen to 22% by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Input</u>				
Number of high ability freshmen enrolled ³	224	188	201	177
Percent of high ability freshmen enrolled	15.7%	14.6%	16.3%	16.6%

Objective 1.5. Increase the diversity of undergraduate students to 15% by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Inputs</u>				
Total Percent of Diverse Students	8.8%	10.2%	11.2%	10.2%
Percent of Asian or Native Hawaiian students enrolled	.7%	1.1%	1.7%	1.7%
Percent of Native American students enrolled	.2%	.4%	.3%	.3%
Percent of Caucasian students enrolled	1.6%	1.5%	1.8%	1.8%
Percent of Hispanic students enrolled	1.0%	2.8%	2.6%	2.6%
Percent of international students enrolled	5.3%	4.4%	4.8%	3.8%

Objective 1.6. Increase the percentage of Maryland community college transfer students as a percent of undergraduate enrollment to 8% through 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Input</u>				
Percent of Maryland community college transfer students	2.7%	3.1%	3.7%	3.5%

Objective 1.7 Maintain the pool of college applicants to Morgan from urban school districts in Maryland⁴ at 40% in 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Inputs</u>				
Percent of freshman applicants from urban districts	36.3%	40.1%	39.9%	39.5%
Percent of students accepted from urban districts	49.9%	50.1%	50.7%	55.6%
Percent of students enrolled from urban districts	51.3%	53.9%	53.7%	56.7%

Objective 1.8 Increase the number of bachelor degree recipients in the STEM fields to 200 by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Outputs</u>				
Total number of STEM bachelor recipients ⁵	191	160	168	181
Number of underrepresented minority STEM Bachelor's recipients ⁶	183	150	111	145
Number of women STEM bachelor's recipients	91	64	66	80

Objective 1.9 Increase the number of bachelor's degrees awarded in teacher education to 65 in 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Outputs</u>				
Number of baccalaureates awarded in teacher education	64	43	54	40
Praxis pass rate	100%	100%	100%	100%
Number of new hires teaching in Maryland schools	26	20	NA*	NA*

Objective 1.10 Increase the percentage of bachelor’s recipients satisfied with education received in preparation for graduate/professional study to 98% by 2017.

	2009	2010	2011	2012
	Act	Act	Act	Act
<u>Input:</u>				
Percent of students who attend graduate/professional schools	35%	44%	38%	33%

<u>Outcomes:</u>				
Percent of students rating preparation for graduate/professional school (excellent, good or fair)	100%	94%	93%	100%

Objective 1.11 Increase the percentage of bachelor’s recipients satisfied with education received in preparation for the workforce to 98% by 2017.

	2009	2010	2011	2012
	Act	Act	Act	Act
<u>Inputs:</u>				
Percent of bachelor’s recipients employed one year after graduation	83%	81%	79%	84%

Percent of bachelor’s recipients employed in Maryland one year after graduation ⁷	64%	70%	70%	63%
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<u>Outcomes:</u>				
Percent of students rating preparation for jobs (excellent, good or fair)	96%	91%	90%	81%

Objective 1.12 Increase the percentage of employers satisfied with employees who are Morgan bachelor’s recipients to 95% by 2017.

<u>Outcome:</u>				
Percent of employers satisfied with employees who are Morgan bachelor’s recipients	100%	95%	91%	85%

Goal 2: Enhancing Morgan’s Status as a Doctoral Research University
Morgan will enhance its status as a Doctoral Research University.

Objective 2.1. Increase research grants and contract awards to \$37 million by 2017.

2009	2010	2011	2012
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	Act	Act	Act	Act
<u>Input</u>				
Number of faculty engaged as Principal Investigators in funded research or contracts	152	154	98	80**
<u>Output</u>				
Value of grants and contracts (\$M)	26	27	27.5	32.9

Objective 2.2. Increase scholarly publications and activities per full-time tenured/tenure track faculty to 3.5 by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Output</u>				
Number of scholarly publications and activities per full-time tenured/tenure track faculty	3.2	2.4	2.5	2.7

Objective 2.3 Increase the number of doctoral degrees awarded to 45 by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Output</u>				
Total Doctoral degree recipients	36	31	32	37
Doctoral degree recipients in STEM	9	4	6	8
Doctoral degree recipients in Non-STEM	27	27	26	29

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

Objective 3.1 Reduce campus electricity usage by 10% to by 2017 through effective conservation measures, persistent curtailment, and enhanced efficiency services for the expanding number of facilities on its campus.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Output</u>				
Reduced Electricity Usage ⁸				New objective

Objective 3.2 Reduce campus natural gas usage by 10% to by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Output</u>				
Reduced Natural Gas Usage ⁸				New objective

Goal 4: Growing Morgan’s Resources

Morgan will expand its human capital as well as its financial resources

Objective 4.1. Increase private and philanthropic donations to \$50 million by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Output</u>				
Private and philanthropic donations (\$M)	\$3.9	\$3.9	\$5.1	\$5.2

Objective 4.2 Increase the alumni giving rate to 15% by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Output</u>				
Alumni Giving Rate (%)	7.4%	6.5%	10.4%	10.4%

Goal 5: Engaging with the Community

Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research.

Objective 5.1 Increase partnerships with Baltimore City public schools, government agencies, businesses and industries, non-profits and community organizations to 375 by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Outcomes</u>				
Number of partnerships with Baltimore City public schools	113	110	117	121
Number of partnerships with other state public schools	2	2	2	2
Number of partnerships with government agencies, businesses and industries, non-profits, and community organizations	240	267	291	323

Objective 5.2. Increase the number of students participating in University sponsored community service to 600 by 2017.

	2009 Act	2010 Act	2011 Act	2012 Act
<u>Outputs</u>				
Number of students participating in University sponsored community service	350	348	476	427

Notes: * Data not available
 **Preliminary Data

1. Objective 1.1: Actual graduation rates are based on the fall 2001, 2002, 2003 and 2004 freshman cohorts from MHEC, respectively. The 2012 goal is based on the 2004 cohort. Rates include students beginning at Morgan but graduating from other institutions.
2. Objective 1.3: Actual second-year retention rates are based on the fall 2006, 2007, 2008 and 2009 entering freshman cohorts from MHEC, respectively. The 2012 goal is based on the 2009 entering class.
3. Objective 1.4: High ability students are considered those with combined SAT scores of 1,000 or higher or ACT scores of 22 or higher.
4. Objective 1.7 Baltimore City, Baltimore County, Prince George’s based on membership in Council of Urban Boards of Education.
5. STEM fields include Biology, Computer Science, Information Systems, Civil Engineering, Electrical Engineering, Industrial Engineering, Mathematics, Physics, Engineering Physics, and Chemistry.
6. Underrepresented minorities include Hispanics, Native Americans, Native Hawaiians/Pacific Islanders, African Americans, and Asians.
7. Objective 1.11: Data source is online and paper alumni survey.
8. Usage per square foot/ degree days. Degree days is the total degrees for the year above or below 60.

INSTITUTIONAL ASSESSMENT

Goal 1: Enhancing Student Success

Morgan 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 recent years, Morgan has graduated between 31-34% of its entering freshmen within six years. This ranks the campus somewhat above average among public universities nationally with urban missions. For African-American freshmen, Morgan also ranks near the median among public urban universities nationally. While Morgan's graduation rate is somewhat higher than would be predicted based on national data (see the UCLA Higher Education Research Institute's on-line calculator), its goal is to increase its graduation rate to 40% by 2017.

For recent graduating classes, the University's six year graduation rate has been at the lower end of the range. A number of factors have contributed to this. Insufficient financial aid is a factor in our students not returning. Institutional surveys have shown that about 40% of our students work more than 20 hours per week while attending school full-time. This type of schedule impacts student academic success resulting in a longer time to graduation and/or poor academic performance. Heavy reliance on adjunct faculty also impacts student success. Currently, 43% of the faculty at Morgan is comprised of adjuncts; and 49% of the adjuncts carry a full-time work load. The use of contractual faculty is concentrated at the lower division level. New initiatives implemented to increase student academic success and engagement included the launching of two computer based academic support programs, Smart Thinking and PLATO, which allow students to receive self-paced tutoring at their convenience. Also, a series of academic enrichment programs were established in the residence halls. Additionally, the residence halls offer concentrated academic services for the Freshmen Studies students who take developmental classes. The Office of Student Retention administers a number of initiatives in order to improve student retention and graduation. Academic advisement for first-time freshmen has been reorganized by providing professional advisement from the Student Retention Staff during the summer and first-year of matriculation to include curriculum counseling, schedule making, and training on the use of the on-line student information and registration system. Freshman orientation for new students was completely revamped from an optional, more social transitional program for freshmen to a mandatory academic, social, and cultural transitional program for all freshmen. A comprehensive student retention website was launched; the website includes links to retention and graduation data, placement testing practice and strategies, disability support services, Parents' 411 program, and retention coordinators.

Morgan continues to provide higher education access to a segment of the population which faces financial constraints and challenges. Fifty-five percent of our undergraduates are Pell recipients. Research by University faculty and staff indicates that socio-economic status as measured by the percentage of Pell recipients on a campus is highly correlated with the campus graduation rate. Pell grants cover about a third of the cost of attendance for an in-state student. Additional non-loan need based financial aid would assist in the retention and graduation of these students. The graduation rate of Pell recipients has remained constant from 2009-2011, but declined in 2012. Second year retention rates increased to 72% for the cohort who entered fall 2010, as well as for the African American freshmen from that cohort.

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. A number of private institutions, such as Harvard University, and public flagship universities, such as the University of North Carolina Chapel Hill, have extensive programs to recruit minority or low income high ability students. Additionally, the offering of competitive high ability financial aid awards results in our being able to fund fewer students. A number of new initiatives began to enhance the curricular and co-curricular activities for honors students. These initiatives included establishing an Honors Faculty Committee within each school or college to address concerns relating to the Honors program for that particular school or college, and establishing an Honors Orientation class in each school or college for new freshmen and new transfer students. Additional initiatives include special interdisciplinary and/or interactive classes in each school or college for honors students, seminars which will allow honors faculty and students to present their research, establishment of a data base of funding sources for honors students, and creation of a fund within each school or college to allow honors students to travel to and present at professional conferences.

The University always has welcomed enrollment of students of all races and is placing increased priority on attracting a greater number of "other race" students. To a growing degree this historic mission is of increasing importance to the State. During this decade, the number of minority high school graduates will increase. A large majority of them will mirror the University's applicant pool with similar educational profiles, comparable socio-economic status and family educational history. The percentage of Hispanic and Asian students has increased during the time period covered by this report. Morgan will become increasingly attractive to the general population as popular programs are developed and facility improvements come to fruition. Our most diverse undergraduate program, Architecture, has an enrollment that is 30% non-African American. The undergraduate Architecture program is one of only two in the state, and highlights the importance of placing unduplicated programs at Historically Black Institutions so that HBIs have programs which are attractive to an array of students. In time, the campus expects diversity to increase at the undergraduate level as well due to the familiarity area

residents will gain with the campus as a result of its graduate programs and due to the general prestige associated with having a significant doctoral mission.

Morgan has expanded its cooperative agreements with Maryland community colleges. In the process it upgraded the transfer center, which is responsible for coordinating the admission of all types of transfer students. Additionally, the University has two initiatives to help less prepared students begin at community college and then transition to Morgan. It is expected that these two programs will contribute to a higher percentage of Maryland community college transfers to the University.

Several factors impact the number of graduates in STEM fields. First, Morgan increasingly faces stiff competition from other campuses Statewide and nationally for the better prepared students who typically major in these fields. These students are attracted to campuses with state-of-the-art facilities and equipment, and high numbers of full-time faculty who conduct research. Secondly, many Morgan students enter college academically under-prepared especially in the mathematics and science areas. Subsequently, these students choose majors other than the mathematics, science or engineering or often transfer to other majors. Those students who do major in these fields tend to take longer than four years to complete their degrees because of the nature of the coursework, and the fact that many of them work more than 20 hours per week which impacts their study time. The University continues to look at ways to increase student enrollment and retention in these fields.

As has been the case for the last several years, Morgan State University continues to rate well in relation to its quality indicators. Recent Morgan graduates have proven to be highly employable individuals able to sustain employment in today's workforce. The ability of Morgan's graduates to gain employment in fields related to their majors is comparable to the statewide average. 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. Morgan State undergraduate students have been continuing their studies in graduate or first professional degree programs. Morgan's graduate/professional school going rate has averaged about 37% during the 2009-2012 period.

Morgan alumni continue to contribute to the economic viability of the State. For the 2009 to 2012 period survey results indicate that on average 67% of Morgan alumni were employed in Maryland one year after graduation.

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

Morgan 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.

Over the years, the University's grant and contract activity has increased substantially, from \$8.8 million in 1996 to \$32.0 million; an increase of over 200 percent. However, in recent years, the rate of growth in grants and contracts has slowed. This is attributed to the fact that the University has had to increase the teaching workload of regular faculty, while at the same time hire contractual (part-time) faculty in support of enrollment growth. Contractual faculty, typically do not apply for grants and conduct research. These are very important and beneficial activities that provide multiple benefits to the University including increased student financial aid, learning experience for students, research equipment, and partnerships with a variety of businesses and organizations.

The University awarded 37 doctoral degrees in May 2012. This number reflects the quality and expansion of the University's inventory of doctoral programs, which has also made Morgan one of the state's primary sources of doctoral degrees granted to African-Americans in critical fields, such as engineering and public health.

Despite limited resources, the University continues to advance as a Doctoral/Research Institution. However, as additional State and University resources are secured consistent with its five year funding plan, the University expects to accelerate its advancement to become one of the premiere doctoral-granting institutions in the nation, meeting and providing at an increasing level, the workforce needs of the State in the STEM fields and education. Further, it will be able to meet the goals and objectives as outlined in this report. A number of our doctoral programs are new and we expect to award degrees in these programs in the near future. Our graduate student population is becoming more part-time which impacts the time to degree for students. Additional assistantships would allow more students to attend full-time. Additionally, the number of state-funded graduate faculty positions has remained stable for a number of years. As the University relies upon more adjunct faculty at the graduate level, the advising load of the full-time regular faculty increases to an extent which also impacts students time to degree. Also, the campus is transitioning to a Doctoral/Research Intensive institution. Faculty salaries at these campuses on the average are higher than are those in Morgan's current category. The School of Graduate Studies continues to strengthen recruitment and admissions, and this effort will impact the number of doctoral degrees awarded several years in the future.

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

Morgan 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.

Morgan is making a major effort to improve virtually all of its administrative processes. It has begun to systematically collect data on performance outcomes from students, faculty and staff. It also is systematically reviewing all of its processes in order to better integrate them and become more responsive to customer needs. This past year it has collected a great deal of customer satisfaction data, and begun to utilize the data and consultants to improve campus processes across the board. A balanced scorecard underdevelopment will allow the Board of Regents as well as all levels of the organization to be aware of the progress the campus is making.

Goal 4: Growing Morgan's Resources

Morgan 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 University has made a major investment in its fundraising infrastructure. By any measure, in the past the campus supported a minimal staff engaged in raising funds from private sources. During the past year, the campus has significantly increased the size of the staff in the Office of Development. This included the hiring of fundraising personnel for each school and college. As a result, the University experienced a gain in the rate of alumni giving and in the amount of support received from private sources.

At the beginning of the year, the University commissioned a study concerning the feasibility of launching another major capital campaign. The goal of this campaign is to raise \$50 million by 2017.

Goal 5: Engaging with the Community

Morgan will engage with community residents and officials in the use of knowledge derived from faculty and student research, 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's collaboration with business and industry takes many forms. Partnerships range from fashion merchandising, retail, finance and technology. For Fiscal Year 2011, the University had 323 different partnerships with Business and Industry.

The campus has increased the level of interaction with the neighborhoods in its regions on issues such as campus development, community needs, student parking, and recreation facilities as an approach to providing targeted services to its immediate vicinity; the University has established the Morgan Mile Initiative. Coordinated by the School of Architecture and Community Planning this initiative is designed to determine the most important needs of the residents within a one-mile radius of the campus and to develop campus programs to address these needs.

Morgan State University Students are also very involved with the surrounding community with over 400 of them participating in University sponsored community service activities.

Cost Containment

Morgan State University continues to employ cost reduction and cost efficiency strategies to ensure the University operates within available resources while at the same time effectively managing the available resources with the goal of maximum output.

Significant cost cutting measures were implemented in fiscal year 2012 to ensure the University operates within available resources as well as to achieve reallocations to support an 8 percent enrollment. Actions included:

- Utilizing additional contractual faculty versus regular faculty to support enrollment growth, thereby, postponing \$900,000 of salary expenditures that was not funded by the State.
- Postponed the filling of selected regular vacant positions for most of the fiscal year to provide one-time savings totaling approximately \$1,900,000 in support of accreditation

review, equipment for labs, wireless campus, online instruction and facilities equipment for opening of the new CBEIS building.

- Implemented energy cost saving measures totaling \$1,353,441 to provide for deferred maintenance projects, replace gym equipment, customer service training, executive recruitment and facilities master plan.

Also, over the past year, the University implemented numerous measures to improve quality of service and operational efficiencies as follows:

- Implemented Blackboard online upgrades by University employees, resulting in staff savings and other benefits totaling approximately \$60,000.
- Implemented a call center utilizing University staffing that resulted in approximately \$400,000 annually.
- Implemented call accounting billing system to prevent telephone usage abuse for an estimated savings of approximately \$20,000.

Total estimated savings for fiscal year 2012 is \$4,633,441.

DATA DEFINITIONS

INDICATOR	SOURCE	OPERATIONAL DEFINITION
	INPUTS	
FTE student-authorized faculty ratio (obj. 1.3)	Morgan State University (MSU) Budget Office	FTE student divided by authorized faculty.
Average class size of first year course offering (obj. 1.3)	Morgan State University (MSU) Banner Student/Human Resources	Enrollment of Fall 100 level courses.
Percent of authorized faculty in first year of study (obj. 1.3)	Morgan State University (MSU) Banner Student/Human Resources	Budgeted positions.
Percent of students who attend graduate/professional schools (obj. 1.10)	Morgan/MHEC follow-up survey of graduates - 2009 bachelor's degree recipients.	The percentage of survey respondents who enrolled in graduate or professional school within one year of graduation and who rated their preparation for advanced education as excellent, good, or adequate (fair) preparation for their job.
Percent of bachelor's recipients employed one year after graduation (obj. 1.11)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work out of all respondents.
Percent of bachelor's recipients employed in Maryland one year after graduation (obj. 1.11)	Morgan/MHEC follow-up survey of graduates.	The percentage of survey respondents who indicate that they work in Maryland out of all respondents.
Number of faculty engaged as	Office of Sponsored	Number of faculty listed as

Principal Investigators in funded research or contracts (obj. 2.1)	Research	Principle Investigators on funded grants
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INDICATOR	SOURCE	OPERATIONAL DEFINITION
	OUTPUTS	
Six year graduation rate (obj. 1.1)	Maryland Higher Education Commission (MHEC) – Enrollment Information System (EIS), Degree Information System (DIS).	The percentage of first-time, full-time degree seeking freshmen that graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of African Americans (obj. 1.1)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African American freshmen who graduated from any Maryland public four-year institution within six years of matriculation.
Six year graduation rate of Pell recipients (obj. 1.2)	MHEC – EIS, DIS.	The percentage of Pell recipients who graduated from Morgan within six years of matriculation.
Second year retention rate (obj. 1.3)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking freshmen that re-enrolled at any Maryland public four-year institution one year after matriculation.
Second year retention rate of African Americans (obj. 1.3)	MHEC – EIS, DIS.	The percentage of first-time, full-time degree seeking African freshmen that re-enrolled at any Maryland public four-year institution one year after

		matriculation.
Percent of high ability freshman enrolled (objective 1.4)	Morgan State University (MSU) Banner Student	High ability freshmen with a combined average math and verbal SAT score of 1,000 or higher.
Percent of diverse students enrolled (obj. 1.5)	Morgan State University (MSU) Banner Student	Diverse race includes Native American, Asian, Hispanic, White, Native Hawaiian, and foreign students.
Percent of Maryland community college transfer students (obj. 1.6)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of freshman applicants from urban districts (obj. 1.7)	Morgan State University (MSU) Banner Student	Maryland school districts with membership in the Council of Urban Boards of Education
Percent of students accepted from urban districts (obj. 1.7)	Morgan State University (MSU) Banner Student	Self-explanatory.
Percent of students enrolled from urban districts (obj. 1.7)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of STEM bachelor recipients (obj. 1.8)	Morgan State University (MSU) Banner Student	Self-explanatory. STEM fields include Biology; Computer Science; Information Systems; Civil, Electrical, and Industrial Engineering; Mathematics; Physics and Engineering Physics, and Chemistry.
Number of underrepresented minority STEM bachelor recipients (obj. 1.8)	Morgan State University (MSU) Banner Student	Self-explanatory.
Number of women STEM bachelor recipients (obj. 1.8)	Morgan State University (MSU) Banner Student	Self-explanatory.

Number of baccalaureates awarded in teacher education (obj. 1.9)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Praxis pass rate (obj. 1.9)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of new hires teaching in Maryland schools (obj. 1.9)	Morgan State University (MSU) Academic Affairs/Dean's Office	Self-explanatory.
Value of grants and contracts (obj. 2.1)	Morgan State University (MSU) Budget Office	Self-explanatory.
Number of scholarly publications and activities per full-time tenured/tenure track faculty (obj. 2.2)	Morgan State University (MSU) Office of Institutional Research/ Academic Affairs	Self-explanatory.
Doctoral degree recipients (obj. 2.3)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in STEM (obj. 2.3)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Doctoral degree recipients in non-STEM (obj. 2.3)	Morgan State University (MSU) Graduate Studies	Self-explanatory.
Reduce electricity usage (obj. 3.1)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Reduce natural gas usage (obj. 3.2)	Morgan State University (MSU) Physical Plant Department	Self-explanatory.
Private and philanthropic	Morgan State University	Self-explanatory.

donations (obj. 4.1)	(MSU) Institutional Advancement	
Alumni giving rate (obj. 4.2)	Morgan State University (MSU) Institutional Advancement	Self-explanatory.
Number of students participating in University sponsored community service (obj. 5.2)	Morgan State University Office of Community Service	Self-explanatory.

INDICATOR	SOURCE	OPERATIONAL DEFINITION
	OUTCOMES	
Job preparedness (obj. 1.11).	Morgan/MHEC follow-up survey of graduates - 2009 bachelor's degree recipients.	The percentage of survey respondents employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.
Employer satisfaction (obj. 1.12)	Morgan - Survey of Employers. Fall 2010 web-based survey of employers who participated in Morgan's 2009 Career Fair.	Average of nine dimensions of employers' rating of satisfaction with Morgan alumni. Combines excellent, good, and fair.
Employment rate of graduates (obj. 6.3)	Morgan/MHEC follow-up survey of graduates - 2009 bachelor's degree recipients.	The percentage of survey respondents who held full or part-time jobs within one year of graduation.
Number of partnerships with Baltimore City public schools (obj. 5.1)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.

Number of partnerships with other state public schools (obj. 5.1)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.
Number of partnerships with Baltimore City public schools, government agencies, businesses and industries, non-profits and community organizations (obj. 5.1)	Morgan State University (MSU) Academic Affairs/Deans' Office	Self-explanatory.