

THE RESOURCES FACULTY



COPPIN STATE UNIVERSITY

DENT **MISSION** GOAL
ENCE INTEGRITY LEAD
ADMINISTRATION EFFECTIVENESS EDUCATIONAL
CIVILITY COMMUNITY ENGAGEMENT ETHIC
INSTITUTIONAL IMPROVEMENT GOVERNAN
DATA DEMOCRACY FOR STAFF
CONTINUOUS EXCELLENCE
2018 MIDDLE STATES ACCREDITATION

THE MIDDLE STATES COMMISSION
ON HIGHER EDUCATION:

A Review of Achievements at Coppin State University

FALL 2017

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MIDDLE STATES AREAS FOR MONITORING

Since the last 2008 MSCHE visit, progress continues in three areas of monitoring or required progress reports:

- ◇ Assessment of General Education (GE) and program level courses using multiple measures

For five years, CSU focused on assessment of institutional student learning outcomes (SLO). GE Task Force began work in 2010, with emphasis on the first two SLOs. Currently, assessment involves all six SLOs reflected in syllabi and on web:

- Written and Oral Communication
- Analytical Reasoning
- Information Literacy
- Social and Self Awareness
- Reflective Practice
- Responsive Citizenship

- ◇ Establishment of an enrollment management plan with efforts to improve retention

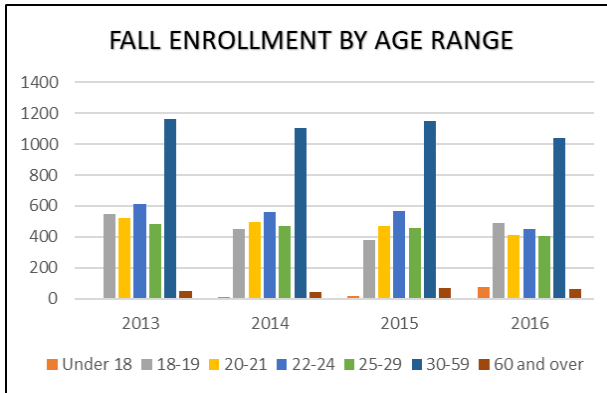
In spring 2013, shared governance groups and the campus community reviewed enrollment-related initiatives and proposed a Strategic Enrollment Management Plan with 3 priorities: enrollment, persistence, and improvement in student and academic services, which are supported by:

- Summer Academic Success Academy (SASA)
- First Year Experience (FYE)
- Academic Success Centers (ASC)
- Career Services Center (CSC)
- Freshman Male Initiative (FMI)
- Our House
- Living Learning Community (LLC)

- ◇ Maintenance of financial controls and sound fiscal policies
 CSU is compliant with sound fiscal practices and internal policies on financial management aligns with the USM's Board of Regent (BOR) policies. USM reviews financial and operating activities, analyzes internal control structures and procedures, and recommends corrective measures to both administrative and operational managers.

CSU BACKGROUND DATA

- Multigenerational students, covering an age range from 17 to 70s
- Average age is 26 years; 34% between 30-59
- 75% are female
- 73% are Pell recipients
- Average SAT score of entering freshmen is 895
- 13% or 383 of Fall 2016 2,939 are first-time, full-time
- 61% are working adults with young families
- 68% are first-generation college students
- 19% are transfer students
- 2nd year retention rate is 66%
- 6-year graduation rate is 24%



In fall 2015, President Thompson charged the Middle States Steering Committee members with the reaffirmation process. The formal process of writing and inquiry for the Self-Study Report began in September 2016, after Middle States approved the self-study design. The Accreditation Liaison Officer (ALO) and Provost convened town hall meetings in September 2016, December 2016, April 2017, and December 2017 to continue the Self-Study process. The Steering Committee meets regularly to review progress on the Report.

Following are standard guidelines with CSU's achievements detailed.

STANDARD I: MISSION and GOAL

“The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.”

Collaboratively CSU revised and approved its mission statement in fall 2014.

Communicating the Mission:

- Posted on the campus website and available in print
- Aligned to CSU’s strategic goals and institutional SLOs; goals measured by key performance indicators (KPIs)
- KPIs aligned to and communicated through the institutional effectiveness plan
- VPs lead Division analysis on KPIs achievement, then present to Cabinet

Collaborative Development of Mission

- Show currency to needs of students, community, and state
- Review process is regular and inclusive
- Development and review process driven externally by the MHEC and the USM
- President revisit strategic goals as appropriate
- July 2015 “Listening Series”
- Blackboard and SharePoint used as a collaborative method

Assessment of the Mission

- Mission assessed through University Strategic Plan using campus-wide data dashboards: data democratization
- Academic programs, reviewed internally and externally, designed to support mission, and meet market demands
- Graduates meet workforce shortages in state and region

Fulfilling the Mission

- Relevance to local workforce needs and related job placement
- Maintaining specialized accreditations
- Evaluating performance metrics of each strategic goal

Conclusion: CSU meets Standard I criteria.

Suggestion: Consider adding additional performance metrics for each academic program to be included in the annual review and assessment of academic programs aligned to Coppin’s mission.



STANDARD II: ETHICS & INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Ethical Financial Recording

- The Department of Budget and Management monitors CSU's budget
- The State Office of Legislative Audits monitors compliance on a 3 to 4 year cycle
- CSU implements efficient and effective internal controls, policies, and procedures
- University Budget Committee chaired by the Vice President for Administration & Finance has campus-wide membership
- College and department budgets monitored by division VP
- Controller's Office manages the financial processes through Accounts Payable, General Accounting and Reporting, Grants and Contracts Accounting, and Bursar/Student Accounts Office; performs month-end and year-end financial closing processes
- Tuition & fees approved by the BOR; Bursar/Student Accounts Office assesses and charges students' accounts, issues tuition billing statements, provides payment options, and refunds credit balances in accordance with Controller's Office protocol and federal regulations
- Procurement Office and USM Internal Audit Unit provides oversight of Corporate P-Card transactions

Ensuring Compliance

- Requirements in the CSU Policy and Procedures Manual
- Office of Procurement posts solicitations on the CSU webpage under Procurement Opportunities
- Solicitations posted on the State's public bid board, *eMaryland Marketplace*
- Bid openings available to public; late bids not accepted
- Procurement staff attend vendor fairs to educate vendors about procurement policies and procedures

Communicating Ethical Procedures & Responsibilities

- EEOC statement on job postings
- Faculty and staff handbooks define standards of conduct
- Staff handbook posted on CSU's website and faculty handbook available on shared network drive
- Employees required to attend new hire orientation
- Designated CSU officials complete annual ethics training
- Employees complete biennial ethics training
- CSU's Fair Practices and Compliance unit in HR ensures MD and USM compliance
- CSU engages in collective bargaining with two unions
- State's fraud hotline used to report unethical behavior

Empowering Students on Processes and Expectations

- CSU publishes Eagle Guide, Graduate Student Handbook, Residence Hall Handbook, Financial Aid Policy Manual and University Catalogs for student information
- New Student Orientation (undergraduate and graduate) and Freshman Seminar provide opportunity to communicate policies
- CSU's email system is official communication mechanism

Sharing Academic Enterprise with Students

- Catalog, online since 2014 and published every 2 years, provides information on academic programs and plans of instruction and plans of instruction
- Grading system and procedures for dismissal specified in the catalog
- Reviews and updates submitted to Provost for inclusion in the subsequent edition

Conclusion: CSU meets Standard II criteria

Suggestion: Assess the effectiveness of the student grievance process. This includes reviewing and assessing how the process is communicated to students and evaluated by departments for effectiveness.

STANDARD III. DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

“An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.”

Academic Rigor and Coherence

- Program proposals sequentially approved for coherence by department, chairperson, college governance, dean, and Curriculum Standards and Policy Committee (or the Graduate Council)
- General Education subcommittee mapped General Education courses within six COMAR categories
- Course redesigns provide updated and new curriculum check sheets and maps
- Rigor addressed by aligning learning outcomes in graduation from introduction to mastery
- Capstone experiences addressed through comprehensive examinations, research papers, thesis, major projects, portfolios, and internships
- Assessment rubrics used to document and measure rigor and coherence to the Institutional SLOs

Holistic Student Learning Experience

- Coppin is student-centered
- Faculty support student learning experiences: faculty makeup

	Full-Time	Part-Time	Total
2013	127	144	271
2014	140	134	274
2015	128	129	257
2016	132	135	267

reflect-
ed be-
low:

- \$400M in capital projects since 2001
- Library open 91 hours per week
- Program materials provided in check sheets, at meetings, on department Blackboard sites and CSU website
- Academic enhancements activities provided for students
- Simulations, laboratories, and internships available to support student learning experiences

Policy to Impact Practice

- New program proposals must include a feasibility study
- Academic program reviews on a USM 7-year cycle
- All 53 programs have curriculum maps
- Alumni survey results show 77% satisfied with graduate school prep; 76% with workforce prep (KPI=75%)

Graduation and Beyond

- Curricular and extracurricular activities prepare students to be civically engaged citizens
- Programs and colleges offer seminars, presentations, workshops, and other professional development to augment academics for future studies and workforce needs

Program Currency and Innovation

- Program annual reports include data on KPIs: enrollment, progression, and graduation/completion rates
- Accreditation feedback provides for program improvement
- Center for Excellence in Teaching and Learning provides mechanism for faculty instructional development and sharing of best practices
- Faculty Information Technology Committee assures the infusion of cutting edge technology for teaching and learning

Fall	Traditional	*Nontraditional	Total	%Nontraditional
2012	1540	2072	3612	57%
2013	1394	1989	3383	59%
2014	1246	1887	3133	60%
2015	1160	1948	3108	63%
2016	1184	1755	2939	60%

- Bluepulse and Predictive Data Analytics used to make data driven decisions

Serving 1st generation & Non-Traditional Students

Conclusion: CSU meets Standard III criteria.

Recommendation

Explore other types of scheduling to include evening undergraduate and on-line programs, weekend and creative residency require-

STANDARD IV. SUPPORT OF THE STUDENT EXPERIENCE

“Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.”

Policy and Procedures: Academic and Support Service

- CSU uses policies and procedures of the USM as framework to address academic and support services
- Fall 2016 average SAT score of 895 (Math & Verbal)
- 90% students of color
- 92% African American
- 90% in-state residents (46% Baltimore City and contiguous counties)
- 73% Pell grant recipients
- Academic & non-academic grievance processes

Ad-

All Methods	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Application Count	8,477	6,626	6,715	6,635
Admitted Count	3,168	2,711	2,712	2,862
Matriculated Count	2,006	1,237	1,145	1,146
Enrolled Count	861	830	789	771
Denied Count	502	521	931	1,106

mission Summary

Impact & Evaluation of Extracurricular Activities

- Spring 2017, 118 students participated in Career Services activities involving 62 businesses and institutions
- 99.8% Residence Hall occupancy for 2017-2018
- 592 patients served at Community Health Center in 2016

Support for Retention and Graduation Goals

- CSU implemented programs to support academics include: SASA, FYE, ASC, FMI, CLAC, Our House, LLC, DSSP, Athletics Advising, CAL, Career Services, and BridgeEdu

		Retention Rates					
Cohort Year	Cohort Size	2nd Year	Count Yr2	3rd Year	Count Yr3	4th Year	Count Yr4
2011	478	66%	316	47%	227	39%	187
2012	425	61%	261	44%	185	36%	153
2013	353	69%	243	46%	161	39%	137
2014	267	69%	185	48%	128	43%	114
2015	242	63%	152	45%	110	.	.
2016	383	66%	252	.	.	.	.
2017	383	.	.	.	.	.	.

- 12% 4-year Graduation rate; 24% 6-year

Student Growth, Engagement, and Leadership

Service	Student & Leadership	Interpersonal Growth	Civic Engagement
SGA	X	X	X
Athletics	X	X	X
Greek Life	X	X	X
CLAC		X	
Honors College	X	X	X

Effectiveness of Student Support Experiences

- 44% of new admits feel under prepared for academic life
- Activities implemented designed to enhance experiences
- Student Success Council created to monitor assessment processes and data used to make data-driven decisions
- Make cohort data-driven decisions from evidence available through Pyramid Analytics and Campus Dashboard

Conclusion: CSU meets Standard IV criteria.

Recommendation

Establish an office dedicated to community engagement and civic responsibility, and pursue the Carnegie designation.

(In progress)

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

“Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education..”

The Institutional Assessment Process and Supporting Committees

- Strategic goals informed by assessments
- Assessment processes include multiple measures
- Each Vice President reports progress towards division goals to President
- Institutional effectiveness supported by Academic Assessment Committee and Student Success Council

Supporting Mission through Assessment

- Multiple Key Performance Indicators (KPIs) guide assessment
- 2016 General Education (GE) Taskforce charged to align GE requirement to COMAR and provide flexibility in GE
- Surveys to support mission include NSSE, BCSSE, Employer, Alumni, and Graduating Senior

Institutional Support to Departments and Colleges

- Office of Planning and Assessment (OPA) collect and supply data, conduct analysis, coordinate campus assessment and evaluation, and facilitate strategic planning and implementation
- Curriculum maps linked to SLOs for all 53 programs
- Cohort management facilitated through Academic Success Centers
- Blackboard Learn and TK20 facilitate learning management

Evaluation of Courses to Promote Student Success

- Program faculty responsible for program assessment
- MATH 97, MATH 98, and BIOL 107 discontinued

Institutional Components of Assessment of Student Learning

- SLOs reflected in individualized program plans
- Chairpersons submit annual reports to deans
- Some faculty certified by Online Learning Consortium

Continuous Improvement

- Reconvene Academic Assessment Committee and Planning and Institutional Effectiveness Council
- Implement Annual University Assessment Day

Conclusion: CSU meets standard V criteria

Suggestion: Clearly and consistently post on CSU website the institution, college, and program assessment plan and KPIs

Recommendation:

Establish an annual campus-wide assessment day



STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

“The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.”

Aligning Resources with Priorities

- Shared governance supports strategic planning and budgeting
- Processes align resources with priorities and goals
- University Budget Committee meets quarterly

Engaging Stakeholders in Planning and Institutional Improvement

- Through town hall meetings, focus groups, published documents, and interviews
- Employed 77 members of community to build STC
- Provides access to campus facilities: 65 acres, 13 buildings with 1,204,849 gross square feet

Impact of IT on Academics

- Provides access to information on key measures including capital planning, learning resources assessments, and administrative computer systems
- Provide instructional learning and teaching technologies to support academic programs

IT Support Services

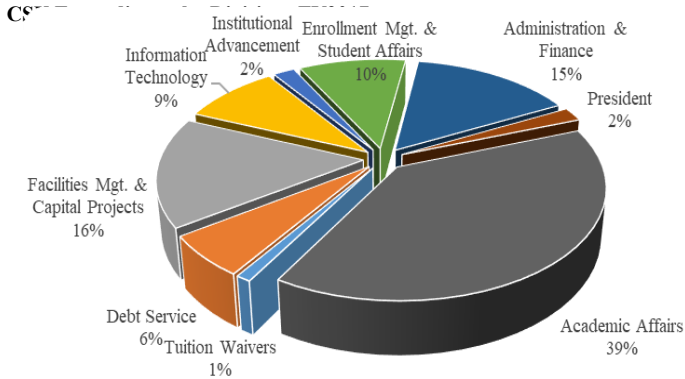
- Multiple Analytics Systems support data-driven decisions
- IT systems in place to support effective and efficient processes and functions

Aligning Financial Planning and Budgeting with Mission

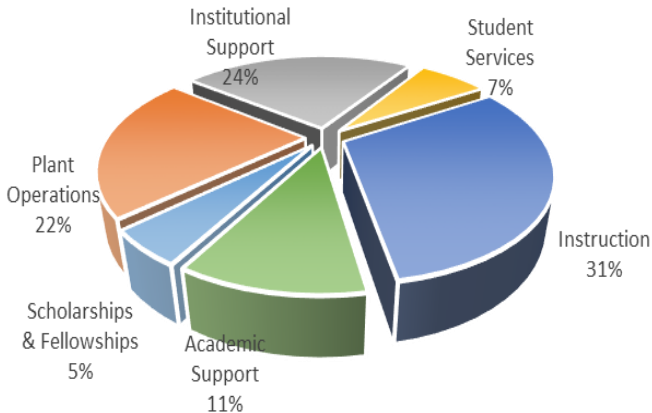
- Funding sources include tuition & fees; state appropriations; grants; financial aid; and auxiliary enterprises
- Revenue increased in FY 2017 by 4.2%
- General fund allocation increased in FY17 by 4.3%
- Academic Affairs receives 46% of funds
- 2016-2017 In-state tuition & fees are \$7,438 and out of state \$13,168
- Safety measures include over 300 cameras and blue light system
- CSU Development Foundation raises funds to support scholarships, programming activities including faculty development, endowed faculty chairs, cultural enrichment programs, building

Demonstrating Fiduciary Responsibility

- Controller works with USM to address audit findings and is responsible for integrity of financial records



Expenditures by Programs FY 2017



Conclusion: CSU meets Standard VI criteria

Recommendation

Improve the full spectrum of grant administration from proposal through final deliverable with the establishment of a sponsored research office and an enhanced contracts and grants administration office. (In progress)

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

“The institution is governed and administered in a manner that allows it to realize its stated mission and goals to effectively benefit the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.”

Communicating Governance Structures

- Shared Governance active on campus
- Structure posted on Shared Governance website with membership

Leadership Response

- Active Shared Governance Groups:
 - Student Government Association
 - Faculty Senate
 - Adjunct Faculty
 - Staff Senate

Shared Responsibility of Governance Groups

- President’s Shared Governance Council comprised of senate governance groups, Deans, President’s Cabinet meets multiple times a semester and has an annual retreat
- Initial 2015 retreat at Mt. Washington Conference Center

Transparency, Integrity, and Shared Decision-Making

- Communication for transparency
- University-wide shared governance councils and activities
- College level committees for transparency

Shared Governance and Financial Management

- Fiscal planning and governance guided through University Budget Committee
- Governance, communication, and procedural inclusive and robust platform for data collection
- IT tools enable collection, interpretation, and decision-making based on real-time and predictive analytics

Conclusion: CSU meets Standard VII criteria.

Recommendations

1. Produce an annual report to address the experience, state, and improvement plans for the functioning “Governance, Leadership, and Administration” that integrates performance, institutional efficiency measures, and data-driven change/improvement strategies.
2. Improve the process of college-based outcomes assessment and the integration of results from governance activities into the institutional effectiveness framework.

SELF-STUDY CONCLUSION

The Self-Study process affords Coppin the opportunity to conduct a thorough introspection of established processes to assess the effectiveness of strategies designed to achieve its mission. This detailed review, empowered by entire campus community input, not only affirms Coppin’s relevance, progress, and achievement, but also determines areas where additional attention must be provided if the institution is to maintain its positive trajectory of success and continuous improvement. There is no doubt that Coppin is current and relevant. Meeting workforce demands with qualified graduates, providing community service initiatives, employing highly-credentialed personnel, and collaborating in strategic partnership efforts are a few proven examples of how Coppin State University demonstrates institutional effectiveness, currency, and relevance.

Notes

- USM BOR appointed Dr. Maria Thompson Coppin’s seventh president on July 1, 2015. The investiture occurred on April 29, 2016.
- Since 2008, 3 presidents, 7 provosts, & 3 cabinet level positions with less than two years tenure
- CSU manages two Charter Schools—Rosemont Elementary Middle and Coppin Academy High School

COPPIN STATE UNIVERSITY

The Vision

Coppin State University aspires to be an exemplar of public, urban higher education by:

- educating our multigenerational student body through community engaged teaching and learning
- focusing on research and creative activities to enhance student learning
- becoming a leader in developing and using data analytics for continuous excellence in student success

Key Assets

It is our approach to the following areas that distinguishes Coppin State and its graduates from anyone else:

- Cradle to Career Education Continuum
- Multigenerational Student Body
- Underrepresented & Differently Prepared Populations
- Urban Location

CSU Goals

Coppin continues to adopt and support the University System of Maryland's strategic goals while setting the following institutional goals:

- Increase Enrollment
- Academic Transformation
- Student Experience
- External Relationships
- Resource Development and Stewardship
- Information Technology
- Middle States Reaffirmation
- Data-Supported Decision Making
- Communications & Marketing

COPPIN STATE UNIVERSITY

MISSION

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

DR. MARIA THOMPSON,
PRESIDENT



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