

***Institutional Periodic Review Report to the
Middle States Association of Colleges and
Schools***

***Coppin State College
2500 West North Avenue
Baltimore, MD 21216
June 2003***

Institutional Periodic Review Report
Prepared for the
Middle States Association of Colleges and Schools

By Coppin State College
President: Dr. Stanley F. Battle
May 2003

Date of previous Middle States evaluation team visit:
April 19 - April 22, 1998
Date of previous Commission on Higher Education action:
Accreditation reaffirmed, June 24-25, 1998

Coppin State College
Baltimore, MD 21216
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EXECUTIVE SUMMARY

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Over the past five years the College has engaged in study, planning and development so that it would be well positioned for a more visible presence in the 21st century. This new presence includes an enhanced mission statement, integrated strategic planning processes, advanced technology infrastructure, improved retention and graduation rates, renovated and new facilities, enhanced and new model academic programs, and a pending name change¹.

In December 2000, *Maryland's Report and the Partnership Agreement between the State of Maryland and the U.S. Department of Education, Office for Civil Rights* was developed and signed by the Governor. Within the *Partnership Agreement* was the call for a legislated independent study on the revitalization of Coppin State College that would lead to a Report and follow-up comprehensive strategic plan. Of the significant influences on the continued advancement of Coppin State College since 1998, the campus community would agree that the *Report of the Independent Study Team on the Revitalization of Coppin State College* is the most influential effect on the emerging presence of the institution. As never before, the advancement of the College became a primary goal of State lawmakers, the USM Office of the Chancellor, the Maryland Higher Education Commission (MHEC) and other varied external and internal constituencies.

By example, the *Partnership Agreement* between OCR and the State required an independent study by national higher education experts on the revitalization of Coppin State College. An independent study team, subsequently called the Coppin Study Team, was appointed by the University System of Maryland and the Maryland Higher Education Commission (MHEC) in March 2001 to conduct the independent study.

The final findings and recommendations of the Coppin Study Team resulted in the release of *The*

¹ Pending formal legislative approval, the name of the institution will change from Coppin State College to Coppin State University.

Report of the Independent Study Team on the Revitalization of Coppin State College (September 2001) to State legislators, among other internal and external groups. The *Report* complemented and reaffirmed many of the recommendations contained in the *Institutional Self-Study Report to the Middle States Association of Colleges and Schools*. Additionally, the charge to the Coppin Study Team required that the Team's report lead to the development of a strategic plan. Equally important is the fact that *The Report* is now one of four planning documents guiding the College for the next decade (see Appendix A, Planning Documents, Tabs 1-4).

In 2001, the College was engaged in a total of four research-based strategic planning efforts for advancing and enhancing its mission; academic programs; student mix; administrative and faculty staffing; institutional advancement; fiscal affairs; and physical plant. All of the efforts required the involvement of internal and external constituencies. All studies were timed so that the larger independent revitalization study would have the benefit of reviewing the findings of the admissions management, student financial aid administration, and institutional advancement studies and incorporating those findings the Coppin Study Team deemed meritorious into its final report on the revitalization of CSC. Concomitantly, the CSC strategic planning committee was charged with taking the best of all of the reports and deciding if there were recommendations, suggestions, or observations that should be included in any 21st century vision for the College.

Accompanying these considerable federal and state policy changes were leadership changes that will mold the College's future aspirations. In fall 2002, Dr. Calvin W. Burnett, president of the College since 1970, announced his resignation, effective March 2, 2003. After a national search, Dr. Stanley F. Battle was named the College's fourth president. In August 2002 the University System of Maryland System Administration named William E. Kirwan as Chancellor. In January 2003, the State elected Robert L. Ehrlich as governor, the State's first Republican governor in almost 36 years, and Michael S. Steele as Lieutenant Governor, the first African American ever elected to such a position. Already, the Ehrlich and Steele Administration has committed to funding capital projects for the College outlined in the *Report of the Independent Study Team on the Revitalization of Coppin State College*. Most recently, the Governor recommended \$8 million for the College to acquire a Northwest property. The business center property stretches north of the campus. The plan is to erect a new physical education complex at this location, revitalizing another area near the campus. The six-acre Lutheran Hospital site was purchased in February 2003 for the development of the Center for Urban Education Renewal.

Because of these federal and state policy and leadership changes, Coppin's achievement in the last two years around capital funding has been remarkable. Coppin's New Facilities Master Plan is recommending that over the next decade, over \$350 million (in 2002) dollars are needed to rebuild the campus facilities and infrastructure. Among many other capital projects, a New Academic Building called Health and Human Services Building will go on line for architectural and engineering design services in the next few months. The new facility will provide space for faculty, classrooms, laboratories, conference areas, workstations, etc. utilizing the current state-of-the-art technology. Also between 2002 and 2003, a second residence hall and a new dining hall have been constructed. Major underground wiring for information technology infrastructure has occurred. Other underground utilities have been replaced and updated.

The timing of all this newfound visibility is bittersweet. With visionary and energetic leadership, the College is now more than ever poised to aggressively add academic programs, strengthen current programs to levels of national eminence, and begin a physical plant expansion similar to the one our peer institutions have enjoyed over the past decade. The State, however, faces a fiscal year 2004 budget deficit of over \$1.8 billion; the USM then faces a budget reduction of \$105 million. The budget crisis poses a challenge for all USM institutions, but particularly for Coppin State College who historically receives the smallest percentage of the funds allocated by the USM to its institutions. While we have gained some that was long overdue on the capital side, once again, we have had to significantly reduce our operational expenses. By fall 2003, the College would have raised tuition by more than 9%. Most USM institutions would have raised tuitions by more than 12% by the same time. Given the dire state of financial affairs for the State, the College has resolved to raise significantly more money from the private/federal sector over the next five years.

The Office for Civil Rights has recognized the historic under funding of Coppin State College. While the agreement with the State of Maryland to rectify this situation has yet to be completely realized, the College has been able to achieve excellence in all areas through the strategic redeployment of resources and to provide modest gains for areas identified with critical needs such as the Division of Nursing. With a pending National League for Nursing site visit, the Division of Nursing was able to increase its staff by two full-time faculty using this strategy. The National League for Nursing Accreditation Commission recently visited the Division of Nursing, and the recommendation of the site visitors is 8-year continuing accreditation for the undergraduate nursing program and initial certification for 5 years at the graduate level. The Division of Education received National Council for the Accreditation of Teacher Education (NCATE) reaccreditation for 5 years, having met all standards, and received ongoing accreditation from the Maryland State Department of Education. The Division was used as the pilot for NCATE 2000 standards and served as the training site by NCATE when preparing a new Board of Examiners.

The College has submitted for approval three iterations of its mission statement since its last visit by Middle States Association evaluators. The USM Board of Regents and the Maryland Higher Education Commission approved the mission statement included in this periodic review report in January 2002. Key elements found in earlier CSC mission statements are still included. For example, advancing technology to create a supportive learning community, providing educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity, and public service are still integral to the College's mission. The new mission statement contains two significant changes. First, Coppin State College commits to prepare students for new workforce careers in a global economy. Second, CSC will add new programs in science and technology in order to address the critical shortages of teachers, nurses, and science and technology professionals across the State of Maryland.

In 2000, the study to broaden and enhance the mission and vision was begun. This study was based upon strategic planning processes and launched the development of a comprehensive institutional strategic plan. *Coppin State College in the 21st Century: An Emerging Presence* was written in 2001 and approved by the Board of Regents in 2002. The primary goal of the

plan is to enhance the Coppin State College distinctive mission over the next decade. Generally, the plan is organized around five goals that will catapult the College into a model urban comprehensive liberal arts institution, yet enabling it to hold fast to a legacy of access and excellence. The current strategic plan outlines how it will broaden and enhance its mission, strengthen and enhance its academic programs, expand academic program offerings in the sciences, infuse the necessary technology into its operations, and construct and renovate facilities so as to foster an optimal learning environment for a more diverse student body.

As a member institution of the University System of Maryland, Coppin State College contributed positively to the development of the University System of Maryland's 10-year strategic plan, *The USM in 2010 Responding to the Challenges that Lie Ahead*, Appendix A, Tab 5. The College identified strategies and goals that will aid the USM in preparing citizens, particularly the large projected increase in African American high school graduates in the next decade, for critical workforce shortages in teaching, nursing, and science and technology workers. With this in mind, the College has added eight new undergraduate programs and four new graduate programs since 1998.

In 1998, the President made improving the retention of students through graduation as evidenced by increased 2nd year retention rates and 6-year graduation rates an institutional goal. The Executive Council was given the charge to develop a unified approach for improving the College's six-year graduation rates and to oversee the efforts. As a result of this executive charge, the Vice Presidents for Academic Affairs, Student Life, and Administration and Finance developed a comprehensive retention plan. The Vice Presidents appointed a faculty Chairperson and the Associate Vice President for Enrollment Management to co-chair the campus-wide initiative, named the "Retention Campaign." Lessons learned from prior less successful campus retention initiatives were considered as the campus-wide retention campaign evolved. A four-phase retention campaign evolved that was embraced campus-wide. Now in Phase IV of the Campaign, Coppin has witnessed an increase in its six-year graduation rate from 21.2% in 1998 to 28.3% in 2002 (See Table 1, p. 71).

Another important goal for the College has been leveraging the usage of technology so that students will be immersed in a technology rich environment in all aspects of their Coppin experience. The College has purchased PeopleSoft, an integrated suite of software. Implementation is currently underway. The Human Resource module went online March 2003. The Financial module implementation date is July 1, 2003. The Student module will be implemented in two phases, September 2003 and February 2004. After full implementation, students will be able to complete their academic as well as business transactions online: apply for admission, and financial aid, register online, pay bills using credit cards online, check academic records, grades, transcripts online, change addresses online, and clear holds on accounts online. The Office of Information Technology provides an ongoing series of technology workshops to enhance understanding of various software packages to support instruction. Further, the Academic Affairs Division strongly supports and encourages the integration of technology and teaching and has provided support for those faculty persons who have indicated a desire to improve their skills in this area or who have moved forward with the creation of online courses and/or materials. Additionally, the internal program review committee has included technology enhancement and integration as part of its program review process.

The Institutional Periodic Review Report chronicles progress made in achieving those actions recommended in the last institutional self-study as well as all planning efforts engaged in by the campus community since its last Middle States site visit in April of 1998. Chapter II gives detailed descriptions of all efforts taken considering the recommendations made by the 1998 Middle States evaluators. Most importantly, the Periodic Review Report tells the story of how these reflective and visionary efforts have coalesced, positioning the College for new frontiers in the 21st century.

The Planning Council² served as the Steering Committee for this Periodic Review Report. It is an inclusive cross-section of all campus constituencies and coordinates campus governance. Each member³ of the Planning Council represents a key College constituency. As such, each member was responsible for updating (a) particular chapter(s) by collaborating with the various units he or she represented. Their work was assembled into a single document. The draft of the report was shared with the campus community, which was encouraged to respond in writing. The final *Coppin State College Periodic Review Report* then was developed taking advantage of those comments and ideas. The *Periodic Review Report* represents the efforts of many and the input of even more.

It is a time of new beginnings for the College in almost every realm, new academic programs, physical plant expansion, student enrollment growth, and information technology capacity building, a time that can be characterized as filled with great expectations, tempered only by the State's budget crisis. In summary, considerable changes have occurred for the College since 1998 as a result of in-dept, comprehensive, data-driven, and research-based studies and analyses. This Institutional Periodic Review Report to the Middle States Association of Colleges and Schools outlines these considerable changes and other significant advancements in greater detail. And many more advancements are expected over the next decade.

² The President organized the Planning Council in 1979. It is comprised of senior administrators that represent the total campus community: Vice Presidents, Associate Vice Presidents, Deans, Associate Deans, President of the Faculty Senate, and Directors. The Director of Planning and Accreditation serves as Chairperson of the Council. Responsibility for establishment and oversight of the planning process rests with the Planning Council. The Planning Council serves as the organ to review, organize, and prioritize recommendations that have implications for planning, from all segments of the College.

³ A complete list of the Planning Council members and its subcommittee, the Strategic Planning Steering Committee, are at Appendix B.

SECTION I: GENERAL OVERVIEW/INTRODUCTION

Environmental Context

Organization and Themes of the Periodic Review Report

The Periodic Review Report Process

Coppin State College: Past, present, and Future – A Brief History

Coppin State College: A Chronology of Historical Events

Institutional Mission Statement

Institutional Identity

Institutional Capabilities

Institutional Goals and Objectives

Environmental Context

Over the past five years, the College has engaged in study, planning and development so that it would be well positioned for a more visible presence in the 21st century. This emerging presence includes an enhanced mission statement, integrated strategic planning processes, advanced technology infrastructure, improved retention and graduation rates, renovated and new facilities, and a new found visibility through the development of model academic programs.

In April 1998, a team of evaluators representing the Middle States Association Commission on Higher Education (MSA) visited Coppin State College. Since that visit, significant developments have occurred at the College, many of the developments precipitated by considerable changes in the Office for Civil Rights (OCR), United States Department of Education, the Office of the Governor of Maryland, the Office of the Chancellor of the University System of Maryland, and the Office of the President of Coppin State College. Coppin State College is one of 11 public institutions that comprise the University System of Maryland.

In 1999, evaluators from the Office for Civil Rights visited Coppin State College as well as all other public traditionally white institutions and Historically Black Colleges and Universities (HBCUs) in Maryland. Maryland is one of 19 states under continual review by OCR due to its previously operated segregated colleges and universities. A review of the findings from these visits inspired the OCR to require of Maryland a reassessment of its higher education policies and practices, particularly those regarding its HBCUs.

In December 2000, *Maryland's Report and the Partnership Agreement between the State of Maryland and the U.S. Department of Education, Office for Civil Rights* was developed and signed by the Governor. Within the *Partnership Agreement* was the call for a legislated independent study on the revitalization of Coppin State College that would lead to a Report and follow-up comprehensive strategic plan. Of the significant influences on the continued advancement of Coppin State College since 1998, the campus community would agree that the

Report of the Independent Study Team on the Revitalization of Coppin State College is the most influential effect on the emerging presence of the institution. As never before, the advancement of the College became a primary goal of State lawmakers, the USM Office of the Chancellor, the Maryland Higher Education Commission (MHEC) and other varied external and internal constituencies.

One component of the *Partnership Agreement*, Section 9, requires Maryland to develop strategies that will enhance its four public HBCUs. (An Executive Summary of the Partnership Agreement is found at Appendix C). The ensuing *Partnership Agreement* between the State of Maryland and the OCR has become the living document on how the State intends to more equitably promote equal educational opportunities for its citizenry. Foremost for Coppin State College is the fact that the *Partnership Agreement* details strategies for enhancing the four public Historically Black Colleges and Universities across the State. The *Partnership Agreement* further requires that the State give Coppin State College special consideration. (The *Partnership Agreement* represents commitments that will be in effect from December 2000 through December 2005.)

By example, the *Partnership Agreement* between OCR and the State required an independent study by national higher education experts on the revitalization of Coppin State College. An independent study team, subsequently called the Coppin Study Team, was appointed by the University System of Maryland and the Maryland Higher Education Commission (MHEC) in March 2001 to conduct the independent study.

Briefly, the Coppin Team was to complete an independent study leading to a comprehensive strategic plan with the paramount theme of revitalizing Coppin State College. (The specific charge to the Coppin Study Team is found at Appendix A, Tab 1, p.71) The following areas were reviewed: mission; academic programs; student mix; administrative and faculty staffing; institutional advancement; fiscal affairs; and physical plant--the same areas that were reviewed in depth by the campus community in its 1998 Institutional Self-Study Report. The Team held public hearings on the campus and met with faculty members, staff, students, community and city representatives, members of the Board of Visitors, and others who provided factual information and personal perspectives about Coppin State College (a list of those who participated in the hearings is at Appendix A, Planning Documents, Tab 1, p. 73).

Not only did Section 9 of the *Partnership Agreement*, Enhancing Maryland's Historically Black Colleges and Universities, commit the State to a process for CSC's revitalization, as it enters its second century, it committed the State via MHEC to enhance certain critical activities at the State's four HBCUs, namely admissions management, student financial aid administration, and institutional development programs. Specifically, the *Agreement* states that for the 2001-2002 academic year, Maryland's enhancement funding in the areas of admissions management, student financial aid administration, and institutional development programs should be directed toward the identification of "best practices" and the development of strategic plans in admissions management, student financial aid administration, and institutional development programs for each HBCU.

To begin this process, in May 2001, the MHEC contracted with the Noel Levitz Company for the

purpose of providing an external analysis of the College's marketing and recruiting strategies and tactics. The analysis was supported by the USM as part of a larger assessment of the four HBCUs within the State. The written report that was prepared by the consultants of the Noel Levitz Company included objective feedback on current enrollment-related strategies and practices as well as a set of recommendations designed to assist the College achieve both short- and long-term enrollment goals. The Executive Enrollment Potential Analysis was comprised of four steps: pre-visit data review, on-campus focus group interviews, executive briefing and preliminary recommendations, and written follow-up report.

Consultants from the Noel Levitz Company engaged campus representatives in the same four-step process regarding student financial aid administration. The purpose of the Financial Aid Effectiveness Analysis was to study the operation and impact of financial aid at Coppin, identify areas where the process might be streamlined or improved, assure that financial and other enrollment management efforts were coordinated and recommend actions that would allow the institution to make the most effective use of its student aid funds and staff resources.

Again, under the auspices of the December 2000 *Partnership Agreement* between the State of Maryland and the Office for Civil Rights of the United States Department of Education, a third external consulting group conducted a study for the sole purpose of assisting CSC strengthen its institutional development/advancement programs. The goal of this aspect of the agreement was to be enhancement at each of the State's four HBCUs of the institutional advancement program, "designed and implemented so as to increase the institution's visibility within its community and across Maryland." Related to this goal was the plan to "amend the State's Private Donation Incentive Program for each of its HBCUs, matching two dollars of State funds for every one dollar raised by each institution from the private sector." Accordingly, the USM invited Marts & Lundy, a nationally prominent consulting firm based in Lyndhurst, New Jersey, to conduct an audit of Coppin State's development program and to submit a report including a summary of findings and a set of recommendations for expanding and improving its institutional advancement program. A senior consultant of the Marts & Lundy firm reviewed a substantial amount of published and printed material, spent several days on the Coppin campus interviewing staff members and other individuals familiar with the school's development programs and procedures, and then prepared the report, *Fund Raising Assessment*.

The final findings and recommendations of the Coppin Study Team resulted in the release of *The Report of the Independent Study Team on the Revitalization of Coppin State College* (September 2001) to State legislators among other internal and external groups. The *Report* complemented and reaffirmed many of the recommendations contained in our *Institutional Self-Study Report to the Middle States Association of Colleges and Schools*. Additionally, the charge to the Coppin Study Team required that the Team's report lead to the development of a strategic plan. Equally important is the fact that *The Report* is now one of four documents guiding the College for the next decade (see Appendix A, Tabs 1-4). The other three documents include *Coppin State College in the 21st Century: An Emerging Presence*, *Coppin State College: An Emerging Presence Facilities Master Plan 2001 to 2011*, and *Revised Information Technology Strategic Plan 2000 & Beyond*.

In January 2002, the USM Board of Regents approved the strategic plan. While the strategic

plan is the umbrella Planning Document for Coppin, the USM Board of Regents requires of USM member institutions separate information technology plans, which demonstrate institutional adherence to BOR minimum technology standards. As a part of the State capital budgeting and approval processes, institutions must present ten-year Capital Improvement Plans and Master Facilities Plans. Two of the five broad goals for the Coppin Strategic Plan reference commitments to leverage the use of technology as a catalyst for improving the quality of the College's education programs, instructional effectiveness, and services to students. The Strategic Plan further prescribes those new facilities be constructed and current facilities renovated so the institution can better attract and retain academically competitive students and faculty. Hence, the Comprehensive Strategic Plan subsumes the goals and objectives of the CSC Master Facilities Plan (Appendix A, Tab 3) and Information Technology Plan (Appendix A, Tab 4).

In 2001, Coppin was engaged in a total of four research-based strategic planning efforts for advancing and enhancing its mission; academic programs; student mix; administrative and faculty staffing; institutional advancement; fiscal affairs; and physical plant. All of the efforts required the involvement of internal and external constituencies. All studies were timed so that the larger independent revitalization study would have the benefit of reviewing the findings of the admissions management, student financial aid administration, and institutional advancement studies and incorporating those findings the Coppin Study Team deemed meritorious into its final report on the revitalization of CSC. Concomitantly, the CSC strategic planning committee was charged with taking the best of all of the reports and deciding if there were recommendations, suggestions, or observations that should be included in any 21st century vision for Coppin.

Accompanying these considerable federal and state policy changes were leadership changes that will mold the institution's future aspirations. In Fall 2002, Dr. Calvin Burnett, president of the College since 1970, announced his resignation, effective March 2, 2003. After a national search, Dr. Stanley F. Battle was named the College's fourth President. In August 2002 the University System of Maryland System Administration named William E. Kirwan as Chancellor. In January 2003, the State elected Robert L. Ehrlich as governor, the State's first Republican governor in almost 36 years, and Michael S. Steele as Lieutenant Governor, the first African American ever elected to such a position. Already, the Ehrlich and Steele Administration has committed to funding capital projects for Coppin outlined in the *Report of the Independent Study Team on the Revitalization of Coppin State College*.

The timing of all this newfound visibility is bittersweet. Just when the College is positioned to aggressively add academic programs, strengthen at least two of its current programs to a level of national eminence, and begin a physical plant expansion similar to the one our peer institutions have enjoyed over the past decade, the State faces a fiscal year 2004 budget deficit of over \$1.8 billion; the USM then faces a budget reduction of \$105 million. The budget crisis poses a challenge for all USM institutions, but particularly for Coppin State College who has a legacy of under funding by the State and USM. Once again, we have had to significantly reduce our operational expenses. By Fall 2003, Coppin would have raised tuition by more than 9%. Most USM institutions would have raised tuitions by more than 12% by the same time.

In summary, considerable changes have occurred for the College since 1998 as a result of in-dept, comprehensive, data-driven, and research-based studies and analyses. This Institutional Periodic Review Report to the Middle States Association of Colleges and Schools outlines these considerable changes and other significant advancements in greater detail. And many more advancements are expected over the next decade.

Organization and Themes of the Periodic Review Report

This Periodic Review Report explores new directions, addresses those directions Coppin set for itself in 1998, and finally analyzes the trends associated with the new directions resulting from in-dept self-study over the past five years. It is a time of new beginnings for the College, particularly in the areas of physical plant expansion, student enrollment growth, and information technology capacity building, a time that can be characterized as filled with great expectations. The Institutional Periodic Review Report chronicles progress made in achieving those actions recommended in the last institutional self-study as well as all planning efforts engaged in by the campus community since its last Middle States site visit in April of 1998. Most importantly, the Periodic Review Report tells the story of how these reflective and visionary efforts have coalesced, positioning the College for new frontiers in the 21st century.

In 1998, the College conducted a comprehensive self-study according to MSA standards. This five-year periodic review report will continue and up date each of the chapters that made up the comprehensive aspects of the 1998 Self-Study. It places the up dating within the context of the CSC enhanced mission statement (2002) and three planning documents (2001, 2002).

The Planning Council⁴ served as the Steering Committee for this Periodic Review Report. It is an inclusive cross-section of all campus constituencies and coordinates campus governance. Each member⁵ of the Planning Council represents a key constituency. As such, each member was responsible for up dating (a) particular chapter(s) by collaborating with the various units he or she represented. Their work was assembled into a single document. The draft of the report was shared with the campus community, which was encouraged to respond in writing. The final *Coppin State College Periodic Review Report* then was developed taking advantage of those comments and ideas. The *Periodic Review Report* represents the efforts of many and the input of even more.

The Periodic Review Report Process

The Planning Council served as the Steering Committee for this Periodic Review Report. Each member was responsible for updating (a) particular chapter(s) by collaborating with the various units he or she represented (b) a single document was assembled (c) a draft of the report was

⁴ The President organized the Planning Council in 1979. It is comprised of senior administrators that represent the total College community: Vice Presidents, Associate Vice Presidents, Deans, Associate Deans, President of the Faculty Senate, and Directors. The Director of Planning and Accreditation serves as Chairperson of the Council. Responsibility for establishment and oversight of the planning process rests with the Planning Council. The Planning Council serves as the organ to review, organize, and prioritize recommendations that have implications for planning, from all segments of the College.

⁵ A complete list of the Planning Council members and its subcommittee, the Strategic Planning Steering Committee, are at Appendix B.

shared with the campus community (d) the final Coppin State College Periodic Review Report was developed taking advantage of those comments and ideas of campus constituencies and campus governance. The essential steps in the development of this document are listed in the following chronology:

Date	Task
April 21, 2000	<ul style="list-style-type: none"> • Middle States Association Annual Report
December 4-5, 2000	<ul style="list-style-type: none"> • CSC Planning Officer attended meeting at MSA to discuss draft accreditation standards
March 29, 2001	<ul style="list-style-type: none"> • CSC Planning Officer and Dean of Arts and Sciences attended Middle States Commission on Higher Education workshop on preparing the PRR, Spring 2001
December 2001	<ul style="list-style-type: none"> • CSC Planning Officer and Chief Administrator and Finance Officer attended MSA Study Team Evaluator and Chair Orientation Training
August 2002	<ul style="list-style-type: none"> • Planning Council meets to organize for MSA PRR • President names Planning Council as Executive Steering Committee for CSC PRR • Requests for data disseminated • Requests for program information made • Subcommittees established • Each Planning Council member provided leadership for completion of the PRR. • Planning Council discusses preliminary outline of the process
August 2002	<ul style="list-style-type: none"> • CSC Planning Officer makes Presentation to Campus faculty and staff on upcoming Periodic Review Report process at President's Opening Breakfast.
September 20, 2002	<ul style="list-style-type: none"> • PRR sub-committees given writing and research assignments
September 20, 2002	<ul style="list-style-type: none"> • Campus-wide discussions about significant developments since 1998
September 2002	<ul style="list-style-type: none"> • Vice Presidents contacted and advised of their role in preparing a preliminary report. • Copy of MSA Self Study report placed in Library and on public drive on CSC network.

Date	Task
October 18, 2002	<ul style="list-style-type: none"> • Sub-committees to have ready input from their respective constituencies about the status of the recommendations cited in the 1998 Self-Study Evaluators report • Review of responses to MSA team report recommendations • Monthly meetings held from October until April on PRR processes, planning, writing, and editing
March 21, 2003	<ul style="list-style-type: none"> • Periodic Review Report, first draft distributed at Planning Council Meeting.

The Strategic Planning Process

In 1999, the President hosted a planning retreat for senior administrators at the Department of Interior National Conservation Training Center located in Shepherdstown, West Virginia. The two-day retreat provided an opportunity for serious consideration of our past, present, and future. The retreat was centered on setting new goals and strategies for the College that would facilitate the development of a strategic plan. Following the discussions at the retreat, a first draft of a strategic plan, *Coppin State College: A Strategic Plan* was written. It was revisited in 2000 and in 2001, and served as the contextual backdrop for the work of the Coppin Study Team. Subsequently, the Report of the Independent Study Team on the Revitalization of Coppin State College broadened those foregoing planning discussions that were launched in 1999 to include the entire campus community along with community groups, and elected officials.

The findings of the *Report of the Independent Study Team on the Revitalization of Coppin State College* incorporated many goals and strategies that were an outcome of the strategic planning process begun in 1999. Because of this fact, the campus community wholeheartedly embraced the contents of the *Report of the Independent Study Team on the Revitalization of Coppin State College*.

The Strategic Planning Committee, a subcommittee of the Coppin State College Planning Council was named in 2002 by the president to incorporate into its on-going planning those recommendations from the *Report of the Independent Coppin Study Team* that they agreed would significantly advance the mission of the institution over the next decade. This step completed the charge as written in the *Partnership Agreement* between the State of Maryland and the United States Department of Education Office for Civil Rights, "...will complete an independent study leading to a Comprehensive Strategic Plan for the revitalization of Coppin State College." The strategic plan, *Coppin State College in the 21st Century: An Emerging Presence*, was developed and includes an enhanced mission statement for CSC. The Comprehensive Strategic Plan is a part of the accountability documentation by which the OCR will decide in 2006 whether

Maryland is in compliance with Title VI of the Civil Rights Act of 1964 and the *Fordice* Decision of 1992.

Building upon the goals and objectives of the Institutional Self-Study Report to the Middle States Association of Colleges and Schools (1998), the strategic plan charts five strategic goals for the College. They are:

Goal 1. Restructure and strengthen academic programs through revitalization, enhancement, and expansion that are performance benchmarked to meet the needs of an increasingly diverse student population as well as the marketplace in the central city metropolitan area, the State, and the nation. Coppin State College will maintain its commitment to those students; particularly African Americans who come from economically challenged communities.

Goal 1A. Enhance current academic program offerings and add new offerings at the undergraduate and graduate level that complement the uniqueness of the institutional mission and prepare graduates for service to the State's increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency.

Goal 1B. Maintain close ties with the metropolitan Baltimore area through service learning experiences in education, human services, and nursing.

Goal 2. Enhance student success.

Goal 2A. Increase the enrollment from 4000 to 5000 students within ten years ensuring that the growth is related to increased retention efforts, academic and facility plans.

Goal 2B. Promote the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin.

Goal 2C. Diversify the undergraduate student mix by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation looking for an urban educational experience.

Goal 2D. Increase activities that foster holistic student development supporting the core values and standards established by the College to promote retention.

Goal 3. Leverage information technology to improve the quality of the College's education programs, enhance instructional effectiveness, enable learning communities as well as collaborative learning pedagogies, increase productivity, provide better services to students, anytime any where, and provide accessible, accurate, and timely information to faculty and staff.

Goal 4. Construct and renovate facilities and infrastructure to provide a state of the art learning environment that attracts and retains academically competitive students and faculty.

Goal 5. Strengthen the College's financial base by diversifying funding sources.

Coppin State College: Past, Present, and Future – A Brief History

History and Context

Coppin State College's history and the context in which it operates are important because they anchor the findings of this Periodic Review Report. Coppin State College has a rich and multi-layered history, a history that is inextricably linked to the College's faithfulness to the west Baltimore community, and to its mission of providing educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity.

Coppin State College, a historically black institution in northwest Baltimore, has served a valuable and critical purpose since opening in 1900 as a one-room "normal school" that trained black schoolteachers. For the first few years of its existence, it operated as The Colored High School; later, it was separated from the school and given its own principal. In 1926, it was named Fanny Jackson Coppin Normal School in honor of a former slave, born in Washington, D.C., who gained her freedom, graduated from Oberlin College in Ohio, and founded an institution that was the forerunner of Cheyney State College, a Historically Black Institution (HBI) in Pennsylvania.

By 1938, Maryland had given Coppin the authority to grant Bachelor of Science degrees. It changed its name to Coppin Teachers College to reflect the elevation in stature. In 1950, the College became part of the state system of higher education and thus was renamed Coppin State Teachers College. Two years later, the College moved to its current 38-acre site on West North Avenue. Coppin has since evolved into a residential, liberal-arts College that offers 26 undergraduate programs and 10 graduate programs.

As Coppin has grown, its connections with the community have deepened and matured, serving as a model for how urban institutions must operate in the 21st century. Coppin, for instance, is the only public institution in the State that has taken over the management of a public school (Rosemont Elementary School); it is also the only College in the State to have established a community development corporation. The College serves many roles within a community that is 99 percent African American, in which more than one-third of the households are headed by women, and in which 27 percent of the residents earn less than \$15,000 annually. The neighborhood suffers from a crime rate that is among the highest in Baltimore. Most residents are law-abiding and responsible, but drugs have had a pernicious and overwhelming impact on this part of the city. These factors intensify the College's mission.

Coppin is an oasis within this environment, serving as a hub not only for education, but also for recreational activities and employment opportunities. The College is a stabilizing force within the neighborhood, and it is fully accessible and open to the neighborhood. Many urban institutions are almost like gated communities, surrounded by walls and gates; Coppin's campus is pedestrian friendly and inviting, offering a respite from the blight that envelops much of the area. The campus traditionally hosts a variety of community-oriented events, from high school graduations to summer day camps. Coppin is ideal for these purposes because the campus has

the size and feel of a close-knit “learning community” that encourages exploration and community service. In an immeasurable way, Coppin’s location sends a twofold message: Education is critical to this particular community’s future and viability, and education is within this community’s reach.

Coppin State College’s strengths include not just its tradition of community service, but also the many programs that have produced professionals for the Baltimore region and beyond. The College remains the top producer of teachers for the Baltimore City Public Schools, and our College nurses often boast the highest first-time pass rate on Maryland’s licensure examination. In addition, the College, despite its relatively small size, is among the top 50 producers nationwide of African Americans with baccalaureate degrees, in all disciplines combined. Within the universe of Historically Black Colleges and Universities, Coppin is 25th in producing African Americans with baccalaureate degrees (in all disciplines combined).

The CSC Division of Nursing Community Health Clinic, a fully equipped medical clinic that offers affordable health care across the life span is located across the street from the campus. Health care is provided to the students, faculty and staff of the College as well as to the community residents. The clinic was acquired through the funding of a \$1.1 million (dollar) grant proposal written and submitted to the U.S. Department of Health and Human Services.

Student headcount enrollment in 1970 was 1,577; in 1980, enrollment had increased to 2,542. By 1990, it was 2,578. Ten years later, in 2000, enrollment had increased by more than 1,000 – to 3,890. In 2002, enrollment was 3,882. Projections approved by the USM Regents indicate that Coppin’s enrollment in 2010 will be 4,717. Indeed, the University System of Maryland’s 10-year strategic plan acknowledges, “increased minority achievement will be essential to meet Maryland’s need for economic growth and a qualified workforce.” While studies predict that 60 percent of all jobs will soon require postsecondary education, only 12 percent of black students who were in the ninth grade in Maryland high schools in 1992 were projected to receive baccalaureate degrees ten years later. The USM’s strategic plan predicts that enrollment in the State’s HBCU’s will increase over the next 10 to 15 years. Coppin’s enrollment is predicted to increase significantly by 2010. Coppin must be poised to provide the programs, facilities, and services the additional students will demand and deserve.

Despite what Coppin has historically lacked, the guiding ethos here is, “Do the best you can with what you’ve got.” That philosophy has yielded teachers, nurses, and computer scientists for Baltimore City and beyond. That philosophy has inspired professors to make up in creativity and perseverance for what they lacked in tangible resources. Over the next decade, the College expects the State to provide more support than it did the past decade, particularly concerning capital projects. The College also looks to diversify its funding sources with gifts and grants from federal and private grantors. Diversifying funding sources should provide some needed relief in operational budget expenses. The State faces dire economic constraints, almost a \$2 billion deficit in 2003 and has required severe reductions in higher education spending. In spite of this challenge, the College expects to continue and expand the work it has done throughout its history.

Coppin has provided educational opportunities for thousands of students as it has evolved from a

normal school into a comprehensive liberal-arts College and has been a stabilizing force and tremendous resource in its community. Coppin has also served as a model for what an urban college can and should be by partnering in creative ways with its neighborhood and the City of Baltimore.

To a much greater extent than any of Maryland's other State-operated institutions, Coppin State College has served the City of Baltimore and especially underprivileged students from Baltimore. This is shown by many statistics. For example, the proportion of students of such low income that they qualify for Federal Pell Grants is the highest of any USM campus, 56 percent, which is higher than on any other USM campus (average 21.6 percent). Coppin has, in spite of limited resources, provided the support needed for its students to succeed.

Coppin has done a remarkable job of providing graduates for essential services in the City of Baltimore. It has provided far more than its share of the teachers, policemen, and social workers in Baltimore City. A major force for combating poverty and crime in its region of the City, Coppin serves as a stimulus for the economic recovery that is so desperately needed. No other campus in the University System of Maryland embraces such a difficult but essential role for the inner city. Without the College's existence, it is doubtful any other institution would take up Coppin's mission, a mission that is extremely expensive to fulfill.

Coppin State College: A Chronology of Historical Events

- 1900 Coppin began its operation at the Douglass High School; one year training program for the preparation of Black elementary school teachers.
- 1901 Dr. Hugh M. Brown appointed as the Head of the Coppin Training Program.
- 1902 Coppin Training Program expanded to a two-year Normal School within the Douglass High School. Dr. James W. Waring appointed principal.
- 1909 Coppin separated from the Douglass High School and given its own principal - Dr. Joseph H. Lockerman.
- 1926 The College chose the name “Fannie Jackson Coppin Normal School”.
- 1926 Dr. Miles Washington Connor appointed as president of Fannie Jackson Coppin Normal School.
- 1930 The Normal School became “Coppin Teachers College” and awarded the four-year Bachelor of Science Degree.
- 1950 The College was transferred to the Maryland State Department of Education, becoming an integral part of the State system supported by legislative appropriations from the State of Maryland. The name was changed to “Coppin State Teachers College”.
- 1952 Coppin moved to its present location on North Avenue. Connor Hall housed all college activities.
- 1956 Dr. Parlett Longworth Moore appointed as president of Coppin State Teachers College.
- 1960 The College became “Coppin State College” under the Board of Trustees of the Maryland State Universities and Colleges.
- 1967 Coppin State College awarded its first Bachelor of Arts Degree. New programs were developed leading to Bachelor of Arts, Bachelor of Science and Master of Education Degrees.
- 1970 Dr. Calvin Wilkes Burnett appointed as president of Coppin State College.
- 1988 Coppin became part of the University of Maryland System.
- 1993 The College opened its first residence hall.
- 1995 The Coppin State College Nursing Center, operated by the Nursing Division, opened.
- 2001 The College opened its second resident hall.
- An internationally renowned panel of higher education experts produces the *Report of the Independent Study Team on the Revitalization of Coppin State College*.
- Enhanced mission statement for the College approved by the Board of Regents on April 12.
College opened its first dining hall.
- 2003 Dr. Stanley F. Battle appointed as president of Coppin State College.
- The College purchases the Lutheran Hospital site for future facilities and urban education program expansion.

INSTITUTIONAL MISSION STATEMENT⁶

A comprehensive, urban, liberal arts institution with a commitment to excellence in teaching, research, and continuing service to its community, Coppin State College provides educational access and diverse opportunities for all students, and places an emphasis on students whose promise may have been hindered by a lack of social, personal, or financial opportunity. High-quality academic programs offer innovative curricula and the latest advancements in technology to prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual support, enrichment, and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for lifelong learning and dedicated public service. Coppin State College applies its resources to meet societal needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

Institutional Identity

As a city normal school, Coppin State College had the highly focused mission of preparing teachers for public schools in a growing urban center. Founded in 1900 as a one-year training program, Coppin State College became a normal school in 1926 and a teachers college in 1930, grew into a comprehensive College in 1970, and in 1988 joined the University System of Maryland. The College's history and location allow it to perform a unique role that has not been performed by any other institution within the University System of Maryland. As an institution of higher learning and as a major public service provider, Coppin State College has produced exemplary role models and professional leadership. The College has been in the forefront of advancing academic excellence, social equality, and the dream of a brighter future.

Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, and dedicated to teaching, Coppin State College fulfills a particularly important mission for the State of Maryland. The College advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. The faculty work in the Divisions of Arts and Sciences, Education, Honors, Nursing, Graduate Studies, and Continuing Education. Active participation in the community by faculty and students provides practical evidence of a public service emphasis.

A Carnegie Master's (Comprehensive) Colleges and Universities I (MA I) institution, the College is committed to affording students who are traditionally underrepresented in higher education access to high-quality career-oriented academic programs, as evidenced by its continued commitment to maintaining accreditations by the National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools.

⁶ Approved by the USM BOR April 12, 2002

Institutional Capabilities

The College makes a marriage between its academic programs and community service activities. An institutional pioneer in urban education, Coppin State College is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school. Actively engaged in pre-service and in-service teacher education programs, the College, responding to the Board of Regents directive, plans even more involvement in the area of teacher preparation by establishing a national Center for Urban Education Renewal. The K-16 Center in conjunction with the Baltimore City Public School System promises to be a national model. The potential success of the Center will propel the College toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The College chose this particular academic focus because of its longstanding mission of service in urban education. The system-wide Center for Excellence in Urban Education and the Maryland Center for Thinking Studies further the College's commitment in this area. Similarly, the College aspires to enhance its nursing program. Over the next ten years, the College will expand the Nurse Managed Health Center and provide added health services to the Community. The Management Science Department has a program to support small business owners, a project to assist individuals with credit/debt related problems (Consumer Education Center), and a tax preparation program for those in the community that cannot afford to pay for the services.

By strengthening existing programs in the liberal arts and sciences, humanities, education and nursing, and adding new programs in science and technology, the College will be poised to address the critical shortages of teachers, nurses, and science and technology professionals across the State. The College is committed to enrolling a more diverse student body, and in compliance with State goals, to increasing the number of other-race students.

Building upon its legacy of affording access to higher education for students traditionally underrepresented in higher education, the College plans to continue to offer enrichment bridge programs for students needing some developmental learning experiences. Equally important, the College will expand the recruitment of students for its Honors Program. The College will strengthen and expand its information technology infrastructure by integrating technology into all teaching and learning practices, client, management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings will secure a campus environment that fosters excellence in teaching, service, and research, and increased student enrollment and success. By refocusing and retooling fundraising capabilities, the College will increase private support for student scholarships and the retention of renowned faculty.

In order for the College to continue to maintain diversity across educational and campus climate experiences for students, faculty, and staff, collaborative agreements exist with other public and private institutions. Working with varied governmental agencies, business, and industry, the College continues to take the leading role in the economic revitalization of its surrounding community.

INSTITUTIONAL GOALS AND OBJECTIVES

In accordance with *the 2000 Maryland State Plan for Postsecondary Education, The USM in 2010: Responding to the Challenges that Lie Ahead*, and *the Coppin State College in the 21st Century: An Emerging Presence*, the College will:

1. Restructure and strengthen academic programs: Enhance current academic program offerings and add new offerings at the undergraduate and graduate level that complement the uniqueness of the institutional mission and prepare graduates for service to the State's increasingly racially diverse and aging citizenry while reviewing existing structures to maximize efficiency.
 - A. Maintain close ties with the metropolitan Baltimore area through service learning experiences in education, human services, and nursing.
2. Enhance student success.
 - A. Increase enrollment from 4000 to 5000 students within ten years, ensuring that the growth is related to increased retention efforts, academic, and facility plans.
 - B. Promote the multicultural nature of Maryland by enhancing diversity of the undergraduate student population based upon gender, race, age, and national origin.
 - C. Diversify the undergraduate student mix by increasing the number of academically talented students, students living on-campus, eligible transfer students, adult learners, and students from other regions of Maryland and the nation looking for an urban educational experience.
 - D. Increase activities that foster holistic student development supporting the core values and standards established by the College to promote retention.
3. Leverage the usage of information technology: Leverage information technology to improve the quality of the College's education programs, enhance instructional effectiveness, enable learning communities as well as collaborative learning pedagogies, increase productivity, provide better services to students, anytime any where, and provide accessible, accurate, and timely information to faculty and staff.
4. Construct and renovate facilities and infrastructure to provide a state of the art learning environment that attracts and retains academically competitive students and faculty.
5. Strengthen the College's financial base by diversifying funding sources.

FOLLOW-UP ON 1998 MIDDLE STATES ACCREDITATION TEAM REPORT

Follow-up on 1998 Middle State Accreditation Team Report

Mission and Goals

Organization, Administration and Governance

Academic Programs

Technology

Faculty and Teaching

Students and Student Life

Library and Other Instructional Resources

Financial Planning and Budget Development

Facilities: Plant and Equipment

Institutional Effectiveness and Outcomes

In April 1998, a team of evaluators representing Middle States Association Commission on Higher Education (MSA) visited Coppin State College. In preparation for this decennial accrediting visit, faculty, staff, and administrators of Coppin State College engaged in a comprehensive self-study design the prior year. The design resulted in a compendium of strategic priorities and goals, identified concerns, and recommendations for advancing the College. The visiting MSA team affirmed those concerns and recommendations and wrote additional recommendations for the Coppin's advancement (see Appendix D).

Mission and Goals

Team Report: The team suggests that CSC consider giving a top priority to the development of a mission linked and integrated institutional strategic development plan.

Response: A major goal of the Maryland Higher Education Commission (MHEC) and the University System of Maryland-System Administration has been to ensure that all public colleges and universities in the State have mission statements that complement each other. Concerning the HBCUs in the State, care has been taken to police the potential for duplicating programs offered at HBCUs, at TWIs and vice versa. With this in mind the College has submitted to MHEC via USM for approval three iterations of its mission statement since its last visit by Middle States Association evaluators. The USM Board of Regents and the Maryland Higher Education Commission approved the mission statement included in this periodic review report in January 2002. While the CSC Mission Statement of 2002 retains key elements found in earlier CSC mission statements—advancing technology to create a common ground of intellectual commitment in a supportive learning community; providing educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity; and continuing service to its community—the new mission statement does contain two significant changes. First, Coppin State College commits to prepare students for new workforce careers in a

global economy. Second, CSC will add new programs in science and technology in order to address the critical shortages of teachers, nurses, and science and technology professionals across the State of Maryland.

In 2000, the study to broaden and enhance the College mission and vision was begun. This process launched the development of the Institutional Strategic Development Plan. *Coppin State College in the 21st Century: An Emerging Presence* was written in 2001 and approved by the Board of Regents in 2002. The primary goal of the Plan is to enhance the Coppin State College distinctive mission over the next decade. Generally, the Plan is organized around five goals that will catapult the College into a model urban comprehensive liberal arts institution, yet enabling it to hold fast to a legacy of access and excellence. The current Strategic Plan for the College outlines how it will broaden and enhance its mission, strengthen and enhance its academic programs, expand academic program offerings in the sciences, infuse the necessary technology into its operations, and construct and renovate facilities so as to foster an optimal learning environment for a more diverse student body.

Team Report: The team recommends that the institution continue with its planned expansion of the strategic planning process.

Response: In 2001, the College was engaged in a total of four research-based strategic planning efforts for advancing and enhancing its mission; academic programs; student mix; administrative and faculty staffing; institutional advancement; fiscal affairs; and physical plant. The Office of Planning and Accreditation coordinated the expanded planning efforts for the College. External consultants from the Noel Levitz Company facilitated strategic planning efforts concerning (1) admissions management and (2) student financial aid administration.

Another external group, Marts and Lundy, conducted a (3) Fundraising Assessment that revolved around institutional development and fund raising. The Assessment Report recommended increasing funding to make possible essential staff expansion, technological enhancement, and program improvement. In spite of no increase in funding for the Division of Institutional Advancement, staff adjustments were made to create a Director of Annual Fund/Major Gifts/Planned Giving. The Division has designed and has currently implemented a Major Gift and Planned Giving program, which was recommended by the consultants. A realignment of clerical staff was completed to assign partial clerical support to each Director. This means that a clerical support person may have two to three Directors that they are providing support to carry out their respective functions. A major fundraising effort was launched with funding provided by the USM Foundation to each of the Historically Black Colleges and Universities entitled "Milestone Campaign." As a result, a direct mail brochure was tailored to match Coppin State College. Additionally, a database cleanup effort accomplished relocating and up dating profiles on each CSC alumnus. The direct mail campaign enabled the CSC Office of Institutional Advancement to develop a functioning pool of legitimate donor prospects. Equally important, the direct mail campaign resulted in first time major gifts to the College from new alumni donors.

A Partnership Agreement between the State of Maryland and the United States Department of Education Office for Civil Rights was the impetus for a (4) comprehensive independent study

conducted by a group of renowned higher education experts, the Coppin Study Team, which led to the development of a Strategic Plan for the campus for the period 2002 through 2012. All studies were designed to complement the on-going planning efforts of the College. The Director, Office of Planning and Accreditation, the College's Planning Council and its subcommittee, the Strategic Planning Committee, reviewed the findings of the admissions management, student financial aid administration, institutional advancement studies, the work of the Coppin Study Team and folded those findings and recommendations deemed meritorious by the larger Coppin State College community into its planning efforts. Subsequently, the CSC Strategic Planning Committee was charged with taking the best of all of the reports and deciding if there were recommendations, suggestions, or observations that should be included in any 21st century vision for the College.

Reflecting the demographic challenges that lie ahead for higher education in Maryland which are outlined in the *USM in 2010* and the *2000 Maryland State Plan for Postsecondary Education*, the College adopted five broad goals to guide it over the next decade: restructure and strengthen academic programs, Enhance student success, Leverage the usage of information technology, Construct and renovate facilities, and diversify funding sources. These CSC goals complement the *Maryland State Plan for Postsecondary Education 2000*. The College's current Strategic Plan (approved by the Board of Regents January 2002) is not only linked to its enhanced mission statement (approved by the Board of Regents on April 2002) but in addition, complements the USM and the State of Maryland Strategic Plans for postsecondary education.

As a member institution of the University System of Maryland, Coppin State College contributed positively to the development of the University System of Maryland's 10-year strategic plan, *The USM in 2010 Responding to the Challenges that Lie Ahead*. The College identified strategies and goals that will aid the USM in preparing citizens, particularly the large projected increase in African American high school graduates in the next decade, for critical workforce shortages in teaching, nursing, and science and technology workers. The USM adopted three broad goals to guide it over the next decade. They are:

1. USM academic programs will evolve to meet the changing educational needs of a growing and increasingly diverse undergraduate and graduate student population and will enhance the quality of life for all Maryland citizens.
2. USM research and scholarship will position Maryland as a national leader in science, technology and other key areas, providing the knowledge and infrastructure to ensure the State's continued economic growth, sustainable development and international competitiveness.
3. The USM will achieve its legislative mandate of national eminence and its fundamental mission to serve the public good while carefully managing growth and developing System resources.

Coppin and the other USM institutions acting both individually and collaboratively will accomplish the three goals. Coppin, like the other USM institutions prepared a summary of its responses to the critical issues identified in the USM plan (see Appendix A, Planning Documents, Tab 5). CSC identified strategies in keeping with its mission statement and strategic planning emphases. The responses are rooted in the CSC institutional Strategic Plan. To

facilitate the *USM 2010* Goal I, the institutional response lists strategies for preparing the projected increase in African American high school graduate in the next decade for critical workforce shortages in teaching, nursing, and science and technology workers by strengthening academic and student support services programs, and adding new academic programs. For Goal II, the College aspires to increase the proportion of faculty members with terminal degrees, promote greater access to technology for students and faculty, provide for electronic classroom for library and instruction sessions, and expand the nursing health center. To aid the USM accomplish Goal III, the College listed strategies for community service, management effectiveness, and philanthropy and entrepreneurial partnerships.

The senior administrators of the College took to heart the 1998 MSA Team recommendation that CSC should quickly go forth with its planned expansion of the strategic planning process. In 1999, the President hosted a planning retreat for senior administrators at the Department of Interior National Conservation Training Center located in Shepherdstown, West Virginia. The two-day retreat provided an opportunity for serious consideration of our past, present, and future. The retreat was centered on setting new goals and strategies for the College, goals and strategies that would facilitate the development of a strategic plan. Based on these discussions, a draft Strategic Plan, *Coppin State College: A Strategic Plan*, was written. It was revisited in 2000 and in 2001, and served as the contextual backdrop for the work of the Coppin Study Team. Subsequently, the Report of the Independent Study Team on the Revitalization of Coppin State College broadened those planning discussions that were launched in 1999 to include the entire campus community along with community groups, and elected officials.

The findings of the *Report of the Independent Study Team on the Revitalization of Coppin State College* incorporated many goals and strategies that were an outcome of the strategic planning process begun in 1999. Because of this fact, the Coppin community readily agreed with the contents of the *Report of the Independent Study Team on the Revitalization of Coppin State College*. The Strategic Planning Committee, a subcommittee of the Coppin State College Planning Council was named in 2002 by the President to incorporate into its on-going planning those recommendations from the Report it agreed would significantly advance the mission of the College over the next decade. This step completed the charge as written in the Partnership Agreement between the State of Maryland and the United States Department of Education Office of Civil Rights, "...will complete an independent study leading to a Comprehensive Strategic Plan for the revitalization of Coppin" State College. The strategic plan, *Coppin State College in the 21st Century: An Emerging Presence*, includes an enhanced mission statement for CSC. The Comprehensive Strategic Plan was approved by the USM Board of Regents and the MHEC in 2002, making it a part of the accountability documentation by which the OCR will decide in 2006 whether Maryland is in compliance with Title VI of the Civil Rights Act of 1964 and the Fordice Decision of 1992.

When Dr. Battle assumed the presidency of Coppin State College on March 3, 2003, he charged the senior administrators to further coalesce all Strategic Plans concerning the College. He further directed that more definitive agreement between the strengthening of existing programs and the addition of new academic programs with the expansion of the campus's facilities needed to occur.

ORGANIZATION, ADMINISTRATION AND GOVERNANCE⁷

Team Report: The team affirms the recommendations as found in the Self-Study Document on Organization, Administration, and Governance.

1. The College should continue to refine the system, which ensures maximum participation of faculty, students, and administrators in the governance of the College.

Response: Shared governance continues to be a policy and practice, which ensure maximum participation of faculty, students and administrators in the governance of the College. Shared governance remains a dynamic and responsive part of the organization of the College and is fully accountable to all constituencies on campus. Faculty members share in the governance of the College through their elected representatives who serve on College committees (Curriculum Standards and Policies, Graduate Council, Student Academic Review, campus wide Faculty Review, Faculty Hearing, and Faculty Mediation) and the Faculty Senate. The Faculty Senate is very active, established to affect a faculty voice in the College's governance.

In 2001, the Shared Governance Committee⁸ reviewed constituency representation and determined the initial sixteen (16) members should be expanded and reapportioned in certain instances. Currently, the Shared Governance Committee is now comprised of nineteen (19) members to make certain adjunct faculty are appropriately represented and that other areas are provided proportional representation on the Shared Governance Committee. The revised composition of the Committee is as follows:

- Academic Affairs – 3
- Administration and Finance – 2
- Student Life – 2
- Institutional Advancement – 2
- Faculty – 5 (includes two positions for adjunct faculty)
- College Support Staff - 3
- Undergraduate Representative – 1
- Graduate Representative – 1

Each campus constituency has its own shared governance committee in place to examine issues that it wants its representative(s) to present to the campus-wide Shared Governance Committee.

In November 2001, the Coppin State College Shared Governance Committee adopted a *Guiding Principles Document*. These guiding principles are as follows:

- Shared governance procedures should be operating throughout the College.
- The President, Vice Presidents, Associate Vice Presidents, Deans and Department Chairs should ensure that shared governance procedures are operational within their units.
- In matters relating to budgets, mission, and other priorities for the College, administrators

⁷ See Appendix E, CSC Table of Organization

⁸ The Shared Governance Committee is a comprehensive governance body consisting of representatives of all constituency groups, including faculty, students, and staff. The Committee monitors, reviews, and advises the President on all college wide policies, procedures, and practices in the institution.

should play a leading role, with significant input from staff, faculty and students.

- In such cases where an administrative decision has been made which affects the campus body as a whole, such decisions and the reasons for such actions should be communicated in writing to the appropriate governance body (i.e., Staff Senate, Student Senate, Faculty Senate, Student Government Association, and Graduate Student Council).
- Meetings should be held on a regular basis and at regularly scheduled intervals. The use of emergency sessions should not be altogether ruled out.
- Continued efforts should be made to solicit information and feedback from the staff, faculty, and students concerning the operation of the governance body, its members and its decisions.
- In those cases where shared governance is not operating to its fullest, remedies initiated by the governance committee should be sought.
- Staff, faculty, and students should continue to be able to exercise the right of free speech regarding all governance matters without fear of recrimination.

Again in 2001, the Shared Governance Committee created two new standing subcommittees:

1. Shared Governance Committee Subcommittee
2. Shared Governance Website/Newsletter Subcommittee

The Shared Governance Committee electronic newsletter and bulletin board ensure the opportunity for maximum participation by faculty, students, and administrators in the governance of the College since it allows for rapid dissemination of information regarding shared governance issues to all campus constituencies. The Shared Governance Committee at Coppin State College is a fully functioning component of the College's shared governance system. The shared governance system at Coppin State College parallels and is consistent with the USM shared governance policies and procedures.⁹

Team Report: The College should integrate all of the various plans such as the Master Facilities Plan, Information Technology Plan, the Vision III Plan, the Four-Year Comprehensive Financial Plan, and the Student Learning Outcomes Assessment Plan, etc., into one comprehensive plan.

Response: The development of the Master Facilities Plan, *Coppin State College: An Emerging Presence Facilities Master Plan 2001 to 2011* gives specific details on how Strategic Goal 4, Construct and renovate facilities, from the CSC Comprehensive Strategic Plan, will be carried out over the next ten years. It summarizes various characteristics of the current facilities of the College, including their age, efficiency, and replacement and renovation values. Additionally, the Facilities Master Plan chronicles an assessment of current and projected facility needs of the College. The Facilities Master Plan identifies capital projects that address campus needs and solutions that reflect logical and efficient functional relationships and maximize the use and reuse of existing facilities. It replaces the USM Four-year Comprehensive Financial Plan. The overall theme of the Facilities Master Plan is Coppin's emerging presence as a highly

⁹ In May 1997, in accordance with the Board of Regents directive, the College was required to organize a comprehensive governance body consisting of representatives of all constituency groups, including faculty, students, and staff.

visible institution in West Central Baltimore, with a front porch on both sides of North Avenue. The proposed plan further organizes this emerging presence into three major sectors of the campus: The Campus Square (historic core of the campus), the Campus Mall (area south of North Avenue to the railroad tracks on the west and south and Warwick Avenue on the east), and Campus Commons (area north of the Campus Square, including Northwest Business Center up to Gwynns Fall Parkway).

The Coppin State College *Revised Information Technology Strategic Plan 2000 & Beyond* provides a framework for the Strategic Goal 3, Leverage the usage of information technology, which is a part of the College's Comprehensive Strategic Plan (see Appendix A). While the Information Technology Plan's overall goals are a part of the College's Strategic Plan, details about the technical specifications for building and continually upgrading the hardware and software for the campus's infrastructure capacity building are included in a separate document. The training required for faculty and staff is outlined in the Information Technology (IT) Plan as well. In general the IT plan describes the necessary steps for leveraging the usage of information technology for an overall effective and proactive learning environment, one of the strategic goals of the College's Comprehensive Strategic Plan.

The University System of Maryland Vision III Plan was replaced with *The USM in 2010 Responding to the Challenges that Lie Ahead*. As a member institution of the University System of Maryland, Coppin State College contributed positively to the development of the University System of Maryland's 10-year strategic plan, *The USM in 2010 Responding to the Challenges that Lie Ahead* (see appendix, A, Tab 5). Like Coppin, in the *USM 2010*, each USM institution speaks about specific institutional strategies they have adopted which as a system accomplish the following seven broad objectives:

1. Dramatically increase the overall number of Marylanders holding baccalaureate degrees, particularly in critical, high demand occupations such as teachers, nurses, pharmacists,
2. Increased participation and achievement of minority students who will be the key to expanding the State's labor force,
3. Limiting tuition increases,
4. Improvements in faculty quality, richer experiences for students, use of technology, and opportunities for lifelong learning,
5. Greater efforts in research to position the State as an international leader in science and new technologies, and
6. Increased opportunities for lifelong learning, and
7. Effective management to achieve national eminence.

The College then identified goals and strategies in its strategic plan¹⁰ that over the next ten years will aid the State in preparing citizens, particularly the large projected increase in African American high school graduates, for critical workforce shortages in teaching, nursing, and science and technology. Our twin legacies of educating the majority of teachers for the City of Baltimore and overall outreach to the City will serve as building blocks as Coppin develop the Center for Urban Educational Renewal as its academic program of national eminence. The

¹⁰ *Coppin State College in the 21st Century: An Emerging Presence*.

mission statement has taken on a worldview, encouraging us to operate at every level from a global perspective. These CSC strategies and goals are in keeping with the purpose of the *Maryland State Plan for Postsecondary Education 2000* as well. The College's current Strategic Plan (approved by the Board of Regents January 2002) is not only linked to its enhanced mission statement (approved by the Board of Regents on April 2002) but in addition, complements the USM and the State of Maryland Strategic Plans for postsecondary education. Reflecting the demographic challenges that lie ahead for higher education in Maryland which are outlined in *the USM in 2010* and the *2000 Maryland State Plan for Postsecondary Education*, the College adopted five broad goals to guide it over the next decade: restructure and strengthen academic programs, enhance student success, leverage the usage of information technology, construct and renovate facilities, and diversify funding sources.

The Student Learning Outcomes Assessment (SLOA) format has been included as part of the internal academic program review. The format has been reviewed by the Academic Program Review Committee, and has been modified to insure data compliance with new methodological approaches being embraced by external accrediting bodies (i.e., NLN, NCATE, COSWE, CORE). The internal academic program review insures use of the data for improving program performance, effectiveness, market appropriateness and efficiency.

Team Report: The College should continue to revise and refine the Information Technology Plan so it may serve as a centerpiece for achieving the institutional vision and strategic plans.

Response: Within the walls of academia, information technology is a necessity. CSC students, faculty, staff, and administrators all heavily rely on information technology to enhance and achieve the learning standards/goals as well as maintain the efficient operation of the College. Since 1998, the College has maintained an updated Information Technology Plan; most recently the Revised *Information Technology Strategic Plan 2000 & Beyond*. The Chief Information Officer for the College created an Information Technology Student Advisory Board that advises him on student-related IT objectives and issues. The Faculty Information Technology Council¹¹ and the Information Resource Management Committee¹² routinely review the Information Technology Plan so it may serve as a centerpiece for achieving the institutional vision and Strategic Plans.

¹¹ The Vice President for Academic Affairs formed the Faculty Information Technology (FIT) Committee. The VPAA has the responsibility for developing the academic information technology vision and goals in consultation with the Deans' Council and the FIT Committee. The FIT Committee consists of faculty members who determine the information technology needs of the academic community. The Chief Information Officer is invited to the FIT Committee meetings. The FIT Committee works with the Office of Information Technology to assess faculty needs, promote the use of information technology among the faculty, participate in the strategic planning process for IT, assess the impact of IT on faculty productivity, identify topics for IT workshops, and design various information technology based solutions. The coordinator of the FIT Committee reports to the VPAA and is also a member of the IRM.

¹² The Information Resource Management (IRM) Committee is responsible for establishing IT policy. The Committee is chaired by the Chief Information Officer and includes the Vice Presidents, Chair, FIT Committee and key administrators responsible for delivering IT services at the College. The Office of Information Technology (OIT) and FIT Committees are advisory groups to the Information Resource Management (IRM) Council.

Team Report: The College should plan its reallocation of resources, and its enhancement funding based on priorities reflected in the goals that have grown out of the mission.

Response: The College now has a set of planning documents that drive its reallocation of resources (see Appendix A, Tabs 1-4). They include the *Report of the Independent Study Team on the Revitalization of Coppin State College*, prepared at the bequest of the Office for Civil Rights, the College's Comprehensive Strategic Plan and its subsets, the Master Facilities Plan and the Information Technology Plan. All documents have been approved by the Office of the Governor, the USM Board of Regents, and the Maryland Higher Education Commission. Embedded in all documents are an enhanced mission statement, priorities and goals for the College which drives its reallocation of resources and its enhancement funding. More importantly, ten year operating and capital budget plans are incorporated into the *Report of the Independent Study Team on the Revitalization of Coppin State College* on pp. 56-58, 62-70, in the College's Strategic Plan on p. 46, and in the College's Master Facilities Plan on pp. ES-25.

ACADEMIC PROGRAMS

Team Report: That departments have greater access to essential human, physical, and fiscal resources needed to achieve the goals of the academic program.

Response: The Office for Civil Rights has recognized the historic under funding of Coppin State College. While the agreement with the State of Maryland to rectify this situation has yet to be realized, the College has been able to sustain program support in all areas through the strategic redeployment of resources and to provide modest gains for areas identified with critical needs such as the Division of Nursing that has been able to increase its staff by two full-time faculty. The Division of Education received NCATE reaccreditation for 5 years, having met all standards, and also received ongoing accreditation from the Maryland State Department of Education. The Division was used as the pilot for NCATE 2000 standards and also served as the training site by NCATE when preparing a new Board of Examiners. The National League for Nursing Accreditation Commission recently visited the Division of Nursing, and the recommendation of the site visitors is 8-year continuing accreditation for the undergraduate nursing program and initial certification for 5 years at the graduate level.

Team Report: That library resources, both print and non-print be expanded

Response: The Divisions of Arts and Sciences, Education and Nursing have been able to utilize monies from various grants (e.g. Title III, Access and Success and the National Science Foundation) to enhance print and non-print materials within the Parlett Moore Library and the College's Education Resource Center, Math Lab, Education Technology Center, and Nursing Lab.

Team Report: That resources be increased to meet the challenges and changes in information technology.

Response: As required by the USM, the College has created an Information Technology Strategic Plan (Appendix A, Tab 4) with the Plan's broad goals included in the College's Comprehensive Strategic Plan. The Chief Information Officer (CIO) is responsible for seeing to the Plan's implementation, making certain that all technology purchases are reviewed for compatibility as well as efforts to bundle purchases of equipment software to secure best prices from vendors. Through reallocation of resources, acquisition of grants and other considerations from various vendors, the College has been able to embark on a systematic program designed to provide access to current technology for all staff and students. Three smart classrooms have been created to support the academic program in addition to enhancing computer access to course materials and the creation of online courses and programs. Ongoing software use training has been coordinated by OIT, and has been made available to both staff and faculty.

Team Report: That funds be increased to support faculty development activities.

Response: Each Division has been provided funds to support modest faculty development activities for both on and off-campus activities. The Division of Education has created a series of professional development workshops that it makes available on campus and through its network of Professional Development Schools. Further, it has used grant funds to supplement those provided for travel to local and national conferences and training activities. Likewise both the Nursing Division and the Arts and Sciences Division have also secured grant funds to supplement appropriated funds to provide in house professional development workshops as well as to fund faculty attendance and participation in professional association conferences and training activities.

Team Report: That funds for scholarships for academically talented students be increased.

Response: Since the 1998 Middle States Association self-study, the College established the Golden Eagle Scholarship, the first-ever full scholarship for Coppin undergraduate students, covering tuition, fees, room and meals to a limited number of students who met recruitment criteria: a minimum of 3.3 high school grade point average and 1200 SAT score. The Golden Eagle Scholarship was established to maintain Coppin's competitiveness in recruiting high ability students. Over the last five years, the Honors Division has awarded scholarships to 16 new first-year students a year and has granted in-state tuition and fees to 25 McNair Scholars at an average, annual institutional cost of \$349,399.00.

Team Report: That faculty loads be adjusted to accommodate research and other scholarly activities.

Response: While the College has been unable to make gains in this area because of the ongoing difficulties resulting from OCR documented under funding, faculty continue to demonstrate their dedication to their respective fields through ongoing publishing and presentations at conferences. Most recently scholarly publications have included approximately 30 referred works, 4 books, and 83 professional presentations.

Team Report: That procedures be developed to assist new and continuing students to make a smooth transition from developmental and general courses to their majors.

Response: Significant progress has been made within the Division of Arts and Sciences and the Division of Education. Developmental courses have been eliminated in reading and writing through the creation of targeted sections in the undergraduate program. Those students identified as requiring specialized assistance are placed in these sections so they can be closely monitored and assisted by staff in the Academic Resource Center. A review of student outcomes has demonstrated that placing this population of potentially at-risk students in such sections has provided not only the support required to succeed in the courses, but has improved student perceptions about self and the ability to begin earning graduation credits during their first semester of enrollment. Further, the Division of Arts and Sciences and the Division of Education have worked collaboratively to identify those students who have demonstrated an interest in making education their major and have created distinct orientation sections as well as provided workshop opportunities to assist students prepare to take and pass PRAXIS which is the entrance requirement into teacher education.

Team Report: That personnel and instructional resources for the Academic Resource Center be increased.

Response: Funds have been provided to help meet the needs and enhancement of the Academic Resource Center. Full- and part-time tutors are now available to work with students requiring assistance in reading, writing, science and mathematics. These tutors work closely with the departments and specifically identified course sections populated by students with academic challenges. Supplemented by external funding, the Academic Resource Center (ARC) has been able to 1) continue to expand lab services to include additional workshops, alternative formats, and additional curricular areas 2) to continue providing increased tutorial services by professional staff, 3) to continue operating the Freshman Summer Success Program, and 4) to expand the video and software support materials in all labs. Lab offerings have been expanded to maintain a full- time component to serve students enrolled in General Education Requirements (GER) level courses in the Natural Sciences. The new science component provides services five days per week and includes support for biology, general chemistry, physical science and environmental science.

TECHNOLOGY

Team Report: The College should consider the appropriateness of developing a plan to incorporate technology in the teaching and learning process in all courses and disciplines.

Response: Coppin State College has implemented its Technology Fluency Plan. The College approved Technology Fluency course (MNSC150) housed in the Department of Management Science and Economics. The Technology Fluency course is being offered as a graduation requirement for all Coppin State College students since fall 2001.

The Technology Fluency Plan calls for departments and divisions to align their discipline specific technology requirements with the Technology Fluency course. Some departments and divisions have already done the alignment. Other departments and divisions are in the process of aligning their technology requirements with the required course. This alignment is intended to

help students transfer their technology fluency skills to the upper level discipline specific courses seamlessly.

The Coppin State College Technology Fluency Plan also calls for integration of technology into the curriculum. The Appointment, Promotion, and Tenure document, the Merit document and the Post-tenure Review document provide incentives for faculty to integrate technology into the curriculum. Specifically, the Curriculum Standards and Policy Committee approved revision of the College Syllabus Form to reflect inclusion of technology in the syllabus, new course, and program approval forms.

Furthermore, as required by the Academic Program Review Process, the Coppin State College Academic Program Review Committee will ensure that the technology fluency of students within an academic program is sufficiently demonstrated by each academic program. To this end the campus committee has inserted technology fluency in the review process.

Team Report: Computer literacy is not explicitly addressed in the General Education program.

Response: As called for in the Technology Fluency Plan, the Technology Fluency course (MNSC150) was approved by the Curriculum and Standards Committee and effective fall 2001 is being offered as a graduation requirement. Incoming students must satisfy technology fluency in any one of the following ways:

1. Transfer from another accredited institution of higher learning, a course equivalent to the Technology Fluency course—MNSC150.
2. Take and successfully complete the Technology Fluency course—MNSC150.
3. Challenge the Technology Fluency course – MNSC150.

Faculty and Teaching

Team Report: The team affirms the recommendations that are found in the self-study under this section.

1. The College must hire additional full-time faculty instead of relying heavily on adjunct faculty.

Response: The College continues to seek highly qualified faculty in select areas to meet the requirements of accrediting bodies. However, the use of adjunct faculty has been recognized by several program accrediting bodies and the State and federal governments as important means of securing the talents of individuals who have specialized skills and are not interested in assuming full-time positions. Of particular note are NCATE's and the Maryland State Department of Education's acceptance of adjunct faculty to support clinical experiences because of the depth of knowledge such persons bring to the program.

2. The College must achieve pay equity among resident faculty and competitive compensation for adjunct faculty.

Response: The compensation of resident faculty has been a concern and earmarked as a priority by the College's administrators. A plan with varying options has been devised to begin to address this issue; however fiscal constraints have only afforded a limited ability to resolve the issue of equity. Faculty compensation is however, consistent with the mean (or higher) for resident faculty when compared to the College's peers. In addition, the adjunct pay is within the range provided by institutions throughout the State of Maryland whether public or private.

3. The College must make a strong investment in training faculty for the Information Age.

Response: The Office of Information Technology provides an ongoing series of technology workshops to enhance understanding of various software packages to support instruction. Further, the Academic Affairs Division strongly supports and encourages the integration of technology and teaching and has provided support for those faculty persons who have indicated a desire to improve their skills in this area or who have moved forward with the creation of online courses and/or materials. Additionally, the internal program review committee has included technology enhancement and integration as part of its program review process. The College is currently modifying the delivery modality of its M.Ed. in Curriculum and Instruction so it will be available as a fully online degree program.

4. The College must modernize the instructional environment.

Response: The campus has created three smart classrooms and wired all instructional spaces so that the latest technology may be used to support instruction. Further, the Divisions of Education and Nursing have created their own technology centers to support specialized program needs. The Library's catalog is online and also has e-book capability. Access to the numerous full-text database has increased library use and greatly enhanced instructional support. There are also 39 workstations on the Library's main floor with an electronic classroom with 15 stations and a smart classroom with 25 stations. The College is also moving forward with effort to create a campus-wide wireless environment.

5. The College must provide space for faculty, including lecture rooms, conference rooms, and work stations, consistent with enrollment and State guidelines.

Response: Enhancement of capital funding is essential to provide space for faculty, lecture rooms, conference rooms and workstations. Coppin's achievement in recent years has been remarkable. Coppin's New Facilities Master Plan approved by the USM Board of Regents in July 2002 is recommending that over the next decade, over \$350 million (in 2002) dollars are needed to rebuild the campus facilities and infrastructure. Among many other capital projects, a New Academic Building called Health and Human Services Building will go on line for architectural and engineering design services in the next few months. The new facility will provide space for faculty, classrooms, laboratories, conference areas, workstations, etc. utilizing the current state of the art technology.

6. The College must improve the student-faculty ratio.

Response: The requirements of select accrediting bodies (NCATE, NLN) limit the

number of credits that a faculty member may teach. This places additional stress on a budget that has already been determined to be inadequate by the Office for Civil Rights. However, every effort is being made to identify additional resources through reallocation to hire additional faculty so the student-faculty ratio can be reduced.

7. The College must provide increased faculty development funding for faculty to be more engaged in scholarly and research activities, [including instructional research].

Response: Modest additional funds have been provided to encourage faculty development. Divisions and Departments have been encouraged to collaborate with units on other campuses to maximize professional and instructional skill development. Such outreach may lead to greater opportunities for faculty to become involved in research activities.

STUDENTS AND STUDENT LIFE

Team Report: Retention and graduation rates appear to be of significant concern.

Response: The College has implemented several retention initiatives in order to improve its six-year graduation rate for all students, all minorities, and African-American students. The initiatives include a campus wide “Retention Campaign” that is cohort-based. The cohort approach is an intensive effort to contact and provide advisement and problem identification services to students who are members of the 1996, 1997, and 1998 cohorts. Students are routinely monitored throughout the semester and academic year. The six-year graduation rates for the 1994 and 1995 cohorts are just slightly below the 30% official benchmark.

Team Report: The team affirms the recommendation in the Self-Study Report, concerning the Division of Student Life developing and instituting an evaluation process for all departments under its auspices.

Response: The Division utilizes sign-in sheets, student participation lists, student contact hours, and exit program evaluations as a medium assessment. Goals will be set on participation levels for all departments in the Division and program/activity/services will be followed up with a satisfaction survey. Finally, the Performance Management Process (PMP) is used to evaluate all staff who work in the Student Life Division. Additionally, a general student life satisfaction survey has been developed. The instrument was implemented during the 2002-2003 academic year.

Team Report: The College’s concern for improving its retention rate might be enhanced if there were a more unified approach taken in the development of a comprehensive retention plan.

Response: In 1998, the President made improving the retention of students to graduation an institutional goal as evidenced by increased 2nd year retention rates and 6-year graduation rates. The President’s Executive Council was given the charge to develop a unified approach for improving the College’s six-year graduation rates and to oversee the efforts. As a result of this executive charge, the Vice Presidents for Academic Affairs, Student Life, and Administration

and Finance developed a comprehensive retention plan. The Vice Presidents appointed a faculty Chairperson and the Associate Vice President for Enrollment Management to co-chair the campus-wide initiative, named the “Retention Campaign.” Lessons learned from prior less successful campus retention initiatives were considered as the campus-wide retention campaign evolved. A four phase retention campaign was presented to the campus body and subsequently approved by all constituencies. During each phase a workshop/retreat was held for representatives from every department on campus. The four phases include:

- Phase I. Rallying the Campus Community and Enhancing Data Access (1998-1999)
- Phase II. Educating and Mobilizing the Campus Community (1999-2000)
- Phase III. Department/Division Responsibility (2000-2001)
- Phase IV. Institutionalizing Phase (2002-2003)

We are now in Phase IV and have seen an increase in the College’s six-year graduation rate from 21.2% in 1998 to 28.3% in 2002 (See Table 1, p. 71). Faculty, staff, and students are involved in the process and provide advice and counsel about academic and social variables affecting the retention of students to graduation.

Team Report: The College should continue its examination of the causes and seek remedies to the problems associated with the large numbers of students who have not declared a major.

Response: On October 5, 1998, the President approved a policy submitted by the Curriculum Committee that reduced the maximum number of credits to declare a major from 60 credits to 36 credits. Students may declare their major at anytime during the first semester if they are not required to take developmental course(s). This policy has created a pre-major category. Students may not meet the department’s admission requirement but insist on majoring in that particular department anyway. Therefore, when forced to declare a major, students are declaring majors until they meet the requirement of their desired major. There are a large number of students who are pre-majoring. The College will need to develop a pre-major advisement system. Due to the large number of students in this pre-major category, there will be a need to hire additional staff to advise this group of students.

Team Report: The College should consider the issue of developmental course work and the potential impact it could have upon academic progress, retention, and graduation.

Response: During the fall 1998, the Vice President for Academic Affairs initiated a review of Developmental Studies through the Division of Arts and Sciences. After seven months of study, a two-year pilot (Academic Years 1999-2000 and 2000-2001) was implemented. The pilot math program as well as the English/Reading pilot programs were administered, funded through a statewide grant program, “Access and Success.” The purpose of the pilot programs was to study the impact of the developmental courses on academic progress, retention, and graduation. The pilot program’s strategies were planned to lead to a decrease in the number of developmental courses offered, and to study the impact of offering fewer developmental courses on student retention to graduation. As a result of the pilot, there have been significant changes in the Developmental Studies structure which led to main streamlining of previously labeled developmentally placed students into credit earning courses in Reading, Writing, and Math (CSC

still maintains some Developmental Math courses). More specific changes in the Developmental Studies structure are described below:

Reading. Improved College Reading, DVRD 100, was discontinued. Advanced College Reading, REED 201, was changed to REED 101. Students placing into this course receive the Nelson Denny Test during the first week of class and those scoring at and above 85% are exempted from the course. Remaining students' contract into the Academic Resource Center (ARC) Reading Lab based upon skill level and needs. Students scoring 69% and below on the Nelson Denny Test receive intensive lab support such as discipline-based critical reading skills, vocabulary development skills, effective note taking skills, and if necessary, individualized tutorial assistance. Students scoring 70-84% on the Nelson-Denny Test participate in targeted reading/study skills workshops.

English. DVWR 100 was eliminated and all students are now "mainstreamed" into ENGL 101, regardless of placement scores. Students receive a diagnostic writing exam during the first week of class to determine skill level. As diagnosed by the placement test, students with some deficiencies in writing skills are referred to the ARC Writing Laboratory for assistance prescribed by the students' English instructor.

Math. In fall 1999, students enrolled in all DVMT 108 classes were advised that they could voluntarily participate in a developmental math pilot. The purpose of the math pilot was to reduce the amount of time spent in DVMT 108 down to three weeks. With grant funds, full-time instructors were hired to revise the DVMT course and take the lead in implementing the developmental math pilot. DVMT 108 instructors changed how much time they spent instructing on certain topics and generally, the overall emphasis of the course. At the end of three weeks, students enrolled in all sections of DVMT 108 were tested. Those who tested out of DVMT 108 were asked to attend a special meeting. At the meeting, students were given their new class schedules, assigned to specific times for Academic Resource Center support, and given the opportunity to ask questions about the process. More importantly, the meeting was a time to congratulate students on completing the DVMT requirement and offer them further encouragement. The pilot was repeated for academic year 2001-02.

A new software package was selected for use in DVMT 108/109 for supplementary instruction beginning fall semester 2000. Students were tested at the beginning of the semester and assigned course modules, based upon the results of the testing. The plan for individualizing the instruction has been implemented to assist more students to overcome deficiencies and encourage persistence towards the degree. The College will need to further study the impact of the reduction of the number of developmental courses that students take in persistence towards the degree.

Team Report: Develop a plan in conjunction with the Facilities Master Plan to support day care services for students.

Response: The College has developed a plan in conjunction with the approved Facilities Master Plan to support day care services as well as clinical and community outreach program in the New Health and Human Services Building (HHSB). The design phase for HHSB should

begin in the next few months.

Team Report: Create a “paperless environment” for all departments in the Division of Student Life.

Response: These applications are being incorporated in the Peoplesoft Project. Coppin is implementing an Enterprise Resource Planning (ERP) system from PeopleSoft. The system is based on an Internet Architecture platform that will enable on-line access to information. The system will also implement electronic “Work Flow” which will enable a “Paperless Environment.”

Team Report: Enhance electronic communication systems to enable students to access the student information system and receive multimedia presentations.

Response: Coppin implemented a campus wide network to enable students to access the student information system and receive multimedia presentations. Coppin implemented a student activities web site (Coppin Planet) that gives students access to different electronic and multimedia presentations.

Team Report: To develop telephonic and web site registration for students.

Response: Coppin implemented an On-Line Web Registration system. The capabilities of the On-Line Registration system will be further enhanced by the implementation of the Web centric ERP system.

Team Report: Develop procedures that assist the institution to achieve the freshman retention goal.

Response: Freshmen retention teams will be developed including freshmen mentors, freshmen seminar classes and participants in the “first year experience” sponsored by the Department of Residence Life. Programs will be instituted to target freshmen students to address retention issues.

Team Report: Move critical positions within the Division of Student Life from federally funded programs to the general College budget.

Response: The financial crisis faced currently by the campus prohibits meeting this goal, but this is a College priority for future funding.

Team Report: Enhance the efficiency of services delivered to students by adding staff to the following offices: Admissions, Career Development, Counseling, and Student Activities.

Response: Currently, the use of a State grant, “Access and Success,” provides for the additional staff in these offices.

Team Report: Develop and upgrade admissions materials.

Response: The College has developed new admissions materials. Currently, the College has a new view book, search piece, yield piece, financial aid brochure and departmental brochures. Reprints are scheduled next year to ensure that these items remain available and current to our prospective students.

Team Report: Enhance the automation of the Financial Aid Office to provide greater accessibility for federal, State, and private funds to assist students in obtaining additional resources to meet their financial needs.

Response: The Financial Aid System was upgraded to the FAM system in 2000. This system allowed for automatic packaging that has been implemented on campus. For the purposes of reporting and internal management, FA REGIS was developed. This system allows the staff to access financial aid data at their desktops thereby making the awarding process more efficient.

Team Report: Review the health and wellness program for students to determine the most efficient and effective method of delivering services.

Response: In April 2003, the Division OF Student Life collaborated with the Division of Nursing in opening a second health suite/infirmary located in the recently opened second residence hall, Guilbert A. Daley Hall. This health care service caters to students who are not ill enough to be admitted to the hospital, but too ill to remain in their respective residence hall room. It also enables the student population the privilege to receive the proper ambulatory care.

Currently, health and wellness programs are provided in part by the Counseling Center by way of workshops on topics such as good nutrition habits, diabetes and breast cancer awareness/education. The Counseling Center provides peer education programs on at risk behaviors that lead to HIV/AIDS, alcohol, tobacco and other drug abuses. A full calendar of health promotion and wellness activities are designed and implemented by the Counseling Center staff. Each year, the Counseling Center in collaboration with the American Red Cross Blood Drive organizes a health fair and safe break program. Some of the wellness programs are integrated into the freshman seminar courses.

Team Report: Provide opportunities for professional development to the department of Student Life, to improve the skills of the staff.

Response: Professional development opportunities are provided on a rotating basis to the departments in Student Life.

LIBRARY AND OTHER INSTRUCTIONAL RESOURCES

Team Report: All current and projected initiatives are strongly affirmed by the team.

Implement new technologies and/or services:

- microcomputer laboratories, a CD-ROM reference center, and networking capabilities in the library
- microcomputer laboratories and networking capabilities throughout the classroom buildings and the residential hall
- faculty desktop computing facilities and capabilities
- electronic classrooms and skill centers
- audio-visual facilities in classrooms

Response: All labs, conference rooms, offices on all floors are networked with an appropriate number of 100 mbps switched Ethernet network drops that are connected to the campus backbone. All computers have access to Instructional Network resources and the Internet.

- A 40-station Computer Research Lab was created in the Library.
- Two computerized classrooms were created in the library: room PM 02 has 27 laptops and room LL 03 has 24-multimedia desktop PCs.
- All classrooms buildings are networked with 100 Mbps switched Ethernet network drops that are connected to the campus backbone and have access to the Student Network Instructional Resources and the Internet. More than 2,500 100 Mbps switched Ethernet network drops were added in the classrooms buildings and the residence halls.

Microcomputers Labs and Classrooms OCL:

- 3 Open Computer labs (64 computers)
- Languages Computer Lab (16 computers)
- 3 Computerized General Classrooms (23, 20, & 25 Computers)
- 1 Computer Science Network Technologies Classroom (16 computers and different network equipments)
- 1 Academic Resource Center Lab (20 computers)
- 2 Nursing Labs (10 Computers)
- 1 Video Editing & multi media development Lab (3 Stations)
- 1 Honors Computer Lab (12 computers)

Science Building

- 7 laptops in the Physics lab
- 1 General Science Computer lab (16 computers)
- 1 computer Simulation lab (10 stations)

Residence Halls

- 2 computer labs (26 & 10 computers)

Faculty desktop computing facilities and capabilities

- All faculty members have a multi-media computer on their desks that is connected to the campus backbone giving them access to both the instructional and non-instructional networks resources.

Electronic classrooms and skill centers; audio-visual facilities in classrooms

- 17 classrooms are fully equipped with state of the art information technology audio-visual facilities that include ceiling mounted high resolution 3500 lumens projector, Document Camera, VCR, DVD player, sound system, and control systems. All classrooms have the same standard user interface.

Team Report: Review staffing requirements to support technical projects and programs.

Response: Information Technology organizations at Coppin were streamlined under the Office of Information Technology (OIT). Several talented staff members were added to OIT and training opportunities were offered to all OIT staff. OIT staff are encouraged to acquire, update, and maintain their professional IT certifications. There are still unmet staffing needs in the areas of Network support (2 FTEs), Client Computing Support (2 FTEs), Helpdesk support (1 FTE), Enterprise Resource Planning Systems support (5 FTEs), Network Infrastructure support (1 FTE), Instructional Network Support (1 FTE), Faculty Development and Instructional Technology/distant learning and on-line technologies support (2 FTEs), Classrooms Technologies support (1 FTE), Telecommunication support (1 FTE) and Web Technologies support (2 FTEs).

Team Report: Upgrade present technologies/electronic systems.

Response: All current electronic/technology systems have been upgraded. Several new systems have been added.

Team Report: Increase fiscal resources to enhance access to all information resources – print, non-print, and electronic.

Response: Fiscal resources were added and Coppin established a technology refresh plan that addresses PC upgrades. More fiscal resources are needed to address other technology, non PCs, refresh cycles. More resources are also needed to keep and maintain the newly added technologies and electronic services.

Team Report: The College should continue its needed major commitment to systematically upgrade its campus computer services.

Response: The College is working on its commitment to systematically upgrade its campus computer services. A PC systemic upgrade plan is being implemented. Currently, no commitments are being made to systematically upgrade the other area of the campus' computer services.

FINANCIAL PLANNING AND BUDGET DEVELOPMENT

Team Report: It is recommended that the College continue its efforts to improve the lines of communication between divisions, to ensure that projected revenues are more in line with the actual revenues.

Response: The College derives most of its non-auxiliary revenues from State appropriations and tuition. Because of this fact, other than the Division of Administration and Finance, most other College divisions have marginal involvement with the process of revenue projections. The summer semester and winter intersession are administered by the Division of Academic Affairs. It along with the Administration and Finance division project revenues for those two sessions. Residence Life, Athletics and Administration of Finance are involved in the projection of Auxiliary Enterprise revenues. Overall revenue projections have been within 1% to 3% of projections for the last five years.

Team Report: It is recommended that the College review the staffing for each division.

Response: The *Report of the Independent Study Team on the Revitalization of Coppin State College* includes a review of the staffing for each division. The recommendations in the Report for increased staffing for each division are a part of the College's Strategic Plan. These planning documents are being used in the allocation of available resources at the College.

Team Report: The College should consider investing in an integrated Fund Accounting System.

Response: The College has purchased PeopleSoft, an integrated suite of software. Implementation is currently underway. The Human Resource module went online March 2003. The Financial module implementation date is July 1, 2003. The Student module will be implemented in two phases, September 2003 and February 2004.

Team Report: The College should seek more State funding to enhance current services and programs and provide for the expansion of certain operations.

Response: The College has seen a dramatic increase (\$94 million through 2008) in its capital budget allocations, from an average of \$699 per FTE for FY1990 to FY 2001, to \$4500 in FY 2002. Over the next five years, the College will aggressively seek its equitable share of State resources, particularly in light of its historic under funding which is profoundly documented in Office for Civil Rights reports. Given the dire state of financial affairs for the State, the College has to raise significantly more money from the private/federal sector.

Team Report: The College should expand its efforts to obtain grants and contracts to augment State funding and tuition revenue.

Response: The Division of Institutional Advancement has designed and developed a marketing brochure highlighting five priority fundraising initiatives upon which to concentrate resources and support for generating gift revenue. Several "Proposal Workshops" are conducted each year for faculty and staff to enhance their skills. A quarterly "Grants Alert" publication listing potential funding opportunities is routinely developed and distributed to faculty and staff. When special funding opportunities announcements are received, they are sent to the appropriate Dean, Department Chair, and/or faculty person. A Grants Management program has been implemented to monitor progress and to complete final reports to funding sources. Faculty have been sent to technical assistance workshops which enhanced their chances of receiving funding. Select faculty were identified and received a stipend for submitting a significant number

of proposals. Several of the divisions have significantly increased their grant writing activities. Grants revenues have increased from FY1999 to FY2003 by 182.6%. The Public Relations effort has been put in high gear with corporate media partners enhancing their support by contributions and telling “The Coppin Story.”

Team Report: The College should continue its efforts to obtain private gifts.

Response: The 9/11/01 attack on the World Trade Center (New York City) by terrorists groups has affected fundraising for non-profit causes. The economic conditions in the country are also affecting private gifts that are normally given to non-profit organizations. Corporate mergers and bankruptcies have negatively impacted private gift giving. The CSC fundraising structure of corporations, individuals, friends, and organizations is being restructured.

Team Report: The College should establish a firm time and action calendar and follow it during the budget process.

Response: The College is currently using the University System of Maryland budget calendar as the framework for budget processing at the institution. In addition, the implementation of the PeopleSoft Budget module will provide opportunities for greater input and information about the budget preparation process to the campus.

Team Report: The College should consider preparing an annual report showing the general and financial state of the College.

Response: Each year, two types of financial reports are prepared and available to anyone who is interested in knowing about the general and financial state of the College: A quarterly report for the Board of Regents which shows revenue attained, expenditures made and a comparison between budget and actual amounts; and an audited financial statement. The audited financial statements are examined by Ernst and Young, a nationally certified public accounting firm. Over the years, Coppin State has always received an unqualified opinion, quite a remarkable record.

Team Report: The College should evaluate the merits of using a Finance Committee given that all members of the President’s Executive Committee are on the Finance Committee.

Response: There has been a recent change in presidential leadership at the College on March 3, 2003. The new President, Dr. Stanley F. Battle, will evaluate the current responsibilities and staffing patterns of the College’s committees by December of 2003.

Team Report: The College faculty and staff should become more involved with the acquisition of gifts to the College.

Response: Coppin faculty and staff are overloaded with work to makeup for shortages in personnel and in the College budget. Previously, fundraising was seen as a unit responsibility and faculty/staff had no role. The role of fundraising was not focused on meeting the needs of

departments or units but as scholarship funding. No public Relations/Marketing Plan was in place involving faculty/staff. A Public Relations Task Force was organized with representatives from every department or unit on campus. The role, scope, and function of the Task Force was presented and accepted by the campus body, which included an active role in the fundraising effort.

The annual giving program, specifically the Maryland Combined Charities effort has been enhanced and faculty/staff are responding with much more support (the Captains are very involved with their co-workers to champion the giving effort). Certain departments have invited Institutional Advancement to their departmental meetings to discuss fundraising programs or initiatives. Personnel in departments and divisions are taking part in solicitation site visits (on & off campus) to discuss their needs.

Some administrators have shared their corporate contacts and participated in corporate site visits. The faculty and staff involvement level in the fundraising process is being enhanced because there are alumni who are financially able to give major gifts to the campus but only faculty/staff can facilitate the cultivation and solicitation efforts. Faculty/staff are sharing contacts with corporate representatives that could be utilized to enhance gifts to Coppin State College.

The level of faculty/staff participation in the Annual Alumni Phonathon needs to be improved. Faculty should play a pivotal role in this activity, because of the relationship that they developed with alumni while students. For alumni, faculty involvement often is the incentive for many alumni who will give when asked by a faculty person that taught them when they were a student at CSC.

Team Report: The Campus family should receive thorough briefings on the various components of fundraising including solicitations from private and non-private corporations and foundations, planned giving programs and gift installment programs.

Response: More Deans, Department Chairs and Directors of various units should invite Institutional Advancement staff to meetings to present information on giving programs and the fundraising process. More time should be given at general meetings to discuss these opportunities. Institutional Advancement handed out materials and posted flyers to promote the Private Donor Incentive Program, matching gift program. The Director of Corporate/Foundation Relations has met with various department heads to discuss their respective needs and solicit their involvement in the fundraising process. The Maryland Charities Campaign has been promoted extensively to the Coppin Family. The Donor Can, Buy-a-Brick, and Centennial Banner Programs were marketed throughout the campus.

FACILITIES: PLANT AND EQUIPMENT

Team Report: It is recommended that the College look into purchasing a fully integrated system for the institution.

Response: The College is in the process of implementing PeopleSoft 8.4 version of a new financial software package, which includes a procurement module. CSC is scheduled for

interactive design prototype (IDP); the “go live” date is July 2003.

Team Report: That the College considers the appropriateness of implementing the drafted staffing plan for the facilities operation.

Response: The College has critical deficiencies in operational funding. Under the current level of staffing, the College continues to operate in a crises mode. The College continues to work on rectifying operational funding deficiencies to hire additional support staff for facilities operations and maintenance.

Team Report: Provide adequate staff of plant maintenance personnel.

Response: The College has critical deficiencies in operational funding. Under the current level of staffing, the College continues to operate in a crisis mode. The College continues to work on rectifying operational funding deficiencies to hire additional support staff for plant maintenance personnel.

Team Report: Provide adequate training and improve productivity.

Response: As the College continues to improve its operational funding deficiencies, adequate training will be provided. The College has significantly improved productivity in recent years.

Team Report: Develop and implement an effective preventative maintenance program to improve equipment efficiency and reduce potential failures.

Response: The College continues to work on improving operational funding to implement an effective preventative maintenance program and to increase equipment efficiency and reduce potential failures. Significant improvement has been made to primary building systems and equipment.

Team Report: The College should continue to seek funding for completion of facilities renewal projects and deferred maintenance priorities.

Response: The College continues to seek additional funding for facilities renewal and deferred maintenance projects. Numerous projects have been completed such as roofing system replacement, campus lighting, HVAC systems, space improvements, general building and grounds repairs and upgrade, etc. These improvements were completed in order to reduce potential failures.

Team Report: The College should continue in efforts to seek support from the University System of Maryland and other State agencies to implement the recommendations of the College’s Facilities Master Plan.

Response: The College is continuing its efforts to seek support from the University System of Maryland (USM) and other State agencies to implement the recommendations of the

College's Facilities Master Plan. Coppin's New Facilities Master Plan, approved by the USM Board of Regents in July 2002, is recommending a major investment (over \$350 million) over the next decade, which will include academic buildings, a student center, a physical education complex, a creative and performing arts center, residence halls, parking structures, land acquisition and major renovations of all existing facilities on campus.

INSTITUTIONAL EFFECTIVENESS AND OUTCOMES

Team Report: The College should review the use of standardized testing as a graduation requirement – review tests used, use of data, and relationship of tests to content in major fields of study.

Response: In February 2003, the Curriculum Standards and Policy Committee recommended that the “Standardized Exit Examination Requirement” (#5, p. 59, 2000-2002 College Catalog) be changed. The requirement now reads: “*All graduating seniors are required to successfully complete specific program assessments for graduation. These may include a program-specific standardized test, a professional portfolio, a thesis, or other professionally recognized method of assessment. Each department/division will identify these requirements and report the results of this assessment process to Academic Affairs.*” This revised policy will place more responsibility on each department/division. Each department/division will have to:

- Devise and implement a (continually updated) departmental/divisional graduation assessment
- Establish a graduation process (includes advisement, test preparation and graduation workshops, etc.)

Team Report: That programs not associated with accrediting bodies use ongoing data that are generated to improve programs.

Response: The college wide Academic Program Review Committee was established. This body has set a seven-year schedule to review all academic programs internally as part of its process to achieve continuous quality improvement. Historic data are used to review trends, identify areas needing improvement, and to enhance programmatic areas of greater strength. Programs are reviewed internally by the department, using the data and format provided by the Office of Institutional Research, as well as data collected by the department to review all aspects of the program. The Committee assists the departments in the internal review, and assesses the information and outcomes derived from the review. Recommendations are provided to the program with suggestions for addressing areas identified as needing attention, and assistance is provided by the Committee as needed. The Academic Affairs Office then monitors corrective action, and provides support and available resources. This process is used for all programs, those where external accrediting bodies review, as well as those where no external accreditation entity provides reviews.

Team Report: That a centralized data source is used for all reporting purposes. Specifically, data related to institutional facts should be based on the census data and disseminated by a centralized data source. [Recommendation: The SLOA format is used internally to provide a framework for collecting and using data to improve programs.]

Response: The Student Learning Outcomes Assessment (SLOA) format has been included as part of the internal academic program review. The format has been reviewed by the Academic Program Review Committee, and has been modified to insure data compliance with new methodological approaches being embraced by external accrediting bodies. The internal academic program review insures use of the data for improving program performance, effectiveness, market appropriateness and efficiency.

Team Report: An Assessment Coordinator should be appointed to collect, analyze, and disseminate data and provide feedback to departments for program improvement.

Response: Fiscal constraints have not allowed the hiring of a specific individual to perform these duties, rather, the Office of Institutional Research assumes this responsibility where appropriate. The Office of Institutional Research is able to provide assessment data and analysis to aid in insuring that the educational programs meet and maintain high standards of excellence as measured by a number of internal and external indicators of effectiveness such as internal program reviews, employment rates, external evaluations by accrediting bodies, progression rates, retention rates and student opinions and evaluation of courses and instruction. Information obtained through the various surveys is presented in reports, which are provided to the individual departments and programs for use in assessing program quality.

Team Report: Additional professional support is provided for the Office of Institutional Research to insure adequate support for data collection, analysis, and reporting.

Response: Modest progress towards this end has been achieved by the hiring of an Associate Director. However, the growing demands for data and analysis, as well as research and sponsored research support continue to challenge the human resources of the office.

SECTION II. SIGNIFICANT DEVELOPMENTS SINCE 1998

Mission and Goals

Organization, Administration and Governance

Academic Programs

Technology

Faculty and Teaching

Students and Student Life

Library and Other Instructional Resources

Financial Planning and Budget Development

Facilities: Plant and Equipment

Institutional Effectiveness and Outcomes

Mission and Goals

- Approval of the College's expanded Mission Statement by the Board of Regents in January 2002
- Approval of the College's Strategic Plan by the Board of Regents in January 2002
- Approval of the College's Facilities Master Plan by the Board of Regents in October 2002.

The USM Board of Regents and the Maryland Higher Education Commission approved the mission statement included in this periodic review report in January 2002. Much about the new mission statement is consistent with the earlier version. First and foremost, the College is committed to providing educational access and diverse opportunities for students with a high potential for success but whose promise may have been hindered by a lack of social, personal or financial opportunity. Coppin's inextricable ties to public service remains a central part of the new mission. The new mission statement does contain two significant changes, however. First, Coppin State commits to prepare students for new workforce careers in a global economy. Second, CSC will add new programs in science and technology in order to address the critical shortages of teachers, nurses, and science and technology professionals across the State of Maryland.

Organization, Administration and Governance

- Dr. Stanley F. Battle appointed as president of Coppin State College March 3, 2003.

Accompanying the considerable federal and State policy changes that led to the *Partnership Agreement between the State and the Office for Civil Rights* and the *Report of the Independent Study Team on the Revitalization of Coppin State College*, there were significant leadership changes that will benefit the College's continuing development. After a national search, Dr. Stanley F. Battle was named the College's fourth President. In August 2002, the University System of Maryland System Administration named William E. Kirwan as Chancellor. In January

2003, the State elected Robert L. Ehrlich as governor, the State's first Republican governor in almost 36 years, and Michael S. Steele as Lieutenant Governor, the first African American ever elected to such a position. Already, the Ehrlich and Steele Administration has committed to funding capital projects for the College outlined in the *Report of the Independent Study Team on the Revitalization of Coppin State College*.

Elections were held in December 2001 to select bargaining unit representatives in the three established bargaining units (Non-Exempt, Exempt and Sworn Police Officers). The American Federation of State, County and Municipal Employees (AFSCME) was certified as the representative in each bargaining unit. Negotiations between the College and AFSCME commenced in October 2002 and are continuing. Tentative Agreements on a variety of issues have been reached. The Agreements have not been ratified by the membership or approved by the President of the College or the University System of Maryland Board of Regents. It is not anticipated that agreements will be reached until the middle of FY04. The CSC Office of Human Resources is in compliance with all workplace regulations related to Affirmative Action/Equal Employment Opportunity, AFA of 1990, OSHA and MOSHA.

Academic Programs

The College's academic programs are organized into five divisions: Arts and Sciences, Nursing, Education, Graduate, and Honors.

The Division of Arts and Sciences

The Division of Arts and Sciences is the largest academic wing of the College. A program was started in academic year 2001 and continued in the summer of 2002 to have departmental representatives call all majors who had not pre-registered up to that time for the upcoming semester.

There have been significant changes in the Developmental Studies structure which led to main streamlining of previously labeled developmentally placed students into credit earning courses in Reading, Writing, and Math. The Division established a student writing manual.

The Division of Arts and Sciences had a significant increase in successful grant funding over the past two years in the areas of Math and Computer Science, Social Work, Natural Sciences, Fine and Communication Arts, History, Geography, and Global Studies. For example, the Department of Social Work received over \$2 million from the Centers for Disease Control and Prevention to launch "The Institute." The Institute is a collaborative venture of the Coppin State College Social Work Department and the Maryland AIDS Administration to build capacity of HIV prevention community based organizations. Some Departments had multiple successful grants: Department of Natural Sciences, Department of Social Work, Department of Mathematics and Computer Science, Department of Fine and Communication Arts, and Department of History, Geography and Global Studies.

The Liberal Arts Program was elevated to the highest undergraduate major (number of graduates) at the 2001 Commencement exercises. In 2000, the Division initiated the

Undergraduate Major, Liberal Arts, which was designed to provide alternative options for students with multi-disciplinary interests. The major also provided diversity to the College's curriculum that did not exist prior to its inception. The major in Liberal Arts is also designed to be another strategy to enhance retention and graduation rates. A major impetus for the major was to expedite the graduation of undergraduates who were compiling inordinate numbers of credits without a graduation plan.

One of the major thrusts in Teacher Education of the past decade has been the inculcation of Arts and Sciences in the curriculum of Teacher Education. Coppin State College has become a pioneer in this national movement and is a founding member of the Standards-Based Teacher Education Program (STEP). The Division addressed the goals of the 1995 Teacher Education *Redesign*: Contents Knowledge Enhancement; Pedagogy Enhancement; Service Learning; Technology; Assessment Strategies; Review and Revise College's General Education Requirements; and Professional Development Schools.

For the Division of Arts and Sciences, there were multiple submissions that were approved by the Curriculum Standards and Policies Committee:

Minor in Anthropology, Major in Sociology, Political Science Tract, Major in Urban Arts Production, and Major in Rehabilitation Counseling. Other significant developments include:

- Inclusion of Computer Literacy in the General Education Requirements
- Early declaration of the Major to enhance and reinforce student persistence towards the degree
- Obtained approval to offer a major in Liberal Arts
- Reinstated the History major
- Obtained approval to offer a Master of Science in Human Services Administration
- Obtained approval to offer a Master of Science in Alcohol and Substance Abuse Counseling
- Implemented new courses to help prepare education majors for the PRAXIS licensure examination
- Approval of new academic programs: (1) B.A. in Global Studies, (2) B.S. in Rehabilitation Services
- Reaffirmation of accreditation by the Middle States Association through 2008.
- Reaffirmation of accreditation of the Social Work program through 2008 by the Council of Social Work Education.
- Reaffirmation of Rehabilitation Counseling program through 2005 by the Council on Rehabilitation Education.
- Enhancing the General Education Program through additional staffing in English and math

The Division of Nursing (DON)

The Division of Nursing continues to attract more applicants for the nursing program than it has space to accommodate. In 2002, the major financial achievement for the program was approval of the Advanced Education Nursing Grant awarded by the Health Resource Services

Administration (HRSA) for the next three years in the amount of \$788,034.00. The program's financial support through these grants enhanced student retention and satisfaction, and had an immeasurable effect on student-teaching-learning, faculty satisfaction and retention, and the establishment of the Nursing Graduate Office.

Other significant developments included:

- Reaffirmation of accreditation of the Nursing School program through 2010 for the undergraduate program and through 2007 for the graduate program by the National League of Nursing and the Maryland Board of Nursing.
- First graduating class from the Master's degree in Nurse Practitioner program

In 1999, the MSN (FNP) Program was approved by MHEC and received initial approval from the Maryland Board of Nursing (MBN). The program has been reviewed by The American Academy of Nurse Practitioners Certification Program in 2001. CSC students are eligible to sit for the Academy Certification Examination. The MSN (FNP) Program received final approval from the Maryland Board of Nursing February 2002. The program has received support from community physicians and nurse practitioners as well as preceptors and clinical agencies.

The Family Nurse Practitioner (FNP) program was initiated fall 1999 with the first cohort of six students. Five students graduated in July 2001. The second cohort of six students was admitted fall 2000. The five full-time students in the second cohort graduated August 2002. The third cohort was admitted fall 2001 with one part-time and nine full-time students.

Coppin is in an ideal location to provide exceptional clinical experiences for students in the care of urban families. Nursing students have the opportunity to experience diverse clinical experiences with qualified faculty and preceptors. The CSC DON Community Health Center¹³ is an ideal site for the beginning student who needs increased faculty supervision and role modeling. The Community Health Center is also utilized for final course development of leadership skills. The plan is to strengthen the CSC DON Community Health Center through the support of external funds. This will increase health services and patient population, enhance student learning, and increase faculty practice. The clinic has been well received by the community. The clinic provides an excellent opportunity for diverse cultural experiences.

The Division of Nursing programs have many resources. The CSC DON Community Health Clinic, Rosemont Elementary School, and urban clinical sites are examples of these rich resources. The DON has made an outstanding contribution to the urban community through its continuous efforts to provide high quality health care services to the urban community and its populace through the nurse-managed clinic. In addition a computer lab with interactive videos is available.

¹³ The Coppin State College Health Center was founded in 1994. It is a non-profit, community-based primary care clinic. The Center not only provides comprehensive primary care to the underserved residents of the Coppin Heights Community, staff, and faculty at the College, but has other functions; some of these functions are, providing learning experiences for both graduate and undergraduate nursing students at CSC and other schools, outreach programs to the Coppin Heights Community, and Baltimore in general.

In 1999, the Division of Nursing implemented the Scholars Program with Erickson Retirement Communities. The Erickson Retirement Communities serve as home to its residents, providing twenty-four hour care and health care services. The Division of Nursing and Erickson developed the program so that Coppin Nursing students would receive up to \$5,000.00 per academic year in return for one year of employment at Erickson Retirement Communities upon graduation. The students are nominated by the Dean of the Division of Nursing to the Director of Health Care Recruitment at Erickson Retirement Communities. In order to obtain a nomination, the student is expected to have a cumulative 3.0 grade point average (GPA), and write an essay stating why the student desires to practice geriatric nursing. Erickson Retirement Communities' management decides the recipient of the scholarship based upon academic record, essay, and interview. This program is open to students entering the junior and senior years. The student must maintain the minimum required GPA throughout the academic year for which funds are received.

Since 1998, several grants have been developed by and funded to the Division. These grants and the dedication of the faculty have further strengthened the quality of the program and have increased student admission and retention. The following are examples of external funding received by faculty in the Division of Nursing:

RECEIVED	GRANT NAME	AMOUNT
June 2002	New Basic Nursing Education Grant HRSA grant designed to increase the enrollment of the Generic and RN-BSN tracks.	over \$800,000
July 2002	Workforce Diversity Grant – HRSA grant designed to increase the enrollment of undergraduate nursing students through collaboration with area high schools.	over \$800,000
2000-2001	Scholarships For Disadvantaged Students The Division received scholarships for disadvantaged students.	over \$177,000
2001-2002 academic year	Scholarships For Disadvantaged Students HRSA provided scholarships for disadvantaged nursing students.	over \$335,000
2001-2002 academic year	Baltimore Area Plan A Collaborative Grant in which three schools of nursing worked together to provide learning activities designed to encourage minorities to seek graduate degrees in nursing. This grant has been funded since 1994.	\$53,000
2002-2003	Baltimore Area Plan the Nursing Division received funding from the collaborative grant.	\$30,000
2001-2002 academic year	Advanced Education Nursing Grant A grant used to enhance curriculum/instruction on health promotion/disease prevention and cultural competence with under represented minorities, and to increase student enrollment in Coppin's Family Nurse Practitioner program.	\$288,274.00
2002-2003	Advanced Education Nursing Grant	\$258,250.00

RECEIVED	GRANT NAME	AMOUNT
2000-2001 academic year	Advanced Traineeship Nursing Grant A grant used to provide funding for graduate students tuition and books.	\$14,830
2001-2002	Advanced Traineeship Nursing Grant	over \$17,000
2001-2002	USM Nursing Mentoring Grant the Vice Chancellor for Academic Affairs for University System of Maryland awarded Nursing a grant to conduct a proposal that focused on a student-mentoring paradigm that was developed and implemented by an interdisciplinary collaboration with Nursing, Social Work and Health and Physical Education. The interdisciplinary team mentored students and clients with cancer.	\$2,000
	Scholars Program – There are several area hospitals, long term care facilities, and other health care facilities that are interested in establishing partnerships with the Division to offer scholarships for Coppin nursing students in their junior and senior years of the nursing program.	
2000	Kaiser Endowment –provided an endowment for advanced practice graduate students	\$25,000
2000-2001 2001-2002	Title III Funding – The Division of Nursing has received Title III funds for the past two years. These Title III funds have assisted the Division with tutoring for disadvantaged students and defray the cost 'for faculty development (travel and registration at conferences). Funding for the 2002-2003 academic year was in the amount of \$73,500.00.	over \$70,000
	Diabetes Grant – developed in collaboration with Morgan State University and the College of the District of Columbia.	\$9,000
	Gifts/Scholarships – The Division has been awarded scholarship funds by two of its former Deans (Drs. Richardson and Starks). One benefactor has bequeathed funds from her will to provide scholarship awards to assist eligible graduates obtain a master's degree in nursing.	

Division of Education

The Division of Education offers a variety of undergraduate and graduate programs designed primarily to prepare students for careers in teaching. The programs also qualify students for positions in such non-teaching fields as sports management, counseling and guidance, and human resource development in the public and private sectors.

An integral component of the Teacher Education programs is the development of the Teacher Education students' understanding of the realities of the multicultural, interdependent world and their ability to work effectively with all students. Students in Education programs are prepared to guide and instruct learners of all ages, each program is based on a core of general education courses from the humanities and fine arts, the social behavioral sciences, the natural and physical sciences, and health and physical education.

This Periodic Review Report chronicles some of the significant developments accomplished by the faculty and staff in the Division of Education since the visit to CSC in 1998 by MSA evaluators.

- Reaffirmation of accreditation of the Teacher Education program through 2006 by the National Council for Accreditation on Teacher Education (NCATE) and the Maryland State Department of Education (MSDE). The College received such a high rating by NCATE that the ETS/Nissan Institute of HBCU Deans of Education held its summer teacher education conference on campus in 2002.
- Obtained approval to offer a Master in Education as a distance learning degree program
- Assumed responsibility for the administration of a public elementary school
- Developed a K-16 Urban Education Renewal program
- Initiated the sports management program

There are two new graduate programs, approved by MSDE, that are being offered by this Division. The Master of Science in Reading seeks to elevate literacy issues and concerns and to respond to the unprecedented literacy expectations in today's society. The program is designed to prepare professionals who would be reading specialists or reading resource teachers. The 39-hour program includes a 3-hour capstone experience in urban literacy. Graduates of this program should possess a knowledge base and experiences that empower them as decision makers. A core of foundation courses with work in philosophy, cognitive psychology and statistics support the decision making process.

The Office of Academic Affairs initiated the Canter-Coppin Collaborative in distance education for a Masters of Education program in the Department of Curriculum and Instruction. The program's delivery modality is being modified so that it will be available as a comprehensive online degree program.

In order to maintain the high standards that are inherent in Coppin's history as a teacher training institution, the Division has institutionalized new undergraduate program requirements¹⁴ across all programs.

The recently redesigned performance assessment system permits the Division to review the performance of students, faculty, and programs in a more systematic manner. The performance assessment system prescribes a data collection process that can be used to make informed decisions concerning the improvement of programs and services offered by the Division of Education. The Performance-Based Assessment Manual was revamped to depict alignment with Conceptual Framework Outcome and Indicators and all applicable standards. Performance-based assessment requirements are infused throughout all Teacher Preparation programs and have become the preferred mode of evaluating teacher candidates' knowledge, skills, and dispositions for teaching. Portfolios, one type of performance assessment, not only provide the opportunity to assess a teacher candidate's learning but also are an integral part of the learning process. The portfolio is particularly appropriate in teacher education, since the process of developing a professional portfolio enables the candidate to synthesize professional knowledge and experience and to determine where additional professional growth is needed. CSC teacher candidates present their portfolios and have interviews/conferences at three checkpoints or phases of the Performance Assessment System: entrance to the program, mid-point in the program, and exit from the program.

Standards-based Teacher Education Project (STEP)

For the past three and a half years, Coppin State College's Teacher Education program has flourished with the support of the Standards-based Teacher Education Project (STEP). The introduction of STEP at Coppin State College has had far-reaching ramifications. What started as an initiative to invigorate and reform teacher education has become a model for the institutionalization of standards-based program change.

The STEP process was invaluable in preparing for NCATE reaccreditation. The self-study process reinforced the importance of standards, subject matter content, and performance-based assessment. Collaboration with arts and sciences facilitated the incorporation of academic discipline standards, approved by learning societies, into content courses. The Maryland Essential Dimensions of Teaching standards emphasize the need to align teacher preparation with P-12 and INTASC standards, and the value of Professional Development School partnerships, ensuring that teacher candidates have in-school clinical experiences and supervised practice in teaching.

Instituting the Praxis I basic skills requirements helped the Division of Arts and Sciences increase their focus on improving the math and writing skills of teacher candidates. CSC

¹⁴ Complete (30) credit hours; have a cumulative GPA of 2.70 or better; complete ENG 101 and 102 (6 credit hours); and MATH 110 (3 credit hours); pass Praxis I, with at least the following scores: Mathematics-177, Reading-177, and Writing-173; complete and submit to the Chairperson a Declaration of Major Form; complete a Teacher Education Admission Application; complete Phase 1: Admission to Teacher Education Portfolio; and complete an interview with the Chairperson.

collaborated with Baltimore City Community College and developed an articulation agreement for awarding of the Associate of Arts in Teaching degree to candidates who successfully pass Praxis I.

In summary, within the Division of Education, significant developments over the past five years include:

- Entry and exit requirements for teacher candidates that ensure adequate knowledge of content and demonstrated competencies in facilitating student learning;
- Content knowledge preparation of teacher candidates through discipline-based coursework, required general education courses, and subject major and concentration courses;
- Pedagogical preparation of teacher candidates, including conceptualizing, communicating, and demonstrating proficiency in school settings; and
- Assessments of teacher candidates that ensure adequate knowledge of content and the ability to teach the content.

Baltimore Teachers Union Collaborative

The Coppin State College Division of Education is collaborating with the Baltimore Teachers Union to provide certification courses at the new Center for Professional Development to assist certified and non-certified teachers and paraprofessionals with the most efficient and cost effective ways to meet their professional development needs and assist the Baltimore Public Schools in providing additional certified teachers and paraprofessionals.

Tracking System

Coppin State College has developed a tracking system to monitor the progress of teacher education from the time they enter the program to exit. This system allows for loading and retrieving data on a student or groups of students. Relevant comprehensive data are collected for each major. Additionally, the system is developed in such a way as to facilitate the various databases on campus to communicate with each other. This system enables faculty to more effectively advise students.

Grants received by the Division over the past five years include:

RECEIVED	GRANT NAME	AMOUNT
2003	National Youth Sports Program	\$63,000
2001	Baltimore City Public Schools PDS	\$50,000 (for 2 years)
2002	Title II/MSDE grant to support professional development schools. Innovative Education Program Strategies Grant to develop PDS sites at John Eager Howard and Rosemont Elementary Schools.	\$30,000
RECEIVED	GRANT NAME	AMOUNT

10/2001-10/2003	The Teacher Education Consortium on Service Learning Grant	\$49,319
2002	MSDE Professional Development Schools Enhancement Grant	\$30,000
2001	Maryland State Improvement Grant	\$50,000
1998-2002	Recruitment of Minority Special Educators for Coppin's Non-Categorical Degree Program	\$199, 274
1999-2000	Beginning Special Education Teachers Performance-Based Apprenticeship/Mentoring Project	\$25,000
1998-2002	Retraining of Teachers for Competencies in Special Education	\$184,216
2001	Maryland State Department of Education PDS grant awarded to the Department of Curriculum & Instruction	\$15,000
2002	Title III grant awarded to the Dean's office	\$49,000
2001	PDS Network grant was awarded to the Dean's office from the USM	\$20,000
2001	Baltimore Coca Cola Grant	\$100,000 (per year for 3 years)
2002	Department of Adult & General Education faculty received the Friday's Champions of Excellence award from MHEC.	\$60,000
2002	The Eisenhower grant was awarded to improve math competence of teachers in the PDS network.	\$96,000
9/1/2002-5/31/03	MSDE Teacher Quality Enhancement Grant	\$7,500
2001-2002	Maryland State Improvement grant was awarded to Special Education faculty to achieve PDS goals.	\$75,000
1999-2000	Shriver Service Learning Grant	\$2,500
1999-2001	STEP Project	44,000 (3 year period)
2002	The STEP project was awarded an additional \$10,000 to implement the standards-based teacher education program.	\$10,000
6/02-6/03	Redesign of Teacher Education, "Infusing Critical Thinking in the Professional Development School Network".	\$38,000
7/1/02-6/30/03	A Time to Grow Project funded my MHEC. The Gear Up project targeted to improve education of 9 th grade high school students.	\$49,966

Each year faculty and staff in the Division of Education participate in many varied professional development activities. A sample of faculty presentations may be found at Appendix D.

Honors Division

The McNair Program

Coppin McNair Scholars commit to completing the doctoral degree so that they may join the professoriate. This U.S. Department of Education-funded grant helps Coppin State to support low-income, first-generation college students and students who are underrepresented at the graduate level by providing funds for graduate-school visits, national research conferences, seminars, and symposia, as well as for summer research experiences at local and out-of-state universities. The following results merely highlight some of the accomplishments of the Coppin State College McNair Program from 1998 to the present.

- 3 McNair Scholars have received doctoral degrees. (University of Illinois, Urbana-Champaign, 1998; Harvard University, 1999; and Howard University, 2001)
- 15 McNair Scholars are currently in doctoral programs.
- 33 McNair Scholars have earned master's degrees since 1998.
- In 2001, the McNair Program instituted a successful laptop computer loan program that allows McNair Scholars to borrow state of the art systems from the McNair Office during the fall and spring semesters.
- Through its agreement with the Department of Education, Coppin State has granted over 100 McNair Scholars in-state tuition and fees scholarships amounting to over \$411,500.00 during the past five years.
- Scholars have presented their research findings at the Coppin State College Student Research Conference as well as at major national conferences in Maryland, Wisconsin, California (Berkeley), Texas, Oklahoma, Pennsylvania, and Puerto Rico.
- During the period of this study, students have regularly received acceptance letters from some of the nation's most outstanding institutions of higher learning including Harvard, Johns Hopkins, Columbia, Cornell, the University of Pennsylvania, Pennsylvania State, the University of Illinois (Urbana-Champaign), Michigan State, St. John's College (New York), Howard University, Morgan State University, the University of Wisconsin, Brandeis, Ohio State and the University of Maryland, College Park.
- During fall 2001, the Honors Division opened a state of the art computer laboratory for McNair scholars.

The Honors Program

Within the CSC Division of Honors, the following list tells of the accomplishments of the Honors Program and the McNair Scholars Program since the last MSA campus visit.

Scholarship Initiatives

*Increased Upper-Division Honors Program Scholarship eligibility criterion from 3.0 grade point average to 3.5 grade point average.

Grade point averages of current Coppin State students interested in joining The Honors Program should indicate serious academic pursuit and the ability to successfully complete Upper-Division Honors research courses.

*Established Golden Eagle Scholarship, the first-ever full scholarship for Coppin undergraduate students, covering tuition, fees, room, and meals to a limited number of students who met recruitment criteria: a minimum of 3.3 high school grade point average and 1200 SAT score.

The Golden Eagle Scholarship was established to maintain Coppin's competitiveness in recruiting high ability students.

*Increased the basic Honors Program Scholarship eligibility criterion from 950 SAT to 1000 SAT. The high school GPA requirement remained at 3.0. The lowest average SAT of any honors cohort for the period of this study has been 1050 and the highest 1120.

The SAT eligibility criteria were changed to reflect growing interest in honors education at Coppin.

*Enriched the cultural/global climate of The Honors Program with an increase of international students.

The Honors Program admitted students from Sweden, Bulgaria, Albania, Nigeria, Kenya, Jamaica, and Trinidad

**Implemented a graduate-school attendance initiative for all honors students.*

*Decreased Opportunity Scholarship from two semesters to one.

The Opportunity Scholarship is designed to allow students whose SAT scores indicate the potential for success in The Honors Program. As a two-semester scholarship, a student would have no opportunity for honors coursework past the freshman year. The one-semester scholarship introduces a true "opportunity" to not only sample The Honors Program, but to convert to an Eagle Honors Scholarship after a successful first semester.

*Required students to apply for external scholarships.

As a sharp scholarship budget cut required the elimination of book stipends, honors students were required to apply for at least one external scholarship to assist them with book purchases and other college-related expenses.

*Over the last five years, the Honors Division has awarded scholarships to 16 new first-year

students a year and has granted in-state tuition and fees to 25 McNair Scholars at an average, annual institutional cost of \$394,399.00. While the annual funding and numbers of students recruited into the honors program during this period have remained relatively constant, the overall quality of scholars has improved considerably, i.e., average high school GPAs and SATs.

*Established First-year Student Reception.

This program serves as an intimate welcome to first-year Honors Program students and their parents from Honors Program staff, faculty, and Coppin administrators. It also smoothes the transition from high school to college.

*Established First-year, Continuing Students, and Athletes' Orientations.

These orientations address the nuts and bolts of the Program's operation and the specific needs of each student population. The orientations are proactive measures to thwart problems that may threaten a student's success.

*Introduced Contract Addendum to require student attendance at honors-sponsored events.

Honors Program cultural, motivational, and scholarly events are designed to broaden each student's college experience and graduate the well-rounded student. After incorporating a contract addendum specific to these requirements, student attendance at each event increased to at least 80%.

*Developed freshman year course track for first-year students.

This track encourages a relationship among first-year students in which students motivate each other to succeed.

*Instituted the tracking of students to ensure completion of Honors Program requirements.

Student registration is monitored to ensure that students not only complete major-related requirements but complete Honors Program requirements and are on schedule for graduation with the Honors Program transcript citation.

Motivational Initiatives

*Developed Honors Program motto.

Created the Honors Program Latin motto, "ubi praestantia insigne honoris est," which literally means, "where excellence is the mark of honor." The motto sets a standard for students and staff alike.

*Designed and Commissioned the Honors Program lapel pin.

The Honors Program lapel pin features the Coppin State College crest and The Honors motto. It is presented to first-year students at the First-year Student Reception, and students are encouraged to wear them at Honors Division-sponsored events. The pin identifies each student as a part of a select group of high achievers and motivates students toward completion of the Program.

*Designed and Commissioned the Honors Program graduation medallion.

At the completion of four challenging years, Honors Program students graduate with a medallion that is a larger version of the Honors Program lapel pin. It is always displayed in a showcase just

outside of the Program Office as a constant source of encouragement toward graduation.

*Introduced Honors Program-monogrammed appointment calendar, sweatshirt, and shoulder-strap book bag.

Each of the above items is monogrammed with the Honors Program seal, and, as with the lapel pin and graduation medallion, serves to identify the student as a proud member of the Program. In particular, the appointment calendar assists students in meeting their Honors Program requirements, thereby improving student attendance at required events.

*Spotlighted graduating seniors with senior professional portraits.

Displaying senior portraits inspire underclassmen toward graduation.

*Created two new awards during End-of-Year Recognition Ceremony: “Ambassador of the Year” and “Unsung Hero” award.

The Honors Program chose to recognize not only academic accomplishments but accomplishments that spotlight student work ethic and character development.

*Incorporated a mentoring/tutorial program at Rosemont Elementary into the Honors Community Service course required of all Honors Program students.

Honors Program students put classroom theory to the test as they serve as mentors and tutors to elementary school-age children as a part of the one-credit Community Service honors course.

*Initiated Graduate School Matriculation Grant Initiative.

To ensure students the competitive edge in the workplace, students are steered in the direction of graduate school immediately after receipt of the undergraduate degree.

*Set up an Honors Program Resource Room.

The Honors Division Resource Room houses computers and textbooks for student use.

Graduate Studies

The Division of Graduate Studies has a strong commitment to excellence and makes a continuous effort to make its programs relevant to the changing needs of students, to the professional communities it serves, and to society. The Division of Graduate Studies offers master degree programs through the Departments of Psychology and Rehabilitation Counseling, Adult and General Education, Criminal Justice, Special Education, Curriculum and Instruction, Social Science and Nursing as well as a variety of professional advancement sequences in education and human services. Since 1998, the following programs have been added to the graduate program offerings:

- Obtained approval to offer a Master of Science in Human Services Administration
- Obtained approval to offer a Master of Science in Alcohol and Substance Abuse Counseling
- Obtained approval to offer a Master of Science in Reading
- Obtained approval to offer a Master of Curriculum and Instruction

Technology

Using over \$2.2 million in grants and donations and over \$9.75 million in capital funding, CSC creatively leveraged the use of technology for overall institutional effectiveness. As just one example, in March 2003, Nortel Networks, a leading company in technology and network infrastructure worldwide, enhanced its partnership with Coppin by donating \$70,000 (current market value) in technology equipment. And there are many other such examples since 1998. CSC has launched many information technology infrastructure capacity-building initiatives over the past five years. In 1999 Coppin adopted Information Technology (IT) as one of the campus' strategic priorities. During the same timeframe, Coppin updated its strategic IT plan and implemented several IT projects. The following list highlights some of these major accomplishments. (The detailed accomplishments are shown under each goal of the "*Coppin State College Information Technology Strategic Plan for Year 2000 and beyond*" at Appendix R).

Information Technology Infrastructure

- Increased campus backbone bandwidth from shared 10 Mbps to 4 Gbps Switched Ethernet, an increase of 400,000 folds
- Increase the network drops from 300 to 3000, an increase of 10 folds
- Increased the number of servers from six to 120, an increase of 20 folds
- Implemented Phase I of PS HRM system successfully
- Implemented Web Registration
- Issued 6,500 students NW accounts, an increase of 160 folds
- Piloted wireless technology
- Centralized IT services and increased the IT staff to 38 FTEs
- Increased the number of Students hired by Office of Information Technology from 10 to 26
- Implemented a students cooperative education and internship program
- Developed an award winning web site (EDUCAUSE Web Site of the week)
- Web Site awarded Top 10 by Howard University HBCU ranking 2001, and Top 20 in 2002
- Implemented Web Registration system
- Implemented a One-Card system for ID, residence hall access and meals plan
- Implemented a 3 year PCs refreshment plan for faculty, staff and students
- Implemented a new Help Desk system and established the first Service Level Agreement (SLA)

Assured Access

- Increased the students to computer ratio from 26: 1 to 6:1
- Increased the number of computers on campus from 400 to 1200, an increase of 3 folds
- Enrolled 260 students in Coppin Laptop ownership program
- Implemented 2 new open labs in the residence halls

Instructional Technology

- Increased the number of computerized classrooms from one to 10
- Increased the number of smart classrooms from zero to 15
- Increased the number of the NW Instructional SW to 50 titles
- Implemented the First Faculty Information Technology Grant
- Increased the number of open labs from two to six
- Implemented a new open lab in the library
- Implemented new IV simulation system for Nursing
- Implemented a state of the art video editing technology
- Implemented five new discipline specific computerized classrooms (Language, Computer Science, Science (2), Education)
- Instituted a campus wide “Technology Fluency Policy” that fosters the use of technology in teaching and learning practices across the curriculum
- Implemented a faculty Web server (Faculty.coppin.edu); Blackboard On-Line Authoring server; and Student Web server; Desktop Publishing software for faculty, staff, and students
- Provided more than 25 network able subject-specific software, i.e., History, Language, Statistics, Nursing, Biology, Physics, Chemistry

Telecommunications

- Implemented new VOIP Enabled PBX system
- Implemented Unified Messaging technology
- Implemented wireless technology for data and voice to connect the building across North Avenue

Grants and Fund Raising

- Acquired \$2.2 million in grants and donations
- Acquired \$9.75 million of State Capital funds for Information Technology projects

Training

- Conducted 120 instructor led hands-on training sessions for faculty and staff, 36 orientation sessions on new technologies, 20 sessions on PS HRMS for 1,300 total seats used by the faculty and staff

Faculty and Teaching

An Academic Program Review (APR) Committee was established to review all academic programs internally to achieve continuous quality improvement. The APR Committee uses historic data to review trends, identify areas needing improvement, and enhance programmatic areas. The committee assists the departments in the internal review, and assesses the information and outcomes derived from the review. Recommendations are provided with suggestions for addressing areas identified as needing attention and the committee as needed provides assistance. The Office of Academic Affairs has supported and encouraged the integration of technology and teaching and has provided assistance for those faculty persons who have indicated a desire to improve their technical skills and have moved forward with the creation of online courses and/or materials. The Office of Academic Affairs collaborated with the Office of Information

Technology to develop three electronic Smart Classrooms located in the Library and the Grace Jacobs Building. Instructional spaces have been wired so that the latest technology may be used to support instruction. Student computer labs have been renovated and upgraded. A Faculty Information Technology Committee has been established and computers have been installed in all faculty offices. Laptops and data projectors were added to the audiovisual inventory to enhance distance education initiatives.

Students and Student Life

The Division of Student Life since 1998 has had the following developments that would be considered significant.

- In August 2001 the Values and Standards of Excellence for Coppin State College students was implemented. This is a document that provides a full description of the value system and expectations based upon the philosophy of Fannie Jackson Coppin who embraced the concept of love for self, love for family, and love for community.
- The construction, opening, and occupying of our 2nd residence facility, Daley Hall, in September 2001. This residence facility expands the College's capability for housing students to 600 plus, Daley Hall is appointed with warm lounge and meeting areas, equipped with fireplaces to accentuate that home feeling.
- The acquisition of two four-wheel drive vehicles for the Department of Public Safety to traverse the campus to provide safety and security for our College community in August 2001.
- The Division upgraded the service weapons of the police officers in the Department of Public Safety in August 2002.
- In February 2003, extended counseling services were implemented to serve the evening and weekend student population with emphasis on reaching freshmen at risk students.
- In April 2003, the Division collaborated with the Division of Nursing in opening a health suite/infirmary located in Daley Hall. This health care service caters to students who are not ill enough to be admitted to the hospital, but too ill to remain in their respective residence hall room. It also enables our student population the privilege to receive the proper ambulatory care.
- In April 2003, The Division implemented an on-line voting model for student Senate/Governance elections in an effort to increase student participation in the electoral process.
- Certification of the athletic program by the National Collegiate Athletic Association through 2005 without conditions.

Student Retention and Graduation

Coppin State College has a particularly important mission of providing higher education for a significant majority of students who historically have been underrepresented in higher education. Often times Coppin students have been challenged by a lack of social, personal or financial opportunities which lead to academic barriers that impact upon retention. In addition, the proportion of Coppin students who need federal financial aid is the highest of any USM campus, 56% of students enrolled at Coppin State College qualified for Federal Pell Grants, higher than any other campus (average 21.6%) in the University System of Maryland. Based upon the aforementioned, Coppin State College students are forced to strike the delicate balance between employment and continuing their education. When persistence in academics is paramount; failure to do so results in attrition. The academic environment must continue to challenge and support students towards completion of established goals leading to the culmination of a comprehensive college experience.

Since 1999, Coppin State College has received an annual State grant to help further efforts targeted to achieve improved outcomes. The amount of the award has increased from \$500,000. to \$1.5 million. Over the past five years, new programs and enhancements implemented to increase student retention and graduation rates have included (see Access and Success Reports at Appendix I):

- Enhancement of the Academic Resources Center and the incoming freshmen supplemental instructional program
- Strengthening the mentoring and advisement processes through the hiring of additional staff, and professional training of the existing staff
- Implementing an automated attendance monitoring program
- Increased scores on SAT for entering freshmen
- 2nd residence hall opened
- Increased retention and graduation rates
- Student enrollment increased to 4003

In 1998, the President made retention and graduation an institutional goal and charged the Vice Presidents of Academic Affairs, Student Life & Administration and Finance to oversee the retention efforts. The Vice Presidents appointed a faculty chairperson and the Associate Vice President for Enrollment Management to co-chair the retention efforts. A campus-wide retention initiative, the Retention Campaign, was developed. It was based upon the following underlying assumptions and philosophies, timeline (four phases), and organizational structure.

Underlying assumptions and structure included:

- Retention Campaign vs. Retention Committee- This philosophy allowed faculty, staff and students to be involved in the process and provide solutions to problems impacting retention and graduation.
- The Steering Committee for the Retention Campaign would consist of the Vice Presidents and the co-chairs.

- Co-chairs were selected from faculty and staff. Their charge would be to forge working relationships with the administrative and academic areas of the campus.
- Since improving retention and graduation rates should involve all campus constituencies, the Retention Campaign included members of every department on campus.
- Though the College had been successful at graduating students on a yearly basis, there needed to be a greater understanding campus-wide of how the cohort graduation rate is calculated as well as the need to identify the students in a particular cohort since State performance accountability measures for retention and graduation rates are based on the cohort definition..

The Retention Campaign identified five goals designed to motivate campus constituencies to more effectively resolve those retention issues negatively affecting students matriculating to graduation. They were:

- (1) identify the various practices currently in place that have proven successful in retaining students and those that have not;
- (2) initiate on-going dialogue and information exchange among various units of the campus that work directly or indirectly with students;
- (3) establish an ongoing mechanism for monitoring students' progress and identifying those at risk for leaving before graduation;
- (4) develop a long-range, campus wide strategy that articulates the shared vision, goals and objectives of the majority of campus constituents for improving Coppin's students retention and graduation rates; and
- (5) implement and systematically monitor the results of the strategy.

The Retention Campaign consisted of four phases. Each phase had a set of consistent activities that focused on departments developing custom approaches to the retention issues. In each phase there are overlapping activities. For example, each semester the campus community is informed of the outcome of the retention efforts at a campus-wide workshop/retreat whereby the co-chairs would inform the campus community of the outcomes of the campaign to date. The on-going dissemination of information was incorporated into the model to ensure campus-wide participation.

Phase I. Rallying the Campus Community and Enhancing Data Access (1998-1999)

The first semester of the campaign a strategy based upon a model that emphasized quality management, responsibility and accountability was put in place. Technology was critical to the campaign. Identifying members of various cohorts was necessary to affect the graduation rates. The goal was to ensure that the campus understood retention and graduation issues as well as their individual and collective responsibilities in solving the identified retention issues.

The data retrieval systems in 1998 were inadequate to produce data in an efficient manner for end-users. A consultant was hired to work with the Enrollment Management and Student Life staff to tailor a system to meet staff needs. CSC REGIS was developed and this query tool places data at the fingertips of the end user. Two modules, Custom and Academic Advisement

Packages (AAP) have been helpful in increasing the graduation rate. The Custom Module assists staff in identifying students who have the potential for not returning (outstanding bill, mid-term deficiencies, incomplete financial aid packages, etc.). The AAP lists the curriculum for a student's major and informs the student which courses are yet outstanding or not passed thereby decreasing time-to-degree.

At the end of Phase I of the Campaign, there were three measurable outcomes:

- Increase in awareness of graduation rate requirements;
- Greater awareness of retention issues; and
- The graduation rate was 18.8% when the campaign started in spring 1999.

Phase II. Educating and Mobilizing the Campus Community (1999-2000)

The goal of Phase II was continued education and orientation to the campaign structure and function. Each campus department developed activities that could possibly influence the retention and graduation of students. Activities had to be accomplished without additional funds and in one year. Barriers to retention identified by the campus community as needing improvement included several areas: academic advisement, client/customer service, graduation requirements, data, the exit exam, and the student campaign. The Steering Committee appointed a task force to facilitate discussion about each area. Each task force included relevant staff leaders (Department Directors) and faculty leaders (Department Chairpersons). In year two, efforts were focused on monitoring cohort capabilities.

Cohort data were reviewed to determine which students were remaining in which cohorts and why. Students who had "stopped-out" but were close to completing graduation requirements were contacted. The 1995 and 1996 cohort students who received unsatisfactory grades were targeted. A pre-registration audit was conducted to determine the members of the cohorts who had not pre-registered for the next semester. Students were contacted and when possible, the barriers were removed. An end of the semester audit was conducted to determine how many students were not enrolled and attempts were made to get them to enroll before the spring semester. The Student Information System was modified to code those students who only needed to complete the exit exam. There were over 60 students who met this condition. The Office of Institutional Advancement agreed to provide funding for students who had a demonstrated need for financial assistance.

Outcomes observed at the end of year two of the Retention Campaign were:

- Increased campus involvement in the campaign;
- Campus groups discussing issues that are potential barriers to graduation; and
- Increased graduation rate from 18.8% to 25.3% (a 7% increase)

Phase III. Department/Division Responsibility (2000- 2001)

Several activities occurred during this year including the Retention Overview at the President's campus wide Breakfast, Unit Leader Workshop, Mid-Term Alert, Pre-Registration Audit, End-of-Semester Audit, Departmental Recognition Ceremony, and the Academic Department Summer Cohort Attack¹⁵.

The Cohort Attack¹⁶, a new initiative, was an intensive effort to contact and provide advisement and problem identification services to students who are members of the 1996, 1997, and 1998 cohorts, and to insure their enrollment for the upcoming fall semester. A review of the cohort enrollments found the 1994 and 1995 cohorts short of the desired 30% goal. With this goal in mind, Department Chairpersons or their designees participated in a four-week summer project. They identified students in the targeted cohorts (1996, 1997, and 1998), determined their matriculation status (via transcript review), registration and financial aid status and any potential barriers to enrolling for the upcoming semester.

For year three of the Campaign, the outcomes were:

- The Summer Cohort Attack was instrumental in increasing the graduation numbers;
- The End of the Year Recognition assisted with morale;
- The graduation rate increased from 25.3% to 26.4% (a 1.1% increase). The increase was based upon contacting those students who were close to completing their graduation requirements but had not and remained a member of one of the targeted cohorts.

Phase IV. Institutionalizing Retention Efforts (2002 - 2003)

During this phase, all academic and administrative offices (Division of Arts and Sciences, Nursing, Education, Honors, and Graduate Studies) implemented retention strategies that would reflect upon their efforts to improve their retention and graduation rates.

¹⁵ Graduation data may be organized by cohort or by year. Cohort data are defined as the number of first-time, full-time, degree seeking students.

¹⁶ Three cohorts, the freshmen of 1996, 1997, and 1998, were selected to participate in this effort. A total of 79 students remaining in the 1996 cohort, 94 students from the 1997 cohort, and 146 students remaining from the 1998 freshmen cohort, were targeted to be contacted by faculty representing the majors of those students identified.

GRADUATION RATES BY COHORT

Cohort data show a 10.5 percentage point increase in the graduation rates over three years. The Maryland Higher Education Commission (MHEC) retention numbers are below:

Graduation and Retention Rates for First-Time, Full-Time, Degree Seeking Freshmen (1992-00)

Cohort	N	One Year	Two Year	Three Year*	Four Years		Five Years		Six Years	
					Enrolled	Graduated	Enrolled	Graduated	Enrolled	Graduated
1992	349	72.8	48.7	39.3	28.4	4.9	14.9	15.2	10.0	21.2
1993	500	64.6	40.6	33.8	25.2	5.2	13.6	13.4	7.2	18.8
1994	384	65.1	48.4	42.2	31.8	6.0	15.9	15.9	9.6	25.3
1995	439	72.2	54.9	47.4	33.3	7.1	20.3	18.3	9.1	26.4
1996	514	69.6	54.1	45.5	35.8	6.2	19.5	18.7		28.3**
1997	383	72.1	53.3	45.7	36.0	4.4				
1998	457	72.2	53.4	45.1						
1999	441	68.9	49.7							
2000	417	71.2								

Source: Maryland Higher Education Commission Retention and Graduation Rates At Maryland Public Four Year Institutions (May, 2002)

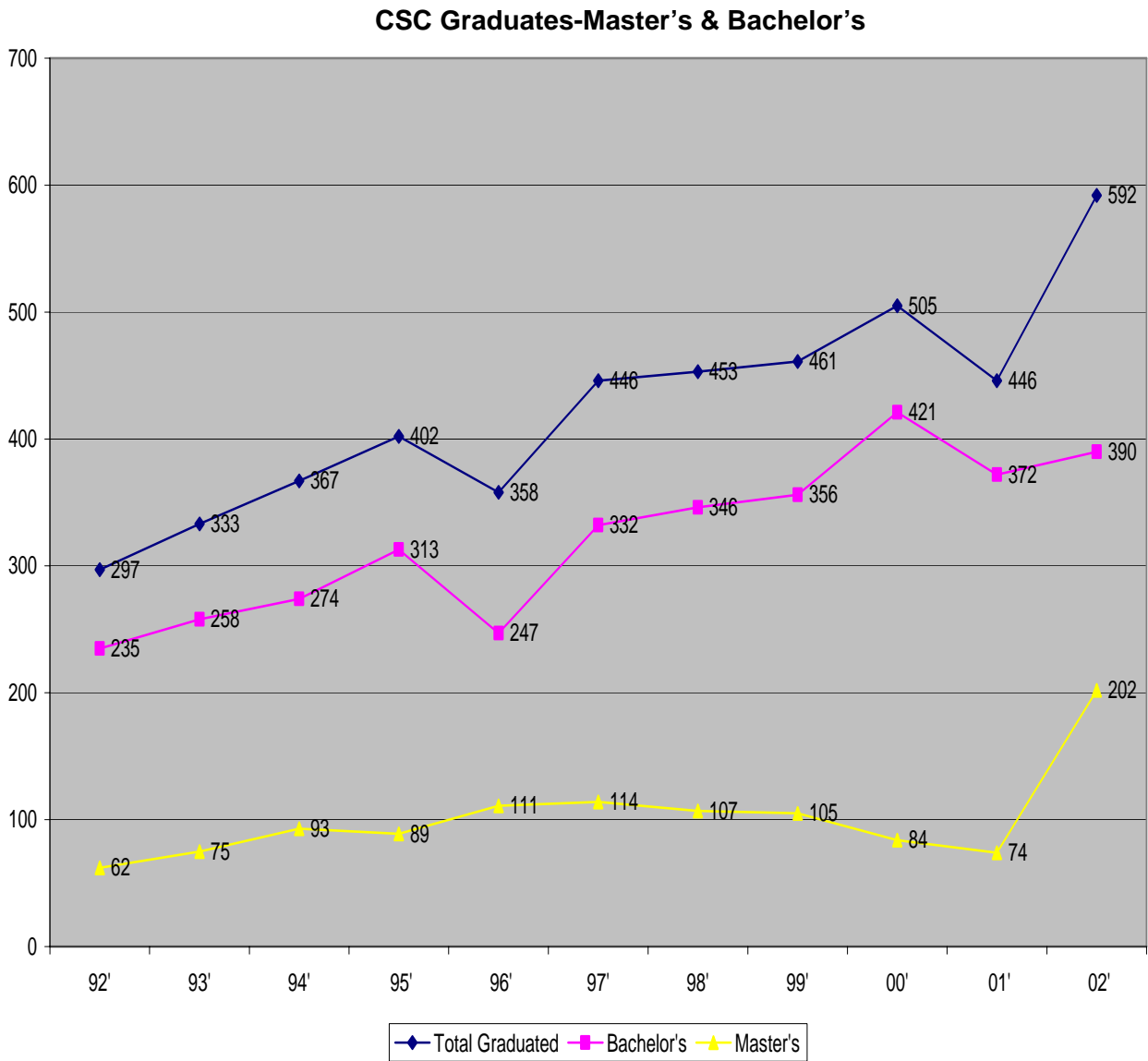
*Includes graduates

** Projected by Coppin State College

GRADUATION RATES BY YEAR

<i>Level</i>	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
<i>Undergraduate</i>	235	258	274	313	247	332	346	356	421	372	390
<i>Graduate</i>	62	75	93	89	111	114	107	105	84	74	202
<i>Total</i>	297	333	367	402	358	446	453	461	505	446	592

Source: Office of Institutional Research CSC



Library and Other Instructional Resources

Conforming to the Coppin State Mission Statement, the Parlett L. Moore Library provides access to information in all formats including books, serials, multimedia materials, programs, exhibits¹⁷, and electronic resources to meet the needs of the students, faculty, administrators and staff for research, instruction, learning, cultural enrichment and intellectual enhancement.

The Library has evolved into an information center that combines the traditional library with new technologies and services. The Library is the place where students, faculty administrators, and staff come for information, regardless of its format-print, visual, oral or electronic. The goals and objectives for the next five years revolve around the Library's challenge to integrate electronic information into the infrastructure of the College.

Funding continues to be the major challenge. Inadequate funding impacts resources, staffing, staff development, services, programming, hours of operation, equipment, and facilities maintenance. Although funds have been limited, subscriptions to various electronic databases have been maintained. Several journals are available online in full text.

Students are being instructed on how to use the databases and online services. Students are also being instructed as to how to evaluate information obtained from various Internet websites. That had been a problem because many students would spend many unsuccessful search hours on the internet. Electronic database usage and successful searches have increased. Additional equipment will be purchased in FY2003 to complete the technological design of the newly renovated and remodeled electronic classroom in the Library.

Faculty usage of the Library's research capabilities, resources, and services is a challenge. Many faculty members do not use the Library. A survey was conducted during the last Middle States Report preparation. It indicated that generally, the faculty were satisfied with the Library. More effort must be asserted to improve the faculty usage.

Financial Planning and Budget Development

Since the last Middle States Association self study and campus site visit in 1998, the following list of significant developments and/or accomplishments have occurred in the Financial Planning and Budget Development functional areas of the College.

- Implemented on-line advisement and registration system;
- Departmentalized the College's budget on FRS;
- Increased the institution's fund balance to over \$2.0 million;
- Developed ten-year operating and capital budget plans (see Planning Documents, Appendix A) which are integrated into the College's strategic planning processes;
- Increased restricted fund revenue from FY1999 to FY2003 by 182.6%;

¹⁷Eleven pieces of Kuba art (from the Congo) were donated to the College in 2001. The appraisal value is over \$30,000. An exhibit occurred in February 2003.

- Recorded the lowest federal default rate in the institution's history at 9.6% for 2001 cohort;
- Implemented the HR module of PeopleSoft on-time and on-budget;
- Reestablished a Budget Department within the Division of Administration and Finance;
- Added two capital facilities to the campus (Daley Residence Hall and Dining Center); and
- Expanded the Community Health Center by adding two buildings to the Center.

Facilities: Plant and Equipment

Campus Facilities

Coppin's 38 acre campus is located in West Baltimore on West North Avenue, a quiet setting in a busy City. The institution is emerging as a model urban College with a strong sense of commitment to provide a variety of public service programs for the community. The campus incorporates a variety of buildings, which include academic and instructional support facilities, residential and auxiliary support facilities, campus dining facility, sport and recreation, administrative support facilities and a college-nursing center.

1. Grace Hill Jacobs Office/Classroom/Lab (OCL) Building
2. J. Millard Tawes College Center
3. James Weldon Johnson Auditorium
4. Miles W. Connor Administration Building
5. Percy Julian Science Center
6. Parlett Longworth Moore Library
7. Coppin Center
8. Frances L. Murphy Research Center
9. Flossie Dedmond Residence Hall
10. Gilbert A. Daley Residence Hall
11. Campus Dining Facility (under construction)
12. Coppin State College Community Nursing Center
13. South Campus Multi-Purpose Athletic Field
14. Lutheran Property (in process of acquisition)
15. New Academic Building: Health and Human Services Building -HHSB (Future)
16. Parking Lots: A, B, C, D, E, and F

Through its Facility Renewal Program, Coppin has made a number of systematic improvements to the above campus facilities in recent years. While there have been limited resources for facility renewal, the College has managed to maintain the campus facilities and avoid any catastrophic situations. The following improvements have been accomplished to maintain normal day-to-day building operations:

1. Grace Hill Jacobs Office, Classroom, and Laboratory building:

- New chilled water equipment
- New cooling tower equipment
- Re-tubing boilers
- Variable air volume system retrofit
- ADA improvements
- Elevator replacement
- New emergency generator
- Lecture hall renovation/upgrade
- Classroom and lab renovation
- Spandrel windows replacement
- Lower roof replacement
- Floor tile replacement
- Cleaning duct system
- Air distribution system improvements
- Automatic controls
- Stairwell painting
- 300 new classroom chairs for students

2. Parlett Moore Library:

- Building envelope and improvements. Exterior glass windows/blinds replacement
- ADA improvements, toilets addition
- 2nd floor offices, new conferences room, lighting, air distribution, carpeting
- 1st floor carpeting, floor tiles, electrical work, computers
- HVAC improvements, cooling system connection to Julian Science building chilled water system
- Conference room upgrade
- Distance learning center
- Floor tile replacements/stairwells upgrade
- Ramps improvement and sliding doors

3. James W. Johnson Auditorium:

- Roof replacement
- Roofing drainage system replacement/improvements
- Classroom upgrades
- New chilled water equipment
- New cooling tower equipment
- New boiler system
- Air distribution system repairs

- ADA modifications
- Carpet replacement
- Stage repairs and improvements
- Other misc. work in process

4. Miles W. Connor Administration Building:

- New roof replacement
- ADA modification
- HVAC improvements and outdoor air requirements

5. Coppin Center:

- New high roof replacement
- HVAC improvements
- ADA improvements, showers, toilets, etc.
- Swimming pool repairs and improvements
- Gymnasium floor improvements
- Central receiving doors and parking improvements
- Front entrance sliding doors

6. J. Millard Tawes College Center:

- Roof replacement, high roof
- Creation of new IT lab
- HVAC improvements, fan coil units replacement
- Cafeteria sanitary system repairs

7. Percy Julian Science Building:

- Green house renovations
- HVAC upgrade, refrigerant conversion
- New cooling tower equipment

8. Murphy Research Center:

- Boiler replacement, exhaust fans, window type A/C units
- Space improvements, repairs/upgrade classroom offices, maintenance shop, roof repairs
- ADA improvements, ramps, sliding door

9. Campus Wide

- Energy performance contracting
- Campus wide lighting retrofit

- Energy management system, temperature controls
- Exterior lighting system replacement
- Water treatment for HVAC system
- Parking lot extensions
- Campus directory
- Miscellaneous concrete repairs and walkways
- Parking and traffic signage
- Multiple safe issues
- Underground storage tanks
- ADA improvements
- Water fountain repairs
- Campus wide clock system
- Hot and chilled water repairs/replacement

Capital Improvement Program (1998-2003)

The New Facilities Master Plan, approved by the University System of Maryland, Board of Regents in July 2002, is recommending that over the next decade, approximately \$350 million (in 2002 dollars) are needed to rebuild the campus facilities and infrastructure. Coppin's achievement is remarkable. At the same time there are challenges and struggles ahead to remain relevant and dynamic. The Plan represents a natural progression of campus expansion and renovations through the development of the following projects:

1. New residence hall:
Gilbert Daley Hall, Completed, Fall 2001
2. New Dining Facility:
Under Construction, Schedule for occupancy April 2003
3. Upgrade campus wide utility/security system (phased):
Condition survey/study and program in progress
4. Upgrade IT/Telecom Phased:
Phase III funding (\$1,250 million) requested in FY2004
Phase IV (\$2.5 million) request in FY2005
5. Northwest Business Center, Land acquisition:
Acquisition Funds (\$8 million) requested in FY2004
6. Construct New Academic Building, Health and Human Services:
Acquisition and portion of planning funds (\$1.1 million) in FY2003
Remaining Planning Funds requested in FY2004
Construction Funds in FY2005
7. Miles Connor Administrating Building Façade Renovation:
Planning and Construction funds (\$1.5 million)

Additional Construction funds requested in FY2004

8. Construct Center of Urban Education Renewal (CUER)
9. Construct Education, Science and Technology Building:
Planning Funds Requested in FY2004
10. Construct Physical Education Complex
11. Construct Facilities Management / Public Safety
12. Construct Parking Structure (400 spaces)
13. Renovate Grace Jacobs OCL
14. Construct Creative and Performing Arts Center
15. Construct New Student Center
16. Renovate Miles Connor Administration Building
17. Renovate Tawes Center, Student Services Building
18. Renovate Johnson Auditorium
19. Renovate Parlett Moore Library
20. Site Improvements
21. Construct Parking Structure (1000 spaces)
22. Construct New Residence Hall (500 beds)
23. Construct New Residence Hall (300 beds)

In summary, Coppin's achievement in recent years has been remarkable and outstanding, especially in the area of capital projects. For the first time in over two decades, there has been new construction on campus coupled with a sustained Facility Renewal Program. This long overdue facelift has significantly enhanced the tranquil oasis climate of the campus amidst its inner city setting while giving concrete evidence to all who pass by the essence of Coppin's emerging presence. The renovations and new construction projects on campus follow the lead outlined in the College's Master Facilities Plan, *Coppin State College: An Emerging Presence Facilities Master Plan 2001 to 2011* (approved July 2002 by USM BOR). The Master Facilities Plan is recommending that the State dedicate over \$350 million (in 2002 dollars) to rebuild the campus's facilities and infrastructure, situating the College with the necessary campus facilities for moving forward with its revitalized mission. With the current State budget deficit, however,

it will require continued dedicated efforts among State legislators for the actualization of these capital plans.

The Long-Range Planning Process

Since the 1998 MSA self-study, Coppin has created an overarching planning structure whereby all area and divisional planning efforts coalesce in a comprehensive, holistic way. The Planning Council, with the Office of Planning and Accreditation serving as staff, has greatly facilitated the overarching structure for all on-going campus-wide strategic planning processes. The planning function has become integral to all of the functional areas of the College. Strategic planning is on going across all areas of the campus. After a national search, Dr. Stanley F. Battle, formerly Vice Chancellor for Student and Multicultural Affairs at the University of Wisconsin-Milwaukee, was appointed President of Coppin by the USM BOR, effective March 3, 2003. Given new leadership, all planning documents are being revisited. The goal is to fast forward stated priorities and imperatives over the next five years. In addition to reaffirming the priorities stated in the September 2001 Office for Civil Rights *Report of the Independent Study Team on the Revitalization of Coppin State College*, the President has identified three basic priorities for Coppin for the next five years.

- Maintain and support academic excellence;
- Facility Development; and
- External Development.

External development includes outreach to the West Baltimore community, fundraising, and a more diverse student mix both academically and racially. Overall, the external development priority capitalizes on the current partnership Coppin has as administrator of Rosemont Elementary School. In 2003-2004, Coppin will add middle school and high school components to a proposed West Baltimore K-16 Educational Corridor. The nationally recognized CSC Undergraduate and Graduate Nursing programs will increase the number of partnerships they have with other colleges and universities, helping to further diversify the CSC student enrollment mix. The CSC partnership with the National Organization of Nurse Practitioners Faculty will provide mentoring for CSC Nursing faculty in the gerontology specialty of the CSC Family Nurse Practitioners graduate program. CSC will offer undergraduate courses, especially Nursing courses, to a cohort of students at the Institute of Health Technology in South Rio, Texas. Increased fundraising efforts with the faith based community in Baltimore will enable the College to offer additional full scholarships to high achieving high school graduates, increasing the number of freshmen enrolled in the Honors Program. These selected examples serve to show the future directions the College is aiming toward. The directions are constant with the College's strategic goals: strengthen academic programs, enhance student success, leverage the usage of information technology, construct and renovate facilities, and diversify funding sources.

The following table highlights other significant developments in the area of long-range planning to date.

TIMELINE	
• Prepared Academic Strategic Plan and budget	2001-2002
• Approval of the College's Strategic Plan by the Board of Regents.	January 2002
• Approval of the Colleges Facilities Master Plan by the Board of Regents.	July 2002
• Approval of the College's expanded Mission Statement by the Board of Regents.	January 2002
• Reaffirmation of accreditation of teacher education program through 2006 by the National Council for Accreditation on Teacher Education and the Maryland State Department of Education.	2002
• Reaffirmation of accreditation of our Social Work program through 2008 by The Council of Social Work Education.	2002
• Reaffirmation of accreditation of the Nursing School program through 2010 for the undergraduate program and through 2007 for graduate program by the National League of Nursing.	2003
• Certification of the athletic program by the National Collegiate Athletic Association through 2005 without conditions. Coppin State is one of the few programs to receive certification without conditions.	2002
• A good legislative audit. The next examination will be during the summer of 2004.	2003
• Purchase of six (6) acre Lutheran Hospital site. This property is vital for the development of the Center for Urban Education Renewal (CUER).	February 2003
• Cooperative relationship with the Black Education Network (BEN). Coppin will be the east location of BEN and Dominquez Hills in California will be the west coast location.	Spring 2003
• Community Development Center that is poised to work with the city of Baltimore for the revitalization of the West Baltimore neighborhood.	On-going

Institutional Effectiveness and Outcomes

- Continuance of the implementation of Performance Outcomes in the academic departments using the Student Learning Outcomes Assessment (SLOA) model

There exists a campus-wide focus on outcomes assessment activities, which are designed to strengthen and enhance the campus' ability to provide services, assessment and outcome data for use in decision-making concerning effective and efficient programs and services for students.

These activities are led by the Office of Academic Affairs, the Office of Institutional Research, the Office of Planning and Accreditation, and the Academic Program Review Committee. The activities entail a refinement of student-outcomes assessment strategies and data collection efforts; a linkage of student learning outcomes to academic program review and curriculum revisions; the integration of assessment data into the curriculum and the adoption and acceptance of this thrust by faculty and staff through workshops and various other interactions. Additionally campus-wide outcomes assessment activities include the use of standardized instrument results to document and evaluate program and service efficiency and effectiveness, the implementation of student learning outcomes assessment and academic program review plans, and the use of management tools and techniques to insure continuous quality improvement in program and service delivery.

The Office of Institutional Research at Coppin State College, provides data and analysis to the campus that enables an ongoing internal and external assessment of the higher education institution and its programs. Through the reports prepared by the office, Coppin measures its effectiveness, efficiency, and program quality with tangible results. These results are demonstrated by the reaccreditation of programs by national accrediting bodies, progression rates, student course evaluations, and employment rates of Coppin graduates, as well as employer opinions. The overall goal of the Office of Institutional Research (OIR) is to provide data and analysis to the Coppin family to enable an ongoing assessment of the institution and its programs for the purpose of measuring the College's efficiency, effectiveness, program quality and determining Coppin's achievement of its mission.

Through the Office of Institutional Research, the College is able to provide assessment data and analysis to aid in insuring an educational program meets and maintains high standards of excellence as measured by a number of internal and external indicators of effectiveness such as program reviews, employment rates, external evaluations by accrediting bodies, progression rates, retention rates and student opinions and evaluation of courses and instruction.

Five years ago, Coppin determined outcomes assessment to be a major thrust. Activities entailing the refinement of student outcomes assessment strategies and data collection efforts; a linkage of student outcomes assessment to academic program review and curriculum revisions; the integration of assessment data into curriculum and the adoption/acceptance of the new standardized instruments to evaluate the general education program that are reliable and valid for our constituents; the implementation of student learning outcomes assessment and academic program review plans; and the use of management tools and techniques to insure continuous quality improvement and to achieve student assessment goals and objectives were undertaken or continued. Assessment and accountability efforts were undertaken to insure Coppin's mission effectiveness. Surveys, data analyses, and committees were encouraged to measure institutional effectiveness. Among the indicators and activities undertaken, surveys and data were gathered to provide evidence of institutional effectiveness based upon the following:

- External evaluations by professional accrediting bodies
- Internal program reviews
- Employment rates of Coppin's graduates
- Progression rates

- Employer opinions
- Students' evaluation of teaching
- Retention rates and graduation rates
- The general education program assessment

The campus uses the data gathered from former graduates to attest to the usefulness of their academic program at Coppin, as well as to their overall satisfaction with the total Coppin experience. Performance indicators as well as the academic program review results indicated and affirmed academic program success and currency. Through these reports, the College can measure its effectiveness, efficiency and program quality.

For example, challenging issues such as graduation and retention rates are being approached through new data collection and analysis on undergraduate non-persisters in hopes of identifying specific institution factors linked to non-persistence.

SECTION III. ANALYSIS OF SIGNIFICANT TRENDS

Institutional Mission Statement
Long Range Planning
Information Technology
Academic Programs
Student Affairs
Institutional Effectiveness and Outcomes Assessment

The Mission and Vision

For over one hundred years, Coppin has educated urban residents to serve urban communities with urban problems. Revitalizing that mission means that the College will adapt the programs that have produced schoolteachers, health care providers, social workers, criminal justice professionals, and artists to reflect contemporary realities and concerns. Coppin will also include a more diverse student population, recruiting more high-performing students; providing better support services to students (i.e., a day care center will open in fall 2003), parents, working adults, and residents from places other than Baltimore City. Coppin's academic programs will expand from their traditional base to accommodate an increased number of students who are majoring in management sciences, computer science, information technology, management information systems, mathematics, natural sciences, and other related academic programs.

Over the next five years, Coppin seeks national eminence as a model urban comprehensive liberal arts institution. In essence, Coppin seeks a national presence comparable to its peers.¹⁸ To accomplish this end, the College will strengthen existing programs in the liberal arts and sciences, humanities, education and nursing, add new programs in science and technology, and construct and renovate facilities. Already, the College has completed a Comprehensive Strategic Plan and a Facilities Master Plan (both approved by the University System of Maryland (USM) Board of Regents in January 2002 and July 2002 respectively). These efforts are among many that signify collective support for the College's **revitalized mission**.

“A comprehensive, urban, liberal arts institution with a commitment to excellence in teaching, research and continuing service to its community, Coppin State College provides educational access and diverse opportunities for students with a high potential for success and for students whose promise may have been hindered by a lack of social, personal or financial opportunity. High quality academic programs offer innovative curricula and the latest advancements in technology to prepare students for new workforce careers in a global economy. To promote achievement and competency, Coppin expects rigorous academic achievement and the highest standards of conduct with individual

¹⁸ The College has identified five aspirational peer institutions: California State College, San Marcos, City College New York Herbert H. Lehman College, Kean College, Texas A&M International College, and the College of Texas, Tyler.

support, enrichment, and accountability. By creating a common ground of intellectual commitment in a supportive learning community, Coppin State College educates and empowers a diverse student body to lead by the force of its ideas to become critical, creative and compassionate citizens of the community and leaders of the world, with a heart for life long learning and dedicated public service. Coppin State College applies its resources to meet societal needs, especially those of Baltimore City wherever those applications mesh well with its academic programs.”

When the Coppin revitalized mission statement was approved by the USM BOR in 2002, it was agreed by the campus leadership and campus community that the most immediate changes that must occur for Coppin to become a revitalized institution were matters of vision, rather than large-scale changes to its mission.

- Become technologically competitive as rapidly as possible.
- Broaden its worldview, operating at every level from a global perspective, by such steps as encouraging knowledge of a language other than English, facilitating study abroad, establishing faculty exchange programs, incorporating celebration of diverse cultures in creative and performing arts, and recruiting students from other urban areas, including those outside North America.
- Teach and practice the highest standards of leadership in every realm in order to inspire urban leadership.
- Increase external funding and partnerships to amplify Coppin's effectiveness.

Long Range Planning

Generally, Maryland’s public colleges and universities have been the beneficiaries of historic support from the Governor and the Maryland General Assembly. While, both branches of government understand the central role higher education plays in the State’s economic and cultural well being, the timing is not ideal for many of the investments recommended by the Coppin Study Team (September 2001) given the current \$1.8 billion deficit the State faces. Despite what Coppin has historically lacked, the guiding ethos has always been, “Do the best you can with what you’ve got.” That philosophy has yielded teachers, nurses, and computer scientists for Baltimore City and beyond. That philosophy has inspired professors to make up in creativity and perseverance for what they lacked in tangible resources.

Over the next decade, Coppin expects the State to provide more support than it did the past decade, particularly concerning capital projects. Coppin also looks to diversify its funding sources with gifts and grants from federal and private grantors. Diversifying funding sources should provide some needed relief in operational budget expenses. The State faces dire economic constraints, almost a \$2 billion deficit in 2003 and has required severe reductions in higher education spending. In spite of this challenge, Coppin expects to continue and expand the work it has done throughout its history.

The Strategic Plan and its subcomponents, the Facilities Master Plan and the Information Technology Plan are evolving documents, designed to move the College closer to its goal of becoming a model urban higher education institution.

Information Technology

Information Technology has revolutionized the world, as we know it today. Its presence can be felt in all aspects of society. Within the walls of academia, information technology is a necessity. Students, faculty, staff, and administrators all heavily rely on information technology to enhance and achieve the learning standards/goals as well as maintain the efficient operation of the College. The fluidity of information technology requires its users to consistently upgrade and update their technology. In order for Coppin to remain viable and competitive with other institutions of higher learning, financial resources must be committed to information technology. Hardware and software must be replaced or upgraded as they become obsolete. As older models and versions of instructional and customer services technologies are replaced or upgraded, training on newer systems must take place. Such actions require funding that is of a steady nature to support the operating budget.

In the past few years, since Coppin conceived a commendable vision for information technology, the campus has attempted to bring its communications infrastructure up to date, in part by obtaining over \$2.2 million in grants and donations and over \$9.75 million in capital funding. The enhancement of CSC's information technology resources are absolutely critical to the strengthening and enhancement of Coppin's undergraduate and graduate programs, particularly the academic programs in mathematics, computer sciences, and the life sciences. Information technology across the campus has to be continuously upgraded. These upgrades will assist Coppin to offer graduate programs in telecommunications and computer science.

Since the foundation for technological advancement at Coppin is connecting the entire campus to the existing fiber infrastructure, it is imperative that this be accomplished in the next two to three years. Such an infrastructure becomes the building block for all future communications needs over the next decade, especially as the campus expands across North Avenue. The infrastructure can be used for transporting voice, video and data to every building on campus, enabling "smart Classrooms," "Scholar Stations," distance learning, advanced technology labs, and advanced customer services. The College has included appropriate information technology wiring in every renovation project planned for the campus. Advancements in applications such as Voice over Internet Protocol, video and imaging will require additional bandwidth in order to transport the massive amounts of data and the required quality of service for each type of data stream.

Coppin State College is committed to graduate students that are technology fluent, working creatively to address the Digital Divide. Because it is important for the academic growth and marketability of Coppin students/graduates that they be immersed in a technology rich environment in all aspects of their Coppin experience, an assisted computer ownership program was initiated by the College.

Leveraging the usage of information technology, coupled with the implementation of best practices, Coppin will continue to maximize its resources and improve the efficiency of its business processes. Coppin adopted the PeopleSoft software systems for all its mission critical information systems. The College has committed to the implementation of the PeopleSoft Enterprise Resource Planning System, Contributory Relation System, Customer Relations System, the Data Warehouse System and PeopleSoft Portal Technology. Implementing

PeopleSoft Systems will increase staff productivity, provide better services to students and provide accessible, accurate, and timely information to Coppin's faculty and staff.

Academic Programs

Coppin is a Historically Black Institution focusing on the needs of minority and economically disadvantaged students, particularly from Baltimore City. Coppin offers selected baccalaureate and master's programs in the liberal arts and sciences and selected professions, while enhancing its strong mission of service to the community and continuing dedication to the training of teachers. The philosophy of admission is to assist students with a broad range of academic preparation and abilities to fulfill their potential and become successful.

For over 100 years, the institutional mission has been to collaborate with public services agencies; to encourage faculty, staff, and students to participate in community service endeavors involving residents of Baltimore's central city; and to work closely with the community organizations to assess the needs of the community. Coppin continues to work closely with Baltimore City public schools to provide teacher preparation programs, graduating a significant number of teachers and administrators who are employed by the schools. The Division of Education will significantly increase these efforts over the next five years as Coppin launches a series of initiatives designed to foster a K-16 Educational Corridor with the goal of increasing student achievement in Baltimore City Public Schools. Coppin will continue to prepare educators and other professionals to effectively serve urban city environments; and provide solutions to community problems through an active research agenda.

In addition, Coppin will expand its traditional interactive affiliations with a variety of health, social welfare, and private agencies in the City. The Division of Nursing has developed programs with collaborative relationships and in non-traditional settings, which will be unveiled in the next three to five years that allow for innovative clinical experiences for students (type and variety). The clinical focus will continue to move away from acute care settings to community-based providers with increased emphasis on wellness, disease, prevention, and health promotion. In addition, the faculty will increase their efforts in seeking resources for health promotion, health maintenance activities as well as information related to health care needs for the populace.

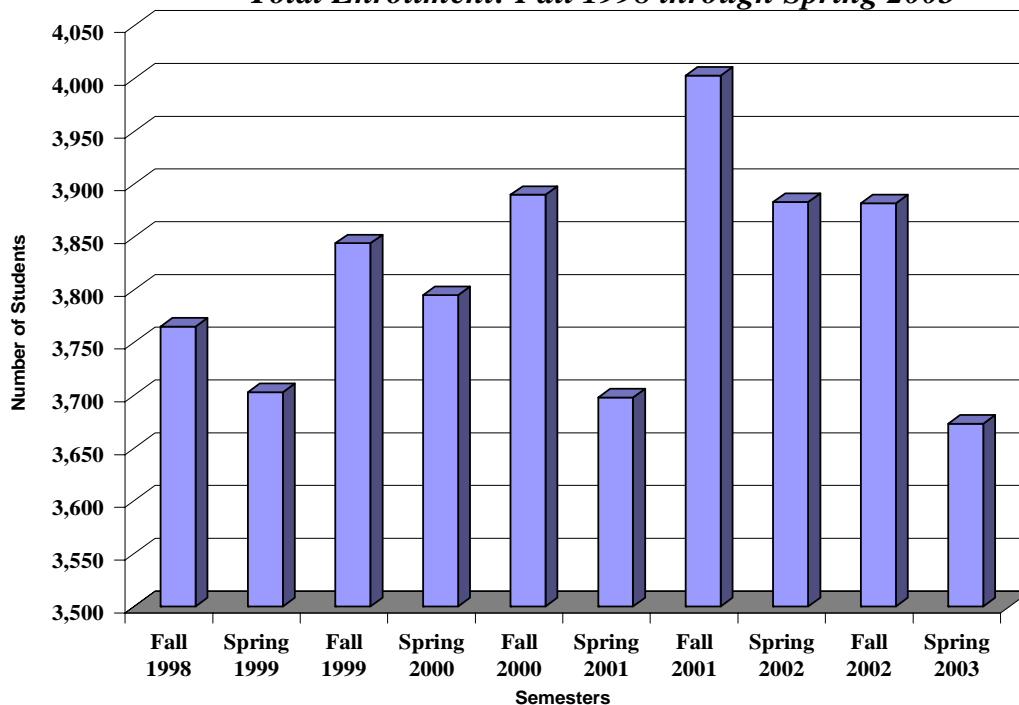
The Community Health Clinic will be the first choice health care provider for Coppin State College students, faculty, administration, and staff and the residents of the Coppin/Rosemont Heights community. It will serve as the clearinghouse for health promotion and maintenance data. This will elevate the client base at the Community Health Clinic to a level to make the Clinic self-supporting. The increase in client base would provide additional clinical practice sites for students and faculty. The Division of Nursing will continue to revise, develop, and implement a curriculum that is responsive to the mission and goals of the institution, the diversity of the students and faculty and the needs of society. A school of Allied Health is being proposed for implementation over the next five years.

Enrollment and Graduation Trends 1998-2003

Student headcount enrollment in 1970 was 1,577; in 1980, enrollment had increased to 2,542. By 1990, it was 2,578. Ten years later, in 2000, enrollment had increased by more than 1,000 – to 3,890. In 2002, enrollment was 3,882. Projections approved by the USM Regents indicate that Coppin’s enrollment in 2010 will be 4,717. In Maryland, people of color represent the fastest-growing segment of Maryland’s population. Indeed, the University System of Maryland’s 10-year Strategic Plan acknowledges, “increased minority achievement will be essential to meet Maryland’s need for economic growth and a qualified workforce.” While studies predict that 60 percent of all jobs will soon require postsecondary education, only 12 percent of black students who were in the ninth grade in Maryland high schools received baccalaureate degrees in 2002. All of this—enrollment trends, the increasing need for postsecondary education, the connection between higher education and economic development—elevates the importance and role of Coppin. Coppin’s enrollment is predicted to increase significantly by 2010. Coppin must be poised to provide the programs, facilities, and services the additional students will demand and deserve.

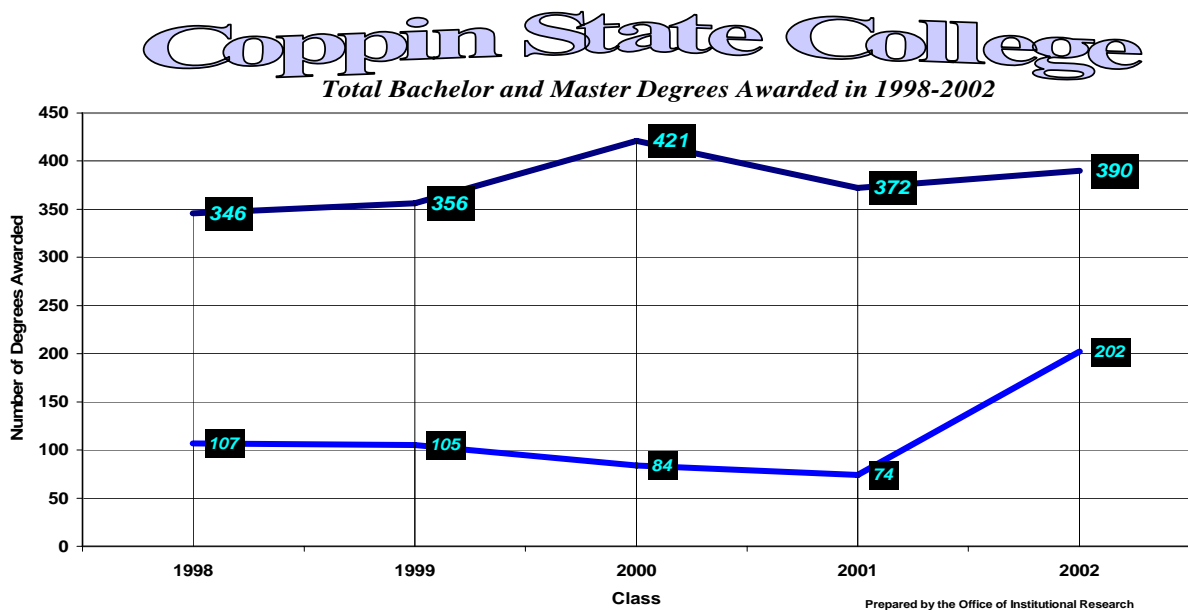
Coppin State College

Total Enrollment: Fall 1998 through Spring 2003



The College has demonstrated a consistent increase in enrollment from 3765 in fall 1998 to 3882 in fall 2002. A peak of 4003 students enrolled in fall 2001. Exceeding its regional reputation for its commitment to providing access, opportunities, and success for students from diverse socio-economic backgrounds and with varied academic experiences, Coppin most recently enrolled students from 20 different countries, 27 different states, and the US Virgin Islands. These

enrollment trends, which are expected to continue through AY 2010, attest to the College's success in meeting its mission, and impacts upon the need for increased facilities, faculty and staffing to meet the academic and human development needs of both traditional and non-traditional students who attend.



With the exception of 2001, where the numbers of graduates returned to that of 1997, 446, Coppin's graduating classes have shown steady increases from 453 students in AY1998 to 592 in AY02. Undergraduate graduation rates have fluctuated from 346 in 1998 to a peak of 421 in 2000 to 390 in 2002. Graduate degrees have ranged from 107 in 1999 to 84 in 2000 and 74 in 2001 before returning to a significant increase to 202 in 2002. With the implementation of new retention and graduation programs such as the Cohort Attack, the College plans to maintain a steady increase in the numbers of graduates and the graduation rate.

Historically, the student body has been characterized as predominantly African American, female, non-traditional and commuter. The current student body is reflective of these characteristics although changes are occurring. The fall 2002 ratio of female to male is 3:1, and is consistent with the national trends at HBCUs. The median age remains around 28 years old although with the addition of two residential facilities, a larger more traditional student population is attending, a much older population at the other extreme offsets the age. Committed to its mission of serving the Baltimore central city and metropolitan area, Coppin has also set an aggressive goal of ethnically diversifying its student body. In fall 2002, of the 3882 total population, 3592 were African American, 11 were Native American, 13 were Asian American, 24 were Hispanic, 174 were White American, and 95 were Foreign.

Coppin has made great improvements in its 2- year retention rates and its 6-year graduation rates. Second-year retention rates for all students increased from 72.2% in 1999 to 78% in 2003 and 6-year graduation rates for all students increased from 18.8% in 1999 to 28.3% in 2002, a 10% increase in the number of students graduating within six years. Each institution within the University System of Maryland is funded according to funding guidelines based on current peers and aspirational peers. Among our institutional peers¹⁹, we have the highest second year retention rate and exceed them by more than 10 percentage points.

The “Retention Campaign” is credited with the increase in 6-year graduation rates over the past three years. The campaign is a cohort-based, campus-wide campaign to contact and advise students that need extra help; Coppin has also created retention committees and expanded the way the institution reaches struggling students.

OUTCOMES ASSESSMENT

History and Overview of the Accountability Process

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law, §11-304 through §11-308 of the Annotated Code, requires the governing boards of these institutions to submit to the Maryland Higher Education Commission a performance accountability plan and annual reports on the attainment of the goals in this plan. The Commission has responsibility for approving the plans as well as for reviewing the reports and presenting them, with its recommendations, to the Governor and the General Assembly Maryland's state-supported independent institutions are not covered by the accountability law.

Prior to 1996, Maryland public colleges and universities were required to submit the following to the Commission:

- A student learning outcomes assessment plan and annual reports to measure whether student performance goals were being achieved.
- Annual comprehensive financial plans, which were intended to demonstrate how productively and effectively each institution was using state-provided resources.
- Annual minority achievement reports, which supplied information about each institution's progress in the recruitment and retention of minority students, faculty and professional staff.

The Commission also has prepared other reports related to performance accountability, including a biennial program productivity report, which identifies academic programs in which few students are earning degrees.

¹⁹ The USM funding guidelines require each USM institution be compared against a group of performance peers on certain performance measures. Coppin’s performance peers are at Appendix F.

Separate reporting on the different facets of accountability was necessary in the beginning so that critical issues could be identified. However, this approach had certain limitations. The reports did not provide the Governor and the General Assembly with clear measures to judge whether or not higher education institutions were being accountable. With the exception of the minority achievement reports, there were no benchmarks to evaluate institutional progress. The reports consumed a great deal of institutional time and resources and were sometimes duplicative. The reports did not link budget, accountability and planning. The approach focused on process (what has been done) rather than on outcomes (what has been accomplished).

As a result, an intersegmental workgroup was appointed in 1995 at the request of the Commission for the purpose of developing a new performance accountability system for public higher education that would include specific indicators and benchmarks. This workgroup recommended the implementation of a new accountability system for public higher education in the State, and the Commission approved this process in 1996. Three performance accountability reports have subsequently been accepted by the Commission using this approach and forwarded to the Governor and the General Assembly.

Major Features of Maryland's Performance Accountability Process

1. A single report containing performance measures. The three required reports (student learning outcomes, financial plans, and minority achievement) were replaced by a single institutional performance accountability report. The heart of this report is a series of key indicators that measure institutional accountability in five areas that respond to concerns commonly expressed by legislators:
 - a) *quality* -how we can show whether we are doing a good job.
 - b) *effectiveness* -how we can demonstrate whether our students are progressing and performing well.
 - c) *access* -how we can show whether our institutions and programs are accessible and are meeting the needs of students in all regions of the state.
 - d) *diversity* -how we can evaluate whether our students, faculty and staff reflect Maryland's gender and racial composition.
 - e) *efficiency/allocation of resources* -how we can determine how productively funds and facilities are being used.

There are separate sets of indicators for Maryland's community colleges, comprehensive/liberal arts institutions, and research universities. However, University of Maryland Baltimore and University of Maryland College Park have their own set of measures, reflecting the special missions of these campuses.

2. A set of benchmarks, developed through a "bottom up" approach, to measure campus progress on the accountability indicators. "Benchmark" refers to the multi-year goal for each indicator that the institution sets for itself. The goal must be achievable, indicative of progress,

based on the performance of similar institutions where possible, and reflective of funding. Although each institution prepared its own benchmarks, campuses were encouraged to collaborate with those with similar missions. Their institution's governing board has approved all benchmarks. To assist the institutions with this activity, the Commission staff developed guidelines for benchmarking the accountability indicators. These standards were designed to be illustrative of the type of approaches that institutions could use in preparing benchmarks. It was not an authoritative model that had to be followed. It was recognized that benchmarking activities might vary with each indicator. Each public campus submits an institutional performance accountability report to the Commission. This year's response includes a summary of the institutional mission statement, four years of trend data and benchmarks for each indicator, a short assessment of the institution's progress on the indicators including responses to questions raised by the Commission staff, a discussion of significant trends affecting the campus, and funding issues including the significant cost containment actions adopted by the institutions and initiatives in the FY 2003 budget.

3. The preparation of a consolidated accountability report for the General Assembly and the Governor. This document represents the fourth accountability report submitted to the Commission under the system adopted in 1996. Beginning this year, the report appears in two volumes. Volume I presents an overview of the accountability process, trend analyses of how well higher education as a system is serving the needs of Maryland and how well the State is funding its colleges and universities, an examination of cost containment activities at the campuses, the assessment and recommendations of the Commission, and one-page profiles containing data and benchmarks on key indicators. Volume 2 is a series of appendices, containing a short description prepared by each institution on its progress on the performance indicators and unedited by the Commission staff, a complete set of trend data and benchmarks for each indicator, a listing of each indicator along with the source and an operational definition, guidelines for benchmarking the indicators, and the formats for the institutional performance accountability reports of the community colleges and four- year institutions. This two-volume approach was intended to make the accountability reports more readable and convenient for use by both legislators and their staff.
4. An annual review of the accountability process. The Commission has directed that an annual workgroup representing the public higher education sectors and the Departments of Legislative Services and Budget and Management be convened to examine all facets of the accountability process. The separation of the accountability report into two volumes was a result of the latest review.
5. The continued monitoring of student learning outcomes and minority achievement activities by the governing boards. In approving the new accountability process, the Commission retained the option of seeking periodic reports on these topics. The Commission will receive reports every three years from the governing boards of the public campuses regarding progress in these areas. The Commission in 2001 and 2002 accepted the status of

undergraduate student learning outcomes and minority achievement respectively. In addition, the Commission will continue to publish program productivity reports.

Overview

The 1988 Higher Education Reorganization Act established an accountability process for public colleges and universities in Maryland. The law requires the governing boards of these institutions to submit annual performance accountability reports to the Maryland Higher Education Commission. The Commission, in turn, must review these reports and present them with its recommendations to the Governor and the General Assembly.

In 1996, the Commission approved a new accountability system for public higher education, which measures campus performance on a series of key indicators that respond to concerns often expressed by lawmakers. These indicators can be grouped in five categories:

- *Quality* -how campuses can show whether they are doing a good job.
- *Effectiveness* -how campuses can demonstrate whether students are progressing and performing well.
- *Access* -how campuses can show whether they are accessible and are meeting the needs of students in all regions.
- *Diversity* -how campuses can evaluate whether students, faculty, and staff reflect Maryland's gender and racial make-up.
- *Efficiency/allocation of resources* -how campuses can determine how productively funds and facilities are being used.

For each indicator, the public campuses were required to develop benchmarks or goals to measure their performance. These benchmarks were prepared through a "bottom up" process, meaning that each institution had responsibility for identifying its own set of goals.

As part of each board-approved institutional performance accountability report submitted to the Commission in July, the public campuses, which includes Coppin State College, supplied four years of trend data for each indicator and discussed the progress made toward the achievement of their benchmarks, including providing responses to questions raised by the Commission staff.

The Commission staff reviews the institutional performance accountability reports submitted by each public college and University and prepares a consolidated report. Included in the two volumes are the following.

Volume 1

- an overview of the history and major features of the accountability process.
- trend analysis of how well higher education is serving the needs of Maryland and how well the State is funding its public colleges and universities.
- an examination of cost containment activities at the public campuses.

- the assessment and recommendations of the Commission regarding the outcome of the year's accountability effort by the public campuses.
- one-page profiles for each public college and University containing a short campus profile and data and benchmarks on key indicators.

Volume 2

- a short description prepared by each public institution and unedited by the Commission staff on its progress toward meeting its benchmarks for the various indicators.
- a complete set of trend data and benchmarks for each of the indicators for each public college and College.
- a listing of each indicator, along with the source and an operational definition.
- guidelines for benchmarking the indicators.
- the formats for the institutional performance accountability reports of the public campuses.

The dual volume approach was adopted to make the reports more convenient for legislators and their staffs. In their institutional performance accountability reports, the campuses also must discuss issues related to funding and must provide descriptions of certain types of initiatives. The Commission staff in reviewing the budget proposals of the campuses uses this information.

Under the accountability process, the governing boards have responsibility for continuing to monitor student learning outcomes and minority achievement. However the Commission receives reports every three years from the public campuses regarding progress in these areas. The Commission received a status report on minority achievement in 2002 and one on student learning outcomes the previous October.

Commission Assessment of the Institutional Performance Accountability Reports

Campuses were expected to achieve their benchmarks by fall 2001 or FY 2002 or the equivalent cohort year. The Commission continues to make specific assessments about the performance of each campus on various indicators and asked the institutions to address the reasons for lack of progress. The campuses gave more detailed explanations and provided responses even when it was optional to report on an indicator. The institutions focused on meeting their self-established benchmarks, and few requested revisions in their goals. Following are the major conclusions, which the Commission staff has drawn from the reports:

All public campuses prepared a complete report and described steps they are taking or planning to achieve their goals. The community college reports were particularly good. Anne Arundel Community College, Baltimore City Community College, Chesapeake College, Harford Community College, Montgomery College, Coppin State College, Towson College, and the

University of Maryland campuses at Baltimore, Baltimore County, and College Park submitted exemplary reports.

Nearly all of the public colleges and universities addressed and provided adequate explanations to all of the questions raised by the Commission staff regarding lack of progress toward their benchmarks on certain indicators. Many institutions have developed and implemented plans of action to improve their performance.

The Commission asked that the accountability report include "campus-level assessments ...that will identify the progress, or lack of progress, that specific public colleges and universities are making toward the achievement of their benchmarks."

The Commission staff identified 64 indicators at the community colleges and 59 at the public four-year institutions. Although explanations were optional for those indicators that were flagged, the vast majority of institutions addressed all of the measures whether required or not. The most frequently targeted indicators for the community colleges related to racial diversity in faculty and executive staff employment and transfer/graduation rates, particularly for minorities. The indicators, which were flagged most often for the public four-year institutions, were graduation rates, off-campus credit enrollments, and fundraising from private sources.

Reporting on cost containment and internal reallocation activities was comprehensive and detailed. Because of interest in cost containment activities, a summary of the campus' efforts was added to the Commission's report. Coppin provided detailed descriptions and specific dollar amounts about how it reduced waste, improved the overall efficiency of its operations and achieved cost savings.

Institutional Effectiveness- Academic Program Review

In addition to data collected as a part of the mandated performance accountability process, Coppin has developed an ongoing assessment process which consists of data collected in four broad categories: internal program review, external program review, formal and informal testing, and follow-up studies.

Internal academic program reviews are conducted by the Academic Program Review Committee, which was re-established in 2001. Its charge was to review all academic programs at the institution during a seven year cycle. The Committee comprised of faculty, chairs, and administrative representatives of the College at large, established a review process that includes the administration of a programmatic self-study. The instruments used to evaluate the self-study insure compliance with Middle States, NCATE, NLN, COSWE, and CORE standards, and focus upon student learning outcomes as a specific area of assessment.

Sub-committees were established to work collaboratively with academic departments to assist and support the review effort. The Committee reviews the final documents, and provides constructive feed-back and evaluation, suggesting strategies for strengthening various areas, and commenting on stronger points. The committee approves final submissions that address

corrective actions, and forwards recommendations to the Vice President for Academic Affairs, who monitors the corrective actions. A timeline is established to benchmark activities, and programs are provided the option to seek assistance and work with the Academic Program Review Committee or Sub-committees to implement the corrective actions, or complete the tasks without committee assistance. The Academic Affairs Office awards final approval once corrective actions have been implemented, re-assessed, and deemed acceptable. This process of assessment, evaluation, and feed-back, incorporates a continuous flow of information, assistance, checks and balances that promise program quality.

As a primary indicator of program success, student learning outcomes has continued to be a major focus of institutional concern, assessment and reporting. Although the Office of Institutional Research, assesses overall institutional effectiveness through a review and documentation of Student Learning Outcomes, the academic program review assessment process includes a major component that requires the investigation of student learning outcomes at the program level. A rubric which links mission to student achievement insures the effectiveness and efficiency of achieving the College's goals. Departmental goals and objectives are translated into student skill level acquisitions which have been benchmarked and are assessed annually, and measured over time to determine trends, and relevant programmatic information. Data from these evaluations are used by the departments to insure that appropriate programmatic changes are made to keep the academic programs current, viable and productive.

The internal review process is used to make decisions about steps that should be taken to strengthen viable programs or to delete programs yielding low productivity. During the past program review cycle, certain programs were enhanced while others were discontinued. This process resulted in the enhancement of programs in Early Childhood Education and Rehabilitation Counseling and resulted in the termination of the program in Philosophical Theology, and the merging of the Philosophy Department with the Department of Humanities and Media Arts as examples.

Institutional Effectiveness- Student Learning Outcomes

The College's Student Learning Outcomes Assessment process provides both formative and summative feedback relative to institutional effectiveness. Through data collection and analysis, snapshots of how well the College serves students, and the nature of their success are taken, which in turn are shared and used by faculty, students and administrators to improve programs, services and learning. Institutional goals as articulated in the Management for Results (MFR) document are derived from the College mission statement, college catalogue, and current thrusts and focuses. Linked to the mission statement, these goals, along with measurable objectives and performance indicators form the major components of the Student Learning Outcomes Assessment process.

Included as an integral part of the academic program review process, Student Learning Outcomes are reviewed for mission consistency in the matrix provided to evaluate student teaching and learning. In this section of the internal review process, the College's goals related to student learning, performance, and teaching along with measurable objectives, or "domains of assessment," and specific indicators are delineated, benchmarked and reviewed for goal

achievement. The “major-specific” indicators of student learning outcomes are explicit and measurable, and related to the institution’s goals through departmental achievements. Objectives or domains of assessment include assessment and evaluation of knowledge, skills acquired, values/belief transmitted, employment rates, performance on licensure and national exams, an assessment of departmental retention and graduation rates, and progression rates. These areas of data collection and analysis form the basis of assessment of student learning outcomes. Additionally, evaluation of the effectiveness of academic and support programs are included to measure student performance along multiple and varied dimensions. Thus student opinion and attitudinal information are gathered through various surveys and documents including faculty and course evaluations, program completer and graduation follow-up studies.

As part of the institutional accountability and effectiveness reporting requirement for the Maryland Higher Education Commission, the College formerly reported progress on student learning outcomes annually. The report is now required every three years. The Student Learning Outcomes Report (SLOA) chronicles progress made in the common goal areas, and measures progress using baseline data compared to current data for each of the performance indicators.

Given Coppin’s charge to create autonomous, self-directed learners, the measurement of student learning is treated as an exploration of the curriculum, the learning process, and the services provided to both students and faculty. The assessment process utilized is congruent with the Institution’s interest in both determining if students benefit from the educational activities and resources, and in ascertaining what students have learned. Student performance and opinion are measured from entry to exit along a number of discrete dimensions. The process is designed to improve student learning through the enhancement of the curricula and academic programs. Viewed as a dynamic, systematic and multidimensional process to provide feedback on student performance to students, faculty and administration, the assessment process includes criterion reference testing that measures performance by an individual toward mastery of specific skill, and on other non-test measures. Assessment is embedded in each course and in every aspect of teaching, student services and instructional support programs. Continuous quality improvement is being implemented as a means of achieving desired outcomes and improved quality.

The assessment process is inclusive of the following components:

- A comprehensive survey research component which makes use of extensive standardized instruments to collect data on the attitudes and perceptions of several reference groups: entering freshmen, continuing students, graduating seniors, alumni, non-returning students, employers and students who applied, were accepted, and did not enroll.
- A student perception component which utilizes the Course and Faculty Evaluation forms to evaluate courses and teaching; and various standardized tools to measure the effectiveness of the General Education Program.
- A services component which evaluates the effectiveness and quality of academic, administrative and student support services from the perspectives of students, faculty and staff.

- A skill acquisition component that includes a pre-test and post-test design model to measure student learning in the general education courses, and a departmental comprehensive and/or exit exam for majors completing program requirements.

The student learning outcomes assessment process is linked to the regular institutional planning process which requires that plans made by respective administrative units be reviewed by the Curriculum Committee, Planning Council or Executive Staff and the President prior to adoption. Plans which are approved are given priority rank and are funded during the budget development process. These plans then become a part of various planning documents developed by the College.

The College's greatest asset continues to be its academic program. In order to fulfill its mission to its constituency, to the community, and to the State, Coppin State College continues to maintain an educational program that meets high standards of excellence as measured by a number of internal and external indicators of effectiveness: external evaluations by accrediting bodies, internal program reviews, employment rates of its graduates, progression rates, employer opinions, students' evaluation of teaching, retention and graduation rates, and the general education program. These indicators of effectiveness, although not exhaustive, form the basis of the assessment and evaluation process at Coppin.

Coppin has a comprehensive framework of outcomes assessment. The framework is mission driven and dynamic as the College continues to evolve into a model urban comprehensive liberal arts institution. New assessment activities have been initiated. The methods used for data collection, analysis, and reporting continue to improve. The new assessment activities have enabled Coppin to assess curricular changes and the quality of instruction, student services, and facilities. Programmatic and organizational changes have been data based.

Looking ahead, the College will continue to set standards very high. The implementation of People Soft will enable Coppin to use technology in data collection, analysis, and reporting to a greater extent. The goal is always to continuously improve academic programs and student support services through timely and complete outcomes assessment. Coppin expects that accountability to the College's internal and external constituencies will add to institutional credibility.

Selected Accountability/Assessment Reports submitted by Coppin State College

As a member institution of the University System of Maryland (USM), Coppin State College maintains accountability with over 30 reports each year. Through the ongoing data collection and analysis provided, Coppin is able to assess the quality and effectiveness of its programs and activities, as well as to determine its productivity. The following list of annual reports indicates to whom the reports are submitted for external review, and is representative of the assessment and accountability process.

- *Assessment of Student Learning Outcomes* (Maryland Higher Education Commission)

- *Report on Faculty Workload* (MHEC, General Assembly)
- *Financial/ Plans, Cost Containment, and Accountability* (MHEC)
- *Minority Student Achievement Report* (MHEC)
- *Minority Student and Faculty Achievement* (USM-recently added)
- *Report on I Intercollegiate Athletics* (UMS Board of Regents)
- *Annual Comprehensive Financial Report* (BOR)
- *Annual Review of Academic programs* (BOR)
- *External Audit Report of All Affiliated Foundations and Parent Institutions* (BOR)
- *Institutional Performance Accountability (Replaced by the Management for Results document (MFR) in 2000)*
- *Annual Report on Procurement Contracts* (Governor and General Assembly)
- *Annual Report on Procurement Contracts Awarded to Certified Minority Business Enterprises* (Board of Public Works, Office of Minority Affairs, and Legislative Policy Committee)
- *Annual Report on Approvals Granted in Faculty Conflicts of Interest Procedures* (General Assembly)

Coppin State College remains committed to benchmarking and accountability. Currently, these are measured by performance against standards established through the funding guidelines and the Managing for Results (MFR) (see Appendix L) processes. The funding guidelines require comparison with a group of performance peers while the MFR requires performance against self-determined goals and objectives over a period of time. When compared with the average of its performance peers through the funding guidelines process, Coppin out performs its peers on half of the core performance measures.

In addition to these requirements, Coppin State College fulfills the accreditation requirements of the Middle States Association of Colleges and Schools, as well as additional specialized accrediting agencies of professional programs. The latter includes the Maryland State Department of Education (MSDE), National Council for Accreditation of Teacher Education (NCATE), National League for Nursing (NLN), Maryland Board of Nursing (MBN), Council on Rehabilitation Education (CORE), and the Council on Social Work Education (COSWE).

The Student Learning Outcomes Assessment (SLOA) format has been included as part of the internal academic program review. The format has been reviewed by the Academic Program Review Committee, and has been modified to insure data compliance with new methodological

approaches being embraced by external accrediting bodies. The internal academic program review insures use of the data for improving program performance, effectiveness, market appropriateness and efficiency.

The college wide Academic Program Review Committee was established to provide ongoing assessment data for programs not associated with accrediting bodies. This body has set a seven-year schedule to review all academic programs internally as part of its process to achieve continuous quality improvement. Historic data are used to review trends, identify areas needing improvement, and to enhance programmatic areas of greater strength. Programs are reviewed internally by the department, using the data and format provided by the Office of Institutional Research, as well as data collected by the department to review all aspects of the program. The Committee assists the departments in the internal review, and assesses the information and outcomes derived from the review. Recommendations are provided to the program with suggestions for addressing areas identified as needing attention, and assistance is provided by the Committee as needed. The Academic Affairs Office then monitors corrective action, and provides support and available resources. This process is used for all programs. It includes those programs where external accrediting bodies review, as well as those where no external accreditation entity provides reviews.

Summary

Coppin's revitalization comes as a result of careful planning. Inspired by the Office for Civil Rights and State of Maryland Partnership Agreement which mandates that Coppin be revitalized, Coppin has a clear path for its future. The planning documents leave no questions unanswered about the future directions of the institution. Armed with the results of deliberate planning, Coppin stands poised to take the lead in modeling academic rigor and external development in the community for urban institutions committed to uplifting the communities where they are located. The College offers programs in areas of need to the State. Enrollments are growing.

The Coppin family looks forward with confidence to the renovation and construction of facilities. Such facilities development is long overdue for the institution. With the commitment of a newly appointed President to celebrate our successes and get the word out, the Coppin family expects heightened visibility for its academic and cultural programs. With a legacy of doing a lot with a little, Coppin has set an ambitious fund-raising agenda for the next five to ten years. Continuous quality improvement through self-assessment and planning processes undergirds all future goals for the College.

Coppin has a long history of commitment and service to Baltimore City, and the State. With inextricable ties to the West Baltimore community, Coppin contributes by its very location. It serves as a beacon of light amidst a blighted, impoverished community. By offering outreach initiatives such as providing a Community Health Clinic and Community Development Center, administering a local public school, implementing applied research centers such as the "The Institute on HIV Prevention," the College is a full community partner. Coppin looks forward to establishing even more partnerships with the community, the City, the State, and nationally.