

SELF-STUDY DESIGN



COPPIN STATE UNIVERSITY

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Submitted to
The Middle States Commission on Higher Education

Ms. Linda Suskie, MSA Liaison

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Nurturing Potential...Transforming Lives

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Institutional Overview

Founded in 1900, Coppin State University is a comprehensive, urban institution offering programs in liberal arts, sciences, and professional disciplines. Located on 52 acres in Baltimore City, the institution applies its resources to meet urban needs, wherever those applications mesh well with its academic programs. Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, and dedicated to teaching, Coppin State University as a Historically Black Institution (HBI) fulfills a particularly important mission for the State of Maryland. It is a member institution of the University System of Maryland, is governed by the University System of Maryland Board of Regents, and has a six-member Board of Visitors. With a faculty of 259 and a staff of 373, Coppin State University offers excellence in academic programming with 23 majors and 9 graduate degree programs. Coppin is a national leader of excellence in higher education and is recognized for its innovative programs that empower achievement.

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. In fall 2005, 4,306 students (3,451 undergraduate and 855 graduates) were enrolled. The average age of the student population is 29. Minorities make up 94 percent of the student population, of whom 99 percent are African American. The majority (89 percent) are in-state residents who reside in Baltimore City (52 percent) and surrounding counties (48 percent) of Maryland. Of the surrounding counties, 63 percent are from the Baltimore County area. Of the 11 percent out-of-state student population, 69 percent live in the United States and 31 percent are from foreign countries. The majority of the out-of-state students reside in the Mid-Atlantic states.

Summary Mission Statement

Coppin State University is a comprehensive, urban institution offering programs in liberal arts, sciences and professional disciplines. The University is committed to excellence in teaching, research and continuing service to its community. Coppin State University 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 prepare students for new workforce careers in a global economy. To promote exemplary academic achievement and competency, Coppin maintains the highest standards of conduct, providing students 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 their ideas to become critical, creative and compassionate citizens of the community and leaders of the world, dedicated to lifelong learning and public service. Coppin State University applies its resources to meet urban needs, especially those of Baltimore City, wherever those applications mesh well with its academic programs.

Vision

Coppin State University's goal over the next decade is to foster the highest levels of academic excellence and creativity for its students. While serving all students in the State of Maryland, Coppin State University will continue to enhance its special connections to first-generation college students and to the City of Baltimore. Coppin State University will exemplify excellence in urban education; in the use of technology to make learning more effective and its administration more productive; and in liberal arts teaching that contributes models for inner city academic achievement to the city, the state and the nation.

Institutional Identity

As a city normal school, Coppin State University 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 University became a normal school in 1926 and a teacher's college in 1930. The institution grew into a comprehensive college in 1970, and in 1988 joined the University System of Maryland. The University'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 University has produced graduates who have become exemplary role models and community leaders. The University has been in the forefront of advancing academic excellence, social equality, and the dream of a brighter future for its students.

Active participation in the community by faculty and students provides practical evidence of a public service emphasis. The University advances faculty who are evaluated by students and peers as excellent teachers; evidence of scholarly contributions and growth is expected. The Division of Academic Affairs consists of five academic units: the Helene Fuld School of Nursing, the Honors College, the School of Arts and Sciences, the School of Graduate Studies, and the School of Professional Studies.

A Carnegie Master's (Comprehensive) Colleges and Universities I (MAI) institution, the University is committed to affording students who are traditionally underrepresented in higher education access to high-quality 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.

Institutional Capabilities

The University is committed to meeting the educational needs of its urban population and improving the quality of life in its urban community. An institutional pioneer in urban education, Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administration of a public elementary school. The University is the only higher education institution in the State that operates a public high school on its campus. Actively engaged in pre-service and in-service teacher education programs, the University, responding to the Board of Regents directive, envisions even more involvement in the area of teacher preparation. The West Baltimore pre-K to 16 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative. In partnership with the Baltimore City Public School System, the Urban Education Corridor is a national model. The potential success of the Corridor will propel the University toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The University chose this particular academic focus because of its long-standing mission of service in urban education. Similarly, the University aspires to enhance its nursing programs. Over the next ten years, the University 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 who cannot afford to pay for such services.

By strengthening existing programs in the liberal arts and sciences, humanities, education and nursing, and adding new programs in allied health, science and technology, the University will respond to the critical shortages of teachers, nurses, and science and technology professionals across

the State. The University 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 to students traditionally underrepresented in higher education, the University plans to continue to offer enrichment bridge programs for students needing some developmental learning experiences. Equally important, the University will expand the recruitment of students for its Honors College.

Through information technology and telecommunications, Coppin State University will continue to advance the understanding and use of emerging technologies 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 provide a campus environment that fosters excellence in teaching, service, and research, and increased student enrollment and success. By refocusing and retooling fundraising capabilities, the University will increase private support for student scholarships and the retention of renowned faculty.

In order for the University to continue to maintain diversity across educational and campus climate experiences for students, faculty, and staff, collaborative relationships exist with other public and private institutions. Working with other University System of Maryland (USM) institutions, state agencies, local schools, and business and industry, the University continues to take the leading role in the economic revitalization of its immediate community. Coppin State University is an oasis for the educational, economic, recreational, and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields and the fine and performing arts.

Nature and Scope of the Self-Study

As never before, the advancement of the University has become a primary goal of State lawmakers, the University System of Maryland Office of the Chancellor, the Maryland Higher Education Commission (MHEC) and various other external and internal constituencies. With visionary and energetic leadership, the University 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 those our peer institutions enjoy. Student enrollment has increased significantly. Coppin must be ready to provide the programs, facilities, and services the additional students will demand and deserve.

With the new-found recognition, the significant changes that abound on the campus, including increased operational and capital-funding opportunities, it is imperative that the University assess its present operations in order to effectively and efficiently manage the additional human, financial, and physical resources. Because of these and other equally substantial accomplishments since its last decennial Middle States review, Coppin State University selected the comprehensive model for its self-study design. The comprehensive self-study design will enable the campus community to assess its next steps on the road to national eminence.

Goals

The self-study report will be organized around the following primary goals:

1. Conduct a comprehensive study of all areas of the University in order to plan for the most efficient and effective ways to accomplish the institutional vision, mission, and strategic goals;
2. Advance institutional self-improvement based on assessment and evaluation results;
and

3. Implement and adopt a campus-wide self-assessment model as a continuous process that supports an on-going planning cycle, student learning, and institutional effectiveness.

The university will use qualitative and quantitative research methodologies to collect data and evidence in response to the analytic charge questions adopted for studying compliance with each standard.

Organizational Structure of the Steering Committee and Subcommittees

Since its last decennial review by the Middle States Commission on Higher Education, considerable change has occurred at Coppin State University: a change in leadership, a name change, and increased enrollment, to name a few. In light of these changes, a comprehensive self-study design will enable both internal and external campus constituencies to examine these considerable changes and other significant developments in detail. The comprehensive self-study design provides research-based results upon which to plan the future directions and goals for Coppin. This design allows the subcommittees to determine whether the institution is in compliance with each of the 14 standards as defined in the Fundamental Elements in *Characteristics of Excellence in Higher Education* (2002).

In September 2005, President Battle named the Planning Council¹ as the Steering Committee for the self-study planning and implementation. The Steering Committee is responsible for providing leadership throughout the entire self-study process. There are two co-chairs of the Steering Committee—Dr. Pamela G. Arrington, Chief of Staff/Associate Vice President, Planning and Accreditation and Dr. Sadie R. Gregory, Provost/Vice President, Academic Affairs. Dr.

¹ The Planning Council was organized 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, President of the Staff Senate, President of the Student Senate, and Directors. The Associate Vice President 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 reviews, organizes, and prioritizes recommendations from all segments of the University that have implications for planning.

Arrington provides leadership for the Institutional Context standards one to seven, while Dr. Gregory focuses on standards eight to fourteen, which comprise the standards grouped under the Educational Effectiveness heading. Each Steering Committee member was assigned to co-chair a subcommittee charged with addressing one of the fourteen standards based on his or her expertise. Additional faculty, staff, and students were added to the Steering Committee to ensure the inclusion of all campus constituencies needed to address the standards. The President sent formal appointment letters to all Steering Committee members and all Subcommittee members.

The Self-Study Steering Committee has provided leadership in recruiting membership for the fourteen Subcommittees, as well as writing the *Self-Study Design*. They charged the fourteen Subcommittees with drafting the analytical charge questions that will guide the self-study process. The questions are based on the explanation of each standard as outlined in the *Characteristics of Excellence* book. The Steering Committee will continue to provide leadership for the writing of the fourteen chapters of the self-study report, which will be organized around the fourteen standards, and hosting the evaluation team visit. The Steering Committee meets the third Friday of each month. A timeline has been set for the Steering Committee. The Steering Committee reviews all drafts.

Subcommittees include faculty, staff, and students. Subcommittees are small, ranging from five to nine members, including the co-chairs. Subcommittees set their own meeting schedules, meeting by group or by email. Once analytical charge questions were received from all fourteen subcommittees, a draft self-study design was compiled.

A shared drive facilitates the entire campus's ability to monitor the progress of the self-study planning and implementation as well as to comment on all documents prepared by the subcommittees. A future hyperlink on the website linked to the Coppin State University webpage devoted to the Middle States process is planned.

Each Steering Committee and Subcommittee member was given the following publications in preparation for their work:

1. *Characteristics of Excellence in Higher Education* (MSCHE, 2002)
2. *Self-Study Design* (Wilmington College, 2003)
3. *Creating Meaningful and Analytical Charge Questions to Guide Self-Study* (MSCHE, 2004)
4. *Self-Study Creating a Useful Process and Report Draft* (MSCHE, 2005)
5. *Middle States Self Study Steering Committee Organizational Chart* (CSU/OPA, 2005)
6. *Assessing Student Learning and Institutional Effectiveness Understanding Middle States Expectations* (MSCHE, 2005)

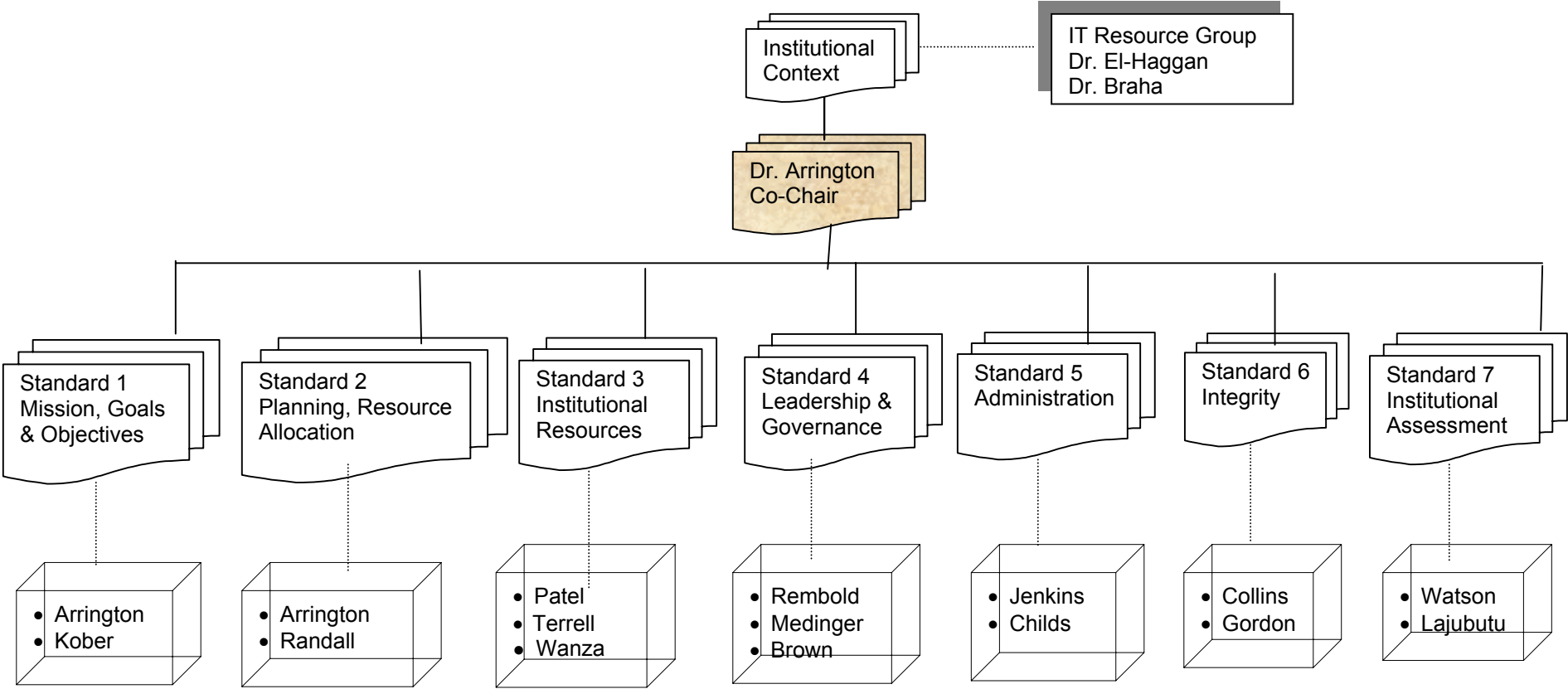
The following chronology (page 12) lists the essential steps adopted by Coppin State University for its self-study planning and implementation phases. The Steering Committee will ensure that the timetable is executed as planned.

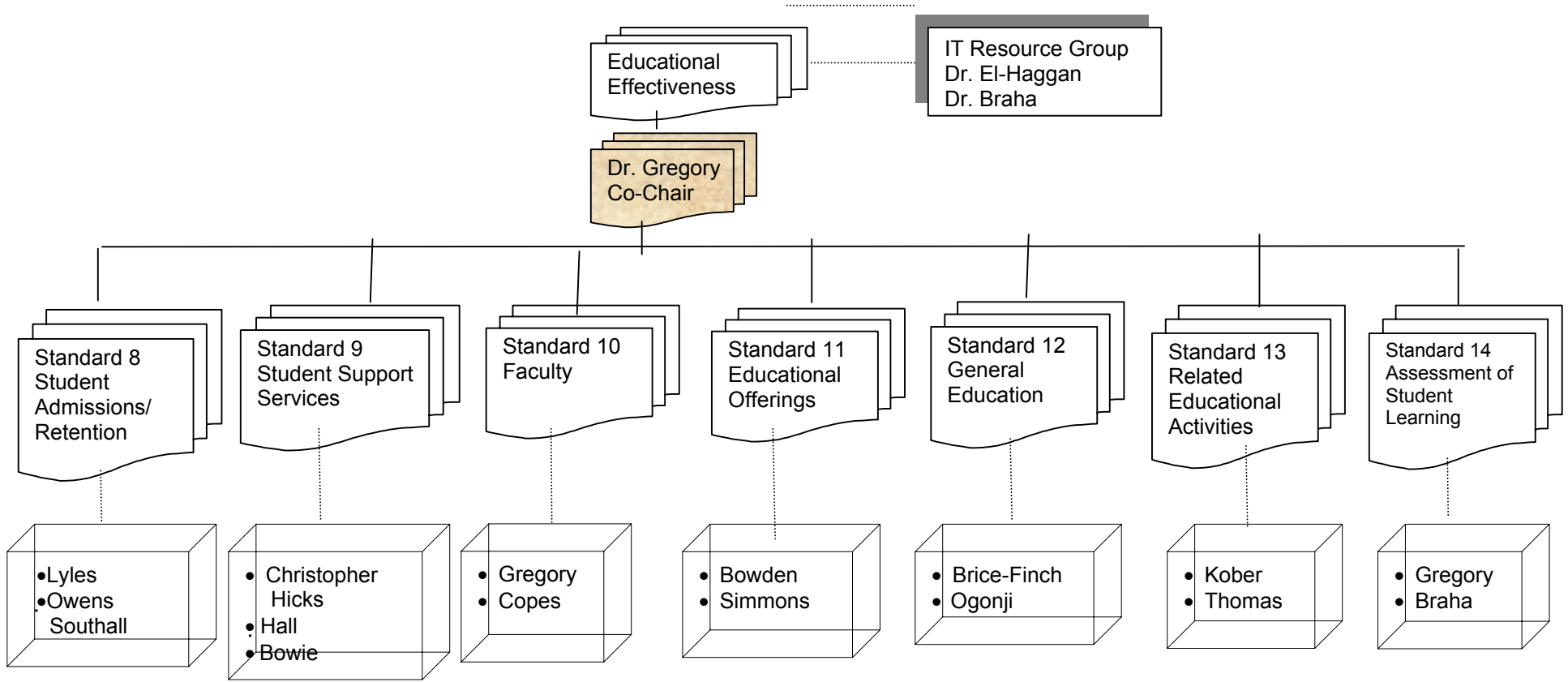
Middle States Self-Study Timeline

<i>Completion Date</i>	<i>Tasks</i>
<i>September 16, 2005</i>	Planning Council decided on Steering Committee membership and self-study design
<i>November 6-7, 2005</i>	Steering Committee Co-Chairs attend Middle States Commission on Higher Education Self-Study Institute, Philadelphia, Pennsylvania
<i>November 18, 2005</i>	Charge/assignments given to Steering Committee By December 16 complete the following: <ol style="list-style-type: none"> 1. Recruit its membership for respective subcommittee 2. Convene the subcommittee and agree on analytic research questions that will guide the subcommittee's work 3. Identify documents/evidence that will be reviewed to answer self-study questions and show compliance with the standard
<i>December 16, 2005</i>	Co-chairs for each subcommittee (Standards 1-14) submit self-study design reports
<i>January 4, 2006</i>	Faculty Opening Conference <ol style="list-style-type: none"> 1. Update on Middle States 2. Keynote Speaker, Dr. Michael Kiphart, Middle States Commission on Higher Education
<i>January 20, 2006</i>	The Steering Committee will review and finalize CSU Draft Self-Study Design
<i>February 17, 2006</i>	CHE Staff Liaison Linda Suskie to meet with Steering Committee visit
<i>Spring 2006</i>	CHE staff liaison approves Self-Study Design Write Comprehensive Assessment Plan Collect evidence
<i>Fall 2006</i>	Data collection continues
<i>Spring 2007</i>	Write self-study report
<i>Summer 2007</i>	Edit report
<i>Fall 2007</i>	Final report to MSA
<i>Spring 2008</i>	Evaluation Team Site Visit Tentative dates for week of April 17th

MIDDLE STATES ACCREDITATION

The Self-Study Steering Committee





STEERING COMMITTEE AND SUBCOMMITTEES

Co-Chairs: Dr. Pamela Arrington and Dr. Sadie Gregory

SUBCOMMITTEES	CO-CHAIRS	SUBCOMMITTEE MEMBERS
Standard 1: Mission, Goals, and Objectives	Dr. Pamela Arrington, Chief of Staff/Associate Vice President, Planning & Accreditation Dr. Frank Kober, Special Assistant to the President	Ms. Fifi Elshaaraway , Senior Accountant, Controller’s Office Ms. Cynthia Kelly, Area Coordinator/Trainer, Human Resources Ms. Alicia Ritchie, Coordinator, Academic Resource Center Dr. Shawyn Williams, Assist. Professor, Curriculum & Instruction Mr. Garey Hyatt, Chair, Fine & Communication Arts
Standard 2: Planning, Resource Allocation, and Institutional Renewal	Dr. Pamela Arrington, Chief of Staff/Associate Vice President, Planning & Accreditation Dr. Monica Randall, Associate Vice President, Administration & Finance	Dr. Sean Brooks, Assistant Professor, Mathematics & Computer Science Ms. Carol Grant, Assistant Professor, Fine & Communication Arts Dr. Nicholas Eugene, Assistant Professor, Mathematics & Computer Science Ms. Lafaithea Stewart, Librarian Technician, Library Mr. James Roberts, Associate Vice President, Institutional Advancement
Standard 3: Institutional Resources	Mr. Maqbool Patel, Associate Vice President, Capital Planning Dr. Thomas Terrell, Director, Human Services Dr. Mary Wanza, Director, Library	Ms. Sabrina Bass, Director, Capital Planning Administrative Services Dr. Habtu Braha, Associate Professor, Management Science & Economics Dr. Ahmed El-Haggan, CIO/VP, Information Technology Mr. William H. Featherstone, Associate Vice President Administration & Finance Ms. Lucy Goode, Associate Director, Human Resources
Standard 4: Leadership and Governance	Dr. Richard Rembold, Associate Provost, Academic Affairs Dr. Fred Medinger, President Faculty Senate Mr. James A. Brown, President, Staff Senate	Ms. Emma Crosby, School of Nursing, Executive Administrative Assistant Mr. William Montross, Labor Relations Manager, Human Resources
Standard 5: Administration	Dr. Earl Jenkins, Vice President, Student Life Mr. Arthur Childs, Vice President, Institutional Advancement	Ms. Gail Fournillier Ennis, Assistant to the President Dr. Gilbert O. Ogonji, Chair, Natural Sciences Ms. Immaculata Ulu, Nurse Practitioner, Nursing Center Dr. Leontye Lewis, Chair, Education Unit Dr. Janet Spry, Associate Professor, Applied Psychology & Rehabilitation Counseling
Standard 6: Integrity	Mr. Ron Collins, Dean, Honors College Ms. Frances Gordon, Associate Dean, Baccalaureate Education	Dr. Douglas Reardon, Assistant Professor, History, Geography & Global Studies Dr. Mark Saunders, Counselor, Honors College Ms. Elaine Sykes, Lecturer, Humanities and Media Dr. Alcott Arthur, Chair, Humanities and Media

SUBCOMMITTEES	CO-CHAIRS	SUBCOMMITTEE MEMBERS
Standard 7: Institutional Assessment	Dr. Oyebanjo Lajubutu, Director, Institutional Research Dr. Kriesta Watson, Senior Research Analyst, Institutional Research	Ms. Linda Day-Clark, Professor, Fine & Communication Arts Mrs. Juanita Gilliam, Director, Academic Resource Center. Dr. Nwachi Pressley-Tafari, Assistant Professor, Curriculum & Instruction Dr. George Taylor, Chair, Special Education Dr. Joan Tilghman, Associate Dean, Graduate Studies, Nursing
Standard 8: Student Admissions	Dr. Mary Owens Southall, Dean, Graduate Studies Ms. Vell Lyles, Associate Vice President, Enrollment Management	Dr. Roger Davidson, Jr., Assistant Professor, History, Geography & Global Studies Ms. Michelle Gross, Director, Admissions Ms. Lady Jenkins, Director, Financial Aid Ms. Jackie Knight, Director, Freshman/Undeclared Major Advisement Dr. Rolande Murray, Assistant Professor, Applied Psychology & Rehabilitation Counseling Ms. Tara Turner, Director, Alumni Affairs
Standard 9: Student Support Services	Ms. Joann Christopher Hicks, Associate Vice President, Student Affairs Mr. Andrew Hall, President, Student Senate Ms. Linda Bowie, Director, Career Development	Ms. Gillian Hallmen, Director, Counseling Center Mr. Alfonso Herron, Nursing Center Dr. Margaret Turner, Registrar, Records & Registration Mr. Derek Lindsey, Judicial Affairs Counselor, Academic Resource Center Mr. Ronald Mitchell, Director, Athletics Ms. Alecia Shields-Gadson, Assistant Athletic Director Ms. Betsy D. Simon, Health, Physical Education & Recreation Ms. Lelia Washington, Director, Student Support Services
Standard 10: Faculty	Dr. Sadie Gregory, Provost & Vice President, Academic Affairs Dr. Marcella Copes, Dean, School of Nursing	Dr. Errol Bolden, Assistant Professor, Social Work Dr. Boris Chang, Lecturer, Mathematics & Computer Science Dr. Harry Legum, Assistant Professor, Applied Psychology & Rehabilitation Counseling Dr. Fellina Nwadike, Associate Professor, Fine & Communication Arts Dr. Samson Omotosho, Assistant Professor, Nursing Dr. Michelle Pointer, Associate Professor, Applied Psychology & Rehabilitation Counseling
Standard 11: Educational Offerings	Mr. Michael Bowden, Director, Research Evaluation, Academic Affairs Ms. Edna Simmons, Chair, Health, Physical Education, Recreation & Dance	Ms. Jennifer Harris, Special Assistant to Provost, Academic Affairs Ms. Robernette Smith, Reference Head, Library Dr. Genevieve Knight, Professor, Mathematics & Computer Science
Standard 12: General	Dr. Jacqueline Brice-Finch, Dean,	Dr. Robert Cataliotti, Assistant Professor, Humanities & Media

SUBCOMMITTEES	CO-CHAIRS	SUBCOMMITTEE MEMBERS
Education	School of Arts and Sciences Dr. Gilbert Ogonji, Chair, Natural Sciences	Mr. Glen Dorsey, Assistant Professor, Mathematics & Computer Science Mr. Hyacinth Ezeka, Assistant Professor, Management Science Dr. Cynthia Neverdon-Morton, Professor, History, Geography & Global Studies Dr. George Taylor, Professor, Special Education Ms. Denyce Watties-Daniels, Assistant Professor, Nursing Dr. Judith Willner, Assistant Professor, Fine & Communication Arts
Standard 13: Related Educational Activities	Dr. Frank Kober, Special Assistant to the President Mr. Gene Thomas, Coordinator, Math Center/Academic Resource Center	Dr. Emmanuel Anoruo, Associate Professor Management Science Ms. Karen Chewning, Academic Program Specialist, Education Unit Mr. Wyatt Coger, Assistant Professor, Curriculum & Instruction Dr. Daniel Joseph, Associate Professor, Special Education Ms. Jackie Williams, Assistant Professor, Adult & General Education
Standard 14: Assessment of Student Learning	Dr. Habtu Braha, Associate Professor, Management Science & Economics Dr. Sadie Gregory, Provost/Vice President of Academic Affairs	Ms. Frances Gordon, Associate Dean, Undergraduate Nursing Dr. Stephanie Hawkins, Interim Chair, Curriculum & Instruction Gregg Santori, Assistant Professor, Social Sciences Dr. David Scott, Assistant Professor, Humanities & Media Dr. Sisir Ray, Assistant Professor, Mathematics & Computer Science Ms. Gail Satchell, Lecturer, Academic Resource Center Mr. William Shaw, Instructor, Mathematics & Computer Science

Standard 1: Mission, Goals, and Objectives

**Co-Chairs: Dr. Pamela Arrington
Dr. Frank Kober**

Purpose: To determine how well the University mission clearly defines the institution's purpose, explains whom the institution serves and what it intends to accomplish.

Self-Study Questions

1. How well is Coppin State University achieving its current mission, goals, and objectives?
2. How does the process used to develop goals and objectives facilitate on-going planning, implementation, and assessment?
3. In what ways do the institutional goals emphasize excellence in teaching, learning, research, and service?
4. How is the University addressing and meeting the needs of its students as outlined in its mission statement?
5. To what extent do the institutional goals empower a diverse student body to lead and become critical, creative, competitive, and compassionate citizens in a global economy?
6. What role do the University's mission, goals, and objectives play in the recruitment process?

Standard 2: Planning, Resource Allocation, and Institutional Renewal

**Co-Chairs: Dr. Pamela Arrington
Dr. Monica Randall**

Purpose: To determine whether ongoing planning and resource allocation is mission tolerant, includes necessary assessment and facilitates institutional renewal.

Self-Study Questions

1. What steps has the University taken to implement a comprehensive plan that collectively assesses institutional goals?
2. How does the University communicate campus activities, services, and resources to students, faculty, staff, and the surrounding community?
3. How does the University determine that its expected outcomes reflect the conclusions drawn from assessment results?
4. What strategies ensure that the allocation of resources correlate with institutional goals and objectives?
5. How does the University engage its internal and external constituencies in the planning and improvement processes?
6. How are outcomes evaluations data incorporated into the University's overall assessment of its strategic goals and strategies and do these result in proactive efforts?
7. What documentation assures clear articulation of how decisions are made and implemented?

Standard 3: Institutional Resources

**Co-Chairs: Mr. Maqbool Patel
Dr. Thomas Terrell
Dr. Mary Wanza**

Purpose: To evaluate the adequacy, appropriateness and availability of various resources and processes used to achieve intended outcomes in relation to the support of the University's mission and goals.

Self-Study Questions

1. To what extent do the University's human, financial, technical, physical facilities and other resources support its mission and goals?
2. To what extent are campus constituencies involved in budget and planning processes?
3. How does the University measure and assess the efficient utilization of resources in support of the institution's mission and goals?
4. How does the budget development process employed for making resource allocation decisions at the unit and institutional levels link to the planning and assessment processes?

Standard 4: Leadership and Governance

**Co-Chairs: Dr. Richard Rembold
Dr. Fred Medinger
Mr. James A. Brown**

Purpose: To determine whether the institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making; includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development; and is consistent with the mission of the institution.

Self-Study Questions

1. What is the formal structure of leadership and governance at the University and to what extent is it understood and accepted by campus constituencies?
2. To what extent does the existing organizational structure serve its designated purposes, especially with respect to the integrity of the relationship between the University's mission and governance system, and how is this relationship assessed?
3. To what extent do existing leadership and governance structures provide an effective and efficient means to respond to internal and external needs and respond to current and anticipated changes?
4. What procedures exist to modify/change existing leadership and governance structures to better meet constituency needs, and how effective and efficient are these procedures?
5. What is the relationship of the Board of Visitors to internal and external leadership and governance structures and how effectively does it support the University's mission?
6. To what extent is the University's mission supported by the Board of Regents and the Maryland Higher Education Commission?

Standard 5: Administration

**Co-Chairs: Dr. Earl Jenkins
Mr. Arthur Childs**

Purpose: To determine whether the institution's administrative structure and services facilitate learning and scholarship, foster quality improvement, and support the attainment of the institution's goals and mission as well as its organization and governance.

Self-Study Questions

1. How does the President ensure across-the-board participation of campus leadership in policy issues?
2. How does the President demonstrate responsibility for accomplishing the vision of the University and leading the development of strategic initiatives?
3. What methods are used to analyze the effectiveness and efficiency of administrative structures and services?
4. How are the skills of members of the administration reflected in their roles and responsibilities?
5. How does the staffing of the University reflect its goals and objectives, both in qualifications and in the number of persons assigned?
6. How do University administrators use internal and external information to support their functions as decision-makers of Coppin State University?
7. To what extent does the administration interact with other constituencies of the institution?

Standard 6: Integrity

**Co-Chairs: Mr. Ron L. Collins, Sr.
Ms. Frances Gordon**

Purpose: To determine how the University in conducting its programs and activities serves its constituents with integrity.

Self-Study Questions

1. To what extent do grievance processes address student and staff concerns in a timely and appropriate manner?
2. How are policies and processes made available to all University constituencies?
3. How does the University ensure that ethical practices are implemented campus-wide?
4. How effective are University policies in supporting a climate of academic and intellectual freedom?
5. How does the University ensure that its policies and procedures are guided by principles of integrity?

Standard 7: Institutional Assessment

**Co-Chairs: Dr. Oyebanjo Lajubutu
Dr. Kriesta Watson**

Purpose: To examine the extent to which a holistic culture of assessment has been established across the University to improve teaching and learning and enhance institutional effectiveness.

Self-Study Questions

1. How is assessment used to strengthen strategic planning?
2. What measures are used to determine if students are meeting program learning objectives upon completion of the program?
3. To what extent do course syllabi identify specific student learning goals, objectives and outcomes?
4. By what measures are used to determine if anticipated learning outcomes actually occur?
5. How does the University assure that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy which includes critical analysis and reasoning?
6. How are assessment data and results used to inform and improve policy formation, budget and fiscal planning, curriculum and student development, and teaching and learning?
7. How effective are training and professional development for faculty and staff?

Standard 8: Student Admissions/Retention

**Co-Chairs: Ms. Vell Lyles
Dr. Mary Owens Southall**

Purpose: To what extent does the institution admit and retain students whose interests, goals, and abilities are congruent with its mission.

Self-Study Questions

1. How do current practices and processes for recruiting and retaining students support the University's mission and program requirements?
2. How effective is the University's enrollment process?
3. How effective are the University's marketing strategies in enhancing student admission and retention?
4. How is the timeline for review of catalogs, policies, procedures, websites and other written academic materials for accuracy and effectiveness assessed?
5. How is technology used effectively to recruit, enroll and retain students?
6. How are student learning outcomes made available and used in assisting prospective students in addressing academic and career goals?

Standard 9: Student Support Services

**Co-Chairs: Ms. Joann Christopher Hicks
Ms. Linda Bowie
Mr. Andrew Hall**

Purpose: To determine whether student support services are adequate to enable each student to achieve the institutional goals for students.

Self-Study Questions

1. To what extent do student support services at the University reflect the mission?
2. How are the qualifications and standards of professionals in student support services programs used to ensure that the diverse needs of the University students are met?
3. How are policies and procedures used to address the varied spectrum of students' needs?
4. To what extent is the Athletic Program regulated by the same standards governing other institutional programs?
5. To what extent does the student grievance process address student concerns?
6. How are policies and procedures developed and implemented to ensure safe and secure maintenance of student records campus-wide?

Standard 10: Faculty

**Co-Chairs: Dr. Sadie Gregory
Dr. Marcella Copes**

Purpose: To determine whether the institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Self-Study Questions

1. How does the University ensure that its faculty hires are academically and/or professionally qualified?
2. What measures or processes have been established to support the professional development of its faculty?
3. How effective is the University in ensuring diversity of in its faculty?
4. To what extent are faculty involved in academic program development, implementation and review?
5. How well do faculty and the information technology team interact to support academic units to enhance teaching and learning?
6. How are scholarly and creative contributions of faculty supported, evaluated and enhanced?
7. How congruent are the faculty service activities with the University's mission?
8. To what extent are the University faculty involved in supporting professional associations in the various disciplines?

Standard 11: Educational Offerings

**Co-Chairs: Mr. Michael Bowden
Ms. Edna Simmons**

Purpose: To determine whether the institution offers curricula that are appropriate to its mission and ensures that students meet the various learning goals and objectives offered by the academic programs.

Self-Study Questions

1. How does the University determine the appropriate curricula and courses of study that will guide it in fulfilling its mission?
2. How effective are educational offerings in producing graduates who are competitive with other institutions in the state and nation?
3. How well are learning expectations clearly communicated to undergraduate and graduate students?
4. What processes does the University use to ensure there are clear linkages between its mission and curricula?
5. What activities, policies and/or processes occur or are enforced regularly that ensures alignment of course work with the University's mission?
6. What does the University do to ensure that current course offerings possess measures of productivity that demonstrate the success of student learning as a result of the content, rigor, and coherence of the academic program offerings?
7. To what extent do learning resources, facilities, instructional equipment, library services, and professional library staff support the University's educational programs?
8. To what extent do library staff and faculty collaborate in developing program-appropriate information literacy skills?
9. How effective is the University in promoting student use of information and learning resources?

Standard 12: General Education

Co-Chairs: Dr. Jacqueline Brice-Finch
Dr. Gilbert Ogonji

Purpose: To assure that the General Education Program, consisting of core courses of the undergraduate curriculum, is designed to expose every undergraduate to the broad range of disciplines essential to the development of a liberally educated and humane citizen.

Self-Study Questions

1. How effective is the University's General Education Program in supporting the mission to prepare students to become lifelong learners?
2. How is the University's General Education Program in compliance with State guidelines?
3. To what extent are assessment tools used to evaluate the University's General Education Program goals as outlined in State guidelines?
4. How does advisement facilitate the selection of appropriate General Education requirement courses (GERs) to establish the foundation for a major?
5. How does the University address the need for remedial or developmental level courses for students who do not possess the skills, knowledge and/or concepts required to complete General Education requirement courses successfully?

Standard 13: Related Educational Activities

**Co-Chairs: Dr. Frank Kober
Mr. Gene Thomas**

Purpose: To assess educational programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship to determine if they meet appropriate standards.

Self-Study Questions

1. How does the University identify and support under-prepared students?
2. How effective is the University in developing, implementing and evaluating degree and non-degree certificate programs?
3. How does the University support distance education and other alternative instructional delivery modes?
4. What policies and procedures are being utilized to assess the quality of course offerings at off-campus sites?
5. To what extent has the University developed and implemented non-credit courses or other programs designed to address specific needs in the local community?

Standard 14: Assessment of Student Learning

**Co-Chairs: Dr. Sadie Gregory
Dr. Habtu Braha**

Purpose: To determine how students demonstrate the knowledge, skills, and competencies during their matriculation consistent with institutional goals.

Self-Study Questions

1. To what extent do the students' learning goals and objectives support the University's mission?
2. How are mechanisms or systems developed to assist with the management of assessment data and information?
3. To what extent are evaluation instruments, surveys and program reviews integrated into the assessment process?
4. How are the University's institutional assessment and student learning assessment integrated?
5. To what extent does the University involve external/peer reviewers and incorporate recommendations for strengthening academic programs.
6. How does the University use its assessment results to ensure continuous improvements in its academic programs?
7. How does the University assess students' competencies in analytical skills, critical thinking, oral and written communication skills, and technology?

SUMMARY OF EVIDENCE

The following table summarizes evidence that will be consulted or collected to answer self-study questions posed by Coppin for the 14 standards in *Characteristics of Excellence*:

EVIDENCE

		Standard Number(s)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
A. The Planning Documents:															
1.	<i>Report of the Independent Study Team on the Revitalization of Coppin State College</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
2.	<i>Coppin State College in the 21st Century: An Emerging Presence</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3.	<i>Coppin State College: An Emerging Presence Facilities Master Plan 2001 to 2011</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
4.	<i>Revised Information Technology Strategic Plan 2000 & Beyond</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5.	<i>The USM in 2010 Responding to the Challenges that Lie Ahead</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
6.	<i>Coppin State University in 2010: Nurturing Potential...Transforming Lives — A Strategic Plan</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X
B. Strategic Planning Steering Committee (2005)		X	X												
C. Executive Summary of the Partnership Agreement			X												
D. MSA Weaknesses and Recommendations (1998)			X												
E. CSU Table of Organization					X										
F. CSU Current Peers			X												X
G. Planning Council/Steering Committee Membership (2003 - 2006)		X	X												
H. Samples of Faculty Presentations (2000 - 2006)											X				

SUMMARY OF EVIDENCE - CONTINUED

		Standard Number(s)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14
I. Access and Success Reports													X		X
	1. Access and Success Mid-Year Report 2002-03								X	X			X		X
	2. Access and Success Final Performance Report 2001-02								X	X			X		X
	3. Access and Success Final Performance Report July 2000								X	X			X		X
	4. Access and Success Final Performance Report 2000-01								X	X			X		X
	5. Access and Success Final Performance Report August 1999								X	X					
J. Student Learning Outcomes Assessment April 2004									X	X					X
K. Minority Achievement Report									X	X					X
	1. Minority Achievement Report May 2002								X	X					X
	2. Charge to the Minority Achievement Committee January 2003								X	X					X
L. Managing for Results Reports (1999-2005)		X	X					X	X						
M. Institutional Performance Accountability Report (1998 - 2005)									X						
N. Report of Independent Auditors				X			X								
University System of Maryland Management Letter (1998 -2005)															
O. MSA – Institutional Profile (1999-2005)		X	X	X	X	X	X	X	X	X	X	X	X	X	X
P. Faculty Handbook (Rev. 1998)											X				
Q. Trends Data (1998-2005)			X	X		X	X	X					X		X
	1. Total Enrollment Fall 1998-Spring 2003														
	2. Enrollment by Program Facts and Figures														
	3. Total Degrees Awarded 1998-2002														

SUMMARY OF EVIDENCE - CONTINUED

	Standard Number(s)													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
4. Degrees Awarded by Major														
5. Enrollment Report 2005														
R. Information Technology Accomplishments (1999-2005)												X		X
S. Comparative Mission Statement Study (2005)	X													
T. Peer Performance Data (1999-2005)	X	X					X							X
U. Academic Program Review (program assessment)							X							
V. Support Services Review (program assessment)							X							
W. Resource Allocation (institutional assessment)							X							
X. Assessment Reports from Specialized Program (program assessment)							X							
Y. CIRP (institutional assessment)							X							
Z. Student Satisfaction and Alumni Surveys (institutional assessment)							X				X			
AA. Graduating Seniors Survey (institutional assessment)							X							
BB. <i>Coppin State University Undergraduate Catalog</i>											X	X		
CC. <i>Coppin State University Graduate Catalog</i>											X			
DD. List of Library Holdings											X			
EE. Admissions Materials											X			
FF. Stated Goals/Mission of Library											X			
GG. Various resource persons who are experts in their fields											X			

Editorial Style and Format

The specifications for the completed self-study work include the following:

- Microsoft Word for the chapter, with Microsoft Excel for tables
- 12-point Times New Roman font
- double-spaced
- blocked paragraphs
- 1-inch margins
- Indented paragraphs
- Main headers are to be bold, italicized, and centered. Subsequent headers are to be left justified, bold, and italicized

Organization of the Self-Study Report

Table of Contents

Executive Summary

Introduction and Purpose

Institutional Context

 Mission, Goals and Objectives

 Planning, Resource Allocation, and Institutional Renewal

 Institutional Resources

 Leadership and Governance

 Administration

 Integrity

 Institutional Assessment

Educational Effectiveness

 Student Admissions

 Student Support Services

 Faculty

 Educational Offerings

 General Education

 Related Educational Activities

 Assessment of Student Learning

Conclusions and Recommendations

Profile of the Evaluation Team

The Coppin State University self-study design is a comprehensive one. The evaluation team will review all areas of the University. Therefore, it is recommended that the evaluation team which visits the University in spring 2008 be comprised of at least seven members who currently, or recently, have had some experience in an urban, public, mid-size comprehensive higher education institution, preferably in the Middle States Region.

Our recommendations for team members include those whose background in higher education enables them to recognize the value of an urban, historically Black institution with a mission that emphasizes access, academic excellence, academic student success, community development, an urban agenda, and applied scholarship. It will be beneficial for the Chair of the team to have had experience working with urban institutions with these particular attributes so that he or she can guide the evaluation process in an effective and efficient manner based on a keen understanding of comparable institutions. It will be beneficial if team members are experienced in working with urban higher education institutions whereby the majority of students are non-traditional, female, working, and commuter.

Conclusion

We expect that, at the conclusion of the self-study process, we will have a comprehensive research-based study of all areas of Coppin State University. Such a study will enable University faculty, staff, and administrators to plan for the most efficient and effective ways to accomplish the institutional vision. Future planning will revolve around the self-study report. We believe the comprehensive design is the most effective way to accomplish these goals and position the University for increased student enrollment, programs, and institutional resources.