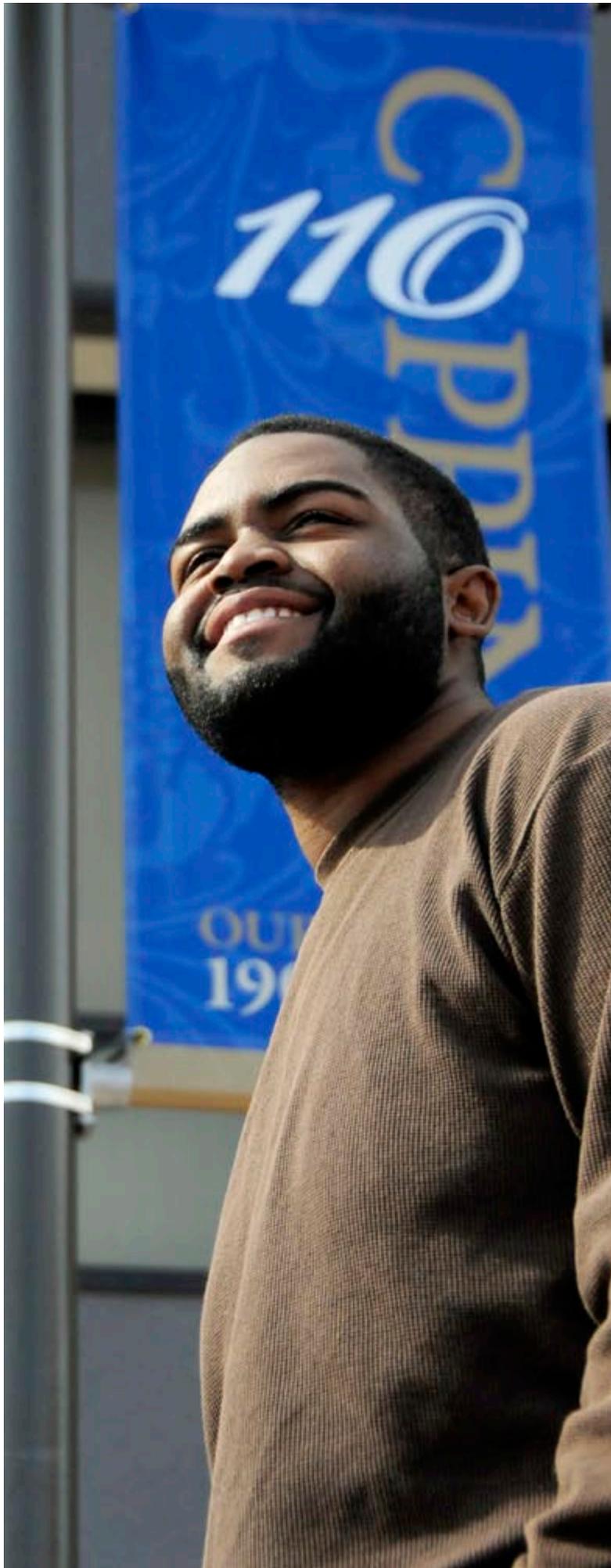
A photograph of a football field at Coppin State University. The field is green with a large yellow and blue eagle logo painted on it. In the background, there is a large brick building and a scoreboard.

Testimony to
House Appropriations
Subcommittee on
Education and Economic
Development

February 25, 2010

COPPIN STATE
UNIVERSITY
YOU BELONG HERE.



Coppin State University FY 2011 Operating Budget

Good afternoon Mr. Chairman and members of the committee. On behalf of faculty, staff, students, and alumni, I am pleased to come to you to report on Coppin State University. I am extremely grateful for the support that I have received from you and other members of the Maryland General Assembly. I would like to thank both the Governor and the General Assembly for their strong commitment to higher education and for recognizing that the University System of Maryland (USM) has a leading role in fueling the State's economy and workforce as well as enhancing the quality of life for Maryland's citizens.

The Governor's proposed FY 2011 operating budget includes a 3 percent increase in undergraduate tuition for Maryland residents. Thanks to the generous support of the Governor and the General Assembly, over the last four years, undergraduate students attending CSU were able to benefit significantly from four consecutive years of tuition freezes. Although I understand how it is not easy to increase tuition given today's economic climate, Coppin State University supports the proposed budget for the University System of Maryland and we will work to help our students manage this increase.

Looking Back And Moving Forward: Celebrating 110 Years

These are exciting times at Coppin State University! This year marks the University's 110th anniversary and as we embark on this milestone, the University continues to expand to meet the needs of the community and the State of Maryland. Coppin State University is committed to academic excellence along with the recruitment and retention of talented students. We encourage active participation in an education that challenges critical thinking, provides career preparation, instills values, and inspires lifelong learning. As President, my vision is to provide an outstanding education to our student body as they discover, apply new knowledge and serve the needs of our surrounding neighborhoods.



Coppin State Teachers College in the 1950's.

Coppin at a Glance

Total Enrollment	3,801
Undergraduate	3,301
Graduate	500
Average Student Age	26
First-generation Freshmen	70%
Women	79%
Maryland Residents	88%
African American/Black	86%
Full-time Undergraduates Receiving Financial Aid	80%
First-time, Full-time Freshmen Receiving Pell Grants	59%
Students Living On Campus	19%
Seniors Participate In Community Service or Volunteer Work	66%
Student/Faculty Ratio	16:1
Instructional Faculty	301
Full-time (54%)	162
Part-time (46%)	139
Full-time, Instructional Faculty Are Women	56%
Full-time Instructional Faculty Have Terminal Degrees	53%
Undergraduate Programs	25
Master's Programs	11

Ensuring Student Success Through Graduation

Last year, I mentioned that it was paramount to do all that is necessary to enhance student persistence through graduation. Improving the University's persistence and graduation rates continues to be my highest priority. I strongly believe that if we admit students, we must do everything we can to ensure their academic success. Over the last year, we have continued to provide appropriate attention to student success by spending considerable time and effort analyzing existing data and having extensive conversations and dialogue with senior administrators, faculty, students, and staff. After restructuring and reorganizing enrollment management, we have developed a strategically focused, multi-year enrollment plan that incorporates research based programs and initiatives to effectively address the myriad of variables associated with increasing student retention and graduation rates.

Expanding Existing Programs and Services to Promote Academic Achievement, Enhance Student Success and Close the Achievement Gap

Based on current research and best practices, our strategy is to focus attention on the first year of college – a critical time for retention, learning, and skill development. Our strategy includes expanding the pre-college summer bridge program; expanding the first-year experience program; developing an early alert warning system; and improving advising policies and practices.

Beginning this summer (Summer 2010), we will require all incoming first-time, full-time freshmen who test into a developmental course to participate in a 6-week residential summer bridge program. This is the first time the University will require first-time, full-time freshmen to participate in a pre-college summer program. This program is designed to enrich high school experiences and allow students who place into developmental courses to complete at least one such course during the summer. Given the high proportion of low-income students who attend CSU, the concept here is to provide support for a full residential program that is free to all freshmen. We anticipate that approximately 500 students will participate in this program.

This program will lead directly into our freshmen experience program which we will implement fall 2010. This First Year Experience program will include a service-learning component as well as thematic experiences for students. The pre-college summer bridge program, in conjunction with a fully functional first year experience program, is one of the University's best hope for significant improvement in persistence through graduation.

In order to better serve students, we will implement a comprehensive Early Alert Warning System that will be designed to provide important feedback to students and their advisors. Also, we are enhancing our advising policies and practices to better meet the needs of our students.



Creating an Attractive Campus Environment

Our strategy for enhancing persistence through graduation also includes creating an attractive campus environment. The unveiling of two new state-of-the-art facilities within the last two years has enhanced our campus environment and have become symbols of excellence for the University. Health and Human Services Building (HHSB), a state-of-the-art academic facility became operational in the fall of 2008 and makes a strong welcoming statement; identifying University's mission of high quality undergraduate and graduate education as well as providing hands on clinical and community outreach services to the surrounding communities.

The Physical Education Complex is a first-rate facility that honors CSU's sporting legacy while creating a catalyst to develop a strong and healthy community. This facility will offer programs that not only focus on the advancement of our student-athletes training, but also provide rich academic offerings and a full calendar of events and activities. Our goal is to allow the benefits of this facility to extend far beyond the boundaries of campus as a vessel of communicating healthier living.

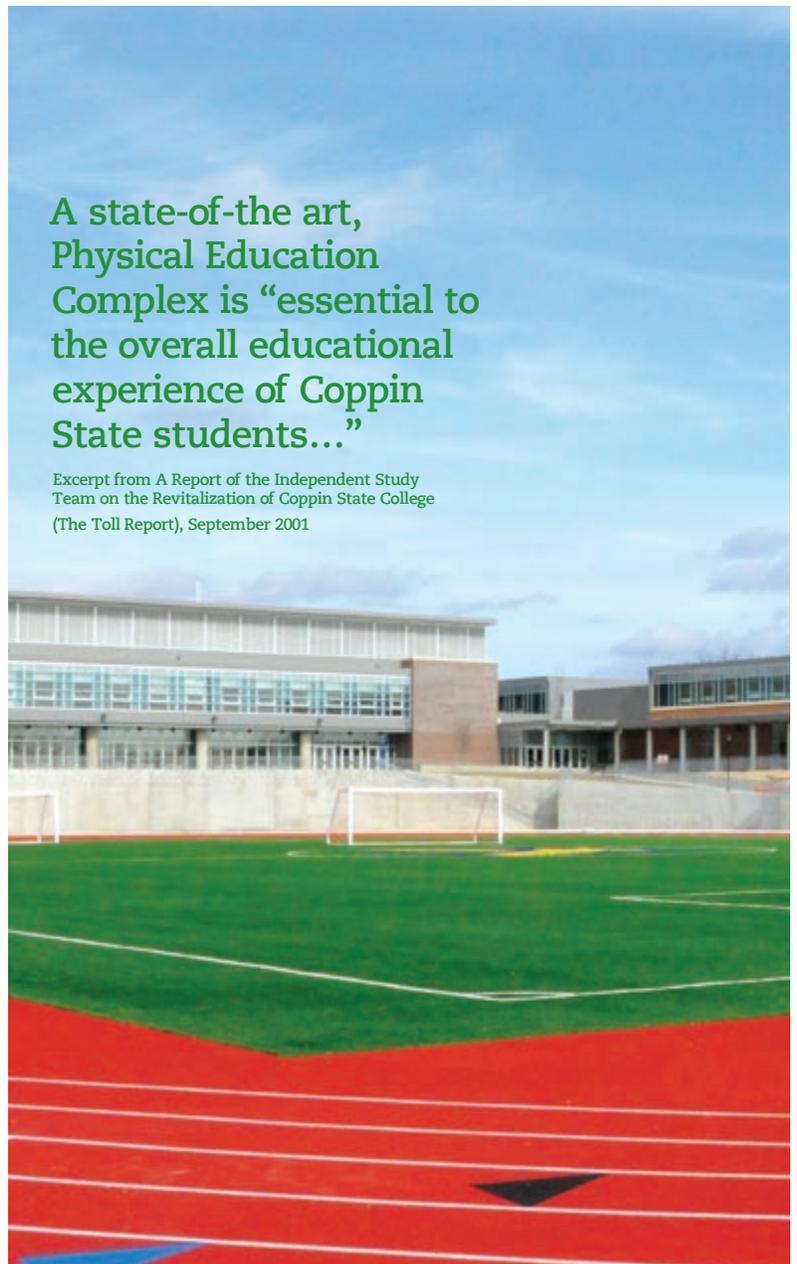
The planned Science and Technology Center will also have several positive effects for the University including enhanced educational experiences for students and help provide our students the academic educational experiences comparable to those provided at many other colleges and universities in Maryland. This new facility will assist the University in producing graduates to advance the State's Science, Technology, Engineering, and Mathematics (STEM) initiative. This facility will provide our students state-of-the-art educational facilities that will enhance teaching and learning and lead to increased student persistence through graduation.

Part of my vision is to continue to create a 'safe and attractive environment' both on and around campus as a means of enhancing persistence through graduation. This includes providing more on-campus learning experiences such as more on-campus, residential housing for our students. Research suggests that universities that provide more on-campus or near campus learning experiences for their students have somewhat higher persistence and graduation rates.¹ Currently only 39 percent of new CSU freshmen live on campus; the lowest percentage rate among all universities within the University System of Maryland. Providing a more residential campus feel for CSU is an important part of my strategy for enhancing persistence through graduation.

Expanding Learning Communities

Although improving the persistence and graduation rates for all students is extremely important, we have also expanded our efforts to encourage the retention of men at the University. Last fall, we launched a Freshman Male Initiative Learning Community to address a problem that plagues not only CSU but colleges and universities throughout the nation - the retention of African-American men. In our program, first-time, freshmen from the class of 2013 are paired with junior or senior men. These upperclassmen serve as mentors and meet with their mentees 12-15 hours a week through study sessions, and social networking. The group meets often for team and relationship-building workshops and this spring, the group will participate in community outreach, and take an off-campus retreat to a camping site. It is my hope that this mentorship program will assist the University in improving its persistence and graduation rates.

¹ William G. Bowen, Matthew M. Chingos, and Michael S. McPherson. *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton: Princeton University Press, 2009.

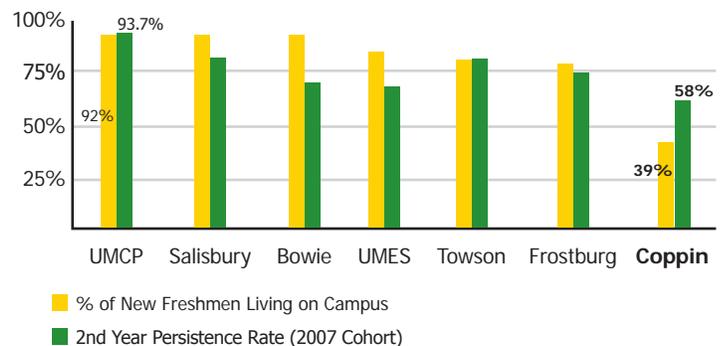


A state-of-the-art, Physical Education Complex is “essential to the overall educational experience of Coppin State students...”

Excerpt from A Report of the Independent Study Team on the Revitalization of Coppin State College (The Toll Report), September 2001

The New Physical Education Complex officially opens on February 27.

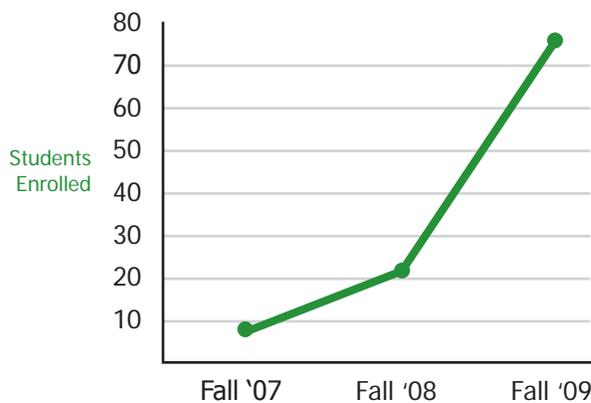
On-Campus Residency & 2nd Year Persistence at USM Institutions



Source: MHEC Enrollment and Degree Information System, 2007 Cohort, CSU Office of Institutional Research

An estimated 95% of Coppin's School of Nursing graduates remain in-state after earning their degrees.

Enrollment Growth Health Information Management Fall 2007 to Fall 2009



Contributing To The Local, State, And National Economy

Addressing Workforce Shortage Areas in Health Information Management and Nursing

Coppin State University is dedicated to addressing the workforce shortage needs of the State of Maryland. One innovative program that combines health care and information technology is the School of Nursing's Bachelor of Science in Allied Health Sciences with a concentration in Health Information Management (HIM). This is the ONLY four-year baccalaureate degree program of its type in the State that fills the growing demand for health information professionals. I am pleased to announce that two years after admitting its first students, HIM was awarded its accreditation in July of 2009! Since accepting its first students in the fall of 2007, the HIM program has grown rapidly.

The School of Nursing launched a minority nursing workforce diversity program funded by a three-year grant from the Health Resources and Services Administration. This program will provide a comprehensive pre-entry preparation and retention system for 90 low-income high school students to the School of Nursing's baccalaureate program (BSN). Also, the grant will prepare 40 employees of Harbor and Good Samaritan Hospitals from disadvantaged backgrounds or underrepresented minorities for admission to the BSN program. This year round program includes enrichment courses in subjects critical to admission to the BSN program such as mathematics, the sciences, and computer skills.

The School of Nursing's Simulation Center is also moving forward. Through the support of Congressman Cummings and an \$80,000 grant from CareFirst BlueCross BlueShield, the center was able to add a pediatric nursing simulator to its curriculum that will help expand the number of nursing students able to gain hands-on experience. The simulation center is one of the newest and largest in the eastern region, and is a key component in the University's commitment to providing exceptional learning opportunities and fostering innovative clinical practices and teaching in nursing education. The remunerations of this center will go far beyond the limits of our campus. It will aid in promoting health sciences and clinical practice competencies for medical care in the entire state.

Promoting STEM and Research in Nanotechnology

Coppin State University is playing a role in the advancement of nanotechnology. In October 2009, the Maryland Technology Development Corporation (TEDCO) awarded CSU's Natural Sciences Department a \$89,000 grant to fund nanotechnology research and to develop a nanotechnology research center. Equipped with the metaphysics software COMSOL, this center will analyze the creation of hybrid solar cells that act as rechargeable batteries to make any kind of renewable energy. This research center is a big boost for the University and will assist us in preparing natural science students for careers in nanotechnology.



The School of Nursing's Simulation Center promotes health sciences and clinical practice competencies for medical care in the entire state.

Addressing the Shortage of Well Trained Science and Math Teachers

I am pleased to announce that Coppin State University has partnered with Towson University in the Baltimore Excellence in Science Teaching (BEST) Partnership program. This partnership, funded by a federal grant, blends teacher professional development, school outreach, student recruitment, and new teacher induction, to increase the number and quality of STEM teachers in the region's public schools. The BEST Partnership contributes to the goals of Governor O'Malley's STEM Task Force Report Investing in STEM to Secure Maryland's Future, by using each university's established collaborations with K-12 schools in the Baltimore Metropolitan region to increase the number of STEM teachers and improve the retention rate of STEM teachers in Maryland. We believe that this partnership will lead to significantly more highly-qualified science and math teachers, a significantly better-prepared workforce, and all the economic benefits that are expected as a result.

Addressing Educational Inequities through the Urban Education Corridor

An additional testament to community partnerships and to the University's legacy of education is the CSU's partnerships with Rosemont Elementary/Middle School and Coppin Academy through the University's Urban Education Corridor, the State's first pre-K through 20 endeavor to address educational inequities in Baltimore City. Since 1996, Rosemont has been transformed from one of the lowest performing schools in the Baltimore City public school system into one of the highest performing schools in the city. Last year, two classes posted the top scores in reading in Baltimore and all classes exceeded state standards in reading and math. Rosemont met all seven Annual Yearly Performance standards. In addition to these academic achievements, Rosemont set a new attendance record (95 percent); its string orchestra won third place in the Six Flags Performing Arts competition, and the school placed third in the Maryland Department of Transportation Bridge Design Competition.

Coppin Academy, a Baltimore City Public Charter High School, located on CSU's campus, graduated its first class in May 2009. One hundred percent of the Academy's seniors passed Maryland's High School Assessments exam. Every senior in the class of 74 graduated, 91 percent of those who graduated attended college in fall 2009, and two students joined the military. Five of the Coppin Academy graduating seniors were named Merit Scholars while nearly 30 percent of those attending a college or university received scholarships.

The success of these two schools demonstrates CSU's commitment to its neighbors and serves as an example to others of how a university can anchor and stabilize urban communities.

Our students and faculty are involved in mentoring and other service activities in this corridor. Graduates from CSU secure teaching jobs in these schools and many go on to get graduate degrees—making this a unique pre-K-20 partnership. The achievements of both Rosemont and Coppin Academy show how important it is to make investments in the young students that we serve through our Urban Education Corridor initiative. This initiative touches kindergartners to eighth graders at Rosemont Elementary/Middle, the ninth to twelfth grade students enrolled at Coppin Academy and each and every one of the students enrolled at Coppin State University.



**Coppin Academy
Graduated 100% of its
seniors in May 2009.**

**91% attended a college or
university in the Fall.**

Coppin Academy High School graduated its first class in May 2009.

Enhancing The Urban Metropolitan Mission Of The University

Coppin was named to “Saviors of Our Cities: 2009 Survey of Best College and University Civic Partnerships” Honor Roll for cooperative efforts with community leaders to rehabilitate the city.

Advancing the Civic Purpose of Higher Education

Given the mission and location of the University, CSU has a civic responsibility to build strong community partnerships and to become engaged at the local, regional, national, and global levels. The University has been recognized for its contribution to the community and for civic engagement.

In December 2009, Coppin State University was awarded the 2009 Mayor’s Business Recognition Award by the Greater Baltimore Committee (GBC). This honor is awarded annually to Baltimore-based businesses that have significantly influenced and engaged the community. The University received this honor for its partnerships with Baltimore City Public Schools that includes mentoring high school students, providing support for middle and elementary school students, conducting a virtual learning program, hosting competitions in robotics and African-American history, and engaging in a science-teaching partnership.

Recognizing our role in advancing the civic purpose of higher education by improving community life and educating students to engage in civic and social responsibility, CSU has expanded its focus on service learning. In November 2009, I signed the Maryland Campus Compact along with twenty other higher educational institutions in the State. I firmly believe that the University’s involvement in the Maryland Campus Compact will further enhance the practice of service and citizenship which is deeply rooted in our institutional mission. Last fall, we were able to secure an AmeriCorps*Vista grant to hire a Vista volunteer who is playing an integral role in developing and expanding service learning programs on our campus. I also believe that enhancing student involvement in engaged learning will enhance student persistence to graduation.

Expanding the University’s Social Research Capacity

A key element of CSU’s mission is to be a leader in elevating communities through social research, deepening our ability to improve community life and to educate students for civic and social responsibility. I am pleased to announce the establishment of the Dr. Dorothy I. Height Center for the Advancement of Social Justice in honor of Dr. Dorothy I. Height for her lifelong dedication and outstanding contributions to advance civil rights and social justice both nationally and internationally. We will launch this center on April 25, 2010 when the University hosts “Hats On for Dr. Dorothy I. Height Recognition Program”. This center will expand the University’s social research capability, and extend its urban and community service traditions. It will also lead, promote, and support new and on-going efforts to address the practices and effect of social justice and environmental injustice locally and globally. Over the years, Dr. Height has remained a true friend and support of the University and we are proud to honor her dedication and tireless efforts to advance social justice issues with the establishment of this center.



On April 25, 2010, Coppin is proud to host “Hats On For Dr. Dorothy I. Height” in honor of her life-long dedication to advance civil rights and social justice.

Addressing Local to Global Issues

The Coppin State University plays a key role in engaging the next generation of leaders on pressing global issues. The University's new Institute for Local to Global Community Engagement has a network of more than twenty (20) K-16 schools across the U.S., Africa, and other world regions. Recently, Rosemont Elementary/Middle School became a part of the Institute's Global Classroom Experience which uses information technology to connect local and global communities in an effort to improve education and enhance inter-cultural understanding. A group of fifteen students from Rosemont used live video conferencing to connect with fifteen students from Northridge Primary School in Pretoria, South Africa. This video conference focused on the theme of "Leadership."

In preparation for the video conference, students at Rosemont and Northridge read books and other materials on former South African President Nelson Mandela and current U.S. President Barack Obama. Despite being nearly 8,500 miles apart, the students "met" and talked with each other as if they were next door.

The University is also using information technology to connect CSU students and faculty with journalism students and professionals in Egypt. In early November 2009, I signed an agreement with the Akhbar Elyom Academy, a four-year university, located in Egypt. The agreement establishes a partnership for faculty and staff exchanges, student exchanges, team teachings, and academic collaborations. With this agreement, we are establishing a structure to expose our students to other parts of the world as part of their learning experience and as part of preparing them for a global economy.

Building a Sustainable Future

The University continues to make a concerted effort to focus on a number of community and statewide priorities that will place both CSU and the University System of Maryland in the forefront of educational and institutional responses to global climate change. In March 2008, I signed the American College and University Presidents Climate Commitment (ACUPCC), a coalition of over 660 colleges and universities concerned about the impacts of global warming and dedicated to reducing campus greenhouse gas emissions. This agreement has provided an excellent opportunity to inform the University and the surrounding community about the impact of global climate change and has increased awareness of climate change issues. Last spring, we completed a greenhouse gas audit which provides a baseline of the overall amount and specific sources of our carbon emissions. Based on the results of this audit, we will submit our climate action plan this spring.

We continue to be engaged in other environmentally conscious practices, including installing new, energy efficient heating and cooling systems and motion sensor lighting systems in our new facilities; installing 'green tile' which contains natural rock and recycled glass in the Library; and installing new energy efficient air handlers and a new motion sensor lighting system when we upgrade the utilities in the Library. Also, for the second year, our students are participating in a national recycling competition known as Recyclemania.

As we move forward, we will continue to continue to enhance the urban/metropolitan mission of the University and position the University toward receiving the Carnegie Foundation's 'community engagement' classification; an elective classification earned by colleges and universities that have proven their extensive involvement in their communities with regard to service, partnerships, and scholarly activity.



Despite being nearly 8,500 miles apart, the students "met" and talked with each other as if they were next door.

Coppin hosted a "Leadership" video learning conference in December 2009.



Closing Remarks

Again, I thank you, other members of the Maryland General Assembly, and the Governor for your continued support of higher education, especially during these challenging and difficult fiscal times. You understand that higher education is the key to an economically viable Maryland and we appreciate your investment in CSU. Your support is vital to ensuring that we continue the tradition of serving as a bridge to opportunity by helping to bring the dreams of our students to fruition through our educational programs, as an anchor in the West Baltimore community by reaching beyond our campus to help our students and as serving as a vital and necessary resource to the City of Baltimore, the State of Maryland and beyond.

Respectfully submitted,

Reginald S. Avery

Reginald S. Avery, President



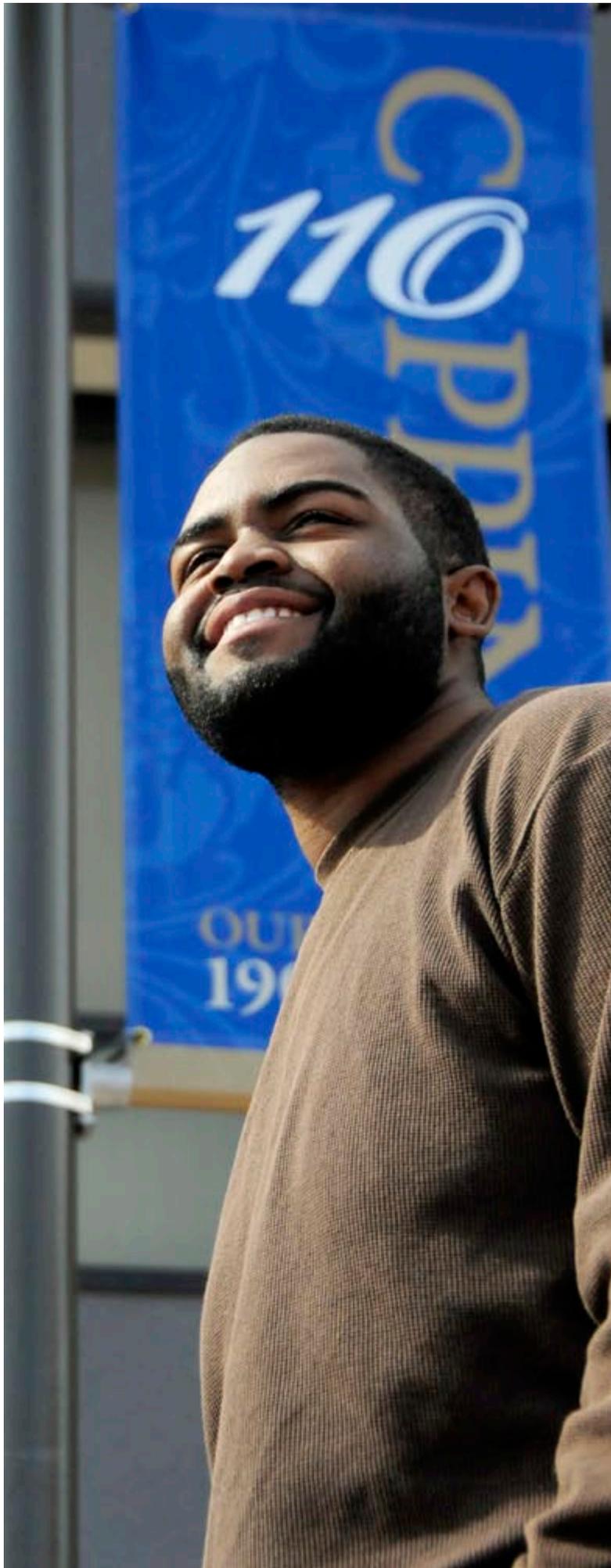
This document is printed on 50% Post Consumer paper.

Testimony to
Senate Budget &
Taxation Subcommittee
on Health, Education
and Human Resources

March 1, 2010



COPPIN STATE
UNIVERSITY
YOU BELONG HERE.



Coppin State University FY 2011 Operating Budget

Good afternoon Mr. Chairman and members of the committee. On behalf of faculty, staff, students, and alumni, I am pleased to come to you to report on Coppin State University. I am extremely grateful for the support that I have received from you and other members of the Maryland General Assembly. I would like to thank both the Governor and the General Assembly for their strong commitment to higher education and for recognizing that the University System of Maryland (USM) has a leading role in fueling the State's economy and workforce as well as enhancing the quality of life for Maryland's citizens.

The Governor's proposed FY 2011 operating budget includes a 3 percent increase in undergraduate tuition for Maryland residents. Thanks to the generous support of the Governor and the General Assembly, over the last four years, undergraduate students attending CSU were able to benefit significantly from four consecutive years of tuition freezes. Although I understand how it is not easy to increase tuition given today's economic climate, Coppin State University supports the proposed budget for the University System of Maryland and we will work to help our students manage this increase.

Looking Back And Moving Forward: Celebrating 110 Years

These are exciting times at Coppin State University! This year marks the University's 110th anniversary and as we embark on this milestone, the University continues to expand to meet the needs of the community and the State of Maryland. Coppin State University is committed to academic excellence along with the recruitment and retention of talented students. We encourage active participation in an education that challenges critical thinking, provides career preparation, instills values, and inspires lifelong learning. As President, my vision is to provide an outstanding education to our student body as they discover, apply new knowledge and serve the needs of our surrounding neighborhoods.



Coppin State Teachers College in the 1950's.

Coppin at a Glance

Total Enrollment	3,801
Undergraduate	3,301
Graduate	500
Average Student Age	26
First-generation Freshmen	70%
Women	79%
Maryland Residents	88%
African American/Black	86%
Full-time Undergraduates Receiving Financial Aid	80%
First-time, Full-time Freshmen Receiving Pell Grants	59%
Students Living On Campus	19%
Seniors Participate In Community Service or Volunteer Work	66%
Student/Faculty Ratio	16:1
Instructional Faculty	301
Full-time (54%)	162
Part-time (46%)	139
Full-time, Instructional Faculty Are Women	56%
Full-time Instructional Faculty Have Terminal Degrees	53%
Undergraduate Programs	25
Master's Programs	11

Ensuring Student Success Through Graduation

Last year, I mentioned that it was paramount to do all that is necessary to enhance student persistence through graduation. Improving the University's persistence and graduation rates continues to be my highest priority. I strongly believe that if we admit students, we must do everything we can to ensure their academic success. Over the last year, we have continued to provide appropriate attention to student success by spending considerable time and effort analyzing existing data and having extensive conversations and dialogue with senior administrators, faculty, students, and staff. After restructuring and reorganizing enrollment management, we have developed a strategically focused, multi-year enrollment plan that incorporates research based programs and initiatives to effectively address the myriad of variables associated with increasing student retention and graduation rates.

Expanding Existing Programs and Services to Promote Academic Achievement, Enhance Student Success and Close the Achievement Gap

Based on current research and best practices, our strategy is to focus attention on the first year of college – a critical time for retention, learning, and skill development. Our strategy includes expanding the pre-college summer bridge program; expanding the first-year experience program; developing an early alert warning system; and improving advising policies and practices.

Beginning this summer (Summer 2010), we will require all incoming first-time, full-time freshmen who test into a developmental course to participate in a 6-week residential summer bridge program. This is the first time the University will require first-time, full-time freshmen to participate in a pre-college summer program. This program is designed to enrich high school experiences and allow students who place into developmental courses to complete at least one such course during the summer. Given the high proportion of low-income students who attend CSU, the concept here is to provide support for a full residential program that is free to all freshmen. We anticipate that approximately 500 students will participate in this program.

This program will lead directly into our freshmen experience program which we will implement fall 2010. This First Year Experience program will include a service-learning component as well as thematic experiences for students. The pre-college summer bridge program, in conjunction with a fully functional first year experience program, is one of the University's best hope for significant improvement in persistence through graduation.

In order to better serve students, we will implement a comprehensive Early Alert Warning System that will be designed to provide important feedback to students and their advisors. Also, we are enhancing our advising policies and practices to better meet the needs of our students.



Creating an Attractive Campus Environment

Our strategy for enhancing persistence through graduation also includes creating an attractive campus environment. The unveiling of two new state-of-the-art facilities within the last two years has enhanced our campus environment and have become symbols of excellence for the University. Health and Human Services Building (HHSB), a state-of-the-art academic facility became operational in the fall of 2008 and makes a strong welcoming statement; identifying University's mission of high quality undergraduate and graduate education as well as providing hands on clinical and community outreach services to the surrounding communities.

The Physical Education Complex is a first-rate facility that honors CSU's sporting legacy while creating a catalyst to develop a strong and healthy community. This facility will offer programs that not only focus on the advancement of our student-athletes training, but also provide rich academic offerings and a full calendar of events and activities. Our goal is to allow the benefits of this facility to extend far beyond the boundaries of campus as a vessel of communicating healthier living.

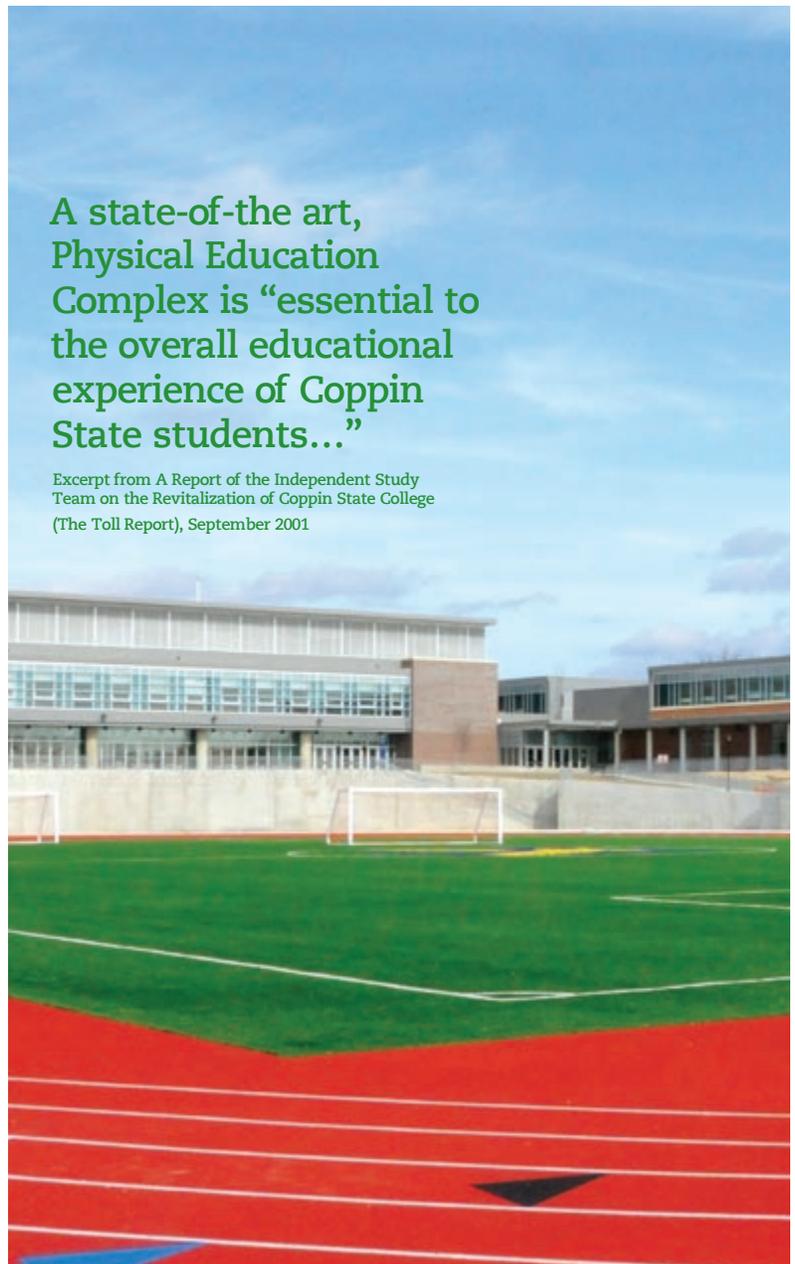
The planned Science and Technology Center will also have several positive effects for the University including enhanced educational experiences for students and help provide our students the academic educational experiences comparable to those provided at many other colleges and universities in Maryland. This new facility will assist the University in producing graduates to advance the State's Science, Technology, Engineering, and Mathematics (STEM) initiative. This facility will provide our students state-of-the-art educational facilities that will enhance teaching and learning and lead to increased student persistence through graduation.

Part of my vision is to continue to create a 'safe and attractive environment' both on and around campus as a means of enhancing persistence through graduation. This includes providing more on-campus learning experiences such as more on-campus, residential housing for our students. Research suggests that universities that provide more on-campus or near campus learning experiences for their students have somewhat higher persistence and graduation rates.¹ Currently only 39 percent of new CSU freshmen live on campus; the lowest percentage rate among all universities within the University System of Maryland. Providing a more residential campus feel for CSU is an important part of my strategy for enhancing persistence through graduation.

Expanding Learning Communities

Although improving the persistence and graduation rates for all students is extremely important, we have also expanded our efforts to encourage the retention of men at the University. Last fall, we launched a Freshman Male Initiative Learning Community to address a problem that plagues not only CSU but colleges and universities throughout the nation - the retention of African-American men. In our program, first-time, freshmen from the class of 2013 are paired with junior or senior men. These upperclassmen serve as mentors and meet with their mentees 12-15 hours a week through study sessions, and social networking. The group meets often for team and relationship-building workshops and this spring, the group will participate in community outreach, and take an off-campus retreat to a camping site. It is my hope that this mentorship program will assist the University in improving its persistence and graduation rates.

¹ William G. Bowen, Matthew M. Chingos, and Michael S. McPherson. *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton: Princeton University Press, 2009.

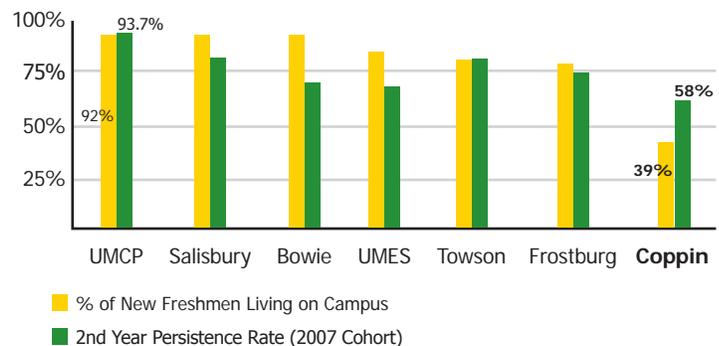


A state-of-the-art, Physical Education Complex is “essential to the overall educational experience of Coppin State students...”

Excerpt from A Report of the Independent Study Team on the Revitalization of Coppin State College (The Toll Report), September 2001

The New Physical Education Complex officially opens on February 27.

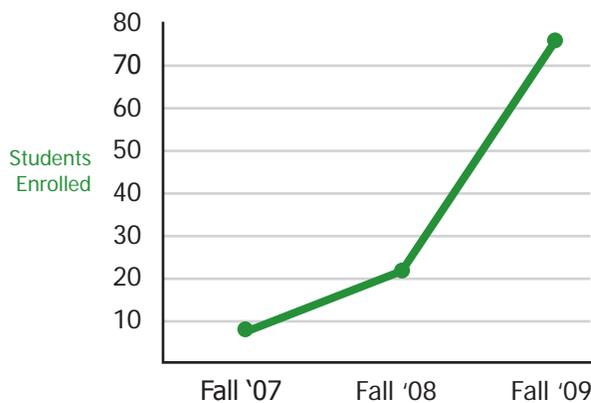
On-Campus Residency & 2nd Year Persistence at USM Institutions



Source: MHEC Enrollment and Degree Information System, 2007 Cohort, CSU Office of Institutional Research

An estimated 95% of Coppin's School of Nursing graduates remain in-state after earning their degrees.

Enrollment Growth Health Information Management Fall 2007 to Fall 2009



Contributing To The Local, State, And National Economy

Addressing Workforce Shortage Areas in Health Information Management and Nursing

Coppin State University is dedicated to addressing the workforce shortage needs of the State of Maryland. One innovative program that combines health care and information technology is the School of Nursing's Bachelor of Science in Allied Health Sciences with a concentration in Health Information Management (HIM). This is the ONLY four-year baccalaureate degree program of its type in the State that fills the growing demand for health information professionals. I am pleased to announce that two years after admitting its first students, HIM was awarded its accreditation in July of 2009! Since accepting its first students in the fall of 2007, the HIM program has grown rapidly.

The School of Nursing launched a minority nursing workforce diversity program funded by a three-year grant from the Health Resources and Services Administration. This program will provide a comprehensive pre-entry preparation and retention system for 90 low-income high school students to the School of Nursing's baccalaureate program (BSN). Also, the grant will prepare 40 employees of Harbor and Good Samaritan Hospitals from disadvantaged backgrounds or underrepresented minorities for admission to the BSN program. This year round program includes enrichment courses in subjects critical to admission to the BSN program such as mathematics, the sciences, and computer skills.

The School of Nursing's Simulation Center is also moving forward. Through the support of Congressman Cummings and an \$80,000 grant from CareFirst BlueCross BlueShield, the center was able to add a pediatric nursing simulator to its curriculum that will help expand the number of nursing students able to gain hands-on experience. The simulation center is one of the newest and largest in the eastern region, and is a key component in the University's commitment to providing exceptional learning opportunities and fostering innovative clinical practices and teaching in nursing education. The remunerations of this center will go far beyond the limits of our campus. It will aid in promoting health sciences and clinical practice competencies for medical care in the entire state.

Promoting STEM and Research in Nanotechnology

Coppin State University is playing a role in the advancement of nanotechnology. In October 2009, the Maryland Technology Development Corporation (TEDCO) awarded CSU's Natural Sciences Department a \$89,000 grant to fund nanotechnology research and to develop a nanotechnology research center. Equipped with the metaphysics software COMSOL, this center will analyze the creation of hybrid solar cells that act as rechargeable batteries to make any kind of renewable energy. This research center is a big boost for the University and will assist us in preparing natural science students for careers in nanotechnology.



The School of Nursing's Simulation Center promotes health sciences and clinical practice competencies for medical care in the entire state.

Addressing the Shortage of Well Trained Science and Math Teachers

I am pleased to announce that Coppin State University has partnered with Towson University in the Baltimore Excellence in Science Teaching (BEST) Partnership program. This partnership, funded by a federal grant, blends teacher professional development, school outreach, student recruitment, and new teacher induction, to increase the number and quality of STEM teachers in the region's public schools. The BEST Partnership contributes to the goals of Governor O'Malley's STEM Task Force Report Investing in STEM to Secure Maryland's Future, by using each university's established collaborations with K-12 schools in the Baltimore Metropolitan region to increase the number of STEM teachers and improve the retention rate of STEM teachers in Maryland. We believe that this partnership will lead to significantly more highly-qualified science and math teachers, a significantly better-prepared workforce, and all the economic benefits that are expected as a result.

Addressing Educational Inequities through the Urban Education Corridor

An additional testament to community partnerships and to the University's legacy of education is the CSU's partnerships with Rosemont Elementary/Middle School and Coppin Academy through the University's Urban Education Corridor, the State's first pre-K through 20 endeavor to address educational inequities in Baltimore City. Since 1996, Rosemont has been transformed from one of the lowest performing schools in the Baltimore City public school system into one of the highest performing schools in the city. Last year, two classes posted the top scores in reading in Baltimore and all classes exceeded state standards in reading and math. Rosemont met all seven Annual Yearly Performance standards. In addition to these academic achievements, Rosemont set a new attendance record (95 percent); its string orchestra won third place in the Six Flags Performing Arts competition, and the school placed third in the Maryland Department of Transportation Bridge Design Competition.

Coppin Academy, a Baltimore City Public Charter High School, located on CSU's campus, graduated its first class in May 2009. One hundred percent of the Academy's seniors passed Maryland's High School Assessments exam. Every senior in the class of 74 graduated, 91 percent of those who graduated attended college in fall 2009, and two students joined the military. Five of the Coppin Academy graduating seniors were named Merit Scholars while nearly 30 percent of those attending a college or university received scholarships.

The success of these two schools demonstrates CSU's commitment to its neighbors and serves as an example to others of how a university can anchor and stabilize urban communities.

Our students and faculty are involved in mentoring and other service activities in this corridor. Graduates from CSU secure teaching jobs in these schools and many go on to get graduate degrees—making this a unique pre-K-20 partnership. The achievements of both Rosemont and Coppin Academy show how important it is to make investments in the young students that we serve through our Urban Education Corridor initiative. This initiative touches kindergartners to eighth graders at Rosemont Elementary/Middle, the ninth to twelfth grade students enrolled at Coppin Academy and each and every one of the students enrolled at Coppin State University.



**Coppin Academy
Graduated 100% of its
seniors in May 2009.**

**91% attended a college or
university in the Fall.**

Coppin Academy High School graduated its first class in May 2009.

Enhancing The Urban Metropolitan Mission Of The University

Coppin was named to “Saviors of Our Cities: 2009 Survey of Best College and University Civic Partnerships” Honor Roll for cooperative efforts with community leaders to rehabilitate the city.

Advancing the Civic Purpose of Higher Education

Given the mission and location of the University, CSU has a civic responsibility to build strong community partnerships and to become engaged at the local, regional, national, and global levels. The University has been recognized for its contribution to the community and for civic engagement.

In December 2009, Coppin State University was awarded the 2009 Mayor’s Business Recognition Award by the Greater Baltimore Committee (GBC). This honor is awarded annually to Baltimore-based businesses that have significantly influenced and engaged the community. The University received this honor for its partnerships with Baltimore City Public Schools that includes mentoring high school students, providing support for middle and elementary school students, conducting a virtual learning program, hosting competitions in robotics and African-American history, and engaging in a science-teaching partnership.

Recognizing our role in advancing the civic purpose of higher education by improving community life and educating students to engage in civic and social responsibility, CSU has expanded its focus on service learning. In November 2009, I signed the Maryland Campus Compact along with twenty other higher educational institutions in the State. I firmly believe that the University’s involvement in the Maryland Campus Compact will further enhance the practice of service and citizenship which is deeply rooted in our institutional mission. Last fall, we were able to secure an AmeriCorps*Vista grant to hire a Vista volunteer who is playing an integral role in developing and expanding service learning programs on our campus. I also believe that enhancing student involvement in engaged learning will enhance student persistence to graduation.

Expanding the University’s Social Research Capacity

A key element of CSU’s mission is to be a leader in elevating communities through social research, deepening our ability to improve community life and to educate students for civic and social responsibility. I am pleased to announce the establishment of the Dr. Dorothy I. Height Center for the Advancement of Social Justice in honor of Dr. Dorothy I. Height for her lifelong dedication and outstanding contributions to advance civil rights and social justice both nationally and internationally. We will launch this center on April 25, 2010 when the University hosts “Hats On for Dr. Dorothy I. Height Recognition Program”. This center will expand the University’s social research capability, and extend its urban and community service traditions. It will also lead, promote, and support new and on-going efforts to address the practices and effect of social justice and environmental injustice locally and globally. Over the years, Dr. Height has remained a true friend and support of the University and we are proud to honor her dedication and tireless efforts to advance social justice issues with the establishment of this center.



On April 25, 2010, Coppin is proud to host “Hats On For Dr. Dorothy I. Height” in honor of her life-long dedication to advance civil rights and social justice.

Addressing Local to Global Issues

The Coppin State University plays a key role in engaging the next generation of leaders on pressing global issues. The University's new Institute for Local to Global Community Engagement has a network of more than twenty (20) K-16 schools across the U.S., Africa, and other world regions. Recently, Rosemont Elementary/Middle School became a part of the Institute's Global Classroom Experience which uses information technology to connect local and global communities in an effort to improve education and enhance inter-cultural understanding. A group of fifteen students from Rosemont used live video conferencing to connect with fifteen students from Northridge Primary School in Pretoria, South Africa. This video conference focused on the theme of "Leadership."

In preparation for the video conference, students at Rosemont and Northridge read books and other materials on former South African President Nelson Mandela and current U.S. President Barack Obama. Despite being nearly 8,500 miles apart, the students "met" and talked with each other as if they were next door.

The University is also using information technology to connect CSU students and faculty with journalism students and professionals in Egypt. In early November 2009, I signed an agreement with the Akhbar Elyom Academy, a four-year university, located in Egypt. The agreement establishes a partnership for faculty and staff exchanges, student exchanges, team teachings, and academic collaborations. With this agreement, we are establishing a structure to expose our students to other parts of the world as part of their learning experience and as part of preparing them for a global economy.

Building a Sustainable Future

The University continues to make a concerted effort to focus on a number of community and statewide priorities that will place both CSU and the University System of Maryland in the forefront of educational and institutional responses to global climate change. In March 2008, I signed the American College and University Presidents Climate Commitment (ACUPCC), a coalition of over 660 colleges and universities concerned about the impacts of global warming and dedicated to reducing campus greenhouse gas emissions. This agreement has provided an excellent opportunity to inform the University and the surrounding community about the impact of global climate change and has increased awareness of climate change issues. Last spring, we completed a greenhouse gas audit which provides a baseline of the overall amount and specific sources of our carbon emissions. Based on the results of this audit, we will submit our climate action plan this spring.

We continue to be engaged in other environmentally conscious practices, including installing new, energy efficient heating and cooling systems and motion sensor lighting systems in our new facilities; installing 'green tile' which contains natural rock and recycled glass in the Library; and installing new energy efficient air handlers and a new motion sensor lighting system when we upgrade the utilities in the Library. Also, for the second year, our students are participating in a national recycling competition known as Recyclemania.

As we move forward, we will continue to continue to enhance the urban/metropolitan mission of the University and position the University toward receiving the Carnegie Foundation's 'community engagement' classification; an elective classification earned by colleges and universities that have proven their extensive involvement in their communities with regard to service, partnerships, and scholarly activity.



Despite being nearly 8,500 miles apart, the students "met" and talked with each other as if they were next door.

Coppin hosted a "Leadership" video learning conference in December 2009.



Closing Remarks

Again, I thank you, other members of the Maryland General Assembly, and the Governor for your continued support of higher education, especially during these challenging and difficult fiscal times. You understand that higher education is the key to an economically viable Maryland and we appreciate your investment in CSU. Your support is vital to ensuring that we continue the tradition of serving as a bridge to opportunity by helping to bring the dreams of our students to fruition through our educational programs, as an anchor in the West Baltimore community by reaching beyond our campus to help our students and as serving as a vital and necessary resource to the City of Baltimore, the State of Maryland and beyond.

Respectfully submitted,

Reginald S. Avery

Reginald S. Avery, President



This document is printed on 50% Post Consumer paper.