PRESENTED BY
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Interim President, Coppin State University
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Coppin at a Glance
(Fall 2012)

Total Enrollment 3,612
Undergraduate 87%
Total Female 74%
Total Full-time 72%
Non African-American 9%
Average age 30
Adult Learner 40%
Maryland Resident 88%
Baltimore City Resident 45%
Out-of-State/International 12%
Pell Grant Recipients 69%
Average SAT (New Freshmen) 882
Average H.S. GPA
First-Time Freshmen 2.4
Average GPA of Transfer Students 3.0
2nd Year Retention Rate
All Students (2011 Cohort)* 64%
6 year Graduation Rate (2006 Cohort)* 15%
Bachelor’s Degree Attainment Rate of Transfer Students 40%
Licensure Examination Nurses Pass Rate 87%

*Institution of First Time Entry
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 remain grateful for the support that I have received from you and other members of the Maryland General Assembly. I 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) must play a leading role in fueling the State’s economy and workforce as well as enhancing the quality of life for Maryland’s citizens.

USM and its member institutions are paramount to achieving leadership in an innovative economy. Investment in USM’s strategic plan, *Powering Maryland Forward*, will increase the number of students who complete college, establish research and development as a vital Maryland industry, in addition, identify more ways to leverage available resources and help us to maintain excellence. Coppin State University will continue to engage in meaningful ways to ensure that our State and nation meet the challenges of the 21st century as articulated in *Powering Maryland Forward*.

*COPPIN IS OFTEN A FIRST CHANCE AND FIRST CHOICE FOR STUDENTS LOOKING TO FURTHER THEIR EDUCATION.*
I. Helping Maryland Achieve its 55% Educational Attainment Goal

Key Progress to Degree Initiatives

The major challenge faced by the university is to increase the second-year retention and six-year graduation rates of students. In an effort to bring together members of the university community and further develop a university-wide approach to address the myriad of issues associated with enrollment and student success, we have established a task force on Enrollment and Student Success. This task force is charged with recommending to the President policies, procedures, practices and actions that will contribute to student success by examining issues from a broad perspective. The ultimate goal of this initiative is to not only shape and align enrollment with the mission and vision of the university but to facilitate student success throughout all aspects of the university community.

We continue to invest in other initiatives that target a broad range of CSU’s undergraduate population and are a key part of the university’s efforts to increase retention and graduation rates for all students. These initiatives outlined below, are based on the best practices identified in the Maryland Higher Education Commission’s 2009 HBI Report and include components of a comprehensive plan for increasing institutional graduation rates (Figure 1).

Figure 1  Recommended Best Practices Identified by MHEC and Programs Initiated by Coppin State University Since 2009

<table>
<thead>
<tr>
<th>Best Practices Identified</th>
<th>Practice Initiated by CSU</th>
<th>Year Initiated</th>
<th>Impacted Population</th>
<th>Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Experience Seminars</td>
<td>Freshman Male Initiative</td>
<td>Fall 2009</td>
<td>Freshman Male Students</td>
<td>Fall 2009 Cohort and Later</td>
</tr>
<tr>
<td>Summer Bridge Programs</td>
<td>Summer Academic Success Academy (SASA)</td>
<td>Summer 2010 (pilot)</td>
<td>ALL new direct from high school students</td>
<td>Fall 2010 Cohort and Later Cohorts</td>
</tr>
<tr>
<td>Living/Learning Communities</td>
<td>Living-Learning Communities</td>
<td>Fall 2011</td>
<td>Entering first year and transfer pre-nursing/nursing students who reside on campus</td>
<td>Fall 2011 Cohort and Later</td>
</tr>
<tr>
<td>First-Year Experience Seminars</td>
<td>First Year Experience</td>
<td>Fall 2012</td>
<td>All Students</td>
<td>Fall 2012 Cohort and Later</td>
</tr>
</tbody>
</table>

All of the initiatives identified above are based on current research and are a part of Coppin’s comprehensive, multi-year enrollment management plan. These programs target specific student cohorts and have been in existence long enough to begin collecting data to assess their effectiveness.

Encouraging the Retention of Male Students: Freshman Male Initiative (FMI)

Although improving the persistence and graduation rates for all students is extremely important, we expanded our efforts to encourage the retention of men at the university. We launched the Freshman Male Initiative (FMI) to address a problem that plagues not only CSU but colleges and universities throughout the nation—the retention of African-American men. In this program, first-time male students, are paired with junior or senior male students. These upperclassmen serve as mentors and meet with their mentees 12 to 15 hours a week through study sessions and social networking. Groups meet often for team and relationship-building workshops and participate in various community outreach activities.

Summer Academic Success Academy (SASA)

The Summer Academic Success Academy (SASA) is a comprehensive, summer residential program designed for first-time, full-time students enrolling directly from high school. SASA is designed to help incoming freshmen successfully make the transition from high school to college. The program aims to provide academic development, personal growth and development, social and cultural enrichment, study strategies, academic planning and advising, financial literacy and career development. Major program elements include: supplemental instruction, specialized workshops, learning communities, tutorial services (daily and weekends), cultural and educational events, mandatory housing and program attendance and mandatory assigned peer leaders.
College of Health Professions’ Living-Learning Community

The Living-Learning Community was created in 2011 as an educational experience based on a specific theme which integrates academic learning and residential community living. This program is designed for entering first-year and transfer pre-nursing/nursing students who desire to live on-campus. The program provides nursing students a unique opportunity to live and study with fellow dedicated nursing and pre-nursing students. Students attend block scheduled classes for English, biology and nursing as well as first-year classes in the residence hall. A service-learning component enhances the living-learning experience for the students and assists in the development of civic responsibility and awareness. In addition, students develop leadership skills through academic and social activities while building relationships with faculty and staff.

For FMI, SASA and the living-learning community, early indicators appear to be promising and suggests that CSU’s best-practice based programs are moving toward increased retention and graduation rates than those expected if the university had not initiated these programs. For example, while the retention rate for the overall first-time student population was 61 percent, SASA participants were retained at a rate of 67 percent, FMI participants at a rate of 81 percent and living-learning community participants at a rate of 84 percent (Figure 2). Since CSU engages and involves students through multiple programs, it is difficult to determine the impact of any one program alone. However, as with many best practices utilized by higher educational institutions nationwide, CSU’s results support the continued development of a comprehensive approach to retention planning.

**Figure 2 Freshman to Sophomore Retention Various Initiatives**

![Bar chart showing retention rates for different initiatives: SASA Participants at 67%, Freshman Male Initiative at 81%, Living-Learning Community at 84%, All First-Time Students at 61%.](image)

*Source: Coppin State University, Office of Institutional Research, December 2012*
First-Year Experience Program

During the 2010 – 2011 academic year (FY 2011), CSU began planning for the development and implementation of a First-Year Experience (FYE) program with Phase I implemented in Fall 2011 and Phase II fully implemented in Fall 2012. Although CSU has a freshman seminar course prior to the development of this FYE program, there was no model or curriculum specifically designed for students transitioning from high school. FYE serves as the academic home for these students and a place where they will receive supplementary instruction as well as guidance through the completion of the first 30 credits of general education requirements. FYE also provides support services to assist students in their matriculation to upper division courses and acceptance into program majors. Some major elements of the FYE include: intrusive academic advising, supplementary instruction, engagement in social and professional activities that connects the students to his/her intended major and incorporation of service-learning. Fall 2012 was the first full implementation of this program therefore, success measures are not available at this time.

Partnering with Community Colleges to Increase the Number of Transfer Students

Each year, CSU welcomes approximately 200 new transfer students from Maryland’s community colleges. In general, students who transfer to CSU perform significantly better than new freshman. The transfers who were admitted to CSU as sophomores, juniors or seniors graduate near USM’s transfer graduation average of 50 percent. For example, 40 percent of students who transferred to the university in 2008 received a bachelor’s degree within four years (Figure 3). In addition, African-American students who transfer to CSU were more likely to graduate within four-years than African-American students who transfer to other USM institutions. For example, 44 percent of African-American students who transferred to the university in 2008, graduated within four years compared to 38 percent of African-American students who transferred to other USM institutions. Because of the success of transfer students, the university has actively increased efforts to attract and recruit community college transfer students and is working to enhance articulation agreements with community colleges located in Baltimore City, the surrounding counties and throughout the State of Maryland.

Figure 3  Maryland Community College Transfer Students Four-Year Graduation Rates - FY 2008

Source: University System of Maryland, “Transfer Students to the University System of Maryland: Patterns of Enrollment and Success,” June 2012
NCAA Pilot Program to Enhance the Success of Student-Athletes

In Fall 2012, the National Collegiate Athletic Association (NCAA) choose CSU to participate in the Limited Resources Institutions Grant Pilot Program, a three-year grant valued at $900,000. This program will enhance the academic support services provided to student-athletes by increasing the number of advisors and tutors available as well as enhancing our ability to monitor the academic progress of student-athletes. The grant will also increase opportunities for student-athletes to take courses during the summer and winter semesters. Furthermore, this program provides support for the creation of faculty enrichment and peer mentoring programs. One unique feature of this pilot program will be the creation of mobile ‘hot spots’ or satellite computer labs so that student-athletes will have continued access to technology while traveling.

With the financial support of the NCAA, Coppin State will have the opportunity to enhance its commitment to the education and welfare of student-athletes. CSU welcome’s NCAA’s effort to assist the university in providing opportunities for the underserved and collaborating in efforts to graduate students that participate in athletics.

II. Teaching and Learning in the 21st Century

Coppin Launch’s First Mobile Application

Coppin State has partnered with a leading mobile solutions vendor to design and implement a mobile application to meet the demands of students, faculty and staff. With this app, the university community will be able to easily access EagleLINKS via smart phones and mobile devices such as iPhones, iPads, Android phones, Blackberry phones, Windows phones and other tablet/slate devices to complete important tasks. Students will be able to use this app to register for classes, accept financial aid award packages, check their grades and make payments. Faculty will be able to use this app to view teaching schedule, input grades, lookup student information and more! The app will also provide a campus pocket guide containing faculty/staff office locations and the university calendar. CSU will phase-in this app during the Spring 2013 semester.

Enhancing Student Analytics to Boost Student Retention Outcomes

A new release of student analytics software (version 4.0) will enhance CSU’s ability to track and monitor student success indicators and ultimately improve student retention and outcomes. This new release (Spring 2013) will allow users to track student progress more closely, leading to better student outcomes. Daily, users will have access to reports such as enrollment activity by date as well as application, enrollment and graduation trends by academic program or school. Academic departments will be able to initiate contact with applicants, monitor and manage enrollment and view graduation application status of students.
Using Social Networking to Enhance Learning

This semester, a cadre of faculty will pilot a program called Course Networking (“The CN”), which will provide a social networking environment to compliment CSU’s current Blackboard environment. With “The CN”, students will have the opportunity to connect globally with other learners interested in the same course subject or topic. Such experiences can improve team-building skills, challenge students to effectively express themselves to diverse groups, enable students to obtain peer support for their academic endeavors and increase students’ technology skills.

Enhance Students Engagement and Collaboration using Lync

Last summer, CSU implemented Microsoft Lync campus-wide for faculty and staff. Microsoft Lync is a communication/collaboration system that enables online meetings, presentations, video and audio calls and virtual white board sharing. Lync also enables desktop sharing and documents sharing. The system enables Instant Messaging, Presence and video chats. This summer, we will extend Lync, in the Cloud, to all the students. Students will be able to collaborate with each other and their faculty as well as utilize all its functionalities.

Students Take Charge in their Own Success

Last Fall, CSU piloted Analytics for Learn (A4L). A4L is software system that provides the faculty and students with dashboard indicators that show their progress in a course. Faculty can intervene, if needed, based on the information provided. As one adjunct faculty member stated, The Analytics for Learn graphs makes it possible for me to see a snapshot of student performance versus activity and allows me to quickly identify students at-risk.”

In addition, students benefit from this software system as well. Students see their progress status compared to their peers in the course. One management major said: ‘A4L is helpful to me because it allows me to see where I am in the course as opposed to the average. It also allows me to see where I would need to make any improvements, if necessary.” Another student noted: “I believe the ‘My Activity’ section of A4L is great! It just gave me an extra boost of confidence as far as grades are concerned.”

Moving IT services to the Cloud

We have moved several IT services to the cloud to contain cost or to provide new services in much more cost effective way. For example, we moved student email to www.live.edu. By this summer, student email, collaboration systems and office apps will be moved to MS Office 365. We also implemented several Software as a Service (SaaS) systems such as Identity Management, Wellness Center management system, and Bb Connect.
III. Creating a Welcoming and Attractive Environment with the “Transformative Power of Architecture”

Coppin State University Wins American Institute of Architects Award
Coppin State University was recently recognized by the American Institute of Architects (AIA) as the 2012 AIA Maryland Design winner for Public Building of the Year-Urban Design and Master Planning for the design of the campus’ quad and café. The architect was Cho Benn Holback and Associates, Inc. The AIA award recognizes excellence in architectural design by AIA Maryland architects worldwide and for AIA member work in Maryland. Through this program, AIA Maryland hopes to encourage and recognize distinguished architectural achievement and raise public consciousness of the architect’s role in shaping the quality of life through design excellence in the community. In their comments about CSU’s quad project, the judges stated that the “stark brick plaza located between the library, an academic/classroom building and the blank rear wall of the student center is elegantly transformed into the center of a re-imagined campus. A thin, simple, and elegant café, added to the rear of the student center, re-orient the north side of the building to form the edge of the new quadrangle.” The judges added, “The jury recognizes this project as exemplary of the transformative power of architecture to improve the lives of those it touches.”

COPPIN “QUAD” TRANSFORMS INTO AN OUTDOOR CLASSROOM EXPERIENCE.
Supporting the State’s STEM Initiatives
The university plans to continue to establish an appropriate physical presence on the south side of West North Avenue to extend its academic operations and better fulfill the community outreach dimension of its mission, while increasing and improving programs and services to its student body.

The new Science and Technology Center (STC) will have several positive effects on the university, including enhanced educational experiences for our students that will be 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) agenda. The STC will be designed to house science related disciplines including natural sciences, biology, physics, chemistry and general sciences. STC will also include new academic space to support mathematics and computer science programs. The center will introduce Coppin’s future students to a world-class, state-of-the-art educational facility, sending a message that effective teaching and learning are twin foundations on which this university rests.
III. Contributing to Maryland’s Economic Development and Enhancing Competitiveness

Addressing the Demand for Healthcare Industry Professionals
CSU is dedicated to addressing the workforce shortage needs of the State of Maryland particularly as it relates to producing more nurses and improving the health and quality of life for its citizens. To fill a growing demand for healthcare industry personnel, CSU reorganized the existing Helene Fuld School of Nursing to create a new College of Health Professions. The college now houses the Helene Fuld School of Nursing and a new School of Allied Health. Allied health professions include health information management, physical therapists, speech-language pathologists, radiology and medical technologists. The establishment of this college is in response to Maryland’s hospital personnel crisis as it relates to the need for more nurses and professionals in health information management.

The establishment of this college supports the expansion of the existing Bachelor of Science in the Health Information Management (H.I.M.) program. Since its first class was admitted in Fall 2007, enrollment in this program has increased from eight students to 136 students. In addition, more than 50 students have graduated from this program. The college now has a visible presence in Hagerstown, MD and is actively recruiting students and meeting with key stakeholders in the Hagerstown community to form partnerships.

H.I.M. ENROLLMENT HAS GROWN FROM 8 TO 136 SINCE 2007 WITH 50 STUDENT ALREADY HAVING GRADUATED.
Advancing Sustainability and Environmental Efforts

CSU plays a significant role in advancing sustainability and environmental efforts in West Baltimore. Since signing the American College and University Presidents’ Climate Commitment (ACUPCC) in March of 2008, the university has initiated the following sustainability and environmental justice initiatives:

- Completed a greenhouse gas inventory and a comprehensive climate action plan that policies and practices designed to reduce the university’s greenhouse gas emissions and make sustainability and environmental justice a key part of the educational curriculum.

- Installed a 500kW solar photovoltaic system; the first public entity in Baltimore City that installed a solar photovoltaic system on a facility.

- Became a partner in the establishment of a National Socio-Environmental Synthesis Center in Annapolis (SeSync) – a $27.5 million grant from the National Science Foundation that will promote collaboration among the University of Maryland Center for Environmental Science; University of Michigan, Coppin State University, Washington State University at Vancouver, Gallaudet University, Resources for the Future and several international partners.

- Made the commitment to environmental stewardship as a key element within the university’s 2009 to 2019 Facilities Master Plan.

- Simulated the most efficient solar energy cells in the world and working with 200 university and high school students to explore the properties of solar cell and investigate how nanomaterials are used to increase the solar conversion efficiency of solar cells.

- Replaced our Data Center Cooling unit with smart In-line Cooling systems doubled our cooling capacity and reduced the Data Centers energy consumption by 15%.

Sustainability at a Glance

<table>
<thead>
<tr>
<th>Total Enrollment</th>
<th>3,612</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate Commitment</td>
<td>ACUPCC</td>
</tr>
<tr>
<td>Sustainability-related Student Group:</td>
<td>Green Coppin Coalition</td>
</tr>
<tr>
<td>LEED buildings</td>
<td>1</td>
</tr>
<tr>
<td>Solar Photovoltaic Installations</td>
<td>1</td>
</tr>
<tr>
<td>Kilowatts Generated</td>
<td>500 kW</td>
</tr>
</tbody>
</table>

TRANSPORTATION SYSTEMS:

| Shuttle Ridership | 600 per month |
| Electric Vehicles | 16 |
| Hybrid Vehicles | 2 |
| T-3 Motions | 2 |
| Carpool | 10 spaces |
| Low emissions parking | 10 spaces |
| Food and Dining | Trayless Dining |
Preventing Students for 21st Century Careers

CSU is one of 100 minority-serving universities selected to participate in the American Meteorological Society’s (AMS) Climate Studies Initiative. The AMS partnered with Second Nature, the lead coordinator of the American College & University Presidents’ Climate Commitment (ACUPCC) to implement this initiative at minority-serving institutions over a five-year period. The purpose of this program is to introduce and enhance climate studies and geoscience coursework at CSU, while helping the university meet the academic requirement of the ACUPCC that includes “making climate neutrality and sustainability a part of the curriculum and other educational experience for all students.” This is a great program that will develop a large network of faculty trained to be change agents in higher education institutions. Also, it introduces our students to the geosciences, empowering them to compete in the highly competitive green economy while creating a healthy, just, and sustainable society for all.

V. Looking Ahead

2013 Special Review Committee

The University System of Maryland (USM) Board of Regents appointed a Special Review Committee to conduct a comprehensive review of CSU and recommend specific strategies and actions to improve the institution’s overall performance. The board has charged the committee with identifying the strengths and weaknesses in CSU’s administrative and operational infrastructure, the scope and delivery of its academic programming, the quality of its student support services, the efficacy of its fiscal management, the effectiveness of its institutional advancement operations and the role CSU’s athletics program plays in fulfilling the institution’s mission. The committee is engaging all of CSU’s constituencies—internal and external—to inform its work and conclusions. The committee is expected to assess both the internal and external environment as well as examine demographic and societal trends that impact CSU now and in the future. The committee is scheduled to complete its work by April 30, 2013.
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 value your investment in CSU. Your continued support will ensure that we maintain our tradition of serving as a bridge to opportunity by bringing the dreams of our students to fruition through outstanding educational programs. We are an anchor in the West Baltimore community as we dare to reach beyond our campus to help our students and to serve as a vital and necessary resource to the City of Baltimore, the State of Maryland and beyond.

Respectfully submitted,

Mortimer Neufville, Ph.D.
Interim President