Baltimore, Maryland • 410-951-3000 http://www.coppin.edu/

Coppin State University is a growing comprehensive, urban, liberal arts institution that sits on a 53-acre, tree-lined campus in West Baltimore. One of the city's most impressive settings for learning, Coppin offers 53 majors and nine graduate-degree programs. Coppin has the atmosphere of a serene residential University with a commitment to excellence in teaching, research and continuing service to its community. Coppin offers high quality academic programs, innovative curricula and the latest advancements in technology. Students have the opportunity to participate in internships, cooperative education, field placements and practicum. Coppin offers degree programs in Criminal Justice, Education, Health Information Management, Applied Psychology, and Nursing among other academic programs. Students are prepared for graduate and professional school as well as careers in the various disciplines.

Student Characteristics ()

| TOTAL NUMBER OF STUDENTS | 3,932 |

Student Level and Enrollment Status

| Undergraduate | 2,489 |
| Graduate/Professional | 1,443 |

Undergraduate Success and Progress Rate

Data used to build graph and table are not yet available

UNDERGRADUATE PROFILE

Total 3,242

Gender

| Women | 2,551 | 79% |
| Men | 691 | 21% |

Race/Ethnicity

| African American / Black | 2,792 | 86% |
| American Indian / Alaskan Native | 3 | 0% |
| Asian / Pacific Islander | 6 | 0% |
| Hispanic | 12 | 0% |
| International | 128 | 4% |
| White | 29 | 1% |
| Race/Ethnicity Unknown | 272 | 8% |

Geographic Distribution (Degree-Seeking)

| Maryland | 88% |
| Other US States & Territories | 8% |
| Other Countries | 4% |

Age (Degree-Seeking)

| Average Age | 26 |
| Percent of Undergraduates Age 25 or Older | 39% |

Retention of Fall 2006 First-Time, Full-time Students

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college websites and visit campuses to get a more complete picture of the opportunities available to you!
Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-2008)

<table>
<thead>
<tr>
<th>Cost Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (in-state)</td>
<td>$3,525</td>
</tr>
<tr>
<td>Required Fees</td>
<td>$1,770</td>
</tr>
<tr>
<td>Room &amp; Board (on campus)</td>
<td>$6,221</td>
</tr>
<tr>
<td>Other expenses (books, transp ortation, etc.)</td>
<td>$4,186</td>
</tr>
<tr>
<td>Total</td>
<td>$15,702</td>
</tr>
</tbody>
</table>

The cost to attend varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates (2006-2007)

Overall Financial Aid
- 80% of 2006-2007 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

Annual Need-Based Scholarships & Grants
- 64% of 2006-2007 full-time undergraduates received need-based grants or scholarships; the average award for the year was $4,836.

Annual Need-Based Loans
- 53% of 2006-2007 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $3,384.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid

<table>
<thead>
<tr>
<th>Type of Financial Aid</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Grants</td>
<td>Data currently not available</td>
</tr>
<tr>
<td>Federal Grants</td>
<td></td>
</tr>
<tr>
<td>Student Loans</td>
<td></td>
</tr>
<tr>
<td>Institutional Aid/ Scholarships</td>
<td></td>
</tr>
<tr>
<td>Any Type of Financial Aid</td>
<td>78%</td>
</tr>
</tbody>
</table>

NOTE: Student may receive aid from more than one source.

Academic Preparation of New Freshman

Test(s) Required for Admission: SAT or ACT

Middle 50% of Test Score Range
- ACT: Composite - , Math - , English Critical Reading -

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

Percent in top 25% of High School Graduating Class: N/A
Percent in top 50% of High School Graduating Class: N/A
Average High School GPA (4-point scale): 2.71

Degrees and Areas of Study

Degrees Awarded at CSU in 2006-07

- Bachelor's: 376
- Master's: 108
- Total: 484

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

- Nursing: 18%
- Applied Psychology: 13%
- Interdisciplinary Studies: 12%
- Criminal Justice: 12%
- Management Science: 11%
- All other degree areas: 34%
- Total: 100%

NOTE: Student may receive aid from more than one source.

CLICK HERE for a list of undergraduate and graduate programs.
The Coppin Community

Coppin students are active participants in the community. The campus is surrounded by a thriving city accessible to a wealth of educational, business and civic development opportunities. Students are able to work and volunteer in areas of public health, nursing, education, criminal justices & law, bioscience, computer technology, and several other areas of employment growth. There are also numerous opportunities to participate in theatrical performances and other art activities and events sponsored by the university community and its corporate partners.

Coppin is surrounded by affordable housing and cultural districts. The Inner Harbor area, just fifteen minutes from campus, boasts fine shops and eating places in pavilions along the water's edge, as well as key tourist attractions such as the Reginald F. Lewis Museum, the Maryland Science Center, the National Aquarium, the Maritime Museum, Center Stage, Arena Players, the Mechanic Theater, the Great Blacks in Wax Museum, and the Maryland Historical Society.

Study at CSU

Classroom Environment

Students per Faculty 16 to 1
Undergraduate classes with fewer than 30 students 90%
Undergraduate classes with fewer than 50 students 99%

Full-Time Instructional Faculty

Total Faculty 143
% Women 55%
% from Minority Groups 86%
% with Highest Degree in Field 53%

Carnegie Classification of Institutional Characterics

Basic Type
Master's Colleges and Universities (medium programs)

Size and Setting
Medium four-year, primarily nonresidential

Enrollment Profile
Very high undergraduate

Undergraduate Profile
Medium full-time four-year, inclusive

Undergraduate Instructional Program
Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program
Postbaccalaureate with arts & sciences (education dominant)

Student Housing

39% of new freshmen live on campus
19% of all undergraduates live on campus

Campus Safety

Coppin State University is located on a 53-acre tree-lined campus in West Baltimore. The Coppin State University Office of Public Safety has the primary responsibility for safety and security on campus. The perception of safety is important but the ability to make students, faculty, staff and visitors safe is greater. To that end, we are proud to boast of one of the lowest per capita crime rates in the University System of Maryland. To keep our university community safe, Coppin State University police officers perform a variety of law enforcement tasks which include investigation of criminal activity, apprehension of criminals, traffic enforcement,

Future Plans of Bachelor's Degree Recipients

Data used to build graph are not yet available


CLICK HERE for more information on Carnegie Classifications.
### Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

**CLICK HERE** for examples of how CSU evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2007 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

**CLICK HERE** for information on the NSSE survey.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Student Satisfaction</th>
<th>Active Learning Experiences</th>
<th>Student Interaction with Campus Faculty and Staff</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>93% percent of seniors worked with classmates on assignments outside of class.</td>
<td>72% of seniors would attend this institution if they started over again</td>
<td>80% of seniors spent at least 6 hours per week preparing for class</td>
<td>60% of seniors believed that the campus staff were helpful, considerate, or flexible</td>
<td>65% of seniors reported that they often tried to understand someone else's point of view</td>
</tr>
<tr>
<td>54% of seniors tutored or taught other students</td>
<td>71% of seniors rated their entire educational experience as good or excellent</td>
<td>22% of seniors worked on a research project with a faculty member</td>
<td>75% of seniors believed that faculty are available, helpful, or sympathetic</td>
<td>90% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>25% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>82% of seniors reported that other students were friendly or supportive</td>
<td>66% of seniors participated in community service or volunteer work</td>
<td>91% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
<td>47% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
</tbody>
</table>
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at CSU

Data not available.

Click here for examples of student learning assessment and outcomes at CSU

Pilot Project to Measure Core Learning Outcomes

Results from the pilot project using one of the three learning outcomes tests are not yet available.