

UNIVERSITY SYSTEM OF MARYLAND

RB27.00 COPPIN STATE UNIVERSITY

PROGRAM DESCRIPTION

Coppin State University is a public, urban, historically black institution offering undergraduate and graduate programs in the liberal arts and sciences, humanities, education and nursing.

MISSION

Coppin State University is a comprehensive, urban, liberal arts institution with a commitment to excellence in teaching, research, and service to the community. Coppin provides educational access and diverse opportunities for all students. However, it places emphasis on students whose promise may have been hindered by a lack of social, personal, or financial opportunity. High-quality academic programs offer innovative curricula and the latest advancements in technology to prepare students for careers in a global economy. To promote achievement and competence, Coppin encourages rigorous standards of academic performance and personal conduct. Coppin educates and empowers its diverse student body for success in four main areas – to retain a heart for life-long learning, to nurture a devotion for dedicated public service, to become critical, creative and compassionate citizens, and to serve as a leaders of the world. With a special emphasis on Baltimore City, Coppin State University applies its resources to meet societal needs wherever those applications mesh with the university's academic programs.

VISION

Coppin State University's goal, over the next decade, is to create an environment that will achieve the highest possible level of student academic excellence and creativity. While serving all students in the State of Maryland, Coppin will continue to emphasize its tradition of serving first generation college students in the City of Baltimore. Coppin will embrace excellence in urban education, the use of technology to make learning and program administration in liberal arts teaching more effective, and to contribute academic achievement models to the city, the state, and the nation.

KEY GOALS AND OBJECTIVES

Goal 1: Provide access to higher education for diverse citizens of Maryland.

Objective 1.1 Increase the percentage of students whose ethnicity is other than African-American from 5% in FY 2004 to 8% or greater in FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Total student enrollment	3,875	4,306	4,104	3,932	4,011	4,091
Input: Total student enrollment whose ethnicity is other than African-American ¹	247	306	308	558	401	409
Output: % ethnicity other than African-American	6%	7%	8%	14%	10%	10%

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Objective 1.2 Increase the number of students enrolled in programs delivered off-campus or through distance education from 262 in FY 2004 to 605 in FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Number of students enrolled in off-campus or distance education courses	512	1,319	1,301	1,373	1,400	1,420

Goal 2: Promote economic development in Maryland's areas of critical need in particular, and the inner-city in general.

Objective 2.1 Produce 25 or more teacher education graduates for employment in Maryland each fiscal year, from FY 2005 through FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Number of undergraduate students in teacher training programs ²	369	368	341	297	302	308
Input: Number of qualified undergraduate students admitted into the teacher training programs ²	318	272	272	231	235	239
Output: Number of students completing teacher training program (Except Praxis II)	25	27	24	25	28	28
Quality: Percent of undergraduate students who completed teacher training program and passed Praxis II exam	100%	100%	100%	100%	100%	100%
Outcome: Number of teacher education graduates employed in Maryland ³	18	25	21	9	25	25

Objective 2.2 Produce 15 or more baccalaureate graduates of IT programs each fiscal year, from FY 2005 through FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Number of undergraduates enrolled in IT programs	138	117	98	88	98	120
Output: Number of baccalaureate graduates of IT programs	15	14	6	4	15	15

Performance Measures	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Estimated
Outcome: % of baccalaureate IT graduates employed in Maryland ⁴	100%	81%	94%	100%	95%

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Objective 2.3 Maintain the percentage of nursing graduates employed in Maryland at 85% or greater each fiscal year, from FY 2005 through FY 2009 (100% in FY 2004).

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Number of undergraduate students in Nursing	829	982	1,009	869	886	903
Input: Number of qualified undergraduate students admitted into the Nursing program	551	457	440	465	474	483
Input: Number of qualified undergraduate students who were not admitted into the Nursing program	260	290	181	181	185	189
Output: Number of baccalaureate degrees awarded in Nursing	39	25	69	90	70	71
Quality: NCLEX (Nursing) licensure exam passing rate	82.1%	75.0%	87.0%	63.6%	85.0%	85.0%

Performance Measures	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Estimated
Outcome: % of baccalaureate Nursing graduates employed in Maryland ⁵	100%	100%	85%	85%	85%

Objective 2.4 Maintain or increase the ratio of median graduates' salary to the median annual salary of civilian work force with a bachelor's degree from .84 in FY 2005 to .90 in FY 2009.

Performance Measures	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Estimated
Outcome: Median salary of CSU graduates (\$000's) ⁶	\$30	\$35	\$35	\$35	\$35
Outcome: Ratio of median salary of CSU graduates to civilian work force with a bachelor's degree ⁷	.79	.92	.84	.76	.90

Goal 3: Improve retention and graduation rates of undergraduate students.

Objective 3.1 Increase the 6-year graduation rate for all students from 23.5% in FY 2004 to 30% in FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Output: Six-year graduation rate of all students ⁸	26.5%	24.7%	20.7%	22.0%	30.0%	30.0%
Output: Six-year graduation rate all minority students ⁸	26.6%	24.3%	20.0%	21.4%	30.0%	30.0%

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Objective 3.2 Increase the 6-year graduation rate of African-American students from 23.8% in FY 2004 to 25% in FY 2009.

	2005	2006	2007	2008	2009	2010
Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Output: Six-year graduation rate of African-American students ⁸	26.6%	23.8%	20.2%	21.5%	25.0%	30.0%

Objective 3.3 Maintain or increase a second-year retention rate of 70% for all undergraduate students each fiscal year, from FY 2005 through FY 2009.

	2005	2006	2007	2008	2009	2010
Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Output: Second-year retention rate of all students ⁹	67.1%	65.1%	67.5%	62.1%	70.0%	71.0%
Output: Second-year retention rate of all minority students ⁹	67.6%	65.3%	67.1%	62.6%	70.0%	71.0%

Objective 3.4 Maintain a second-year retention rate of 70.5% or greater for African-American students each fiscal year, from FY 2005 through FY 2009.

	2005	2006	2007	2008	2009	2010
Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Output: Second-year retention rate of African-American students ⁹	67.9%	65.3%	67.3%	62.4%	70.5%	71.0%

Goal 4: Provide solutions to urban community problems through outreach, public service and active research agenda.

Objective 4.1: Increase the average number of days/academic year that faculty spend in community outreach, public service and research activities from 19 days in FY 2004 to 21 days in FY 2009.

	2005	2006	2007	2008	2009	2010
Performance Measures	Actual	Actual	Actual	Actual	Estimated	Estimated
Input: Average number of days faculty spend in community outreach, public service and research activities	18	19	19	19	21	21

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Objective 4.2 Increase the percentage of full-time faculty with terminal degrees from 58% in FY 2004 to 60% in FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Percent of FT faculty with terminal degrees	59%	58%	55%	53%	60%	60%
Input: Percent of newly hired FT faculty with terminal degrees (excluding Nursing faculty)	75%	67%	50%	50%	60%	60%
Input: Percent of newly hired FT Nursing faculty with terminal degrees	0%	0%	0%	14%	14%	14%

Goal 5: Achieve and sustain national eminence in providing quality liberal arts and sciences education.

Objective 5.1 Maintain the percentage of graduates satisfied with education received in preparation for graduate and professional study at 90% or greater by FY 2009.

Performance Measures	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Estimated
Outcome: Percent of alumni satisfied with education received for graduate or professional school one year after graduation ^{4,10}	100%	99%	100%	97%	99%

Objective 5.2 Maintain the percentage of CSU graduates employed in Maryland at 85% or greater by FY 2009.

Performance Measures	2000 Survey Actual	2002 Survey Actual	2005 Survey Actual	2008 Survey Actual	2011 Survey Estimated
Outcome: Number of graduates employed in Maryland ⁴	329	355	287	331	300
Outcome: Employment rate of graduates in Maryland ⁴	96.3%	95.4%	94.4%	88%	95%
Outcome: Percent of alumni satisfied with education received for employment one year after graduation ^{4,11}	100%	100%	96.9%	81%	98%

Objective 5.3 Increase the number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice, management science, and information technology academic programs from 2,221 in FY 2004 to 2,500 in FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: Total number of students enrolled in urban teacher education, natural sciences, nursing and health sciences, criminal justice,	2,133	1,960	2,436	2,202	2,550	2,550

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management science, and information
technology academic programs.

Goal 6: Increase revenue from alternative sources to state appropriations.

Objective 6.1 Increase the percentage of private giving for scholarships from 21% in FY 2004 to 30% or greater in FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Input: % of private giving for scholarships	33%	36%	39%	56%	40%	40%

Objective 6.2 Saved at least 2% of operating budget through cost containment measures each fiscal year, from FY 2005 through FY 2009.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Efficiency: % rate of operational budget savings	1%	5%	3%	3%	2%	2%

Goal 7: Maximize the efficient and effective use of state resources.

Objective 7.1 Allocate expenditures on facility renewal to meet 2% target by FY 2009 from 1.5% in FY 2004.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Efficiency: % of replacement cost expended in facility renewal & renovation	0.2%	0.1%	0.7%	0.9%	0.9%	tbd

Objective 7.2 Maintain cost of \$0.20 per \$1 raised in private donations.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Efficiency: Cost of raising \$1	\$0.22	\$0.90	\$0.60	\$0.45	\$0.20	\$0.20

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Goal 8: Make College affordable for Maryland residents.

Objective 8.1 Coppin's full-time resident undergraduate tuition and fees shall be at least 20% lower than the average tuition and fees for other Maryland public four year institutions.

Performance Measures	2005 Actual	2006 Actual	2007 Actual	2008 Actual	2009 Estimated	2010 Estimated
Outcome: Coppin's full-time resident undergraduate tuition and fees.	\$4,240	\$4,454	\$4,714	\$4,745	\$4,902	\$4,902
Outcome: Average tuition and fees for full-time undergraduates at other Maryland public institutions.	\$6,128	\$6,610	\$6,899	\$7,057	\$7,338	\$7,338
Outcome: Percent of savings comparing Coppin's tuition and fees to other Maryland public four year institutions.	31%	33%	31%	33%	33%	33%

Notes:

¹ Students whose race were not "African-American." CSU went to an on-line application system in fall 2007. This process change led to shifts in self-reported "other" race/ethnicity from 3 in fall 2006 to 186 in fall 2007. The following information is provided in response to the 2008 request of the Joint Chairs for additional information on minority student enrollment. CSU minority student enrollment, broken down by minority group for the two most recent fiscal years, was as follows: Hispanic 13 in FY 07 and 17 in FY 08; Asian 10 in FY 07 and 11 in FY 08; Native American 3 in FY 07 and 4 in FY 08; White 119 in FY 07 and 83 in FY 08.

² Fall data only.

³ As defined by the Maryland State Department of Education, this indicator pertains only to "new hires who graduated from CSU and were hired by LEAs." According to MSDE, the fiscal year data may include teachers who became certified prior to that fiscal year.

⁴ Data represent estimates based on percentage of alumni (baccalaureate recipients only) responding to the MHEC Follow Up Survey of alumni, who graduated from a CSU Computer Science and IT track of Management Science program, and who indicated they were working in Maryland one year after graduation. Data are supplied for 2000, 2002, 2005 and 2008 surveys along with one year of estimates per the agreement in 2003 with DBM. The column headings indicate the actual or estimated survey year in which the data were reported.

⁵ Data represent estimates based on percentage of alumni (baccalaureate recipients only) responding to the MHEC Follow Up Survey of alumni, who graduated from a CSU Nursing program, and who indicated they were working in Maryland one year after graduation. Data are supplied for 2000, 2002, 2005 and 2008 surveys along with one year of estimates per the agreement in 2003 with DBM. The column headings indicate the actual or estimated survey year in which the data were reported.

⁶ Data represent baccalaureate degree recipients responding to the MHEC Follow Up Survey of alumni, who indicated they are employed full-time one year after graduation. Data are supplied for 2000, 2002, 2005 and 2008 surveys along with one year of estimates per the agreement in 2003 with DBM. The column headings indicate the actual or estimated survey year in which the data were reported.

⁷ National median salary data are taken from U.S. Bureau of Labor Statistics' Annual Demographic Survey and represent the median annual earnings of all people in the U.S. age 25 years and older who have a bachelor's degree. The national data are compared to the calculated median salary of CSU alumni one year after graduation (undergraduate only) to get the actual ratio. The median salary calculation for CSU alumni assumes incomes are evenly distributed within the income category containing the median salary reported on the MHEC Follow Up Survey.

⁸ MHEC graduation data based on the fall 1998, 1999, 2000, and 2001 freshman cohorts respectively. The 2009 and 2010 estimates are based on the 2002 and 2003 cohorts.

⁹ MHEC retention data based on the fall 2003, 2004, 2005, and 2006 freshman cohorts respectively. The 2009 and 2010 estimates are based on the 2007 and 2008 cohorts.

¹⁰ Reflects only bachelor's degree recipients who graduated the previous year and rated the education they received from CSU as excellent, good or adequate/fair preparation for graduate school on the MHEC alumni survey administered one year after graduation.

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¹¹ Reflects only bachelor's degree recipients who graduated the previous year, were employed full time, and rated their education as excellent, good or adequate/fair preparation for employment on the MHEC alumni survey administered one year after graduation.