

THE RESOURCES FACULTY



COPPIN STATE UNIVERSITY

TUDENT **MISSION** GOALS

EXPERIENCE INTEGRITY EFFECTIVENESS LEADERSHIP

ADMINISTRATION

CIVILITY

INSTITUTIONAL IMPROVEMENT

DATA DEMOCRACY FOR CONTINUOUS EXCELLENCE

2018 MIDDLE STATES ACCREDITATION

COMMUNITY

ENGAGEMENT

EFFECTIVENESS

EDUCATIONAL

LEADERSHIP

ETHICS

GOVERNANCE

STAFF

SELF STUDY REPORT

SUBMITTED TO:
THE MIDDLE STATES COMMISSION
ON HIGHER EDUCATION
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DR. MARIA THOMPSON - PRESIDENT

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EXECUTIVE SUMMARY

Coppin State University: A University System of Maryland Institution

Coppin State University (CSU), a historically black institution, is a member of the University System of Maryland (USM). The System is comprised of twelve institutions, two regional higher education centers (Universities at Shady Grove and University System of Maryland at Hagerstown) and a system office located in Adelphi, Maryland. Staff members advocate on behalf of the 12 USM institutions, facilitate collaboration and efficiencies among the institutions, and provide information about the System to the public. With leadership from the USM Board of Regents and Chancellor, the System Office coordinates academic program development and approval, assists with long-range planning and resource management, facilitates private fund raising, and provides oversight of financial stewardship among its institutions. The Board of Regents governs the USM and reports directly to the Chancellor, who has administrative authority. All public universities in Maryland are members of the System, with the exception of Morgan State University and St. Mary's University (<http://www.usmd.edu/institutions>).

Maryland Higher Education Commission

In the State of Maryland, the Maryland Higher Education Commission (MHEC) is the State's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers state financial aid programs that affect students on a statewide basis. CSU submits to the authority of the Commission, which administers policies endorsed by Maryland's governor. The Commission works in conjunction with the USM to administer and provide oversight of the USM institutions.

Coppin's Strategic Plan and Goals

As part of the USM, Coppin is guided by its strategic plan and eight distinct goals, which are addressed in Standard I: 1) increase enrollment; 2) academic transformation; 3) student experience; 4) external relationships; 5) resource development and stewardship; 6) information technology; 7) Middle States reaffirmation; 8) data-supported decision making; and 9) communications & marketing.

Progress Since the Last Review

Coppin State University continues to be on a positive trajectory of continuous improvement. The institution continues to maintain the Standards for Accreditation and Requirements of Affiliation in order to maintain its accreditation by the Middle States Commission on Higher Education. Since the last decennial visit in 2008 progress continues with respect to three selected areas that were the subject of monitoring or progress reports. These areas included:

1. Assessment of General Education and program level courses using multiple measures.
2. The establishment of an enrollment management plan with efforts to improve retention.
3. The maintenance of financial controls and sound fiscal policies.

The following report summarizes strategies, activities, and programs implemented since the last visit and their impacts.

1. Adoption of General Education and the Six Institutional Learning Outcomes

In accordance with the former Standard 12 (now Standard 5), Institutional Student Learning Outcomes (SLOs) have been adopted across all of the University's General Education and program level requirements and are assessed and evaluated. Assessment results assist in the overall effectiveness of the University, the enhancement of the redesign of programs and courses, and the suspension and elimination of programs and courses.

With respect to undergraduate education, the General Education Task Force (GE Task Force) has maintained a web presence that is accessible on and off campus through the SharePoint software platform. Additionally, faculty and administrators who monitor assessment efforts review Blackboard to critique rubrics, specific measures, and other information valuable to assessment of student learning. Within the site are documents to assist departments in evaluating their assessment activities such as GE check sheets, curriculum maps, and capstone matrices forms. For the last five years, the University has focused on assessment of all six of its institutional learning outcomes. When the GE Task Force began its work in 2010, primary emphasis was only on assessing two (Written and Oral Communication and Analytical Reasoning) of the six outcomes in an effort to promulgate a culture of assessment. Currently, assessment involves all six of the SLOs.

Listed below are the six institutional student learning outcomes (SLOs):

- Written and Oral Communication
- Analytical Reasoning
- Information Literacy
- Social and Self Awareness
- Reflective Practice
- Responsive Citizenship

Each academic department developed a series of matrices to assist faculty in identifying where CSU students were meeting or mastering General Education learning outcomes. In addition, they revised rubrics to be used for appropriate grading within the capstone courses and adopted the institution's syllabus of record – which contains the six SLOs. Departments also provided space for the listing of stated learning objectives which are aligned with those of the institution, and developed plans of study to help students, advisors, and parents determine the correct sequence of courses needed for their program of study.

A spillover affect occurred at the professional program level, which initiated a review of the sequence of course offerings in order to ensure that undergraduate degree requirements did not exceed the 120 credits needed for graduation.

Assessment of Student Learning Using Multiple Measures

After strengthening the assessment needs of General Education, the GE Task Force continued to meet with academic departments at the professional course level that had not fully integrated the SLO's into their assessment practices. While the SLOs of the institution were broadly

accepted, some departments started a process of program review for low productivity programs. Acceptance of the SLOs helped propel academic units into transforming their courses as they realized that students were not mastering some content or learning objectives based on the course assessments. For example, the College of Business reviewed and reduced the number of program offerings as it sought affirmation from the Accreditation Council for Business Schools and Programs (ACBSP). The College was successful in attaining specialized accreditation in 2015.

2. Strategic Enrollment Management Initiatives

A Comprehensive Enrollment Management Plan

In the spring of 2013, shared governance groups and the greater campus community including the provost and the associate vice president for enrollment management reviewed enrollment related initiatives and proposed a Strategic Enrollment Management Plan.

Purpose of the Plan

The purpose of the plan is to enhance student success from admission to graduation. This plan guided Coppin's efforts in meeting three (3) key priorities over the next several years. These priorities included: 1) stabilizing growth of enrollment to 5,000 while growing the transfer student population and improving the quality and diversity of students; 2) improving persistence to graduation; and 3) improving student and academic services. This plan aims to achieve a second-year retention rate of 73% and a six-year graduation rate of 30% by the year 2020. Although this plan establishes the direction for the University to 2020, the plan is a living document and requires periodic review and status updates on all initiatives. Throughout the implementation of this plan, decisions will be based on the analysis of data, and strategies may be changed periodically. The plan is flexible and will be revised to take into consideration challenges and/or opportunities that may arise. Furthermore, the target dates listed are dependent upon resources (both human capital and financial). The success of the Enrollment Management Plan is predicated on the understanding that enrollment and student success is the entire University's responsibility. Faculty, staff, administration, students and their families all play a vital role in student success. Recruitment and retention are interdependent, therefore, a campus-wide responsibility.

Goals of the 2013 Enrollment Management Plan:

Goal I - Develop and implement a marketing plan that is congruent with our strategic goal of stabilizing enrollment, growing the transfer student population, and improving the quality and diversity of the student population.

Goal II - Develop and implement a structured recruitment and admissions plan to meet annual enrollment goals for new undergraduate, transfer, and graduate students.

Goal III - Improve current persistence to graduation rates for undergraduate admissions cohorts through the implementation of retention initiatives that will favorably impact student success and satisfaction.

Goal IV - Improve student and academic services by coordinating enrollment services, developing a seamless financial services model for assisting students in meeting their financial obligations and coordinating the cycle of enrollment services including data management, accurate reporting, communications and the delivery of services.

On the appointment of Maria Thompson, Ph.D. as president of Coppin State University in 2015, a subsequent review of progress in the strategic enrollment plan was completed. The review identified significant challenges related to resources and the difficulty in completing a significant number of initiatives. Using shared governance, the president directed the creation of a cabinet level, vice president-led division, merging Enrollment Management activities and Student Affairs functions. A new vice president was appointed in August 2016.

The newly created Division of Enrollment Management and Student Affairs, developed a more strategic and focused approach to recruitment, enrollment, and retention that emphasized data informed decision making. The following six (6) strategies are now the focus of the revised Enrollment Management Plan.

1. Attract prospective students to campus
2. Create competitive merit based scholarships
3. Complete community college agreements
4. Sponsor community based financial aid help sessions
5. Shift the enrollment calendar (everything earlier)
6. Create day/evening operations in financial aid

New Enrollment Management strategies, coupled with a refocused effort in retention by Academic Affairs, place Coppin on a healthier trajectory, which is reflected by an increase in first-time, full-time freshmen and a leveling out of overall headcount enrollment numbers.

Comprehensive Enrollment Management Initiatives

Institutional focus on enrollment (recruitment, retention and graduation) is shared between the Divisions of Academic Affairs and Enrollment Management and Student Affairs. Divisional cooperation and collaboration is vital, in that collectively they consider issues affecting students in and outside the classroom. The connection holds the potential for more holistic approaches for improving student success.

The Division of Academic Affairs is comprised primarily of the four colleges that include Arts, Sciences, and Education; Business; Health Professions; and Behavioral and Social Sciences. Additionally, the academic enterprise is supported by the Honors College, School of Graduate Studies, and the First Year Experience. Each of the four colleges developed their own goals and strategies to advance enrollment at the University, as did the First Year Experience. Enrollment Management comprises the offices of Admissions, Financial Aid, and Records and Registration. Recruitment and retention strategies are reviewed regularly and aligned with the University's goals, the USM's goals, and State of Maryland initiatives.

Other Enrollment Management Strategies

Prior to the inception of the newest enrollment management plan, CSU relied on programs and offices already in place to enhance student success. These programs continue to yield positive results in terms of recruitment, enrollment, retention, and graduation.

- **Summer Academic Success Academy**
The Summer Academic Success Academy (SASA) is an intensive, six-week campus-based, residential program that prepares students for the transition from high school to college. At risk students have the opportunity to develop confidence and earn college credit prior to the start of the fall semester. SASA students receive information on financial literacy, career planning, personal growth, and other campus resources and support services.
- **First Year Experience**
The First-Year Experience (FYE) program serves as the academic home for first-year and sophomore students. FYE is a place where these students receive specialized advisement, supplementary instruction, and guidance through the completion of the first 30 credits of their General Education plans of study. The FYE also provides strategic support services designed to assist students in their selection of an academic major and acceptance into programs.
- **Academic Success Centers**
The University developed an advisement workgroup in 2017 to review current advisement procedures and implement a new system of advisement using data collected through current practices. The workgroup was tasked with regular monitoring of the new system. The Centers host full-time academic advisors and retention coordinators housed within the colleges.
- **Career Services Center**
This past year, the Center worked more closely with the faculty in respective disciplines to deliver programs to enable students to develop life-long skills in career planning thus enhancing their ability to make informed career decisions. For example, Career Center staff visits each first-year seminar course to present a career exploration model to new student. Students are encouraged to visit the Career Center for further exploration.
- **Freshman Male Initiative (FMI)**
This initiative was funded through a separate grant from the Maryland Higher Education Commission. In the summer of 2009, the Freshman Male Initiative program (FMI) was started in an effort to improve the persistence and graduation rates of male students. Data indicate that FMI has had a positive impact on first-year GPAs. As a result, the University is currently reviewing plans to maintain support to expand the number of freshman students served through the program.
- **Our House Community Mentoring**
Our House provides mentoring for incoming freshmen through a combined peer mentoring and staff mentoring program. Run as a pilot in AY2014, results have shown a significant increase in freshmen to sophomore retention rates and academic achievement.

The goal of Our House is to reach an 80% freshmen-to-sophomore retention rate and a 25% four-year graduation rate for students participating in the program.

- **Living Learning Community**

Following the establishment of the Honors Living Learning Community (LLC), the College of Health Professions was the first academic college in 2011 to establish an LLC. The LLC conceptual structure integrates academic learning and residential community living. Entering first-year and transfer pre-nursing/nursing students have the opportunity to become a part of a learning community within the residence halls. Guided by faculty from the College, students attend block scheduled English, biology, and nursing classes, as well as other 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. This program provides nursing students a unique opportunity to live and study with fellow dedicated nursing and pre-nursing students. Students develop leadership skills through academic and social activities while building relationships with faculty and staff. Data suggest that the LLC has had a positive impact on student participants.

3. Sound Fiscal and Financial Controls

The University continues to demonstrate compliance as it relates to sound fiscal practices. Coppin State University's internal policies on financial management, align with the USM Board of Regents 48 policies that govern the fiscal and business affairs of its institutions. In 1990, the Board of Regents approved policy VIII-7.00 – *Policy on Financial Management*. This policy requires the chancellor of the System to submit periodic financial management reports that include revenue and expenditure data for the year to the Board of Regents. Other policies include the *USM Internal Audit Office Charter – VIII-7.50* and policy- VIII-7.30 on *Responses to Legislative Audits*. Coppin and its other sister institutions are required to remain compliant with these policies and report to the chancellor annually.

Findings from the Maryland Office of Legislative Audits

Each year, the Maryland Office of Legislative Audits (OLA) conducts audits and evaluations of Maryland State government agencies and local school systems. OLA is a state unit contained within the Department of Legislative Services, which provides data and other pertinent information to the Maryland General Assembly.

The USM policy on *University System of Maryland Internal Audit Office Charter – VIII-7.50* allows the USM to independently appraise institutional activities to assist the Board of Regents and its audit committee in fulfilling fiduciary responsibilities. Staff within the USM review financial and operating activities, analyze internal control structures and procedures, and recommend corrective measures to both administrative and operational managers.

The USM Office of Internal Audit (OIA) reports to the chancellor and has unrestricted access to all System activities, including records, reports, property, and personnel. The authorization provided to the OIA includes, but is not limited to, performance of financial, operational, compliance, investigative, follow-up, information systems audits, and consultant services.

Other Progress Related to the 2008 Team Visit Findings

During the last Middle States visit, several recommendations and observations were made. Since that time all have been either been addressed or are in the process of being addressed. While these were not noted as significant findings, the institution took liberty to address and improve upon areas highlighted by the team. The areas highlighted and the improvements made include:

- Enhancing Campus Communication Strategies
 - The use of Spotlights on the University website
 - The Coppin Campus Community Listserv
 - The President's *Monday Morning Mentions* electronic newsletter to the campus
 - The Vice President for Institutional Advancement's *Ten Minute Tuesdays e-mail*
 - The Faculty Senate's *In The Know* electronic newsletter
 - The University's *Talon Magazine*
 - Development of CSU's *Quick Facts publication*
 - The increase in the frequency of shared governance meetings

- Infrastructure Support for Research Initiatives
 - The Faculty Research and Development Committee provides competitive mini grants for faculty to do research in their discipline
 - Reestablishing the Faculty Writing Institute to support junior faculty with mentoring, writing workshops, and publication opportunities in preparation for tenure
 - Reestablishing the Junior Faculty Mentoring Program which pairs senior faculty with junior mentees
 - The Faculty Travel Committee supports participation in workshops
 - Reestablished the Office of Sponsored Programs and Research

- Marketing and Branding
 - Developed a new logo for the campus (logo is displayed throughout the campus on new print and publication materials and on the website)
 - Placed advertisements throughout Baltimore City on billboards on highways and public transportation
 - Launched television recruitment commercials that aired during peak times to aid in recruitment to the university
 - Contracted consulting agencies to assist in marketing and branding as well as recruitment (Royall, J5 Group Consulting, Blackboard, L&M Marketing, LLC)

- Strengthening Shared Governance
 - Shared governance retreats every semester (the president holds monthly meetings with the governance bodies on campus)
 - Established monthly meetings between Faculty Senate and the Provost
 - Town hall meetings conducted by the president

- University Day (the opening conference for fall and spring semesters) where the full campus is required to participate
- Affirming Student Satisfaction
 - Since 2008, administer the National Survey on Student Engagement (NSSE) and the Beginning College Survey on Student Engagement (BCSSE) in 2013
 - Complete fall and spring faculty course evaluations as part of institutional effectiveness
 - Administer annually, the Graduating Senior Survey (GSS) as part of institutional effectiveness
 - Administer annually the Alumni Survey
- Promoting the Culture of Assessment
 - Blackboard Learn gives faculty benefits of a learning management tool to support and promote assessment of student learning outcomes
 - President created the Student Success Council to inform the campus on predictive analytic measures that support student success
 - Dashboards are available to every CSU employee on their desktops
- Support for Student Learning
 - Increased the number of Smart classrooms equipped with technology, which include Smart boards, advanced lecterns, touch screen controls for computer sound and audio
 - Increased in the number of student computer labs throughout the campus with extended operating hours
 - Created learning centers throughout the campus where students can gather and collaborate
- Noteworthy Partnerships
 - The continuation of strong the relationship between Academic Affairs and the Information Technology Division promoting the infusion of technology for teaching and learning
 - CSU has continued to work with the Coppin Academy Public Charter School to support enrollment and increase academic excellence
 - CSU's ownership of Rosemont Elementary and Middle School as a Public Charter School is a national model
- Part time Faculty
 - The establishment of Meet and Confer has created an environment for collegiality and further inquiry so as to address the needs of adjunct faculty
 - The ongoing Adjunct Faculty Development Saturdays for professional development has been successful in seamless instructional support for the classroom normally afforded to the core faculty

- Adjunct faculty are developing, with the support of the Provost's Office, the Adjunct Faculty Handbook
- Instructional Programs and Community Services
 - The Vita Tax Program has been instrumental in enriching students' learning while providing a much-needed service to the City and surrounding communities
 - The Community Health Center is both a place where nursing and allied health students gain clinical experience while providing essential services such as flu shots, health screening to members of the public, and educational workshops
 - Within the area of the Disability Support Services Program (DSSP), an Independent Living unit is designed to support student interns to develop the needed skills to work with individuals within the community who need to learn to live with disabilities

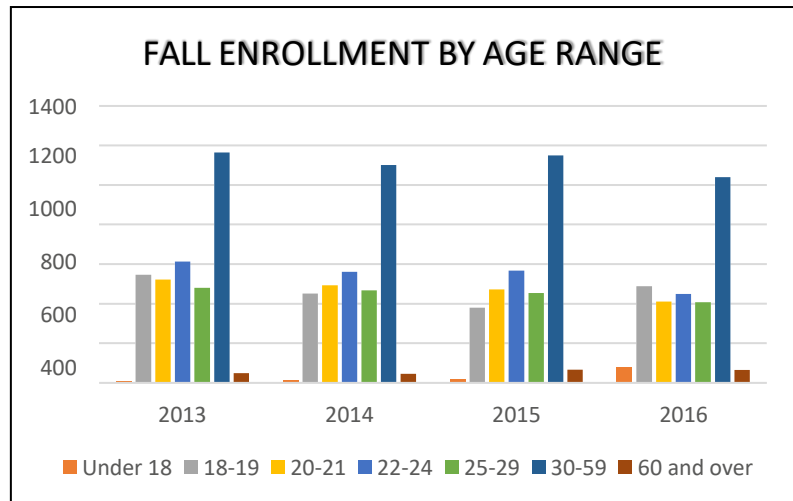
INTRODUCTION

Institutional Profile

Founded in 1900, Coppin State University is a comprehensive Historically Black Institution (HBI), offering 32 undergraduate majors, 11 graduate degree programs, and nine certificates. Named in honor of an outstanding African-American educator, Fanny Jackson Coppin in 1926, CSU has reaffirmed its dedication to excellence in teaching and student success. The institution was named a University in 2004. In July 2015, the USM Board of Regents appointed a new president.

Program offerings include liberal arts, sciences, technology, education, mathematics, business, nursing, health information management, health sciences, social and behavioral sciences, and criminal justice. The four academic units are the College of Arts, Sciences and Education (CASE); College of Business (COB); College of Behavioral and Social Sciences (CBSS); and the College of Health Professions (CHP). CSU provides flexible course schedules that include day, evening, weekend, and online classes.

The population of students at Coppin does not mirror the typical college student population across the University System of Maryland. The institution serves a group, coined multigenerational students, covering an age range from 17-65+. The average age of the Coppin student is 26. Roughly 34% of the student population is between the ages of 30-59. Approximately 75% are female. Seventy-three percent (73%) of the total student population are Pell recipients. The average SAT score of entering freshmen is 895. Thirteen percent (13%) or 383 out of 2,893 (fall 2017) of CSU's students are classified as first-time, full-time students who moved directly from high school to college. On the other end of the spectrum, sixty-one (61%) percent of CSU's students are working adults with young families while 68% are first-generation college students. Moreover, 19% are transfer students from other four-year institutions or community colleges. Among this core population, we are achieving impactful results. The current second-year retention and six-year graduation rates are 66% and 25%, respectively.



Specialized Accreditation

The institution is ranked as a Carnegie Master's Comprehensive (MA I) institution. CSU programs reflect excellence in the discipline-specific accreditations from the National Council for Accreditation of Teacher Education (NCATE), Commission on Collegiate Nursing Education (CCNE), the Council on Rehabilitation Education (CORE), the Council on Social Work Education (CSWE), the Commission on Accreditation of Health Informatics and

Information Management Education (CAHIIM). Additionally, the Accreditation Council for Business Schools and Programs (ACBSP) accredits the College of Business.

COMMITMENT TO COMMUNITY ENGAGEMENT

The University is committed to community engagement. As an anchor institution for West Baltimore, CSU is actively involved in helping to find solutions to the systemic problems of a low-income, high unemployment rate, undereducated community with significant infrastructure issues.

The campus houses the Bishop L. Robinson Sr. Justice Institute, named after the first African-American police commissioner of Baltimore City. The center provides training, education, and research on a broad range of issues in law enforcement, corrections, public health, and related social factors that contribute to the prevention of crime in urban communities. An institutional pioneer in urban education, in 1998 CSU became known as the first higher education college or university in the State to assume responsibility for the restructuring and administration of a Baltimore City Public School, Rosemont Elementary/Middle School. The University also operates a public charter high school known as Coppin Academy, located in the middle of the University campus.

The major academic programs offered at CSU that impact its neighboring communities are in business, criminal justice, education, humanities, social and behavioral sciences, the health professions and in the STEM disciplines. These programs prepare students to compete in state, regional, national, and international markets. For example:

- ***CSU's STEM Program*** prepares students for rewarding careers in science, technology, engineering and mathematics. STEM undergraduates are engaged in research and mentoring experiences with professors. Each year CSU conducts STEM focused camps on campus for local high schools. Cooperative programs with the Baltimore City Public School System have emphasized STEM as a career possibility for local students. Robotics camps and STEM awareness days have expanded the community awareness of STEM careers.
- ***The College of Business*** provides courses and internships in management, management information systems and accounting. College of Business graduates are prepared to assume important positions in the business sector. Each year CSU conducts a Free Tax Service for low-income members of the community. Members of CSU's accounting classes complete over 500 federal and state income tax returns each year that result in over \$1 Million in tax refunds that are reinvested into the surrounding community. Business faculty also provide home buying workshops for local residents which positively impacts the West Baltimore community.
- ***The College of Arts & Sciences and Education*** prepares students in the humanities, liberal arts, and in teacher and adult education. Students can also earn first-rate secondary education credentials as STEM educators. The School of Education offers a dual enrollment program with both public charter and Baltimore City Public High Schools. High school students are able to earn up to 30 credit hours, thereby reducing the cost of a college education and expanding the career potential for students from the local community.

- ***The College of Health Professions*** is comprised of two Schools: Nursing and Allied Health. These schools provide students with opportunities to pursue undergraduate and graduate programs that address the critical pipeline of healthcare professionals needed within Maryland and the region: Top quality nurses (most of whom are minorities) and highly skilled health information management professionals. The School of Nursing (SON) conducts a Community Clinic in the Health and Human Services Building that is open to the community and staffed by licensed, skilled nursing professionals. In addition, SON nurses provide health screenings at community fairs, local churches, and at elementary, middle and high schools in the community.
- ***The College of Behavioral and Social Sciences*** plays a major role in community engagement. The college enhances the culture of community engagement by developing and nurturing existing strategic partnerships with the local community. Throughout the semester, collaborations occur with agencies such as the Baltimore City Police Department, Baltimore City Public Schools and various on- and off-campus health centers. As an example, CSU faculty conduct Expungement Workshops to help ex-offenders make their way back into society. West Baltimore has the largest concentration of ex-offenders in the city. Back to work programs are conducted by faculty members from the College of Behavioral and Social Sciences to positively impact unemployment rates in the local community.

Recent Developments

While there have been several new developments throughout the 2015-2017 academic years, the following highlights significant changes in leadership and academic structure:

- USM Board of Regents appointed Dr. Maria Thompson Coppin's seventh president on July 1, 2015. The investiture occurred on April 29, 2016.
- In fall 2015, Coppin State University held classes in its newest academic building, the Science and Technology Center.
- In fall 2015, Dr. Claudia Nelson, Associate Professor, Criminal Justice and Applied Social Sciences, became president of the Faculty Senate, which led to a stronger faculty senate with emphasis on shared governance.
- Two major appointments occurred in spring 2016, Mr. Stephen Danik became vice president for administration and finance and Dr. Michael A. Freeman became vice president for enrollment management and student affairs.
- In fall 2016, Mr. Derek Carter was named the director of athletics.
- In fall 2016, Dr. Maria Thompson shared the newest strategic goals and priorities for the campus. She included eight strategic goals of which five were originally included in the self-study design. The remaining three are a part of the self-study process.
- In spring 2017, Dr. Keith Williamson was selected and appointed provost and vice president for academic affairs. In fall 2017, he separated from the University to pursue another higher education leadership position.
- In spring 2017, the University graduated its first class of students from its Doctor of Nursing Practice (DNP) Program.
- In fall 2017, the University named Dr. Leontye Lewis as interim provost and vice president for academic affairs.

Development of the Self-Study Process

The following describes the steps leading to the self-study design and initiating the reaffirmation process across the campus:

- In fall 2015, the provost and vice president for academic affairs and the Institution's Accreditation Liaison Officer (ALO) attended the Self-Study Institute as required by the Middle States Commission on Higher Education.
- The president approved, by invitation, and welcomed the Steering Committee members to the reaffirmation process in fall 2015.
- At the start of the fall 2015 semester during "University Day" program activities, the accreditation liaison provided updates and made formal announcements about the accreditation status of the University, recent follow-up reports submitted and approved, and reviewed the Standards of Accreditation and Requirements of Affiliation. Updates and workshops were a component of the fall and spring University Day/Week Opening Conferences in subsequent academic years. Workshop topics included training in the campus data dashboard, predictive analytics, Illume introduction, Middle States steering committee report out, and received updates on general education and program level outcomes.
- Additional workshops provided enhancement and knowledge to the newest members of the Steering Committee.
- In spring 2016, Steering Committee Meetings provided an avenue to prepare for and develop the self-study design and Documentation Roadmap.
- The formal process of writing and inquiry began in September 2016, after Middle States approved the self-study design.
- The ALO and provost convened town hall meetings in September 2016, December 2016, April 2017, with a follow-up Town Hall in December 2017 to continue the Middle States Self-Study process. The Steering Committee met regularly to review progress on the Report. CSU's executive leadership and campus governance structures continue with high-level briefings as the Self-Study progresses.

Steering Committee and Workgroup Organization

The ALO, provost, and co-chair led the review of the self-study. The Middle States Steering Committee was responsible for providing leadership to the entire self-study process. Their responsibilities included developing a self-study timetable; outlining a communication strategy; developing self-study research questions; and making recommendations for working group co-chairs.

Eight work groups were established, comprised of members reflecting CSU's campus community. Each workgroup had a charge to respond to all research questions while examining and addressing the Standards for Accreditation and Requirements of Affiliation.

MIDDLE STATES STEERING COMMITTEE 2016-2018

Dr. Leontye Lewis, Interim Provost & Vice President for Academic Affairs, Co-Chair

Dr. Charlotte Wood, Faculty Senate President, Associate Professor, College of Health Professions, Co-Chair

Mr. Michael W. Bowden, Assistant Vice President for Planning and Assessment, Accreditation Liaison Officer

STANDARD I: MISSION & GOALS

Mr. Michael Bowden, AVP for Planning & Assessment, ALO

Ms. Debora Burgess-Brunson, Exec. Admin., Provost's Office
Ms. Portia Williams, Executive Admin., Planning & Assessment
Dr. Kathleen Hellen, Associate Professor, Humanities
Dr. Sikharini Ray, Director, P-20 Initiative, Academic Affairs

Dr. Rolande Murray, Assistant Vice President for Academic Operations
Mr. Paris Holmes, Student Government Association President
Ms. Delores Smith, Assistant Professor, Math & Comp. Science
Dr. Leontye Lewis, Interim Provost & Vice President for Academic Affairs

STANDARD II: ETHICS & INTEGRITY

Dr. Stephen Danik, Vice President, Administration & Finance, Co-Chair

Dr. Emmanuel Anoruo, Interim Dean, College of Business
Ms. Tammy Anderson, Bursar, Controller's Office
Dr. Claudia Nelson, Assoc. Prof., Crim. Jus. & App. Soc. Sciences
Dr. Loretta Baryeh, Assistant Professor, College of Business
Ms. Tara Turner, AVP for Institutional Advancement

Ms. Crystal Mosely, Controller, Controller's Office
Mr. Thomas Dawson, Assistant Vice President for Procurement
Dr. Lisa Early, Assistant Vice President, Human Resources
Dr. Jacqueline Rhoden-Trader, Associate Professor, Crim. Justice
Ms. Yvonne Oliver, Executive Admin., Administration & Finance

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

Dr. Mary Owens-Southall, Dean, Graduate Studies, Co-Chair

Dr. Beverly O'Bryant, Dean, College of Behavioral & Soc. Sci., Co-Chair

Mr. Hyacinth Ezeka, Assistant Professor, College of Business
Ms. Karen Barland, Registrar, Records and Registration
Dr. Darlene Hinds-Jackson, Asst. Prof. College of Health Professions
Dr. Tracey L. Murray, Dean, College of Health Professions

Mr. Beryl Harris, Director, Institutional Research
Dr. Kokahvah Zauditu-Selassie, Professor of English
Ms. Lori Harvin, Assistant Professor, College of Health Professions
Dr. James Takona, Dean, College of Arts & Sciences and Education
Dr. Ron Williams, Assistant Professor, College of Business
Dr. Dionne Curbeam, Director, Instructional Technology

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Dr. Michael Freeman, V.P. Enrollment Mgmt. & Stud. Affairs, Co-Chair

Dr. James Takona, Dean, College of Arts and Sci. & Edu., Co-Chair

Mr. Billy Best, Student Affairs, College of Health Professions
Ms. Linda Bowie, Director, Career Services
Ms. Sandra Green, Director, First-Year Experience
Ms. Leshell Hatley, Assistant Professor, Math & Comp. Science
Dr. Wanda McCoy, Assistant Professor, Math & Comp. Science
Dr. Ron Williams, Assistant Professor, College of Business
Dr. Irving Smith, Assistant Professor, College of Health Professions

Mr. Kevin Perte, Director, Residence Life
Ms. Michelle Reynolds, Director, Couns. Ctr. Student Development
Dr. Atma Sahu, Chair, Curriculum Standards and Policy Committee
Dr. Tracey L. Murray, Dean, College of Health Professions
Dr. Beverly O'Bryant, Dean, College of Behavioral & Social Sciences
Ms. Sherie Johnson, Executive Admin., Office of the President
Dr. Sikharini Ray, Interim Director, P-20 Initiative
Dr. Janet Spry, Director, Disability Support Services

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Ms. Clarice Tate, Consultant & Former Staff, Academic Affairs, Co-Chair

Dr. Tracey L. Murray, Dean, College of Health Professions, Co-Chair

Dr. Mary Owens-Southall, Dean, School of Graduate Studies
Dr. James Stewart, Assistant Professor, Applied Psychology
Ms. Denise Watties-Daniels, Assistant Professor, Nursing
Dr. Seth Forrest, Assistant Professor, Humanities
Dr. Elgin Klugh, Associate Professor, Applied Soc. Sciences
Dr. Mintesinot Jiru, Chair, Natural Sciences

Dr. Charlotte Wood, Faculty Senate President, Associate Prof., CHP
Dr. Jackie Williams, Chair, Inst. Leaders & Professional Development
Dr. James Takona, Dean, College of Arts and Sciences and Education
Dr. Ron Williams, Assistant Professor, College of Business
Dr. Beverly O'Bryant, Dean, College of Behavioral and Soc. Sciences
Dr. Doug Reardon, Chair, Humanities
Mr. Charles Betow, Lecturer, Math & Comp. Science

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Dr. Mary Wanza, Director of the Library, Co-Chair

Ms. Cheryl Brace, Assistant Vice President for Finance, Co-Chair

Dr. Ron Williams, Assistant Professor, College of Business, Co-Chair

Mr. Michael Bowden, AVP Planning & Assessment, ALO
Ms. Lafaithea Stewart, Program Manager, Capital Planning and Budgets
Dr. Michael Berlin, Associate Professor, Crim. Justice
Dr. Matthew Hill, Associate Professor, Humanities
Dr. Rolande Murray, Assistant Vice President for Academic Operations

Mr. Dick Radar, Director, Telecommunications
Mr. Roy Thomas, Assistant Vice President, Facilities Management
Dr. Ahmed El-Haggan, Vice President/CIO, IT Division
Mr. Stephen Danik, Vice President for Administration & Finance
Mr. Jonathan Ogbazghi, Budget Manager, Academic Affairs
Dr. Emmanuel Anoruo, Interim Dean, College of Business
Dr. Ericka Covington, Assistant Professor, College of Business
Dr. Mintesinot Jiru, Chair, Natural Sciences

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

Dr. Claudia Nelson, Assoc. Prof., Crim. Jus. & App. Soc. Sci., Co-Chair

Dr. Ron Williams, Dean, College of Business, Co-Chair

Ms. Marcia Cephus, Director, Alumni and Donor Relations
Mr. Anthony Littlejohn, Staff Senate President, Network Services
Mr. Paris Holmes, Student Government Association President
Dr. James Takona, Dean, College of Arts & Sciences & Education
Dr. Jacqueline Rhoden-Trader, Associate Professor, Crim. Justice

Dr. Synethia Green, Adjunct Faculty Senate Chair
Dr. Beverly O'Bryant, Dean College of Behavioral and Soc. Sciences
Dr. Charlotte Wood, Faculty Senate President, Associate Professor, CHP
Ms. Mona Calhoun, Chair, Health Info. Mgmt., School of Allied Health
Dr. Yvonne Fornishi, Secretary, Faculty Senate
Mr. Ron Collins, Dean, Honors College
Dr. Thavamani Rajapandi, Associate Professor, Natural Sciences

COMPLIANCE: WORKGROUP VIII

Dr. Leontye Lewis, Interim Provost & VPAA, Co-Chair

Mr. Michael Bowden, AVP for Planning & Assessment, ALO

Ms. Crystal Mosely, Controller, Controller's Office
Ms. Karen Barland, Registrar, Records & Registration
Dr. Rolande Murray, Assistant Vice President for Academic Operations
Dr. Joann Christopher-Hicks, Consultant, Former Staff, Office of the President

Mr. Beryl Harris, Director, Institutional Research
Ms. Clarice Tate, Consultant & Former Staff, Academic Affairs
Dr. Mary Owens-Southall, Dean, Graduate Studies
Ms. Lori Young, Office Clerk, Academic Affairs
Ms. Sherie Johnson, Executive Admin., Office of the President

Relationship of the Standards and the Requirements of Affiliation

The Commission on Higher Education received a full compliance report describing the relationship of the standards and demonstrating compliance with the Requirements of Affiliation. Throughout the document, notations addressing the specifics of each Standard includes the Requirements of Affiliation and the research questions. The summary chart below reflects evidence of Requirements of Affiliation within the Self-Study and those in the separate Compliance Report.

Requirements of Affiliation Evidence by Standard	Requirements of Affiliation and Compliance Report
Standard I – 7,10 Standard II – 5,6,14 Standard III – 8,9,10,15 Standard IV – 8,10 Standard V – 8,9,10 Standard VI – 8,10,11 Standard VII – 12,13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Standard I: MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Evidence within Standard I Addresses Requirements of Affiliation 7 & 10.

RESEARCH QUESTIONS

1. How is the mission effectively communicated, linked and measured throughout the academic, support services, administrative, and other units on campus?
2. What evidence exists to demonstrate the mission was developed by collaborative participation among the university community?
3. How well does the mission meet the needs of internal and external constituencies?
How is this measured and assessed?
4. How well is the University achieving its mission?
5. What evidence exists within the University community and the community beyond that demonstrate Coppin is fulfilling its mission?

STANDARD I: MISSION AND GOALS

Coppin State University (CSU) continues to be the heart of West Baltimore. The institution was founded to serve individuals who would otherwise not have an opportunity to change their circumstances without a higher education degree. Coppin's mission emphasizes the importance of the metropolitan community and preparing students to serve that community. For example, of the 55 students who graduated from the Coppin Teacher Education program over the past three years, 28 have been employed by the Baltimore City Public School System, thereby meeting the mission of the institution. Another example of Coppin meeting its mission is that of an infrequent opportunity for multiple generations of a family to earn degrees simultaneously from this institution. Coppin is committed to serving all students who are motivated to give back to this community.

Introduction of the Standard and Workgroup Charge

The charge of Workgroup I was to determine how effectively the University's mission defines its purpose, the community it serves, linkages to institutional goals, and what the university intends to accomplish. In order to determine compliance to the Standard, the workgroup reviewed the criteria of Standard I from the *Standards for Accreditation and Requirements of Affiliation* and developed a set of research questions.

Through a series of stakeholder meetings and related focus group discussions, Workgroup I reviewed each research question by examining the process for mission development, assessment, and the fulfillment of the institution's mission statement. The findings that validate Coppin's vetting and meeting its mission are reflected in the Standard I responses below.

COMMUNICATING THE MISSION

Coppin effectively communicates its mission and has integrated the required linkages and measures to ensure success. CSU complies with *Article, 11-302 and 303, Annotated Code of Maryland (COMAR)* (Appendix I-1) and periodically updates its mission statement as directed by the State and the University System of Maryland (USM). CSU's mission is consistent with the Maryland Charter for Higher Education and the system-wide plan that promotes the effective and efficient use of Coppin's resources. Specifically, Coppin supports the USM goals to achieve and sustain national eminence. The Workgroup concluded that the University fulfills the USM mandate with a mission that builds upon Coppin's unique strengths embedded within its diversity of programs.

As a result of the collaborative nature of the University, the last mission statement was successfully approved in the 2014 fall semester. It states:

Mission Statement

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of

Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

Vision

Coppin State University aspires to be an exemplar of public, urban higher education by:

- Educating our multigenerational student body through community engaged teaching and learning.
- Focusing on research and creative activities to enhance student learning; and
- Becoming a leader in developing and using data analytics for continuous excellence in student success.

Key Assets

- Cradle to Career Education Continuum
- Multigenerational Student Body
- Underrepresented & Differently Prepared Populations
- Urban Location

The mission statement is routinely displayed on the campuses website and in print publications, training materials, and other documents to ensure that the mission is effectively communicated. https://www.coppin.edu/info/200780/csu_mission_statement.

The mission statement is measured using multiple processes. One such process is regular program review. The *USM Board Resolution III-7.04* delegates the authority to approve periodic reviews of existing programs to the chancellor of the USM. Each year, CSU is provided a schedule of programs to be reviewed by the System. Currently, these reviews are on a seven-year cycle. Results from the reviews facilitate program improvements, ultimately leading to the achievement of the stated mission of the University. The resulting program improvements and their impact on students, faculty, and staff are shared with the Office of the Provost and Vice President for Academic Affairs.

Additional measurements of the mission statement are evidenced by the University's strategic goals and objectives. Coppin's goals are aligned with the USM goals that emphasize closing the achievement gap by increasing STEM programs and related initiatives for research, diversity, economic impact, globalization, sustainability, and the use and transfer of technology. CSU's goals and objectives align with the *USM Strategic Plan*, and the *Maryland State Plan for Postsecondary Education*.

CSU Goals (Updated in 2015)

In 2015, the arrival of the new president provided an excellent opportunity for Coppin to revisit its strategic plan and goals. Through a series of listening sessions, the following new goals were derived:

- **Increase Enrollment** - In addition to recruiting students directly from high school and transfers from community colleges, university enrollment efforts will target working adults seeking degrees/certifications for career advancement and economic gain.
- **Academic Transformation** – Enhance the academic enterprise to ensure that students are community engaged, graduate in four years or less, and are prepared to succeed in their future careers and other post-graduation opportunities.
- **Student Experience** - Address the needs of our multigenerational student population by creating an environment that supports learning outcomes inside and outside the classroom.
- **External Relationships** – Develop partnerships with community organizations, industry professionals, corporations and incubator facilities to expand student career paths and networks.
- **Resource Development and Stewardship** – Build upon relationships with alumni as well as public and private stakeholders to strengthen fundraising capacity and ensure stewardship of human, financial, and facility resources.
- **Information Technology** – Maintain and strengthen IT infrastructure required to further enable the current innovative uses of technology for operational educational excellence.
- **Middle States Reaffirmation** – Strengthen assessment infrastructure required for Middle States reaffirmation (site visit in 2018).
- **Data-Supported Decision Making** – Develop a campus-wide culture of continuous excellence by leveraging the use of descriptive and analytical data.
- **Communications & Marketing** – Tell the Coppin story in a way that enhances the public perception of the University, helps drive enrollment and increases fundraising results.

These goals form the basis of the strategic plan that are measured by the key performance indicators (KPIs). Non-academic units utilize KPIs that are aligned and communicated through the [Institutional Effectiveness Plan](#) (See Evidence Room Standard V). Student Support Services, Athletics, Administration and Finance, Information Technology, and Institutional Advancement updates are regularly presented to the Cabinet by each vice president once divisional analyses are completed.

COLLABORATIVE DEVELOPMENT OF THE MISSION

Continuous review is the process in place to ensure the institution remains current to the needs of its students, the community, and the State. The Mission Statement development and review is a regular, routine, and inclusive process. The development and review process is driven externally by MHEC and the USM. The CSU president also reserves the right to revisit strategic goals and other initiatives, and to make midcourse enhancements as appropriate.

The Board of Regents requests from each institution, annually, a description of an inclusive process for each campus and asks the president or designees to elaborate on specifics of the mission statement. The prescriptive process involves meeting with constituent groups on campus, such as the *Shared Governance Councils*, (Appendix I-2) that include the Faculty, Student, and Staff Senates. The last review of the mission statement was completed during fall semester, 2014. Accordingly, the shared governance councils provided input. The CSU president submitted the updated version of the mission statement to the USM Board of Regents for comment and approval. Updated mission statements are presented to the *Committee on Education Policy and Student Life (EPSL)* (Appendix I-3), and the Regents, prior to being submitted to the MHEC for final approval. Evidence of a collaborative process is located on the SharePoint site developed for mission statement review. Agendas and meeting minutes demonstrate that the appropriate shared governance groups were involved in the development and review process.

The *Maryland Higher Education Commission* is charged with producing a statewide plan every four years that outlines the priorities and major goals for the State's postsecondary education System. In the year following approval of the state plan, institutions and regional centers are required to update their mission statements to ensure institutional alignment with the new State Plan.

Upon the arrival of the new president in July 2015, a "Listening Series" was developed that included meetings with stakeholders to discuss the institution's mission, vision, and core values. Key stakeholders included deans and vice presidents, members of the Faculty Senate, Staff Senate and University Student Government Associations, adjunct faculty, and members of the Coppin community. This process led to a series of revised strategic goals, and furthermore revealed the necessity to have improved communication among the Shared Governance groups on campus. As a result of the meetings, the University's Student Success and Applied Analytics Councils were established.

ASSESSMENT OF THE MISSION

Coppin's mission is assessed through its Strategic Plan. Through the infusion of campus-wide data dashboards, Coppin's faculty and staff are equipped and empowered to have easy access to data to evaluate goals within the Strategic Plan impacting the University's functions. This availability of data to every member of the Coppin community, resulting in frequent utilization of the data is what Coppin has termed data democratization. The workgroup concluded that a key measure for determining how well the needs of internal and external constituents are being served by the mission may be assessed through the institution's academic programs, which are aligned to the mission and vision of the University, the USM, and the *Maryland State Plan for Postsecondary Education*. Academic programs are designed to support the mission of the institution, serve the needs of the community, and meet the market demands of the State and region. Furthermore, there are measures, such as head count enrollment and employment projections from the Maryland Department of Labor that the institution uses to assess the market demand and viability of programs.

Academic programs are reviewed internally and externally. Each academic program is developed in accordance to the policies established by MHEC and the USM. They are assessed at the institution through the academic program review process. Afterwards, the results are reported to both agencies' governance boards. Both agencies ensure that programs are reviewed in accordance with indicators developed collaboratively across the agencies to measure appropriate design and implementation as well as the continued success and viability of each new program. All programs are designed to meet market demand, the institution and State missions, and ensure students are adequately prepared to meet the demands of careers (www.usmd.edu/usm/academicaffairs/academic_programs/).

CSU's mission emphasizes a focus on preparing students for new careers in the global economy. The addition of new programs and the resulting employment data on Coppin graduates provides clear evidence that the university is providing graduates to address critical workforce shortages in the State and region. Graduates include nurses, teachers, rehabilitation counselors, social workers, and science and technology professionals across the state of Maryland. The University has also created an Urban Education Corridor that established a cradle-to-career continuum in which the University serves the institution and community-at-large by providing childcare and education to children within the community as well as children of students, faculty, and staff. The multigenerational continuum is further demonstrated through Coppin's management of Rosemont Charter Elementary Middle School, the Coppin Academy Charter High School, and finally, through attendance and graduation from the University in preparation for high-demand careers and graduate and professional schools.

FULFILLING THE MISSION

Fulfilling the Coppin mission extends beyond the walls of the charter schools. For example, in 2005 Coppin presented graduates at neighboring Robert Coleman Elementary School with t-shirts that declared on the front, "Robert Coleman 2005 Graduate" and on the back, "Coppin State 2016 Graduate." Coppin kept that promise. For example, one of the Coleman graduates matriculated at Coppin, earned a bachelor's degree, and is pursuing an advanced degree at American University in Washington, D.C. just as promised.

Relevance to local workforce needs and related job placement continues to be the strongest evidence that Coppin is fulfilling its mission. Select programs continue to maintain specialized accreditation, such as CSU's Rehabilitation Counseling program. CSU's Masters in Addiction Counseling produces graduates who are helping to address the opioid epidemic that is ravaging our local West Baltimore Community. Education Programs prepare highly qualified teachers who serve the Baltimore City Public School System, and who on average demonstrate a 100% pass rate on the PRAXIS II Certification examination. Table I.1 demonstrates Coppin's Teacher Education graduates' employment history within the City and the State of Maryland. Similarly, Coppin has several Memorandum of Understandings (MOUs) with local businesses and higher education institutions that demonstrate fulfillment of the mission.

Table I.1 Teacher Employment History

AY (N)	Employed with BCPSS	Employed in MD	Employed in US	Pursuing Advanced Degree	Unknown
2014-2015 (N=21)	12	2	1	1	5
2015-2016 (N=17)	7	7	3		
2016-2017 (N=17)	9	4	2		2
Totals (N=58)	28	13	6	1	7

Beyond the relevance to local workforce needs, the administrators, deans, chairpersons, and faculty, utilize the strategic plan to develop and justify annual state funding requests for programmatic enhancements. Each of the divisions have goals ([Institutional Effectiveness Plan](#) – located in evidence room) in which progress toward completion is regularly shared with the president, Cabinet members, and other members within the shared governance structure of the institution. Through the mission statement, other key CSU documents, such as the vision, [Coppin State University Strategic Plan of 2013-2020](#) and core values, are consistent with the educational charge of the USM (Appendix I-4).

Within the current assessment cycle, the workgroup concluded that the University is accomplishing its mission based on performance metrics associated with each goal and related strategies by each of the divisions. Within the Enrollment Management Division, freshmen enrollment has increased. Strategies have been put in place to improve enrollment that have yielded positive results. These gains have been augmented by timely changes in Academic Affairs and its goals for academic transformation. Among the changes are initiatives to improve design of the student experience by providing more targeted support through the implementation of Academic Success Centers. The Centers apply data from the Pyramid Analytics and CIVITAS software suites to increase degree yields, which will be discussed in Standards V and VI.

The goals identified have guided institutional planning, and have provided the foundation for the institutional effectiveness plan. The college, division, unit and program goals are consistent with CSU’s Strategic Plan 2013-2020 and the updated institutional goal statement documented in fall 2016. In demonstrating that our programs are meeting the University’s stated mission, each College conducts a number of assessments each academic year, including; evaluation of knowledge and skills acquired, values or beliefs transmitted, employment rates, successful performance on licensure and national exams, retention and graduation rates, and progression to graduate school. Evaluations of the effectiveness of academic and support programs measure student performance along multiple and varied dimensions. A number of surveys and documents, such as faculty and course evaluations, program completer and graduation follow-up studies, the [Beginning College Survey of Student Engagement \(BCSSE\)](#) (Appendix I-4) and the [National Survey of Student Engagement \(NSSE\)](#) (Appendix I-5) provide insight on student opinions and attitudes providing data and information necessary to closing the loop on evaluating the mission and its impact on student success.

The University’s [Office of Planning and Assessment \(OPA\)](#) facilitates, guides, and coordinates the institution’s strategic planning, research, and assessment efforts. Assessment is embedded and utilized at the course level in every aspect of teaching, student services and instructional

support programs with a focus on continuous quality improvement. Faculty, staff, and administrators at CSU are committed to a culture of planning, research, assessment and accountability. CSU relies on a broad range of tools and resources to measure, evaluate, and assess educational outcomes.

The Campus Assessment of the Mission Statement

The University has an institutional assessment model that incorporates self- improvement by assessing student learning outcomes at the institution, program, and course levels. The strategic goals of the Coppin State University Strategic Plan 2013-2020 provide the foundation for both the institutional and program level outcomes, which delivers a useful blueprint for the future direction of the University. The Council of Deans, in collaboration with department chairs, the provost, and the Assessment Committee, coordinate efforts to improve student-learning assessment in colleges and schools, based on course and program level competencies. Each college and all other academic units have a process for the development and implementation of direct and indirect measures and are required to submit an annual report to the Office of Academic Affairs. Additionally, divisions report on KPIs to the Cabinet.

Conclusion

The Workgroup has concluded that the University meets Standard I. The University is effectively communicating its mission and has integrated the required linkages and measures to ensure success. These measures are readily available to the campus community that include Dashboards, as well as a variety of external reports. Key stakeholders, including deans and vice presidents; members of the Faculty Senate, Staff Senate, and University Student Government Association; adjunct faculty; and members of the Coppin catchment community, were all included in mission development and review. The outcomes also show that CSU is fulfilling its mission both on campus and within the greater community. These outcomes effectively provide evidence to the workgroup for meeting all research questions. The strategic goals of the Coppin State University Strategic Plan 2013-2020, provide the foundation for both the institutional and program level outcomes, thereby delivering a useful blueprint for the future direction of the University and the long-term fulfillment of CSU's mission. It is clear that through the process of data democratization that the Workgroup was able to discern how the University is meeting its stated mission.

Suggestions and Recommendations

Suggestion:

1. Consider additional performance measures for each academic program to be included in the annual review and assessment of academic programs as they relate to Coppin's mission. These measures would include enrollment, retention, graduation, diversity awareness (using NSSE data), progress related to the institutional learning outcomes, and employment rates.
2. Consider conducting academic program reviews on a five-year basis. Currently, the USM requires reviews on a seven-year cycle.

STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Evidence within Standard II Addresses Requirements of Affiliation 5, 6 & 14.

RESEARCH QUESTIONS

1. What policies and procedures does the University employ to ensure that Coppin conducts its internal financial recordkeeping and reporting in an ethical manner consistent with external financial reporting guidelines to ensure integrity of the information it gathers and distributes to its external stakeholders?
2. What procedures and methods have been developed and implemented to ensure compliance with USM and State requirements for interacting with vendors and external individuals and groups who use Coppin's facilities? How are communication processes inclusive enough to ensure that external stakeholders know about opportunities to participate?
3. How does Coppin communicate to its employees the ethical standards and behaviors that the State of Maryland, USM and the University expect from all employees, and what procedures ensure that the University, as an employer, is fulfilling its responsibilities to its employees in an ethical manner?
4. How does the University inform students about its administrative processes and matriculation requirements and communicate that students, themselves, are responsible for understanding and adhering to these processes and meeting these requirements?
5. How does Coppin communicate to students and potential students its available academic offerings, its student learning outcome expectations, and an understanding of the time and learning methods required to succeed in university courses and academic programs?

STANDARD II: ETHICS AND INTEGRITY

As discussed later in this Standard, the construction of the Science and Technology Center (STC) was truly a community effort. Coppin set a target to employ a minimum of 30 individuals who lived in the West Baltimore Community. Trailers were established on the construction site to accommodate interested residents. By the end of the project, Barton Marlow and its contractors hired 77 people from the community. Not only was the bidding process ethical, but it ensured that the surrounding community was well-served.

Introduction of the Standard and Workgroup Charge

All supporting documentation and attachments were collected from sources both within and outside of Coppin State University, and all identified practices were reviewed with individuals from the appropriate operational areas, to confirm and identify how the documented procedures are being implemented. This data collection and confirmation process provided the basis for the responses that follow for each of the documented research questions.

ASSURANCE OF ETHICAL FINANCIAL RECORDKEEPING

Coppin State University is one of twelve University System of Maryland (USM) public colleges and universities governed and managed by the Board of Regents. The USM fiscal responsibility falls under the Office of Financial Affairs. This office coordinates with each institution on all matters related to accounting for the management of financial resources and reporting on its financial condition. Additionally, the USM Financial Affairs office engages and coordinates the external audit process for member institutions. The [USM Office of Internal Audit](#) conducts financial, operational, compliance and investigative auditing procedures to monitor the University's compliance, with policies, regulations and laws as well as to ensure effective and efficient management of financial operations. The USM Office of Internal Audits also recommends corrective measures for deficiencies within the University's functional areas.

As a public university, Coppin is regulated by the State of Maryland government. The primary responsibility for compliance with all State regulations lies with the University. However, the USM also represents the University in fiscal matters with the State Comptroller and State Treasurer. Financial transactions are jointly processed and monitored through State Agencies such as General Accounting Division, Banking Division, the State Central Payroll Bureau, and the State Central Collection Unit. The Department of Budget and Management monitors the management of the University's budget. Additionally, [The State Office of Legislative Audits](#) monitors compliance by performing Legislative Audits on a 3- to 4-year cycle.

The University has a responsibility to implement efficient and effective internal controls, policies, and procedures to maintain compliance with the USM and State governing bodies and to assure financial information is accurate and reliable for its users. The Division of Administration and Finance has responsibility over budget management, accounting, procurement, human resources, public safety, and facilities. Additionally, this division is responsible for management of all University audits. Internal audits, in collaboration with the USM Comptroller and CSU's Financial Management division, have assessed the University's financial function by documenting business and system process flows, identifying control gaps

and areas of improvement, prioritizing issues, and developing corrective action plans at the department, college and/or division level.

Effective budget management is accomplished in several ways. The University Budget Committee (UBC) is chaired by the vice president for administration and finance (VPAF). This committee has a diverse membership of the University's leadership and constituents. Departmental budgets are monitored by divisional leadership. The VPAF, assistant vice president for finance (AVPF) and controller provide monthly monitoring of the overall University budget spending through the preparation and review of the budget to actual expenditure reports. A quarterly Board of Regents report summarizing the University operating budget vs. the actual revenue and expenditures is prepared for and reviewed by the USM Office of Financial Affairs.

The Controller's Office manages the financial processes for the University through the units of Accounts Payable, General Accounting and Reporting, Grants and Contracts Accounting, and the Bursar/Student Accounts Office. This department performs the month-end and year-end financial closing processes. Upon closing the financial records each month, reconciliations of the financial data are performed. The accounting processes are governed and performed in accordance with Generally Accepted Accounting Principles (GAAP) and regulated by the Financial Accounting Standards Board (FASB) and Governmental Accounting Standards Board (GASB). Performance of monthly closing and reconciliation procedures allow for regular review and monitoring of the recorded financial information and provide a means to detect errors and inaccuracies in a timely manner. Additionally, the Controller's Office prepares the Interim and Annual Financial Statements for the University, which are audited annually and coordinated by the USM office.

University [tuition and mandatory fees](#) are approved by the Board of Regents. The Bursar/Student Accounts Office is responsible for the accurate assessment and charges to students' accounts, timely issuance of tuition billing statements, providing students with payment options for charges assessed, and for refunding of credit balances in accordance with the Controller's Office protocol and federal regulations. Residency status, academic career, and enrolled credit hours are the Enrollment Management processes that determine the accuracy of student billing. Additionally, the Bursars/Student Accounts Office supports the direct invoicing to third party vendors for those eligible students' educational expenses. To meet the requirements of the Family Educational Rights and Privacy Act (FERPA) and to ensure that bills are issued only for eligible students, official documentation from the authorizing vendor is required. United States Department of Education (USDE) regulations noted in Return of the [Title IV Refund Policy](#) guide the University's practices on aid resulting in credit balances to be refunded. Students and or guardians are eligible to pay educational expenses online as well as in person. The University accepts cash, money orders, credit/debit cards, third party payment authorizations and Federal and State awards. Students are also provided a payment arrangement that will provide additional time to settle tuition cost. All such transactions are guided by approved University policies and procedures.

University-wide policies and procedures are developed according to the specific functional area's process. Each function is guided in the development of their department policy by Federal and State law and USM policy. For example, the Procurement Office is responsible for the

management and administration of the [Corporate Purchasing Card \(P-Card\)](#). This process is guided by State regulation on administering the use of the University P-Card. The University's approval, review and audit procedures in place assure the appropriate use of University funds by faculty and staff. The P-Card program is managed by the Assistant VP for Procurement and Business Services. Any Coppin State employee who abuses the P-Card receives a verbal warning, written warning, and then the P-Card is taken from the employee. Any violations of college procurement or other policies will follow the college's progressive discipline process of verbal warnings, written warnings and possible termination.

The USM Internal Audit Unit provides additional oversight by performing a quarterly P-Card transaction review to assure the P-Card is not being used for unallowable transactions. Additionally, the USM Financial Affairs office monitors the timely processing of vendor payments and issues a quarterly late payment report to assist with the assessment of the efficiencies and effectiveness of disbursement operations.

ENSURING COMPLIANCE

To ensure compliance with USM and State procurement requirements as indicated in the [CSU Procurement Policy and Procedures Manual](#), the Office of Procurement posts solicitations received from its internal customers on the CSU webpage under Procurement Opportunities. Vendors frequently call the Office of Procurement to inquire about upcoming bid opportunities and are directed to the CSU webpage that contains CSU's bid board. Additionally, all formal solicitations are posted on the State's public bid board, *eMaryland Marketplace*. Some bids are solicited directly to Minority Business Enterprises (MBE) and businesses that are in the Maryland Small Business Reserve (SBR). The direct solicitation is to ensure vendors are aware of bid opportunities to help CSU achieve Maryland's socio-economic goals for MBE's and SBR's. Vendors often email, call or attend in person to discuss their products and opportunities to participate in the procurement process.

Procurement staff attend annual vendor fairs to educate vendors about Coppin's procurement policies and procedures. Vendors include; The Maryland-Washington Minority Contractors Association (MWMCA) Outreach Fair at Maryland Live! Casino, City of Baltimore Procurement Fair, and Baltimore County and Baltimore Metro Council's Meet the Primes held at Timonium Fair Grounds. Procurement staff also attend MBE and SBR information sessions sponsored by the Baltimore Integration Partnership (BIP).

To ensure integrity and fairness of the bidding process for Invitations for Bids (IFB), bid openings are open to the public. Late bids are not accepted, except if the reason for lateness is due to the action or inaction of personnel directing the procurement activity. All parties attending the bid opening are required to sign an attendance sheet. Bidders who do not attend the bid opening are sent a bid tabulation of bids received. The following table is taken from a live posting on the CSU homepage under Procurement Services.

Table II-1: FY 2018 Public Solicitations & Awards

INVITATION FOR BIDS					
SOLICITATION NO.	DUE DATE	DESCRIPTION	AWARDED	VENDOR	AMOUNT
0001-2018	8/14/2017	Athletics Transportation	yes	American Limo Service	\$122,759.00
0002-2018	11/21/2017	CSU Softball Field Dugouts			
REQUESTS FOR PROPOSALS					
0001-2018	11/20/2017	Enrollment Management Services			
<i>Updated October 31, 2017</i>					

While Request for Proposals (RFP) responses are not open to the public, the procedures for evaluating and scoring proposals are provided online through the [Procurement Office's website](#) as a file download, and in the RFP. Vendors are notified if their proposal was not selected for award and are debriefed, if requested. Debriefing informs the vendor how they may improve their proposals for future solicitations. Additionally, although pre-bid or pre-proposal conferences are not mandatory for vendors to attend, they afford the opportunity for vendors to ask questions about the technical aspects for the bid and to better understand our bid requirements and procedures. The IFB and RFP procedures are specified in the [CSU Procurement Policies and Procedures Manual](#).

The Procurement Officer is required to file an annual financial disclosure statement with the State Ethics Commission. The ethics financial disclosure is to assure the public that impartiality and independent judgment will be maintained, particularly in relationships with vendors and other external community customers. Another assessment tool is a quarterly review of P-Card purchases as required by the USM Office of Legislative Audits. This review is to assess the legitimacy of P-Card purchases and vendors; and ensures that the University is in compliance with the State's P-Card policies and procedures. Other assessments include periodic internal, external, and Legislative audits of procurement processes and policies.

The University has many facilities available for use by external community members, such as classrooms, meeting rooms, an auditorium, and a ballroom. The University has an athletic facility that has an arena, basketball courts, a swimming pool, a soccer field and a track. All of the above-mentioned facilities are available to external community members, as well as internal customers. Potential users meet with University staff to discuss facilities usage availability, parking and catering costs. Rates for conference rooms and other facilities are updated each fiscal year in the Events and Conference Rate Sheet and are provided to our external customers.

Discounted rates for facility rentals and parking are offered to affiliated groups, as defined in the Events and Conference Rate Sheet. External customers are required to execute a Facilities Usage Agreement with the University. The agreement articulates the requirements and responsibilities

of the external community member and the University. Potential users are also provided a copy of the Events and Conference Policies and Procedures Manual that outlines our business practices and provides useful resources to our clients; both internal and external.

COMMUNICATING ETHICAL PROCEDURES AND RESPONSIBILITIES

Coppin establishes an expectation of ethical conduct for employees in the application process by requiring applicants' electronic signature attesting to the honesty and integrity of the information provided in the application. The University publishes an Equal Employment Opportunity statement on all job postings and provides applicants instructions for requesting reasonable accommodations, as required by law, and to demonstrate its commitment to engage in fair and impartial hiring practices.

Upon hire, employees are made aware of the faculty and staff handbooks in new hire orientation class through the Office of Human Resources. The handbooks define the standards of conduct and inform employees of the protocol for addressing complaints. The staff handbook is available on the University's website, and is updated as often as policies change. The faculty handbook is available on a shared drive and is updated at intervals determined by the Chief Academic Officer. All employees are required to attend new hire orientation. All new employees are also required to sign an acknowledgement receipt of policies and benefits as evidence that the University has provided employees policies that describe standards of conduct. All employees are required to complete ethics training biennially.

The University operates a *Fair Practices and Compliance Unit* within its Office of Human Resources, which is responsible for ensuring that the University complies with State, USM, and University-specific personnel policies and conducts itself in an ethical manner relative to employee relations. This unit enforces the grievance policy and provides employees detailed grievance procedures. The grievance process is designed to resolve disputes that may arise between the employee and CSU on matters of discipline, alleged discrimination, promotions, demotions, separations, and application or interpretation of USM and University policies and procedures.

CSU engages in collective bargaining with two unions, which yields memorandums of understanding (MOU) between the parties in which standards of conduct are further defined. The MOUs also reiterate the University's commitment to conduct itself in an ethical manner as it pertains to its employees. The University bargains MOUs every three years and convenes a labor management committee, as needed, to address concerns raised between the bargaining years.

The University also participates in State Legislative and USM internal audits, which are assessments of the University's compliance with State, USM, and University policies and procedures. The audits have also proven beneficial to the University in evaluating the ethical behavior of employees. Coppin annually distributes to all employees an electronic alert, which provides employees information about the State's fraud hotline and how it can be used to report unethical behavior such as fraud and misuse or abuse of State resources. Each University president appoints an ethics officer to serve as the liaison to the Maryland State Ethics Commission to ensure the University engages in practices consistent with the requirements set forth by the Commission. All employees appointed to key executive positions or positions

involved with contract negotiations are registered with the Maryland State Ethics Commission. Each is required to file a financial disclosure form annually to ensure no conflict of interests in personal dealings and matters negotiated on behalf of the University. Employees who wish to serve on Boards and engage in other activities, where a conflict of interest may possibly exist, are required to submit an ethics form to the ethics officer for review and approval.

Grievance Process and Procedures

The University has formal policies and procedures for handling written student complaints about academic and non-academic matters. These are contained in the *Eagle Guide Student Handbook (Appendix II-1)*, published on the University's website. Coppin State recognizes that differences of opinion, complaints, or grievances may arise among or between students, faculty, and staff. It is the responsibility of all Coppin students, faculty, and staff to establish and maintain an educational environment within which a problem or complaint by a student can be promptly identified, presented, discussed, given fair and timely consideration, and successfully resolved. In many instances, complaints can be successfully resolved informally through meaningful dialogue between the student and the other individuals involved. Complaints by students arising out of allegations of inappropriate, unlawful, or unauthorized behavior by Coppin staff or faculty (including, but not limited to, discrimination, intimidation, and verbal, or physical abuse) may be brought to the attention of the University for resolution through the grievance procedures outlined below.

Academic: A student who believes he/she has a complaint or dissatisfaction in connection with his or her academic studies or standing may initiate an academic grievance within fifteen (15) days of learning or being notified of the potential issue. The student grievance could include disputes regarding the evaluation of scholarship and suspension or dismissal from an academic major or from the University. Students refer to their Eagle Guide Student Handbook for the steps for following the process. Individual academic colleges are responsible for handling complaints and grievances regarding academic matters including grade grievances as well as student disciplinary matters not within the jurisdiction of central administration. Appendix IV.2 provides a snapshot of complaints logged and addressed within the Division of Academic Affairs.

Non-Academic: All matters concerning alleged discrimination, including Title IX, are handled centrally by the Office of Human Resources (HR). All relevant policies and procedures can be found on the HR website. Each campus division provides links to the central policies and procedures on its individual website. All grievance records are maintained in the HR office. The Office of Human Resources provides "as needed" updates on non-academic complaints to CSU's senior leadership.

EMPOWERING STUDENTS ON PROCESSES AND EXPECTATIONS

The University publishes a variety of documents and manuals that ensure students are aware of the policies, procedures, and requirements that impact their matriculation. These documents are available on the University's website as well as in print. Students are introduced to these guidelines when they are admitted to Coppin, and in some cases, prior to being admitted during Open House and Campus Tours, and in the new student orientation. The existence of these documents demonstrates the University's commitment to ethics and integrity as it relates to our students' success and to effective channels of communication for the benefit of the entire campus community.

The array of documents and resources include the *Eagle Guide Student Handbook* (Appendix II-1), Graduate Student Handbook, Residence Hall Handbook, *Office of Financial Aid website*, and the *University Catalogs*. While these documents do have some overlap in terms of the topics covered, they are specifically designed to address students and respond to concerns. The topics covered range from guidelines for admission and tuition and fees to attendance and code of conduct.

There is a high expectation for students to adhere to the policies and procedures set forth by the University. It is the responsibility of the University to ensure that students are aware of those policies and procedure and constantly kept abreast of any changes or updates. Students are first introduced to this information during New Student Orientation. During these extensive face-to-face sessions, students receive information they need in order to successfully navigate through their way toward earning a degree. Not only does the information shared help to keep students on track, but it also aids them in having an enriching educational experience.

The *Freshman Seminar Course* is another way in which University policies that impact students are communicated. The course is designed to prepare students for the rigors of the college academic environment and to provide study tips and other helpful techniques, including deadlines for financial aid applications, registration, and graduation. Referenced throughout the course is information regarding policies and procedures that students need to be aware of in order to be successful. While students complete activities such as a scavenger hunt to demonstrate their understanding of Coppin's policies and procedures, there needs to be a concerted effort to analyze and use data from these activities to determine effectiveness.

The official mechanism used to communicate with students is the University's email system. When there is a need for a policy or process to be communicated to students, it is done so electronically to the students' University issued email account. The students are responsible for checking and maintaining their email accounts on a regular basis.

Typically, this mode of communication is aimed at new students or students who have left the university for a period of time. An effective means of communicating with students is through recruitment marketing materials. These marketing attempts include communicating the required documentation needed to enroll as well as deadlines for enrolling.

SHARING THE ACADEMIC ENTERPRISE WITH STUDENTS

Prospective students and admitted students receive admission packages that contain information about the institution, how to apply, financial aid, offered programs, and admission processes. Prior to enrollment, at CSU any individual who is interested in understanding the academic programs that are offered, as well as the requirements for successfully completing a specified program of study, may reference the University's catalog for this information. The catalog, which since 2000 is posted to Coppin's website, provides all the information required for an individual to apply, enroll and attend Coppin State. Specifically, the catalog provides a detailed breakdown of the academic programs both undergraduate and graduate, as well as supporting information to assist students with understanding what they can expect to experience

academically along with due dates, support services, office locations, public safety, and other student information.

Presently, the University's undergraduate and graduate catalogs are published every two years, although a recent software procurement of a curriculum management system, *Aculog/Curriculog*, will enable annual publication. Any student who begins a program of study within that two-year period is provided with a detailed listing of the requirements for each of the majors within each of the University's colleges. This information is available on Coppin State's website for the current catalog as well as historical data for prior catalogs beginning with the 2000-2002 catalog. The catalog also provides minimum requirements for grades achieved within course work in order to advance within the major.

The University's grading system is identified and each grade is defined within the catalog. The regulations governing academic standing for all students enrolled at Coppin is defined within the catalog, as well as procedures to address students who do not achieve satisfactory academic progress. More specifically the requirements within each program of study, and the procedures for dismissal of a student for failure to achieve the minimum required grades are also outlined. The University catalog is available on Coppin's public website and all potential students have access to the document.

Prior to a new catalog being published, each academic and operational division of the University reviews and updates all relevant information to be included. All necessary updates are submitted to the Office of the Provost for inclusion in the next edition. For any information that is subject to change within the time period specified in the catalog, such as tuition and fees, appropriate documentation is included to assist the user in finding the most current information.

Conclusion

Based on the information presented in Standard II, the Workgroup concludes that Coppin State University is in compliance with the standard and that the University manages its operations and serves its community with integrity through meaningful ethical practices.

The University's stakeholders include, but are not limited to, current and future students, alumni, employees, Maryland residents, those within close geographic proximity to Coppin's campus as well as across the State, local and State governments, vendors, and employers of Coppin graduates. The committee identified and documented a significant number of policies and procedures that govern and support the practices of the university across all operational divisions and departments resulting in the ethical management of the institution's processes.

Suggestion

1. Assess the effectiveness of the student grievance process. This includes reviewing and assessing how the process is communicated to students and evaluated by departments for effectiveness.

STANDARD III. DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

Evidence within Standard III Addresses Requirements of Affiliation No.'s 8, 9, 10, & 15

RESEARCH QUESTIONS

1. How does the University demonstrate that students are challenged with rigor and coherence within its academic programs?
2. To what extent do available resources, human capital, facilities, instructional equipment, library services, and other support services contribute to the learning experiences of our students?
3. What activities, strategies, programs, policies, and practices are used by the University to ensure current and new offerings possess measures that show the success of student learning as a result of content, rigor, and coherence of programs?
4. What are the unique characteristics of the student experience at Coppin State University that prepare students for graduate and professional schools and successful careers?
5. What processes are available to ensure regular and sustained reviews of programs to ensure innovation?
6. How are academic programs designed to meet the needs of 1st Generation and Non-traditional students of the Baltimore community and beyond?

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

The Beginning College Survey of Student Engagement (BCSSE) data presented in Standard IV, [Table IV.7](#) show that less than half of the students who enroll at Coppin State believe that they are academically prepared for the rigor of college life. However, by the senior year, a majority of the students share that they are academically ready for advanced pursuits and gainful employment. It is the Coppin experience, through the rigors of its academic programs and individualized professional support, which fosters the confidence of a student who can state before an audience that Coppin showed him that his average high school GPA did not define his academic future.

Introduction of the Standard and Workgroup Charge

Standard III Workgroup was charged with providing a review and assessment of the student learning experience at CSU. The review entails discussion of the design and delivery of the student learning experience. The Workgroup examined the strategies that were implemented to ensure continuous improvement, *rigor and coherence* at all academic levels and strong alignment of [Institutional Student Learning Outcomes \(SLO\)](#) (See Standard III, Appendix III-1) with program objectives. In addition, the Workgroup examined the redesign of courses, updating and realignment of general education requirements, introduction of new programs, establishment of academic success centers, continuation of specialized services for first-time students, enhanced use of analytics to promote student service, enrollment and retention, and faculty professional development. Given the criteria within Standard III and the associated Requirements of Affiliation, the Workgroup developed the following responses.

ACADEMIC RIGOR AND COHERENCE

CSU students are challenged with rigor and coherence within academic programs. New programs at both the undergraduate and graduate levels follow similar paths from review and assessment to approval. Program proposals must be sequentially approved by the respective department, chairperson, college governance, and dean prior to submission to the CSPC (for undergraduate proposals) or the Graduate Council (for graduate program proposals). Proposals are then forwarded to the Provost and Vice President for Academic Affairs (VPAA) for a final decision. At each level, proposals are reviewed for congruence with the University mission, institutional learning outcomes, assessment, rigor, and coherence. Each proposal addresses delivery modality, potential instructional faculty, and includes a statement of faculty qualifications. Upon completion of the internal review and approval process, new program proposals must then be submitted to the Maryland Higher Education Commission as described by their [program approval process](#) and the University System of Maryland (USM) for review of the proposed program for fiscal sufficiency, alignment to the institutional mission, and student learning outcomes. Programs are not implemented until approved simultaneously by the USM and MHEC.

Coppin has implemented a robust process for continuous assessment of student achievement for each course, program, and aligned institutional learning outcome. The General Education Task Force, a sub-committee of the Curriculum Policy and Standards Committee, mapped the [General Education courses within the six categories](#) designated by COMAR (See Appendix III-7) to current student learning outcomes (SLOs): (a) communication (oral and written); (b)

analytical reasoning; (c) reflective practice; (d) social and self-awareness; (e) information literacy; and (f) responsive citizenship. This follows an earlier USM mandate to review, restructure, and decrease general education credits at CSU from 47 credits to 40 credits.

The academic programs within each college leverage the six categories of the general education program and align to program specific outcomes mapping and [institutional learning outcomes](#). Building upon the framework of the general education program and foundation courses, *coherence* of knowledge is assessed through capstone assignments, curricular and co-curricular experiences, which include seminars, internships, research, performances, discipline related presentations on and off campus, and development of entrepreneurial innovations. This process has become integral to the implementation of new programs and the required periodic review of existing programs. Additionally, academic transformation and course redesigns have occurred over the years warranting the need for updated and new [Curriculum Status Sheets and Curricular Maps](#) (Appendix III-3).

As a part of *CSU's (and the USM) academic program review process* and continuous efforts to improve the student experience and progression towards degree completion, all programs were reviewed and mapped to the institutional student learning outcomes and program outcomes. This action better enables students and advisors to map expected academic engagement leading to degree completion during the first faculty or advisor – student interaction, facilitating a more focused approach to the academic experience, while empowering student self-efficacy.

Rigor within each of the general education categories is addressed by aligning learning outcomes broadly ranging from introduction (Course levels 100 to 200) to developing knowledge (course levels 300 to 400) to mastery (capstone courses). Capstone experiences exist in the form of comprehensive examinations, research papers, thesis, major projects, portfolios, and internships. To assess rigor and coherence as a part of the course and/or program proposal process, assessment rubrics are reviewed within their respective departments and programs. These requirements must be indicated within the respective syllabi or [program of study check list](#) (see Appendix III-4).

CONTRIBUTING TO A HOLISTIC STUDENT LEARNING EXPERIENCE

Coppin is student-centered. As such, resources in human capital, facilities, instructional equipment, library services, and other support services contribute to the learning experiences of its students. Part-time and full-time faculty together provide adequate support to the student learning experience.

Table III.1: CSU Faculty by Employment and Tenure Status Fall 2013 - 2016

	Full-Time	Part-Time	Total
2013	127	144	271
2014	140	134	274
2015	128	129	257
2016	132	135	267

Statistics compiled by the Office of Planning and Assessment, 2017

Full-time, tenure-track faculty positions were reallocated to areas that demonstrate the greatest need for full-time faculty based on enrollment trends. For example, in the College of Behavioral and Social Sciences, a position may be transferred from Applied Psychology to support increased enrollment in Rehabilitation Counseling.

Faculty not only contribute their time and effort to other instructional units as needs arise, but support the students' learning experiences through innovative curriculum, professional development, community engagement activities and events, scholarly research, and grant and contract awards. The University provides students with faculty who hold the highest credentials within their disciplines and are respected among their peers. Just recently, a professor within the Department of Natural Sciences, was awarded the Elkins Award, a recognition given to faculty across the University System of Maryland for research related to nanotechnology. The same professor continues to involve students in early research experiences related to solar panels.

Coppin provides adequate institutional facilities to achieve the University mission and goals. Coppin has made major strides to bring facilities in line with current needs of students, faculty, staff, administrators, and the community. Those needs include, but are not limited to, instructional innovations, workplace technology, planned enrollment changes, and academic functional needs. Selected examples of faculty support are discussed in greater detail in Standard VII.

Since 2001, Coppin has spent approximately \$400 million for capital projects. The University built five buildings in under 20 years. Three were completed in the past 10 years to address academic transformation and student experience. Standard VI offers a more detailed discussion on the capital projects.

The *Parlett Moore Library* is integral to the overall learning, teaching, and research mission of CSU. To ensure students' access, the library is open 91 hours per week during the regular academic sessions and supports the University's information technology goal. Based on students' feedback, the library provides 43 public workstations, 2 smart classrooms with 51 computers, 2 open computer labs with 54 workstations, and 3 collaborative workspace study rooms.

Multiple services are in place to provide students with information on program specific details. Program admission processes and course requirements are posted on the department websites where students have continuous and easy access. Additionally, program information is published on department materials and program check sheets. Students are invited to information sessions led by faculty and chairpersons. Another example of communicating program information is through program-specific Blackboard site that is populated by the area dean.

A number of support services have been established over the course of the last several years, while existing ones have been enhanced to meet the growing and changing needs of the student population. Support services for students are offered by various divisions of the University and include, but are not limited to, the newly established Academic Success Centers (located within each college), *Financial Aid*, *Career Services Center*, *Disability Support Services*, *Office of International Students Services*, *Center for Counseling and Student Development*, *Student*

Activities, Veteran Services, and Coppin Student Parent Organization (CSPO). Additionally, students may participate in academic-based enhancement or co-enrichment services addressing fundamental skills through disciplines such as math, writing, science, and other discipline specific areas. For example, nursing students engage in skill building through a state-of-the-art simulation laboratory, mathematics, and computer science students are exposed to artificial intelligence and applications, and science majors conduct various on-site research with exposure to the latest scientific instrumentation, technology, and innovations. Undergraduate rehabilitation services and graduate rehabilitation counseling students learn and practice in an independent living lab for persons with disabilities. The lab is used both as an internship site and a central hub for the Ticket to Work Program, where Masters Rehabilitation counseling students conduct assessments and provide counseling and job placement services for persons with disabilities through the Social Security Administration. Criminal justice students have access to a forensics lab for blood splatter and photographic investigations. Early Childhood Education students have access to the *James E. McDonald Child Development Center* for experiential learning and employment opportunities. Coppin provides a wraparound guided by policies and practices designed to have a positive impact on students.

PROGRAM DEVELOPMENT AND REVIEW

Programs and activities offered by Coppin are rigorous and coherent. The USM in conjunction with MHEC have devised a strategy for designing, proposing, implementing, and reviewing academic programs within the USM institutions. The program proposal process at MHEC requires programs, new or continuing, to meet certain standards of measure and promote the success of students to meet market demand. New and continuing programs must be aligned with each university's stated mission and contain a matrix for assessment of student learning. New programs must provide evidence of a feasibility study, workforce needs/data, and the institution's capacity to successfully offer and sustain the program taking into account human, capital, and facilities resources.

An internal process of Academic Program Review of existing programs provides evidence of program and student success via assessment of majors, program graduates, relevance of the graduates in the community and globally, career placement of students in the discipline, and student advancement into graduate and professional schools. The review process is conducted based on a cycle provided by the USM. The report resulting from the Academic Program Review is required by the USM.

Through the campus process of shared governance, the Curriculum Policy and Standards Committee and the Graduate Council ensure that current and new offerings have measures that demonstrate rigor, coherence, and alignment to the institutional learning outcomes. The University offers a total of 53 academic programs, all of which have curriculum maps that reflect the coherence and rigor required by the USM and the MHEC. All graduate programs require successful completion of an internship, practicum, clinics, research, comprehensive examinations and/or thesis. Advisory boards consisting of University, corporate, and community stakeholders offer support and assurance of relevance of programming in the four colleges.

CSU programs demonstrate rigor and coherence. Academic Program Review and Accreditation processes provide indicators through which rigor and coherence are measured. For example, the

programs in the Department of Natural Sciences underwent academic transformation to increase the pipeline of students entering the STEM professions. Transformation enhanced the program content in order to be aligned with the latest demands in the job market. Other examples of programs that exemplify rigor and coherence include programs offered by the School of Education (NCATE), Nursing (CCNE) and (CAHIIM), programs in Rehabilitation Services and Rehabilitation Counseling, accredited by the Council for Accreditation of Counseling, and Related Educational Programs (CACREP), and the Council on Rehabilitation Education (CORE), the program in Social Work, accredited by The Council on Social Work Education (CSWE), and all programs in the College of Business (ACBSP).

Table III.2 Programs and Accreditation

Program/Areas	Accreditation Body
Education	NCATE
Nursing	CCNE
Rehabilitation Services	CORE
Rehabilitation Counseling	CACREP
Social Work	CSWE
Business	ACBSP
Health Information Management	CAHIIM

On behalf of the University, MHEC administers an annual Alumni survey. The analyses of these surveys become a formal part of the evaluation feedback loop. Survey items are structured to assess the level of knowledge, skills, and competencies developed during progression through the respective educational program. Alumni surveys allow the students to conduct self-appraisal of knowledge, skills, and level of competences once they have transitioned to a professional role. The tables below document students’ response to specific prompts dealing with preparedness as a result of their Coppin experience.

Table III-3. MHEC/CSU Alumni Survey Results – FY 2016

How well did Coppin State University prepare you for graduate or professional school?

Measure	Outcome	KPI
Satisfied with Level of Preparation	77%	75%
Not Satisfied	6%	10%
N/A	17%*	0%

*These students responded N/A indicating they did not answer or did not opt to attend graduate or professional school.

How well did Coppin State University prepare you for your current job?

Measure	Outcome	KPI
Satisfied with Level of Preparation	76%	75%
Not Satisfied	6%	10%
N/A	18%	0%

The Office of Planning and Assessment reports student performance to the USM in its *Performance Accountability Report* (see Appendix III-5). The University also produces specialized reports, such as the *CSU Achievement Gap Report* (see Appendix III-6), which examines the difference in graduation rates for the University as a result of these supplemental surveys and faculty course evaluations (required during each fall and spring semester). These reports also provide additional information for ongoing programmatic review. Alumni survey

data are used to inform student outcomes, and includes information about how well graduates, as well as respective employers, evaluate the preparation of students for the performance/practice expectations for the designated degree.

CHARACTERISTICS OF THE COPPIN EXPERIENCE: GRADUATE AND BEYOND

The unique characteristics of CSU graduates are articulated in a mission-driven approach to excellence in teaching and student preparedness as evidenced by rigor and coherence in the Student Learning Outcomes (SLOs) within the General Education program, the Program Outcomes, and Institutional Learning Outcomes. Outcomes are measured by a variety of assessments providing intrinsic evidence of student preparation in accordance with institutional SLOs and the relationship of academic preparedness to the ability to communicate and analyze topics and civic issues relative to their disciplinary areas and beyond. Curricular and extracurricular opportunities aid in the preparation of CSU students as socially responsive citizens who are engaged civically.

The student experience at Coppin uniquely prepares students for graduate, post-baccalaureate degrees, certificates, and successful careers. Academic programs are *on-trend* and reviewed periodically for relevance, rigor, and coherence. Students are encouraged to pursue opportunities in not only their discipline but also those that may fall outside of the discipline but for which they have the capacity to achieve. Programs, colleges, and university-wide entities offer, throughout the academic year, seminars, presentations, workshops, and other professional development opportunities to augment academics. For example, each semester, the School of Graduate Studies makes available to the campus, professional development workshops in research using virtual tools presented through the library. The College of Behavioral and Social Sciences annually hosts the Professional Conversation Series, which invites Coppin alumni from the CBSS degree and certificate programs to discuss ‘Life after Coppin’ and ‘Use of the Coppin Experience’ in the work world. Both graduate and undergraduate students are given the opportunity to participate in leadership roles on various *university-wide committees*. Student campus leaders are afforded the opportunity to develop greater leadership skills through the *Office of Student Activities and Leadership*. Further, students are exposed to networking, on-site career fairs, guest speakers, and mentoring. Such experiences aid Coppin students in rising above the competition.

PROGRAM CURRENCY AND INNOVATION

The institution stays engaged and cognizant of the progress of all schools, programs, and credentialing through the assessment structure. This reporting structure facilitates compliance with MHEC and USM systems reporting requirements and creates a culture of continuous quality improvement that fosters student success. The academic deans, along with department chairpersons submit annual reports that include data on KPIs such as enrollment, progression, and graduation and completion rates. All academic programs undergo a seven-year academic program review cycle as mandated by the USM. Faculty course evaluations are administrated each fall and spring semester and provide impetus for course review, improvement, and modification. Feedback and data from multiple external accrediting bodies are used to provide yet another layer of improvement for existing programs and to better serve CSU students.

Recent review of time to degree and program analytics were instrumental in providing evidence of: (1) math remediation loops; (2) cross-linked courses in several GE categories resulting in students exceeding the required number of courses in the respective category; (3) filtering in several programs, which required that all courses within the major be completed with a C or better; and (4) no defined limits on the number of times a course could be repeated. These issues have obvious detrimental impact on retention, degree progression, and degree completion in a timely manner, and students' ability to remain compliant with federal regulations for financial aid. *Math co-enrichment pilot proposals* (see Appendix III-7) were approved leading to the replacement of math remedial courses with the more acceptable model of co-enrichment of the required math course based on the major (full implementation is scheduled for spring 2018). Students requiring enrichment of skills will be afforded the opportunity for review and tutoring and, upon successful completion of the course, will earn the necessary mathematics credits to proceed with their program of study. The unlinking of general education courses and the enhancement and updating of comprehensive program mapping check sheets was a major milestone. Students now have the capability to select needed courses and progress through their program in a more economical and focused manner.

Courses associated with the program curriculum maps are available to stakeholders as documented in the *University's catalogs*. During the spring 2017, as a part of CSU academic transformation and in order to evaluate overall program quality, the GE Task Force, the University Curriculum Standards and Policy Committee, and the Graduate Council were accountable for the review of applicable check sheets, SLOs, program outcomes, course syllabi and program benchmarks to ensure rigor and coherence. Consistent with the shared governance practices, the University Curriculum Standards and Policy Committee and the Graduate Council along with the department and college committees worked to establish acceptable criteria of student success within programs. In addition to using SLOs and Program Outcomes, CSU has established end-program measures that will guide the Coppin experience. Examples of these measures are evident in the GE program and evidenced by institutional outcomes, SLOs, and student program capstone experiences (as noted in the Evidence Room) Outcomes are evaluated to inform curricular changes to achieve the University's institutional mission of excellence in teaching and student preparedness for career, civic engagement, and higher education.

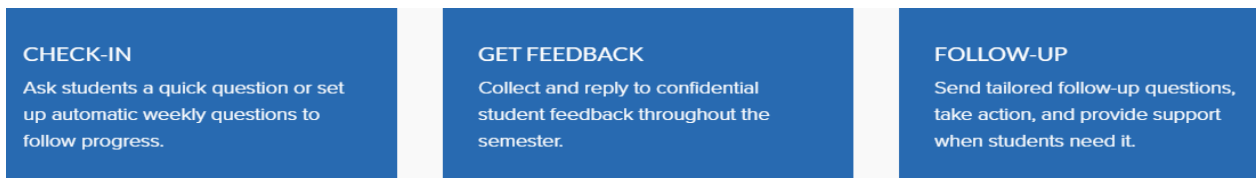
CSU recognizes that professional school accreditation, is an ongoing and continuous process rather than a periodic event for programs within the applied fields. Discipline-specific program learning outcomes are delineated by the respective professional association and are affirmed by each professional accreditation body as applicable. To support successful professional accreditation the institution provides resources for program enhancement and faculty instructional support and development. *The Center for Excellence in Teaching and Learning (CETL)* provides a mechanism that assists faculty with instructional development, learning outcomes assessment and design, innovation in instruction, implementation, and analysis. *Faculty Information Technology Committee (FITC)* provides opportunities for faculty to infuse cutting edge technology into their teaching and learning in the classroom.

Coppin is currently exploring mechanisms to enhance regular and sustainable review of programs to ensure innovation. Immediate feedback of academic and other services will be

available through the use of two platforms: BluePulse and Predictive Data Analytics (CIVITAS: Illume Students and Illume Impact). These platforms are further explained in Standard V under educational effectiveness.

BluePulse is a live formative feedback platform that gauges student sentiment, understanding, and progress to drive success. Students are able to participate in confidential anonymous surveys and provide immediate feedback to instructors throughout the semester. In class or on the go, students can answer questions, offer feedback, and let instructors know whether they are on track.

Figure III-1 BluePulse Student Assessment Process

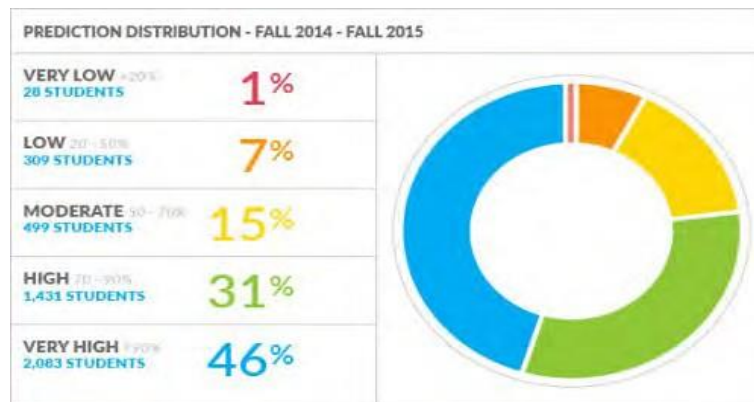


Illume® Students enables CSU to identify at-risk students. CSU will gain insight into those factors influencing students’ likelihood to persist, and be able to connect them with faculty and staff who can take action to improve outcomes in real time. This module will enable CSU to determine responses to questions such as:

- What types of engagement have the biggest impacts on likelihood to persist?
- What is the impact of financial aid on persistence?
- Which students are deviating the most from their degree path, risking excess credit accumulation, financial aid availability and their overall likelihood to succeed?

Full implementation is expected by fall 2018. By filtering key insights, CSU will be able to immediately see a list of affected students and take appropriate action to best support students. An example of persistence (likeliness to persist), as related to the variables described above, is illustrated below:

Figure III-2. Persistence – Likelihood of Persistence



Source: CIVITAS: Illume, 2017

The Student Lists, an integral component of the Illume Student module, allows for connection of insight to action by integrating student persistence predictions with the ability to identify student groups in need of support in the current term. This information empowers institutions to develop strategies for personalized outreach quickly and easily, act with precision, and measure the downstream impact of their actions.

With Illume Impact, CSU will find answers to questions like:

- Which pilots and programs should we scale up?
- Which student populations stand to gain the most from each initiative?
- Which programs should we divest from, or redesign?

Whether focused on realizing big gains from a single initiative or looking to achieve smaller, but meaningful gains from several different programs, Illume Impact provides the information to advisors and faculty needed to confidently take action and make better data driven decisions so as to promote program effectiveness and student success.

MEETING STUDENTS’ NEEDS: 1ST GENERATION AND NON-TRADITIONAL

Coppin understands and is well-positioned to address the academic needs of students, especially first generation and non-traditional, who CSU identifies as multigenerational. The University has in place resources to support data driven decisions to ensure students are ready for the workforce or the pursuit of advanced studies. The National Center for Education Statistics defines a first-generation college student as a student who is the first in his or her family to attend a four-year college or university to attain a bachelor’s degree. According to College Board, first-generation students can come from families with low incomes or from middle- or higher-income families without a history of going to college. Some have parents who support their plans for higher education, while others are under family pressure to enter the workforce right after high school.

The National Center for Education Statistics defines nontraditional students as meeting one of seven characteristics: delayed enrollment into postsecondary education; attends college part-time; works full time; is financially independent for financial aid purposes; has dependents other than a spouse; is a single parent; or does not have a high school diploma. Accordingly, on average, about 60% of CSU’s students are nontraditional students. Table III.4 describes enrollment comparison between traditional and non-traditional students.

Table III.4: Enrollment Comparisons-Traditional and Non-traditional Students

Fall	Traditional	*Nontraditional	Total	% nontraditional
2012	1540	2072	3612	57%
2013	1394	1989	3383	59%
2014	1246	1887	3133	60%
2015	1160	1948	3108	63%
2016	1184	1755	2939	60%

*Based on age >24, OR part-time status only; Source: Institutional Research, 2017.

First generation and non-traditional students are afforded the opportunity to participate in a summer college preparatory experience, such as the *Summer Academic Success Academy (SASA) program*. Students receive academic enhancement, strategies to ensure academic and career success, an introduction to college life, and responsible civic engagement. Families and significant others are included in the process via relevant workshops and networking. Emphasis

is placed on effective communication, timely and effective notification of information, and an emphasis on intrusive advising of the curriculum pathway. The *First Year Experience* is modeled for advisement and guidance of all first-year students and provides a comprehensive approach to serving CSU students. Students engage in orientation prior to the start of the academic year, which includes modules on campus life, academic and conduct expectations, strategies for success, networking, and relationship building.

Transfer students, typically from the Baltimore City Community College, receive equally intrusive advisement and assistance. Many of these students meet the criteria as first generation college and non-traditional. *CSU Articulation agreements* are carefully vetted to ensure degree completion from Coppin. The restructuring of CSU general education requirements effectively alleviated a major roadblock for transfer students. The approved policy, in accordance with that of the USM and COMAR (see Appendix III-7 in Standard III), mandates the acceptance of general education courses from students entering with an Associate of Arts or Associate of Science degrees.

Academic programs are designed to meet standards and local and global workforce needs. Courses are offered face-to-face, hybrid, or fully online to better serve students' needs. Program review ensures the appropriate modality offering to allow for student choices. As a part of CSU's goal of academic transformation designed to strengthen student learning experiences, faculty engaged in course pilots wherein rigor and coherence were assessed and evaluated. Examples include the transformation of a general education psychology course, PSYC 201 and an integrated learning project in STEM, involving two general education courses, BIOL 101 (General Biology) and MATH 103 (Mathematics for Teachers). The lead professor for the Psych 201 course redesign subsequently received the prestigious [USM Elkins Professorship Award for Academic Transformation](#).

To further assist students in meeting their academic obligations, specific support programs such as the *Coppin Student Parent Organization (CSPO)* (Appendix III-9) address the concerns of students who are single parents. Also available to accommodate students with children is the [James E. McDonald Child Development Center](#), which has extended hours for evening students with children.

Conclusion

Coppin meets the criteria of Standard III of design and delivery of the student experience.

Student experiences at CSU are designed and delivered holistically with focus on best practices, rigor, and coherence to prepare students who are academic and workforce ready; and who are equipped to identify and manage the challenges of scholarship and community engagement while embracing life-long learning. These students become transformed and leave the University as fully prepared, educated, and culturally competent agents of systematic change. This is evident through the process of data democratization using BluePulse and Illume. Since data are available to the campus community as a whole, a diverse group of faculty and staff is able to discern how well the University is compliant with Standard III.

Recommendation

1. Explore other types of scheduling to include complete evening undergraduate and on-

line programs, weekend and creative residency requirements to better serve the current student population while focusing enrollment enhancement through meeting the needs of non-traditional prospective students.

STANDARD IV. SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Evidence within Standard IV Addresses Requirements of Affiliation No.'s 8 & 10

RESEARCH QUESTIONS

1. How are policies and procedures used to address academic and student support service needs of students?
2. How does athletics, student affairs, and other extracurricular activities support the student experience on campus? How are they regularly evaluated?
3. How are retention and graduation goals supported through programs and services on campus?
4. To what extent do services promote student engagement and leadership, interpersonal growth, and civic engagement?
5. How do we provide evidence of periodic assessment regarding the effectiveness of programs that support the student experience?

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Coppin continues its legacy of graduating high quality students who become educators and practitioners as a component of the vision and mission inspired by our name sake Fannie Jackson Coppin. The University continues to fulfill its role in producing stellar graduates who are life-long learners (as evidence by the following [video clip](#)). For example, our educators are impacting children and students across the metropolitan area. CSU's alumni effectiveness in the community is a result of the mentoring and the differentiated academic experience they received during their time at Coppin.

Introduction of the Standard and Workgroup Charge

Central to its mission, Coppin State University (CSU) supports the student experience by demonstrating that the institution recruits and admits students whose interests align with the University's mission and educational offerings. As an institution, CSU provides services designed to enhance student retention, persistence, and completion. Student support services, staffed by qualified professionals, are designed to enhance the quality of the learning environment so that students' educational experience and success are enhanced and fostered.

POLICIES AND PROCEDURES: IMPACT ON ACADEMIC AND STUDENT SERVICES

As a member of the University System of Maryland (USM), CSU uses the policies and [procedures of the USM Board of Regents](#) as a framework to address academic and student support service needs of the students. CSU policies are promulgated through the [University Undergraduate and Graduate Catalog](#) and [Eagle Guide Student Handbook \(II-1\)](#). The policies listed in the catalog refer students to the rules of conducting academic and student support services at CSU. The catalog, Eagle Guide, and Graduate Student Handbook address student policies related to behavior and standard business practices, including matters such as financial aid and the bursar's office. Policies and procedures used to address academic and student support services, such as, academic grievance policies and processes, admission policies, Section 503 of the Rehabilitation Act and the American with Disabilities Act (ADA), Student Rights and Responsibilities, transfer policies, and others are described in the Eagle Guide Student Handbook. Other policies that address community standards associated with residence life, student leadership, and organizations may be found at <https://www.coppin.edu/residencelife/community>.

In 2016, using a Shared Governance process, enrollment management was restructured from Academic Affairs, and the Division of Enrollment Management and Student Affairs (EMSA) was created. The provost and vice president for academic affairs (VPAA) and the vice president for enrollment management and student affairs are charged with adhering to policy guidelines developed by the USM. Specifically, the USM policies regarding [Academic Affairs](#) and [Student Affairs](#) guide the institutional policies. Coppin's designated Academic Affairs faculty committees, such as the University [Curriculum and Standards and Policies Committee](#), the General Education Task Force, Graduate Council, and Faculty Senate are designed to support students' academic goals. For example, the policy on academic clemency applies to students returning after five or more years and addresses the progression needs of students who have received grades of D or F and desire to return to complete their degree.

Admissions: The USM Board of Regents and the Maryland Higher Education Commission (MHEC) established standards for admissions and regularly review CSU’s data for compliance and budgetary rationale. In addition to enrollment, both agencies review CSU’s retention and graduation rates at the 2nd and 6th year respectively. CSU addresses the unique academic and student support needs of the residents of Baltimore City and the surrounding counties by being consistent with the mission of education from cradle to career. The current student body is reflective of first-generation and multigenerational students whose ages range from 17-65+ years of age. For the freshman class entering fall 2016, the average SAT score was 895 (Math & Verbal). Students of color comprise more than 90% of the student population, and 92% are African-American. The majority (90%) are in-state residents who reside in the City of Baltimore (45.6%) and the surrounding counties (44.4%) of Maryland. Over the last four years, the institution has diversified recruitment efforts by providing various modalities for applications to include partnership with other agencies to improve and increase enrollment counts. Appendix IV.1 provides an individual snapshot of the results of these efforts. Table IV.1 provides a holistic view of the results of the combined efforts.

Table IV.1 Admission Summary: All Admit Types, All Application Methods, All Colleges, All Careers

All Methods	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Application Count	8,477	6,626	6,715	6,635
Admitted Count	3,168	2,711	2,712	2,862
Matriculated Count	2,006	1,237	1,145	1,146
Enrolled Count	861	830	789	771
Denied Count	502	521	931	1,106

The USM has also established policies for which Coppin adheres on *Transfer of General Education Credit*. Nineteen percent (19%) of CSU’s incoming students are transfer students. The policies and procedures for transfer credits are embedded in the General Education program and the articulation agreements. The CSU Transfer Credit Policy, *Reverse Transfer Policy*, and each individual professional program and department’s articulation agreements support the academic needs of students. These processes allow students to receive credit for community college academic efforts, including the opportunity to earn the Associate of Arts degree while enrolled at CSU, detailed in the reverse transfer policy and agreement.

Financial Aid: The Office of Financial Aid (OFA) adheres to the policies and regulations set forth by the United States Federal Government under Title IV, Maryland General Assembly, USM, and the CSU Foundation. The policies of the office are used in supporting eligible students as determined by their completion of the Free Application for Federal Student Aid Form (FAFSA). The OFA supports prospective students through the completion of the FAFSA. All of the required information for financial aid eligibility is located on the *All Things Financial* section of the Coppin’s website. Students also have access to see a financial aid counselor to discuss issues related to qualifying and receiving financial support.

In addition to providing qualifying information, the OFA counselors provide students with instructions on the procedures for determining the cost of attendance, explain satisfactory progress, and determine eligibility for state and institutional need-based scholarships. *Academic scholarships*, determined by academic departments, admissions, athletics or outside entities, are also reviewed by OFA to decide students’ ability to receive funding. The OFA spearheads the scholarship committee and created an institutional submission process for all university offices, colleges, and programs that award scholarships. The process has improved the

overall awarding of scholarships in a timely fashion and allows the University to maximize aid to the undergraduate student body, of which 89% are Pell Grant dependent.

The OFA uses the campus *EagleLinks* accounts to communicate with students about their financial aid status. All financial awards, disbursements, refunds, or requests for additional information are managed through the system. Through the use of an online voucher system, the process for making book purchases for classes is enhanced. The OFA coordinates efforts to assist students' interaction with the Admissions Office, Bursar's Office, Information Technology, Office of Records and Registration, and Housing to provide a seamless delivery of information that supports students' academic success.

To ensure compliance sufficiency, the OFA is audited by the Maryland General Assembly, the USM, the U.S. Department of Education, the National Collegiate Athletic Association (NCAA), and the MHEC. These entities ensure the policies related to financial awarding and distribution comply with the rules, regulations, and intent of the programs.

Student Records: The University complies with grading practices required by the USM's Board of Regents. As required, the University's current grading system is appropriately listed in the catalog, meeting compliance requirements by MHEC [*Grading System from Catalog*]. CSU uses USM's *Policy on Confidentiality and Disclosure of Student Records* provides for security of student records and the procedures for release of student information. This policy conforms to standards outlined in the Family Educational Rights and Privacy Act (FERPA). CSU secures all student information in the campus-wide Student Information Management System (EagleLinks). All authorized EagleLinks users are required to undergo FERPA training before having access to the system. EagleLinks centralizes student information and supports many CSU student-related functions, including admissions, registration, financial aid, student accounts, academic history, student housing, student immunizations, and all health records. Students have direct access to their own academic and financial records in EagleLinks that provides information about their academic and financial needs. Additionally, the CSU Office of Records and Registration's website provides detailed procedures for requesting student transcripts, degree certification, and enrollment verification. All academic records are maintained by the Office of Records and Registration.

Student academic records and student transfer credits are audited regularly by the State of Maryland and the USM. A student may request to inspect his or her own records at any time. The process to request inspection is outlined in the Eagle Guide Student handbook. Student conduct records are maintained in the Office of Student Community Standards. The process and procedure for addressing students' complaints are further delineated in Standard II.

THE IMPACT AND EVALUATION OF EXTRACURRICULAR ACTIVITIES

There is a concerted effort at CSU to assess the efficiency and effectiveness of programs and services offered to students. Athletics, Student Affairs, and other extracurricular activities support the student experience by offering students a variety of centralized support services. These programs include:

- a. ***Student Services:*** The recently merged Division of Enrollment Management and Student Affairs is comprised of Student Activities, Housing, Residence Life, Counseling Services, Community Standards, Career Development, and International Student Services. Student Affairs updates its student handbook periodically, which outlines all student policies and procedures, including community standards, the student government constitution, and Title

IX sexual harassment information. This information is critical to the student experience and is addressed during new student orientation.

- b. *New Student Orientation:*** New student orientation features student presentations, student-led orientation groups, and peer-to-peer support as new students become Coppin State University Eagles. New Student Orientation (NSO) addresses topics such as financial aid, the “Coppin Eagle” online services, student support services, balancing life, and understanding important deadlines and dates. Students from the *Tech-Know* group present useful demonstrations on how to use EagleLinks and other campus based technologies that promote student academic success and excellence. During NSO, students register for courses, accept financial aid, review their charges, and apply for appropriate services.

Volunteer student leaders are assigned to assist with orientation groups. New students have the opportunity to participate in four concurrent sessions throughout the campus. Sessions are assigned in rooms where the service or function is addressed. For example, when students learn about academic support, they are in the academic advising unit of the First Year Experience (FYE) learning space, exposing them to and immersing them in service areas to increase familiarity and understanding.

- c. *Career Services:*** The Career Services Center delivers programs and services designed to enable students to develop life-long skills in career planning that enhances their ability to make informed career decisions. The Center fulfills the University’s mission by helping students identify their values, personality traits, interests, and career goals. In addition, the Center supports students in refining their career goals; assists students in acquiring information and competencies that enhance their academic success; expands their awareness of varied industries and occupations; and develops relationships with employers that provide experiential, part-time, summer and full-time professional employment opportunities for students. The Career Services Center offers a variety of annual programs and services to improve student career preparation. In 2017, 118 students participated in Career Services activities involving 62 businesses and institutions.
- d. *The Center for Counseling and Student Development:*** The Center provides quality counseling and mental health services to students experiencing personal, developmental, and psychological issues or distress. They assist students in crisis, intervene in potentially life threatening situations, provide quality outreach programs and offer other important additional services. These services address the developmental concerns of students while emphasizing prevention and professional consultative services that increases the understanding of challenges faced by students and promotes psychological well-being. During the past 3 years, the number of students served were: 228 students in 2014-2015, 193 students in 2015-2016, and 151 students in 2016-2017, averaging 191 students annually.
- e. *Housing:*** The Office of Housing at CSU is committed to enhancing the student experience by providing housing, along with adequate amenities, which support the academic, social, and emotional wellbeing of students. The Office of Housing works diligently to ensure that housing facilities are well maintained by monitoring the completion of maintenance requests, housekeeping services, and necessary upgrades. This office works to create a comfortable living environment for resident students. There was a 92% occupancy in the residence halls during the 2014-2015 academic year, 90.2% in 2015-2016, 96.4% in 2016-2017, and 99.8% in 2017-2018. Residency is a vital support to students who seek to matriculate at CSU. Based

on *2016 SatisTrack*TM (Appendix IV-1) report of students residing in the residence halls, 62% indicated that they were satisfied with their room, 66% indicated satisfaction with staff performance in the residence life office, and 62% indicated that the residence halls were clean.

- f. *International Student Services:*** The International Student Services Program (ISSP) provides an information and support system that enhances the social, emotional, and intellectual growth and development of the international student population. The ISSP provides support and assistance concerning visas and related immigration issues. Specialized programming is designed to promote the academic and personal growth of F1 international students who attend CSU. Through activities such as informative workshops, supplemental orientation and personalized publications, the office strives to ensure that each student is equipped with the knowledge and skills needed for success. International students have achieved academic success during their tenure at CSU.
- g. *Community Standards:*** The Office of Community Standards educates the campus community of expectations for student conduct and challenges students to reflect on their choices, take responsibility for their actions, and understand the balance between the needs of the individual and the University community. By referencing the Student Code of Conduct, CSU encourages students to become positive, contributing members of the academic community and society, while committing themselves to the core values of integrity, respect and responsibility. The student disciplinary process is based on the assumption that disciplinary procedures, when required, should be an educational process. This process, aligned to CSU's mission of community engagement, is designed to help students develop individual responsibility and encourage self-discipline.
- h. *The Office of Student Activities:*** Student Activities manages many of the central functions related to student organizations, such as the Student Government Association (SGA), fraternity and sorority life (Pan Hellenic), and other student leadership organizations. Students are involved weekly in planning activities, learning personal skills, and implementing programs. Students are engaged in annual elections and participate in the planning and execution of activities such as Homecoming, I Love Coppin Week, and New Student Orientation.

Regular assessment occurs in the student activities office. The staff meets weekly and provides semester reports on activities and programs. Evaluations are conducted for career fairs, new student orientation, and counseling center interactions. *Annual Reports on Student Activities* (Appendix IV-2) are also submitted and reviewed for new recommendations.

- i. *Athletics:*** In Fall 2012, the NCAA chose CSU among one of only six universities nationwide to participate in the Limited Resources Institutions Grant Pilot Program, a three-year grant valued at \$900,000. This program successfully enhanced the academic support services provided to student-athletes by increasing the number of advisors and tutors available, as well as enhancing the unit's ability to monitor the academic progress of student-athletes. The grant also provides opportunities for student-athletes to take courses during the summer and winter semesters and supports faculty enrichment and peer mentoring programs. One unique feature of the pilot program was the creation of mobile "hot spots" or satellite computer labs so that student-athletes have continued access to technology while traveling.

The CSU Department of Athletics has an active role in developing and sustaining student-athletes to achieve their academic and athletic goals. The *Student-Athlete Handbook* describes ways in which academic and student needs are addressed. Expectations for all student-athletes are outlined and described. These include academic excellence, healthy sportsmanship and integrity, coaches' jurisdiction, a code of conduct and appearance expectations. Support services available, and communication about them, are implemented continuously in the form of the Student Advisory Council, medical care, strength and conditioning, summer school, progress reports, grievance procedures, travel accommodations, and uniforms and equipment. At the end of the school year, the Annual Student-Athlete Program evaluation survey is given to each student-athlete for their evaluation of various facets of the program including: facilities and equipment, weight rooms, athletic training, student services, coaching, practices, schedules, athletic administration and staff, and overall performance of the entire Department of Athletics. The academic success of CSU's student-athletes is a result of considerable investment and effort by the athletic department and University, which carefully monitors and nurtures their academic performance. Satisfactory GPA levels are required and strictly enforced, and high expectations for graduation success are the norm. In addition to other academic support programs, CSU student-athletes are tutored by faculty and staff volunteers who often travel with teams to provide out-of-the classroom assistance. Annually, the Department of Athletics Academic Progress Report (APR) (Available in the Evidence Room) is aggregated to document overall academic and athletic progression. As a result of the three-year Limited Resources Institutions Grant, Coppin State's graduation success rate for athletes increased from 68% to 75% from 2012 to 2013. The second-year retention rate for freshmen athletes between 2012 and 2013 was 87%. As reported in the National Collegiate Athletic Association (NCAA) 2015-2016 Academic Progress Rate Report, the overall retention rate for all student athletes at Coppin is 95% with an average GPA of over 3.0.

- j. *Child Development Center:*** Child care services offered through the James E. McDonald Child Development Center serve students, employees of the University, and the community with the purpose of providing a safe, nurturing, and educational program that focuses on developmentally appropriate experiences for children. The Center addresses both the need of the campus community as well as provides quality service to the surrounding community. CSU's early childhood education majors complete experiential learning at the Center, contributing to their academic preparation.
- k. *Community Health Center:*** The CSU *Community Health Center* (CHC) is a primary care facility which is operated by the College of Health Professions. The goal of the CHC is to improve the health of students and residents from the surrounding community. Services are provided by nurse practitioners, faculty, and students of the College of Health Professions, and in some instances, by a physician. All professional personnel are properly licensed by the State of Maryland. The Center provides readily accessible, low-cost, high-quality care to CSU's students, faculty, staff, administration, and residents of the neighborhood surrounding the University. In 2016, 592 patients were served, with a total of 1,367 served since the Center's launch. Services of the Center emphasize health promotion and prevention of diseases.

SERVICES THAT SUPPORT RETENTION AND GRADUATION GOALS

Over the years, CSU has implemented a number of programs to improve and enhance retention and the overall student experience. Institutional resources, efforts, and budgetary allocations have targeted various programs to ensure that all student support services are well integrated and facilitate student success and graduation. As of 2017, the second-year retention and six-year graduation rates are 66% and 25%, respectively. Our graduation and retention data reveal the need to implement initiatives targeted at retention and graduation goals (Table IV.1). Through our vision and goals, CSU has dedicated itself to data-driven solutions that address enrollment, retention, and graduation goals. Use of data retrieved from EagleAnalytics afford CSU the opportunity to monitor cohorts' progress and provide prescribed support to facilitate the retention and graduation goals. Table IV.2 details cohorts' retention and graduation rates.

Table IV.2: Retention, Graduation, and Enrollment Data by Cohorts

Cohort Year	Cohort Size	Retention Rates						Graduation Rates					
		2nd Year	Count Yr2	3rd Year	Count Yr3	4th Year	Count Yr4	4-Year Cnt.	5-Year	5-Year Cnt.	6-Year	6-Year Cnt.	
2011	478	66%	316	47%	227	39%	187	10%	50	21%	99	24%	116
2012	425	61%	261	44%	185	36%	153	12%	53	20%	83	24.5%	.
2013	353	69%	243	46%	161	39%	137	12%	42	.	.	.	.
2014	267	69%	185	48%	128	43%	114	.	.	.	.	.	.
2015	242	63%	152	45%	110	.	.	.	.	.	.	.	.
2016	383	66%	252	.	.	.	.	.	.	.	.	.	.
2017	383	.	.	.	.	.	.	.	.	.	.	.	.

In 2015, the Student Success Council was established and charged with the responsibility of researching and recommending evidence-based best practices, policies, and resources that promote student success. To inform data driven decisions, the Applied analytics Council, derived from the student success council, has the role of diving into the data using software applications particular to specific issues. The Applied Analytics Council is a permanent body established to provide direction, prioritization, and leadership in data analytics work across the institution. The Applied Analytics Council will report to, and take direction from, the Student Success Council. The Council membership consist of a broad set of representatives from different roles at the institution, but the institution may include special projects from other external entities, as well as, the ability to make decisions and take actions. The Student Success Council reports all outcomes to the President, Institutional Effectiveness Council, and the Provost Office. The University Assessment Committee receives outcome data from the office of Institutional Effectiveness.

Departments within the Division of Academic Affairs and the Division of Enrollment Management and Student Affairs monitor and review core data on enrollment, retention, and graduation. To adequately address data trends and establish a sound foundation upon which Coppin can reassert itself as a leading HBI and be an anchor institution in Baltimore, the institution has made an investment in programs that are expected to support and enhance student experiences. All personnel on campus have access to data analytics designed to foster progression monitoring.

Examples of retention services available to students include:

BridgeEDU

In an effort to address challenges with enrollment, retention, and graduation rates, during the summer of 2016, CSU formed a partnership with BridgeEDU, a Baltimore-based provider of innovative, supplemental student services. BridgeEDU helps first year students become acclimated to a college environment by addressing financial, academic, and social barriers to college entry and completion. Students received academic support to strengthen mathematics and communication skills as well as personal coaching, mentoring, and other high-touch interventions that demystify the financial and social aspects of college life. Of the 61 scholars participating in this initiative, 50.5% were males and had a high school mean GPA of 2.6. Data reflect 97% retention from fall 2016 to spring 2017 and 74% fall 2016 to fall 2017 of participants (*President’s General Assembly Testimony 2017*).

Summer Academic Success Academy (SASA)

The *Summer Academic Success Academy (SASA)* is a comprehensive, summer residential program designed for first-time, full-time students enrolled directly from high school. SASA was developed to help incoming freshmen successfully make the transition from high school to college. The program aims to provide academic development, personal growth, social/cultural enrichment, study strategies, academic planning, and advising. Initiated in 2011, the SASA program is an intensive, six-week comprehensive intervention service program that prepares incoming students for the rigors of post-secondary education. This campus-based, residential program eases the transition of students from high school to college by helping them develop confidence in their ability to learn by offering opportunities to earn college credit prior to the start of their fall semester. Table IV.3 details SASA’s impact on retention and achievement measures.

Table IV.3: SASA results over two Cohorts

Attributes	Cohort 2 (Summer 2017)	Cohort 1 (Summer 2016)
# of Students served	84	107
# of students enrolled in subsequent semester (pre-freeze)	83/84 (99%)	105/107 (98%)
Average SASA GPA	3.06	2.73
Male/Female	27/57	15/92
% passing ENGL 101 with grade of C or better	N/A	83/101 (83%)
% passing Freshman Seminar with grade of C or better	76/84 (90%)	102/107 (95%)
% passing MATH 97 with grade of C or better	N/A	74/74 (100%)
% passing MISY 150 with grade of C or better	70/84 (83%)	21/23 (91%)

First-Year Experience (FYE)

The *First-Year Experience* was designed to serve incoming first-time full-time freshmen. The program is typically open to all freshmen with 30 credits or less. However, services were expanded to meet the needs of sophomore students who have credits beyond 30 but were still completing General Education Requirements (GER). FYE is a place where these students receive specialized advisement, supplementary instruction, and guidance through the completion of the first 30 credits or their general education plans of study. The FYE is designed to assist the freshman students in their matriculation to upper division courses and acceptance into majors.

Academic Success Centers (ASC)

The academic advising enterprise is integrally important to retention and is another area that calls for examination. Each semester through the Student Hold system, students are required to meet

with his/her advisor in the major or in the designated College ASC, which were launched in spring 2017. For example, the Student Affairs and Retention (STAR) Office is located within the College of Health Professions and serves students in the General Health Professions, Helene Fuld School of Nursing (HFSON), and the School of Allied Health. The organizational structure allows for a systematic assessment and evaluation of admission and retention issues. The STAR office is responsible for periodically distributing a recruitment calendar to keep faculty abreast of recruitment venues with the opportunity to meet prospective students. Within the College of Arts, Sciences, and Education, the Teacher Education Advisement and Retention Center (TEAR-C) is an integral part of the education students' experience. Approximately 60 students per week, sign-in to use TEAR-C services. Students come to TEAR-C for many reasons, including; to receive academic advising, Praxis Core tutoring, inquiring about scholarship opportunities, using the computer lab, and networking with other students majoring in education.

Athletic Advising

In addition, grant funding has enabled a record number of student-athletes to attend summer and winter sessions. Other achievements include developing a faculty mentor program in which faculty are engaged in the daily routines of student-athletes lives through tutoring and assistance with skills training to help student-athletes prepare for life after athletics.

The Freshmen Male Initiative (FMI)

Since the inception of the pilot program in 2009, FMI has had a positive impact on retention. This program was open to all incoming male students during their first year of college. Activities included mentoring by faculty and campus staff, workshops on financial literacy and campus life, intrusive academic advisement, and regular exposure to academic and student support services. In the first year of the program's existence, FMI students had a retention rate of 76 percent. In the summer of 2013, the program served 45 male students, boasted a retention rate of 82%, with participants having an average GPA of 2.7. This was a grant funded program that officially ended in 2015.

Connecting Ladies across Campus (CLAC)

One of CSU's newest programs, *CLAC* is designed to build self-esteem in female students with the ultimate goal of empowering them in womanhood, sustaining academic excellence, and building personal and professional relationships that may lead to successful careers. Paired with a mentor from the University's faculty or staff, CLAC supports CSU women of all backgrounds.

Table IV.4: CLAC Data on Retention and Achievement

Academic Semester/Year	Mentees	Mentors	Average GPA	Retention Rate
Fall 2017	37	32	TBD	To be determined
2016-2017	53	39	2.90	92% retained in fall 2017
2015- 2016	47	38	2.94	92.6% retained fall 2016
Spring 2015	36	33	2.92	100% returned fall 2015

Our House Community Mentoring Program (OH)

The Our House Community Mentoring Program is an intensive mentoring program aimed at increasing student retention and graduation rates. Our House provides students with mentors who support their academic goals, social development, and career goals. The program is centered on the use of figurative "houses," which consist of 10 students (mentees) and 5-6 mentors per house, working together towards a common goal of providing support to the mentees. Table IV.5 provides data across three cohorts.

Table IV.5: Our House data across three cohorts

Our House Data Points	Fall 2016 (Cohort 3)	Fall 2015 (Cohort 2)	Fall 2014 (Cohort 1)
# of Houses	15 (10 Freshman/5 Sophomore)	5	5
# of Students	111	50	48
# of students from Baltimore City	56% (62/111)	40% (20/50)	25% (12/48)
MD Resident	83% (92/111)	80% (40/50)	65% (31/48)
Non-MD Resident	17% (19/120)	20% (10/50)	35% (17/48)
Male/Female	11/100	19/31	21/27
Average # of students per house	11	10	10
2nd year retention	77%	62%	83%
3rd year retention	N/A	48%	60%
4th Year Retention	N/A	N/A	54%
Baltimore City Retention Rate (Fall 2017)	73%	40%	50%
H.S. GPA	2.6	2.7	2.5
Current GPA (Spring 2017)	2.56	2.76	2.74
Fall 2014 - Spring 2015	N/A	N/A	2.78
Fall 2015 - Spring 2016	N/A	2.51	2.58
Fall 2016 - Spring 2017	N/A	N/A	2.80

Honors Living Learning Community

With year-to-year retention rates of 90% and 6-year graduation rates approaching 65%, the Honors College's strategy for student achievement incorporates four factors: intensive advising, learning communities, faculty mentoring, and cultural enrichment. Honors graduates have earned more than 100 master's degrees from institutions such as Columbia University, Loyola, Howard, Harvard, Carnegie-Mellon, and other institutions of higher education. Within the past 10 years, twenty Coppin Honors College students have earned Ph.D's from some of the top research institutions in the nation. In fall 2017, the 21 members of the Honors program reflected a starting GPA of 3.55. For the 11 students in fall 2016, the average starting GPA was 3.66 with a 3.62 GPA for the 20 incoming honors scholars in 2015. Not all honors scholars reside in the residence halls, but comradery and peer support are mantles of the honors program.

College of Health Professions' Nursing Living Learning Community

The College of Health Professions began this program as a pilot in FY 2011. CSU HFSON Living Learning Communities (LLC) is designed to help students during their first two years as they transition to the University. Students integrate curricular and residential life in a collaborative environment with other pre-nursing and nursing students. The LLC allows for educational instruction to be changed from "learning in a silo" to community centered learning. HFSON Living Learning goals include: 1) fostering lifelong learning; 2) facilitating student transition to the University; and 3) promoting student persistence. Data show that participants have an 89% second-year retention rate for 2012, and an 83% second-year retention rate for 2013. In 2014, the successful trend continued as the second-year retention rate was 90%. The program currently has 25 pre-nursing students enrolled (<https://www.coppin.edu/chp/student-services>).

Disability Support Services (DSSP)

Housed under the Division of Academic Affairs, *Disability Support Services (DSSP)* has been charged to create an accessible university community in order to ensure all students have equal

access to all University programs, activities, and services. Policies and procedures are developed to provide students with as much independence as possible and to promote self-advocacy. The services to faculty, staff, and students on disability issues address the needs of individuals to improve the quality and effectiveness of services; advocate for the upgrading and maintenance of the accessibility of all facilities; promote access to technology resources; and provide students with disabilities the same academic opportunities as non-disabled students in all areas of academic life. In 2017, 101 students secured services from DSSP.

Center for Adult Learners (CAL)

The Center was formed with the adult learner in mind, given that the average age of the CSU student is 26 years of age. The goals of the CAL include the following: to increase educational opportunities for first-generation college students; to strengthen the level of engagement in the culture of academic rigor; to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools; to provide a model to be replicated on a larger-scale for the University; and to inform teaching and learning effectiveness through assessment. The Center, which operates during the spring semester, has served approximately 40 students per year. All students are welcome to secure CAL services.

Career Services Center

The *Career Services Center* delivers programs and services designed to enable students to develop life-long skills in career planning that enhance their ability to make informed career decisions. The Center fulfills the University's mission by helping students identify their values, personality traits, interests, and career goals. In addition, the Center supports students in refining their career goals; assists students in acquiring information and competencies that enhance their academic success; expands their awareness of varied industries and occupations; and develops relationships with employers that provide experiential, part-time, summer, and full-time professional employment opportunities. The Career Services Center offers a variety of annual programs and services to improve student career preparation including, but not limited to, the following programs:

- a. ***Career Exploration Day:*** Annual career fair held in October where employers and graduate/professional schools' representatives come to campus to market their opportunities and recruit potential candidates for job vacancies and post-Baccalaureate programs.
- b. ***Internships and Cooperative Education:*** Internships and cooperative education are career related opportunities that allow students to gain hands on experience in an occupation before graduating. Students who register with the Center are eligible to apply for these opportunities that are received daily from a wide variety of employers.
- c. ***On-Campus Recruitment Program:*** This program is designed to provide opportunities for the employer and student to meet. Employers and graduate schools are invited to recruit students by conducting individual interviews, information sessions, classroom presentations, and by setting up information tables in the Student Center. Employers coordinate their schedules with the recruitment coordinator.
- d. ***Spring Job Fair:*** Annual job fairs are held in March where employers actively seek

students for part-time, summer, and full-time jobs, as well as internships and cooperative education opportunities.

- e. ***System of Interactive Guidance and Information 3 or SIGI 3:*** This is a self-directed online career exploration program that allows students to conduct an assessment of their work-related values, interests, and skills. SIGI 3 uses this information to generate a list of career options. Students may use SIGI 3 to research career options to assist them in choosing a major or an occupation. Students can obtain up to date information such as educational requirements, descriptions of work activities, and salary ranges for many occupations. SIGI 3 is available to CSU students 24 hours per day on the homepage of the career services center website.

PROMOTING STUDENT LEADERSHIP, ENGAGEMENT, AND INTERPERSONAL GROWTH

Coppin is committed to engaging students in activities that promote leadership and interpersonal growth. The University offers students a variety of centralized support services as noted throughout this chapter. The respective offices are staffed by a wide range of qualified professionals who are dedicated to serving the University’s students. Each of these services support the University’s mission and many provide essential co-curricular and interdisciplinary support services that enhance student development and learning, promote diversity and inclusion, encourage student health and wellness, develop exceptional student leaders, and ensure inter-professional engagement and opportunities. Table IV.6 reflects a cross-walk of programs that provide exposure to opportunities in student engagement and leadership, interpersonal growth, as well as civic engagement.

Table IV.6: Exposure to Opportunities for Student Engagement and Leadership, Interpersonal Growth, and Civic Engagement

Service	Student Engagement & Leadership	Interpersonal Growth	Civic Engagement
Student Government	X	X	X
Athletics	X	X	X
Greek Life	X	X	X
CLAC		X	
Honors College	X	X	X
VITA Tax Program	X	X	X
Freshman Male Initiative	X	X	
Our House	X	X	
Rehabilitation Student Organization	X	X	X

Students, faculty, and administrators have access to a monthly radio show that is designed to promote all academic programs. Once a month on Sunday, a church within the surrounding community hosts the Coppin Sunday. These services are outlets to the community through which the institution’s goals are further communicated to elevate the stature promote its autonomy and benefits the community.

DISSEMINATING ASSESSMENT RESULTS

Each student support activity collects and analyzes data to verify its effectiveness in supporting the CSU Student Experience goal. These data are monitored and used to adapt or continue support services. CSU implements periodic assessments regarding the effectiveness of programs that support the student experience by cohorts. *The Beginning College Survey of Student Engagement (BCSSE)* (Appendix I-11) is administered annually to provide measures of opinions of the freshman class. Results, detailed in Table IV.7, document that the majority of students may not feel as prepared for college life, but they expect CSU to provide “a challenging and

supportive environment.” Processes detailed here are CSU’s efforts to provide academic support to students based on their responses as freshman.

Table IV-7: Selected BCSSE Measures with Mean Scale Score

Measure	2017 Mean Scale Score (N=197)	2016 Mean Scale Score (N=180)	2015 Mean Scale Score (N=321)
Expected Academic Perseverance Student certainty that they will persist in the face of academic adversity	47.36	43.73	44.92
Expected Academic Difficulty Expected academic difficulty during the first year of college	23.56	26.39	25.14
Perceived Academic Preparation Student perception of their academic preparation	44.41	45.04	45.00
Importance of Campus Environment Student-rated importance that the institution provides a challenging and supportive environment	46.57	47.34	47.25

Source: Office of Institutional Research, 2017

National Survey of Student Engagement (NSSE) results are shared with members of the USM, deans, chairs, and advisors, for the purposes of informing student services, academic advisement, and curricular improvements. The surveys were administered in 2008, 2013, 2016, will be conducted in the spring of 2018, and annually thereafter.

CSU uses a variety of assessment strategies that include a campus-wide system based on data collected from various data points to guide the evaluation of trends and patterns. Based on a review of the data, recommendations are shared with faculty, staff, and/or the administration using a shared governance process. Pyramid Analytics and the Campus Dashboard are used as data access points to discern how students move as cohorts associated with each academic college. The Council is also working with CIVITAS to develop predictive data analytics to better understand success potentials within and among student populations.

Conclusion

Faculty and staff in the various units provided evidence for this Standard and the **Workgroup, having reviewed the data, determined the University is in compliance with Standard IV.** Coppin is committed to continuously enhance the quality of the learning environment that adds to the educational experience and student success. As an HBI, Coppin has found successes and challenges in its enduring commitment to student retention, persistence, completion, and success through the implementation of a variety of coherent support systems that are staffed by appropriately qualified professionals.

Recommendation

1. Student engagement and leadership are integral goals of the mission and educational experiences of the institution. To this end, the Workgroup recommends the allocation of funding to create an office dedicated to community engagement and civic responsibility, as well as to pursue the Carnegie designation.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Evidence in Standard V Addresses Requirements of Affiliation No. 8, 9, and 10.

RESEARCH QUESTIONS

1. How are we assessing student achievement and institutional learning outcomes?
2. Are we making good use of multiple measures of assessment?
3. What types of support systems exist to assist departments and colleges in their assessments?
4. How do we show linkages within the curriculum to student learning outcomes and ultimately, the institution's mission?
5. How do assessment practices ensure we are accomplishing our mission?
6. Are assessment practices organized in a systematic way and performed by faculty for the purposes of meeting core, department, and institutional-level goals and objectives?
7. How effective are assessment practices for online and distance education programs?

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

As evidenced by a review of key institutional metrics, the University's evaluation tools and processes promote a culture of assessment and a greater utilization of results for continuous improvement. For example, CSU is increasing retention and graduation rates, achieving greater efficiencies, and more importantly, the institution's mission is being accomplished. Five years ago, the second-year retention and six-year graduation rates were 61% and 13%, respectively. Today, the retention rate has increased to 66% and the graduation rate has increased to 25% (an increase of 12 percentage points). The increase is collectively attributed to faculty, staff, and administrators access to innovative evaluation tools and support, as well as to the institution's commitment to student success.

Introduction to the Standard and Workgroup Charge

The charge of Workgroup V was to determine how CSU's assessment of the institutional student learning outcomes and achievements demonstrate that CSU's students have achieved the educational goals in accordance with the University's mission, strategic plan, and programs.

THE INSTITUTIONAL ASSESSMENT PROCESS AND SUPPORTING COMMITTEES

Progress related to the institution's strategic goals are informed by assessment. The goal of the University's assessment process is to encourage institutional self-awareness, self-understanding, and self-improvement. Coppin has an institutional assessment process that incorporates assessing student learning outcomes at the institution, program, and course levels. The institutional and program levels are informed and mapped to the mission, strategic goals, and the institutional SLOs, which provide a blueprint for the future of the University.

Assessment processes at CSU are inclusive of student success measures, comprehensive survey research, fiscal data, student perception of teaching quality, institutional learning outcomes, technical learning support, program level data (for example, enrollment, retention, graduation), and division and program outcomes. Regular review and assessment ensure that the University continues to meet the goals stated within strategic plan.

The divisions of Academic Affairs, Administration and Finance, Enrollment Management and Student Affairs, Information Technology, Institutional Advancement, and Athletics have established measurable goals, objectives, and benchmarked key performance indicators (KPIs). Each year, the divisional vice presidents review progress towards achieving outcomes within each division. The reviews provide opportunities for any adjustments to the stated goals. Annually, in March, each vice president reports progress towards divisional goals to the Office of the President. The vice presidents then report any feedback from the president and cabinet members to their respective divisions in an effort to improve operations and effectiveness across the institution.

Institutional Effectiveness is supported by the following key entities:

- [*Academic Assessment Committee*](#) (Appendix V-1) Membership of the Committee includes representatives from all academic areas. The charge of the Committee is to provide oversight, identify needs, and develop data-driven recommendations, policies, and procedures regarding institution-wide assessment of student learning in order to

strengthen the University and enhance its accountability. The Committee ensures that the University maintains assessment of the student academic experience and that academic programs are aligned with the institution’s SLOs. The Committee recommends changes to the academic assessment processes. Reviews of academic assessment processes, such as reporting strategies and feedback, ensure that assessment data are used to inform decision-making at all levels. Additionally, the Committee supports faculty initiatives related to the improvement of academic program assessments.

- The Student Success Council (SSC) was established in 2015, and charged with the responsibility of researching and recommending evidence-based best practices, policies, and resources that promote student success. The membership consists of representatives from different functional units at the institution. The SSC receives data from the Office of Planning and Assessment, as well as accesses data directly from Eagle Analytics and CIVITAS predictive analytics platform.

SUPPORTING MISSION THROUGH ASSESSMENT

Coppin’s assessment practices ensure the institution is accomplishing its mission by aligning assessment strategies with key performance indicator (KPI) criteria as detailed in the Table V-1.

Table V.1: Examples of Key Performance Indicators

Assessment	KPI Criteria
Progression Rate in General Education courses	The progression/completion rate by course shall be 75% or higher.
Student satisfaction as evaluated in the End of Program Satisfaction survey (BCSSE)	80% of the respondents will express satisfaction with program as evidenced by an overall score of 3 if using a 4-point Likert scale.
End of Program Measure Portfolio/Thesis/Project/Capstone	80% of the students will be successful with the first submission.
Alumni satisfaction survey	80% of the respondents will express satisfaction with program as evidenced by an overall score of 3 using a 4-point Likert scale.
Graduation Rate	Based on current statistics, the (6) year graduation rate is projected to be 23%.
Supervisor/Employee satisfaction	80% of the respondents will express satisfaction with employee as evidenced by an overall score of 3 using a 4-point Likert scale.
Job Employment Rate	80% of the graduates will indicate that they are currently working within 12 months after graduation.

Assessment of General Education

Historically, General Education has been continuously reviewed by Academic Affairs. As a follow-up from the last 2008 Middle States visit, the University enhanced its assessment process of General Education Program by adhering to the Code of Maryland Regulations (COMAR), revising institutional SLOs, and aligning the SLOs with updated rubrics. The General Education Program was reformed.

In 2010, the *General Education Task Force* (see Appendix V-2) was created with individuals designated as “faculty champions” to facilitate and conduct faculty development sessions with all

academic departments. As a result, the SLOs were standardized into the current six institutional learning outcomes. In keeping with the USM directive and mandate from COMAR, the General Education requirements were reduced from 46 to 40 credits, allowing for a seamless alignment of assessment practices linked to program outcomes.

In 2015, General Education assessment continued to evolve. The Curriculum Standards and Policy Committee approved as part of their bylaws, the creation of a General Education Subcommittee on outcomes assessment. As part of assessing outcomes, the Subcommittee was charged to review the elimination of curricular cross-linking that hindered timely completion of General Education requirements, particularly for transfer students.

In fall 2016, the Provost created and charged a new General Education Task Force to develop a recommendation which: 1) Aligned GERs with the 2017 regulatory updates from COMAR; and 2) Promote practices that provide increased flexibility in the GER requirements (See Table V.1) The General Education Task Force accomplished its charge.

Advancements in Assessment Practices

Faculty conducted organized and systematic assessment activities, which include: exit exams, licensure exams, course embedded direct assessments (final exams, capstones, and rubrics). The institution administers stakeholder surveys such as the NSSE, BCSSE, employer surveys, alumni surveys, and graduating senior surveys. The comparative data and statistical analyses of assessment results support student learning and student achievement of institutional and program goals. The institution defines meaningful curricular goals by developing uniform approaches to the curriculum and overall academic transformation. Coppin's assessment practices support continuous improvement of academic programs by using assessment information to make changes that are intended to enhance student learning.

INSTITUTIONAL SUPPORT TO DEPARTMENTS AND COLLEGES

The University has several support systems to assist departments and colleges in assessment initiatives. The [Office of Planning and Assessment \(OPA\)](#) supports, seeks suggestions from, and provides data to the administration, faculty, and staff by collecting and supplying verifiable data and information; conducting policy analysis; coordinating campus assessment and evaluation activities; and facilitating strategic planning and implementation. Each year the OPA performs analyses of the data collected on multiple performance measures and reports the results to the USM. These analyses are then used within CSU to identify strengths and areas for growth with strategies developed to improve performance or replicate success. The OPA also supplies data to regulatory agencies, such as the U.S. Department of Education and the National Center for Education Statistics.

Annually, the OPA reviews the aggregate results of faculty course evaluations with the Executive Committee of the [Faculty Senate](#) and with individual faculty who seek support to understand the students' perceptions of instruction. Conversations regularly occur on the subject of finding additional uses of the outcomes beyond the tenure review process. Annually, the OPA conducts a series of college wide workshops designed to further engage faculty in the process of program outcomes assessment. For example, a spring 2017 workshop assisted faculty with

updating curricular maps already aligned to department and college goals and to the institutional learning outcomes.

Curriculum maps are used to show linkage to the student learning outcomes and the institution's mission. Institutional student learning outcomes that address written and oral communication, analytical reasoning, information literacy, social awareness, reflective practice, and responsive citizenship are linked to academic programs. Program curriculum maps are a component of program assessment plans. The university formally assesses 53 academic programs (undergraduate, graduate, and certificate) and the general education program using a 7-year program review cycle. In addition, the mapping process reflects the alignments of the courses within each program to the program outcomes, linked to the student learning outcomes, and the institution's mission. Faculty are required to include the student learning outcomes in course syllabi. For example, academic programs have outcomes related to communication and analytical reasoning. Furthermore, when faculty submit program course and curricula proposals, the submission must demonstrate alignment to the student learning outcomes and the syllabus of record.

Academic areas access EagleAnalytics to review live data on students in programs, which include such measures as grade point averages, enrollment history, and registration information for the purposes of monitoring and outreach. For example, outreach may be facilitated through the use of call centers by academic units and cohort management fostered through faculty and staff within the *Academic Success Centers* (Appendix V-3), established in fall 2017. Data are provided through a dashboard powered by *Pyramid Analytics* (Appendix V-4) with multiple views. As a result, departments are able to increase enrollment of new students, persistence of returning students, and graduation rates. The Enrollment Action Team, an ad hoc committee called by the president during registration, includes members of the functional units, and uses data to enroll new students and retain current students. The Team meets weekly during the summer to monitor the enrollment process, which includes identifying next steps and progress towards achieving enrollment goals.

Coppin has student facing analytics in which real time data are available to provide students with insights into their academic performance. Real-time access to data enables students to seek support from faculty or academic resources to improve academic performance. Students are able to self-assess and compare their performance to other students within their enrolled courses. Students are also able to receive real-time classroom performance feedback.

The four academic deans, in collaboration with department chairpersons and the Division of Academic Affairs, lead efforts to improve student learning assessment. Each college addresses course level performance, which includes the measurement of direct and indirect measures using learning management systems, such as Blackboard and TK20.

The OPA provides assistance to departments with specialized accreditation by administering and interpreting surveys, providing program level data on assessment of learning outcomes, and interpreting the standards for reaffirmation. The institution provides support for learning management systems such as Blackboard Learn and TK20 through which student performance

data are captured, evaluated, and maintained. The Office of the Provost and Vice President for Academic Affairs provides support for external programs reviews.

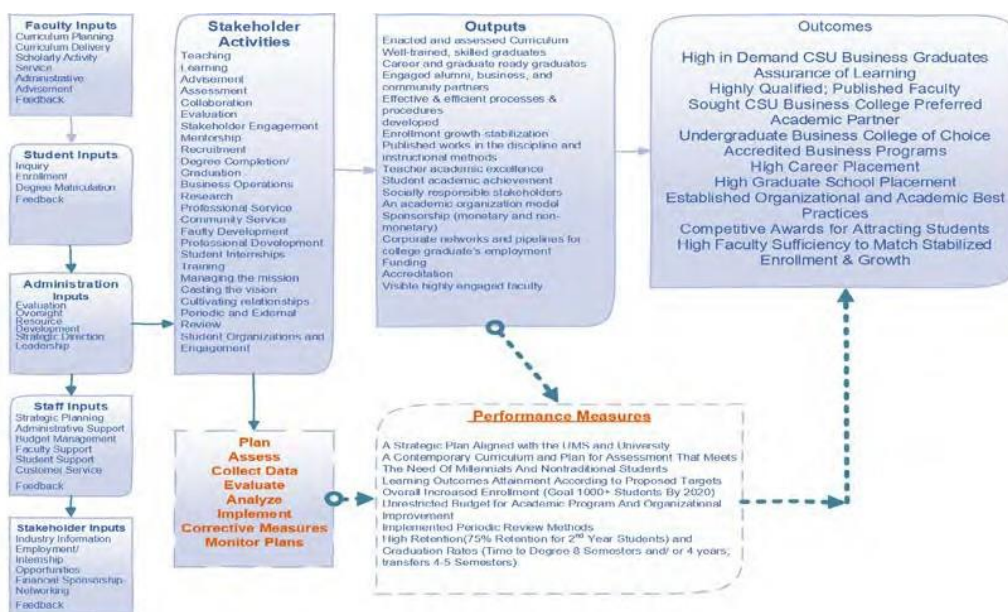
Through the OPA, input from stakeholders is encouraged and integrated for many of CSU's accredited programs. For example, the Master's in Rehabilitation Counseling Program (RCP), which is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), uses an external advisory board as a tool to review program data. The RCP advisory board is comprised of state vocational rehabilitation (VR) counselors, faculty, alumni, and employers, and is an excellent source of indirect assessment. State VR counselors and employers provide indirect assessment through feedback, based on their perceptions of students when they enter the workforce. Alumni members provide indirect assessment through constructive feedback regarding the efficacy of teaching, based on their ability to obtain/maintain employment, get promoted within their agencies, and pass licensure and certification exams. Data obtained through annual advisory board meetings are shared and used to modify courses to better prepare students for the workforce.

EVALUATION OF COURSES TO PROMOTE STUDENT SUCCESS

Program faculty have primary responsibility for program assessment. Assessment is guided by the department chairperson, who provides for content- and program-specific review. To foster continual improvements, curriculum and teaching-learning practices for programs and courses are evaluated by faculty at the departmental level. As a result of the data, course and program redesign are made based on identified areas of strength and areas in need of improvement.

Faculty within the College of Business meet on a cyclical basis each semester to discuss the results of assessment of learning within its courses. Their logic framework is described below in Figure V-1:

Figure V-1. College of Business Assessment Logic Framework



Since 2013, the College of Business has assessed all of its courses with emphasis on its capstone assignments within its courses. The results are shared during faculty meetings and measures such as grades are used as indicators of the level of mastery of certain competencies linked to the institution's learning outcomes. Below are screenshots (figures V-2, V-3) from SharePoint, a platform that college administrators and faculty use to communicate assessment results. The figures depict the sharing of capstone assignment results and actions taken by faculty as a result of conducting the assessments.

Figure V-2. Capstone Assignment Summary of Results

	Dec 2013	Jan 2014	Feb 2014	Mar 2014	Apr 2014	May 2014	Jun 2014
Sum= 470	Sum= 195	Sum= 74	Sum= 57	Sum= 22	Sum= 74	Sum= 58	
* Course Code : BDSC 392 (1)							
	Sum= 22	Sum= 11	Sum= 5	Sum= 5	Sum= 0	Sum= 1	Sum= 0
* Semester : Fall 2014 (1)							
* Course Code : ECON 103 (2)							
	Sum= 62	Sum= 13	Sum= 19	Sum= 15	Sum= 5	Sum= 6	Sum= 4
* Semester : Spring 2014 (2)							
* Course Code : ECON 201 (2)							
	Sum= 43	Sum= 3	Sum= 11	Sum= 9	Sum= 4	Sum= 12	Sum= 4
* Semester : Fall 2014 (2)							
* Course Code : MBSY 150 (17)							
	Sum= 343	Sum= 166	Sum= 39	Sum= 28	Sum= 13	Sum= 55	Sum= 50

Figure V-3. Capstone Assignment Data Sheet with Plans and Actions by Faculty

Capstone Assignment Data Sheet

Semester: Spring 2013
 Course Code: ECON 103
 Introduction to Business and Entrepreneurial Economics

Capstone Assignment Learning Goals	How did students learn? Where did they learn? How were they taught?	How was learning assessed? Rubric, Survey, Test? Verify, ngr, match to goal(s)	Use of Results	What is the plan for this assignment going forward? Any changes/modifications?
<input checked="" type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Information Literacy <input type="checkbox"/> Global Awareness <input type="checkbox"/> Leadership <input type="checkbox"/> Teamwork <input type="checkbox"/> Reflective Practice	We had various lectures, assignments, and tests on each sub-topic of the business plan project. We also went over the entire business plan guide and showed the students sample completed business plan. The business plan project was intended to be the culmination of the students learning in the course.		Ongoing evaluation of the syllabus, teaching/delivery styles, quantity/quality of assignments, scheduling/timing of assignments, tests, and quizzes.	The plan is to continue to monitor students' performance by emphasizing the importance of the project so that they do not wait until the last minute to do the project that results in poor grades.

Faculty responsible for assessment also make use of rubrics. As seen from the sample taken from the College of Business (figure V-5), it is clear that professors are able to use the rubrics to assess the level of student success as it relates to Critical Thinking. The rubric is designed by faculty, evaluated and if necessary, modified by faculty for use within courses. While some rubrics are used for core measurement, some are modified for specialized accrediting bodies to evaluate performance and effectiveness.

Figure V-4: Rubric Measuring Critical Thinking

Critical Thinking				
	Level 4	Level 3	Level 2	Level 1
Identify Issues	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Identifies main issues but does not summarize or explain them clearly or sufficiently	Fails to identify, summarize, or explain the main problem, question or issue; represents the issues inaccurately or inappropriately
Recognize Contexts	Thoroughly identifies the empirical and theoretical contexts relevant to all main stakeholders; also finds minor stakeholders and contexts and relates tension or conflicts of interest among them	Correctly identifies all the empirical and most of the theoretical contexts relevant to all the main stakeholders in the situation	Shows some level of understanding of the influences of empirical or theoretical contexts on stakeholders but does not identify any specifics relevant to the situation	Fails to identify and explain any empirical or theoretical contexts for the issues; presents the problem as having no connections to other conditions or contexts
Take Perspective	Formulates a clear and precise personal point of view, acknowledges objections and rival positions and provides convincing replies to these	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions	Fails to formulate and express own point of view, or fails to anticipate objections to his/her point of view/ or fails to consider other perspectives and positions
Evaluate Assumptions	Identifies and evaluates all the important assumptions as well as some of the more hidden or abstract assumptions	Identifies and evaluates all the important assumptions; does not evaluate the more abstract assumptions	Identifies some of the most important assumptions; does not evaluate them for plausibility or clarity	Fails to identify and evaluate any of the important assumptions behind the claims and recommendations made
Evaluate Evidence	Identifies and rigorously evaluates all important evidence offered; provides new data or information for consideration	Identifies all important evidence and rigorously evaluates it	Successfully identifies data and information that counts as evidence; fails to evaluate its credibility	Fails to identify data and information that counts as evidence for truth claims and fails to evaluate its credibility

Faculty who teach within Interdisciplinary Studies also engage in regular assessment of learning by ensuring that faculty who teach ensure that content at the course level is mapped to the institution’s SLOs. The Bachelor of Science degree in the Interdisciplinary Studies major requires students to combine courses from any two disciplines offered at the University that represent academic interest provided the disciplines' connectivity is clear: 18 credits at the 300 level or higher from each discipline for a total of 36 credits. Each student must also fulfill all general education requirements (40 credits), 13 credits in Interdisciplinary Studies including the degree requirements in each discipline and as specified in the Coppin State University catalog. Students also have to complete additional courses to meet the university’s degree requirement of 120 credit hours. Ensuring the success of students within the major is critical due to the customized major. As a result, the department orientates incoming faculty, reminding them of the basic mapping of its courses to the SLOs as depicted in figure V-5: Interdisciplinary Studies Course Map to SLOs.

Figure V-5: Interdisciplinary Studies Course Map to SLOs

College of Behavioral and Social Sciences							
Department _____							
Program/Major _____ Interdisciplinary Studies							
College of Behavioral and Social Sciences	Course Title	SLO (1) Written and Oral Communication	SLO (2) Analytic Reasoning	SLO (3) Information Literacy	SLO(4) Social and Self Awareness	SLO (5) Reflective Practice	SLO (6) Responsive Citizenship
Interdisciplinary Studies							
Course Number							
IDST 201	Intro. To IDST			X	X		
IDST 301	IDST Human Inquiry		X				X
IDST 401	IDST Internship	X				X	
IDST 499	IDST Capstone	X	X			X	

Faculty members who teach general education courses established a completion rate of 75% or higher as a KPI. An analysis of frequently repeated courses shows that several general education courses had progression rates that fell below 75%, based on earning grades of A, B, and C. Results show the following:

- Math 98, a remedial mathematics course, reported the lowest completion rate. During the five-year period from fall 2011 to spring 2016, 2,115 students took the course. Over that period, 718 students (33.9%) earned a grade of “F”. The aggregate completion rate was 55.8%, which is below the 75% KPI, when grades of D, F, and W are calculated.
- Biology 107 had a completion rate of 59.9%. English 102 reported a completion rate of 60.2%; English 101 a completion rate of 65%; and Math 97 with a completion rate of 66.1%.

Other General Education courses such as Psychology 201 and History 203 also had low completion rates.

Table V.2: SELECT GER COURSE COMPLETION RATES 2011-2016

Course	Course #	# Takers	# F's	F Rate	# FDW	Completion Rate
MATH	98	2,115	718	33.9%	934	55.8%
BIOL	107	1,018	52	5.1%	417	59%
ENGL	102	2,707	198	7.3%	1,077	39.8%
ENGL	101	2,001	199	9.9%	700	65%
MATH	97	1,853	367	19.8%	628	66.1%
PSYC	201	1,949	107	5.5%	651	66.6%
HIST	203	1,043	28	2.7%	279	73.3%
ORIE	101	1,905	102	5.4%	478	74.9%
HEED	101	820	32	3.9%	200	75.6%

Source: Office of Institutional Research, 2017

Beginning in 2014, course review and modification strategies detailed above were implemented to address the following courses: MATH 97, MATH 98, BIOL 107, ENG 101, ENG 102, and PSYC 201. Additionally, MATH 97, MATH 98, and BIOL 107 were recommended for discontinuation while ENG 101, ENG 102, and PSYC 201 underwent academic modification. MATH 97 and 98, five credit developmental mathematics courses, were non-credit bearing courses that affected students' progression to the major. With the removal of those courses, the Mathematics and Computer Sciences department developed two credit-bearing mathematics courses (MATH 131 and MATH 203) with co-enrichment support to assist enrollees who do not demonstrate the content mastery necessary to secure content success. Students enrolled in the co-enrichment courses are also required to secure additional co-enrichment from the centralized mathematics lab. The modification to two mathematics courses are currently being piloted with data review of results to be conducted in the summer.

INSTITUTIONAL COMPONENTS OF ASSESSMENT OF STUDENT LEARNING

In addition to the previously stated roles of OPA, the office is also responsible for administering alumni and employer surveys, course evaluations, and graduating senior surveys, through which CSU's stakeholders provide feedback. One example of multiple measures of assessment is the use of open-ended student comments on *Faculty Course Evaluations* (Appendix V-5), which are provided to individual faculty members teaching the courses and department chairpersons. At the end of each academic year, chairpersons meet with faculty members to review the course evaluations and discuss overall faculty performance. Evaluations are used to improve course content and delivery and inform tenure and promotion. For example, for Psychology 201, evaluation results showed students needed additional support, which was added to the course. In response to the data review, the position of Undergraduate Learning Assistant (ULA) was created to provide peer support in the classroom and a vendor change (publishing company) was made to facilitate a format that supported student-centered online course content. The course delivery was also adjusted to accommodate both lecture and experiential learning. (Appendix V.6 has examples from *CASE, CBSS, COB, and CHP.*) In response to student feedback, the University also launched science support centers available for all students. Students who have mastered the material serve as peer tutors.

The institutional student learning outcome of analytical reasoning is stated as "applying applications of classical and current theories and principles from specific content areas." An example of linkage includes the Chemistry 101 syllabus wherein the course objectives "Apply inorganic and physical and chemical principles required for the health sciences, or for the continuation in a higher-level chemistry course; and apply scientific concepts and methodologies to physical science" are linked to the capstone experiences in Natural Sciences. Students majoring in Natural Sciences write a seminar paper and present posters in an open forum. In Criminal Justice, students present at conferences along with faculty. Graduate students present research and posters during the annual Graduate Colloquium. In addition, graduate and doctoral students defend their research during their dissertation defense.

Additional evidence of linkage of the student learning outcomes to the mission include general education courses in Category 6 Interdisciplinary and Emerging Issues. For example, the HEED 101 Personal Health course objective, which is to "demonstrate an understanding of the dimensions of health, health in America, and health on campuses," directly relates to the institution's mission of community engagement and the institutional learning outcome of Social

and Self-Awareness (SSA) and Civic Engagement. In the School of Education (SOE), students are required to complete research projects that demonstrate abilities to use theories and apply analytical reasoning to understand the dynamics of student learning and to use class data to drive instruction. For sample *Intervention Studies/Action Research Projects*, see Appendix V-7.

CSU assesses student achievement and institutional learning outcomes through multiple data sources. Evaluation processes are mapped and completed in each academic unit and are guided by CSU's goals. The assessment of student learning is aligned to the CSU goals and includes the Program Evaluation Plan (CHP), Program Improvement Plans (CHP), Program Assessment Plan (COB and CBSS), Program Management Plan (SOE), Assessment Strategies and Plan for the General Education Program, and the Student Support Plan. With the assistance of faculty, the chairperson submits an *Annual Report to the Dean* (Appendix V-8), in which the departmental goals, assessment measures and key performance indicators, findings, and recommended actions are documented and analyzed for unit use. The document is then forwarded to the Provost's Office and the Office of Planning and Assessment for review.

Assessment of student learning extends to online and distance education courses. To support the work of online courses, preparation for faculty includes certification from the *Online Consortium (OLC)*. Faculty members teaching within the distance education sector require OLC certification. These certifications assist the faculty member in networking, collaborating, and managing the challenges associated with the emerging trends and issues related to online education. Some faculty have certification through *Quality Matters (QM)*. Faculty members teaching online courses provide classroom assessment techniques throughout the course. Each learning module within the course provides a level of assessment. There are also formative and summative assessments throughout the course. Course design is essential in facilitating the appropriate level of learning required to achieve the desired outcomes. Faculty provide frequent assessments to promote student success.

To assess online courses, faculty use direct and indirect measures and feedback tools specific to online education. Examples of direct measures include, papers, e-portfolios, online quizzes, online exams, self-checks, e-posters, and discussion board. Within the syllabi, students receive assignments with an associated rubric that align to the institutional student learning outcomes and program outcomes. Indirect measures such as surveys are disseminated to the students a minimum of four weeks before the course ends. Evidence of student performance provide insight into the effectiveness of the distance education courses and programs.

Coppin State is making good use of the multiple measures of assessment. Throughout the institution, links between multiple measures of assessment and assessment strategies - such as program-related exit exams, final exams, capstone assignments, portfolios, and program capstones - all provide objective data that represent how the learner is meeting the institutional student learning outcomes and program outcomes. An example of a balanced use of direct and indirect measures is noted within the School of Education. Each semester, initial and advanced students enrolled in capstone experiences must demonstrate educational effectiveness through a collaborative assessment process that involves partnership school principals, P-12 teachers who serve as mentor teachers during internship, and university faculty who served as supervisors. The evaluation team hears students' portfolio and research presentations and measures students' mastery of professional organization standards, Maryland state priorities,

and university mission against an approved rubric. The measures of effectiveness allow for each member of the evaluation team to have equal weight in rating via consensus, which is affirmed by the signatures on rubrics.

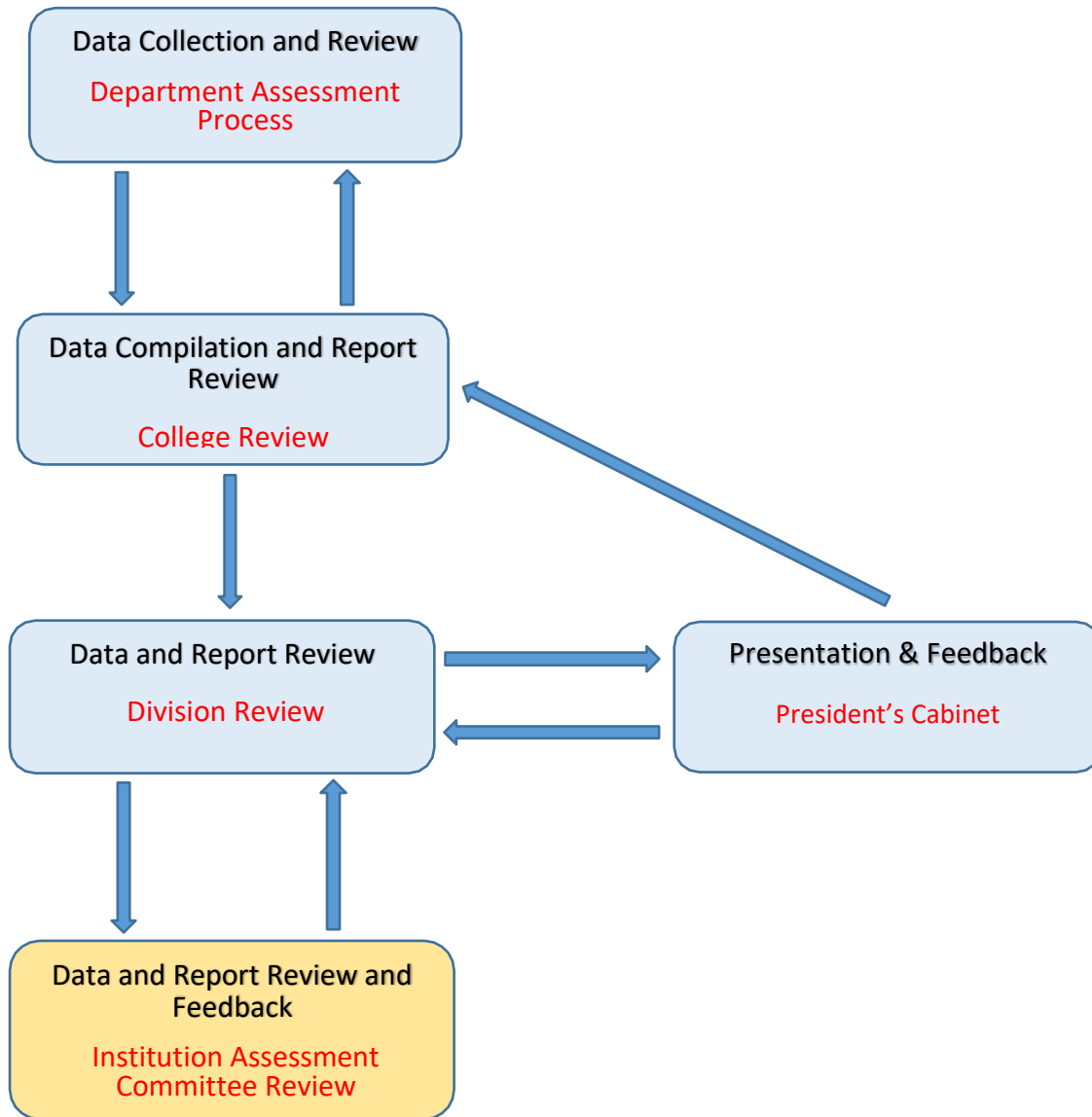
Continuous Improvement

The Self-Study review process affirms the institution's commitment to continuous improvement. Coppin has identified strategies that will drive an improved assessment process. Innovation among assessment practices are facilitating changes in the analyses and use of the outcomes data to drive continuous improvement and success. The process under development includes the reconvening of the Academic Assessment Committee and the meeting of the newly created Student Success Council. Beginning in 2018, the Planning and Institutional Effectiveness Council (PIE), formerly, the University's Planning Council, will monitor the overall campus strategy for institutional effectiveness.

As part of the University's efforts for sustained and continuous improvement, a comprehensive model of institutional effectiveness will allow academic units and divisions to demonstrate best practices and address areas of improvement. Driven by feedback at events such as a proposed annual University Assessment Day celebration, all members of the University community will be fully informed by data documentation on how Coppin State University is fulfilling its mission.

Within figure V-6, the yellow shading shows the projected enhancements to the current assessment process. Additional component of the assessment review process is highlighted in the model.

Figure V-6: Assessment Feedback Loop



Conclusion

Coppin State University meets the criteria of Standard V.

Suggestion

1. Clearly and consistently post on the CSU website, the institutional, college, and program assessment plans and KPIs.

Recommendation

1. A review of the assessment process provides evidence that Coppin must acquire a software platform that serves as the comprehensive repository for outcomes assessment. The package must connect and broaden the use of existing tools to contribute to greater sharing of results, and standardized annual review and reporting.

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Evidence within the Standard Addresses Requirements of Affiliation 8, 10, & 11.

RESEARCH QUESTIONS

1. What are the processes to align resources with the University's mission, goals and priorities and what is the assessment method?
2. How does the University engage internal and external stakeholders and members of its community in planning and overall institutional improvements?
3. What key measures are used to ensure and sustain appropriate allocations of resources for the use of campus facilities, technology infrastructure, and other priorities?
4. Does the University's Information Technology Infrastructure and Program support the research, teaching, learning, community engagement and public service missions?
5. How well is the University's financial planning and budgeting process informed by the data from the institution's mission and unit-level goals, strategies, and outcomes?
6. How does the institution demonstrate adequate fiduciary responsibility in addressing audit findings from the State and the University System of Maryland?

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

Support for planning and use of resources for institutional advancement occurs at various levels within the institution. Access to the data dashboard from every desktop allows for quick access to make midcourse changes and improvements. Desktop users have access to data based on their roles. Access allows relevant faculty, staff, and administrators participation in planning, use of resources all for advancing the institution. For example, through data dashboards, advisors are able to determine students who have earned 90+ credits. Those students are prioritized for targeted advisement and course offerings necessary to address progression to graduation.

Introduction of the Standard and Workgroup Charge

The charge to the Workgroup is to determine if the institution's planning processes, resources, and structures align with each other sufficiently to fulfill its mission and goals; continuously assess and improve its programs and services; and respond effectively to opportunities and challenges.

ALIGNING RESOURCES WITH PRIORITIES

The following processes are in place to ensure appropriate alignment of resources to meet campus priorities:

Strategic Planning

Strategic planning establishes a vision and a rigorous agenda for moving Coppin forward with a strong focus on enhancing graduation and retention rates, reinvigorating the academic model, addressing critical workforce shortages, and improving our stewardship and overall institutional effectiveness. Strategic planning at CSU is a collaborative and participatory process engaging stakeholders such as faculty, staff, students, administrators, and individuals external to the university. Through collaborative leadership and shared governance, the strategic planning process brings campus constituencies together to review Coppin's future direction, mission, and core values for sustaining its legacy.

Budgeting

The budget development process ensures alignment of resources with CSU's priorities and goals. For a given fiscal year, the budget development process begins in July of the preceding fiscal year. The assistant vice president for finance (AVPF) receives guidelines and assumptions from the Maryland Department of Budget and Management (DBM) and the USM for use in the preparation of the budget. During this same time, the University develops enrollment projections for the next 10 fiscal years for submission to the USM. Other high-level assumptions and projections are developed and include, but are not limited to, elements such as: past year expenditures, enrollment projections, auxiliary enterprises, fringe benefit rates, tuition and fees, state and federal funding, financial aid needs, grant funding, unrestricted funding, salary

programs, and strategic initiatives. The office of the AVPF develops CSU's proposed budget, which is designed to fulfil the University's mission and goals. This document is presented to the president and the President's Cabinet for review and approval prior to submission to the USM Office of Budget Analysis in late September or early October. The USM Office of Budget Analysis consolidates all USM institutional budgets and submits the budget to the USM Board of Regents for approval.

Once approved, CSU's AVPF enters the budget into the State Budgeting System (SBS) for transmittal to the USM. The Maryland Department of Budget and Management (DBM) forwards any budgetary changes to the University in December. CSU uses this revised data as the basis for hearings with the Maryland House of Delegates and Senate. While this process is occurring, CSU is concurrently developing the campus operating budget.

In late January or early February, the CSU Budget Office provides each Cabinet member with Division's budget file and directive to work with the operational areas to develop the budget request for the upcoming fiscal year. These requests are the basis of the first iteration of the internal operating budget. The President's Cabinet reviews these budgets and analyzes the initial comparison of budgeted expenditures to budgeted revenues. This allows the University to begin developing scenarios to arrive at a balanced budget. The State of Maryland informs the University of the final operating appropriations in late April or early May. Once this occurs, final budgeted revenues are compared to budgeted expenses and the President's Cabinet completes the process of developing a final balanced budget.

During the course of the fiscal year, the University Budget Committee (UBC) (formerly the University Budget Advisory Council) meets quarterly. The VPAF chairs the committee, which helps to ensure transparency of the budget development process and provides a mechanism for communication of the financial position of the University throughout the year (See Appendix VI-1 for the *UBC Membership*). The membership of the UBC is comprised of stakeholders from throughout the campus. As a part of this structure, stakeholders report back to their units and provide input towards planning activities for the next upcoming fiscal year.

ENGAGING STAKEHOLDERS IN PLANNING AND INSTITUTIONAL IMPROVEMENTS

Coppin is committed to engaging their internal and external stakeholders in planning strategic initiatives to facilitate institutional improvements. The strategic plan is linked to the mission, vision and values of the University, thereby ensuring inclusiveness and alignment.

USM Strategic Plan Alignment

The USM Board of Regents requires that each USM institution aligns its strategic plan with the *USM strategic plan, Powering Maryland Forward*, and the *Maryland State Plan for Postsecondary Education*, demonstrating support of system-wide goals and objectives. This process mandates inclusiveness with members both on and off-campus, including administration at the Office of the USM Chancellor. Once the campus completes its process of engaging internal and external constituents, the president submits final goals and objectives to the USM for review and approval. The USM ensures that institutions adhere to the process and that system-wide goals and objectives are developed in response to environmental scans concerning

the state's demographic and workforce trends as articulated in the Maryland State Plan.

Engaging Internal and External Stakeholders in Planning and Institutional Improvements

Coppin State engages its stakeholders in planning and institutional improvements through town hall meetings, focus groups, and interviews. Transparency across all sectors is key to developing and implementing capital and physical planning projects.

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, as is reflected in its mission. Coppin regularly meets with community organizations to discuss current and future capital projects, especially those that will affect the surrounding community. In addition, CSU is a member on the Board of Directors for the *Greater Mondawmin Coordinating Council (GMCC)*. Members of the GMCC and Alliance of Rosemont Community Organization participate in the Facilities Master Plan focus groups.

Creating facility programs is a major element in the capital development process. CSU submits the Facilities Master Plan, at <https://www.coppin.edu/facilitiesmanagement/csumasterplan> to the USM for approval. Using an integrated approach, CSU creates a facilities plan by which all stakeholders throughout the life of the project are involved in planning, design, and operations. Without the input of end users and knowing their needs for a project, a program is not possible.

In capital construction projects, CSU includes in its contract a *First Source Hiring Policy* that states, “*It is the desire of Coppin State University, University System of Maryland...to encourage contractors and subcontractors to hire local residents from within the communities surrounding the University during the construction phase of the CSU-STC building.*” During the construction of the Science and Technology Center (STC), the contractor put in place a local hiring initiative for the project. The hiring processes, managed by Barton Marlow Commercial Construction, made a lasting positive impression in the community by aggressively seeking to hire community members. The target was to employ a minimum of 30 individuals who live in the community. Interested community residents visited the onsite construction trailer and submitted their resume for consideration. On November 12, 2013, Coppin also held a JOB MATCH RESOURCE FAIR on campus for skilled workers with the option to interview for jobs for the STC. By the end of the project, Barton Marlow and its subcontractors had hired 77 workers from the community.

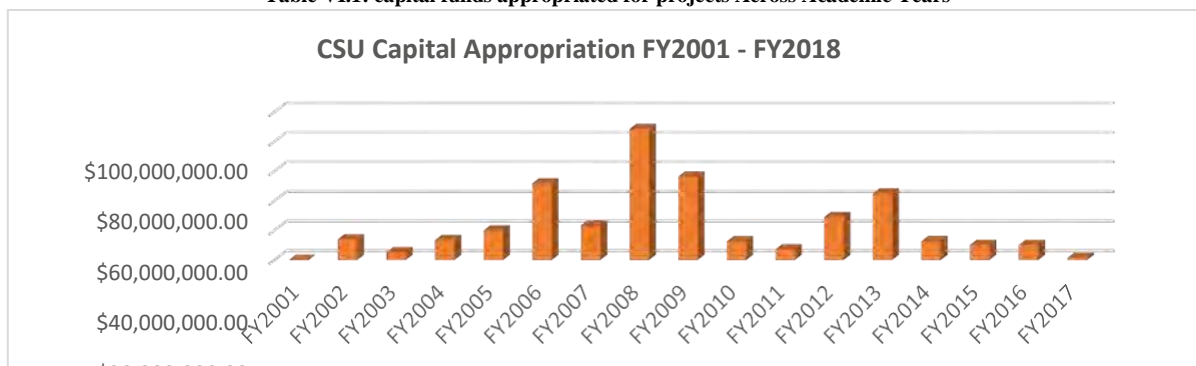
Coppin, recognized for its well-manicured campus, has grown from 28 to 65 acres and sits in the heart of Northwest Baltimore, Maryland. During the past 65 years, the campus has grown from one building to 13 buildings with an area of over 1,204,849 gross square feet, which does not include the currently closed Percy Julian Science Center. The Facilities Master Plan is the guide used to determine the strategic development of campus facilities.

Assessment of CSU's current and projected facility needs are based on the following; (1) an understanding of the current use and condition of facilities, (2) the University's articulation of its mission, strategic direction, and program projections, and (3) the Maryland Department of Budget and Management's Space Planning Guidelines (SGAP). It is important to note that the

space planning guidelines represent a level of sufficiency of campus space and not adequacy of space, since it is predicated on the assumption that the current space is both functional and adequate. These assessments enable CSU to evaluate specific building issues related to state-of-the-art facilities, such as classrooms, labs, offices, study or stack space, and other assessments. Timely implementations are used to determine the effective and efficient use of physical facilities as well as the renovation and remodeling of existing facilities. (See facilities usage statistics within the *Facilities Master Plan*).

The University participates in the Capital Improvement Program (CIP) to support advancements in technology, instruction, campus safety, and physical environments. Through the CIP, CSU submits Briefing Reports and Capital Budget Information System (CBIS) to the USM and the State of Maryland. Additionally, the Office of Capital and Campus Projects works in close consultation with external agencies, such as USM, BOR, MHEC, DBM, DGS, and other agencies as applicable throughout the program review and approval process for capital projects. Approximately \$400 million was authorized for new facilities and infrastructure upgrades since 2001. Table VI.1 reflects the amount per year of capital funds appropriated for projects.

Table VI.1: capital funds appropriated for projects Across Academic Years



Of the 13 buildings comprising CSU, three have normal maintenance, three have moderate rehabilitation needs, and seven with major rehabilitation needs, with an estimated cost of deferred maintenance at 50% or more of the replacement value of the buildings. CSU has addressed many of the deferred maintenance needs, including improving electrical services, ventilation, building envelopes, and interior finishes. CSU continues to engage in and investigate sustainability projects including energy, water, and wastewater to reduce energy costs. These upgrades are critical to cost containment measures for the effective and efficient operations of the University.

KEY MEASURES FOR RESOURCE ALLOCATION

Coppin has established key measures to ensure that resources adequately support essential functions on campus. These measures inform the University’s decision about priorities for campus facilities, technology infrastructure, as well as other needs.

Capital Planning

Coppin provides adequate institutional facilities to achieve its mission and goals and has made major strides to bring facilities in line with current needs of students, faculty, staff, administrators, and the community. These needs include, but are not limited to, instructional innovations, workplace technology, planned enrollment changes, and academic functions.

Since 2001, the approximate \$400 million used for capital projects constructed five buildings in under 20 years; three were completed in the past 10 years. Most recently, capital projects at CSU have been guided by the 2001 Report of the Independent Study Team on the Revitalization of Coppin State College. The report outlined several projects that were needed to revitalize CSU over the next decade. According to this report, the team recommended three phasing priorities of numerous projects needed to bring Coppin into the 21st century. The State has funded three of the four new buildings and infrastructure projects outlined in phase one of the Office of Civil Rights (OCR) report.

To date CSU has constructed three new buildings on campus Health and Human Services (2008), Physical Education Complex (2010), and Science and Technology Center (2015). These facilities not only addressed space deficiencies on campus, but provide CSU with safe and efficient state-of-the-art facilities that are comparable to other facilities in the University System. As phase one is substantially complete, we are focusing on the next two phases, which outlines renovations and other site and infrastructure improvements.

In 2011, the Coppin Study Report revisited the recommendations of the OCR report and found that despite the recent campus additions, most of CSU's remaining facilities do not meet the educational, administrative, and student services' needs typically associated with living and learning in the 21st century found at other institutions—both within the State of Maryland and within its peers. Coppin will continue to pursue capital funding to renovate the remaining buildings as recommended in the Coppin Study Report.

To address academic transformation, student experience, external relationship goals and projected enrollment, there are plans to renovate the Percy Julian Building to house the College of Business. As stated in the approved Facilities Master Plan, the Percy Julian (PJ) Science building is slated for renovation for the College of Business. The building is currently unoccupied due to the science disciplines moving into the new Science and Technology Center. The former PJ Science building is not suitable as an academic building for the College of Business (COB). The building is primarily a science building with undersized labs and classrooms. In order to support the COB, the building must be completely renovated and repurposed in order to meet the instructional needs of the COB and also accommodate the inclusion of clinical and community outreach facilities. These unique functions will make the COB an inviting service provider to the University and surrounding communities, as well as a living laboratory for Coppin students and faculty. The community outreach programs and organizations included in the design of the COB building is the Consumer Education Center and Small Business Resource Center of the College of Business. Their missions are to provide training, consultative, and support services to women and minorities as they undergo the development and management of businesses in the community. Another purpose of this building

is to provide a University-wide focus for the University's graduate education mission. Through the expansion and renovation of Percy Julian Building, Coppin will be better positioned to execute the mandates of its mission, meet the emerging educational and career opportunities in these disciplines, and address many of the critical facility deficiencies in its academic environment. CSU has received preauthorization of \$42.6 million for the renovation project. Future construction is scheduled for fiscal 2020 through 2021. See Appendix VI-2 for a *schematic of the future campus*.

Learning Resources Assessment

The Parlett Moore Library is a part of the *University System of Maryland and Affiliated Institutions* (USMAI), which is a consortium of 16 libraries at the public universities and colleges in the State of Maryland. The collaborative permits libraries and affiliates to share resources. USMAI provides a USM union on-line public access catalog (PAC), global circulations functions and technical processing functions. A major advantage of USMAI is the rapid accessibility to information resources including electronic indexes, encyclopedias, and other reference materials, journals, and books.

The University's library is integral to the overall learning, teaching, and researching mission of CSU and is a five-story, 80,827-square foot structure designed to house its collections and services with a seating capacity of 750. The library, open 91 hours per week during the regular academic sessions, provides space for meetings, visual exhibits, special programs and receptions, and offices. The library has a traditional African Art Museum, with a collection of over 300 items. The library supports CSU's information technology goal by providing 43 public workstations, 2 smart classrooms with 51 computers, 2 open computer labs with 54 workstations, and 3 collaborative workspace study rooms.

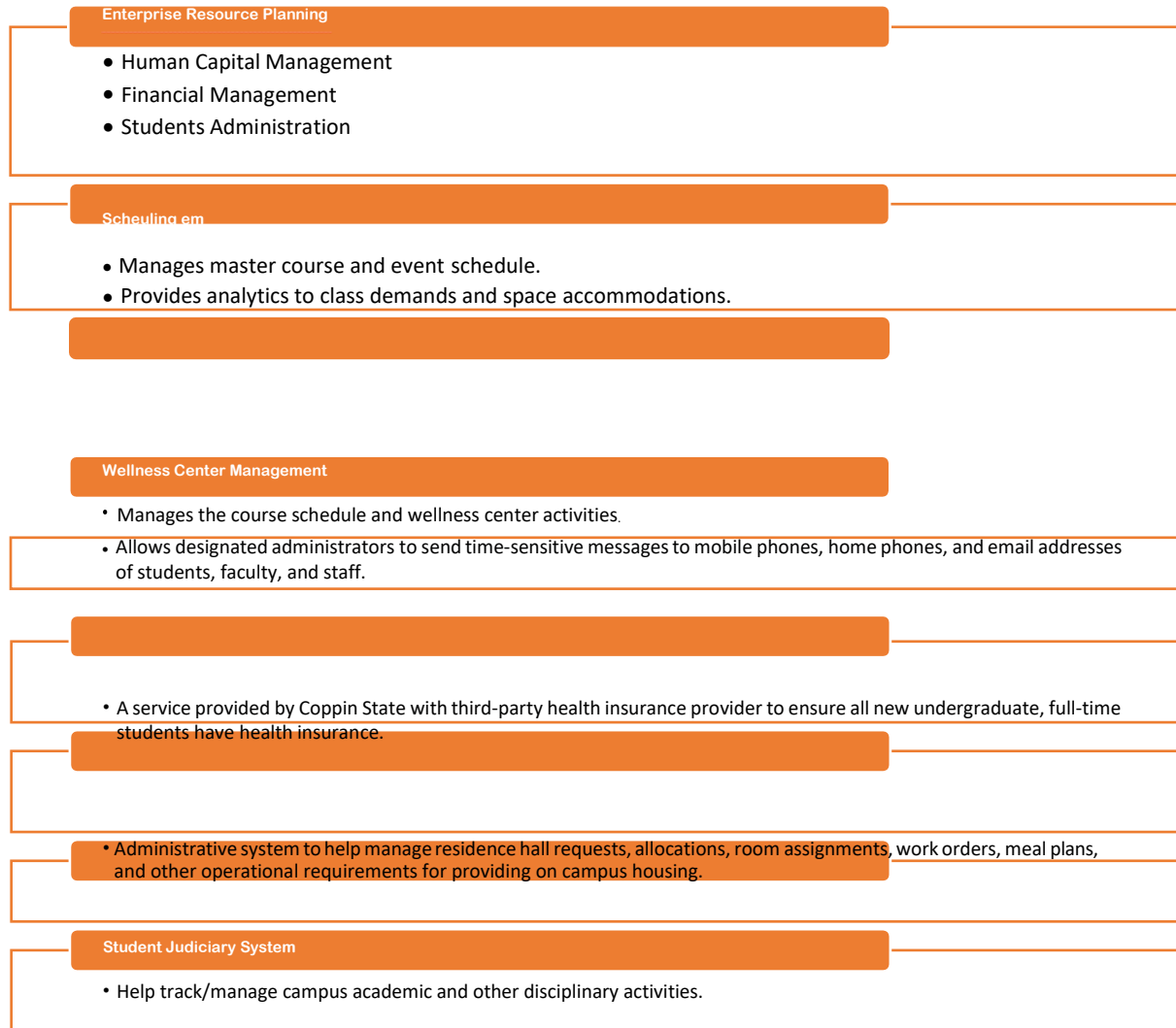
The library uses the collections budget to develop the core collection of over 475,000 volumes comprised of monographs, microforms units, audio-visual units, and serial subscriptions. The library's volume count per FTE meets the standards of peer institutions. The library focuses on purchasing full text database subscriptions as requested by the academic colleges that require specific subscriptions based on current trends and professional data needs. Additionally, accredited programs may require specialty databases that have key resources for academic stakeholders. The library has an excellent collection of databases; these electronic resources are available online 24 hours a day, seven days a week. The library's electronic collection is comparable to most of CSU's Peer Institutions.

Administrative Computer Systems

CSU, driven by the need to adopt best practices to operate with greater effectiveness and efficiency, keeps administrative systems current. Prior to the onset of a new fiscal year, the IT Management Council meets to discuss ways in which the division can support the university's goals. From this discussion, the Management Council designs goals that directly correlate with the University's goals. For example, under Coppin's goal of "Data-Supported Decision Making", one of the IT goals is "To Provide IT Support for Course Scheduling Analytics." Each year, the division's goals are shared and discussed with the Cabinet for the President's approval. CSU constantly implements new systems to meet, maintain, and strengthen infrastructure to enable the current innovative uses of technology for operational and educational excellence. Figure VI.1

outlines CSU's administrative computer systems (See information in the Evidence Room).

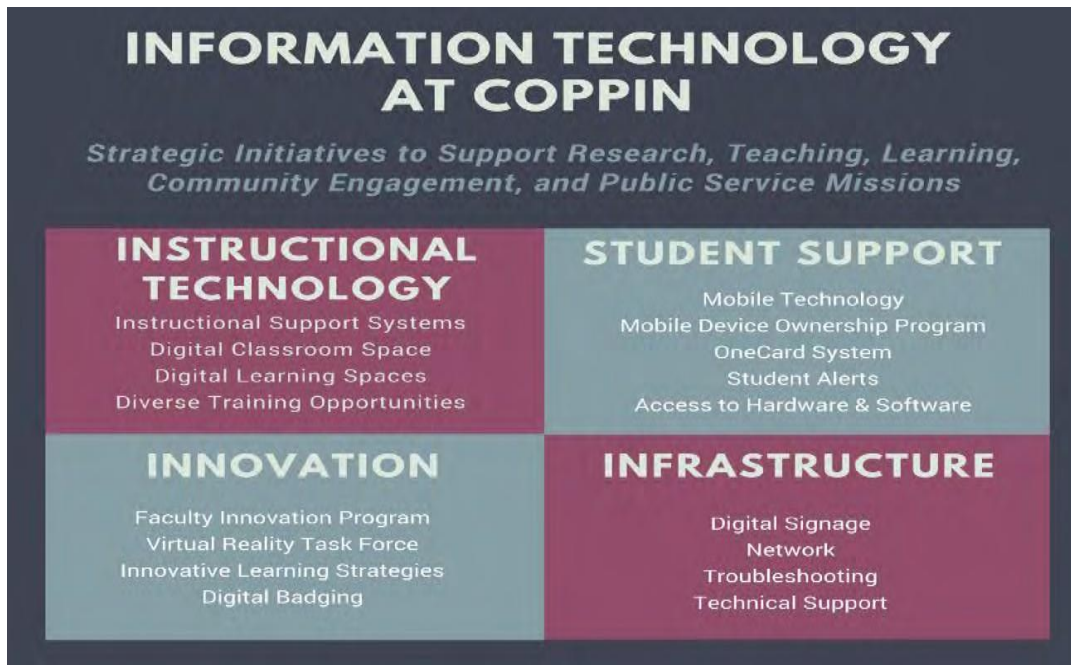
Figure VI.1: Coppin State University Administrative Computer Systems



THE IMPACT OF INFORMATION TECHNOLOGY INFRASTRUCTURE ON ACADEMICS

Students, staff, faculty, and administrators are beneficiaries of award-winning technology innovations on campus. The information technology infrastructure and program at Coppin supports research, teaching, learning, community engagement ,and public service as described in Figure VI.2.

Figure VI.2: Coppin State University IT Infrastructure and Program

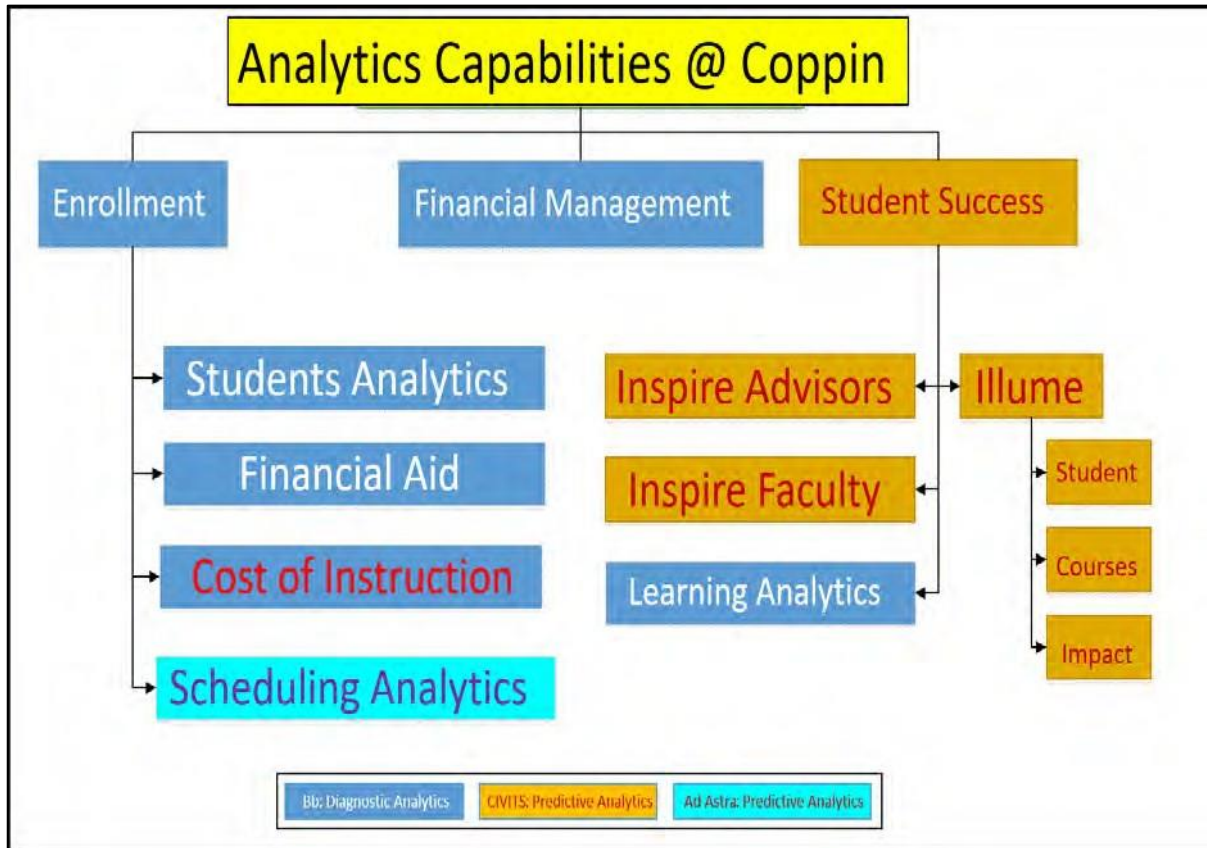


The IT Strategic Plan and IT Facilities Master Plan guide the future direction of IT and assure alignment of the IT strategic plan with the strategic plan of the university. (See Evidence Room for *IT Strategic Plan* and *IT Facilities Master Plan*). One of Coppin’s strategic goals is to “Maintain and Strengthen the IT Infrastructure.” The IT Facilities Master Plan is designed to meet industry standards and provide the necessary infrastructure to continually maintain and improve the campus operations, provide a seamless student experience, and enable the transformation and innovation of teaching and learning.

Analytics Systems

Figure VI.3 outlines Coppin analytics capabilities. The newest tool is the Campus Analytic Dashboard per the directive from the President for data democratization - breaking down silos by giving data access to all faculty and staff, empowering them to focus on the University's ultimate goal: student success. To make vital campus metrics data available to the campus community, the Information Systems Department took a unique approach to providing transparent data access to CSU’s employees. Data access is governed by privacy laws, such as FERPA and HIPAA. Data is classified accordingly. Through discussions with the IT Governance, Deans and Chairs Council, Institutional Research, and the Cabinet, guiding principles of data access were developed. These principles include the types of data that should be available and to whom. Since the launch of the Campus Analytic Dashboard in March 2017, there have been 1,777 *views by the campus employees*. (See sample pages in Appendix VI-3).

Figure VI.3: Analytics Capabilities at Coppin

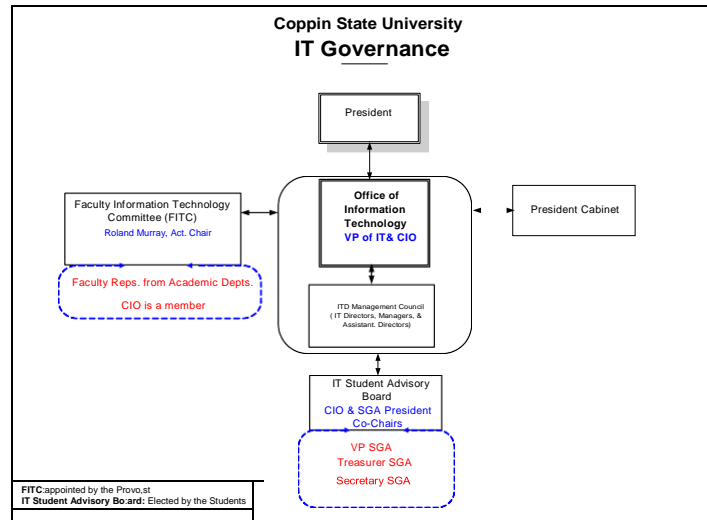


One example is how data is to inform enrollment management. Representatives from each unit review enrollment numbers on a weekly basis to monitor enrollment with follow-up to encourage students to complete registration processes for upcoming semesters. Outreach includes telephone calls through the academic success centers and through departments, and e-mail correspondence as a result of live data obtained from the data dashboards. As a result, enrollment and progression increased.

IT Governance Structure

The function of the IT governance structure (see Evidence Room for more details) is to recommend IT policies, set the IT priorities and sponsor IT initiatives campus wide. The IT governance is provided by the Faculty Information Technology Committee (FITC), the President’s Cabinet, the IT Students’ Advisory Board, and the IT Management Council, (see Figure VI.4).

Figure VI.4: Coppin State University IT Governance



Coppin State University IT Assessment

The CSU IT Division does frequent assessment of its services to assure the alignment of IT goals to the mission and strategic goals of the campus. Assessment of Coppin’s information technology includes continual review of data from customer surveys, student surveys, benchmark industry standards, adherence to higher education best practices, IT systems usage metrics, and success in achievement of Coppin goals. An example is the use of a dataset that describes campus Wi-Fi usage. By analyzing the students’ usage of Wi-Fi, IT redistributed the Wi-Fi access points to increase the available bandwidth at the areas where the students’ demand exceeded the available bandwidth. The data also informed an overhaul of the wireless network in the residence halls.

Another example IT of assessment is the methodology used for devising a student mobile strategy. Using several campus datasets (i.e., Educause’s Study of Undergraduate Students and Information Technology and campus Wi-Fi data) coupled with external research (i.e., Pew Research and Gartner) and input from the Student Advisory Board, IT learned that students were greatly mobile, had a great dependency on mobile devices such as cell phones and tablets, and preferred not to be tethered to a desktop computer. Consequently, we developed a mobile strategy that included ensuring a positive user experience on all campus systems, which birthed Coppin Mobile app, responsive design website, and the acquisition of apps for learning systems (Blackboard and Tegrity), and apps for Microsoft Office. (See Evidence Room for IT Assessment System Metrics.)

ALIGNMENT OF FINANCIAL PLANNING AND BUDGETING WITH INSTITUTIONAL MISSION

The University’s financial planning and budgeting process is informed by the data drawn from the institutions’ mission, goals, strategies and outcomes. Both the operating and the capital budgets require the examination of multiple funding sources and is aligned with the strategic plan.

The Operating Budget and Results of Operations

CSU receives funding from several sources: student tuition and fees; state appropriations; federal, state, local and private grants; state and federal financial aid; and auxiliary enterprises. Auxiliary Enterprises generates revenues from residential facilities, meal plans, parking, transportation services, events, conference services, and intercollegiate athletics. Since many of these services are primarily based on student fees, the revenue collected has fluctuated due to student enrollment. Table VI.2 provides a comparative analysis of actual revenues for fiscal years 2013 – 2016 and anticipated revenues for fiscal year 2017.

Table VI.2: Coppin State University Comparative Revenues for FY 2013 to FY 2017

Revenue Source	FY13 Actual	FY14 Actual	FY15 Actual	FY16 Actual	FY17 Budget
Unrestricted Revenue					
Tuition and Fees	15,464,911	16,461,784	15,861,280	15,931,725	16,470,405
State Appropriation	38,156,848	40,730,479	42,320,352	44,755,130	46,670,548
Federal Grants and Contracts	224,347	125,116	152,726	127,752	120,000
Auxiliary Enterprises	12,539,471	12,402,673	12,164,640	11,632,256	12,213,101
Other Income	113,289	-2,364,086	-923,760	141,305	134,000
Total Unrestricted Revenues	66,498,866	67,355,966	69,575,238	72,588,168	75,608,054
Restricted Revenues					
Federal Grants and Contracts	15,109,029	13,560,567	12,850,616	12,227,827	15,585,000
State and Local Grants and Contracts	1,625,300	1,719,281	552,962	1,648,398	1,715,000
Private Gifts, Grants and Contracts	621,057	683,437	617,459	535,066	700,000
Total Restricted Revenues	17,355,386	15,963,285	14,021,037	14,411,291	18,000,000
Total Revenues	83,854,252	83,319,251	83,596,275	86,999,459	93,608,054

Table VI-3 depicts the revenue earned from summer sessions and winter sessions periods of instruction. These are periods of low enrollment.

Table VI.3: Coppin State University Summer School and Wintermester Revenue, FY2012 to FY2016

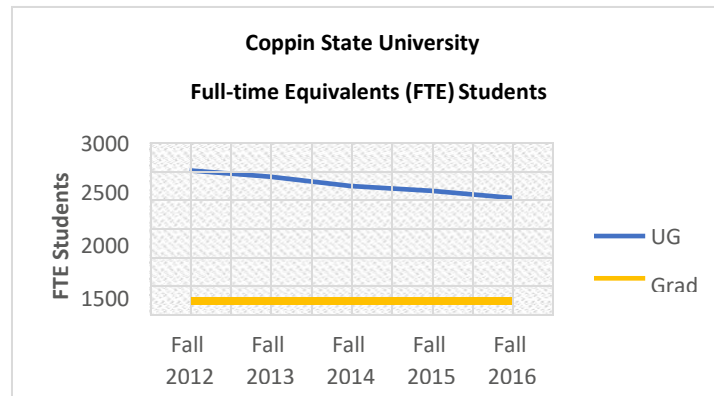
Revenue	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
Summer School	591,663.56	809,787.00	735,191.00	571,152.50	504,702.50
Wintermester	183,155.00	139,630.00	136,065.00	126,294.00	117,201.00
Total Revenues	774,818.56	949,417.00	871,256.00	697,446.50	621,903.50

Source: The University System of Maryland Budget Submitted to the General Assembly of Maryland, 2015, 2016, and 2017. Preliminary Operating Budget Request, 2018.

During the four-year period 2013 – 2016, actual revenues increased 9.1 percent. Due to increases in State appropriations (general fund allocation), CSU’s revenue increased in FY 2017 by 4.2%. The general fund allocation increased 6.8% in FY14, 3.9% in FY15, 5.4% in FY16, and 4.3% in FY17.

Coppin strives to maintain affordable tuition. However, revenues from tuition and fees have been fluctuating over the last 5-year period. This is largely due to variations in student enrollment. Changes to tuition across the University System of Maryland are approved and established by the USM Board of Regents. During the initial budget development process, in the fall of each year for the succeeding fiscal year, the USM Chancellor provides guidance on the maximum percentage increase for in-state tuition that can be requested by each institution. Coppin State utilizes this information along with the projected revenue and expenditures to determine if any increase in tuition should be requested in the budget. As shown in Table VI-4, FTE enrollment declined from FY 2013 to FY 2016 before beginning to level off in FY 2017. The 2016-2017 tuition and fees for Maryland residents was \$7,438 and out of state tuition and fees was \$13,168.

Table VI-4: Coppin State University Full-time Equivalent Students (FTE) Students FY2013-FY2017



Shown in Chart VI.1 are expenditures by division and major expense categories. Chart VI.2 reflects expenditures by program. The Division of Academic Affairs receives approximately 46% of funds to promote the primary mission of the University. The University allocates significant resources for instruction, scholarships, and fellowships reflecting CSU’s priority to continue support of student experiences and to assist deserving students with financial assistance.

Chart VI.1. Coppin State University Expenditures by Divisions FY2017

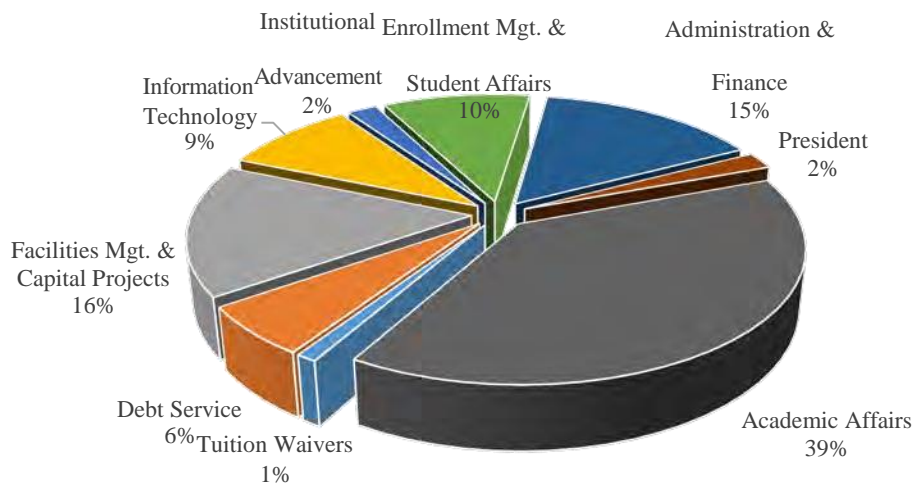
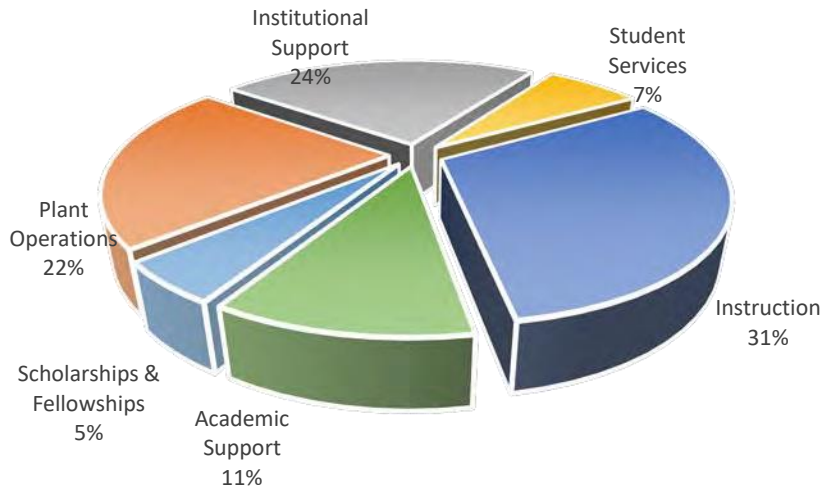


Chart VI.2. Coppin State University Expenditures by Programs FY 2017

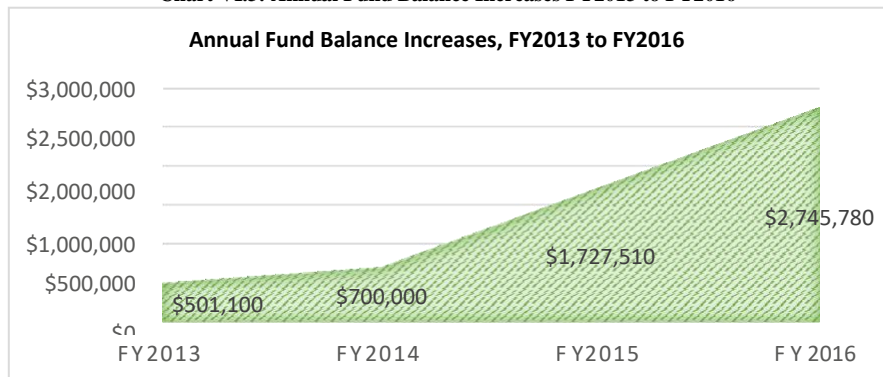


Source: Budget Office Allocation File

Since 2013, CSU has been engaged in a strategic approach to reduce operating costs, right size the institution, and reallocate existing funds. The President’s Cabinet, with feedback from members of each Division, oversees revenue collections, controls expenditures, and monitors strategic reductions in staff to minimize negative impact on the quality of instructional delivery, services to students and university operations. Vacancies created through employee retirements were analyzed to determine if the positions should be filled. The use of contractual employees was also reduced. CSU remains committed to responsible stewardship of resources and is monitoring revenue collections and controlling spending, monitoring and staggering the filling of critical vacant positions, streamlining operations and reorganizing various departments to stabilize enrollment, and maximize services to students and provide high quality academic programs.

The University has enhanced its financial stability. During the period of FY13 through FY 16, CSU has increased its fund balance by \$501,100 in FY13, \$700,000 in FY14, \$1,727,510 in FY15, and \$2,745,780 in FY16. The fund balance at the close of FY 2016 was \$5,911,700. The fund balance serves as an additional funding source to help the University withstand severe hardship in the event of an economic downturn. Chart VI.3 depicts the increase of the annual fund balance for fiscal years 2013 to 2016.

Chart VI.3: Annual Fund Balance Increases FY2013 to FY2016

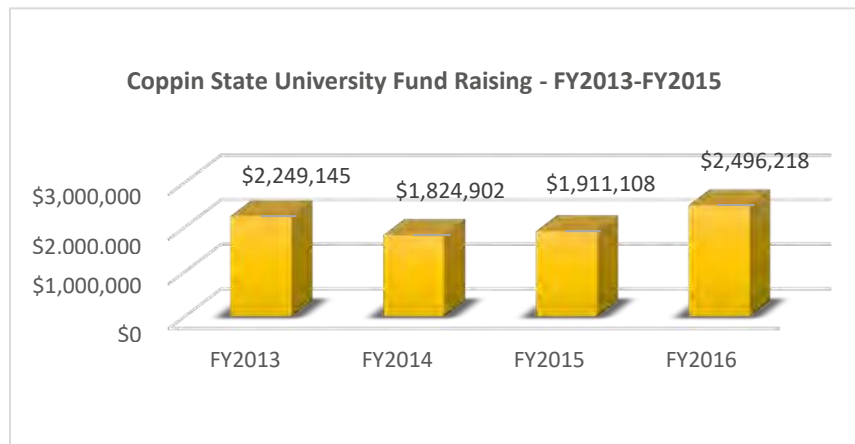


Coppin State University Development Foundation

External funding is important to ensure the availability of resources to meet CSU’s priorities and is primarily the responsibility of the *Coppin State University Development Foundation (CSUDF)* and the Division of Institutional Advancement (IA). The mission of the CSUDF is to raise funds to support student scholarships for CSU students and to support various programming activities of the University, including faculty development, endowed faculty chairs, cultural enrichment programs, building programs, and Coppin Academy High School. The CSUDF is an Institutionally Related 501 C-3 Not for Profit Corporation with a 14-member Board of Directors. The Board of Directors, made up of CSU alumni, community supporters, and friends of CSU, meets quarterly on CSU’s campus and is audited by both an internal and external auditing firm.

Fund raising results have steadily climbed to set one-year records in two of the last four years.

Chart VI.4: Coppin State University Fund Raising - FY2013-FY2015



Source: Coppin State Development Foundation File

In fall 2016, 88% of CSU’s students received financial aid (merit and need-based) support. However, sometimes financial grants and loans are not sufficient to cover all financial obligations. Provisions of funds for scholarships for talented students have become a major priority for the Division of IA. During the fall 2017 semester, \$465,396 scholarship dollars were awarded to qualifying students to promote retention and support progression. An important University goal is to build and nurture external relationships, one effort is the annual Donors and Scholars Brunch that brings donors and student recipients of scholarships together.

Federal Funds – Title III

Coppin receives funds through Title III of the Higher Education Act of 1965. The program helps eligible colleges and universities to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen academic quality, institutional management, and fiscal stability. Title III funds support CSU’s mission and goals, especially academic transformation, student experience, resource development and stewardship, and information technology. Funds support planning, faculty development, establishing endowment funds, administrative management, development and improvement of academic programs.

Human Resources

The CSU Office of Human Resources (HR) seeks to create and sustain a highly qualified workforce and a quality of work life that will assist CSU in fulfilling its mission. Human Resources is committed to quality, timely, and accurate service using cost-effective, best-practice methods with the highest professional and ethical standards and is responsible for:

- Working with CSU leaders to assess human resource goals and expectations.
- Creating a work environment that encourages employees to maximize their performance, while achieving their personal and professional aspirations as they work toward accomplishing CSU's mission.
- Providing a full range of professional support and service in employment for faculty, staff and external clients.

Training and Development

To assist in the achievement of the institutional mission and goals, a combination of classroom training, web-based tutorials, and self-directed learning online programs provide employees with opportunities to advance their professional capabilities. The IT Division provides instructor- led information technology training to assist employees to increase their data usage, instructional effectiveness, and gain knowledge of CSU's operations.

In addition to instruction in software usage, academic courseware, personnel functions, financial operations, and student records, CSU uses SkillSoft, a business skills development training via the Internet. SkillSoft (https://www.coppin.edu/info/200838/skillsoft_training) offers more than 3,000 courses designed to enhance critical business, professional, and IT skills.

Tuition remission benefits are available for regular faculty and staff. The program allows enrollment for undergraduate and graduate classes at CSU, other institutions of the USM, and Morgan State University.

Performance Management Process

Coppin uses the Performance Management Process (PMP) for annual evaluation and appraisal of employee performance. The PMP is an ongoing process for communicating performance levels and helping people achieve excellence in their jobs. It involves goal setting, feedback, coaching, evaluation, and development planning. Employees align their goals with the University's goals, which is important to assure the success of CSU's mission and goals. Faculty performance is also managed through the faculty evaluation process documents in Forms A & B of the *Faculty Handbook* (Appendix VI-4).

Campus Safety and Accommodations

The Department of *Public Safety Crime Annual Security Reports*, shows the lowest crime rates in the USM, despite CSU's urban setting and open campus. Emergency blue phone poles are placed near parking lots, academic buildings, and walkways. The Grace Hill Jacobs building also has a direct emergency line (red phones) to use in case of emergency to direct emergency services to the source of the call. There are over 300 cameras throughout the campus. CSU has a crisis management team that coordinates responses to emergencies. CSU constantly assessed routine review of incident reports, observed issues from video system, and bi-weekly meetings

between the Chief of Police and the Vice President for Administration and Finance.

DEMONSTRATING FIDUCIARY RESPONSIBILITY

Coppin has guidelines for demonstrating appropriate fiduciary responses to audit findings from both the State and the University System of Maryland.

Financial Management Assessment

The integrity of financial records is essential to the Institution's processes. Coppin has internal control reviews and audit processes. As a public institution, the State of Maryland Office of Legislative Audits performs periodic audits of the institution, which is also audited as a member of the USM. The University has consistently received an unqualified audit opinion—the best opinion obtainable from a certified public accounting firm. The VPAF is responsible for responding to any audit recommendations and shares audit reports with the campus.

The Controller's Office of the Division of Administration and Finance handles the collection, custody, and disbursement of funds, the management of financial controls, and the production of financial reports. Procurement, auxiliary enterprises, campus police, facilities and capital planning, and the office of human resources fall within the auspices of the Division of Administration and Finance. The VPAF, CSU's chief financial officer reports directly to the president and oversees this Division.

As it relates to audits, the Controller's Office works in conjunction with staff from the USM to address any concerns or findings regarding the audits. The *Policy on Audits* requires that CSU responds to the USM in a timely manner and ensures that the campus has adequate financial controls in place for good fiduciary practices. The audits address the various accounts on campus, how they are managed, and how any audit exceptions are resolved.

All CSU accounts are managed in accordance with generally accepted *accounting principles and practices (GAAP)*. CSU's controller is responsible for the integrity of the financial records.

Conclusion

The Standard VI workgroup determined that CSU's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges. To that end, the **Workgroup asserts that CSU meets Standard VI.**

Although Coppin's operating budget has been financially challenging, the budgeting process and fiscal management have been exercised appropriately within USM, State, and Federal guidelines. CSU has offset budget reductions by increasing other sources of revenue, including out of state tuition, student fees, and gifts. These funds permit CSU to continue to provide quality instruction, construction of instructional facilities, and high-level technology for its faculty and students.

CSU will continue its assessment of possible refinements and adjustments to the facilities master plan list of capital projects and priorities as future planning and campus development occurs,

including any new opportunities and constraints that may be presented. CSU progressively works towards meeting space and capital resource requirements. The current CSU campus consists of 13 buildings. Several new buildings and renovations of existing buildings will provide state of the art facilities. Over the next five years, the physical makeup of CSU will change, which will enhance the institution's ability to serve its students and the community.

A review of human resources at CSU reveals that the current staff is well qualified for their positions. The hiring and interviewing process ensures that persons hired will add to the strength of the University and will be committed to CSU's mission. A major CSU strength is its faculty. CSU markets itself as a student-oriented institution, with a well-balanced student-to-faculty ratio. CSU students find themselves in a learning environment that encourages high academic achievement because of excellent faculty.

CSU's award-winning IT Division provides the essential infrastructure, resources, support, and services for technology-enhanced instruction, learning and research, student operations, and fiscal operations. Significant strides in technology-enhanced instruction provides technical support and training to faculty members in areas such as, course-management software, use of microcomputer hardware and software, multimedia, and technology-related applications. ITD continues to develop and manage innovative technologies to support administrative computing needs of the University. Another strength is CSU's commitment to provide graduate students with the skills to function in an information-oriented work force and society.

Suggestion

1. Use services within Information Technology Division to support institutional effectiveness initiatives and enhance administrative, academic, and student services operations.

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals to effectively benefit the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Evidence in the Standard Addresses Requirements of Affiliation 12, 13, & 14

RESEARCH QUESTIONS

1. Are formal governance structures broadly communicated on campus?
2. How does leadership respond to the needs of students, faculty, and staff?
3. How does the current governance structure ensure shared responsibility for the campus across all governance groups and councils?
4. How does administration ensure transparency, integrity, and shared decision-making across the campus?
5. What are the distinct roles of the members of governance groups as it relates to ensuring strong financial management of the institution in responding to audit findings, meeting the institution's mission, and overall well-being of financial and academic operations?

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

On the recommendation of the search committee, the Board of Regents appointed the University's seventh president, Dr. Maria Thompson. Since 2008, Coppin has been served by three presidents, seven provosts, and three cabinet-level positions that currently have less than three years tenure. The changes in leadership empowered administrators and the faculty senate to advance an agenda of strong shared governance.

Introduction of the Standard and Workgroup Charge

Standard VII Workgroup has been charged with providing a comprehensive review of the University's governance, leadership and administrative structure and the way in which the stated mission and goals are realized as being effective, clearly articulated, and transparent to students and the other constituencies it serves even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations. The Workgroup focused on how the institution has education as its primary purpose, and how it operates as an academic institution with appropriate autonomy. Given the criteria within Standard VII and the associated Requirements of Affiliation, the Workgroup reviewed each research question with detailed responses provided below to reflect addressing Standard VII criteria.

COMMUNICATING GOVERNANCE STRUCTURES

Formal shared governance structures are broadly communicated on campus and to the broader community as evidenced by the directives on the *CSU Shared Governance website*, which aligns the University's core values with the *USM Board of Regents' Policy on Shared Governance in the University System of Maryland (B.O.R. 1 – 6.00 – 1)*. The structure is also displayed on the *State on Maryland website regarding the institution's organizational structure* including charts, reports, and other pertinent information. *The CSU Shared Governance Policy* affirms "the University's commitment to these fundamental principles, which shall guide the development of specific governance practices among administrators, faculty, staff and students."

Upon hire, employees of the university are informed of the institutional shared governance groups through new employee orientation process. The Coppin State University Staff Handbook also highlights the employee's voice in governance by describing the different shared governance groups (Faculty, Staff, Labor Organizations) of which university employees are members. The formal structures are also communicated regularly through the institution's e-mail and website as evidenced by notices of elections, sponsored events, and publications (*see President's Communication as an example*) that derive from the various councils. The University has a strong presence of shared governance that is regularly communicated by the presidents of each governance group, including the president of CSU.

LEADERSHIP RESPONSE

Each group on campus has its own governance structure: Student Government Association (SGA), Faculty Senate, Staff Senate, Adjunct Faculty Advisory Council, Council of Deans, and President's Cabinet.

Student Government Association

In review of the CSU SGA Constitution, an indication of responsiveness to students by the campus leadership is evident in the *Student Bill of Rights*. Students have freedom of expression and association and are free to participate in all University activities. The SGA executive board is regularly provided with invitations and opportunities to provide ideas, inputs, and updates through such meetings as the President's Shared Governance Retreats, one-on-one meetings with the vice president for enrollment management and student affairs, provost and vice president for academic affairs, as well with other University administrators.

The value of student participation in the shared governance process is also demonstrated in the *Office of Student Activities and Leadership*, under the auspices of the Division of Enrollment Management and Student Affairs. As evidenced by the *SGA Constitution in Article III - Purpose of the CSU*, the SGA manages their own funds derived from student activity fees, and serves as a mechanism through which students may properly discuss opinions, views, and aspirations with the expectation that they will be acted upon in the appropriate manner.

To ensure that student voices are heard and accounted for throughout the University's governance structures, the Student Government Association president or designee participates in:

The Shared Governance Council
Shared Governance Council Retreat
IT Advisory Council
Student Success Council
Student Activities Fee Appropriation Board
Commencement Committee
New Student Convocation
University Day

Faculty Senate

A review of the *CSU Faculty Senate Constitution* indicates its leadership is responsive to the faculty as evidenced by *Article I Name, Purpose and Functions*, Sections B2 and B3, which states the purpose of the Faculty Senate is:

B2. -- To serve, in accordance with the University System of Maryland Board of Regents Policy on Shared Governance as the principle body representing the faculty voice in Shared Governance at the institution, and provide faculty representation on other University Shared Governance Bodies.

B3. -- To serve in an advisory capacity to the University President and all other constituents of the University.

Furthermore, as evidenced by Article I Section C, the Faculty Senate is involved in the evaluation and recommendations of new academic programs; making recommendations to the University president, provost, vice presidents, deans, and other university administrative offices with respect to policies governing appointment, re-appointment, promotion, tenure, termination of faculty, salary equity, and merit pay.

Additional evidence of the Faculty Senate's vibrancy and contribution to the shared governance structure at CSU is available on the Faculty Senate SharePoint site, which is a source of continuous information regarding governing documents, *minutes*, *agendas*, newsletters, committees, calendars, and other information.

Adjunct Faculty Advisory Council

The *Adjunct Faculty* also have a major role and are involved in key administrative functions of the University. Prior to 2010, Adjunct Faculty did not have a distinct voice in communicating their needs to the campus' administration. Adjunct faculty issues and concerns were primarily addressed within their respective academic departments, among chairpersons and deans. However, after 2010, the University System of Maryland established USM Policy II-1.07 on the Employment of Adjunct Faculty in Maryland, which adopted a *Meet & Confer* process to ensure that adjunct faculty within the University System of Maryland universities had a voice in issues that impacted the work conditions and the governance of the institutions.

Implementation of the *Policy on the Employment of Adjunct Faculty* helped established baseline standards as related to search and hiring processes, appointments, contracts, and conditions of employment. A review of the *CSU Adjunct Faculty Association Constitution* provides evidence that leadership is responsive to adjunct faculty needs as demonstrated in *Article 1 section 1* which authorizes the association to engage in all activities that promote the educational process and the welfare of its members. The *Adjunct Faculty Advisory Council* meets with the Administration on a routine basis to discuss concerns and provide advice on the development and implementation of policies and procedures related to adjunct faculty. For example, the Adjunct Faculty Advisory Council created the faculty handbook, which is being vetted by governance councils for approval. In addition, twice a year general adjunct *faculty meetings* are held where the Provost, Deans, Chairs, Faculty Senate, Human Resources, and the Information Technology units share updates.

Staff Senate

The *CSU Staff Senate* was established to foster a spirit of unity, pride and cooperation among staff members by recognizing the leadership role staff plays in the daily work of the university, and additionally to support the administration in the achievement of the university's mission. A review of the *Staff Senate Bylaws* indicates leadership is responsive to staff as evidenced by statements in the introductory paragraph: "*The Staff Senate will make recommendations to the Administration on issues affecting the staff.*" The Staff Senate platform gives staff a voice. There is representation across divisions and departments that allows staff needs and concerns to be heard and addressed from across the university.

The charge of Staff Senate, as stated in the Staff Senate Bylaws, is the following:

1. To advise and make recommendations to the president of CSU and his or her Cabinet with regard to the following matters:
 - a. Policies, procedures and/or rules affecting eligible employees as defined in these bylaws;

- b. Work environment and staff morale
 - c. Issues impacting wages, benefits, and working conditions.
- 2. To serve as a channel of communication between:
 - a. Eligible employees and the president of CSU with his or her Cabinet; and
 - b. Eligible employees and the Council of University System Staff (CUSS). CUSS is excluded from collective bargaining because of their position. The Staff Senate platform gives them a voice.
- 3. To act as a body of eligible employees to enhance “informed participation and collaboration” in the affairs of the University (CSU).

The opportunity to be heard on these matters through a recognized Staff Senate is indicative of CSU’s goal to develop a more responsive environment and meet the needs of its employees. Additionally, there is a Human Resources Liaison who attends all meetings as a resource and provides guidance and advice on matters pertaining to wages, benefits, and confidentiality, among other topics.

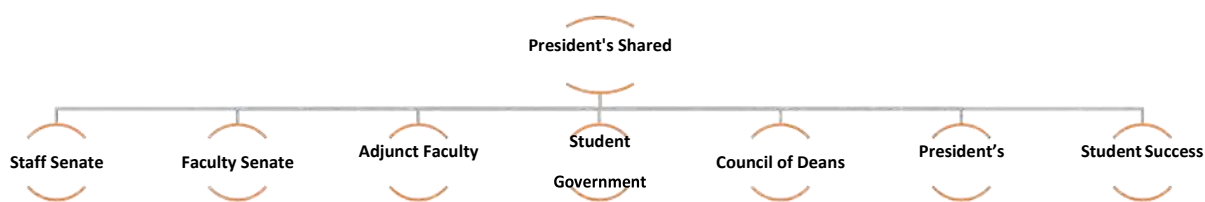
SHARED RESPONSIBILITY OF GOVERNANCE GROUPS

The current governance structure consists of a Presidents Shared Governance Council, which is comprised of all of the major senate governance groups on campus, all of the Colleges, the President’s Cabinet, and the Student Success Council. The shared governance structure is designed to ensure shared participation and responsibility for governance among all members of the campus community. Each member of the committee represents the interest of that governance group and contributes to the Presidents Shared Governance Council. The members bring issues, concerns, and ideas and are responsible for disseminating information back to the groups from the Council.

In order to develop an accurate assessment of the “state of shared governance” at the University, upon her arrival to Coppin in 2015, the president invited the leadership from each of the campus shared governance groups, which included the Faculty Senate President, Adjunct Faculty Chair, Staff Senate Chair, and Student Government President, for an initial off-campus retreat at Mt. Washington Conference Center. In addition to the need to assess CSU’s shared governance process, the president also wanted to enhance the process. Shared governance leaders were assigned to read, *Governance Reconsidered: How Boards, Presidents, Administrators, and Faculty Can Help Their Colleges Thrive*, by Susan Resneck Pierce in preparation for the retreat. The book provided a common starting point to discuss many of the dilemmas facing shared governance in American higher education, and the need for collaborative decision-making in institutions. The premise of the book resulted in open dialogue about improving communication and working collaboratively in decision-making to resolve institutional challenges. Figure VII-1 below reflects the current governance groups.

Currently, the Shared Governance Council meets multiple times per semester and an annual retreat to discuss issues and operational challenges within the university community. The new and improved shared governance decision-making model provides for the open exchange of ideas, and ensures that all constituency groups have a voice in institutional governance decisions.

Figure VII-1. Shared Governance Council



At the most recent President’s Shared Governance Retreat in 2017, the shared governance groups were asked to present directly on a topic that 1) effects the university, 2) relates to a current university goal, and 3) demonstrates that each governance group knows and understands their role and responsibility in achieving university goals. The topic for the presentation was *The Role of Shared Governance Organizations and Constituents in Student Success (Increasing Enrollment, Retention, and Graduation)*.

Governance groups and councils are required to have participation as indicated by CSU’s Shared Governance Policy. Participation is evidenced in many ways across the campus as representation is required for major decision-making. For example, convening and ensuring proper involvement on search committees is critical to the governance of the campus and demonstrates the participative spirit of the *tenets of shared governance*. CSU demonstrates a critical balance of confidentiality required by human resource protocol and openness required by the shared governance process. To that end, CSU utilizes a *Search Committee Confidentiality Agreement (Appendix VII-1)* and the guidelines for *Interview and Selection (Appendix VII-2)* published by the Office of Human Resources. The procedures for recruitment are also set forth on page 5 of the “*Procedures for Appointment, Rank, Tenure, and Promotion*” (Appendix VII-3).

The Office of the President oversees the Shared Governance Council, which consists of leadership from students, faculty, staff, and adjunct faculty, and administrators from across each of the divisions on the CSU campus. The Council provides an opportunity for the president to hear from representative stakeholders and encourages the collaborative ideas of shared governance. The agendas and materials (Available in Evidence Room) provide insight into the focus and inclusiveness of the body.

Another opportunity of campus wide shared governance is reflected in the work of the University Budget Committee (UBC). The agendas from the Office of the Vice President of Administration and Finance demonstrate that participation is encouraged in governance through the UBC, which was established with the following purpose, “to ensure transparency and continuous, current communication regarding the financial position and operations of the University.” Members of each of the shared governance councils are routinely invited to the meetings of the UBC.

TRANSPARENCY, INTEGRITY, AND SHARED DECISION MAKING

The administration takes many steps to insure transparency, integrity, and shared decision-making. Through policies, governance structures, and inclusion there are many examples across campus that highlight the University’s commitment to these principles. The following are examples of this commitment. Many of these examples emphasize more than one principle:

1. Communication for Transparency

- Unit/Division staff meetings
 - Discuss on-going projects
 - Review of operational goals
- Colleges: Comprehensive agenda items that speak to university directions and requests
 - Provost meets with Deans at least bi-weekly
 - Dean meets with Department Chairs bi-weekly
 - Chairs meet with faculty monthly
 - Dean meets with faculty and staff monthly
- Publications
 - Intended to inform primary constituents about what is going on within the unit, ask for feedback and encourage dialogue.
 - *Monday Mentions (President's Office)(Appendix VII-4)*
 - *Ten Minute Tuesday (Institutional Advancement) (Appendix VII-5)*
 - College Newsletters such as
 - *CBSS Informant; COB Next Level News December 2014*
 - Faculty Newsletter
 - BE IN THE KNOW
 - Student Newsletter
 - Move and Pulse
 - *University Magazine, the Talon,*
 - Published twice a year with 18,000-member mailing list

2. University-Wide Shared Governance Model for Transparency

The university has a Shared Governance Model in which there is a separate and distinct Faculty, Staff, and Student Senate. The expectation is that all faculty and staff will participate in institutional governance as evidenced by service on university-wide, college, and department committees. Faculty within colleges elect their representatives to the CSU Faculty Senate, which is the shared governance body responsible for promoting the general welfare of the faculty and for guaranteeing each faculty member procedural and substantive due process. In a similar fashion, adjunct faculty within colleges elect representatives to the Adjunct Faculty Advisory Council, which is the shared governance body authorized to engage in all activities that promote the educational process and welfare of its members. Staff also participate in a similar process for the selection of representatives to the CSU Staff Senate.

In addition, the university has *multiple committee memberships* (Appendix VII-6) available which faculty, staff, and students are encouraged to join to ensure participation of all constituents in the shared governance process. There are committees under the auspices of the Office of the President, the Office of the Provost and Vice President of Academic Affairs, the Office of the Vice President of Enrollment Management and Student Affairs, the Office of the Vice President of Administration and Finance, the Office of Information Technology, the Office of Athletics, and each of the college- level academic and administrative units.

Headed by the vice president for information technology and CIO, and comprised of representatives from the Student Government Association, the IT Student Council was established to ensure

student representation in IT related decisions that affect the student body. Students have a platform to discuss IT-related issues that face students, and also provide insight and input accordingly. One example of the impact of this council is the Student Game Room that was built on campus to service the students. The student's idea was formulated within the IT Student Council to provide students with a space to play games, and after planning and funding was found, a vacated space in the Student Life building was renovated, and the students were given a space managed under Student Affairs.

The Residence Hall Council also addresses issues impacting the residential population. Issues include laundry services, food services, over-night visitation policy, hosting of events for the residence halls, as well as the issues related to the general student population. Membership is voted in by peers to serve for one academic year and aligns with SGA elections for fall representation. The council membership includes a president, vice-president, secretary, treasurer, and 2 senators who serve as SGA representatives. Residence Hall directors serve as staff advisors.

3. College-Level Communication for Transparency

At the college level, the Chairs' Council meets on a monthly basis with the academic dean of the colleges to engage in academic planning, provide an overview on the current status of programs, program needs, the curriculum, and outcomes, along with recommendations for change. These meetings provide a collaborative process for all chairpersons along with the dean to use shared decision making and create strategies within the college which positions the programs to meet the current and future workforce needs.

The university also has college level standing committees which include both faculty and/or staff as appropriate to the nature of the committee. Within each college/unit, faculty and staff are guided by organizational bylaws which inform governance.

- The *College of Arts, Sciences, and Education (CASE)* is comprised of bodies that meet regularly to promote shared governance, provide leadership, and conduct administrative activities required to fulfill the mission of the College. Evidence of the governance structure of CASE is seen in its *organizational chart (Appendix VII-7)*.
 - *The Administrative Council consists (Appendix VII-8) of the chairs and area leaders within the School of Education. The body provides a high level strategic management and communication function for the academic unit.*
 - *The CASE Chairs Meetings (Appendix VII-9) consists of the departmental chairs in the School of Education, and the School of Arts and Sciences. The body provides mid-level tactical value and communication across both schools within the College and direction for faculty and classroom-level activity.*
 - *The School of Education Faculty Meetings (Appendix VII-10) provide an opportunity for SOE faculty to horizontally and vertically communicate regarding the direction of the academic unit.*
 - *The Teacher Education Council (TEC) (Appendix VII-11) is the major policy making body for the undergraduate and graduate components of the School of Education. It is responsible for all policy decisions in Teacher Education programs and for the general coordination between the Arts and Sciences and Education. The agenda and minutes are evidence of its value as a governance body within the College. The members include: one (1) representative from*

each department in the University having Teacher Education programs, two (2) undergraduate students, the Coordinator of Field Services, one (1) representative each from the Office of Planning and Accreditation, Academic Advisement, Career Development, Registrar, Library, and Institutional Research as non-voting members, the Dean of CASE, and the leadership of the chairs Council. The responsibilities of the Council are to: coordinate the planning of policies and standards for the development and implementation of the Teacher Education program, the development of policies and standards that govern student admissions, progression and completion, the on-going review of student status, and the review of the performance of graduates from the Teacher Education program as a basis for future program revisions.

- The *College of Behavioral and Social Sciences (CBSS)* is comprised of bodies that meet regularly to further ensure shared governance, provide leadership, and conduct administrative activities required to fulfill the mission of the College. The *CBSS organization chart (Appendix VII-12)* provides insight into the organization of the College.
 - College of Behavioral and Social Sciences maintains communication with *faculty and staff through regular meetings and forums (Appendix VII-13)* that provide opportunities to advance shared governance goals.
 - College-wide meetings occur once per month and attendance is required by faculty and staff. During these monthly gatherings, all departments within the college have an opportunity to share about their academic areas, provide updates, and receive feedback from colleagues concerning various issues. Faculty who sit on different governance bodies are able to report out to their colleagues within the college.
 - In addition to monthly meetings, *CBSS also holds four in-house retreats (Appendix VII-14)* at the beginning and end of each semester to help support inclusiveness and collaboration in governance.
 - The activity within the CBSS committee structure also provides evidence of their commitment to the shared governance process. The committees provide an interdisciplinary and intra-college process for collaboration.

- *The College of Health Professions (CHP)* is comprised of bodies that regularly meet to further ensure shared governance, provide leadership, and conduct administrative activities required to fulfill the mission of the College. The *College of Health Professions organization chart (Appendix VII-15)* provides insight into the organization of the College. The complexity of the College of Health Professions governance structure is reflective of the regulatory and compliance mandates of healthcare and nursing disciplines. Each School within the College of Health Professions includes a similar governance and committee structure (The School of Allied Health and The Helene Fuld School of Nursing)
 - The College of Health Professions leadership consists of the dean, the associate dean - Helene Fuld School of Nursing, the associate dean - School of Allied Health, the chairperson - Helene Fuld School of Nursing Baccalaureate Nursing Education, the chairperson - Helene Fuld School of Nursing Masters in Nursing

Education, the chairperson - HFSON DNP, the chairperson - HIM, the director of clinical affairs - Helene Fuld School of Nursing (Faculty), the director of clinical affairs, SAH (Faculty), the director of faculty development (Faculty), the director of the SimCenter (Faculty), the director of the Resource Center (Faculty)

- Robust faculty participation is reflected in the structure and the established meeting schedules, meeting agendas, and meeting minutes.
 - College of Health Professions information concerning processes that encourage communication is easily accessible ([e.g. the download website that includes such information as “The Student Concern Form”](#))
 - College of Health Professions shared governance extends to external stakeholders. The College is required as a part of the CCNE accreditation process to [invite comments from the public](#). This is evident on the extension of such invites on their website.
- [The College of Business \(COB\)](#) is comprised of bodies that meet regularly to further ensure shared governance, provide leadership, and conduct administrative activities required to fulfill the mission of the College. All activities in the College of Business are shared in the Dean’s Comprehensive Calendar each semester. The [College of Business organization chart \(Appendix VII-16\)](#) and the College of Business Communication Channels document provide insight into the governance structure of the College. The complexity of the College of Business governance structure is reflective of the collaborative networks developed leading up to a 2015 successful fulfillment of accreditation standards set forth by the *Accrediting Council of Business Schools and Programs (ACBSP)*.
 - There is an organization chart for the committee structure in the College of Business that provides a framework for shared governance. Each committees’ function is described in the *Committee Roles and Functions (Appendix VII-17)* document approved by the Council of Committee Chairs. The document provides information on internal and external committee assignments as a means of illustrating the collaborative flow of information. Faculty participation included formulation of committee policies.
 - The chairs of all College of Business committees form the *Council of Committee Chairs as evidenced by the meeting agendas (Appendix VII-18)*. This body meets to help assure that there is continuity in committee policies and procedures, including a process for revising key policies in the College of Business across the College.
 - The Executive Committee meets each week and consists of academic department chairs and the special assistant to the dean. This body helps to assure that governance and communication protocols flow through the academic units.
 - The special assistant to the dean conducts meetings with administrative staff and the Student Success Center advisement team to ensure that information and collaboration is seamless between administrative processes, student support, and faculty.
 - COB College-wide meetings are held monthly as a forum for exchange and collaboration that includes all College members, including adjunct faculty.
 - Various forums are held throughout each semester to solicit input from students, such as the new student orientation, transfer and continuing student orientation,

and student organization meetings. External stakeholders have primarily contributed to the governance of the College of Business through the Dean's Advisory Board. The body meets quarterly and consists of corporate leaders representing diverse sectors of the business community.

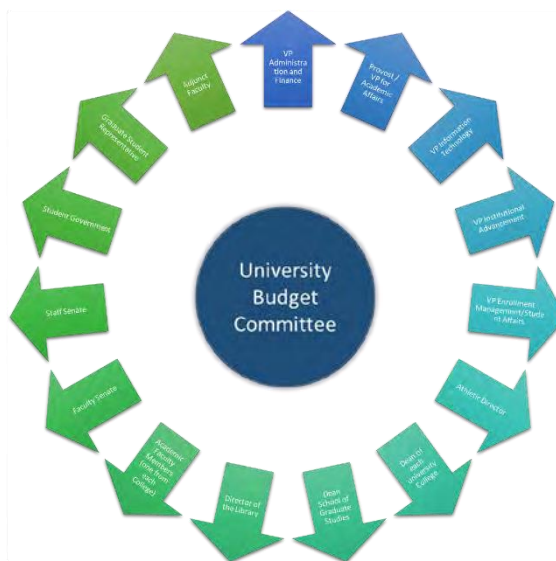
- The College of Business has a defined Strategic Planning Process (See Figure V-1, page 68; Standard V) that involves all stakeholders, including faculty, students, staff, and external constituents. This process is evident in all College of Business shared governance activities as well as the College of Business Strategic Plan.
- The chairs of each department hold regular department level faculty meetings as part of the governance process. The meetings provide an additional opportunity for information to be shared and to formulate departmental-level strategies.
- All governance policies and procedures are articulated in the Faculty Handbook, Eagle Guide Handbook, and Staff Handbook.
- Student Concern Forms provide a process for students to receive formal redress for relevant issues in the College. The Student Advisory Council was also formulated to provide participation in governance for students.
- The College of Business engages in several activities that advance shared governance through the collection, interpretation, and modification of procedures.

The results of the gathered data are available in the College of Business Assessment Report 2013-2014 and the *College of Business Assessment Report 2014-2015*.

SHARED GOVERNANCE AND FINANCIAL MANAGEMENT

As iterated under Standard VI, as part of fiscal planning and governance, the University Budget Committee (UBC) formerly the University Budget Advisory Council (UBAC) focuses on ensuring strong financial management of the institution in responding to audit findings, meeting the institution's mission, and overall well-being of financial and academic operations. The purpose of the UBC is to "ensure strong financial management of the institution." The Committee assures transparency, and continuous, current communication regarding the financial position and operations of the University. This process is proactive in nature and allows all members of the University an opportunity to participate. Although the UBC, which meets twice a semester, includes a representative from each of the shared governance groups, financial management of operations and information on audit findings are not within the roles of the Faculty Senate, Adjunct Faculty, Staff Senate and Student Senate shared governance organizations. Although these particular roles are not part of the formal UBC committee, they are included to ensure transparency in the decision-making processes across the University.

Figure VII-2: University Budget Committee Membership



The wide variety of governance, communication, and procedural channels are inclusive and provide a robust platform for collecting data and following protocols for improving institutional effectiveness. The strength demonstrated in this standard is evident in the network of processes that extends to all levels, constituents, and stakeholders. There is evidence that all are included and actively engaged in the decision-making framework of the University.

The University president has led efforts during the past two years to implement tools that will enable collection, interpretation, and decision-making based on real-time and predictive analytics. The effort is most evident in President Thompson's student success initiative through data democratization as described in her [video for BlackBoard](#), presentations at the 2017 Educause Annual Conference, [Coppin's receipt of the BlackBoard Catalyst Award](#), the [University System of Maryland Council of University System Staff acknowledgement](#), and the [case written by BlackBoard about the implementation of data democratization at Coppin](#). The integration of the efforts of The Student Success Council and data democratization through technology have placed Coppin on the national stage as cutting-edge in student success initiatives.

The first initiative is evident in the acquisition of a new Pyramid Analytics platform that presents information in a dashboard formation which facilitates easier analysis. There are current initiatives through platforms such as CIVITAS Student Insight Engine and Data Science that will provide insight into student progress to degree completion. Blackboard products such as Learn, Outcomes, Strategic Marketing & Recruitment, and others also provide additional assets for data analysis. The greatest challenges of this approach are:

1. The integration of systems, internal IT support infrastructure, and the creation of a digital version of the disintegrative, non-collaborative climate.
2. The lack of adoption by stakeholder's due to lack of strategic change management practices.

The University is making strides and will improve its current position with careful attention to stated challenges. All efforts will improve performance in Standard VII criteria for faculty, students, staff, and external stakeholders. Careful implementation and adoption of the systems

will lead to improvements in enrollment, graduation, and retention data. Data access, analysis, and utilization in decision-making will bring progress.

There have been challenges related to excessive turnover in key executive level positions. Since 2008, Coppin has been served by three presidents, seven provosts, and three cabinet level positions that currently have less than two years tenure. This reality has made it more difficult to establish sustainable initiatives for continuous improvement. Our current president's arrival in 2015 has placed the institution on a clearer path to improvement with definitive, measurable goals and objectives. The clearer strategy is reflected in the nine goals for the period from 2016 until 2020 mentioned previously.

Conclusion

For the reasons presented above, **the Workgroup concludes that the University is compliant with Standard VII and meets the criteria as described.** The compliance is evident in the robust system of shared governance, leadership and administrative procedures. There have been clear improvements over the past several years and continuing advancements on all levels and across administrative and academic units in the areas pertaining to Standard VII criteria. The University is also well positioned to make future advances as data-influenced decision making is infused into institutional culture.

Recommendations

1. Produce an annual report to address the experience, state, and improvement plans for the functioning "Governance, Leadership, and Administration" that integrates performance, institutional efficiency measures, and proven change/improvement strategies.
2. Improve the process of college-based analysis and the integration of results from governance activities into the institutional effectiveness framework.

SELF-STUDY CONCLUSION

The Self-Study process afforded Coppin the opportunity to conduct a thorough introspection of established processes to assess the effectiveness of strategies to achieve its mission. This detailed review, empowered by input from the entire campus community not only affirms Coppin's relevance, progress, and achievement, but also determines areas where additional attention must be provided if the institution is to maintain its positive trajectory of success and continuous improvement. There is no doubt that Coppin is current and relevant. Meeting workforce demands with qualified graduates, providing community service initiatives, employing highly-credentialed personnel, and collaborating in strategic partnership efforts are a few proven examples of how Coppin State University demonstrates its effectiveness, currency, and relevance.