TOPIC: Report to the Committee on the Status of the Coppin State University School of Management Science and Economics

COMMITTEE: Education Policy

DATE OF COMMITTEE MEETING: March 24, 2010

SUMMARY: In October 2007, the Board of Regents approved a proposal from Coppin State University to create a School of Management Science and Economics; the proposal was consistent with the requirements of the USM Board of Regents "Policy on the Creation/Development by University System of Maryland Institutions of Schools or Colleges" (III-7.05). According to that policy, "approximately two years after initial Board approval, the institution shall provide to the Chancellor for submission to the Board a status report on the new school or college." The policy delineates the elements to be included in that status report.

When it presented its proposal in 2007, Coppin asserted that it was asking for only a name change from a department to a school, since Management Science had been in place as an academic offering since 1976. In making the change, Coppin moved toward a more typical model consistent with how Management Science is treated nationally. The name change was intended to provide more visibility to attract students to the functional areas of management education and also to improve placements of graduates from the programs it houses. Changes in name that affect structure fall under the BOR policy, however, since there are implications for institutional mission and administrative and fiscal considerations.

Today the Committee will hear from representatives of the School of Management Science and Economic with a status report.

ALTERNATIVE(S):   This is an information item only.

FISCAL IMPACT: This is an information item only.

CHANCELLOR'S RECOMMENDATION: This is an information item only.

COMMITTEE RECOMMENDATION: Received as information.   DATE: March 24, 2010

BOARD ACTION: DATE:

SUBMITTED BY: Irwin L. Goldstein (301) 445-1992   irv@usmd.edu

COPPIN STATE UNIVERSITY
School of Management Science and Economics
Status Report - March 24, 2010

Overview

In the fall of 2007, the University System of Maryland Board of Regents (USM) approved the creation of the School of Management Science and Economics (SMSE) at Coppin State University. The School was originally endorsed by the appropriate campus constituencies, including the Provost & Vice President for Academic Affairs and the President of the University. As a result, a vibrant department of Management Science and Economics made a seamless transition into a new school. The University System's *BOR Policy III 7.05 - POLICY ON THE CREATION/DEVELOPMENT BY UNIVERSITY SYSTEM OF MARYLAND INSTITUTIONS OF SCHOOLS OR COLLEGES (Approved by the Board of Regents, February 10, 2006)* requires that after two years of initial existence, USM institutions submit a status report. The report contains information on the following elements:

      I. A Strategic Plan for the School of Management Science & Economics;

      II. Planned Changes to Faculty Resources (five-year projections);

      III. Five-Year Budget Projections (Revenue/Expenditure Detail);

      IV. Program Development and Modifications Plans if Any; and

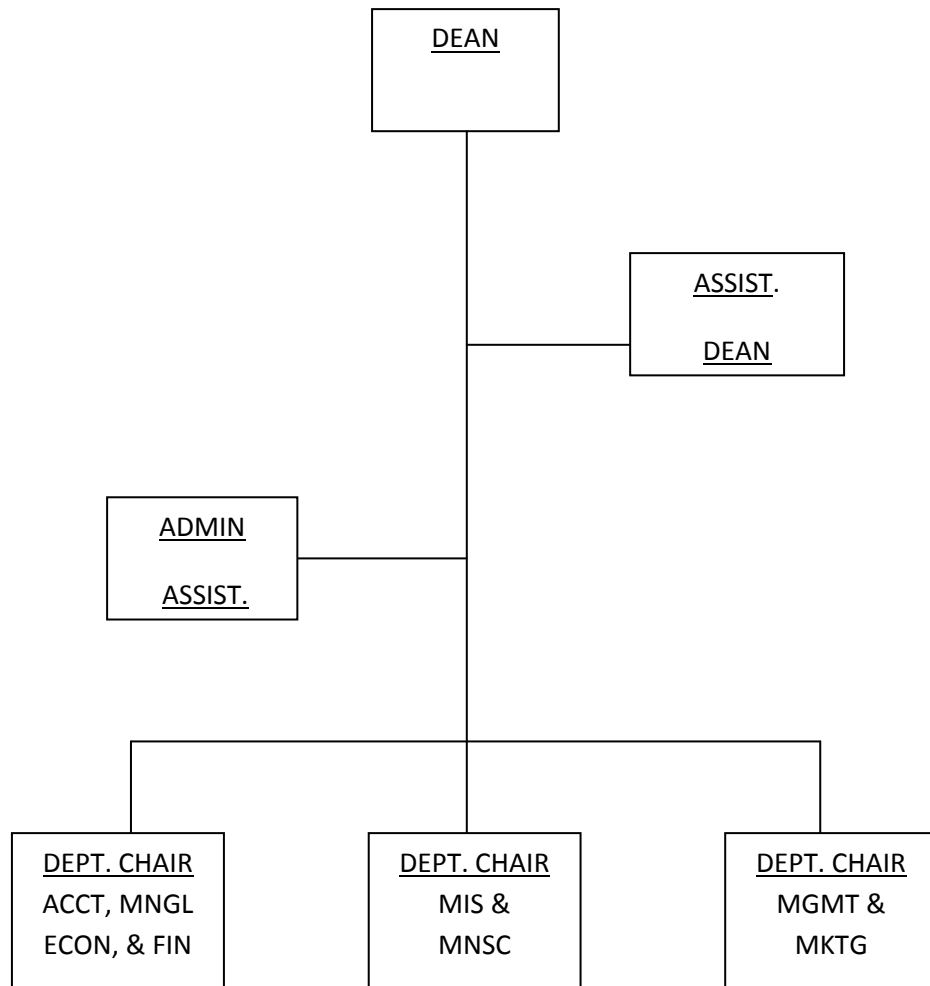   V. Enrollment Projections

A Strategic Plan for the School of Management Science & Economics

In October of 2009, all schools on the University campus were required to revisit and if necessary, create strategic plans that aligned with the overall strategic plan of the University. The School of Management Science and Economics had already begun drafting a plan with the assistance and expertise of the faculty and consultant services. The plan that follows is a draft plan which is expected to be completed in early April 2010. Additionally, an organizational chart is included prior to the plan draft.

While goals and strategies (tactics) are specific in detail and reveal how they will help the University as a whole attain its desired outcomes, they are designed specifically with the intent to advance the teaching, research and service objectives of the new school and promote university-wide initiatives such as retention and graduation.

ORGANIZATION CHART

The *School of Management Science and Economics* (**SMSE**) is administered by a Dean, Assistant Dean and an Executive Administrative Assistant. There are three department chairs as shown by the Organization Chart below:

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│  ACCT, MNGL   │       │    MIS &      │        │    MGMT &     │
│  ECON, & FIN  │       │    MNSC       │        │    MKTG       │
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SCHOOL OF MANAGEMENT SCIENCE & ECONOMICS
DRAFT   STRATEGIC PLAN - 2009-2014   *DRAFT*

SMSE AY 2009-2010 - AY 2014-2015 Strategic Tactics Aligned with CSU Strategic Goals

Strategic Goal	Tactics	Expected Outcome	Impact	Partnering Dept./Division	Time Line **Start - End**	Status	Success Measure(s)
I - Ensure Student Success Through Graduation - Near-Final Draft; Need for data usually highlighted in a color							
How much? Space; people; instructional resources I.1	Establish an Academic Advisory Center (or function) to provide academic planning, advisement and support to SMSE majors	Each year 5% more of majors will take courses in sequential/ recommended order and 50 % will improve their performance in 2 or more courses	After AY [To be determined], [30 % - baseline data to come frm IR] of students will graduate on time in not more than 6 years	SAS	[Baseline = AY 2009-10] fully implemented by AY 2014-15	Ongoing - Need baseline: SMSE needs to get IR data on % who are now doing this	Incremental increase in "on-time" Graduation rate every 2 years
I.1.A	Develop an early alert system to identify and work with students who need assistance.	Set minimum attendance for courses & track class attendance; Connect students with excessive absences to services Increase class attendance to 80% of course enrollments Reduce dropout rate by 10% every year or by a total of 50% at end of AY 2014-15	Measurable Increases in "on-time" graduation rate after 3 years; measurable increases in year-by-year and cumulative retention *rates after 2 years and on-going*		2010-2015	In Effect	Graduation and retention rates Attendance rates in selected major, core or advanced courses
I.1.B	Increase student and faculty contact during office hours and by special appointments	Every faculty will document at least 60 min of contact with assigned majors per sem each year.	Same as for I.1.A		2010-2015	In Effect	Graduation and retention rates

I.1.C.	Provide academic support services to students (computer training, tutorial, professional development, etc.)	Enhance students' computer literacy and professional skills in those applications where competency is essential to academic success: [NAME THE APPLICATIONS]	Students will demonstrate competency in [Specific application(s)] by [date] - May need a timetable giving different dates for different applications	Info Technology Division	2010 - 2015	To Be Implemented (TBI)	% students demonstrating competency; Multi-years trends in competency; Employment rates after graduation
I.1.D	Develop a tutorial lab for students staffed and equipped for computer-aided instruction/ tutoring to supplement classroom instruction	Improve academic knowledge of core disciplines and performance in courses [Within a time-limited period in 2010, cite focal disciplines by year & how improved knowledge will be measured]	Students will do well in their respective disciplines; i.e., 80% SMSE students will achieve GPAs of 2.5 or higher in major courses		2010 - 2015	TBI	Academic performance; e.g., % students at 2.5 GPA or above; growth rate in number of students meeting this goal; Comparison with peer schools

II - Enhance the Academic Core of the University							
II.1	Review and revise the curricula, including general education, major and non-major courses every three (3) years	Incorporation of current issues, trends and professional practice in 3 key courses of 2 of SMSE's degree disciplines annually, beginning in AY 2011-2012; complete process for all courses by AY 2014-2015	Strengthening readiness for accreditation	CSU Curriculum Committee	2010-2015	TBI	Graduation/retention rates and comparability with peer schools; comparability with market needs/job placement rates
II.1.A	Engage the support and input of key stakeholders from business and public agencies in curriculum review and development to ensure that all curricula in the SMSE are current and address global, ethical, and technology competencies	Curricula will be current in the context of professional practice and emerging isues. Students will demonstrate their awareness of global, ethical and technological issues. Explicit, specific help with AACSB accreditation will be documented.	Students will be current in knowledge of their disciplines. Graduates will do well in the "work world". SMSE will satisfy the AACSB requirements for all areas	Selected businesses/ public agencies	2010-2015	TBI	% selected businesses/agencies that do this; year-to-year retention of such partnerships; Academic performance; Employment rates
II.1.B	Integrate communication skills (oral, written and presentation) across the SMSE curriculum.	Students demonstration of oral, written and presentation skills prior to graduation according to a schedule that will be incorporated in SMSE's revised curricula	Students will demonstrate communication competencies prior to graduation and will be able to communicate effectively from the outset of their professional lives	SAS Selected businesses / public agencies	2010-2015	TBI	Performance on Assignments/Projects in simulated or actual real life professional situations (e.g, in conjunction with internships, seminars and workshops involving professionals as well as students)

II.1.C	Ensure that the curricula in the SMSE offer opportunities for students to engage in activities and programs with the business community (internships, seminars, workshops, etc.)	Higher rates of employment of graduates; Increased number of employers recruitng graduates[For both, need to compile baseline & gather data annually]	Students'/ graduates' increased competitiveness and employability	*CDC (Career Development Center)*	2010-2015	TBI	Employment rate of graduates each year, beginning in 2011 or 2012; # new employers recruiting graduates. (need baseline)
II.2	Develop and enhance the SMSE assessment and evaluation systems, instruments, and processes.	Strengthen validity of all forms of SMSE measurement of students' performance.	Enhanced quality of the School. Improved competitiveness of students for internships and post-graduation job opportunities	CSU Office of Planning and Assessment	2010 - 2015	TBI	Comparability of SMSE approaches and tools to best practices;ccccc performance and pass rates on [selected standardized] tests (ETS)
II.2.A	Review and revise the faculty course evaluation process and instrument.	Enhanced faculty performance as measured by [SAY WHAT MEASURES]	Enhanced quality of faculty performance	Univ. Office of Planning and Assessment	2011-2015	TBI	Results of faculty evaluations by both students and other faculty/ administrators
II.2.B	Establish a school-wide committee to assess student overall learning in the degree programs in the SMSE. Develop SMSE exit exam(s).	Enhance student learning as measured by standardized and/or faculty-designed instruments	Improved learning outcomes as measured by SMSE exit exams		2011 - 2015	TBI	Better measurement of overall student learning.

II.2.C	Develop a system for collecting and tracking data that will be used for planning, assessment and program development	Well coordinated data collection and planning and assessment procedure	Improved data based decisions; improved quality of programs based on objective measures chosen by SMSE faculty and CSU Provost	OIR/OIT	2011-2015	TBI	Availability and use of data for planning and assessment
II.2.D	Develop and implement evaluation instruments for administrators and faculty in the SMSE (including peer, supervisor and self evaluation)	Better data and information to use fin assessing faculty performance Improved the performance of faculty and administrative staff	Better delivery of curriculum and better student services based on a combination of objective and subjective measures		2011- 2015	TBI	Students'/Dean's/ Peer evaluations
II.3	Strengthen faculty competency and development	% AACSB-qualified faculty each year SMSE will have 80% or more AACSB qualified faculty by 2015	Increased competitiveness of SMSE for attracting new faculty & students; SMSE will improve faculty retention		2011 - 2015	TBI	Annual faculty retention rate; success rate in hiring top faculty candidates
II.3.A	Develop guidelines and qualifications for new faculty hires (tenure-track, contractual and adjunct).	% new faculty AACSB-qualified at hiring or within 3 years of hiring (annually). All new faculty will be AACSB-qualified within 3 years of their hire.	Quality instruction in different dicsciplines Contribution to readiness for AACSB accreditation.		2010-2015	TBI	% of new faculty AACSB-qualified or professionally-qualified. Exit exams in different disciplines;*Peer/Chairs' Evaluations*
II.3.B	Introduce an orientation program for all new faculty hires in the SMSE (tenure-track, contractual and adjunct).	New faculty will demonstrate awareness of the school's and university's policies and procedures	Measures of Improved efficiency of operations and quality of services [TBD].	Provost Ofc/ HR	Spr 2011 - 2015	TBI	Evaluation survey by the Chairs and Dean

II.3.C	Provide technology training for all faculty in the SMSE (administrative, classroom technology and teaching , and learning platforms or software	Varied delivery platforms and accessibility for delivering instruction. Faculty will be efficient in the use of modern technology.	Enhance teaching and learning.	*Ctr for Teaching and Learning and FITC*	IP	IP	Students' course evaluation feedback; Percentage of faculty using technology efficiently.
II.3.D	Identify, encourage and support faculty attendance and participation in professional conferences and workshops as presenters, discussants, reviewers and session facilitators	Increase in active partnerships with faculty from other organizations; enhanced faculty teaching and research output.	Enhance the image of the SMSE and the university. Enhanced faculty teaching and research output	Provost Ofc	IP	TBI	Increase collaborative activties with businesses and institutions;impro vements in teaching evaluation; increased research and scholarly activities
II.3.E	Develop a faculty mentorship program	Improved faculty productivity. Stronger guidance and support for new faculty. Improved faculty relationships.	Improved faculty retention		Spr 2010 - 2015	Ongoing	*Faculty retention; Faculty performance in terms of promotion and tenure.*
II.4	Develop Action Plan to achieve AACSB accreditation	Achieve AACSB pre-candidacy status	Enhance SMSE chance of AACSB accreditation on its first attempt; Stronger profile of SMSE.	CSU Curriculum committee; Ofc of Vice Provost	2010-2015	TBI	*AACSB pre-candicacy requirements Strategic planning to achieve AACSB accreditation by target time*

II.4.A	Review the Pre-Candidacy Requirements for accreditation and prepare SMSE for accreditation	Establishment of school-wide accreditation committee; Identification of resource needs (including faculty, facilities, curricula, instructional resources, academic support services, etc.) Strategy for meeting resource needs Action Plan to achieve AACSB pre-candidacy status	Improved research and teaching, including articulation between/among courses and departments Achievement of AACSB pre-candidacy status	CSU Curriculum committee; Ofc of Vice Provost	2010 - 2015	TBI	*Annual measurable/ Discernible progress toward Expected Outcomes*
II.4.B	Conduct Academic Reviews for SMSE degree programs	Specific knowledge about needs & opportunities to Improve academic programs	SMSE will be seen by potential students & faculty as a more competetive school; SMSE will graduate more well rounded (better qualified) students	SAS; Institutional Research	2010 - 2015	Ongoing	Survey graduates/*Compare with peers. ("peers" TBD)*
II.5	Introduce graduate programs in the SMSE	Decisions about departments and courses to be introduced; strategic plan for introducing courses decided upon; specific new graduate courses	Increased SMSE enrollment; Expanded academic programs; Enhanced image of SMSE	Schl of Grad. Studies	2010 - 2015	TBI	*See Expected Outcomes*

III - Strengthen Institutional Infrastructure							
III.1	Construct separate SMSE building -Does this belong in Strategic Plan? [Check capital improvement plan. How does it intersect strategic plan; check plan/date for GJ bldg renovations (SONG)	Substitute Better Expected Outcomes Utilize the building most efficiently Better Education Better serve for community business	Enables Accreditation Attracts Donors		CIP? Here? Both? 2015-	TBI	Number of donors
III.2	Establish Computer Lab [specially designed and equipped unit in new SMSE building/ dedicated specially-equipped space in existing building until then	Better Education for students Accreditation	Graduating students who are proficient technology users		2012- 2015	IP	Level of usage of computer lab
Dr. Wms-Review/fix entries in this row III.3	Establish a Center for Entertainment Management	Students will be exposed to the business community dynamics in this field; Students will acquire practicum experience in the field	SMSE will graduate students competitive for employment in the field; SMSE will develop this Center into a distinct competitive advantage for CSU	Are there any?	2011 - 2015	TBI	Functional design of Center Formulation of Action Plan to Create Center Achievement of Milestones in Action Plan

III.4	Establish/Create/Construct Simulation *Lab - in existing building until new SMSE building is constructed with this lab incorporated in the design*	Stronger practicum/problem-solving components in SMSE courses Better preparation to meet Accreditation requirements More/Better faculty and student research	Matriculating students/graduates will demonstrate "hands-on" skills acquired in simulation experiences Students will engage in inter-institutional competions SMSE will strengthen its competitive advantages for student recruitment. SMSE graduates will be more competitive for graduate school/ employment	Info Technology Division	2012-	TBI	Functional design of Lab Action Plan to Create Lab Achievement of milestones in Action Plan

IV - Enhance the Urban Metropolitan Mission of the University						
IV.1	Offer support services to segments of the surrounding community through the SMSE centers and programs (e.g, VITA provides free income tax preparation service); Conduct workshops and seminars for the entrepreneurial/business and local community (free and revenue generating).	Increased recognition of SMSE by community members; Increase in number of structured faculty and student interactions with community; Higher level of free assistance to low income families; Number of offerings to entrepreneurs/busineses; Amount of net revenue generated	Better service to the community; Enhanced SMSE capacity as community resource/ problem-solver; Improved image and visibility of the SMSE in the community More diverse portfolio for SMSE fundraising; revenue generation	Selected public agencies Selected community organizations	2013 - 2015	VITA-Ongoing Other - TBI	Number and nature of workshops conducted; number of participants. Number of families served. Number of revenue generating services/events and amount of revenue; Number of businesses participating in fee-based workshops.

IV.2	Faculty, students and staff will serve on/lead task forces, working groups and committees in the academic setting and in the community; SMSE will track such service.	More & stronger intra-institutional relationships, within SMSE and in the University Increased structured faculty, student & staff participation in SMSE, the university and the community Documented use of faculty, student and staff skills/expertise to help the community	Promotion of service involvement and/or community engagement as a value Well rounded students Capacity for more/varied collaborative academic and/or community initiatives More complete record of the SMSE involvement in and contribution to the campus/ community	Other CSU Schools/offices Various Community Organizations/ Institutions	2012 - 2015	TBI	Nature and number of committees faculty, staff & students are involved in; number of faculty, staff & students involved in committee work Roles assumed in committees (esp. leadership) Completeness of involvement records by semester
IV.3	Collaborate with other universities/businesses/ agencies on joint, varied programs, including global programs and programs addressing ethical and/or technological opportunities, challenges and issues.	Joint conferences, workshops, seminars/symposia and academic competition. Collaboratively funded scholalry and/or professional practice research Shared cost of joint programs with partners	Broader and/or more in-depth base of teaching/research expertise Improved faculty development More cost-effective, high quality programing On-going partnerships Broader range of academic opportunitie for students	Varied academic institutions, businesses, agencies and/or organizations	2013-2015	TBI	Number and nature of collaborative offerings per academic year Number of faculty, staff and students involved Number of jointly funded grants sought/ projects awarded/ publications resulting SMSE share of cost of collaborative offerings compared to total cost of such offerings

| IV.4 | Engage with the SMSE Advisory Board and selected corporate partners to develop more internship, research, employment and/or community service opportunities for tudents and faculty | Increased number of opportunities for real world experience & placements   Increased number of summer and professional employment opportunities for students | Greater integration of *real world* knowledge and practical experience in the SMSE curricula Higher potential for wider range of employment opportunities for students/graduates | Advisory Board Selected corporations Selected Public Agencies | 2012-2015 | TBI | Number of structured collaborations with Advisory Board/Members & corporations Number of new opportunities each year   Number of faculty/students participating in opportunities created Number of graduated employed from these relationships/opp ortunities Number of opportunites sustained for multiple years |

V. - Increase Fundraising Initiatives							
V.1	Develop fundraising strategies that provide scholarship support for students, funds for faculty training/development and support for program development and improvement.	Improved performance in obtaining grants and external funding	Increased external funding; Reducing reliance on general funds to strengthen SMSE	Office of Institutional Advancement/Ofc of Sponsored Research	2010-2015	Ongoing	Number/Amount of grant(s) received

Planned Changes to Faculty Resources

The School of Management Science and Economics faculty is a strong group that is committed to its students and to students within the campus community. Faculty service to the department ranges from 2 years to 26 years. The faculty holds expertise in the following areas of specialization: *accounting, management, management information systems, marketing, economics & finance, managerial statistics, statistical modeling, operations research, and operations production management*. While faculty remain outstanding in their disciplines, it remains difficult to recruit and retain within the School. Last year, the School hired one of its own graduates. Unfortunately for the new school, the graduate was granted an opportunity at another institution that could afford to pay a higher salary. The School continues to search for new faculty. Advertisements in the Chronicle of Higher Education, CSU's website, and other prominent journals are placed on an annual basis.

It should also be noted that faculty members remain strong in scholarly research and publications as well as in classroom technology use. All faculty members use state-of-the-art technology in the delivery of instruction, and more than fifty percent of them use Blackboard and Tegrity. The School also contributes meaningfully to technology enhancement within the University by way of housing the institution's Technology Fluency course.

The following describes the faculty resources to be attained over the next five years within the School (includes dollars on two new faculty members beginning in 2010 or 2011:

CATAGORY	2009/10	2010/11	2011/12	2012/13	2013/14
1. Personnel Dollars - institutional salary allocations	$115,000 (1 new faculty)	$115,000 (1 new faculty)	$230,000 (2 new faculty)	$250,000 (2 new faculty)	$265,000 (2 new faculty)

Five-Year Budget Projections (Revenue/Expenditure Detail)

SOURCES OF REVENUE

CATEGORY	2009/10	2010/11	2011/12	2012/13	2013/14
1. Personnel Dollars - institutional salary allocations	$985,410 2 Staff 12 Faculty	$985,410	$1,100,250	$1,600,750 (2 new faculty)	$1,900,500 (2 new faculty)
2. Tuition/Fees – based on actual and est. enrollment	$1,393,600	$1,507,600	$1,921,600	$2,216,300	$2,239,700
3. Grant Awards – includes Univ. of Baton Rouge partnership, Kellogg Foundation and others.	$125,000	$150,000	$170,000	$170,000	$225,000
4. Fundraising – CSU foundation; other campus events	$50,000	$70,000	$70,000	$70,000	$70,000
5. Other Sources	50,000	60,000	60,000	60,000	75,000
TOTALS	**$2,604,010**	**$2,773,010**	**$3,321,850**	**$4,117,050**	**$4,510,200**

EXPENDITURE DETAILS

CATEGORY	2009/10	2010/11	2011/12	2012/13	2013/14
1. Faculty Expenditures – Salaries Expenditures	$985,410	$985,410	$1,100,250	$1,600,750	$1,900,500
2. Equipment/Supplies	$7,200	$1,100	$1,100	$4,000	$2,200
3. Instructional Materials	$2,000	$2,000	$2,500	$2,500	$2,700
4. Library Holdings	$500	$500	$2,500	$2,500	$1,000
5. Special Events – Recruitment Activities, job fairs, etc.	$6,000	$6,000	$8,000	$10,000	$10,000
6. Admin., Staff Support	$90,000	$90,000	$110,000	$125,000	$130,000
7. Other	$15,000	$18,000	$17,000	$20,000	$20,000

TOTALS	1,106,110	1,103,016	1,241,350	1,764,750	2,056,400

Program Development and Modifications Plans if Any

The School plans to complete the design and implementation of at least one new master's degree, another bachelor's degree and at least two new certificates. The Office of the Provost & Vice President for Academic Affairs will submit to the USM, letters of intent of these programs. The programs will be competitive, innovative and will contain strategies for student persistence. As a result, the School and the University will be better positioned to fulfill its mission in the Baltimore region.

Enrollment Projections

Enrollment for the School since its reorganization has been strong and continues to increase. The school is now working with the institution to help students persist to graduation; improving the school's rates and the overall institution. The School plans to introduce new degree offerings which were discussed in a previous section. These offerings include new Master's and Bachelor's degree programs and at least two new certificates programs. The following table shows projected enrollment over the next five years.

Enrollment Projections (Five-Year)*

Academic Year	2007/08 actual	2008/09 actual	2009/10 actual	2010/11 est.	2011/12 est.	2012/13 est.	2013/14 est.	2014/15 est.
SMSE	264	319	359	399	429	459	478	491

Source: VPAA and OIR

*Projections based on past growth trends and anticipated new degree offerings.