

COPPIN STATE UNIVERSITY MISSION AND GOALS STATEMENT

SUMMARY MISSION STATEMENT

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners.

MISSION STATEMENT EXCERPT

Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners.

INSTITUTIONAL IDENTITY

Coppin State University (CSU) is a Historically Black Institution (HBI) within the University System of Maryland that prepares students with the mission of meeting the challenges associated with urban communities. Its primary target population includes graduates of Baltimore City and Baltimore County Public School Systems. The University seeks to transform the lives of its students who return to their communities as change agents.

The major academic programs of the institution that impact the communities are in Education, Health Care, and in the Science, Technology, Engineering & Mathematics (STEM) disciplines. Focus primarily on these disciplines prepares students to be competitive in the State, region, nation, and world markets. As a Carnegie master's comprehensive (MA I) institution, we provide graduate level programs and anticipate a change in the Carnegie classification to a Comprehensive Doctoral Institution pending approval. The first doctorate program to be offered will be the Doctor of Nurse Practice (DNP).

Addressing the State of Maryland's need to increase the workforce to produce more nurses and teachers, CSU has increased and retained a number of nursing students matriculating through the university while looking for new partnerships in teacher education. The University is engaged in discussions to identify ways to increase the number of teachers in the STEM areas and in teacher education overall. Building on our current Carnegie classification of a master's comprehensive institution and looking towards the future, the university has obtained preliminary approval to offer our first Doctor of Nurse Practice (DNP) which will address the shortage of doctoral trained nursing professionals to fill university teaching and clinical positions.

Additional priorities include a greater emphasis on community engagement and sustainability. Presently, the university, through its strategic plan, is building a culture of community engagement through every aspect of the university as well as by developing strategic

partnerships with the local community. The campus sustainability efforts align with the Systems State Plan and the Federal Government's efforts to reduce our carbon footprint and enhance campus stewardship on environmental issues.

Academic Programs Aligned to the USM's 2020 Strategic Plan

Coppin State's academic programs are aligned with *Theme 2 of the USM's Strategic Plan for 2020: Maryland's Economic Development and the Health and Quality of Life of Its Citizens – Ensuring Maryland's Competitiveness in the New Economy*. Coppin State University offers 27 undergraduate degrees, 11 graduate degrees and 4 certificates in a variety of academic disciplines, many of which have received national and regional recognition for being among the best in their disciplines. The University is committed to affording students access to high-quality academic programs as evidenced by accreditation reaffirmations: National League for Nursing, the National Council for Accreditation of Teacher Education, the Council on Rehabilitation Education, the Council on Social Work Education, and the Middle States Association of Colleges and Schools. The University also has partnerships with community colleges and public agencies that provide access to full-time, first-time college attendees. In addition to campus courses, access is also provided by online courses, and off-site course offerings for the public workforce.

Several new academic programs have been proposed. These programs address the needs of the millennial student as well as critical workforce demands. The programs are the Doctorate of Nurse Practice (DNP), B.S. in Dance, and four certificates in the School of Professional Studies: Post Master's in Counseling Licensure, Vocational Evaluation and Work Adjustments, Assistive Technology, and Job Development and Job Placement Services. All of these programs are and future programs will be in response to the State's workforce training and job development needs; thus playing a major role in the promotion of high-quality of life for Maryland citizens.

Additional priorities include emphasis on community engagement and sustainability. Some of these initiatives in brief include:

- BTOP – Broadband Technology Opportunities Program provides the opportunity for the citizens of West Baltimore to improve their computer skill sets and access to educational opportunities.
- Revitalization of West Baltimore – Partnership with CSU/City of Baltimore & CHCDC – a revitalization effort to improve facility infrastructure which in turn, improves their communities.
- Center for Community Health (SON) - School of Nursing operates a community clinic to citizens who cannot afford the high costs of health care.

These efforts comport with the USM's Strategic Plan 2020, *Theme 1.a.2: Access, Affordability, and Attainment – Helping the State of Maryland Achieve Its Goal of 55% College Completion Goal While Maintaining Quality – by Expanding Outreach to New or Underserved areas/populations of Maryland through USM traditional campuses, regional centers, and other outreach programs or activities*.

INSTITUTIONAL CAPABILITIES

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences.

The institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations.

- Teaching and Learning. The institution has two charter schools that draw from the K-12 population of students who reside in West Baltimore. Through the support of the School of Education and the School of Arts & Sciences, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. The Coppin Academy, the secondary high school ranks 2nd within the State on end of grade assessments at every content level.
- School of Management Science and Economics – Provides financial literacy workshops, tax preparation, and course offerings to increase college access to public agencies. These three activities have been continuous and service large constituencies of West Baltimore.
- School of Arts & Sciences – Through its affiliation with the National Institutes of Health (NIH), provides laboratory internships experience for students majoring in the Natural Sciences.
- The School of Nursing operates the Community Health Center which is a nurse-managed clinic. The Center has the unique mission to provide health care that is sensitive to societal needs, demands, and values, with providers who are culturally sensitive and responsive to changing trends and needs of inner city clients. In keeping with the mission of the University, the Center seeks to improve the health and quality of life of persons residing in the Coppin Heights Community, the University campus community and the surrounding area. The Center provides comprehensive, holistic, and family health care services. Services are available on a walk-in basis as well as by appointment. A number of insurance plans are accepted and self-payment plans are based on income.
- Broadband Technology Opportunities Program (BTOP). Coppin State University received federal stimulus funding to establish the Coppin Heights-Rosemont Family Computer Center, which provides broadband computer access, job training, and various educational and mentorship programs to 35,000 residents of the neighboring Coppin Heights-Rosemont community, an area where it is estimated that less than five percent of families subscribe to broadband service. Coppin State was the only institution in the state of Maryland to receive the highly competitive \$932,116 grant awarded by the U.S. Department of Commerce under the Broadband Technology Opportunities Program (BTOP).

The program facilitates the University's efforts to revitalize West Baltimore by creating jobs and improving education and health by offering 15 continuous training and educational courses that taught by faculty, students, and partners. The Center houses 60

new computer workstations and is directed by Coppin's new Institute for Local to Global Community.

- Revitalization of West Baltimore – Partnership with CSU/City of Baltimore & CHCDC – a revitalization effort to improve facility infrastructure which in turn, improves their communities. This effort includes coordinating partnerships between Coppin Heights Community Development Corporation, Coppin State University, Baltimore's government agencies, elected officials, public schools, social and community service organizations, businesses, and residents to ensure a community collaborative approach to meeting the needs of residents in the Greater Coppin Heights/Rosemont community. Also, emphasis is placed on developing and improving affordable housing in the Greater Coppin Heights/Rosemont community and fostering economic and business development initiatives serving the needs of low to moderate income and otherwise disadvantaged Greater Coppin Heights/Rosemont residents.
- Center for Sustainability and Environmental Justice (CSEJ). Coppin State University continues to make a concerted effort to advance sustainable academic policies and practices as a means of educating all of our graduates so that they are able to contribute to a sustainable society. These practices include not only working to advance sustainability through our academic curriculum but also promoting environmental education and research and working collaboratively with the community to address issues of environmental justice. As a result, a planning committee has been established to create a Center for Sustainability and Environmental Justice. The mission of the CSEJ is to promote environmental education and research and to work collaboratively with the community to address issues of environmental justice. The University believes that this center will become a catalyst to promote greater knowledge and understanding about climate change and to address environmental justice disparities that impact the community, the city of Baltimore, the State of Maryland and beyond. CSEJ aims to enhance CSU students' educational experience by becoming a key part of the University's overall education, research and community outreach programs. The CSEJ Planning Committee has begun to conceptualize, design, and build the University's organizational capacity for the development and implementation of CSEJ as a major institutional resource for sustainability and environmental justice.
- Research – The institution is developing a Center for Undergraduate Research (CUR) that will allow students to work directly with faculty on first level research activities. The CUR oversight is provided by institutional faculty, members of the science communities, and alumni. Although the CUR has an overall emphasis on undergraduate research, special emphasis will be in support of the STEM disciplines.

The University is committed to meeting the educational needs of its urban population which includes the traditional student and the adult learner. Coppin State University is the first higher education institution in the State to assume responsibility for the restructuring and administering a public elementary/middle school and high school in Baltimore City. The University is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

Actively engaged in pre-service and in-service teacher education programs, the University, responding to the Board of Regents directive, envisions even more involvement in the area of

teacher preparation. The West Baltimore pre-K-20 Urban Education Corridor Model for Change, known as the Urban Education Corridor, is one such initiative. Building on a strong partnership with the Baltimore City Public School System and CSU, the Urban Education Corridor has become a national model. The potential success of the Corridor will propel the University toward achieving national eminence in the area of preparing urban educators, particularly those in the Baltimore City School System. The University chose this particular academic focus because of its longstanding mission of service in urban education. Similarly, the University aspires to enhance its nursing programs. Over the next ten years, the University will expand the Nurse Managed Health Center and provide added health services to the Community. The School of Management Science and Economics has a program to support small business owners, a project to assist individuals with credit/debt related problems, and a tax preparation program for those in the community that cannot afford to pay for the services.

Through advancements in technology, Coppin State University will continue to infuse the understanding and use of emerging technologies into all teaching and learning practices, client, management and student services, and institutional advancement operations. The renovation of existing buildings and the construction of new buildings that has the latest technology will provide a better infrastructure to foster excellence in teaching, research, scholarship, and service.

The University continues to take the leading role in the economic revitalization of its immediate community. Coppin State University is an oasis for the educational, economic, recreational and cultural needs of the citizens of Baltimore and the State of Maryland by sharing access to its facilities and expertise in the academic disciplines, professional fields and the fine and performing arts.

Closing the Achievement Gap

Closing the Achievement Gap is a national concern for all institutions of higher education. The University System of Maryland (USM) requires annual reports for all of its institutions. In an effort for Coppin to contribute to narrowing and eventually closing the gap, the institution will continue to conduct research and study the needs of its student population by examining its first-time, degree-seeking traditional students, adult learners, transfer students, and freshmen males and females. The study includes goals established to close the achievement gap by half in 2015 and by 2020 to totally eliminate that gap while increasing retention and graduation rates. The study will inform which best practices are appropriate to close the achievement gap, the levels of funding needed to implement each initiative and ultimately ending in the development of a comprehensive first-year student experience.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

To address the goals in the University System of Maryland's (USM) Strategic Plan, USM in 2020: A Call to Action, the university has begun the process of aligning its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2011 to 2016. Only a few objectives and priorities will be highlighted for this document.

Goal 1: Enhance Student success through Graduation

To ensure the persistence of students through graduation CSU will focus attention on the first year of college – a critical time for retention, learning, and skill development.

Goal 2: Enhance the Academic Core of the University

Building on our Self-Study accreditation processes along with other key documents will enhance the academic core.

Goal 3: Strengthen Institutional Infrastructures.

To increase effectiveness, efficiency and accountability of operations and outcomes, believe the objectives above will help us facilitate strengthen our infrastructure.

Goal 4: Enhance the Urban Mission of the University.

Based on the university's mission, the university will enhance teaching and learning, increase service learning and advance community engagement opportunities for students, faculty, and staff.

Goal 5: Increase fundraising Initiatives.

To develop and implement a realistic Capital Campaign Project consistent with the mission, goals and objectives of the University.

The chart that follows identifies CSU's priority goals, objectives, and alignment to the USM's 2020 Strategic Plan themes, priority initiatives to address the goals, and a timeline for implementation, and evaluation.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

*Coppin State University has identified short and long range goals and objectives that speak to the institution's unique focus as described in its Mission.

CSU'S GOALS	OBJECTIVE(S)	USM 2020 STRATEGIC PLAN THEME	PROPOSED INITIATIVE(S)	TIMELINE	EVALUATION PERIOD
Goal 1: Enhance Student Success through Graduation	Improve system monitoring of students' academic matriculation from 1 st year to program completion.	<p><u>Theme 1: Access, Affordability, and Attainment – Helping Maryland Achieve its Goal of 55% College Completion Goal While Maintaining Quality</u></p> <p><u>Theme 2: Maryland's Economic Development & Health and Quality of Life of its Citizens</u></p>	<p>a) Development of University College model that serves as the academic home for freshmen and sophomores; providing strategic monitoring, support guidance, supplementary instruction and intrusive advisement through the completion of the first 30 credits of General Education.</p> <p>b) Re-design of program courses to meet a higher quality of content preparation by integrating technology and experiential learning that are relevant to job market expectations.</p> <p>c) Conduct two academic audits for every student who has completed 60 credits and 90 credits.</p> <p>d) Develop an Undergraduate Center for Research (CUR) with primary focus on STEM disciplines.</p> <p>e) Develop a Center of International Programs which integrates globalization into the curricula and provides for international student and faculty exchanges.</p>	2011-2014	Annually
				2011-2014	Bi-annually
				2011 and continuous	Bi-annually
				2011-2014	According to stages of development
				2011-2014	Annually

<p>Goal 2: Enhance the Academic Core of the University</p>	<p>To improve General Education Core offerings to be in compliance with Middle States regulations and COMAR.</p>	<p><u>Theme 1 & Theme 3: Transforming the Academic Model to Meet Higher Education and Leadership Needs of Maryland's 21st Century Students, Citizens, and Businesses.</u></p>	<p>a) Re-design General Education courses to better reflect 21st century knowledge, and skills competencies. b) Reform General Education Core curricula to better assess student learning outcomes/ sequence core courses by academic program needs and requirements. c) Re-vision of program course offerings to reflect accreditation standards, and the expectations of professional organizations, as well as the economic needs of the state and region.</p>	<p>2011-2013</p>	<p>Every 4 years</p>
<p>Goal 3: Strengthen Institutional Infrastructures (to improve efficiency and accountability of operations and outcomes)</p>	<p>Provide annual assessment of support units that provide integral services to students (i.e. financial aid, registrar's office, admissions, residential facilities, etc.).</p>	<p><u>Theme 1 & Theme 4: Identifying New and More Effective Ways to Build and Leverage the Resources Available to the USM for the Benefit of Maryland and Its Citizens.</u></p>	<p>a) Creation of a one-stop office that will provide immediate and centralized services to students. b) Collect survey data on unit performance that will be analyzed and used for developing improvement measures.</p>	<p>2011-2014</p>	<p>Annually</p>
<p>Goal 4: Enhance the Urban Mission of the University</p>	<p>Actualize the identification of an urban institution by engaging with West Baltimore communities.</p>	<p><u>Theme 4</u></p>	<p>a) Expand BTOP initiative to the broader community so as to reach larger numbers of West Baltimore residents. b) Work collaboratively with the Center for Development of Coppin Heights and the City of Baltimore to engage students in action research activities that directly impact the West Baltimore urban communities.</p>	<p>2011-2014</p>	<p>Annually</p>

			<p>c) Increase the outreach efforts of the Helen Fuld School of Nursing in providing first line health care to underserved populations in Baltimore. The outreach services will be conducted in the clinical experience courses of the Nursing Program.</p> <p>d) Conduct Health and Wellness seminars and workshops for community and students via CSU's Health Education program and the Wellness Center.</p>	2011-2014	Annually
<p>Goal 5: Leverage opportunities for University Advancement, Financial Support and Institutional Recognition</p>	<p>Increase visibility of the University to improve advancement contributions and nurturing of potential donors.</p>	<p><i>Theme 4 and Theme 5: Achieving and Sustaining National Eminence Through the Quality of our People, Our Programs, and Our Facilities.</i></p>	<p>a) Specifically design the charges associated with Advisory Boards, specifically with their responsibility toward increasing the Institution's visibility, and advancement initiatives.</p> <p>b) Increase scholarship giving by a minimum of 10% from previous academic year, and each subsequent year for the next five years.</p> <p>c) Increase on campus giving by 10% of each previous year beginning with 2010.</p>	2011-2014	Annually