

COPPIN STATE UNIVERSITY MISSION AND GOALS STATEMENT

SUMMARY 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.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals

INSTITUTIONAL IDENTITY

As one of three historically Black institutions (Coppin, Bowie, UMES) within the University System of Maryland—and the only one with a specifically urban location and focus—Coppin prepares students for meeting the challenges associated with urban communities. Its historical and still primary constituency includes graduates of Maryland high schools and students attending community colleges in Maryland.

A Carnegie Master's Comprehensive (MA I) institution, Coppin State University is committed to offering students affordable access to high quality academic programs. The University offers 33 undergraduate degrees, 12 graduate degrees and five post-baccalaureate and three post-masters certificates in a variety of academic disciplines, many of which have received national and regional recognition. The excellence of these programs is evidenced by accreditations from the American Academy of Colleges of Nursing (AACN), the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM), the National Council for Accreditation of Teacher Education (NCATE), the Council on Rehabilitation Education (CORE), the Council on Social Work Education (CSWE) and the Middle States Commission on Higher Education (MSCHE).

The University also partners with community colleges and public agencies and offers courses online and off-site, thus providing higher education access to students who, otherwise, might be unable to complete baccalaureate or masters degrees.

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.
- *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.
- *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 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.

Additional priorities of the University include greater emphases on community engagement and sustainability. Presently, the University, through its strategic plan, is building a culture of community engagement by developing and enhancing existing strategic partnerships with the local community. Collaborations occur with the Baltimore City Police Department, the Baltimore City Public Schools and various on- and off-campus health centers. Coppin's campus sustainability efforts also align with the *University System of Maryland Strategic Plan* and the Federal Government's nationwide efforts to enhance campus stewardship on environmental issues.

Student Profile

CSU's students are a unique blend of achievers, comprising a mix of undergraduates and graduates from a variety of Maryland high schools and community colleges. Coppin graduates are comprised of a significant number of *1st generation students* and *working adults with young families*, 61% and 71% respectively. Of 3,383 students, 2,549 (75%) have children and/or dependents. Twenty-five percent of the student population is male and 75% female. The average age of the CSU student is 28. Coppin's mix of rigorous academic programs continues to attract high quality students from many international settings, including Africa, the Caribbean, Europe, and the Near East.

INSTITUTIONAL CAPABILITIES

By virtue of its urban history and location, CSU is uniquely capable of addressing the preparation of students from the state of Maryland, Baltimore City, Baltimore County, and, in particular, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, Coppin extends its institutional capabilities beyond the traditional classroom by providing experiential and authentic learning experiences to and in the community. Coppin is primarily a teaching institution and has integrated best teaching practices not only throughout its curriculum but also in support of its charter school affiliations and into its other community interactions.

- College of Arts & Sciences and Education – Through the College, the institution continues to provide oversight and management of two charter schools that draw from the K-12 population of students residing in West Baltimore. These schools regularly perform within the top 10% of their counterparts in the Baltimore City Schools System. The Coppin Academy, the secondary high school, continues to rank second in the State on end-of-grade assessments at every content level.
- College of Business –The College has a current application for specialized accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). For a number of years, faculty, staff, students, and administrators have provided financial literacy workshops, tax preparation assistance, and course offerings to assist students and other community members in improving their interactions with public agencies. These three activities have served significant numbers of West Baltimore residents.
- College of Health Professions - Through its School of Nursing, the College operates the Community Health Center, a nurse-managed clinic located in the Health and Human Services Building. 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 not only on the university campus but also those in the Coppin Heights Community and the surrounding area. The Center provides comprehensive, holistic, and family health care services on a walk-in basis as well as by appointment. It accepts a number of insurance plans, and self-payment plans are based on income.
- College of Behavioral and Applied Social Sciences – The College prepares students to meet the needs of increasingly diverse populations in Baltimore City, in Maryland, in the U.S. and beyond. With eight undergraduate programs and five graduate programs in five departments of study, the College provides a hands-on, interdisciplinary education that puts learning into action and provides among the institution’s highest levels of days committed to community service.
- National Collegiate Athletic Association (NCAA) Pilot Program - Coppin is one of six institutions to receive a National Collegiate Athletic Association (NCAA) pilot program grant designed to assist limited-resource schools in developing and enhancing systems to increase student-athlete academic performance. Coppin’s award amounts to over \$900,000. Initiatives include, but are not limited to, funding of summer school and winter sessions, hiring additional staff in academic service, establishing faculty enrichment and peer-mentoring programs, creating a mobile athletic computer lab for student-athletes’

use during travel, developing a broad-based Academic Progress Rate plan and developing a fifth-year degree completion program. In its initial stages, the program has been able to retain 95% of all student athletes, 87% of freshman athletes, and 80% of students who participated in the University's SASA program. Finally, for the 11th consecutive semester, student athletes have amassed GPAs above a 3.0.

- STEM Center – The University established a STEM Center in the fall of 2013. The Center assists in the coordination of academic programming and initiatives to strengthen the pipeline of STEM graduates to Maryland. A STEM coordinator directs and assists with collaborative efforts among the sciences, mathematics, and health professions. The coordinator also tracks and monitors students from the time they enter the University to completion of their programs and assists with career placement and/or entry into graduate and professional schools.
- Center for Nanotechnology – The Center brings together faculty members and students from the College of Arts and Sciences for collaborative research. It has benefited from financial support from Constellation Energy, Technology Development Corporation (TEDCO), the U.S. Department of Education and the National Science Foundation. The work focuses on experimental research and development of nano- and bio-technologies as well as on complementary modeling and simulation efforts in computational nanotechnology, computational nano-electronics, and processes encountered in nanofabrication. A key area of research focuses on clean energy generation and storage and on-going projects in the design and simulation of multi-junction photovoltaic cells for solar energy conversion.
- The Bishop L. Robinson Sr. Justice Institute – The Institute formally opened in the spring of 2013 and is named for the first African American Police Commissioner in Baltimore City who devoted 50 years of his life to public service. The Institute provides customized training programs that combine field practice, training, education and cutting-edge research on a broad range of justice issues in law enforcement, corrections, public and mental health and related social factors that contribute to the prevention of crime in urban communities. The Institute has three components: Training Academy, Advanced Academic and Certification Programs and an Applied Research Program.

The University is committed to meeting the educational needs of its urban population including traditional and non-traditional students and adult learners in the classroom, and residents in the community. Coppin is the first higher education institution in the State to assume responsibility for restructuring and administering a public elementary/middle school and high school in Baltimore City. It is the only higher education institution in the State to locate a public high school on its campus while serving as the operator.

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

The University continues to take a leading role in the economic revitalization of its immediate community; it provides 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. 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 informs 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.

The University has closed the gap between graduation rates among African American males and African American females. As part of its achievement gap initiatives with the USM, Coppin will continue to monitor success among selected comparison groups. Success is attributed to programs and strategies such as the Freshman Male Initiative and First-Year and Second-Year advisement strategies employed throughout the academic community.

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 2013 to 2020. Only a few objectives and priorities will be highlighted for this document.

Goal 1: Increase College Completion Rates.

This goal focuses on Recruitment, Retention and College Completion. The University will contribute to the goal of increasing college completion rates.

Goal 2: Ensure that Coppin's Graduates are Competitively Prepared for Entry into the Workforce and First-Time Graduate & Professional Schools.

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually.

Goal 3: Transform Coppin's Instructional Modalities to Improve Teaching and Learning. Increase Coppin's Engagement in the Community.

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning

and will increase university engagement in the community through service learning and faculty scholarly activities.

Goal 4: Improve Stewardship and Effectiveness of Coppin's Resources.

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university's budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university's strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding.

Goal 5: Invest in and Support People, Programs, and Facilities.

This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin.

ACCOUNTABILITY MATRIX

Coppin Goals

Sub-Goals

Responsibility

Goal 1: Increase college completion rates.

Sub-goal 1.1: Increase student enrollment.

Academic Affairs; Student Affairs

Sub-goal 1.2: Increase retention and graduation rates.

Academic Affairs; Student Affairs

Goal 2: Ensure that Coppin's graduates are competitively prepared for entry into the workforce and first-rate graduate and professional schools.

Sub-goal 2.1: Promote a culture of innovation and entrepreneurship.

Academic Affairs;
Information Technology

Sub-goal 2.2: Strengthen and promote programs designed to alleviate key workforce shortage such as nursing, STEM, and teacher education.

Academic Affairs

Sub-goal 2.3: Continue Coppin's legacy of preparing teachers for grades K-12.

Academic Affairs

Sub-goal 2.4: Promote graduate and professional education among Coppin students.

Academic Affairs

Goal 3: Transform Coppin's instructional modalities to improve teaching and learning. Increase Coppin's engagement in the community.

Sub-goal 3.1: Support course transformation and redesign to meet workforce and leadership needs.

Academic Affairs;
Information Technology

Sub-goal 3.2: Explore the capacity to offer unique and/or critical degree programs to address workforce needs.

Academic Affairs

Sub-goal 3.3: Obtain and reaffirm national accreditations for eligible programs.

Academic Affairs

Sub-goal 3.4: Improve teaching/learning and campus/community environments.

All Divisions

Sub-goal 3.5: Review academic policies.

Academic Affairs

Sub-goal 3.6: Define, develop and implement a comprehensive evidence-based service learning program that maximally leverages university and community resources.

Academic Affairs;
Institutional Advancement

Sub-goal 3.7: Design and implement a campus-wide infrastructure to promote, support and evaluate community engagement and community development initiatives reflecting the University as an anchor institution.

All Divisions

	Sub-goal 3.8: Integrate service learning across the University curricula.	Academic Affairs
	Sub-goal 3.9: Establish an Interdisciplinary Center for Professional Development and Continuing Education.	Academic Affairs
Goal 4: Improve stewardship and effectiveness of Coppin's resources.	Sub-goal 4.1: Develop a culture of accountability across campus.	All Divisions
	Sub-goal 4.2: Leverage existing resources to improve operational effectiveness.	All Divisions
	Sub-goal 4.3: Implement a Distributive Decision Making Model that employs Responsibility Center Management (RCM) of Budgetary Resources.	Administration and Finance
	Sub-goal 4.4: Improve business and financial planning.	Administration and Finance
	Sub-goal 4.5: Technology: Leverage our cutting-edge IT resources and best practices.	Information Technology
	Sub-goal 4.6: Align institutional advancement's fund raising goals with the university's strategic priorities.	All Divisions
	Sub-goal 4.7: Improve environmental stewardship.	Administration and Finance
	Sub-goal 4.8: Restore the Office of Sponsored Programs and Research.	Administration and Finance; Academic Affairs
Goal 5: Invest in and support people, programs and facilities.	Sub-goal 5.1: Encourage and support faculty, staff and student participation in shared governance and services.	Academic Affairs
	Sub-goal 5.2: Continue to strengthen Coppin's legacy of excellence in teacher preparation and student transformational leadership.	Academic Affairs; Administration and Finance
	Sub-goal 5.3: Continue to build and maintain world-class facilities. Renovate existing buildings when needed.	Administration and Finance
	Sub-goal 5.4: Develop a marketing and communications plan to "brand" Coppin.	Institutional Advancement
	Sub-goal 5.5: Enhance and monitor campus-based student support services that contribute to increasing retention and graduation rates.	Academic Affairs; Student Affairs