



COPPIN STATE UNIVERSITY

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Testimony to the
Maryland General Assembly

Presented by
Maria Thompson, Ph.D.
President

February 2017
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Coppin by the Numbers

FALL 2016

Operating Budget	\$94.3 Million
Degrees Awarded	Avg. 500 Annually
Size / Location	65 Acres in West Baltimore
Total Faculty	267 (Fall 2016)
Full-time	132 (49%)
Part-time	135 (51%)
Student to Faculty Ratio	13:1
Undergraduate Tuition & Fees:	
MD Residents	\$7,438
Out-of-State	\$13,168
No. and % Pell Recipients	1,789 (77%)
Recipients of Aid	88% Merit/Need-Based
Total Student Enrollment	2,939
Graduate	432 (15%)
Undergraduate	2,507 (85%)
Full /Part-time	2,021 (69%) / 918 (31%)
Male / Female	699 (24%) / 2,240 (76%)
1st Generation	1,912 (61%)
Living on campus	610
Average SAT	895 (Math & Verbal)
Student Age	26 (Undergrad) 40 (Grad)
Race / Ethnicity	86% African American
	6% Foreign
	2%, Hispanic
	2% Caucasian
	2% - Other
	1% Asian
	1% Multi-Racial



About the University

ACADEMIC PROGRAMS

CSU offers 53 majors which include 32 undergraduate degrees, 11 master's degrees, one doctorate, and nine certificates. These programs cover the arts and humanities, history, STEM, education, business, nursing and other health professions, and the social sciences. The University's academic unit is divided into four major colleges which include Business, Health Professions, Arts & Sciences and Education, and Behavioral and Applied Social Sciences. Also, within Academic Affairs are the Honors College, Graduate Studies, and First-Year Experience/University College.

The University also has oversight of a high school, the Coppin Academy, and manages Rosemont Elementary/Middle School, both are a part of the Baltimore City Public Schools System.

Coppin is a proud member of the University System of Maryland (USM).

ATHLETICS

Coppin State participates in the Mid-Eastern Athletic Conference and the National Collegiate Athletic Association Division I. Men's teams compete in baseball, basketball, tennis, cross country, and indoor/outdoor track and field. Women's teams compete in basketball, volleyball, softball, bowling, tennis, cross country, and indoor/outdoor track and field.

ACCREDITATION

Coppin State is accredited by the Middle States Association of Colleges and Schools. Also, the University holds specialized accreditations from the National Council for Accreditation of Teacher Education, the Maryland State Department of Education, the Maryland Board of Nurses, the Commission on Collegiate Nursing Education, the National Council on Social Work Education, the Council on Rehabilitation Education and the Accreditation Council for Business Schools and Programs.

Good afternoon Madam Chair, and members of the subcommittee,



behalf of the students, faculty, and staff of Coppin State University, I bring you greetings and salutations. I also bring you good news about the course in which our university is headed as well as its continuing commitment of service to the West Baltimore community that we call home. It is my pleasure to testify before you, telling you about the wonderful things that are happening on our campus and ask for your support.

As you well know, Coppin State University has played a critical role in Baltimore's history. It is our goal to continue and expand on that critical role far into the future. Historically, Coppin was established in 1900 within the Colored High School by the Baltimore City School Board to prepare African American teachers. The school grew from a one-year training course to a normal school to a teachers college to a fully accredited university.

Since its inception, Coppin State University has played an integral role within the West Baltimore community. As an anchor institution we are committed to providing access and diverse opportunities for all students while emphasizing our unique role in educating residents of metropolitan Baltimore and first-generation college students. As our Mission Statement so meaningfully articulates, "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." It is precisely our commitment to our mission and vision to be an exemplar of public, urban higher education that inspires and drives the students, faculty and staff toward excellence on a daily basis.

It is important to note that Coppin State University is an access institution that serves a non-traditional constituency. Our population is multigenerational, ranging in age from traditional college-age students to senior citizens. Much of our population is underrepresented, differently prepared academically and originate from lower income family structures. Additionally, a significant portion of our population are first-generation college students. As such, many of our students are entering into the higher education setting in ways that dramatically differ from those of the more "traditional" college population. However, despite those differences, our students continuously and diligently strive for and accomplish high levels of academic achievement and excellence.

One of the prime examples of how Coppin State University and its graduates distinguish themselves from anyone else is through our Cradle to Career Education Continuum. Coppin State University is one of a handful of universities

in the nation operating a childcare center, elementary/middle school, and high school – covering the learning spectrum from infancy through the doctoral degree. Additionally, our early childhood Education Program has received full national recognition from the National Association for the Education of Young Children. Our School of Education's efforts made this successful outcome possible.

With regard to grants and awards received by the university in 2016, some of our more notable ones include:

- The U.S. Department of Education's grant of \$3,623,307, with first-year funding levels set at \$1,349,502. The awarding of the grant is the U.S. Department of Education's recognition of Coppin State University's #1 ranking in the Teacher Quality Partnership Program grant competition to support high-quality teacher preparation and professional development for prospective and current teachers;
- Maryland State Department of Education's grant of \$152,000 for Pathways to Professions (P2P): Preparing Highly Effective Early Childhood Workforce. P2P is a 4-year initiative that aims to provide high quality programs with high impact services leading to a highly effective childcare workforce. The P2P initiative will provide full support, including tuition, fees, books, and clinical experience costs for eligible childcare providers pursuing Bachelor of Science degrees in four specialized areas: 1) Early Childhood Education, 2) Elementary Education, 3) Special Education, and 4) Early Childhood Human Development;
- Abell Foundation's \$100,000 grant to the university to support the Our House Community Mentoring Program. The Our House Program has also received funding from M&T Bank, PNC Bank, SunTrust Bank, Bon Secours Hospital, the Baltimore Teachers Union, St. Paul Company, Bethel AME Church, MHEC, and numerous individual donors;
- Abell Foundation's \$32,000 grant award to support the School of Education's Cross-Institutional partnership with Coppin Academy for Early Access and Success;
- Kaiser Permanente of the Mid-Atlantic States' \$90,000 grant for scholarships to be awarded within the College of Health Professions Helene Fuld School of Nursing;
- Yahoo's \$90,000 support for on-going STEM program developments and Northrop Grumman's addition of

Coppin State University to its Mentor-Protégé Program;

- \$25,000 from Constellation Energy’s E2 Energy to Educate Grant for “Energy Storage, Rapid Charge Systems and Applications”; and,
- Accreditation of the Doctor of Nurse Practice program by the Commission on Collegiate Nursing Education

In fall 2016, Coppin State University, in collaboration with the Kirwan Center for Academic Innovation, successfully awarded the first career-focused Leader Badge in the State of Maryland. This Badge, and those that will follow, are representative of Coppin State University’s auspicious endeavor into the cutting-edge academic enterprise of Micro-credentialing. These Micro-credentials are designed to build on current efforts in competency-based education and Digital Badging. As an example, our Pathways to Professions (P2P) research and development agenda was created under the leadership of Dr. Yi-Ping Huang in collaboration with educators, policy makers, and industry leaders in the region. The P2P research and development aimed at: (1) transforming educational enterprises through systemic innovation that improves value and quality; and, (2) increasing access and success through competency-based pathways for seamless transitions from pre-professional preparation to career advancement and lifelong success. The P2P portfolio includes over four million dollars (\$4,000,000) of grant-based initiatives secured in the past two years (2015-2016) to support the various P2P projects ranging from dual enrollment, workforce development, to competency-based Micro-credentialing for career success. Through high-tech, high-touch, and high-impact innovations, the P2P is developing one of the first Digital Badging and Micro-credentialing systems in Maryland and beyond. The Digital Badging and Micro-credentialing programs are validated by Coppin State University, the University System of Maryland and the Credly credentialing and badge management system.

As previously stated, as an anchor institution, Coppin State University maintains a devout understanding of its historical and continuing commitment to its overarching need for service to the West Baltimore community. This understanding and present day commitment is evidenced by the university’s involvement in several external relationships with the community. Some prime examples of the university’s involvement include: 1) the partnership with the Innovation Village project which is a planned revitalization of West Baltimore by bringing new businesses, start-ups and business incubators to the community; 2) the Volunteer Income Tax Assistance Program, which provides free tax preparation assistance for families with incomes

less than \$54,000 per year, the disabled and those with limited English speaking skills; and, 3) our partnership with Open Works Baltimore, an organization that makes tools, space, and technology accessible to local artists, hackers, inventors, students, entrepreneurs, and builders. The College of Business, Coppin State University and Open Works work collaboratively on Ingepreneurship, Pop-up shops, Hackathons, and Internships. These examples are just a sampling of the many diverse and substantive partnerships in which Coppin State University engages in to embody and strengthen its external relationship with the community.

As for the precise demographics of our student population, again, our population does not mirror the typical college student population. Thirteen percent (13%) or 383 out of 2,939 of our 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 our students are working adults with young families and more often than not, are the first-generation in their family to attend college (68%). Nine percent (9%) are transfer students from other four-year institutions or community colleges. The second-year retention and six-year graduation rates are 61% and 17%, respectively.

We are making strides and progress within other areas. While there was a decrease with regard to our overall population from fall 2015 to fall 2016, it should be noted that our first-year class for fall 2016 (403) is the largest class of incoming first-year students that the university has experienced in five years. This was a 50% increase over the fall 2015 first-year class.

With regard to enrollment and retention efforts, we have embarked on a number of proactive fronts that will significantly enhance and bolster previous performances. There have been a number of critical leadership hires that are already exhibiting positive signs of stability and strength at the top. In May 2016, the university hired an enrollment management consulting firm, Royall Inc., to assist with recruitment and matriculation. The efforts of the company, through follow-up of student applications, have complimented the functions of the admissions office and contribute to the increase in the size of the fall 2016 first-time, full-time, first-year class cohort. Additionally, we have five vigorous retention-based programs to address prior areas of concern. They include:

- **BridgeEdU** – In the summer 2016, we 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 receive academic support to

strengthen math and communication skills as well as personal coaching, mentoring, and other high-touch interventions that demystify the financial and social aspects of college life. This holistic approach also includes internships and service learning, educational experiences that are typically reserved for the third or fourth year of college.

- **Our House Community Mentoring** – Our House is a community mentoring program that incorporates faculty, staff and peer mentoring into a student’s daily college life. Over 150 incoming students become members of figurative mentoring houses that provide support throughout the year. Results during the first two years of the program show a 5-10% increase in freshmen to sophomore retention rates among Our House students compared to the student body at large.
- **Connecting Ladies Across Campus (CLAC)** – CLAC provides mentoring services for 30 to 50 Coppin State University female students each year. Faculty, staff and alumni provide one on one mentoring for students in the CLAC program. Mentoring opportunities are provided for students from the first year through the senior year.
- **Living Learning Communities** – The College of Health Professions provides a Living Learning Community for a number of students in the Coppin State University Nursing program. Faculty and staff mentors work closely with incoming students in a

community environment. Students live on the same floor in one of the university’s residence halls allowing for on-site tutoring and mentoring.

- **Intrusive Academic Advising** – Coppin State University implemented an Intrusive Academic Advising system two years ago. Academic advisors are trained to use IT systems and applicable data to better serve university students through advising and counseling. Faculty meet regularly with advisees to ensure academic progress and to meet student needs. This process is aided through an early warning system.

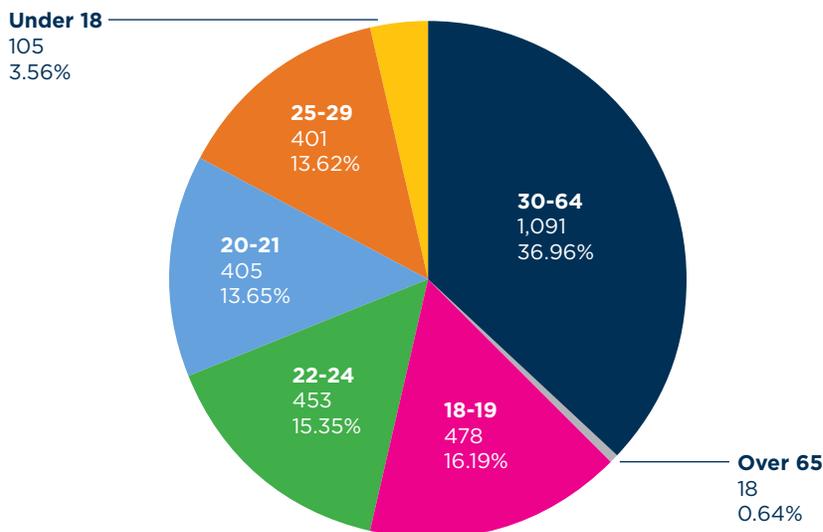
Finally, the university has increased its institutional scholarships and need-based financial aid in an effort to supplement Pell awards. This is an important component because of the direct correlation between funding a student’s matriculation and the ultimate success of that matriculation.

It is my strong desire to maintain Coppin State University at the high level of academic excellence and community service that it has exhibited since its inception. This can only be accomplished with adequate funding and the continued commitment of all parties who are interested in our success.

Thank you.

Maria Thompson, Ph.D.

ENROLLMENT AGE DISTRIBUTION - FALL 2016



The Coppin Impact



(L-R) Drs. M. Jamal Uddin, Hyeonggon Kang and William Ghann.

HUGE WAVES IN NANOTECH RESEARCH

Coppin State University faculty and students engage in scientific and technological research that enhances the way we use everyday items and changes the way we see the world. Some of the examples of their work include:

- Energy absorption rates of pomegranate dyed cells vs. those of blueberry and rubpy. This discovery by Dr. M. Jamal Uddin and his team will allow for a cheaper, natural and more efficient use of energy that can easily impact our societal carbon footprint; and,

- Dr. Uddin and his research team have also worked on a glucose sensing probe that allows for the visual detection of diabetes with the use of “doped” contact lenses.

Recently, Dr. Uddin was recognized for his groundbreaking accomplishments. In addition to having his research published by Nature.com, a distinguished scientific research journal, he was the recipient of The Daily Record’s 2016 Innovator of the Year award.

FACULTY EXCELLENCE

The Wilson H. Elkins Professorship is the highest academic honor that the University System of Maryland (USM) bestows on a faculty member. A number of Coppin State University faculty have demonstrated stellar achievement in higher education over the past few years by earning this prestigious award.

Two faculty members have been awarded the Elkins Professorship for FY 2017 by the USM. Dr. Kavita Hegde, associate professor in the Department of Natural Sciences won the award to “conduct complex ophthalmological research, create community awareness regarding common causes of vision impairment and blindness, and contribute to ongoing research being conducted to prevent and treat such diseases.”

Dr. Yi-Ping Huang, associate dean and professor in the College of Arts & Sciences and Education, has been awarded the Elkins Professorship for Academic Transformation.

According to USM Chancellor Bob Caret, “Dr. Huang’s work will explore the use of competency-based digital badging to improve learners’ pathways for pre-professional preparation to career and life long success. The knowledge gained from this work has the potential to engage both the private and public sectors in delivering high-impact educational services and opportunities for students across the USM.”

In 2016, Dr. Hany F. Sobhi, associate professor in the College of Arts & Science and Education received the Elkins professorship for his contribution in developing biomarkers that help to diagnose inherited metabolic disease as well as his commitment to thoroughly engage undergraduate students in related applied research projects.

Since joining Coppin State University in 2010, Sobhi has established the Center for Organic Synthesis. That same year, he received a NASA fellowship- Astrobiology Program Minority Institution Research Support.

COMMUNITY COMMITTED

Last year the Volunteer Income Tax Assistance Program (VITA) completed 556 federal and 580 state tax returns for low income Baltimore residents. The financial impact of the program is evident – local citizens received over \$580,000 in federal tax refunds and over \$150,000 in state tax refunds. The average yearly income of VITA customers is between \$18,000 and \$20,000. The program coordinator, Hyacinth Ezeka says that, “...the dollars that they get from tax refunds help them to pay rent, pay utility bills, provide

transportation to jobs and help meet health care expenses.” Students from the program write reflection papers at the end of the semester that speak to the value of the program and what they learned during the experience.

\$580k in federal tax refunds & **\$150k** in state tax refunds went back into the West Baltimore community as the result of the Volunteer Income Tax Assistance Program at Coppin State.

STUDENT SERVICE STRONGER THAN EVER

Over the past five years Coppin State University students have participated in two programs that have had a significant effect on the welfare of the West Baltimore Community. The Ticket to Work Program, administered through the Social Security Administration, and the Baltimore Transition Connection, a partnership with the Baltimore City Public School System.

The Ticket to Work Program assists individuals who

have worked for many years in a particular job field but a severe injury or health condition has left them disabled. The Program helps them focus on finding employment and focus on their abilities, not their disabilities.

The Baltimore Transition Connection, with the assistance of Coppin State University students’ mentorship, provides opportunities for high school students with disabilities to experience learning on the university’s campus.

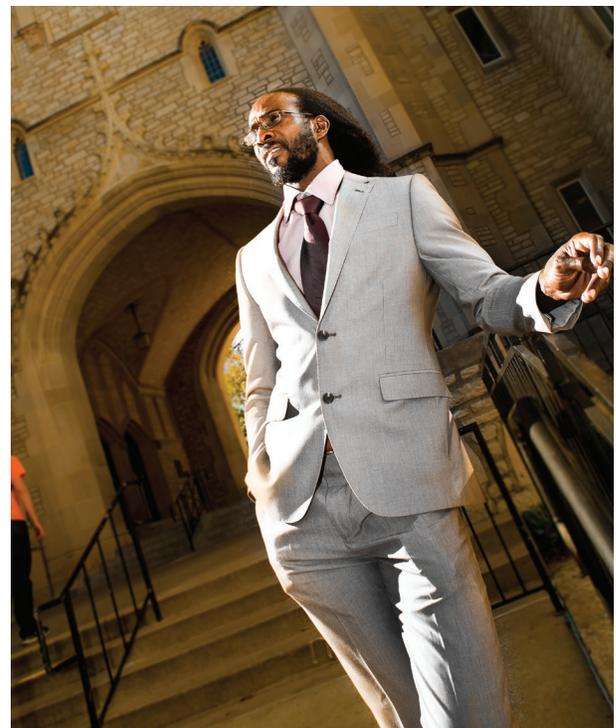
ALUMNI SPOTLIGHT

The fourth eldest in a family of eleven children, Dr. Nickie Peters ‘03 didn’t see any way to a college education until a local track coach saw him run in a 1500-meter race in St. Vincent and the Grenadines in 1997. Over the following year, Peters won numerous races and built a reputation for hard work and dedication and decided that he would sign with the first university that made an offer. That offer came from Coppin State University. After receiving his B.S. in chemistry and minor in computer science from Coppin in 2003, he went on to receive his Master of Science in nuclear chemistry at Indiana University and his Ph.D. in radiochemistry from the University of Missouri.

In 2001 Peters was awarded a prestigious NSF fellowship to gain research experience in nuclear chemistry at Indiana University. “I would commend my chemistry professor, Dr. Fred Nesbitt, for the positive influence he had on me. I respected his humility, intelligence and the respect he had for his students. He had the ability to do satisfying research at an institution that didn’t necessarily have the resources to support research,” says Peters.

As staff scientist and reactor physicist at the University of Missouri, the next five to ten years, is already predetermined for Peters. “The major projects that I am tied to have rather long completion schedules. For instance, the fuel conversion

efforts for the reactor are to be completed by 2026. Other projects are expected to begin closer to 2020,” says Peters.



Nickie J. Peters, Ph.D. '03, Nuclear Reactor Physicist, University of Missouri



Our Mission

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.

The 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
- becoming a leader in developing and using data analytics for continuous excellence in student success

Key Assets

It is our approach to the following areas that distinguishes Coppin State and its graduates from anyone else:



Cradle To Career Education Continuum

Coppin is one of a handful of universities in the nation operating a childcare center, elementary/middle school, and high school — covering the learning spectrum from infancy through the doctoral degree.



Multigenerational Student Body

As the average age of college students increases, our knowledge and experience serving older, working students provides Coppin with a competitive advantage over institutions that primarily serve traditional college age students.



Underrepresented & Differently Prepared Populations

Coppin's commitment to removing barriers toward college completion and maximizing student success has been the cornerstone of this institution for over a century.



Urban Location

Given that nearly two-thirds of the nation's population lives in or near an urban area, Coppin's location positions us to participate significantly in the national agenda to find solutions to challenges faced by most Americans.



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Legislative Response 2.16.17

The President should comment on what efforts are being taken to increase the enrollment of transfer students. (Comment requested on page 6)

CSU Response:

Coppin State University has initiated the following measures to increase the enrollment of transfer students:

- Transfer Thursday – Extended evening hours, offered on the last Thursday of each month, and directed towards students interested in transferring to Coppin State University;
- Provide scholarship funds to eligible transfer students;
- Participate in transfer days at each community college in Maryland in order to recruit transfer students to attend Coppin State University;
- Partner with BridgEdu/CCBC to increase student access to Coppin State University; and,
- Advertising campaign in April and May, 2017, directed at the five community colleges with the largest number of transfer students at Coppin State University.

The President should comment on whether CSU follows up with students who leave to determine reasons why they stopped – or dropped-out, and what can be done to encourage them to earn a degree. (Comment on pages 10-11)

CSU Response:

- (a) Coppin State University does follow-up with students who depart prior to earning a degree.
- (b) Coppin is analyzing the data to help it understand the reasons why students have departed prior to earning a degree.

The President should comment on factors contributing to the decline in the pass rate and actions being taken to improve the rate. The President should also address if there are concerns about the first-time passage rate on the nursing licensure exam being below 80% and the potential impact this may have on the program's accreditation. (Comment on page 21)

CSU Response:

The nursing program is not in jeopardy of losing accreditation. The decline in the pass rate is attributable to changes in leadership. Leadership has now been stabilized, the improvement in the pass rate is a reflection of this dynamic.

The President should comment on why spending on need-based aid decreases in fiscal 2017, even though it was stated an additional \$400,000 was added to the need-based aid budget. The President should also comment on why spending on scholarships increases 83.6%, or \$0.7 million, in fiscal 2017 while spending on need-based aid declines. (Comment on page 24)

CSU Response:

Need-based aid did not decrease in 2017. A significant portion of scholarship dollars (labeled merit) are actually need-based dollars.

The President should comment on if providing higher awards to fewer students is a shift in financial aid practice in order to increase the retention of students. (Comment on page 24)

CSU Response:

Yes, this practice contributes to retention by reducing students overall loan debt.

The President should comment on why CSU has not submitted data to the CDS since the 2010-2011 academic year. (Comment on page 26)

CSU Response:

Participation in the Common Data Set (CDS) is voluntary. Coppin State University is currently revisiting our position with regard to participation in the CDS.