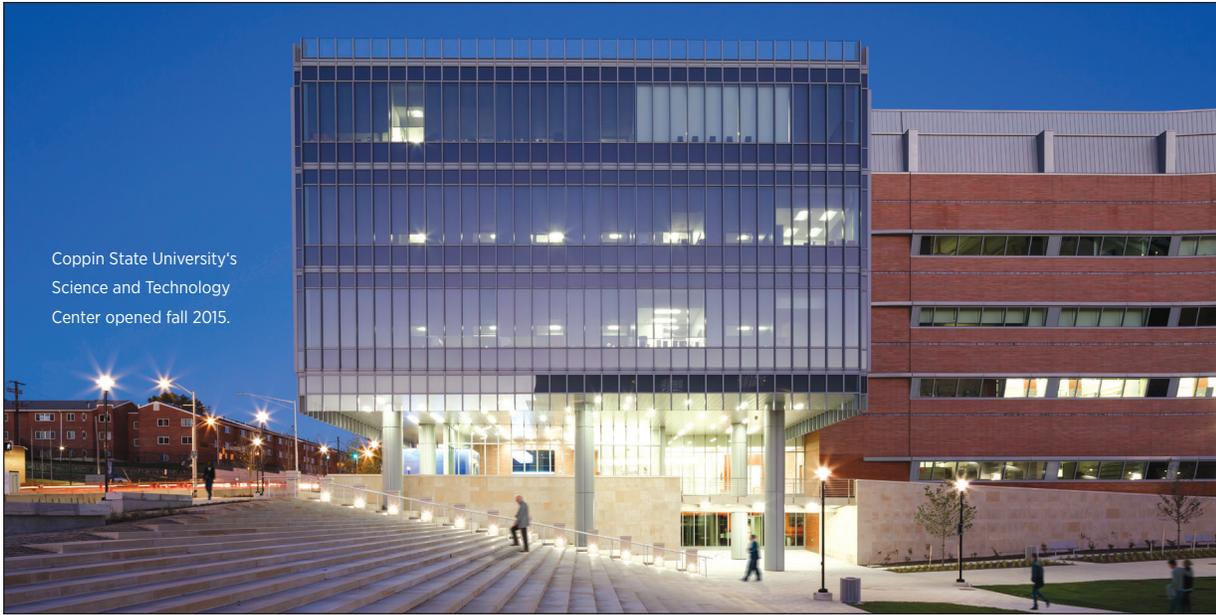




TESTIMONY TO THE
Maryland General Assembly

PRESENTED BY
Maria Thompson, Ph.D.
President

FEBRUARY 2016



Coppin State University's Science and Technology Center opened fall 2015.

ACADEMIC PROGRAMS

CSU offers 53 majors which include 31 undergraduate degrees, 12 master's degrees, 1 doctorate, and 9 certificates. These programs cover the arts and humanities, history, STEM sciences, 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, First-Year Experience/University College, and Enrollment Management.

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

ATHLETICS

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

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, and the Council on Rehabilitation Education.

Coppin is a proud member of the University System of Maryland.

ABOUT THE UNIVERSITY

President	Dr. Maria Thompson
Established	1900
Operating Budget	\$90.9 Million
Fall 2015 Enrollment	3,108
Degrees Awarded Annually	Avg. 500
Location	65 Acres West Baltimore

STUDENTS

Graduate	440 (16%)
Undergraduate	2,668 (84%)
Full-time	2,007 (65%)
Part-time	137 (35%)
Male	801 (26%)
Female	2,307 (74%)
No. and % 1st Generation	1,912 (61%)
Living on campus	566 (Fall 2014)
Average SAT	895 (Math & Verbal) Average
Student Age	28 - Undergraduate
	40 - Graduate
Race/Ethnicity	86% - African American
	1% - Hispanic
	2% - Caucasian
	2% - Multi-Racial
	6% - Foreign
	3% - Other

FACULTY

Total Faculty	274 (Fall 2014)
No. and % Full-time	140 (51%)
No. and % Part-time	134 (49%)

COSTS OF EDUCATION

Undergraduate Tuition and Fees AY 2015-16	
MD Residents	\$7,346
	Out-of-State \$12,870
No. and % Pell Recipients	1,900 (Fall 2014) (71% UG)
Recipients of Aid	85% Merit/Need-Based

Good afternoon Madam Chair, and members of the subcommittee,

On behalf of the students, faculty, and staff of Coppin State University, I bring you greetings and good news that it is a new beginning for our university and the West Baltimore community we call home. It is my pleasure to testify before you for the first time about the wonderful things happening on our campus and ask for your support for the Governor's proposed FY 2017 higher education budget.

On July 1, 2015, I was honored to become the seventh president of Coppin State University. I began my appointment as our community was still reeling from the devastating unrest that exploded steps away from our campus. Every day, I see the courage and resilience of an unbreakable community slowly begin to heal. In many ways, Coppin and West Baltimore are a reflection of each other. I see the same courage and resilience in our students, faculty, and staff as we rebuild and reshape the legacy of Coppin.

As many of you may know, 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 that today serves over 3,000 students and offers 53 majors and nine graduate degree programs.

We are an essential part of Baltimore's history, and future. We remain steadfast in fulfilling our mission, which is centrally focused on serving the needs and aspirations of the West Baltimore community. As such, we are poised to contribute substantially to the future of this community, as well as the city of Baltimore, the state of Maryland, and the nation. We are seizing the opportunity to become an exemplar of public, urban higher education by serving as a leading steward of the West Baltimore community. Given that nearly two-thirds of the nation's population lives in or near an urban area, our urban setting positions us to participate significantly in the national agenda to find solutions to challenges faced by most Americans. There is no better time to continue your support of Coppin State University.

We are eagerly charting the course in the next exciting phase of Coppin's role as an anchor institution in the community. That course begins where it always has - with our students. Our student population does not mirror the typical college student population. Less than 10% of our students are classified as first-time, full-time students who moved directly from high school to college. Rather, seventy-one 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. Moreover, a significant proportion is transfer students from other four-year institutions or community colleges. Among this core population, we are achieving impactful results. The second-year retention and six-year graduation rates are 67% and 41%, respectfully. With respect to the two- and four-year graduation rates of Maryland community college transfer students for the fiscal 2007 and 2011 cohorts, Coppin was one of only two institutions to experience the largest improvement between the two with the two- and four-year rates increasing 15 and 21 percentage points, respectively.

We are also making notable progress within other areas in student achievement. After several years of continuous steep declines in enrollment, we experienced the smallest decrease, 0.6%, this past fall semester. This is particularly significant in light of national trends in which college enrollment declined nationwide, and the partial correlation in diminishment to the unemployment rate which is just above 5% in Maryland.

We have initiated several programs to support the success of our students. We have steadily increased our retention and six-year graduation rates, in part, by addressing the particular needs and challenges of our students. Positive outcomes have resulted from the implementation of best practices and special programs funded by the Maryland Higher Education Commission (MHEC) and institutional support. We are proud of our progress. If the programs are sustained by the support proffered from the Governor and General Assembly, we will be able to serve additional students and affect cohorts in the third, fourth, and other final terms at the University.

Selected institutional best practices include, but are not limited to, providing scholarships for continuing students and seniors, improved advisement and other service delivery such as cohort attack, 90 plus credit evaluation of seniors, and lastly, Coppin's First-Year Experience program. While most of the programs and initiatives are fairly new (implemented over the last five years), the results are now being realized with the most recent cohorts of students benefiting from the best practices.

The following is a snapshot of some of the programs and practices that have collectively contributed to the increase in retention rates that will ultimately increase our graduation rates over the next few years:

Program	2 nd -Year Retention Rate	G.P.A.	Overall Population
Summer Academic Success Academy	N/A	2.68 G.P.A.	2.38 G.P.A. 69% R.R. 2.38
Freshman Male Initiative	82%	2.74 G.P.A.	
Our House Community Mentoring	83%	2.8 G.P.A.	
Nursing Living Learning Community (NLLC)	90%	2.68 G.P.A.	

Source: FY 2015 Office of Institutional Research. (NLLC data reflects FY 2014)

Programs that Contribute to Coppin's Increasing Retention/Graduation Rates

Summer Academic Success Academy (SASA)

Since its pilot in 2010, the SASA program has targeted incoming freshmen. The academy is an intensive, six-week comprehensive intervention services program that prepares incoming students for the rigors of post-secondary education. This campus-based, residential program eases the transition of students from high school to college by helping them develop confidence in their ability to learn by offering opportunities to earn college credit prior to the start of their fall semester. Students enrolled in this program are taught college-level survival skills, both academic and social. SASA students are exposed to concepts in financial literacy, career planning, personal growth, and to campus resources and support services.

In 2015, the average GPA for program completers was 2.68 compared to the general population of entering freshmen who did not attend the program and had an average GPA of 2.38 by the end of the term. It is further noted that the average GPA over a three-year period for SASA program participants is a 2.82 while the three-year average for the university's freshmen class is 2.37.

First-Year Experience/University College (FYE)

The FYE primarily serves incoming freshmen and sophomores. The program is typically open to all freshmen with 30 credits or less. However, services are being expanded to meet the needs of sophomore students who have credits beyond thirty. The First-Year Experience (FYE) serves as the academic home for first-year and sophomore students. FYE is a place where these students receive specialized advisement, supplementary instruction, and guidance through the completion of the first 30 credits of their general education plans of study. The FYE also provides strategic support services designed to assist students in their matriculation to upper division courses and acceptance into program majors.

Connecting Ladies Across Campus (CLAC)

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

Our House Community Mentoring Program (OH)

The Our House Community Mentoring Program is an intensive mentoring program aimed at increasing student retention and graduation rates. Our House provides students with mentors who support their academic goals, social development, and career goals. The program is centered on the use of figurative "houses" named after sponsors that contain 10 students (mentees) and 5-6 mentors per house working together towards a common goal.

Data from fall 2015 show that there were 48 participants within the houses and the second-year retention rate was 83%. The program participants which were 98% African American and 2% Caucasian, boast an average GPA of 2.8.

The Freshmen Male Initiative (FMI)

Since the inception of the pilot program in 2009, FMI has had a positive impact on retention. This program is open to all incoming male students during their first year of college. Activities include mentoring by faculty and campus staff, workshops on financial literacy and campus life, intrusive academic advisement, and regular exposure to academic and student support services.

In the first year of the program's existence (2009), FMI students had a retention rate of 76 percent. In the summer of 2013, the program served 45 male students, boasted a retention rate of 82%, and participants have an average grade point average of 2.7. FMI 2015 participants had a retention rate of 82% while the rest of the campus population had a rate of 69%. These students are on schedule with the appropriate mix of courses and support services that would facilitate graduation within four years.

CSU Living Learning Communities

Honors Living Learning Community

With year-to-year retention rates of 90% and 6-year graduation rates approaching 65%, the Honors College's strategy for student achievement incorporates four factors: intensive advising, learning communities, faculty mentoring, and cultural enrichment.

Honors graduates have earned more than 100 master's degrees from institutions such as Columbia University, Loyola, Howard, Harvard, Carnegie-Mellon, and other institutions of higher education. Within the past 10 years, twenty Coppin Honors College students have earned Ph.D.s from top research institutions in the nation.

College of Health Professions' Nursing Living Learning Community

The College of Health Professions began this program as a pilot in FY 2011. Data show that participants in the program boasted a 89% second year retention rate by FY 2012, and an 83% second year retention rate in FY 2013. In FY 2014, the successful trend continued as the second year retention rate for students in this program was 90%.

ROTC Living Learning Community

The ROTC LLC provides students the opportunity to live in a community with other students who are interested in careers involving military service. While living in the ROTC LLC, students are exposed to CSU traditions, customs, and support from current members of CSU ROTC programs. Residents within the community are also given opportunities to take classes together in a cohort.

Furthermore, the ROTC Living Learning Community provides students with access to the resources, skill-building and contacts they need to successfully pursue a commission through ROTC from the first day they arrive on campus.

Snapshot of Success

Stephanie Ready '97

NBA game analyst for Charlotte Hornets broadcasts, making her the first female to hold such a full-time position in the league. Ready is entering her 12th season with Hornets telecasts.



I am proud to note that the Abell Foundation, one of Baltimore's largest foundations and advocates of activities that build a stronger Baltimore City, has made a \$100,000 grant to Coppin 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, Maryland Higher Education Commission, and numerous individual donors.

Aiding our internal endeavors in these areas, I am also pleased to report that Coppin is a partner in a USM grant recently approved by the First in the World Program. The grant will provide \$3,000,000 to five USM schools and five community colleges to fund the development of a statistics based curriculum aimed at improving retention and student achievement. Coppin was the only historically black university chosen to participate along with Towson University, University of Baltimore, University of Maryland - Baltimore County and University of Maryland - College Park.

As we continue our efforts to stabilize our enrollment, our faculty has worked fastidiously to strengthen our curricula and align it with the needs of our students and the state's workforce development goals. I am proud of what their hard work has accomplished on behalf of the university. In the past year, the College of Health Professions Helene Fuld School of Nursing earned its ten year accreditation from the Commission on Collegiate Nursing Education; and the College of Business was one of 1300 campuses to receive full accreditation from the Accreditation Council of Business Schools and Programs, and was selected as one of the Top 50 most innovative small college business departments by the Business Research Guide. The College of Business has seen an 83% increase in enrollment from 2012 to 2015. We

are poised to expand upon this success and growth with the support of the General Assembly for the expansion and renovation of the Percy Julian Building.

Furthermore, we are well positioned to enhance the state's STEM profile because of the generous state support for our recently completed state of the art Science and Technology Center (STC). The STC is enabling us to start new academic programs, including concentrations in applied sciences (for students who want to go to medical school, pharmacy and physician assistant programs), computation chemistry and biochemistry. In addition, new majors in nanotechnology and material physics, and new concentrations in environmental sustainability and microbiology are forthcoming.

Coppin's commitment to growing its STEM initiatives was a motivating factor behind the agreement between Coppin and the University of Baltimore to facilitate the growth of both STEM programs, and to achieve greater efficiencies between the two institutions. The agreement promulgates faculty research collaboration in STEM areas through the sharing of instructional expertise, and shared laboratory equipment and space. Also, an emphasis has been placed on innovation and the acquisition of computer software licenses for STEM disciplines. This was facilitated by the formation of the Coppin-UB Partnership for Education and Research Committee (PERC), which meets regularly throughout the academic year and is chaired by a steering committee of faculty from each campus. The committee reflects the importance of shared governance within higher education and the need for faculty to establish their own processes in moving this initiative forward. Specifically, the committee is charged with reviewing programs and strategies on both campuses and making recommendations to administrative leadership on areas of potential collaboration.



Snapshot of Success

Jamal Uddin, Ph.D.

As director of the Center for Nanotechnology, Dr. Uddin performs research with a numbers of Coppin and local high school students that has led to the most efficient solar energy cells in the world.



Coppin State university students were on the frontline of the West Baltimore cleanup following the April 2015 Baltimore City unrest.

In addition to working with our sister institutions, and in honor of our responsibility to stewardship, we purposefully engage in partnerships and projects that enhance the quality of life in our West Baltimore community home. Our faculty and staff continue to work collaboratively with Baltimore City Community College (BCCC) on several initiatives to benefit all of our students. Below are examples of these collaborative efforts:

Honors Program

An agreement is being developed in conjunction with the Granville T. Woods Honors Program at (BCCC) and with the Honors College at Coppin State University.

Complete College Baltimore

Complete College Baltimore (CCB) is designed to attract and prepare students who seek to enroll in accelerated study programs at BCCC. Students selected for CCB program are Pell eligible and are able to take college level credit courses, or are at least at the highest level of developmental studies. Participants are expected to major in the General Studies Transfer Program, Business or Business Administration for the purpose of earning an Associate's degree from BCCC and transitioning to a four-year college or university to pursue a bachelor's degree or higher.

I am proud that the University seeks opportunities that will positively impact the city of Baltimore and beyond. Recently, Coppin was asked to participate in the Innovation Village, a plan to revitalize West Baltimore by bringing new businesses, start-ups and business incubators to the community. Coppin and the Maryland Institute College of Art are proposed as the two educational anchors for the project. Additionally, our

students in the College of Business have been providing tax preparation services to our neighbors during this tax season.

Our impact is also reaching beyond the borders of Maryland with the accomplishments of one of our professors and a team of students who have created efficient solar energy cells by using nanotechnology particles to make new solar cells as a source of energy for night vision goggles used by the United States Army.

We are working to change the world from West Baltimore.

As I conclude, I am reminded of the overwhelming enthusiasm, determination, and commitment of our entire campus to the renaissance of this university and the West Baltimore community. As we chart this course in the next exciting phase of our history, there is no better time to continue your support of Coppin State University.

On behalf of the students, faculty, and staff, I appreciate the Governor's commitment to higher education and the members of this committee for your leadership and support of our new beginning. Thank you again for the opportunity to testify in support of Coppin State University and the Governor's operating budget proposal for FY 2017.

Respectfully Submitted,

Maria Thompson, Ph.D.
President, Coppin State University

What are people saying about Coppin?

“...and I still hear this from people, that we are the lynchpin in the success to Baltimore City because we take a large percentage of Baltimore City School children compared to other campuses.”

“So I feel as though our teachers give us – well my teachers give me a great round world view of all aspects of all types of things that we may encounter for teachers. So I do think that I will be prepared as soon as I graduate to go into the real world in my major.”

“...there is something very special about this place. And it has been very rewarding to see first-hand how lives get changed; what happens here, what you do here in the classroom, in the field. These students graduate, they go on. Our students are getting their graduate degrees. They’re going into the profession and they’re doing very well.”

“Everybody seems real personable. I can just talk to anybody and I can just have a connection immediately. And I am from a small state and a small city, so I just love the fact of it being small. But yeah, I just love that I can have a relationship with my professors. They can really help me out. They will take time out of their own schedule to, you know, see me and really try to get the help that I need.”

“Many of our students don’t see it as just a degree. They see it as solutions for their- for the future. An investment. And it’s for the whole family. It’s not just ‘This student just earned a degree. My family got this degree in social work.’ It’s a family degree. It’s everybody who invests in buying a book or taking care of a baby so that you can go to class.”

“So, when people say, ‘Why are you at Coppin?’ I have to say, ‘It was an answer to a prayer.’

Potential Limitless

Community

Eloquent Tensile Diamond-in-the-Rough

Strong Forward-looking Resilient

Growing Students Striving History Amazing

Necessary Love Fearless Black Excellence

Virtue Incredible Acceptance

Support Possibility Home

Joy Misunderstood Memories

Transformative

Passion

Compassion

Opportunity

Nurturing

Family



COPPIN
STATE UNIVERSITY
EST. 1900



Legislative Response 2.23.16
Enrollment, Student Retention, & Financial Success

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

CSU Response:

The University has several initiatives that are in progress for the purpose of stabilizing enrollment and increasing the number of transfer students into the institution. After several years of continuous steep declines in enrollment, we experienced the smallest decrease, 0.6%, this past fall semester. The declines are lessened due in large part to aggressive efforts to grow and stabilize enrollment.

In general enrollment declines are due in large part to changing demographics, the ever-changing market demand for programs, and socioeconomic factors encountered by Coppin's student population of which 61% is predominantly first-generation. The University reviews its academic program inventory for relevancy, provides access to information and resources, and other types of services to help stabilize and grow enrollment.

Selected resources and initiatives are described below.

Institutional Scholarships

Beginning in FY 2014, the State provided funds (\$378,000) that facilitated supplemental aid to CSU's students. As an institution, we are now beginning to experience the positive effect of the State's effort to support Coppin State University.

Funds are still being provided to Coppin, enabling the University to award aid to students in the form of institutional scholarships for STEM students, near completers or graduating seniors, transfer students, and continuing students. STEM students had to demonstrate academic criteria such as GPAs at or above 3.0, be in a STEM major, and have SAT scores ranging from 1,590 – 1,820. Recipients of the Bridge Grant were graduating seniors who had outstanding balances preventing them from registering for their last semester at the University as a senior, therefore, delaying graduation. Annually, approximately 60 undergraduate seniors receive grants covering two semesters. Also, over 55 transfer awards are made annually to new incoming transfer students. Continuing

students, who meet certain academic criteria, benefit from the aid each semester as funds are available.

Student Success Council

The University created a Student Success Council in the fall of 2015 whose primary goal is to engage key decision makers in creating opportunities for student success using data driven decisions. The Council will engage the campus community by developing and implementing a Student Success Plan in which selected indicators are regularly monitored and reviewed for the appropriate placement and allocation of human and financial capital. The Council meets monthly to support units charged with developing measures and collecting data. Also, the Council will carefully monitor the success of students as they progress through the institution from year to year.

Enhanced Marketing Efforts

In FY 2016, the University contracted with a new marketing vendor to help improve recruitment and retention efforts on campus. In early spring 2016, the vendor will provide results of a survey of incoming students, prototypes of print and social media advertising, and strategies for student outreach.

Improved Use of Predictive Analytics

The University is participating in a Systemwide initiative on the use of predictive analytics. USM institutions will adopt the PAR Framework Student Success Matrix (SSMx) to inventory, categorize, and explore the returns on investment for student success programs deployed at each institution. The intervention measurement focus of this initiative targets innovative student supports and interventions used by institutions with their students. The USM will look for unique “points of fit” between students and interventions for achieving essential academic outcomes. This effort will also look for points in the academic life cycle where interventions are most likely to drive student success, giving academic advisors an opportunity to impact struggling students at optimal points and times of need. Currently, each institution, including Coppin is in the process of developing a matrix, reviewing data and software needs, and identifying appropriate predictive measures.

Articulation Agreements with Community Colleges

In an effort to grow enrollment, strengthen collaborations, and provide continued access to the students within the region, Coppin has several articulation agreements with community colleges in Maryland. They include Anne Arundel Community College, Baltimore City Community College, Community College of Baltimore County, and the College of Southern Maryland.

Additionally, CSU has reverse transfer agreements with the College of Southern Maryland, Anne Arundel Community College, Baltimore City Community College and Hagerstown Community College.

Essential Staffing and Retention Centers

The four academic colleges, which include Business, Health Professions, Behavioral and Social Sciences, and Arts & Sciences and Education, have retention centers where students receive advisement and academic support. Retention counselors within the

centers perform such duties as contacting students and reminding them to register each semester and financial counseling.

Enhanced Enrollment Management and Student Services

The University is also enhancing its enrollment management and student support services. Just recently, the president convened a meeting of cabinet members, deans, and leaders of the four shared governance groups. Meeting topics included upcoming changes in organizational structure. The enrollment management function will transition to Student Affairs to create the Division of Enrollment Management and Student Affairs (EMSA). The VP for EMSA will provide leadership in the planning and implementation of recruitment, retention, and enrollment activities and other non-academic student success-related functions. The position will be advertised in the next few weeks.

Center for Adult Learners(CAL)

The Center was formed with the adult learner in mind. The average age of the CSU student is 28 years old. There are several goals related to CAL which include the following: to increase educational opportunities for first-generation college students, to strengthen the level of engagement in the culture of academic rigor, to provide a campus climate in which adult learners demonstrate satisfaction with their program of study and go on to assume careers in their disciplines or continue matriculation into graduate or professional schools, to provide a model to be replicated on a larger-scale for the University, and to inform teaching and learning effectiveness through assessment.

The President should comment on if CSU follows up with those students who leave, especially those whose status is unknown, and if so why students stop or drop out and what can be done to encourage students to stay and earn their degree. (comment requested on page 8)

CSU Response:

The institution utilizes academic advisors and retention specialists located within the four colleges to contact students each semester. These efforts are formally known to the campus community as “Cohort Attacks” or “Deep Dive Faculty Teams,” both of which use aggressive measures to recover students who are eligible to register but simply have not completed the registration process.

Retention counselors are relatively new to each of the four colleges. Counselors are given a list of students who have not enrolled but are academically eligible to enroll. They contact these students throughout the year, especially during designated registration periods. Students are encouraged to return and are provided appropriate counseling, financial or other types, to support continuous enrollment. Often times, students are not aware of the types of support available that would allow them to re-enroll for consecutive semesters. Again, approximately 61% of the entire student body and 80% of the 2015 incoming class are first generation.

The University has a unique ability to capture dropouts who indicate they are leaving while they are currently enrolled. Students who decide to stop or drop out of the institution are required to complete a Withdrawal from College Form that requires consultation with a staff member from

the offices of Counseling and Student Development, Financial Aid, Business Office, Library, Residence Life, Veteran Affairs and the Office of Records and Registration.

In an effort to prevent regular withdrawals, the Center for Counseling and Student Development (CCSD) provides counseling and intervention to the student. Based on current CCSD data, the leading reasons why students withdraw include financial challenges, academic difficulty, or they are planning to transfer to another institution.

The President should comment on strategies and initiatives to improve the financial situation while maintaining quality. (comment requested on page19)

CSU Response:

Since FY 2013, the University has strategically worked to reduce its overall headcount of personnel for the purposes of cost containment. More recently, in FY 2015, Coppin State University continued to implement the plan which was focused on the reduction of positions. These positions were chosen in a manner to lessen the impact to academic instructional delivery, student services and university operations. In FY 2015, 14 staff employees were laid off, and 19 long-term non-funded vacant positions were eliminated. In FY 2016, 23 filled positions were eliminated and 15 long-term, non-funded positions were eliminated. In addition, vacancies created through employee retirements were analyzed to determine if the positions should be filled. As a result of this analysis, some positions have not been filled. The use of contractual employees has also been reduced.

Going forward Coppin State is monitoring revenue collections and controlling spending, monitoring and staggering the filling of critical vacant positions, streamlining operations and reorganizing various departments to maximize services to students and provide continued quality in its academic offerings. Finally, the commitment to restoring the unrestricted fund balance will continue as part of our annual budget development process.

The President should comment on strategies to improve student performance, efforts to fully utilize facilities, and the status of current and future collaborations with Baltimore institutions. (comment requested on page 22)

CSU Response:

In addition to articulation agreements, CSU, UB, and BCCC are working to collaborate on several key initiatives that involve, course, faculty, and student sharing and joint research, and facility usage.

On June 8, 2015, Coppin State University (CSU) and the University of Baltimore (UB) signed an agreement to facilitate the growth of STEM programs and initiatives and to achieve greater efficiencies between the two institutions. The agreement promulgates faculty research collaboration in STEM areas through the sharing of instructional expertise, shared laboratory equipment and space. Also, an emphasis is placed on innovation and the acquisition of computer software licenses for STEM disciplines. Both institutions were able to achieve this initiative by forming the Coppin-UB Partnership for Education and Research Committee (PERC) which

meets regularly throughout the academic year and is chaired by a steering committee of faculty from each campus.

Currently, we offer a joint master's degree program in Human Services Administration with UB. In this program faculty and staff are shared between the campuses allowing students to receive instruction from both universities. Future plans may include offering the Human Services program in Shady Grove, Maryland, at the University of Maryland Shady Grove center.

Recent collaborative activities include the following:

1. **Collaborative Research** – Faculty and students from Coppin and UB are currently engaged in research in Carroll County, Maryland on their work with the Laurel Cemetery Project. A grant from the UB Foundation supports this effort as students and faculty use penetrating radar equipment to conduct excavation to help in the relocation of a historic African American gravesite. Students plan to present their findings at a conference during the spring semester of 2016. Additionally, a joint academic program in anthropology is being explored.
2. **Shared Facilities and Equipment** – The sharing of laboratory space, radar and sonar equipment are currently in progress between the institutions through the Laurel Cemetery Project. Plans are in progress to facilitate use of Coppin's labs within the STC. Students from Coppin and UB will make use of STC labs through UB's Field Studies Program in Environmental Science. More specifically, Coppin's students will take advantage of upper division research courses in Environmental Science while UB's students make use of CSU's lab facilities.
3. **Academic Program Development** – PERC is also supporting the formation of a partnership between the Humanities majors at UB within History, Philosophy, and English and Coppin's School of Education. Students at UB will be able to complete teacher certification courses at Coppin as electives while completing their degree at UB.

Discussions are also in progress regarding the possible development of a joint Cybersecurity program between CSU and UB. The program would involve shared faculty resources and instructional space.

Finally, faculty members from both campuses are exploring upper level as well as General Education courses that may be offered between the institutions giving students more options for course scheduling. The courses would initially have foundations in mathematics leading to the redesign of mathematics courses on the campuses and possibly a Mathematics Learning Center to support STEM students.

4. **Inter-Institutional Software Licensing** – Both campuses are exploring the use of software for current and new initiatives for spring 2016. PERC will make recommendations as opportunities develop within the Coppin-UB Collaborative.

Coppin State University and Baltimore City Community College have also begun the process of collaborating on a number of projects.

- First and foremost, CSU has active articulation agreements with BCCC. The agreements currently include the School of Business and the University's STEM areas. Currently, the Accounting Programs in each Institution are 90% articulated.
- Articulation Summit – BCCC and CSU have agreed to bring together faculty and administrators to facilitate a summit. The “Articulation Summit” will include the academic faculty and the supporting staff from each institution in the particular academic program areas where agreements exist.
- Student Honors Program - An agreement is being developed in conjunction with the Granville T. Woods Honors Program at (BCCC) and with the Honors College at Coppin State University.

Additional collaboratives are planned for the nursing programs at both institutions.

The President should comment on the financial counseling and programs available to students and if they are encouraged to use the federal loan programs rather than take out private loans. (comment requested on page 26)

CSU Response:

It is mandatory that all incoming freshmen participate in financial literacy sessions during the Freshmen Seminar course offered at the University. All students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) by the published deadlines. Completion of the annual application provides eligibility for scholarships locally and nationally, and more importantly, help determine federal student aid and Pell eligibility. Cash paying students are also encouraged to attend financial literacy workshops offered at the beginning of the semester and during orientation seminars. CSU students are aware of all types of aid such as those offered through the state, senatorial grants, STEM scholarships, and other discipline specific awards. Students are also made aware of the tuition payment plan offered through the Office of the Bursar. Lastly, our Office of Institutional Advancement offers alumni scholarships and grant and other types of institutional grants.

DLS Recommendation:

Recommended Action (page 28)....provided that funded faculty positions shall be reduced to achieve salary savings of \$600,000 and that these positions be related to low-demand courses or programs. Further provided that funded non-faculty positions shall be reduced to achieve salary savings of \$600,000. A report shall be submitted to the budget committees by December 15, 2016, detailing the reduction of the positions and associated savings.

CSU Response:

The University respectfully disagrees with this recommendation. Since 2013, Coppin State University has been engaged in a strategic approach to reducing operating costs, right sizing the organization and reallocating existing funds. These measures have included close monitoring of revenue collections, controlling of expenditures, and strategic reductions in staff to minimize the negative impact on quality of instructional delivery and services to students. The recommended action will significantly impede our ability to continue improvements in the enrollment management enterprise and threaten the quality of academic programs and student services.

In FY 2015, the plan focused on the reduction of positions. As stated in an earlier response, these positions were chosen in a manner to minimize the impact on academic instructional delivery, student services and university operations. The following actions were taken:

- In 2015, 14 staff employees were laid off, and 19 long-term non-funded vacant positions were eliminated.
- In Fiscal Year 2016, 23 filled positions were eliminated and 15 long-term, non-funded positions were eliminated. In addition, vacancies created through employee retirements were analyzed to determine if the positions should be filled. As a result of this analysis, some positions have not been filled.
- The use of contractual employees has also been reduced.

The University remains committed to responsible stewardship of resources and is taking the following actions: monitoring revenue collections and controlling spending, monitoring and staggering the filling of critical vacant positions, streamlining operations and reorganizing various departments to stabilize enrollment and maximize services to students and provide high quality academic programs. Finally, the commitment to restoring our unrestricted fund balance will continue as part of the annual budget development process.