



SOARING LIKE AN EAGLE

Report of the Coppin State University
Special Review Committee

Presented to the University System of Maryland
Board of Regents
May 15, 2013

SOARING LIKE AN EAGLE: Report of the Coppin State University Special Review Committee

Dear Chairman Shea and Members of the USM Board of Regents:

Attached for your review is the final report of the Coppin State University (CSU) Special Review Committee, aptly titled “Soaring Like an Eagle.” The report not only provides a brief history of Coppin, the rationale behind the appointment of the Committee, and a summary of its activities, but also detailed findings and explicit recommendations regarding the University.

Directly tied to the goals included in the Committee’s charge, the recommendations are intended to reestablish Coppin State University as a vital provider of higher education sharply focused on student success and to position the institution as one of the nation’s foremost Historically Black Institutions.

Having served in various capacities at Coppin from 1977 to 1987, I witnessed firsthand the truly impressive impact this institution can have in Baltimore and beyond. As Chair of the CSU Special Review Committee, I was honored to work with so many extraordinary people who shared a belief in—and a passion for—Coppin State University. Together, we executed a truly comprehensive review, examining every aspect of Coppin and getting input from a wide range of key stakeholders.

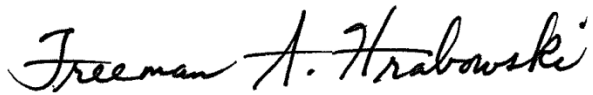
While the work of the Committee underscored the fact that Coppin faces significant challenges, it also revealed some impressive strengths. Our recommendations provide a road map that will allow the University to address these challenges in an effective and comprehensive manner, while building upon these strengths. Moreover, the leadership transition currently taking place at Coppin provides an invaluable window of opportunity to implement effective strategies and initiate the changes in policy and practices necessary to increase student retention and graduation rates, strengthen academic programs and faculty, and improve administrative operations and financial stability substantially.

I offer my heartfelt thanks to the individuals with whom I served on this committee. Elected officials, USM regents, representatives from the business, state elementary/secondary and national higher education communities, and devoted members of the Coppin State University family—faculty, staff, students, alumni, and volunteer board members—all came together in a spirit of openness, cooperation,

and an overarching commitment to fundamentally address the factors that hold Coppin back. The Committee members came to every meeting prepared and ready to participate.

I also thank the University System of Maryland staff who worked so diligently on behalf of the Committee. Their commitment and expertise were invaluable to our process.

We all care deeply about the mission of Coppin State University. The collective work, energy, and vision brought to bear on the Committee's work will serve the University, its broader community, and the State of Maryland for generations to come.

A handwritten signature in black ink that reads "Freeman A. Hrabowski". The signature is written in a cursive style with a prominent initial 'F'.

Freeman Hrabowski
Chair, Coppin State University Special Review Committee

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EXECUTIVE SUMMARY

Coppin State University (CSU) boasts a strong technology infrastructure, offers a number of successful academic programs, and engages in impactful community outreach. In addition, the University in recent years has benefited from significant budget support, especially in the area of capital facilities.

At the same time, CSU faces significant challenges. It has the highest expenditure per student and the lowest six-year graduation rate among the University System of Maryland's (USM's) comprehensive institutions. In addition, Coppin has a significant operating budget deficit.

Given these and other difficult challenges, the USM Board of Regents in December 2012 established the Coppin State University Special Review Committee to conduct a comprehensive review and assessment, and make recommendations to build and nurture a culture of student success on the campus. The Board charged the Special Review Committee to develop recommendations to:

- increase student retention and graduation rates;
- strengthen academic programs and faculty; and
- improve administrative operations and financial stability.

Chaired by Freeman Hrabowski, president of the University of Maryland, Baltimore County, the 14-member committee included elected officials, USM regents, representatives from the business, state elementary/secondary and national higher education communities, and Coppin State's faculty, staff, students, alumni, and foundation board members.

Throughout its four months of work, the Committee assessed demographic and societal trends impacting Coppin, reviewed external and internal audits, and reviewed relevant data and best practices. The Committee met five times, engaged a wide range of Coppin's internal and external constituencies, and solicited additional input from key stakeholders. Also, the Committee held three public hearings.

FINDINGS

Among the committee's many findings are the following:

- Transfer and older non-traditional students graduate at considerably higher levels than first-time, full-time freshmen.
- Student support services are not well integrated or adequately focused on maximizing student success.
- Among the student body, there is dissatisfaction with the level of services provided by the financial aid, bursar, registrar, and admissions offices, and some faculty members.

- While the University's enrollment declined 3 percent in the past decade, CSU added 20 new academic degree programs, increased the faculty by 49 percent, and increased the number of administrators by 92 percent.
- On average, the CSU teaching load is the highest among USM comprehensive universities (8.3 courses versus 7.4), while CSU faculty on average generate the lowest number of student credit hours (263 student credit hours at CSU versus a range of 404 to 592 at other USM comprehensives) annually. This is due, in part, to the large number of academic programs offered to a small number of students. As a result, workloads and productivity are uneven across the faculty.
- Students are dissatisfied with some faculty members' behavior—not showing up to teach class, not following the syllabus, and not being available during office hours.
- While Coppin has an impressive technology infrastructure, the campus does not take full advantage of this infrastructure, especially in the administrative and academic areas.
- While Coppin has a designated structure to facilitate shared governance, there is a lack of appropriate collaboration and communication.
- With 700,000 net square feet of academic space, the University is under-enrolled by approximately 2,000 students.
- Private fundraising is inadequate.
- Student-athletes have much higher academic success than the general student body.

RECOMMENDATIONS

Based on its findings listed above and others, the committee included the following among its many recommendations.

Improve Student Retention and Increase Enrollment

- Increase enrollment by limiting student admission of first-time, full-time traditional students to those who have a reasonable chance of success and balancing that by increasing the number of transfer and adult students who have had higher levels of academic success.
- Develop recruitment and support programs specifically for transfer and adult students.
- Ensure that all student support services are well integrated and facilitate student success and graduation.
- Provide financial aid information and assistance to all students in a manner that allows the students to take full advantage of support available from all sources.

Strengthen Academic Programs and Faculty

- Restructure academic programs to focus on those of highest priority based on student enrollment, market demand, and career opportunities. This restructuring may include mergers, consolidations, or discontinuation of programs.
- Facilitate maximum collaboration across all academic departments to capitalize on faculty strengths and programs.

- Offer courses in flexible formats and timeframes to ensure students have timely access to courses so they can graduate.

Improve Administrative Operations and Shared Governance Practices

- Restructure and “right-size” administration organization, offices, and operations to enhance effectiveness and efficiency, ensure accountability and internal controls, improve business processes, and improve student services.
- Implement critical personnel decisions and, when appropriate, provide professional development to ensure employees have the skills and attitudes to implement dramatic improvements in student services and operations.
- Balance the operating budget and allocate adequate funds to support strategic goals.
- Improve shared governance by using proven best practices that support open communication and collaboration in setting campus mission, values, goals, and strategies.
- Improve fundraising operations and establish a grants and extramural research office.

NEXT STEPS

The Special Review Committee recommended the appointment of a team comprising USM Office and CSU staff to provide oversight, guidance, and feedback to CSU, the USM Chancellor, and the USM Board of Regents on the implementation of the recommendations. In addition, the Committee recommended the establishment of appropriate timelines, accountability measures, and expectations for regular reporting on progress.

HISTORY AND CONTEXT FOR THE REPORT

A Brief History and Background of Coppin State University

In 1900, a one-year training course for the preparation of African-American elementary school teachers was established in the City of Baltimore. This was the seed that would one day grow to become Coppin State University (CSU), named in honor of Fanny Jackson Coppin, a visionary African-American woman who was a pioneer in teacher education. While it has been known by many names over the past 113 years—Coppin Normal School, Coppin Teachers College, Coppin State College, Coppin State University—the institution has always pursued a unique two-part mission: providing quality educational opportunities to the students it serves while also focusing on impactful community service.

Today, Coppin offers 34 undergraduate majors and 12 graduate-degree programs, serving students from Baltimore as well as students from around the world. Coppin’s core educational disciplines are fully accredited by the representative specialized agencies.

- Teacher education programs are accredited by the National Council for Teacher Education and are approved by the Maryland State Department of Education (MSDE).
- The nursing program is approved by the Maryland Board of Nursing and accredited by the Commission on Collegiate Nursing Education.
- The Council on Social Work Education and the Council of Rehabilitation Counseling Education accredit the Social Work and Rehabilitation Counseling Education programs.

CSU endeavors to accommodate all students, from new full-time freshmen, to part-time students, to adult learners. Coppin has produced thousands of alumni, many of whom are Baltimore-region residents making a tremendous impact in various fields, particularly human services.

As one of the nation’s oldest public Historically Black Institutions (HBIs), Coppin has a special commitment to addressing the problems, needs, and aspirations of Baltimore City residents. After MSDE declared the nearby Rosemont Elementary School to be “below acceptable standards” in 1997, CSU took over operations at Rosemont, becoming the first and—thus far—the only higher education institution in Maryland to manage a public school. Because of the leadership and effort of CSU faculty, staff, and students, Rosemont made significant progress during the ensuing years and in 2003 was removed from the MSDE’s “watch list.”

Coppin also is the only higher education institution in Maryland to locate and operate a public high school on its campus. Coppin Academy High School year after year graduates high-achieving students, most continuing their education at a college or university.

In addition, Coppin operates the CSU Community Nursing Center, a fully equipped medical clinic that offers affordable health care for children and adults.

This deep and abiding commitment to serve as an integral part of the social, cultural, and intellectual life of the community runs deep and is one of CSU's defining characteristics.

Summary Mission Statement (from CSU) (approved January 2012):

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

Rationale for the Review

Both positive and negative trends have impacted CSU in recent years. On the positive side, Coppin has benefited from significant budget support, especially in the area of capital facilities. A new Health and Human Services Building, Physical Education Complex, and the planned Science and Technology Center have enhanced the academic facilities capacity of CSU. Coppin also features an award-winning information technology infrastructure; offers a number of successful academic programs, such as nursing and health professions, applied psychology, criminal justice, and management science; and engages in community outreach efforts that improve neighborhoods surrounding the campus.

At the same time, CSU faces a number of significant and challenging obstacles. While Coppin is graduating transfer and adult students, as well as intercollegiate athletes at acceptable rates, it currently has the lowest six-year graduation rate of freshmen among University System of Maryland's (USM's) comprehensive universities. Furthermore, while other USM institutions have increased or stabilized graduation rates in recent years, CSU's rate continues to decline.

In addition, Coppin has not progressed on the system-wide effort to close the achievement gaps between its low-income and minority students and the general USM student population.

While new facilities have dramatically improved the campus, CSU is currently under-enrolled by more than 2,000 students, has the highest expenditure per student for comprehensive USM institutions, and has an operating budget deficit. Essentially, the institution is burdened with an "economies of scale" problem.

Further, during a period in which there was no enrollment growth, CSU added 20 new academic programs, experienced a 49 percent increase in faculty, and had a 92

percent and 14 percent increase in professional and staff positions respectively. One academic program was discontinued in 2009, the bachelor's in allied health science.

With a change in CSU leadership taking place, the USM Board of Regents determined that major steps needed to be taken to address these challenges to pave the way for the successful recruitment of a new president of the highest caliber.

Committee Charge

To adequately address these trends and establish a sound foundation upon which Coppin can reassert itself as a leading HBI and be an anchor institution in Baltimore, the USM Board of Regents established the Coppin State University Special Review Committee in December 2012. The Committee was charged with undertaking a comprehensive assessment of the CSU mission and vision statements, its strategic plan, and the processes by which the University attempts to realize the goals and aspirations defined by those documents.

Further, the Committee was charged with conducting a comprehensive review of CSU and suggesting enrollment strategies to increase student retention and graduation rates, improve administrative operations and financial stability, and build a culture focused on success.

Finally, the Committee was instructed to assess the effectiveness and efficiency of CSU's administrative approach and operational infrastructure, the scope and delivery of its academic programming, the quality of its student support services, the impact of its community outreach programs, the efficacy of its fiscal management, the effectiveness of its institutional advancement operations, and the role CSU's athletics program plays in fulfilling the institution's mission

While carrying out this charge, the Committee was tasked specifically with considering additional critical factors, including the degree to which the campus climate promotes a culture conducive to student success, the effectiveness of campus communications in maintaining a well-informed and cohesive community, the role of shared governance in institutional operations, and the potential for structural changes and/or enhanced collaboration with other USM institutions or other institutions in the region to strengthen CSU's academic performance.

Committee Membership

Chair: Dr. Freeman Hrabowski, President, University of Maryland, Baltimore County

Ms. Marcia Cephus, Chair of CSU Staff Senate, CSU Alumni

Ms. Latasha Coleman, President of CSU Student Government Association

(Alternate representative is Rodrick Johnson, Vice President of CSU SGA)

Dr. Nicholas Eugene, Chair of CSU Faculty Senate, CSU Alumni

Mr. Reginald Exum, Vice President and Community Relations Officer at Citigroup,

Chair of CSU Foundation Board, Member of CSU Board of Visitors, CSU

Alumni

Mr. Barry Gossett, USM Regent, Retired Chairman of Acton Mobile Industries,
Baltimore County
Dr. Muriel Howard, President of the American Association of State Colleges and
Universities, Former President of Buffalo State College, State University of New
York
The Honorable Adrienne Jones, State Delegate, District 10
The Honorable Delores Kelley, State Senator, District 10, Member of CSU Board of
Visitors, former CSU Professor and Dean
Ms. Merry Macer, CSU Alumna, Retired Baltimore County Teacher and Administrator
Dr. Cynthia Neverdon-Morton, CSU Professor of History, Geography and Global Studies
The Honorable Catherine E. Pugh, State Senator, District 40
Reverend Frank Reid, USM Regent, Senior Pastor of Bethel African Methodist Episcopal
(A.M.E.) Church, Baltimore City
The Honorable Barbara Robinson, State Delegate, District 40 and CSU Alumna

Committee Process

Throughout the review, the Committee made a concerted effort to engage all of CSU's internal and external constituencies to inform its work and conclusions. The Committee assessed the internal and external demographic and societal trends that impact CSU now and will impact it in the future. The Committee met on five separate occasions, held three public hearings (one exclusively for CSU faculty, staff, students, alumni, members of the board of visitors, and members of the foundation board; and two hearings that were open to the larger community beyond the Coppin campus). Additionally, the Committee solicited public comment and input from key members of the institution and reviewed external and internal audits and reports focused on data analytics and best practices.

COMMITTEE FINDINGS

Discussions from the Committee’s meetings; issues raised at the public hearings; feedback from CSU faculty, staff and students; material gathered from the extensive review of available data; and information from new analyses revealed both challenges that need to be addressed as well as strengths upon which CSU can build.

STUDENTS

CSU graduates are vital members of the workforce in Baltimore City, the State of Maryland, and beyond. They are employees in fields such as nursing and other health professions, teaching, social work, criminal justice, and other critical areas. Most recently, Coppin awarded 460 bachelor’s degrees—a 10-year high—and an additional 58 master’s degrees.

CSU enrolls a diverse array of students, including traditional, transfer, and older students (Table 1). Of particular concern is the academic performance of first-time, full-time students (FTFT) who graduate at a low level at CSU (15 percent in FY 2012). **Sixty-six percent of FTFT freshmen are required to take remedial courses.** Furthermore, only 40 percent of new freshmen successfully complete needed developmental education by the end of their first year.

Transfer and Non-traditional Students

In contrast, **the Committee found that transfer students and older non-traditional students graduate at considerably higher levels than the FTFT freshmen.** Given their higher graduation rates, it is not surprising that transfer and older non-traditional students account for 65 percent of all awarded bachelor’s degrees. However, new freshmen continue to outnumber new transfers in CSU’s entering classes.

Table 1: FY 2012 Student Body

| | # | Average Age (New Student) | Known Graduation Rates* | % of Bachelor Degrees Granted |
|---------------------------------------|--------------|------------------------------|-------------------------|-------------------------------|
| Undergraduate Total | 3295 | | | |
| Total First-Time Full-Time(Fall 2011) | 478 | 21 | 15% | 35% |
| <i>Subtotal Athletes</i> | <i>15-25</i> | | 61% | |
| Total Fiscal Year New Transfers | 401 | | | 65% |
| <i>Subtotal from MDCC</i> | <i>236</i> | <i>31</i> | <i>40%</i> | |
| Graduate Total | 518 | | | |

* Graduation rates based on: 6 years for first-time full-time students and 4-years for transfer students

While the traditional age student (18-21 years old) who enters CSU as a first-time, full-time student has a low chance of graduation, with only 15 percent graduating in six years, the adult and transfer students have considerably more success at CSU. Since the national norm for measuring undergraduate graduation rates is based on the average rate for full-time traditional students, CSU's academic profile doesn't accurately capture the University's success with the transfer and adult student populations.

Costs and Financial Aid

In reviewing student costs and financial aid, the Committee found that because of high general fund allocations, CSU students' tuition costs are relatively low. In addition, a majority of its students come from low-income households making them eligible for a significant amount of need-based financial aid. In academic year 2012-13, CSU's tuition and fees averaged \$5,196, which is \$1,700 less than the USM average charge. The lower charges make Coppin an affordable option in the State of Maryland, especially for low-income students who receive a full Pell grant of \$5,550, an amount that covers all tuition and fee charges.

A sizeable majority of CSU students did receive some type of financial aid (82 percent of freshmen and 86 percent of transfers from Maryland community colleges), with 59 percent of CSU freshmen and 66 percent of Maryland community college transfers receiving a federal Pell grant.

More detailed analysis revealed that adequate financial aid has a significant positive impact on the likelihood of successful completion of a degree at CSU, especially for its first-time, full-time freshmen. The graduation rate for new freshmen enrolled in fall 2006 was only 3 percent for students who did not receive any aid and 19 percent for students who received some type of financial aid.

Given the importance of student financial aid to CSU students, it was disturbing for the Committee to hear numerous complaints about poor student service from the financial aid office as well as from the offices of the bursar, registrar, and admissions. It became clear to the Committee that CSU lacks a culture of support and demonstrated commitment to student services and success.

Further, given that Coppin serves lower income students, it was the Committee's expectation that all eligible CSU students should receive financial aid. Considering that aid appears to significantly improve chances for graduation from Coppin, the Committee suggested that all freshmen and transfer students be provided with assistance in completing the Free Application for Federal Student Aid (FAFSA) so that they are considered for institutional, state, and federal aid.

Graduation Rates

The Committee explored critical issues that may impact CSU's graduation rate for traditional students, including the appropriate size and academic standards for admission to the CSU freshmen class, and ways to improve the success rate for freshmen who require remedial courses. The Committee observed that CSU could capitalize on stronger

relationships with feeder high schools whose students have a higher academic success rate, including the Coppin Academy.

Given the higher graduation rates for transfer and adult students, the Committee discussed the benefits of Coppin changing its recruitment focus to target a greater percentage of transfer and adult students. This shift would call for deliberate strategies to market CSU to students enrolled in Maryland community colleges (including Baltimore City, Baltimore County, and Prince George's) and to the adult population in the Baltimore area. The Committee suggested that CSU could also benefit from strong articulation and dual-admission/enrollment programs with key Maryland community colleges.

Further, the Committee considered the advantages of marketing Coppin's relative low cost as a competitive advantage to prospective students.

The Committee also discussed the optimal enrollment size for the CSU campus and the need to have the right balance of financial aid. The group also reviewed data for USM comprehensive universities as well as for CSU's national peers to determine appropriate targets for graduation rates for freshmen and transfer students.

Related to the areas outlined above, the Committee concluded that CSU needs an enrollment management plan focused on enrolling students who have a higher chance of success and on providing student support services that are proven to increase retention and graduation. Potential approaches discussed include strategies found at other campuses (such as dual admission of prospective new freshmen enrolling at a community college first) and delayed admission until the spring semester to provide an opportunity for developmental education or the completion of general education requirements.

Student Services and Student Life

The Committee also found that student services and student life had several deficiencies. Students said that the current student center services were inadequate, student recreational programs were insufficient, and access to the new CSU sports complex for recreational use was limited. Students also suggested that student life could be improved with appropriate academic programming for students in the residence halls to enhance the academic experience and the use of more innovative teaching methods in courses. Also, students testified about the overpricing of textbooks, poor living conditions in the residence halls, and unappealing dining hall food.

In addition, the Committee found that student support services (including those for transfer and commuter students) were not well integrated, timely, or adequately focused to ensure that students receive the assistance needed to maximize their chances of academic success. However, as noted, the success of transfer and commuter students was superior to that of new freshmen. In both cases, the best practices of academic support as offered through intercollegiate athletics could enhance student success across the entire student population (see section titled "CSU Intercollegiate Athletics" on page 22).

ACADEMIC PROGRAMS AND FACULTY

As noted in the “Background” section, CSU currently offers 34 undergraduate majors and 12 graduate-degree programs. Particular strengths and relatively high student demand are found in the key academic programs of nursing and health professions, social work, criminal justice, and applied psychology.

In addition, CSU’s legacy teacher education programs—a longtime source of institutional and statewide pride—more recently have experienced steady and significant enrollment and graduation rate declines. The number of teacher education majors (with the exception of physical education) has fallen to half of the 2001 level. These areas may represent opportunities for CSU to reclaim its role as a regional and statewide leader in preparing outstanding educators.

The core group of CSU faculty consists of 133 tenured and tenure-track and 19 full-time non-tenure track faculty members. These faculty are supplemented by 141 adjunct faculty members who are employed on a part-time basis. The proportions of both tenured/tenure-track to non-tenured and of full-time to part-time faculty are in line with the proportions at both USM’s HBIs and USM’s comprehensive institutions more generally.

Demographically, 54 percent of the faculty are women (51 percent of the full-time faculty) and 80 percent are African American (75 percent of the full-time faculty). These percentages generally reflect the demographic makeup of the student body, which is majority female (74 percent) and African American (90 percent). The average years of service at CSU for faculty members equals or exceeds the average for the USM as a whole. Additionally, each tenured/tenure track faculty rank includes individuals who have been with the University for 40 or more years.

As has been noted, CSU’s enrollment declined 3 percent in the past decade—from 2,988 full-time equivalent students (FTES) in FY 2002 to 2,905 FTES in FY 2012. However, during that time frame CSU added 20 new academic degree programs (including seven certificate programs) and experienced a 49 percent increase in faculty members (see Appendix A, Table A.1). The student-to-tenured/tenure-track faculty ratio is 16 to 1 at CSU. This is similar to other USM institutions (ranges are 16:1 to 20:1).

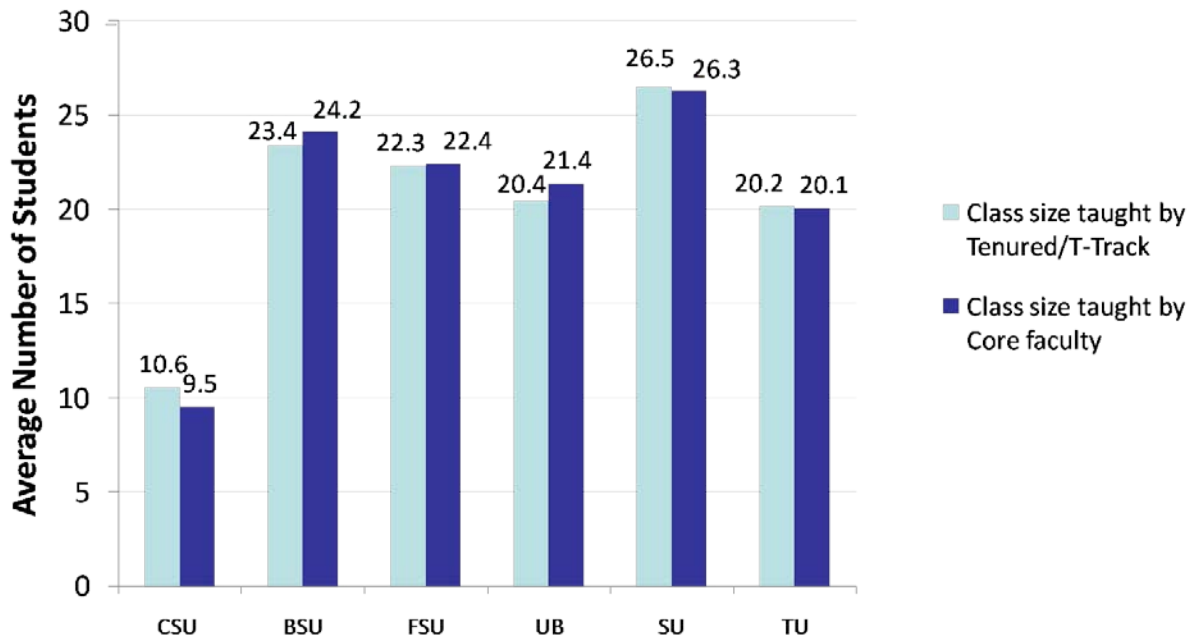
During this period, the complement of adjunct faculty has more than doubled, while the number of tenured/tenure track increased by 14 percent. The disproportionate increase in adjunct faculty may suggest that regular faculty are spread too thinly across too many majors and that the distribution of core faculty may not fully align with the current distribution of majors (see Appendix A: Table A.2).

Teaching Load and Class Size

On average, the CSU teaching load is the highest among USM comprehensive institutions. In an academic year, a typical full-time CSU faculty member teaches the equivalent of 8.3 courses, while full-time faculty at USM comprehensives teach the equivalent of 7.4 courses.

At the same time, **CSU faculty generated an average of 263 credit hours per faculty member in an academic year, the lowest number of student credit hours in the USM.** Student credit hours per faculty member at USM comprehensive institutions range from 404 to 592 per year. Some of this disparity is attributable to the fact that the average class size at Coppin is approximately half that of those at other USM institutions (see Figure 1). Illustrative of this, in fall 2009, 53 percent of upper-division undergraduate classes enrolled 10 or fewer students and nearly 80 percent enrolled 20 or fewer. Despite the general consensus that smaller class sizes generate greater student success, that is not evident in the performance of Coppin students.

Figure 1: Average Class Size, Academic Year 2011



This low class size at Coppin results from a combination of circumstances. These include:

- the considerable breadth of program offerings for a relatively small student body;
- the modest number of students who progress into upper-division coursework; and
- the need to provide required courses, especially upper-division courses that enable students to complete their degrees.

These factors pose significant challenges because the current distribution of faculty among a high number of small classes increases faculty workload and is inefficient. It also is ineffective since the model does not result in improved outcomes. To ensure optimal use of resources and the success of high-priority, high-demand programs and departments, this distribution of faculty and classes must be adjusted.

Faculty Salaries

Overall faculty salaries at Coppin State are competitive with its peers (see Table 2), although a recent CSU faculty survey found there might be a need for improvement in certain academic fields.

Table 2: Faculty Base Salary by Rank, Coppin State University and USM Comprehensive Institutions, FY 2011

| <i>Comprehensive Institutions</i> | <i>PROFESSOR</i> | <i>ASSOCIATE PROFESSOR</i> | <i>ASSISTANT PROFESSOR</i> | <i>INSTRUCTOR</i> | <i>LECTURER</i> | <i>CAMPUS AVERAGE</i> |
|-----------------------------------|------------------|----------------------------|----------------------------|-------------------|-----------------|-----------------------|
| Coppin | \$89,336 | \$67,761 | \$62,123 | \$55,596 | \$37,983 | \$64,166 |
| Bowie | \$92,047 | \$74,525 | \$63,251 | \$57,757 | \$53,892 | \$66,667 |
| Frostburg | \$83,501 | \$69,109 | \$58,359 | \$54,685 | \$38,031 | \$65,645 |
| Salisbury | \$84,855 | \$68,202 | \$64,404 | \$55,878 | \$44,508 | \$65,137 |
| Towson | \$92,209 | \$73,418 | \$61,499 | \$49,596 | \$39,988 | \$66,160 |
| UMES | \$89,566 | \$74,124 | \$70,243 | \$71,892 | \$51,163 | \$66,830 |

Testimony About Faculty

Testimony heard by the Committee illustrated that CSU has many dedicated faculty who work hard to help students succeed. However, the Committee also heard testimony regarding faculty behaviors that are not acceptable. Inappropriate behaviors—such as not showing up to teach class, not following the syllabus, not responding to emails or phone calls, failing to utilize the Blackboard teaching platform, and not being available during office hours—were also reported. Students also complained that inaccurate or inconsistent advising had negative impacts on their ability to complete their degrees in a timely manner.

The Committee examined other areas of concern, including the low level of enrollment in certain academic programs and whether all of the academic programs are appropriate to the role and mission of CSU.

ADMINISTRATION

Per-Student Funding

The Committee found that CSU is well funded when compared to other USM comprehensive institutions as well as to its national peers. CSU's funding level on a per-student basis is higher than comparable USM institutions. CSU's total funding per student in FY 2012 was \$18,576, compared to a range of \$14,399 at Frostburg State University, \$15,506 at the University of Maryland Eastern Shore, and \$15,471 at Bowie State University (Table 3).

CSU also achieved a funding guideline attainment level of 110 percent in FY 2012, which was the highest in the USM (see Appendix A, Table A.3). Further, CSU compares favorably to its performance peers on per-student funding. In FY 2011, CSU received \$17,130 per student compared to a range of \$9,564 to \$18,511 (see Appendix A, Table A.4). It should be noted that the institution's low enrollment diminishes any benefits through economies of scale in the operating model.

Table 3: Comparison to USM Comprehensive Institutions – Enrollment, Funding, Staff, Institutional Support, FY 2012

| <u>Institution</u> | <u>Enrollment FTES</u> | <u>Funding Student*</u> | <u>Faculty</u> | <u>Staff Exempt</u> | <u>Nonexempt</u> | <u>Institutional support Spending %</u> |
|-----------------------------|------------------------|-------------------------|----------------|---------------------|------------------|---|
| Coppin State University | 2,905 | \$ 18,576 | 293 | 279 | 251 | 22% |
| Bowie State University | 4,484 | \$ 15,471 | 410 | 208 | 181 | 18% |
| U of Maryland Eastern Shore | 4,166 | \$ 15,506 | 460 | 227 | 317 | 10% |
| Frostburg State University | 4,608 | \$ 14,399 | 369 | 216 | 354 | 13% |

*Funding includes state funds and tuition and fees revenue

NOTE: Comparison based on USM comprehensive institutions of similar size.

IT Infrastructure

CSU has an impressive technological infrastructure. However, the Committee heard testimony that indicated that CSU does not take full advantage of this infrastructure across the University, especially in the administrative and academic areas. For example, the student financials module of the administrative software systems was not implemented to be cost effective. Currently the module requires considerable manual review and adjustment of the data to be usable or reliable by either staff or students and their families.

Institutional Support Expenditures

As mentioned earlier, just as the number of faculty members has increased during this past decade of enrollment decline, so too has CSU's administration. It bears repeating

that while CSU's enrollment has declined 3 percent during this time, administrative and professional staff experienced a 92 percent increase. And in the same time frame, support staff increased 14 percent (see Appendix A, Table A.1). The Committee found that the percent of CSU expenditures for institutional support (22 percent) is significantly higher when compared to its peers and USM comprehensive institutions (ranging from 10 to 18 percent).

As shown in Table 3 on the preceding page, compared with similarly sized institutions in the USM, CSU is funded at a much higher level per student, has employed disproportionate numbers of staff, and expends a far higher proportion of spending on institutional support activities than the others. This indicates the importance of thoroughly examining staffing and institutional support spending levels to align them with similar USM institutions and current CSU enrollment levels.

Collection of Tuition, Fees, and Other Student Charges

The collection of tuition and fees and other student charges at CSU is deficient compared to other USM institutions, contributing to a shortfall in revenues desperately needed to reduce or minimize the existing operating budget deficit and create a sustainable and balanced fiscal model. Across the USM, most institutions collect more than 99 percent of student charges. During the past five years, CSU has collected only 93 percent, with transfers to the State Central Collection Unit averaging more than \$2 million per year. This trend reflects the lack of cohesiveness between the registrar, student financial aid, and bursar offices at CSU; the turnover of personnel in those offices; and the problems associated with the implementation and set-up of the PeopleSoft Student Financials module.

Even with CSU's sizable administrative and professional staff, the Committee heard testimony revealing a poor organizational and communication structure as well as a lack of strong leadership and accountability for campus operations. Also, the Committee found significant concerns relating to budget planning, expenditures controls, PeopleSoft implementation, and audit reviews. As noted earlier, the Committee learned that in spite of its high per-student funding, CSU has been struggling with an ongoing operating budget deficit. Testimony also revealed that administrative operations do not focus on student academic success and that professional development opportunities are inadequate.

With an interim president in place and a new presidential search on the horizon, the window of opportunity is open to conduct a detailed analysis of CSU's administrative and organizational structures, with an emphasis on aligning them to better support and enhance student success.

AUDITS

The Committee was briefed on the significant audit findings reported by USM's Independent Financial Auditor, the Office of Legislative Audits (OLA), and USM's internal audit function during the past three years. The scope of an independent financial

audit conducted in FY 2012 had to be reduced because the auditors found that CSU's system of internal controls did not have an adequate level of assurance and could result in financial errors and irregularities going undetected.

Recent and prior OLA reviews found inadequate collection and handling of student accounts receivable, inadequate financial aid controls, and inadequate checks and balances for business processes. In addition, the number of repeat findings was significant. Further internal audit reports found deficiencies in several areas including information systems, data integrity, transparency and communication across the organization, general internal controls, and the monitoring and tracking of performance measures.

SHARED GOVERNANCE

The Committee received feedback on CSU's shared governance structures and implementation through written and oral testimony presented by representatives of the faculty, staff, and students. While CSU has designated structures for engaging these groups, the Committee found that the campus needed to work together to create written procedures for appropriate collaboration and communication, and create a culture of trust, mutual respect, recognition of power, tolerance for diversity, and redundant communication.

FACILITIES

The State supported significant facilities growth at CSU in the past decade. In fall 2001, the institution's programs, faculty, staff, and students occupied about 370,000 Net Square Feet (NSF) of academic space. By fall 2011, capacity had grown to about 700,000 NSF, primarily due to the addition of two major new buildings—the Health & Human Services Building and the Physical Education Center. A third building—the Science & Technology Center (S&TC) on which construction will start soon—will add to this total.

During this same period, student enrollment declined by 3 percent as noted earlier. Thus, even without the addition of the S&TC, Coppin enjoys the highest academic Gross Square Feet (GSF) per FTE student of any traditional comprehensive or research institution in the USM at 288 GSF. The USM average (excluding the University of Maryland, Baltimore) is 199 GSF per full-time student. As a result, the Committee found that CSU is under-enrolled by approximately 2,000 students.

The Committee heard testimony regarding the need for more on-campus housing and CSU has included a new student residence hall in its capital plan. However, the Committee found that existing residence halls are not filled to capacity, with approximately 60 vacancies in spring 2013.

COMMUNITY OUTREACH

The Committee heard testimony from a number of local organizations that praised CSU's outreach to the surrounding community, including Rosemont Elementary School, the Coppin Academy High School, the CSU Community Nursing Center, and the Coppin Heights Community Development Corporation.

The Committee found that CSU, even with its structural fiscal deficit, provides considerable energy and resources to support these programs. The Committee agreed that outreach activities should be reviewed to ensure they contribute to CSU's enrollment growth and its overall success. Further, the group stressed that the first priority in the allocation of CSU's resources is ensuring the academic success of its students.

ADVANCEMENT AND EXTERNAL GRANT FUNDING

A widespread belief within the Committee and a recurring theme among those who presented and testified is the need for Coppin to emphasize fundraising efforts and expand external grant opportunities. In fact, increased support for the Division of Institutional Advancement to enhance Coppin's fundraising capability has been a long-standing recommendation included in several different reports and studies.

Inadequate Fundraising

On the advancement front, fundraising has suffered for several reasons. CSU has had five vice presidents for institutional advancement during the last six years, and priorities and staffing have been equally unstable. Staff have not received adequate training or direction, and have not been held accountable for performance measures typical to the fundraising field. Presidents and other campus leaders have not been engaged in a meaningful way with major gifts prospects, corporate givers, or foundation contributors.

In addition, historically, the advancement division lacked data related to alumni or other potential donors. What little data was available was difficult to access and under-utilized by staff since CSU is slowly transitioning to the USM-supported alumni/donor database from PeopleSoft.

Volunteer structures, such as the Coppin State University Development Foundation, have not been aligned with CSU's overarching goals in part, perhaps, because the University's goals were not strongly defined or articulated. There has been little focus on building a strong pipeline of alumni and individual giving and on providing strong stewardship to those who give, further damaging the capacity to build a strong fundraising program.

External Grant Funding Deficiencies

In terms of external grant funding, a focused, coordinated, fully staffed office dedicated exclusively to this endeavor is called for in today's hyper-competitive grants and contracts environment. Potential external funding for research and other programs is

significant, but Coppin does not have the staff needed to help faculty and others fulfill potential in this area. As with the issue of advancement, support of an external grant funding office is a long-standing recommendation.

The Committee agreed that improvements in advancement and external grant funding requires a strategic focus that includes instituting specific performance expectations for staff, identifying key areas of opportunity for external funding, and building stronger capacity to identify and cultivate alumni and other donors.

INTERCOLLEGIATE ATHLETICS

Coppin State University competes in the Mid-Eastern Athletic Conference (MEAC) of NCAA Division 1 for its intercollegiate athletics (ICA) programs. CSU has approximately 150 student-athletes in 10 sports each season with a total of 14 teams (six men's teams and eight women's teams).

Academic Success of Student-Athletes

As of fall 2012, student-athletes represented about 5 percent of the institution's undergraduates. CSU athletes have a proven record of being among the best academic performers at Coppin, earning higher cumulative GPAs and accumulating more credits than the student body average. In addition, while the new freshmen graduation rates are very low, the rate for student-athletes in the new freshmen cohort is high. For example, the total graduation rate of the fall 2005 new freshmen cohort was 15 percent compared to 61 percent for student-athletes.

The academic success of CSU student-athletes is a result of considerable investment and effort by the athletic department and University, which carefully monitors and nurtures their academic performance. Satisfactory GPA levels are required and strictly enforced, and high expectations for graduation success are the norm. In addition to other academic supports, CSU student-athletes are tutored by faculty and staff volunteers, who often travel with teams to provide out-of-the classroom help.

Financial Support of Student-Athletes

The University also provides substantial financial support for student-athletes. In FY 2012, 28 percent of the \$3.1 million of CSU's undergraduate institutional aid was awarded as athletic scholarships (USM Division I average is 12 percent; BSU is 16 percent and UMES is 26 percent). The significant financial and academic support has made CSU's student-athletes the most successful group on campus and also suggests best practices that may be used to enhance the success of other undergraduate students.

ICA Deficit

The Committee was informed that the CSU ICA program has an accumulated deficit of approximately \$7 million. In considering options to address the deficit, the Committee reviewed the financial implications of CSU's ICA classification ranging from Division 1

(the highest performance level) to no intercollegiate athletics programs. The Committee also learned that, nationally, most institutions' athletic programs are not self-supporting and do rely on some type of financial support from the institution, typically from student fees.

As part of a broader USM Board of Regents effort to have all the ICA programs of system institutions be self-supporting, CSU in March 2010 submitted a financial plan that called for reducing the annual operating deficit to zero by fiscal year 2013. The plan included an increase in the student athletic fee, decreased spending, and expanded revenue from corporate sponsorships. The institution has been successful in meeting the financial benchmarks in the March 2010 plan and through fiscal year 2012, reporting smaller deficits than envisioned in the March 2010 plan.

All other considerations held constant, growth in enrollment will produce higher levels of athletic fee revenues that could be used for ICA support. An increased and more formal effort to encourage alumni giving to ICA, and solicitation of corporate sponsorships, are necessary to better position ICA at Coppin for future financial solvency and enable a more competitive program within MEAC.

The Committee was impressed with the high level of academic success of Coppin's student-athletes and recognized the value provided by ICA at the University in terms of both history and student life.

FEDERAL TITLE III FUNDS

The Committee was briefed on the various activities supported by federal Title III funds, which included programs for student retention and the first-year experience and support for teacher education, library, institutional research, information technology, Rosemont Elementary, and Coppin Academy. While the Committee did not review the various programs in depth, it found that decisions regarding allocation of these funds were made solely by the president and not through a process that engaged the top leaders on the campus. Nor did the decisions necessarily address the strategic priorities, goals, and mission of CSU.

INTERIM ACTIONS BY PRESIDENT NEUFVILLE

As part of its deliberations, the Committee met with CSU Interim President Mortimer Neufville and, based on the Committee's findings to date, endorsed his request to begin addressing the most urgent matters immediately with support from the USM Office (USMO). Immediate actions include:

- restructuring the budget to bring costs in line with expenditures;
- conducting a review of administrative organization, structures, and staff;
- reviewing the organization and productivity of academic programs, faculty workloads and course offerings; and
- recruiting a highly experienced leadership team.

COMMITTEE RECOMMENDATIONS

The Special Review Committee found areas of excellence at CSU, including specific academic programs, a strong administrative IT department, a significantly improved physical plant, and high funding levels. It is also clear that CSU benefits from a number of very dedicated faculty and staff who are committed to providing a nurturing and strong learning community to improve the lives of students.

However, some of the Committee findings are very alarming. While CSU has areas of excellence, the Committee found across the campus the lack of strong leadership, ineffective and inefficient use of resources, and the lack of accountability. This negative environment makes it very difficult for even the most dedicated faculty and staff members to be effective and make sustainable and continuous improvement.

The Committee unanimously agreed on a number of recommendations that are provided below. The members stressed that the highest priority of CSU should be the academic success of its students. Therefore, it is paramount that CSU adopt a culture of excellence and service to students that flows through all campus activities. This begins with a strong faculty that maintain high academic standards in courses and are responsible to students. It also includes marketing, communications, high school and community college outreach programs, as well as admissions, student support and student life services. This focus will enhance the student retention and graduation rates at CSU and the institution's appeal to new students. As the University focuses on excellence, it will achieve greater success and earn a reputation that will enable it to grow enrollment to its optimal size of 5,500 students.

The Committee recommends three major goals.

Goal 1: Improve Student Retention and Graduation and Increase Enrollment

Actions:

- 1.1 Focus the admission of first-time, full-time traditional students to those who have a reasonable chance of success (based on such factors as SAT, high school grade point average, demonstrated commitment, placement tests), and significantly increase enrollment of transfer and adult students. Student enrollment should be managed by an enrollment management plan based on meaningful data that is well coordinated with the appropriate administrative and academic offices and includes strong student support programs, activities, and facilities.
 - *Adult and transfer students:* Develop recruitment and support programs specifically for transfer and adult students that include:
 - Stronger relationships with community colleges, including the implementation of dual-enrollment programs with Maryland community colleges that are top feeder schools for CSU transfer students.
 - Designated staff that focus primarily on transfer and adult students.

- Appropriate facilities—including additional eateries, lounging/study areas, and extended service hours—for non-traditional commuter students.
- Marketing and communication plans that are specifically targeted to recruitment of transfer and adult students, highlighting the success of non-traditional students, that will resonate with these targeted populations.
- *Traditional students*: Enhance recruitment and support programs that include:
 - Stronger relationships with selected high schools, particularly those that graduate academically strong students, such as the Coppin Academy, to increase the proportion of the freshmen class that has a high probability of success.
 - Improvements in the Summer Academic Success Academy, University College (first-year experience program), Freshmen Male Initiative, and other academic support activities targeted to improve the retention and graduation of students.
 - More living-learning centers linked to academic programs in the residence halls.
- *All Students*: Ensure that CSU student support services, including admissions, counseling, and advising; financial aid, bursar, and student accounts; residential life; registration operations; and student life facilitate student graduation:
 - Services should be well coordinated, integrated, and sustained throughout students' academic careers at the University.
 - Employees must have appropriate skills, be well trained and cross-trained to meet the highest standards for student services.
 - Student focus groups should be used to provide feedback to guide improvements in student learning, campus services, student activities, and student life.
 - Administrators, faculty, and staff must embrace the view that the student is a customer who deserves their strong support so they have the greatest chance of completing their degree at CSU.
 - Re-institute the Academic Resource Center (ARC) and provide services that include evening and Saturday hours.
 - Offer courses in schedules and formats that enhance access and graduation rates by meeting the needs of traditional students as well as transfer and adult students.
 - Ensure that all students are assigned an academic advisor who is a full-time member of the faculty.
 - Marketing and communication plans that highlight CSU's key academic programs, low cost of attendance, and other institutional accomplishments that will resonate with targeted populations to increase enrollment.
 - Provide financial aid information (funding, services, policies, and programs) to all students in an easily understandable and timely manner so they can take full advantage of financial support available from federal, state, institutional, and other sources.
 - Provide programs that assist students and parents in completing the financial aid applications at CSU's top feeder high schools.

- Increase the amount of funding for need-based aid and merit-based scholarships and strategically distribute institutional aid after federal and state sources are known to ensure the best aid packages for students and to attract and retain academically talented students.
- 1.2. Recommend that the state broadens the traditional metrics for academic success to include graduation rates of transfer and non-traditional adult (aged 25 years or older) students.
- 1.3. Determine if additional housing is needed given current vacancies in residence halls; if more housing is needed, determine the appropriate type (traditional dorm or apartment style) to meet student demand.
- 1.4. Implement a “near completers” program, which includes financial assistance and support services to facilitate degree completion for students who have earned a substantial number of credits but are no longer enrolled at the University.
- 1.6. Structure the intercollegiate athletics program in the proper size and depth to ensure deficit elimination, self-sufficiency, and the appropriate enrichment of student life and enhanced fundraising.

Goal 2: Strengthen Academic Programs and Faculty

Actions:

- 2.1. Restructure CSU’s academic programs to focus on those of highest priority for CSU based on student enrollment, market demand, career opportunities for graduates, and academic ranking. This restructuring must include such options as merger, consolidation, or discontinuation of programs.
 - Provide retained programs with adequate resources.
 - Utilize an effective process for reallocating positions and reassigning faculty, if necessary and appropriate, and provide opportunities for faculty retraining and professional development.
 - Revitalize education programs and increase faculty in STEM areas, including physics (CSU currently has no physics faculty members).
- 2.2. Review, revise, and implement measures of accountability for academic departments to ensure alignment with the USM and CSU strategic plans and the highest standards of teaching and service to students.
- 2.3. Facilitate maximum collaboration across all academic departments to capitalize on faculty strengths and programs.
- 2.4. Faculty course workloads should be reduced to a level closer to the current average for comprehensive universities through the consolidation of academic programs and course offerings, and the use of technology to deliver those courses and programs. This reduction should not lengthen time-to-degree or otherwise jeopardize student success.
- 2.5. Offer courses in flexible formats and timeframes that include evening and weekends to ensure students have timely access to courses so they can graduate.

- 2.6. Establish a CSU Center of Excellence in Teaching and Learning with oversight responsibilities for adopting and supporting strategies to enhance the effectiveness of instruction through academic innovation.
- 2.7. Implement programs to prepare students for professional certification and licensure, e.g., PRAXIS preparation for teacher candidates.
- 2.8. Implement policies and procedures for tenure and post-tenure review that align with Board of Regents policies and best practices and utilize metrics as described above.
- 2.9. Appoint a STEM Programs Coordinator to oversee the development and implementation of strategies designed to increase the number of STEM teachers for K-12.

Goal 3: Improve Administrative Operations and Shared Governance Practices

Actions:

- 3.1 Restructure CSU administrative organization, offices, and operations to enhance effectiveness and efficiency, ensure accountability and internal controls, support critical operational functions, and improve critical business processes and student support services.
 - Implement critical personnel decisions and, when appropriate, provide professional development to ensure employees have the skills and attitude to implement dramatic improvements in student service and professional operations.
 - Complete evaluations annually for faculty and staff based on clear accountability measures for job performance and include goals that emphasize improvement in student service.
 - “Right-size” offices and operations.
- 3.2. Balance the operating budget and ensure adequate funds are allocated to support CSU’s strategic goals.
 - Meet the CSU fund balance goal.
 - Improve student accounts receivable collections to the system benchmark of 99 percent of total annual student charges credited to accounts receivable.
 - Involve institutional leaders and shared governance in decisions regarding allocation of federal Title III funds. Align such decisions with institutional priorities, goals, and mission, especially student academic success; programs supported by these funds should have accountability standards and be assessed annually.
- 3.3. Implement a system of internal controls that are efficient and effective, address audit deficiencies, ensure institutional funds are protected from loss, and meet critical institutional goals.
- 3.4. Improve institutional advancement operations and alumni relations and put in place a strong grants and extramural research office.

- 3.5. Improve shared governance by using proven best practices employed at other USM institutions and CSU's national peers that support open communication and collaboration in setting campus mission, values, goals, and strategies.
- 3.6. Establish a child development center to assist CSU students, faculty, and staff as well as serve as a practicum site for early childhood education, social work, and nursing majors.
- 3.7. Use the strength of the CSU IT department to support all aspects of operations, including processing of financial aid, course redesign, and the development of online courses.

NEXT STEPS: IMPLEMENTATION STRATEGY

The CSU Special Review Committee recommends the appointment of an implementation team comprising USMO and CSU staff to provide oversight, guidance, and feedback to CSU, as well as the Chancellor and Board of Regents, on the implementation of the Committee's recommendations. In addition, CSU should work in partnership with the USM office and other USM institutions to take advantage of the system-wide resources and expertise to improve University operations, student success, and reputation.

The Committee also recommends that the Chancellor and the Board of Regents, working with the CSU president, establish a definitive, detailed plan with appropriate timelines for the actions recommended by the Committee as well as accountability measures and expectations for regular reporting on progress. Such reports should document the changes enacted and improvements attained.

In addition, a review of the mix and assignment of faculty and course scheduling to align with enrollments, degree productivity, and strategic goals is already underway. It is anticipated that the review will result in a reorganization of the academic programs structure, course offerings, and "right-sizing" of faculty-to-student ratios by program enrollment.

APPENDIX

Table A.1: Ten-Year Trend in Faculty, Staff, and Enrollment, FY 2002 – FY 2012

Table A.2: Faculty, Enrollment, Degrees by Major Program Area, Fall 2011

Table A.3: USM Institutional Funding Guideline Attainment, FY 2012

Table A.4: CSU Comparison to Performance Peers on Per-Student Funding, FY 2011

Table A.1

Ten-Year Trend in Faculty, Staff, and Enrollment, FY 2002 - FY 2012

| <u>Faculty & Staff</u> | <u>FY 2002</u> | <u>FY 2012</u> | <u>% change</u> |
|-----------------------------------|-----------------------|-----------------------|------------------------|
| Faculty | 196 | 293 | 49% |
| Administrative & Professional | 145 | 279 | 92% |
| <u>Support staff (Classified)</u> | <u>221</u> | <u>251</u> | <u>14%</u> |
| Total Faculty & Staff | 562 | 823 | 46% |
| Enrollment | 2,988 | 2,905 | -3% |

Table A.2

**Faculty, Enrollment, Degrees by
Major Program - Fall 2011 (FY 2010)**

| Area | Faculty | | | | Enrollment | | | | Degrees | | | |
|---------------------------|-----------------------------|-------------------------|------------|-----|--------------|----------------------|--------------|-----|------------|-----------|------------|-----|
| | Tenured/ Tenure track | Non- tenure Track | All | % | Undergrad | Grad./First Prof. | Total | % | Bachelor's | Master's | Total | % |
| Biological Sciences | 4 | 1 | 5 | 3% | 110 | 0 | 110 | 3% | 8 | 0 | 8 | 2% |
| Business & Mgmt. | 11 | 7 | 18 | 8% | 310 | 38 | 348 | 10% | 32 | 14 | 46 | 9% |
| Comp. & Info. Sci. | 0 | 0 | 0 | 0% | 75 | 0 | 75 | 2% | 3 | 0 | 3 | 1% |
| Education | 13 | 42 | 55 | 10% | 395 | 167 | 562 | 16% | 44 | 24 | 68 | 13% |
| Fine & Applied Arts | 10 | 6 | 16 | 8% | 57 | 0 | 57 | 2% | 5 | 0 | 5 | 1% |
| Foreign Languages | 0 | 1 | 1 | 0% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| Health Professions | 26 | 18 | 44 | 20% | 856 | 32 | 888 | 25% | 158 | 4 | 162 | 31% |
| Letters | 9 | 19 | 28 | 7% | 35 | 0 | 35 | 1% | 9 | 0 | 9 | 2% |
| Mathematics | 10 | 13 | 23 | 8% | 26 | 0 | 26 | 1% | 5 | 0 | 5 | 1% |
| Physical Science | 0 | 2 | 2 | 0% | 18 | 0 | 18 | 0% | 0 | 0 | 0 | 0% |
| Psychology | 11 | 14 | 25 | 8% | 187 | 45 | 232 | 6% | 48 | 10 | 58 | 11% |
| Public Affairs | 7 | 15 | 22 | 5% | 445 | 39 | 484 | 13% | 89 | 6 | 95 | 18% |
| Social Sciences | 15 | 19 | 34 | 12% | 145 | 0 | 145 | 4% | 27 | 0 | 27 | 5% |
| Interdisciplinary Studies | 5 | 5 | 10 | 4% | 78 | 0 | 78 | 2% | 32 | 0 | 32 | 6% |
| Natural Sci. Tech. | 8 | 1 | 9 | 6% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| Public Svc. Tech. | 1 | 0 | 1 | 1% | 0 | 0 | 0 | 0% | 0 | 0 | 0 | 0% |
| Miscellaneous | n/a | n/a | n/a | n/a | 390 | 164 | 554 | 15% | n/a | n/a | n/a | n/a |
| Total | 130 | 163 | 293 | | 3,127 | 485 | 3,612 | | 460 | 58 | 518 | |

Table A.3

**USM Institutional Funding Guideline Attainment
FY 2012**

| <u>Institution</u> | <u>FY 2012 Percent of Funding Guidelines</u> |
|---------------------------|---|
| UMB | 68% |
| UMCP | 75% |
| BSU | 70% |
| TU | 66% |
| UMES | 71% |
| FSU | 68% |
| CSU | 110% |
| UB | 46% |
| SU | 63% |
| UMUC | 36% |
| UMBC | 62% |
| UMCES | 78% |
| USM Total | 69% |

Table A.4

**CSU Comparison to Performance Peers
on Per Student Funding, FY 2011**

| <u>Institution</u> | <u>State</u> | <u>Dollars</u> |
|---------------------------|---------------------|-----------------------|
| Coppin | MD | \$17,130 |
| Albany State U. | GA | 10,644 |
| Alcorn State U. | MS | 15,389 |
| Augusta State U. | GA | 9,564 |
| Cheyney U of PA | PA | 18,511 |
| Henderson State U. | AR | 15,071 |
| Nichols State U. | LA | 10,959 |
| UNC Pembroke | NC | 13,569 |
| Virginia State U. | VA | 14,583 |