

# Coppin State University

## 2016-2017

### INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

#### ANNUAL PROGRESS REPORT

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#### INTRODUCTION

For the purposes of this report, cultural diversity refers to programming related to the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. As required by the USM and the Maryland Higher Education Commission (MHEC), Coppin State University regularly reports progress on the Plan and its related initiatives.

The University embraces cultural diversity on a broader scale than the definition by the State suggests; going beyond its mission as a Historically Black College and University (HBCU). The University hosts a set of strategies, activities and programs that include students, faculty, staff, and administrators of all racial and ethnic groups traditionally underrepresented in public higher education. Unique to its mission, Coppin has also had the opportunity to serve residents in its immediate community of Baltimore City, Baltimore County, and beyond by serving in the community through volunteerism and health-related workshops and clinics.

#### The University's Mission

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

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

#### SECTION I: INSTITUTIONAL PLAN GOAL NARRATIVE

CSU is uniquely capable of addressing the preparation of students from the State of Maryland, Baltimore City and County, and particularly, the citizens of West Baltimore. Given the economic and social conditions of West Baltimore, the institution extends its preparations beyond the traditional classroom by providing experiential and authentic learning experiences. These experiences are also expanded to a growing number of students in surrounding such areas as Montgomery, Prince Georges, and Howard Counties, many of which are non-traditional and transfer students.

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

***Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.***

**Selected Strategies:**

***Increase College Completion Rates*** by focusing on recruitment, retention and college completion. The University will contribute to the goal of increasing college completion rates. Key strategies include mandating that all incoming freshmen are provided advisement through the First-Year Experience, adhering closely to an academic plan of study that will assist in progressing to graduation. Other strategies include the use of technology for use of more efficient assessment systems, course redesign, academic transformation, financial literacy and aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

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

Coppin will continue to prepare students for Maryland's workforce, particularly in such critical areas as nursing, education, and information technology. Deeply rooted in Coppin's history is a belief that education is the primary means by which individuals and communities advance economically, socially, morally and intellectually. Specific strategies include ensuring Coppin's academic program inventory meets workforce demands, encouraging faculty to garner additional extramural awards through scholarly research and community service, and expanding early research experiences to undergraduate and graduate students.

***Invest in and Support People, Programs, and Facilities.*** This goal is critical to improving academic programs and facilities, hiring/retaining highly qualified faculty, staff and recruiting the best and brightest undergraduate, graduate and first-professional students. The university will continue to engage its faculty/staff/students in shared governance and services, strengthen its legacy of teacher preparation and empowering students to be transformational leaders, seek funds to build and maintain world-class facilities, and use marketing strategies to "brand" Coppin. The university will improve hiring and retention practices for staff and faculty through the use of search firms, and also will increase professional development for faculty and staff engaged in searches.

**Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.**

**Selected Strategies:**

**Transform Coppin's Instructional Modalities to Improve Teaching and Learning/Increase Coppin's Engagement in the Community.** Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning. Members of the community and other constituent groups provide opportunities for learning about different cultures, and their needs within the community. The expansion of online and distance education opportunities to a largely non-traditional population of students will not only increase the number of diverse students, but expand opportunities for interaction online and in hybrid formats.

**Increase the number and type of cultural literacy programming in the curriculum and events on campus.** Each year, the campus hosts several events such as the Martin Luther King, Jr. Day events, the Cultural Marketplace, where students, faculty, and staff, promote one another's businesses and other vendors that supply cultural foods, clothing, jewelry, books, and other items. Also, cultural awareness is placed into the curriculum through the series of Brown bag seminars open to the campus and discussed within courses such as speech and all freshmen seminars.

**Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (3) by 2020.**

**COPPIN STATE HAS A PROCESS FOR REPORTING HATE CRIMES**

The campus has several outlets for reporting hate crimes. The information is communicated to the public using the campus' annual Public Safety Campus Crime Report which is posted to the university's home page. Also, as crimes are reported in and around the surrounding community, the Campus Police sends e-mail blasts describing the crimes and requested the community to always exercise caution and to report these crimes. The public remains aware of any crimes primarily through this process.

Students are able to report crimes through the Division of Student Affairs as well as Academic Affairs. Students involved in such incidents have access to the campus' judicial process, the campus police, as well as Baltimore City's Police Department.

Faculty and Staff are able to report crimes through the Office of Human Resources. This information is communicated to them through orientation processes as well as through professional development and training offered during the academic year.

**Table 1. Reporting on Institutional Goal 1**

<b>Goal 1: Increase the diversity and numerical representation of students, staff, and faculty who are traditionally underrepresented by 2020 by 2% for each category.</b>			
<b>STRATEGIES</b>	<b>MEASURES</b>	<b>DATA</b>	<b>CONCERNS</b>
<p>1. Continue Support of bridge programs, the First-Year Experience and other similar programs</p> <p>2. Course redesign, financial literacy,</p> <p>3. Ensure academic programs are meeting workforce demands.</p> <p>4. Use technology to improve administrative Functions in Fin. Aid., Student Accounts, and fundraising initiatives.</p>	<p>- Cohort data on retention rates; graduation rates, data on attendees in SASA, Our House</p> <p>- # of STEM, Nursing, and Technology majors and graduates, Impact on Maryland's Workforce</p> <p>- Efficiency as measured from evaluative/qualitative reports from the units</p>	<p>2<sup>nd</sup> Yr. Retention-61% 6<sup>th</sup> Yr. Grad-17% SASA Participants=104</p> <p>-No. of degrees awarded by area: 541</p> <p>Total number of reduced audit findings; Fall enrollment; application yields; No. of online courses and faculty teaching online</p>	<p>Whether funding for special initiatives can be sustained</p> <p>- Growing enrollment in critical shortage areas.</p> <p>- Ability and timeliness to regularly upgrade PeopleSoft system.</p>

**Table 2. Reporting on Institutional Goal 2**

<b>Goal 2: Increase the number and type of cultural interactions among students, staff, and faculty by five (5) interactive events by 2020.</b>			
<b>STRATEGIES</b>	<b>MEASURES</b>	<b>DATA</b>	<b>CONCERNS</b>
<p>1. Increase service learning opportunities</p> <p>2. Engage widespread assessment culture</p> <p>3. Improve hiring practices for students, faculty, and staff.</p>	<p>Cohort data on retention rates; graduation rates</p> <p>- No of applicants in various hiring pools; review no. and type of workshops on sexual harassment and others.</p>	<p>2<sup>nd</sup> Yr. Retention-61% 6<sup>th</sup> Yr. Grad-17% Assessment data on Comm. Eng. Activities</p> <p>No of Students:2,939 No of Faculty:267 No of staff:377</p>	<p>Whether funding for special initiatives can be sustained; enrollment had a small decline over the previous year.</p>

**TABLE 3. Reporting on Institutional Goal 3**

<b>Goal 3: Increase the number and type of outlets for reporting hate-based crimes for students, staff, and faculty by five (2) by 2020.</b>			
<b>STRATEGIES</b>	<b>MEASURES</b>	<b>DATA</b>	<b>CONCERNS</b>
<p>1. Use campus technology to facilitate broad reporting</p> <p>2. Enhance the number of workshops on campus for students, faculty, and staff.</p>	<p>1. Ensure posting of process and procedures on the CSU website</p> <p>2. Ensure Student Affairs and HR continues hosting sessions and information on reporting</p> <p>3. Ensure during freshmen orientation students are informed</p>	<p>-Number of participants in each of the sessions: 40-65</p> <p>-decrease in hate crimes – 0 reported</p>	<p>We have had no hate crimes reported</p>

**SECTION II. DEMOGRAPHIC DATA – (SEE APPENDICES)**

TABLE 1: Faculty Comparisons

	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	241	80%	91	150	208	76%	83	125	191	74%	70	121	204	76.4%	79	125
American Indian or Alaska Native	0	0%	0	0	0	0%	0	1	1	0.4%	0	1	1	0.4%	0	1
Asian	13	4%	10	3	12	4%	9	3	14	5%	11	3	13	4.9%	9	4
Hispanic/Latino	1	0%	0	1	2	1%	1	1	3	1%	1	2	2	0.7%	1	1
White	37	12%	27	10	38	14%	27	11	38	15%	26	12	38	14.2%	27	11
Native American or other Pacific Islander	0	0%	0	0	0	0%	0	0	0	0	0	0	0	0.0%	0	0
Two or more races	0	0%	0	0	5	2%	3	2	1	0.4%	0	1	1	0.4%	0	1
Foreign		0%	0	0	0	0%			9	4%	7	2	8	3.0%	6	2
Did not self- identify	9	3%	4	5	8	3%	6	2	0	0%	0	0	0	0.0%	0	0
<b>Total</b>	<b>301</b>	<b>100%</b>	<b>132</b>	<b>169</b>	<b>274</b>	<b>100%</b>	<b>129</b>	<b>145</b>	<b>257</b>	<b>100%</b>	<b>115</b>	<b>142</b>	<b>267</b>	<b>100%</b>	<b>122</b>	<b>145</b>

TABLE 2: Staff Comparisons

	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	410	92	148	262	356	88	132	224	299	87%	119	180	325	86.2%	125	200
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Asian	13	3	9	4	11	3	7	4	11	3%	7	4	12	3.2%	8	4
Hispanic/Latino	2	0	1	1	4	1	2	2	2	1%	1	1	4	1.1%	2	2
White	20	4	12	8	26	6	19	7	30	9%	22	8	33	8.8%	26	7
Native American or other Pacific Islander	0	0	0	0	0	0	0	0	0	0%	0	0	0	0.0%	0	0
Two or more races	0	0	0	0	4	1	2	2	1	0%	0	1	1	0.3%	0	1
Foreign									1	0%	1	0	2	0.5%	2	0
Did not self- identify	2	0	0	2	1	0	1	0	0	0%	0	0	0	0.0%	0	0
<b>Total</b>	<b>447</b>	<b>100</b>	<b>170</b>	<b>277</b>	<b>404</b>	<b>100</b>	<b>165</b>	<b>239</b>	<b>344</b>	<b>100%</b>	<b>150</b>	<b>194</b>	<b>377</b>	<b>100%</b>	<b>163</b>	<b>214</b>

TABLE 3: Student Comparisons

	Baseline: 2008-2009				2014-2015				2015-2016				2016-2017			
	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female	#	%	Male	Female
African American/Black	34	86	722	2751	2862	91%	768	2094	2666	86%	653	2013	2519	85.7%	562	1957
American Indian or Alaska Native	4	0	2	2	3	0%	1	2	2	0%	1	1	3	0.1%	1	2
Asian	10	0	0	10	20	1%	5	15	11	0%	1	10	21	0.7%	7	14
Hispanic/Latino	17	0	8	9	26	1%	5	15	70	2%	24	46	71	2.4%	25	46
White	90	2	25	65	59	2%	21	38	57	2%	21	36	57	1.9%	25	32
Native American or other Pacific Islander	0	0	0	0	0	0%	0	0	0	0%	0	0	1	0.0%	1	0
Two or more races	0	0	0	0	68	2%	22	46	37	1%	10	27	36	1.2%	11	25
Foreign									197	6%	72	125	175	6.0%	59	116
Did not self- identify	45	11	139	318	95	3%	25	70	68	2%	18	50	56	1.9%	8	48
<b>Total</b>	<b>40</b>	<b>100</b>	<b>896</b>	<b>3155</b>	<b>3133</b>	<b>100%</b>	<b>852</b>	<b>2281</b>	<b>3108</b>	<b>100%</b>	<b>800</b>	<b>2308</b>	<b>2939</b>	<b>100%</b>	<b>699</b>	<b>2240</b>