



# **REPORT ON DIVERSITY INITIATIVES**

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Office of the Provost and Vice President for Academic Affairs  
2500 W. North Avenue  
Baltimore, MD 21216  
(410) 951-3010 office, (410) 951-3009 fax

**Coppin State University**  
**CULUTURAL DIVERSITY PLAN REPORT**

**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.

**TABLE 1 NARRATIVE**

Goals Related to the Mission

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 institution is primarily a teaching institution and has integrated best teaching practices throughout its curriculum and in support of its charter school affiliations. For example, the emphasis on teaching and learning is highlighted through its relationships with two charter schools in West Baltimore. Through the support of the College of Arts & Sciences and Education, the charter schools continuously perform within the top 10 % of its counterparts in Baltimore City Schools. In the past, Coppin Academy (the secondary high school) ranked 2<sup>nd</sup> within the State on end-of-grade assessments at every content level. These students are given the opportunity to matriculate into the University, increasing the diversity of the profile and educational opportunities.

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.

To address the goals in the University System of Maryland's (USM) Strategic Plan, *Powering Maryland Forward*, the university has aligned its strategic plan to the systems five themes and key goals/strategies. Based on our vision and mission, Coppin State University adopted the following overarching goals for 2013 to 2020. The objectives and priorities are highlighted for this document.

***Goal 1: Increase College Completion Rates.***

This goal focuses on Recruitment, Retention and College Completion. The University will contribute to the goal of increasing college completion rates. 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, financial aid programs, and finally, providing specific enrollment cohorts with customized and timely counseling and advisement.

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

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

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

Coppin is committed to improving its delivery of instruction and enhancing program offerings. The institution will focus on transforming the academic model to improve teaching and learning and will increase university engagement in the community through service learning. Key strategies include increasing service learning opportunities, further engage a culture of assessment, and expand online and distance education opportunities to a largely non-traditional population of students

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

Strategies have been developed for improving administrative operations that include creating a culture of accountability, leveraging existing resources to improve effectiveness, aligning the university’s budget to the Strategic Plan, enhancing business and financial planning, aligning fundraising goals with the university’s strategic priorities, engaging in environmental stewardship and restoring the Office of Sponsored Programs and Research to increase external funding. The campus plans to continue using technology to enhance administrative operations in key areas that include financial aid, student accounts, and fundraising.

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

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

**PROGRESS RELATED TO THE GOALS**

- The University continues to place an emphasis on special programs and services for its students. Such activities include cohort and “deep-dive” initiative services, academic advisement and other support services, as well as retention and graduation initiatives. Since the baseline year of the report, Goal 1 has improved by an overall 4% from a 14% graduation rate to an 18% rate. The increase is attributed to the implementation of best practices and sustained funding from the State.

- The University introduced new academic programs, a new internal program review process, and reduced, eliminated, or suspended unnecessary courses and academic programs.
- Efforts to continue to certify faculty who teach online or distance education courses continues annually through the Faculty Information Technology Committee.
- The University is able to successfully maintain financial controls by updated PeopleSoft Business Solutions. As a result, the Maryland Office of Legislative Audits continues to reduce concerns and audit findings for the University.

**TABLE 2 NARRATIVE**

**Description of Cultural Diversity Addressed Among its Students, Faculty, and Staff**

Recruitment and Retention of Underrepresented Students, Faculty, and Staff

- Student Academic Success Academy (SASA) – Incoming freshmen students
- First-Year Experience – Incoming freshmen, also serves sophomores, juniors, and seniors
- Freshmen Male Initiative – Incoming freshmen male students
- Our House – Mentoring program for male and female students

Creates Positive Cultural Interaction and Awareness among Students, Faculty, and Staff

- Counseling Center for Student Development (CCSD) – The Counseling Center conducts workshops, individual counseling, and individual programming for international students and faculty

Uses Cultural Sensitivity Instruction and Training for Students, Faculty, and Staff

- The Office of Human Resources conducts annual customer service training for all faculty and staff as a mandatory requirement. Workshops include such topics as sexual harassment, diversity sensitivity, and other professional development seminars on reporting hate crimes and incidents on campus.

Uses Administrative Structures, Offices, Councils, and Diversity Officers

- The Curriculum Policy and Standards Committee regularly oversees undergraduate course and program approvals on the campus. For each new or continued program, the Committee ensures that diversity is address within the course or throughout each academic program. Diversity is within the course syllabi.
- The Graduate Council, as in the case of the Curriculum Committee regularly oversees graduate level course and program approvals on the campus. For each new or continued program, the Committee ensures that diversity is address within the course or throughout each academic program. Diversity is within the course syllabi.

- The Office of Human Resources provides orientation to all new staff and faculty covering such issues of diversity.

#### Uses Targeted Programs and Services to Achieve Diversity Goals

- The campus has diversity days sponsored by the Information Technology Division where staff and faculty are invited to bring food dishes prepared or purchased that represent their country of origin. This programming has occurred regularly for more than 15 years and remains a tradition.
- As it relates to enrollment and degree production of African Americans within the USM, Coppin's programs Student Academic Success Academy (SASA) – Incoming freshmen students. Other programs include: First-Year Experience – Incoming freshmen, also serves sophomores, juniors, and seniors; Freshmen Male Initiative – Incoming freshmen male students; and Our House – Mentoring program for male and female students. The campus also uses specialized living learning communities through Honors, Nursing, and ROTC.

### **TABLE 3 NARRATIVE**

#### **Efforts to Create Positive Interactions and Awareness Among Students, Faculty, and Staff**

##### Provides Cultural Diversity Interactions & Training among Students, Faculty, and Staff

- The Counseling Center for Student Development (CCSD) conducts workshops annually for students, faculty, and staff. Individual counseling is also provided for international students to help with assimilation and understanding of cultural issues.
- The Office of Human Resources conducts workshops annually on customer service and other subjects as needed. Topics include assistance with understanding a myriad of diversity issues. Workshops are offered to staff and faculty, including administration.

##### Provides Curricular Initiatives that Promote Cultural Diversity in the Classroom

- The Curriculum Policy and Standards Committee reviews programs each year. A part of the review process includes ensuring diversity among other important issues in higher education is included within course syllabi and in the design of new courses and academic programs

##### Provides Co-Curricular Programs and Events for Students

- The Department of Criminal Justice and Applied Social Sciences conducts lecture series throughout the semester on relevant issues dealing with race and culture. These events

are open to the campus and also involve brown bag series where students, faculty, and staff are able to share in roundtable discussions with guest speakers.

- The Annual Cultural Marketplace is an event open to students as well as the rest of the campus where there is a celebration of a variety of international foods, clothing, music, and vendors gathered within the Tawes Center. The event is operated by faculty and staff and is open to the campus community and public.

#### **TABLE 4 NARRATIVE**

##### **INSTITUTION HAS A PROCESS FOR REPORTING HATE CRIMES**

- **INSTITUTIONAL RESPONSE - YES** – 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 4

2015-2016 USM Annual Report on Institutional Programs of Cultural Diversity  
*Institution has a Process for Reporting Campus-Based Hate Crimes*

*COPPIN STATE UNIVERSITY*

Yes

Reporting is a part of Public Safety's Annual Campus Crime Report - as reported to the University System of Maryland

**Legend**

Y = Yes

N = No

TABLE 1: Faculty Comparisons

|   | Baseline: 2009-2010 |            |            |            | 2013-2014  |             |            |            | 2014-2015  |            |            |            | 2015-2016  |             |            |            |
|---|---------------------|------------|------------|------------|------------|-------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|
|   | #                   | %          | Male       | Female     | #          | %           | Male       | Female     | #          | %          | Male       | Female     | #          | %           | Male       | Female     |
| African American/Black                    | 241                 | 80         | 91         | 150        | 227        | 78%         | 93         | 134        | 208        | 76         | 83         | 125        | 191        | 74%         | 70         | 121        |
| American Indian or Alaska Native          | 0                   | 0          | 0          | 0          | 1          | 0%          | 0          | 1          | 0          | 0          | 0          | 1          | 1          | 0.4%        | 0          | 1          |
| Asian                                     | 13                  | 4          | 10         | 3          | 16         | 6%          | 12         | 4          | 12         | 4          | 9          | 3          | 14         | 5%          | 11         | 3          |
| Hispanic/Latino                           | 1                   | 0          | 0          | 1          | 0          | 0%          | 0          | 0          | 2          | 1          | 1          | 1          | 3          | 1%          | 1          | 2          |
| White                                     | 37                  | 12         | 27         | 10         | 41         | 14%         | 27         | 14         | 38         | 14         | 27         | 11         | 38         | 15%         | 26         | 12         |
| Native American or other Pacific Islander | 0                   | 0          | 0          | 0          | 0          | 0%          | 0          | 0          | 0          | 0          | 0          | 0          |            |             |            |            |
| Two or more races                         | 0                   | 0          | 0          | 0          | 6          | 2%          | 4          | 2          | 5          | 2          | 3          | 2          | 1          | 0.4%        | 0          | 1          |
| Foreign                                   |                     |            |            |            |            |             |            |            |            |            |            |            | 9          | 4%          | 7          | 2          |
| Did not self- identify                    | 9                   | 3          | 4          | 5          | 0          | 0%          | 0          | 0          | 8          | 3          | 6          | 2          | 0          | 0%          | 0          | 0          |
| <b>Total</b>                              | <b>301</b>          | <b>100</b> | <b>132</b> | <b>169</b> | <b>291</b> | <b>100%</b> | <b>136</b> | <b>155</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> |

TABLE 2: Staff Comparisons

|   | Baseline: 2009-2010 |            |            |            | 2013-2014  |            |            |            | 2014-2015  |            |            |            | 2015-2016  |             |            |            |
|---|---------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|------------|------------|
|   | #                   | %          | M          | F          | #          | %          | M          | F          | #          | %          | M          | F          | #          | %           | M          | F          |
| African American/Black                    | 410                 | 92         | 148        | 262        | 374        | 88         | 148        | 226        | 356        | 88         | 132        | 224        | 299        | 87%         | 119        | 180        |
| American Indian or Alaska Native          | 0                   | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0%          | 0          | 0          |
| Asian                                     | 13                  | 3          | 9          | 4          | 12         | 3          | 9          | 3          | 11         | 3          | 7          | 4          | 11         | 3%          | 7          | 4          |
| Hispanic/Latino                           | 2                   | 0          | 1          | 1          | 0          | 0          | 0          | 0          | 4          | 1          | 2          | 2          | 2          | 1%          | 1          | 1          |
| White                                     | 20                  | 4          | 12         | 8          | 37         | 9          | 27         | 10         | 26         | 6          | 19         | 7          | 30         | 9%          | 22         | 8          |
| Native American or other Pacific Islander | 0                   | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0          | 0%          | 0          | 0          |
| Two or more races                         | 0                   | 0          | 0          | 0          | 3          | 1          | 2          | 1          | 4          | 1          | 2          | 2          | 1          | 0%          | 0          | 1          |
| Foreign                                   |                     |            |            |            |            |            |            |            |            |            |            |            | 1          | 0%          | 1          | 0          |
| Did not self- identify                    | 2                   | 0          | 0          | 2          | 1          | 0          | 1          | 0          | 1          | 0          | 1          | 0          | 0          | 0%          | 0          | 0          |
| <b>Total</b>                              | <b>447</b>          | <b>100</b> | <b>170</b> | <b>277</b> | <b>427</b> | <b>100</b> | <b>187</b> | <b>240</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> |

TABLE 3: Student Comparisons

|   | Baseline: 2009-2010 |            |            |             | 2013-2014   |            |            |             | 2014-2015   |             |            |             | 2015-2016   |             |            |             |
|---|---------------------|------------|------------|-------------|-------------|------------|------------|-------------|-------------|-------------|------------|-------------|-------------|-------------|------------|-------------|
|   | #                   | %          | Male       | Female      | #           | %          | Male       | Female      | #           | %           | Male       | Female      | #           | %           | Male       | Female      |
| African American/Black                    | 34                  | 86         | 722        | 2751        | 3038        | 90         | 761        | 2277        | 2862        | 91%         | 768        | 2094        | 2666        | 86%         | 653        | 2013        |
| American Indian or Alaska Native          | 4                   | 0          | 2          | 2           | 3           | 0          | 2          | 1           | 3           | 0%          | 1          | 2           | 2           | 0%          | 1          | 1           |
| Asian                                     | 10                  | 0          | 0          | 10          | 34          | 1          | 10         | 24          | 20          | 1%          | 5          | 15          | 11          | 0.4%        | 1          | 10          |
| Hispanic/Latino                           | 17                  | 0          | 8          | 9           | 46          | 1          | 12         | 34          | 26          | 1%          | 5          | 15          | 70          | 2%          | 24         | 46          |
| White                                     | 90                  | 2          | 25         | 65          | 74          | 3          | 25         | 49          | 59          | 2%          | 21         | 38          | 57          | 2%          | 21         | 36          |
| Native American or other Pacific Islander | 0                   | 0          | 0          | 0           | 0           | 0          | 0          | 0           | 0           | 0%          | 0          | 0           | 0           | 0%          | 0          | 0           |
| Two or more races                         | 0                   | 0          | 0          | 0           | 68          | 2          | 25         | 43          | 68          | 2%          | 22         | 46          | 37          | 1.2%        | 10         | 27          |
| Foreign                                   |                     |            |            |             |             |            |            |             |             |             |            |             | 197         | 6%          | 72         | 125         |
| Did not self- identify                    | 45                  | 11         | 139        | 318         | 102         | 3          | 27         | 75          | 95          | 3%          | 25         | 70          | 68          | 2%          | 18         | 50          |
| <b>Total</b>                              | <b>40</b>           | <b>100</b> | <b>896</b> | <b>3155</b> | <b>3383</b> | <b>100</b> | <b>864</b> | <b>2519</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> |