COPPIN
Enrollment Management
& Student Affairs

Student Engagement and Success Framework

2023-24

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Coppin State University Community and Friends,

I am excited to share with the Division of Enrollment Management and Student Affairs a new framework for student engagement and success. While the expectation is to read, absorb, and implement the mentioned philosophies into practice, I challenge each of you to actively ponder how your work aligns with our institution's strategic priorities and the division's framework.

In accordance with Coppin State University's strategic priorities of (1) becoming a university of choice, (2) improving the holistic development and completion rates of our students, (3) strengthening our brand and reputation as a leader in urban higher education, (4) becoming a great university at which to work, and (5) enhancing our teaching and research excellence; our approach as the Division of Enrollment Management and Student Affairs is as follows:

- Recruitment: This is the intentional process of finding and attracting prospective students to Coppin State University. This process should be done in the most timely and cost-effective manner. It aligns with the overall University goal of being a "University of Choice".
- Retention: This is the term-to-term and year-to-year maintenance of students at Coppin State University until graduation or success in their goal. Retention is a data-informed process that provides holistic support to students to empower their success.
- Persistence: This is the engagement and involvement that ensures that students progress positively toward their degrees and develop holistically along the way.
- Graduation: This is the ultimate goal of the prior three areas if done well. Graduation is the success of the student in obtaining their degree aspiration.

The Division of Enrollment Management and Student Affairs looks forward to partnering on current and new initiatives, as we continue to work to elevate, enhance, and redesign the cocurricular experience for our students. We are indebted to our cross-campus constituents who continue to collaborate with us on our success, past, and future.

Thank you for your continued dedication to Coppin State University and the Division of Enrollment Management and Student Affairs.

Sincerely,

Stephan Moore, Ed. D.
Vice President for Enrollment Management and Student Affairs
Coppin State University

Introduction

ALL IN

The Division of Enrollment Management and Student Affairs (EMSA) plays a critical role in the University.

The work of the EMSA contributes to the overall priorities and goals of the university.

This document outlines a framework for how the Division and University accomplish the tasks of recruitment, retention, and persistence leading to Graduation.

This work is not accomplished in isolation from the campus. Our work is built on partnerships with Academic Affairs, Faculty, other staff, and our students.

Campus Partnerships

Staff   **Faculty**   **Alumni**   **Students**

Recruitment   Retention   Persistence (Engagement & Involvement)   Graduation

"The best partnerships aren't dependent on a more common goal, but on a shared path of equality, desire and no small amount of passion"
-Sarah MacLean

The document and plan address the four main areas of the division's work.

- Recruitment—This is the intentional process of finding and attracting prospective students to Coppin State University. It should be done in the most timely and cost-effective manner. It aligns with the university's overall goal of being a "University of Choice."
- Retention – This is the term-to-term and year-to-year maintenance of students at Coppin State University until graduation or success in their goal. Retention is a data-informed process that provides holistic support to students to empower success.
- Persistence—This is the engagement and involvement that ensure that students are progressing positively toward their degrees and developing holistically along the way.
- Graduation – This is the ultimate goal of the prior three areas if done well. Graduation is the success of the student in obtaining their degree aspiration.

The document presents an overall framework for how the above areas are best accomplished at Coppin State University. In addition, it outlines specific examples in place or plans to demonstrate these. Likewise, the framework builds on the strengths of Coppin and recommends areas for immediate improvement as well. References exist throughout the document that highlight the opportunities for work to be further improved in collaboration with other stakeholders on campus.

The document also presents an overall philosophy of how EMSA relates to students. Students are the 'why' of the work and centering them with guiding principles reminds us of the importance of that commitment.

A task force led by the leadership of various offices and colleges worked across the Fall 2022 and Spring 2023 semesters to assess how the division's work is accomplished and what should be accomplished to contribute to this plan.

The commitment to the students is grounded on principles of the 7C's. The 7Cs are:
- **Communication** – We share information in a timely fashion with students, faculty, and staff on all efforts.
- **Collaboration** – The Division works across campus to empower and support students.
- **Community** — Students' work and education are shared processes that require a village, a robust community of alumni, faculty, staff, and students.
- **Care** – Students feel supported and valued as members of the Coppin community.
- **Clarity** – Students experience an honest and open culture that is clear at every stage.
- **Confidence** – Building increasing confidence in students enables and empowers students to be scholars and see role models on campus.
- **Commitment** – The student's understanding of the university, faculty, and staff's investment in their success fosters the students' commitment to the Coppin community.

The 7C's are a constant foundation of how the division works within the university and an agreement that can be built upon for improvement.

The Division of Enrollment Management and Student Affairs can best move the necessary university priorities within Recruitment, Retention, and Persistence to lead to Graduation by focusing on "POP" "Personal Connections, Outcomes Focus and Process Improvement":

- Personal Connections — Coppin's small size makes its relational nature a strong selling point for recruitment. Beyond that, it is a strength to retain students and engage them in opportunities to persist.
- Outcomes Focus — Today's students, more than ever, want to know what will happen after completing something. This focus on outcomes should be reminded in activities across recruitment, retention, and persistence.
- Process Improvement – The Division is responsible for many processes which support recruitment, retention, and persistence. A focus on process improvement can aid the student experience and move each of the main areas forward.

This document is organized to explain each of the POP areas built upon the 7Cs foundation and make initial recommendations of concrete steps in each area to move forward. For example, the Personal Connections section explains how this intersects with recruitment, retention, and persistence while also describing specific examples.

The examples of how these intersect with a variety of departments are not comprehensive or complete. This is the result of initial brainstorming and will be a guide to allow each department to look at how it supports these areas that intersect with recruitment, retention, and persistence.

Personal Connections

One hallmark and strength of Coppin is its small size and the ability for strong personal connections. As an Academic Affairs example, the student-to-faculty ratio is 13 to 1. Personal connection is really about the demonstration and introduction to the Eagle Family!

The benefits of this personal connection extend and must be enhanced within the Division of EMSA to promote retention, recruitment, and persistence.

Personal connections with the students extend throughout every aspect of the student lifecycle.

Recruitment and Personal Connections
In recruitment, a personal connection introduces the student to the level of attention and resources they will receive as students at Coppin State. It is their first opportunity to understand there is someone to turn to for the questions and advice they may need.

The Office of Admissions plays the largest role in recruitment, but they do not act alone. As the primary department in the recruitment process, though, they set up many avenues and methods of work that can ensure personal connections have the chance to develop. Examples include:

- Destination Coppin events – Bringing a wide variety of Coppin constituents to prospective students and their families can make Coppin accessible. The informal nature of these events allows valuable networking.
- Campus Tours – Dynamic tours that are personalized to the student's interests and led by current students allow connections to be made with students currently experiencing the existing experience at Coppin.
- Knowing their admission counselor—The student should not be bounced between whichever recruiter or staff member they see but have a person who guides their entry into the institution.
- Personalized communication – Communications that leverage Anthology, Slate, Mainstay AI, Mentor Collective, and other technologies to address the specific student, their situation, and their interests.
- Marketing materials – Marketing materials that highlight the opportunity for personal connection and support at Coppin.

While the Office of Admissions plays a primary role in recruitment and ensuring personalized attention, it does not act alone. A pinnacle of Coppin's strength and the diversity of Offices within the Division is leveraging several stakeholders to enhance this personal connection during recruitment.

The Eagle Achievement Center (EAC) plays a vital role. As the Office is charged with executing Orientation, this is the next large step in the student recruitment timeline. As such, the lead-up to Orientation and the period between Orientation and the start of the academic year are vital periods in the student's journey, and a personal connection can strongly contribute to making this time positive.

To that end, the EAC works with the students beginning at matriculation or paying the Enrollment Services fee. At that point, regular and personalized communications, both email and physical mail to the home, are leveraged to establish and demonstrate this Personal Connection hallmark of EMSA at Coppin State.

A portion of the communications will promote events intentionally opened to incoming and prospective students. These will include athletic events, select student activities, and a summer concert series. The events will be structured to have a congregating area for the incoming students to assist in forming bonds with each other, but they will also be staffed by EAC professionals and peer staff to impart that personalized connection.

Personal Connection is also about introducing the goals and possibilities of a degree at Coppin during the recruitment phase. Today's students are outcome-focused, and it is particularly important to ensure that they understand the unique opportunities available with a Coppin education and degree early in the recruitment process.

Career and Professional Services and Faculty work together to provide personal connection and information on the potential outcomes of a Coppin State degree. This process starts with listening to the student's aspirations and highlighting the potential possibilities the prospective student may not have considered. Alumni can also play a significant role in this work as they exemplify the successful outcome for those who have come to Coppin State with the same aspirations the student may express.

Finally, students select their university of choice for many reasons, and a sense of community is an important aspect of recruitment. The Campus Life area, including Residence Life, Student Activities, and Greek life, must be introduced at the recruitment stage to show the level of student expression, community, purpose, and family formed outside of the classroom.

Personalized Connections – Recruitment

Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Office of Admissions	Events that highlight personal connection, such as Admitted Student Days, Destination Coppin, and Open House Personalized Communications Marketing Materials	Knowing the Name of a Coppin staff person as a point of contact. Radical Hospitality. Communications that address the student by name and their particular expressed interests. Marketing materials that highlight the opportunity for Personalized Connections.
Eagle Achievement Center	Pre-Orientation Communications Events	Pre-Orientation module and communications which are personalized and build excitement. Engagement opportunities with other prospective

	Orientation	students and meeting current students and staff. A strong Orientation program that imparts valuable information but is also a fun introduction and continues to build the narrative or personal connection.
Career and Professional Services (within the EAC) & Academic Affairs/Faculty	Share potential outcomes of the degree at Coppin State tailored to the student's interests	Students know the possibilities of a degree at Coppin.
Divisional Activity	Execute Mainstay AI	Engage students with easy responses to questions in text messages.
Campus Life	Show the community and connections possible at Coppin	Students learn of the changes to make outside-of-class connections at Coppin State.

Retention and Personal Connections

A personal connection is vital in the Retention of students. Everyone struggles at some point in accomplishing a large goal, such as a college degree. Seeking help and assistance can be challenging, especially for new students. A student with a personal connection to a support system will be more likely to seek and accept assistance when needed.

Research exists that supports the importance of a personal connection for student retention and success, especially during transition. Schlossberg's Theory of Marginality and Mattering (1989) stated the positive effect of this on student success and framed four portions, including attention, importance, ego-extension, and dependence.

The Eagle Achievement Center (EAC) plays the chief role in the demonstration and setup of this personal connection to support. As first introduced through recruitment, the personal connection extends through many of the relationships between students and the staff in the EAC, including advisors, tutors, peer coaches, and mentors.

The establishment of a personal connection must be intentional. Therefore, several tangible steps to ensure success include:
- Data to track success networks – Data to monitor students' "Success Network" allow tracking of engagement with that network. For example, students are assigned an advisor and a mentor in Our House. Anthology Succeed allows

monitoring of interactions with each student and mentor, and actions can be taken when it looks like students are not engaging with their network.

- Students know their advisors – The University will assign a specific EAC advisor during students' first and sophomore years. After the sophomore year, Faculty advisors serve as the primary advisor, but EAC advisors are maintained as secondary advisors.
- Proactive interventions – Regular tracking of data, whether predictive analytics or engagement in learning management systems, will allow EAC advisors to intervene and work in an ongoing way with students who are struggling or need extra support.
- Peer support opportunities – Often, students are more comfortable taking and seeking advice from peers than from staff. The EAC provides numerous opportunities for peer support to students, including mentoring for all first-year students, success coaches open to all students, tutors in certain areas, and supplemental instruction in select courses.
- Addressing basic needs – The Center for Counseling and Accessibility (CAA) oversees the Coppin Corner (student food resource center) and the upcoming clothes boutique which provide students with free opportunities to address basic needs. The connection to CAA provides ongoing case management to other resources that may be needed.

Other areas play vital roles in the personal connections with students to support retention. In Residence Life, a close community of Resident Assistants (RA's) and staff can establish deep connections with students and are often the first line of information for students who may need support. To that end, training across the entire division on available resources and how to refer students in need is necessary annually to inform new student staff and remind returning staff.

A Personal Connection is central to the very way students interact with some areas of EMSA. For instance, Student Accessibility and Counseling Services operations depend on establishing a trusting and individualized relationship to either ascertain the accommodations necessary or establish a therapeutic relationship. In an era of an increasing need for accommodations and mental health challenges following the COVID-19 pandemic, this is a critical area for retention support.

Finally, involvement and engagement through out-of-the-classroom activities also foster personal connections. These include intentional ways that events feel welcoming to students and are structured in manners in which students get to interact and meet other students.

This is especially critical during Welcome Week activities which introduce students to the university's engagement and traditions. An essential element of a personal connection is the element of fun.

Personalized Connections – Retention

Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Eagle Achievement Center	Defined Success Network – Leverage technology to track	Students know who their advisor is, any peer support, and other important staff and faculty contributing to their success.
	Monitoring student engagement	Monitor engagement with the Success Network, especially engaging those who are not involved.
	Proactive interventions	Contact students who seem to be struggling personally or academically and work individually to create a personalized success plan.

	Peer support	Leverage peer support tutors, coaches, and mentors to provide students with more personalized connections.
	Cross training	The EAC staff is well-cross trained and any entry point to the EAC can allow holistic support and follow-up.
Residence Life	RA's and Professional Staff's connection to residents is strong and leveraged to impact student success.	RA's and Professional staff know their residents and vice-versa. Residence Life assists in student success efforts by being a front line of contact for those students living on campus.
Center for Counseling and Accessibility	Approachable services for students to get support and accommodations when needed.	Students are aware of these services and engage in them as needed. They report strong satisfaction.
Student Activities	Programming, especially in Welcome Week, fosters structured opportunities for students to make connections with staff and each other.	Students engage in programming in increased numbers and self-report meeting new people at such events.

Persistence and Personal Connections

Persistence goes beyond simply retaining students. It is intentional in propelling students forward developmentally and academically in positive progress toward the goal of graduation.

Many persistence activities are classified as High Impact Practices. High Impact Practices (Kuh, 2008) are engagement opportunities that are intentional in 8 areas to maximize the benefits for students.

- Set performance expectations at high levels.
- Encourage students to invest significant time in authentic tasks over some time.
- Add meaningful interactions between students, faculty, and staff – directly relating to personal connections.
- Provide frequent, timely, and constructive feedback.
- Increase periodic, structured opportunities to reflect and integrate learning.
- Provide opportunities to discover the relevancy of learning in the real world.
- Add a public display of competence.

High-impact practices are necessarily built on strong personal connections. The Division has stewardship to many high-impact practices listed below and should be executed, ensuring all principles above to maximize the benefit.

Non-traditional students and many traditional students at Coppin juggle multiple life responsibilities. Engaging in high-impact practices is a difficult commitment to add to an already busy life. However, intentionality must be made to still engage these students out of the class in areas of particular interest, such as events for veterans or students with children.

Jobs on campus are an important second tool for personal connection. Jobs on campus benefit students financially, but importantly, provide a close working relationship with an office on campus. These supervisors and co-workers become built-in resources to support students in their journey. To organize the process around student employment, the EAC will work to centralize job postings, the application processes, and other student employment tasks, working with the Office of Financial Aid to streamline the process for easier student access.

Personal connections and persistence also involve a robust student leadership, club, and organization process. Within this is a structure that is easy to access and navigate, allows you to start a new organization, access funding, and has support in this process. This allows students to be nimble and respond to emerging ideas and opportunities. Student clubs and organizations provide a rich opportunity for development and contribution to persistence.

Finally, developmental programming offered through several areas provides content that allows students to explore themselves and others and gain valuable skills. These areas regularly produce such content and include Recreation and Wellness, the Eagle Achievement Center, Residence Life, and the Center for Counseling and Accessibility.

Personalized Connections – Persistence

Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Eagle Achievement Center, Residence Life, Student Activities	Maximize High-Impact Practices such as serving as a mentor and coach, in SGA leadership, a Resident Assistant, study abroad, internship opportunities, and other leadership roles on campus. Ensure commitment to all eight principles is documented.	Students will increase engagement in the High-Impact Practices on campus.
Student Activities and the EAC	Plan programs for non-traditional students to have leadership and engagement opportunities.	A diverse set of programming exists to serve all students.
Center for Counseling and Accessibility	Structured developmental programming on topics such as Mindfulness, Mental Health, and Suicide Prevention	Learning outcomes are directly related to the applicable topic.
Recreation and Wellness	High Impact Practices such as leadership in intramurals Structured programs such as nutrition, fitness classes, and stress management.	Develop, market, execute and access the success of intentional high-impact practices. Learning outcomes are directly related to the applicable topic.

Outcomes Focused

Today's students care about outcomes. Outcomes are ultimately the question of what will happen because of a specific action. We know the transformational nature of a degree at Coppin. Coppin State University's Division of Enrollment Management and Student Affairs can aid our students in being explicit in the expression of outcomes and intentionally thinking about the interaction of outcomes with the areas of Recruitment, Retention, and Persistence.

Recruitment and Outcome Focused

In recruitment, the overall outcome of the degree can seem extremely far away; however, many students and their guests have the idea of completion at the forefront of their minds. They want to know the outcome of the investment of time, money, and energy for being a Coppin student.

The Office of Admissions plays the largest role in recruitment and begins the story of how recruitment can transform their lives. Actions Admissions can take include: -[A portion of this text is stated on page 4, you may want to edit rather than restate.]
- Destination Coppin events – Share degree job proposals and consider inviting alumni to represent.
- Marketing materials – Marketing materials that demonstrate data and career outcomes from previous graduates.
- Websites – Websites and social media provide an avenue to ensure that degree outcomes are articulated.
- Open Houses and other events – Open Houses and other events provide opportunities to express potential outcomes.

Other areas can impart potential outcomes to students as well. The Eagle Achievement Center (EAC) aspects of Career Services can introduce students to career possibilities. This is intended to be a portion of a new career-focused session in Orientation.

Financial Aid can also play a role in students feeling secure through the recruitment process outcomes. The financial outcome after college is certainly at the forefront of today's minds, especially with an increased focus on loans and college costs. The Office of Financial Aid and Student Accounts/Bursar can ensure students understand the costs, options to pay, and opportunities related to finance throughout the recruitment process.

Finally, outside areas of the division can be leveraged to assist in this area, especially Alumni Affairs. Many Coppin Alumni are eager to engage with students, even at the recruitment stage, and the Division should provide specific opportunities for this.

Outcomes – Recruitment

Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Office of Admissions	Events that highlight outcomes such as Open House, Admitted Student Days, and Destination Coppin Marketing Materials Websites	Knowing the Name of a Coppin staff person as a point of contact. Radical Hospitality. Marketing materials that highlight potential outcomes for attending Coppin State. Websites for degrees and programs have information on outcomes.
Eagle Achievement Center/Career Services	Orientation	An Orientation session to inform students about career services and potential outcomes.
Financial Aid	Information on costs of attendance and opportunities to address costs	Students and families understand the costs of Coppin and how they may fund or approach opportunities to address the costs.
Alumni Affairs	Demonstrate through alumni the examples of outcomes of a degree at Coppin	Prospective students meet with alumni with similar aspirations and goals.
Campus Life	Show the community and connections possible at Coppin	Students learn of the changes to make outside-of-class connections at Coppin State.

Retention and Outcomes Focused

Outcomes are an important aspect of retention. Studies have shown that when motivation is difficult to find for students (Friedman, 2008), a focus on the outcomes of the degree can overcome motivation challenges.

The Eagle Achievement Center (EAC) plays the chief role in exploring the outcomes of a degree at Coppin for students. As first introduced through recruitment, the messaging on the potential outcomes must be consistent and not just focus on the goal of an outcome for the degree but also the potential outcomes of actions while in college.

Through the EAC, outcomes can be a focus in almost every area. Some examples include:
- Advising – The outcome of decisions on classes, majors, and the number of courses taken each semester on timelines should always be a part of the conversation during advisement.
- Outreach – In the work of outreach coordinators with the most at-risk academic students, conversations on choices and their outcomes are a vital portion of the development of Success Plans.
- First-Year and Second-Year Experience – The establishment of the principles of outcomes starts with orientation and continues into the second year, with important discernment the students must make on majors and their area of study. The curriculum of First-Year and Second-Year experience can center these items.
- Career and Professional Services – These programs and services focus primarily on the life after Coppin and potential outcomes and possibilities with students. An intentional curriculum starting with Orientation can define how students at each stage develop in knowledge of their desired post-Coppin outcomes.

A Personal Connection is central to the very way students interact with some areas of EMSA. For instance, the operations of the Center for Counseling and Accessibility depend on establishing a trusting and individualized relationship to either ascertain the accommodations necessary or establish a therapeutic relationship. In an era of an increasing need for accommodations and mental health challenges following the COVID-19 pandemic, this is a key area of retention support.

Topical workshops and programs from areas such as Student Activities, Residence Life, Center for Counseling and Accessibility, and Recreation and Wellness also have outcomes. Some examples are a workshop on mindfulness or financial planning. These programs should be explicit in the marketing of the outcomes to inform the students and explain why they should give valuable time to this program. This also aids after-program assessments.

Outcomes – Retention		
Important EMSA Stakeholders	*Actions to Demonstrate*	*Output Expected*
Office of Admissions	Events that highlight outcomes such as Open House, Admitted Student Days, and Destination Coppin Marketing Materials Websites	Knowing the Name of a Coppin staff person as a point of contact. Radical Hospitality. Marketing materials that highlight potential outcomes for attending Coppin State. Websites for degrees and programs have information on outcomes.
Center for Counseling and Accessibility	Personal connections to execute the services	Students know of the services and utilize them as needed to support accommodations and/or mental health support.
Campus Life	Personal out-of-class involvement	Out-of-class engagement opportunities provide a

		welcoming community to all students.

Persistence and Outcome Focused

Persistence relates to outcomes in a clear manner. This is a chief opportunity to articulate to students the value and importance of engaging in activities that enable and promote persistence. A Division that is explicit in communicating with students that the outcome of their time and commitment to this program will have a payoff in learning, career attractiveness, or personal development can help in the recruitment of important persistence activities and especially high-impact practices.

In addition, students' academic progress can be heightened by being explicit in campaigns and marketing on the opportunities and outcomes for progress in the degree. An example of these includes the 15-to-finish effort, or the 15 each semester and 6 hours free in summer offers. The Division should campaign the marketing and awareness of these opportunities, and a chief way to market these is to center on outcomes.

Outcomes – Persistence

Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Student Activities, Residence, Life, EAC	Market the potential outcomes of High Impact Practices to students.	Increased engagement in High Impact practices.
Eagle Achievement Center and Records and Registration	Market university efforts such as "15 to Finish" and the offers of 15 credit hours each semester leading to 6 free hours in summer	Increased engagement in students with these programs and positive degree progress overall.

Processes Improvement

In conducting the work of a university, often behind the scenes, are any number of processes that impact the student. Some are student-initiated, and some are institutionally started, but they are important and must be done well.

The Division of Enrollment Management and Student Affairs commits to making its processes as efficient, transparent (as allowed), highly communicative, and simple as possible.

Processes intersect with each portion of the student journey- starting in recruitment, continuing in retention, and necessary for persistence to graduation.

Below several specific processes are discussed with aims established for optimization.

Recruitment and Process Improvement

In recruitment, several important processes define that experience.

The Office of Admissions guides students through the process of applying for enrollment at Coppin. This process is efficient and celebratory and can be an excellent 'first impression' of CSU.

Students are also well served to timely complete the Free Application for Federal Student Aid, "FAFSA", as prospective students. The necessary information to the student in advance of this process and the timely packaging following up from the Office of Financial Aid can support students' decisions on where to attend college and provide more complete information on expected costs.

They highlight the opportunity for an easily explained process and transparency on timelines in both the application for admission and student financial aid processes. In addition, a high level of communication about the processes can be an aid. This includes fast turnaround on questions or inquiries for assistance and regular emails built into the process flows to update students.

Other areas have processes that interact with students in the recruitment stage. The submission of transcripts to the Registrar's office should be laid out simply, easy to complete, and include confirmations of success. The process of analyzing transfer credits will benefit from the new Transfer legislation in Maryland, but that process should include simplicity, transparency, and good communication.

The Registrar's Office also manages the residency forms required for in-state tuition. This process, like many, should move online and be analyzed for how simple it can be modified while still complying with applicable laws. In addition, building clear steps and timelines for communications on decisions, appeals, and next steps for students. The Eagle Achievement Center with Orientation and the SASA summer bridge program also interact with several processes. These provide an opportunity to use the data already collected in

the admission process to simplify forms and provide clear dates and communication on any associated next steps.

Processes – Recruitment		
Important EMSA Stakeholders	*Actions to Demonstrate*	*Output Expected*
Office of Admissions	Application for admission	Timely communication, excellent customer service, and a clear timeline on the steps and process.
	FAFSA promotion	Students are encouraged to complete the FAFSA and understand its purpose and importance.
	Scholarships	Incoming students know how to apply for scholarships, receive timely decisions, and understand the next steps.
Eagle Achievement Center	Orientation	The process to register for orientation, the timeline of dates, and what to expect pre- and post-Orientation are explained clearly and communicated often. Students RSVP supplying only necessary and new information. Not redundant with admissions collected data.
	SASA Summer Bridge	Students understand the timeline. Get clear communication on expectations. Simplified application process.
Financial Aid	Information on costs of attendance and opportunities to address costs; FAFSA Completion	Prospective students are informed early on about costs. Students are encouraged to complete FAFSA and get timely packaging information. Students and families know where to get support if needed and receive quick assistance.
Registrar	Transcript submission and Transfer degree audits	Prospective students have a simple process for transcript submission and get affirmative confirmations of the completed process. Transfer students get an analysis of transferring courses and clear communication on the results and appeals.
	Residency Forms	The residency form is moved online and made as simple as possible. The process for appeals or submitting additional information is

		clear and how to get assistance is shared specifically in communications.

Retention and Process Improvement

While students are at Coppin, many processes must occur regularly for the student to successfully be retained. Some of these processes relate to items like registering for classes or paying the bill, while others support efforts to retain more directly, like Degree Audits. In addition, some processes, such as FAFSA completion, started in the recruitment stage and continue each year while retained at Coppin.

The principles defined above related to processes of being simple, clear, transparent, and supported are true in those related to retention as well.

One important benefit of the processes during the stages after recruitment is the central nature of the Eagle Achievement Center as a first and only stop for aiding in navigating processes and issues at Coppin. This centralization of this support saves students from bouncing from office to office or being unsure of where to go for support on certain tasks or processes. The EAC can navigate on behalf of students serving as advocates and assisting in understanding and sometimes simplifying complicated navigation. This process also allows the EAC to continuously monitor reoccurring issues with the process for the opportunity to always be looking at processes that could be improved.

 Topical workshops and programs from areas such as Student Activities, Residence Life, Center for Counseling and Accessibility, and Recreation and Wellness are also outcomes-driven. For instance, a workshop on mindfulness or financial planning is likely to have clear outcomes for the participants. These programs should be explicit in the marketing of the outcomes to inform the students and share why they should give valuable time to this program. This also aids after-program assessments.

The Office of Registration and Records, through the duties of the Registrar, is chiefly responsible for many process transactions. These include withdrawal processes, scheduling, transcript requests, grade appeals, and re-enrollment, to name a few. They also execute military-connected benefits. While already underway, the opportunity to move as many processes as possible to fully digital can provide numerous benefits, including simplicity of students, meeting expectations for today's students, reduced data entry, better tracking, and quicker action.

The advising and registration process intersects with both the Eagle Achievement Center and the Registrar. Work should continue to leverage technology to reduce misadvising. The structure of advising must be communicated to the campus community: freshmen and sophomores with the EAC as advisors, while juniors and seniors have primary Faculty advisors with the EAC as supplemental. The registration process should also be started even earlier by moving up the calendar of when course schedules are submitted to the Registrar, thus increasing the window of opportunity to advise before registration even begins.

Processes – Retention

Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Financial Aid	FAFSA and Packaging of Financial Aid	Students receive promotion of the process, packaging occurs in a timely fashion, and improvement in the percentage who complete the FAFSA.
Eagle Achievement Center	Centralizing support for students	Students seek out the EAC for a wide variety of issues and the EAC proactively approaches students seemingly struggling.
	Students understand advisor-assigned and improved plan sheets	The entire campus community understands the division of advising. Colleges and departments update program sheets.
	Degree Audits at 30, 60, and 90 credit hours	The process is implemented to proactively inform students of their status and mitigate any issues of being off track.
Residence Life, Counseling, Student Activities, Community Standards	Workshops and programs have defined learning outcomes and explicitly share	Students understand the value and deliverables of programs and can articulate them in assessments.
Registration and Records/Registrar	Move more forms online. Improve the process for transfer credit analysis.	Students can complete the vast majority of transactional forms online in a secure manner. Incoming transfer student and re-admit student processes improve as measured by timeline, communication, and ease of the process.

Persistence and Process Improvement

Persistence also encounters steps students must take to participate successfully. Some of these processes can continue improving to assist persistence.

Student Activities can support engagement and involvement on campus by having the most supportive processes for club registration and event productions by students. These steps require processes, but the offices can again center the principles of simplicity, effective communication, support, and transparency.

Student employment is valuable for student persistence. Currently, there is no centralized system or network to post all jobs nor any office assisting students through that process. In a disjointed manner, The Office of Financial Aid supports Federal Work-Study while Career Services support resumes and application preparation.

The addition of Hand Shake software within the Eagle Achievement Center is an opportunity for centralizing and improving this process. This will encourage more students to know of opportunities and seek out these opportunities.

Scholarship support is another area for process improvement. Currently, a variety of staff around campus work with cohorts or specific scholarships. A centralized area to both monitor and support scholars and assist students with opportunities within and outside of Coppin can greatly aid students' financial success at Coppin. The EAC will serve as this area and must identify staff to serve as point individuals.

Processes – Persistence		
Important EMSA Stakeholders	Actions to Demonstrate	Output Expected
Student Activities	Improved and simplified club registration process. Improved event support process for clubs.	Students can easily register and maintain a student organization. Student clubs and organizations have an easier and more electronic process for event planning.
Eagle Achievement Center	Student Employment central job board and support through the process.	Career and Professional Services in the EAC will post student employment jobs on Handshake and support students interested in student employment.

	Scholarships – internal and external	Identify a point staff persons to work with students on scholarships

Next Steps

This plan was introduced to the Division at the August staff development retreat. Directors and leaders of the Division continue to work on ways to implement the work of this plan's POP and 7C's into the daily work of departments and future opportunities for improvement.

The Enrollment and Retention committees should look at a more divisional level at the continued cross-departmental opportunities for further collaboration and improved service to students.

The leadership of the Division should revisit the articulated goals in this document and those developed further through the roll-out to measure progress on a semester basis toward the integration of these ideas and steps articulated to achieve them.

Finally, as an organic document, updates should be made annually to state new steps needed for continuous improvement.

VERSION: March 2024

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Appendix A

Planned student counts by year.

The document below assumes success in recruitment measures outlined in the USM system and success in retention goals.

	Fall 2023	Fall 2024	Fall 2025	Fall 2026
The total Student Population Forecasted	2,100	2,163	2,271	2,339
New student cohort*	800	865	892	918
Returning student cohort**	1,039	1,029	1,097	1,131
Graduate Student Total	261	269	282	290

Based on USM Projections produced by Coppin State University
*New UG and Transfer, New 2nd Degree students included in New Student Total
**Returning Continuing Students and Re-admits

Appendix B

Student Retention and Persistence Actions and Goals/Action Plan

Vincent Tinto published the "Model of Institutional Departure" (1993), which laid out categories useful for grouping efforts to effect student departure: academic difficulties, challenges in resolving educational and occupational goals, and a failure to become academically and socially connected to the institution. The goals below use this categorization.

Efforts to Impact Academic Difficulties:

Action	Plan	Timeline
Leverage predictive analytics and early-alert calendar with faculty to improve proactive interventions	Use the formula in Anthology, mid-term grades, and push early alert reminders to faculty to generate students to conduct proactive interventions during the semester, especially the first six weeks. Outreach staff in the EAC will manage caseloads and follow up with assigned students.	Implementation began in Fall 22 and Spring 23, with full implementation and the full team expected by Fall '23.
Develop synergy through the Academic appeal process and the SAP appeal process	Reduce confusion by consolidating forms between the Academic Affairs managed process with academic performance indicators (Alert, Suspension, etc.) and SAP (satisfactory academic progress) through Financial Aid and the EAC manage action steps through plans.	A new combined process will be in place by the end of the Spring Semester '23 as notifications will go out to students based on unsatisfactory performance in Spring.
Improve early interventions with data from Blackboard Learning Management System	Utilize metrics within activity and grades compared to peers to find students struggling in courses that might otherwise not be known.	Initial conversations are underway with the Office of Information Technology on possibilities with current software.
Improve Withdraw process and implement exit interviews	Work completed with the Office of Records and Registration and the EAC to improve the policy and update forms to include EAC in the university withdrawal process.	Forms have been updated, and the EAC now does exit interviews, but the policy change is underway to streamline definitions.
Implement Bootcamp for academically struggling students	Implement a boot camp and required student session for students on academic alert, especially first-year students.	A pilot was launched in Spring '23 for those with poor performance in Fall '22. This pilot will continue with modifications on timing.

Resolving Educational and Occupational Goals:

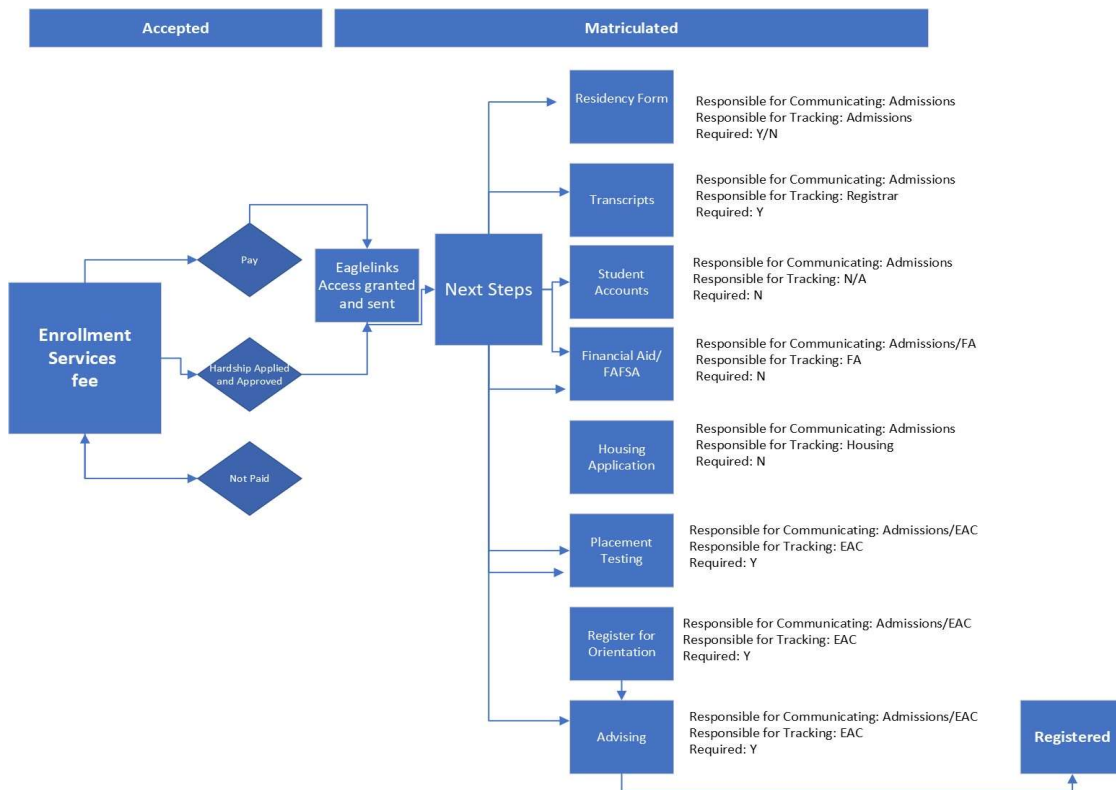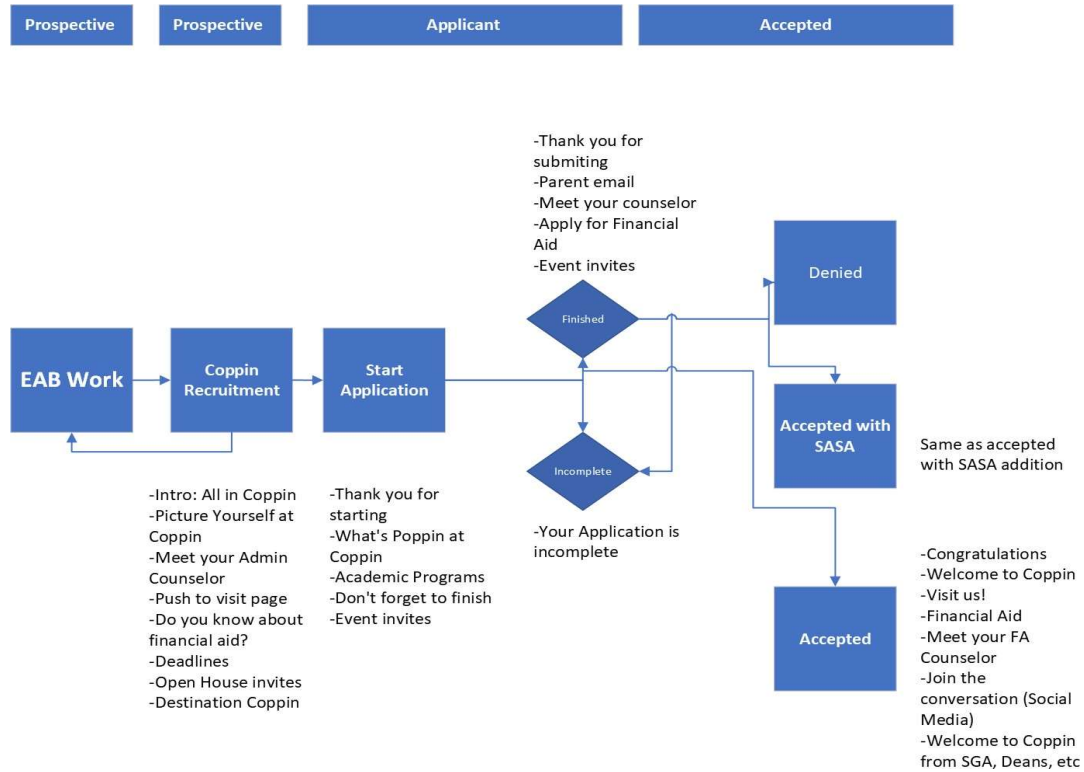| Action	Plan	Timeline
FYE and SYE Career Services Curriculum	Develop intentional integrations beginning with Orientation, through the First Year Seminar, and into workshops and speakers series which leverage exploration, self-assessments, and ongoing out-of-class engagement with career exploration.	Orientation changes will begin in Summer '23 and expansion of intentional offerings in FYE/SYE with the 23-24 academic year.
Majors Fairs and Targeted efforts to undecided students	All undecided students are advised by the EAC advisors. Add programming of a Majors Fair to allow students questioning degree choices to explore the possibilities within Coppin at a structured event again.	EAC advises undecided majors currently. A Majors Fair event is first scheduled for late spring semester '23.
Career Services improvements	Addition of a Career Week, Career Fairs on campus, and improved relationships with potential employers	The addition of staff in this area is occurring in Spring '23. The reintroduction of a career week and Career Fair occurred in Spring of '23
Handshake Software	Adding the nationally known and used Handshake software for career services, job and internship opportunities, and student interactions	Planned for a full roll-out in Fall '23

Efforts to Support Social and Academic Integration in the Institution:

Action	Plan	Timeline
Improved First Year Experience integration with the First-Year Seminar	Develop intentional ways the curricular elements of the First Year seminar complement the out-of-class engagement with FYE offerings.	A first-year read is planned for Fall Semester '23 in which the author of the book will be a Fall highlight FYE program. Other services and civic engagement elements are under development.
30-60-90 Degree Audits	Conduct an audit to report to students and advisors the level at which a student is on-track or off-track toward expected graduation, general education, and major requirements	Pilots conducted for 90 and 60-degree levels in Fall '22 and Spring '23 with planned full implementation for all students in Fall '23
Implement Anthology Succeed for information sharing and tracking	A common system for recording information on students and communications allows better service for students.	This project is underway and expected that the EAC will go live with its entire staff in Summer '23
Execute a timely communications calendar	Message to student opportunities and tasks needed to be completed regularly.	Leverage Mainstay AI through 23-24 for timely text messages and follow-up
Success Plans	Developed recommended path of utilizing resources at Coppin and what to utilize within each resource in which year.	Success plans are developed and on the EAC website and will receive further marketing.
Improve co-curricular developmental engagement opportunities through lunch and learn with faculty	Develop a Take a Professor to Lunch program and Lunch/Learn workshop series (Food for Thought)	Execute in Fall '23
Update Program sheets	Work in collaboration with the Office of the Provost and Academic Affairs to standardize and update Program Sheets	This will be completed by the end of Summer '24.
Expanded mentorship opportunities	Funding has allowed all incoming students to receive an upperclass peer mentor which a special focus on students from the City of Baltimore.	The expected pilot of one or two options in Fall '23
Supplemental Learning and Tutoring Services	Tutoring was greatly expanded through Title III funding to offer any course in which students are reporting difficulties. SI will launch	Tutoring expansion has occurred throughout Fall '22 and Spring '23. SI will be added to specific courses in Fall '23

	in Fall '23 with high D/F/W courses to provide embedded support	
Communication advising model	Communicate the advising model of year 1 and year 2 being EAC primary advisor and faculty as year 3 and year 4, with EAC as secondary	Ensure students, faculty, and staff are communicated with the new advising model. Will be done as the EAC finishes staffing for advisors by colleges
Leverage Parent and family support systems	Obtain contact information for families and parents through Admissions and Orientation processes and leverage these connections to also have engagement and communicate important information such as registration opening dates and bill schedules to families.	This information is currently not collected, but the collection will begin with Summer Orientation '23.
Improve offerings of civic engagement and service learning to promote active learning outside of class.	The addition of a VISTA Intern to the EAC will allow programming and offerings in this area, targeting FYE and SYE students.	The VISTA intern has been approved through TransAtlantic for the 2023-2025 and offerings in this area will begin in Fall '23.
Veteran and Military Connected Student Services	Add services for military and veteran students including peer mentoring, transition programs, and specific veteran community-building offerings	The Student Veterans of American chapter for Coppin is underway in Spring '23. Additional offerings will be added during Fall '23
Sophomore Year Experience improved	Implement services to continue support & engagement opportunities for students into their second-year	Will begin in Fall '23 with the addition of an SYE staff member.
Improved billing and financial communications	Worked with Student Accounts and financial aid to improve communications with students about imp dates	On-going but significant changes made in Fall '22 and Spring '23
Expanded and differentiation of tracks of SASA Summer Bridge Program	Based on SASA proposal recommendations, increasing SASA capacity to 100 and more delineating differences between the tracks	Will be implemented in Summer '23
Develop leadership education programs, conferences, and other high-impact practices.	Continue and expand the annual leadership conference. Expand with additional interactive opportunities and develop a more intentional curriculum.	Leadership conferences are currently held but will have better coordination between Campus Life, the EAC, and others.
Add Study Abroad opportunities	Exploration of options and feasibility of costs need investigating.	This is in the initial stages with potential first execution in Spring '24.

Appendix C

Incoming Student journey/timeline with the above recommendations mapped.

Prospective	Prospective	Applicant	Accepted

-Thank you for submiting
-Parent email
-Meet your counselor
-Apply for Financial Aid
-Event invites

EAB Work → **Coppin Recruitment** → **Start Application** → Finished

Finished → **Denied**

Finished → **Accepted with SASA** — Same as accepted with SASA addition

Incomplete

-Intro: All in Coppin
-Picture Yourself at Coppin
-Meet your Admin Counselor
-Push to visit page
-Do you know about financial aid?
-Deadlines
-Open House invites
-Destination Coppin

-Thank you for starting
-What's Poppin at Coppin
-Academic Programs
-Don't forget to finish
-Event invites

-Your Application is incomplete

Accepted

-Congratulations
-Welcome to Coppin
-Visit us!
-Financial Aid
-Meet your FA Counselor
-Join the conversation (Social Media)
-Welcome to Coppin from SGA, Deans, etc

Accepted	Matriculated

Enrollment Services fee → Pay / Hardship Applied and Approved / Not Paid

→ **Eaglelinks Access granted and sent** → **Next Steps**

Residency Form — Responsible for Communicating: Admissions / Responsible for Tracking: Admissions / Required: Y/N

Transcripts — Responsible for Communicating: Admissions / Responsible for Tracking: Registrar / Required: Y

Student Accounts — Responsible for Communicating: Admissions / Responsible for Tracking: N/A / Required: N

Financial Aid/ FAFSA — Responsible for Communicating: Admissions/FA / Responsible for Tracking: FA / Required: N

Housing Application — Responsible for Communicating: Admissions / Responsible for Tracking: Housing / Required: N

Placement Testing — Responsible for Communicating: Admissions/EAC / Responsible for Tracking: EAC / Required: Y

Register for Orientation — Responsible for Communicating: Admissions/EAC / Responsible for Tracking: EAC / Required: Y

Advising — Responsible for Communicating: Admissions/EAC / Responsible for Tracking: EAC / Required: Y

Registered

Appendix D

Student timeline of actions and communications.

FALL SEMESTER	First-Year, High Achieving Student	First Year Student	First Year student in need of additional support	New Transfer Students	Sophomores	Juniors	Seniors
Summer	SASA Fast Track (up to 50 students)		SASA Bridge to Coppin required (up to 50 students)				
Summer	New Student Orientation						
Summer	Engagement Opportunities marketing including Summer Concerts Engagement Opportunities through local incoming student meet-ups (students on-campus) Room assignments and reminders about move-in information sent						
First Week	Welcome Week and Back to School Events Reminders checklist for academic success (Buy Books, put imp dates on calendar, etc.) Faculty attendance checks with data on absences sent to Registrar and EAC						
First Week	Welcome to Coppin communication				Welcome Back communication		
First Week	(Those in housing)	Hall meetings		Involve-ment Fair			
First Week	Our House mentoring program begins						
Second Week	New Student Convocation						New Student Convo-cation
Second Week	Add/Drop Deadline		Outreach continues to students not attending classes on desire to drop				
Fourth Week	First Month Check-ins				30-degree audits*	60-degree audits*	90-degree audits*

Week							
Fifth Week	Emoji Pulse Poll			Campus Job Fair Fall Version		Speaker Series	
Sixth Week	Begin Advising Period for next semester	EAC – Advisors directly reach out to their audience	EAC sends faculty advisors lists encouraging outreach			Fanny Jackson Coppin Week program-ming	
Seventh Week	Pre-Midterms tips communication						
Eighth Week	Professor Early Alert Prompt #2			Midterm Grades Due		EAC Interventions on Midterm Grades	
Ninth Week	FAFSA Completion Promotion			Speaker Series			
Tenth Week	Honors Programs Activities	Check-ins	Success Coach extra promotion outreach		Workshops on Internships preparation		Workshops on Career prepar-ation
Eleventh Week	Registration period begins by class year		Pop-Up registration events		Stop Out/Re-admit student outreach		
Twelfth Week	Declare Major Push	Declare Major Push	Declare Major Push		Declare Major Push		
Thirteenth Week	Deadline to Withdraw from Courses						
Fourteenth Week	Finals tips communications						
Fifteenth Week	FAFSA Reminders						
Finals	Study Jam events		Extra tutoring hours		Res Hall moveouts		
After Finals	Grades posted		Grade check-ins		Notification of		

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