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STATE UNIVERSITY

Miles W. Connor
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Title III Programs | OFFICE OF THE PRESIDENT

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Angela L. Williams, Ph.D.
Executive Director, Title III Programs

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Strengthening Historically Black Colleges and Universities Program

The mission of Title III Programs is to ensure federal resources are effectively and efficiently used to assist Coppin State University in becoming self-sufficient and expanding its capacity to serve diverse student populations. The funds are provided by the U.S. Department of Education to improve and strengthen the university's academic quality, institutional management, fiscal stability, and student service outcomes, under the direction of Dr. Anthony L. Jenkins, President.

TITLE III

October 1, 2022 **B** September 30, 2027



Act-01 Library Innovation **Activity Director – Dr. Wanza, Mary**

Enhancing digital resources and tools to support transformational teaching and student learning, research excellence and an inclusive communal learning environment both within library spaces and virtually, to strengthen collaboration, investigation and connection.

Act-02 Campus Digital Transformation **Activity Director – Dr. Curbeam, Dionne**

Advancing digitization to improve digital literacy, increase degree programs offered fully online, implement new pedagogical models for supporting digital needs, and infuse technological practices to innovate and transform low-impact campus business practices.



Act-03 Migration to Postmodern Cloud Human Resources & Financial Aid **Enterprise Resource Planning** **Activity Director – Mr. Smith, Thomas**

Migration and implementation of Workday -- a cloud-based Enterprise Resource Planning (ERP) system to enhance Human Resources Management and Financial Administration that will increase effective, efficient, and digitalized business processes.



Act-04 Faculty Development **Activity Director – Dr. Wilks, Pamela**

Supporting professional development of all faculty members, which contributes to program quality and enhancement, faculty growth, and student retention and success initiatives.



TITLE III

October 1, 2022 **B** September 30, 2027



Act-05 Employee and Organizational Development **Activity Director – Dr. Early, Lisa**

Develop training and organizational development programs with goals and objectives that support the University's strategic priorities and provide professional development to support staff that augment their knowledge and skills.

Act-06 Enhancing Academic Advising & Student Success Initiatives **Activity Director – Dr. Stewart, James**

The establishment of the Eagle Achievement Center (EAC), is to assist students with reaching their goals through centralized support, advising, strategic communications, data-informed interventions, peer support programs, tutoring, academic resources, and events.



Act-07 Enhancing Institutional Advancement **Activity Director – Mr. Humbert, Joshua**

The resource development arm of the university is designed to generate revenue and philanthropic support for the entire campus community. In addition to developing partnerships with funders to support programming and initiatives like research, workforce development, mentoring, and innovative curriculum enhancement.



Act-08 Center for Diversity, Equity, and Inclusion **Activity Director – Mr. Bowden, Michael**

Building a Center for Diversity, Equity, and Inclusion is designed to promote a healthy environment for delivering high-quality education. The center will support International Students, Veteran Services, Alumni Association, Student-Athletes, LGBTQIA+, Interfaith, Latinx, Women Center, Disability Services, Student Government Association, and other groups and activities as informed by best practices and CSU research.



TITLE III

October 1, 2022 **B** September 30, 2027



Act-09 Institutional Effectiveness Activity Director – Mr. Bowden, Michael

Enhancing services to better guide the campus through essential processes necessary to remain nationally accredited by the Middle States Commission on Higher Education and other specialized accrediting bodies.

Act-10 Building the Office of Sponsored Programs and Research Activity Director – Dr. Proctor-Walden, Hershell

The Office of Sponsored Programs and Research contributes to scholarship for faculty, adds in the experiences and vigor of academic programs, and through awards won, provide early research experiences for students. Support services assist faculty members in the pre-award functions of the grant cycle, funding source identification, proposal and budget development, processing and review, and proposal submissions.



Act-11 An Honors Program Career Preparatory Graduation Initiative Activity Director – Ms. Forbes, DeChelle

The Honors Program supports Coppin State University's high ability students with co-curricular activities each year in the implementation of the program's graduate school preparation and career development mission. Its approach to retention is to assist students in establishing career plans and then to provide the necessary resources to navigate those plans.



Act-12 Title III Part B Program Administration Activity Director – Dr. Williams, Angela

The Title III Program Administration Activity provides on-going management and support to the University's Title III Project Activities. Monitor the individual activities to ensure reasonable progress toward stated objectives and compliance with Federal, State, Institutional and other appropriate regulations. Serve as liaison between Coppin State University and the United States Department of Education



TITLE III

October 1, 2020 **F** September 30, 2025



Act-01 Enhancement of the College of Business Online BS Degree Data Science with Analytics Emphasis Activity Director – Dr. Gregory, Sadie

To strengthen the “STEM in Business” Programs in the College of Business to meet accreditation standards and to be competitive.

Act-02 Enhancement of the Center for Technology Innovations Activity Director – Dr. Curbeam, Dionne

Technology Innovations proposes to expand engagement and awareness of innovative and emerging technologies to Coppin State University faculty, staff, and students to transform the academic enterprise, promote a student-centered learning environment, and introduce 21st century learning skills to students.



Act-03 E-Resources for Remote Learning & Teaching Activity Director – Dr. Wanza, Mary

With the emergence and integration of information technology, the traditional library is not the library for the future. This activity proposes to select, integrate, and organize digital resources and tools to support transformational teaching and learning.

Act-04 Enhancing Coppin State University Cyber Security Infrastructure Activity Director – Mr. Smith, Thomas

This activity is designed to strengthen Coppin State University's cyber security infrastructure to ensure the protection of university constituent information, particularly students, faculty, and staff. This activity is in line with the Federal Government Cyber Security Initiative and the University System of Maryland Board of Regents IT Security Standards.



TITLE III

October 1, 2020 **F** September 30, 2025



Act-05 Enhancement of the Cloud Conversion of Disaster Recovery & Business Continuity Plan Activity Director – Mr. Smith, Thomas

This project involves expanding the university's Disaster Recovery plan to accommodate for expansion of online learning, hybrid courses, lecture capture capability, learning management systems, website presence, communications, and other technologies that are critical to the teaching and learning mission using cloud technology.

Act-06 Enhancement of the Natural Science Program Activity Director – Dr. Jiru, Mintesinot

This activity is designed to increase enrollment, retention, and graduation rates of students in Natural Sciences. In addition, the activity aims at enhancing faculty scholarship and undergraduate research experience through hands-on training and lab instruction.



Act-08 Enhancement of the Center for Nanotechnology Research Activity Director – Dr. Uddin, Jamal

This activity seeks to establish a virtual lab to facilitate remotely, acquire relevant instrumentation that will aid in teaching nanotechnology, train students on the theory and the applications, disseminate center research findings through publication, seminar and conferences, and to prepare High school students for STEM disciplines in college.



Act-09 Enhancement of Analytics Activity Director – Dr. Curbeam, Dionne

Enhancement of Coppin State University's predictive analytics improves decision making capabilities across several dynamics. Particularly around student persistence, financial dashboards, workforce, class scheduling and student nudging.



TITLE III IN ACTION

October 1, 2021 **B** September 30, 2022

Title III Activity Directors

Fall Retreat
August 25, 2022



Forbes, DeChelle
Humbert, Joshua
Stewart, James
Brace, Cherlyn
El-Haggan, Ahmed
Owens, Mary
Gregory, Sadie
Grigsby, Marshall C.
Williams, Angela L.
Mililani Sinclair
Uddin, Jamal
Curbeam, Dionne,
Smith, III, Thomas R.
Wilks, Pamela
Jiru, Mintesinot



Mililani Sinclair, Title III Director
Bowie State University
Dr. Marshall C. Grigsby
President and CEO
Grigsby and Associates, LLC
Dr. Anthony L. Jenkins, President
Coppin State University
Dr. Angela L. Williams, Title III Director
Coppin State University

Dr. Jenkins & Title III Directors
in preparation for an
external evaluation.
November 10, 2022



MILESTONES REACHED

October 1, 2021 **B** September 30, 2022

During the 2021-2022 grant cycle, numerous activity milestones were achieved to include the following:

- Students attended at least one library instructional session. Students learned how to utilize the library resources to strengthen their required research assignments, formulate presentations, supplement their course textbooks, and enhance overall academic success. Survey results indicated a significant increase in the introduction of new research methodologies and library resources. *Mary Wanza*

- Completion of Phases One and Two of Blackboard Ultra, the university's learning management system (LMS). *Dionne Curbeam*

- Implemented Student Financial Planning in PeopleSoft. Upgraded student housing software and commenced the Eglemobile upgrade. *Thomas Smith*

- Implementation of Acalog software to ensure the institution remain in compliance with applicable policies and regulations by the Middle States Commission on Higher Education (MSCHE), the University System of Maryland (USM), and the Maryland Higher Education Commission (MHEC). Using the Acalog software, the campus is able to archive catalogs from previous years, in addition to the catalogs for the most current academic year. The purchase and implementation of Acalog, was the first of many innovative steps that led to the full launch of the E-catalogs (undergraduate and graduate) in Fall 2021 to help students keep track of progress towards graduation, degree requirements, and curriculum requirements.

Mary Owens-Southall

- Seventeen (17) faculty members were supported to attend professional conferences and events, which was two more than the target number. Fifty-five faculty members completed instructional and scholarly research, which exceeded the projected outcome of 30 faculty by 25. As a result, the Annual Faculty Research Conference was held on November 18–19, 2021, on campus, where faculty members and students presented their research findings to the University community. Five faculty members from the College of Behavioral and Social Sciences completed the Online Certificate training. These faculty members are now certified to teach online courses offered by the former Sloan C. Consortium, Inc., now Online Learning Consortium (OLC). In collaboration with the University's Information Technology Division, 15 workshops were offered, designed to promote the effective use of technology in classroom instruction and strategies for conveying scholarly information to students. One hundred and twenty-four faculty members participated in the training/workshops.

Pamela Wilks

MILESTONES REACHED

October 1, 2021 **B** September 30, 2022

- Strategic Planning retreat and Employee Learning Week held for all employees. The Strategic Planning retreat focused on knowledge and skills needed to prepare employees to be active participants in the University's strategic planning process. Employee Learning Week was an opportunity for employees to participate in trainings of interest to them as individuals. *Lisa Early*
- Institutionalized the reorganization and physical space of the Eagle Achievement Center (EAC) and hired an Associate VP for Student Development and Achievement. *James Stewart*
- The Office of Institutional Research hired a research analyst to assist with major state, federal, University System of Maryland, and institutional accreditation reports. This hire resulted in an increase in reports produced and the establishment of relationships with various division and academic colleges to provide standing reports on student enrollment and retention. Thus providing a greater amount of data to the campus for institutional measurement and overall effectiveness, which is required for accreditation. *Michael Bowden*
- Institutional Advancement (IA) raised over \$4.7M, three times the average of the past three years. The Director of Alumni Engagement & IA Team hosted over 15 alum-focused (community-invited) events. During the summer months, the three-part Summer Concert Series garnered over 50 new CSUNAA memberships alone. An initiative to expand CSUNAA chapters across the country was launched, which started in the Northeast Region. The first chapter will be announced in FY 2023. *Joshua Humbert*
- The number of grant awards has increased by more than 200% since the inception of the grant activity. The initial grant amount for the institution increased from \$2.1M to over \$5.5M in the last year. There has been an increased number of proposals submitted by faculty, largely due to training and workshops provided. The institution has developed relationships with funders and has been able to diversify fund sources to ensure that the institution's mission and strategies are supported through the activity. *Michael Bowden*
- A new Director of Title III Programs was hired. Completed, submitted, and was awarded a new five-year Comprehensive Development Plan (CDP) (2022-2027); Established new forms and reporting structures for consistent internal usage. Engaged an external evaluation team to assess goals and objectives and provide recommendations for continued success of all Title III activities. *Angela L. Williams*
- Coppin Academy leveraged support to offer a leadership retreat in addition to teacher professional development workshops. As a result, a significant increase in the graduation rate (91%) for the Class of 2022 was demonstrated, as compared to an average rate of 87.5 % for the last 3 years. *Aisha Almond*

MILESTONES REACHED

October 1, 2021 **F** September 30, 2022

- The Data Science (DS) and Management Information System (MIS) Programs are operated in a face-to-face format. The MIS program is fully online approved, and progress has been made to develop the online format for DS. The roadmap has been developed to fully update and implement an assessment framework for both programs that are aligned with the College of Business assessment system. This assessment framework would serve as the foundation for the accreditation standards. *Sadie Gregory*
- Re-opened virtual reality (VR) activities post the COVID pandemic. Ways to ensure safety of participants were identified, novel outreach series were introduced, and a renewed interest in VR was apparent. *Dionne Curbeam*
- Students increase in access to information through new technologies which is essential for academic success, retention, and completion. *Mary Wanza*
- Converted Salisbury Hot site to Zerto with Azure Cloud. Performed a DR Testing on 80% of PeopleSoft systems. Completed and updated several security policies, and purchased new software solutions for more effective cybersecurity to protect the University's assets. *Thomas Smith*
- Built capacity in instructional labs through the purchase of consumables, supplies and small instruments, resulting in the expansion of undergraduate research experiences. *Mintesinot Jiru*
- Submitted Part F Phase II reports to the Department of Education. *Angela L. Williams*
- The Center for Nanotechnology established a virtual nanotechnology lab that allows students to be instructed remotely and observe experimental work conducted in the laboratory. Students were inspired to pursue careers and further education in nanotechnology through their involvement in nanotechnology research projects at the Center for Nanotechnology. The Center for Nanotechnology successfully convened the 2022 annual STEM DAY. The STEM DAY is part of the community outreach initiatives that target middle and high school students primarily in the greater Baltimore area. Students were exposed to hands on experiments in nanotechnology and are inspired to make college and the STEM studies their ambition. *Jamal Uddin*
- Stepping Blocks was added to the university's Analytics suite. Within Stepping Block, Graduate Explorer is used to unlock the most current, complete and customizable alumni data for better fundraising, engagement and record-keeping. It helps the university meet alumni where they are today for more meaningful, personalized outreach. *Dionne Curbeam*

TITLE III ACTIVITIES ADVANCING CSU'S MISSION AND PRIORITIES

INSTITUTIONAL EFFECTIVENESS INITIATIVES COMPOSED AND SUBMITTED BY MR. MICHAEL BOWDEN



Madeline Hastings
Research Data Analyst

The Office of Planning & Assessment, which is responsible for Institutional Effectiveness Initiatives, provides support to all campus units, especially as it relates to accreditation. Over the past few weeks, the office has supported undergraduate and graduate nursing programs, which hosted a successful site visit by the Commission on Collegiate Nursing Education (CCNE), and we are currently supporting a virtual site visit for the School of Education by the Council for the Accreditation of Educator Preparation (CAEP). Each area required data and assistance from all personnel within the unit. However, our newest hire, Ms. Madeline Hastings, Research Data Analyst for the Office of Institutional Research, played a pivotal role with support. She provided and currently provides statistical assistance to enhance institutional efficiency and accuracy with data analysis to support critical academic initiatives to ensure adherence to state, federal, and accreditation reporting requirements. We appreciate her role and how she assisted us in meeting Title III project's goals and objectives by providing the type of quality and timely assistance required. As a result of her contributions, units that received her report were able to assess their effectiveness toward certain initiatives that are required by accrediting bodies.

THE EAGLE ACHIEVEMENT CENTER TAKES OFF COMPOSED AND SUBMITTED BY DR. JAMES STEWART

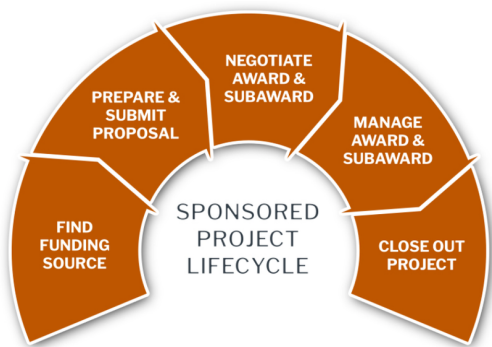
The Eagle Achievement Center, which receives funding for several staff positions through Title III, has had an exciting quarter from January to March. The EAC held its ribbon-cutting during Homecoming, and staff will begin operating from the beautiful new space very soon in April. The new space on the 4th Floor of the library will serve as a one-stop shop for student success and support. It will contain offices for advisors, outreach staff, First-Year Experience, Second-Year Experience, Career and Professional Services, Our House mentoring, International Student Support, Military Student Services, the Math Lab, and Writing Lab.

The EAC has added tutoring services in several specific subjects to better aid student support. These include computer science and math. Students needing additional support for any subject should contact the EAC at eac@coppin.edu

The EAC also executed a Career Week in late March. This week had workshops on relevant topics to empower students for life after Coppin. Workshop topics included resume writing, 30-second pitches, LinkedIn, and interview skills. The week began with a special Coppin student discount event for professional clothing at JCPenney's. The week's largest event included a Career and Graduate Expo which was Coppin's first career fair in years. The event included 74 organizations and graduate schools. Over 300 Coppin Students were in attendance.



TITLE III ACTIVITIES ADVANCING CSU'S MISSION AND PRIORITIES



SPONSORED PROGRAMS AND RESEARCH COMPOSED AND SUBMITTED BY DR. PROCTOR-WALDEN, INTERIM DIRECTOR

Sponsored Programs and Research, has a new Interim Director, Dr. Hershell Proctor-Walden. Her first task was to review and revise the Grants Manual. The last draft was approved in March 2022. This document explains the processes and procedures of the Office of Sponsored Programs and Research both Pre and Post-Award workflows. This document is now prepared to be sent to an outside consultant for their review. Moreover, the development of The Grants Manual coincides with the next phase of addressing what will be referred to as the following:

- Operational Outcome #2: Develop a process for the Office to communicate planned proposals and upcoming deadlines with Academic Affairs and university leadership and make decisions on transdisciplinary and/or multi-institutional grant proposals.

OSPR has partnered with an IT Trainer, in ITD Development and Innovations and found an opportunity to leverage Microsoft 365 application to streamline work processes and boost efficiency. This work utilizes apps such as Planner, Teams and Power BI, so that our department can create a source of truth that remains accessible to all Coppin employees. Although we are purchasing a Research Project Management system, Kualu, which used by USM, it is imperative to create an ecosystem to be agile and protect intellectual property. This enables better collaboration and communication, leading to improved productivity. Additionally, integrating Adobe Sign into the workflow can further enhance efficiency by allowing for easy and secure document signing. Overall, implementing Microsoft 365 solutions can transform the way our department operates and complement the Coppin brand.



Enhancing Learning Experiences for Students with Virtual Reality
Instructional Technology & I.T. Training Team
Coppin State University's Division of Information Technology
Composed and Submitted by Dr. Dionne Curbeam

Coppin State University's Instructional Technology & I.T. Training Team is building the learning experience of the future. Thanks to Title III funds, Grace Jacobs 108 – an outdated space originally dedicated to faculty instructional technology training – was redesigned to become what is now known as the Digital Innovation Studio. Launching in 2018, the studio's vision is to provide an appealing physical space for the campus community to engage in digitally-based learning opportunities and explore the latest advancement in technologies. Funds were used to renovate the space, along with purchasing equipment and tools. Since its inception, the studio's technology portfolio has grown. Today, the studio has a 3D printer, mobile active learning space furniture, a digital collaborative huddle space, and multiple interactive displays.

The biggest hit of the studio is Virtual Reality (VR), a technology that creates a simulated environment, typically using computer software and hardware, allowing users to interact with a 3D world as if they were actually present in it. In VR, users wear a headset that typically covers their eyes and ears, and sometimes includes hand-held controllers that track their movements and allow them to interact with virtual objects. The headset typically contains displays that show a high-resolution image for each eye, which creates the illusion of depth and allows the user to perceive a three-dimensional environment. Coppin's studio uses Oculus Rift, Vive VR headsets, and stand-alone VR headsets.

Many believe VR is for entertainment purposes; yet, VR has a powerful role in education. Instead of just reading a textbook or watching a video about a subject, students use VR to become fully immersed into a subject, making the experience more authentic and memorable. Their engagement leads to improved understanding and retention of complex concepts, greater preparation for real-world scenarios, and enhanced problem-solving skills. Field trips and exploration, visualization and conceptual understanding, and language learning are few of the hundreds of immersive experiences available through VR.

The effectiveness and impact of VR in education largely depends upon multiple factors like the type of content and instructional design. Coppin's Instructional Technology & I.T. Training Team takes meticulous steps to aid faculty in selecting VR content that is appropriate and relevant for the learning objectives. Further, the team supports faculty with proper lesson design to make experiences meaningful for students. For instance, faculty incorporate higher-level questions that challenge students to think critically and apply what they have learned through VR simulations. In the case of a simulation about autism, students are asked about the symptoms of autism and calming techniques that can assist a person experiencing a meltdown.





Another factor is aligning the experiences to individual learner needs. Inclusivity is the heart of Coppin's VR efforts; all experiences are purposefully designed to accommodate individual needs, allowing everyone to benefit from VR's immersive and interactive learning environment. Content is presented in alternative formats. Captioning is available to make video more accessible. For users that aren't comfortable with wearing headsets, mobile and desktop versions are available. This multipronged inclusivity strategy allows all users to not only participate in VR, but also have an impactful experience.

The VR component of the Digital Innovation Studio started Fall 2019, and over 50 faculty from a wide spectrum of disciplines – English, Dance, Theatre, Social Work, Psychology, Rehabilitation Counseling, Criminal Justice, Nursing and Education – have integrated VR into their curriculum. Nursing students have navigated through human hearts and lungs to explore the difference between the healthy and diseased organs. Criminal Justice students completed an analysis of domestic violence situations. Theatre students used method acting techniques in diverse cinematic adventures. Rehabilitation Counseling students used theoretical counseling techniques with persons experiencing different conditions including autism and schizophrenia.

The COVID-19 pandemic prompted the Digital Innovation Studio to close from March 2020 to December 2021; however, the Instructional Technology & I.T. Training team worked with several faculty members to adapt their in-person VR experiences to an online format. In such cases, students were able to use their cell phone, computer, or mobile device to engage in the VR content. The final exam for Crime Scene Investigation course, taught by Dr. Darlene Brothers-Gray, was delivered as a 360 VR multi-site crime scene. Dr. Errol Bolden had students in his Macro Social Work Practice course create their own 360-degree tours of local communities in Baltimore for their capstone projects.

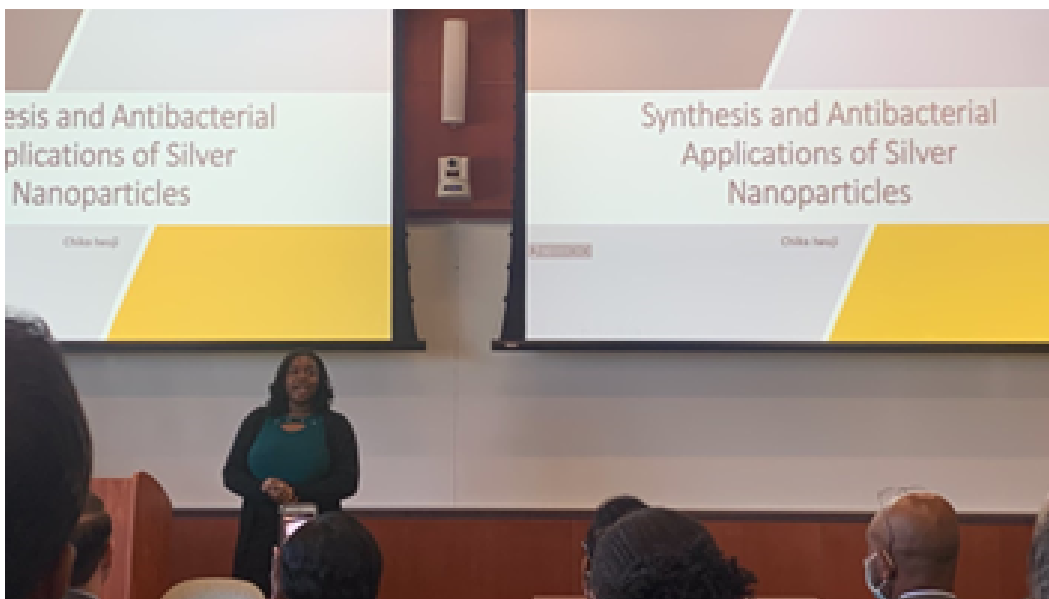
With the growth and faculty demand, the VR portion of the studio will be expanding. Goals include training faculty and students to create their own VR content with 360 degree cameras, purchasing the newest version of VR equipment to replace the now obsolete equipment, and conducting research to identify the relationship between the use of VR and student grades.



**Studies on the Synthesis and Antibacterial Properties
of Silver Nanoparticles at the Center for Nanotechnology
Composed and Submitted by Dr. Jamal Uddin**

One of the objectives of the Title III program is to conduct research on nanotechnology to explore more applications of nanomaterials and thereby increase the knowledge in the field. To accomplish this goal, the center for nanotechnology engages graduate and undergraduate students in research projects. One of the exciting research projects that students are working on is the synthesis and characterizations of silver nanoparticles and the antibacterial application. Nanotechnology is a science that deals with the manipulation and fabrication of materials on the nanoscale. These materials have one of their dimensions having a size of 100 nm or less. Nanoparticles have unique qualities which are different from their bulk counterpart due to their small size and large surface-to-volume ratio. These unique qualities such as electrical, optical, and catalytic properties allow nanoparticles to be used in special applications such as targeted drug delivery, diagnosis, detection, and imaging. Undergraduate student, Chika Iwuji, has synthesized different nanoparticles of different sizes and composition and is investigating the antibacterial properties of these nanoparticles. The silver nanoparticles synthesized so far have shown significant antibacterial activity against several bacteria. Ms. Chika has presented her work in several conferences and preparing a manuscript for publication. The synthesized antimicrobial silver nanoparticles will have application in medicine, dentistry, and water purification. The figure below displays Ms. Iwuji presenting her work at a conference.

Figure 1. Undergraduate student, Chika Iwuji, presenting her research on the Synthesis and Antibacterial Application of Silver Nanoparticles



Nanotechnology Services to Youth
The Annapolis Chapter of The Links, Inc. Leadership Academy for Young Women
Annapolis High School
Science Workshop
March 8, 2023

The Science Workshop at Annapolis High School gave students the opportunity to experiment with scientific laws and concepts in chemistry as well as exposure to the world of nanomaterials. At our STEM stations, students explored scientific concepts and topics including Charles Law, Chemical Reactions, Redox indicators, Nanomaterials and Solar Cell. Using an insulated container (Dewar) filled with liquid nitrogen and balloons, students experimented with how a balloon shrinks in a low temperature (-320 F) liquid nitrogen but quickly expands and fly up in air (70 F) consistent with Charles Law which states that the volume of a fixed amount of ideal gas is directly proportional to the absolute temperature at constant pressure. Students also carried out chemical reactions and observed the disappearance of solid, formation of bubbles, change in color, and evolution of heat which were indicative of completion of reaction. Students had the chance to also experiment with redox indicators such as phenol red and methylene blue. Phenol red changes color from yellow to red over pH 6.6 to 8.0 and then turns to a bright pink color above pH 8.1 whereas methylene blue is colorless under reducing conditions but regains its blue color when oxidized. Also in the exhibition were different types of nanomaterial including silver and gold nanoparticles. Students were instructed on the synthesis, characterization, and application of nanomaterials. The students were also introduced to photovoltaic (solar) cells. Solar cells convert solar light into electrical energy and have several applications. The students had the chance to operate solar powered light bulbs, car toys, fans, and calculators.



Representing Coppin State University front row left to right: Dr. William E Ghann, Colombe Nguatta (CSU Biology Student), Chika Iwuji (CSU Biology Student), Dr. Jamal Uddin, Dr. Joshua Kang, and Dr. Angela L. Williams



Question: Share one learning point from today's workshop.

Feedback from respondents included:

- HCl and metallic wire cause a reaction
- Burning magnesium creates an extremely bright light
- I learned that liquid nitrogen is cold
- When the metal hit the lit candle and it made a really bright light
- Blowing carbon dioxide can change color from a chemical reaction
- Magnesium gets very bright when lit the right way
- Burning magnesium can start a fire
- The different reactions, balloons shrinking and inflating again
- That balloons deflate when the weather changes
- Solar power is the most effective
- We all worked together and all got to do something
- There's a lot I learned but one thing is that every experiment has carbon dioxide
- Chemical reactions

Comments

- I enjoyed this workshop.
- This was a lot of fun.
- Everyone was engaging and excited.
- Whish I could do it again.
- I had a lot fun.
- This was very enjoyable!
- I loved the burning magnesium.
- I would like to do the workshop again, I really liked it!! Thank you.
- Working with candles was fun.
- I enjoyed it.



Undergraduate Research Presentation at the Department of Natural Sciences Composed and Submitted by Dr. Mintesinot Jiru

The Department of Natural Sciences provides hands-on research opportunities for its students under the mentorship of its esteemed faculty members. Undergraduate student research work, preparation of research thesis, and presentation of their work are required elements for a successful graduation in the Science programs. This scholarly research experience propels many of our students to a higher level of academic achievement apart from earning credits.



This year, 21 students completed their undergraduate research in various topics including microplastics-induced oxidative stress response to model organisms, understanding the mechanism of oxidative stress response to the retina, environmental contaminants in drinking and wastewater, various biological pigments (dyes) as alternative energy resources, nanoparticles as antibacterial agent, and fats and human health. On April 28th, we organized an undergraduate research day where our students gave oral presentations of their work. Faculty/staff and graduating seniors of the department of natural sciences attended this scholastic event. We are grateful for BGE and Title III for supporting undergraduate research experience in the Department of Natural sciences.



Cherlyn H. Brace
Assistant Vice President for Finance and
Budget Operations

Financial Roles and Responsibilities Reminders

Requisitioners are to review the project budget in PeopleSoft prior to preparing any Request to Fills for positions, requisitions or p-card transactions

All transactions must be reviewed and approved by the Title III Director

Any Budget Transfers between budget pools must be submitted to the Title III Director for approval prior to submission to the Budget Office

Budget Training

All requisitioners and approvers should:
Have access to the Financials module in PeopleSoft
Be able to review assigned Title III project budgets
Be able to enter or approve requisitions for purchases

For a refresher, please contact Ms. Regina Blaine-Taylor at 410-951-6506
or rblaine-taylor@coppin.edu



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Office of Title III Programs