

APPENDIX F

CSU MASTER PLAN



2022-2033

FACILITIES MASTER PLAN

Nurturing Potential. Transforming Lives.



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OFFICE OF THE PRESIDENT

Dear Reader:

I am pleased to share the Coppin State University 2022-2033 Facilities Master Plan. This document captures the current state of our beautiful 65-acre campus in the heart of West Baltimore and reflects the improvements and additions we look to make over the next 10 years, that will align our facilities with the mission, vision, and strategic priorities of Coppin State in ways that will improve quality of life and quality of education for our students and community.

The process to develop the Facilities Master Plan began in July 2021 and took nearly 12 months to complete. The planning process was guided by an Executive Committee comprised of a diverse group of institutional leaders, and based on the fundamental concepts of inclusion, data gathering, and stakeholder engagement. We partnered with interdisciplinary design firm, Ayers Saint Gross, as well as architecture firm, Moody Nolan throughout the process, which included a series of listening sessions, in-depth discussions with campus leadership, and surveys across stakeholder groups, including faculty, staff, and students. We also held open forums to discuss the progress of the Facilities Master Plan development, and solicit additional input from members of our campus community, as well as neighbors who live, work, and learn in the areas surrounding Coppin State University.

This 10-year Facilities Master Plan includes groundbreaking strategies and recommendations that will reinforce the strengths of our campus, take advantage of opportunities, and address challenges we face over time. As an anchor institution in West Baltimore, Coppin State University seeks to foster connections within and outside of our campus community, revitalize the neighborhoods surrounding our institution, and amplify the groundbreaking, innovative work of our students, faculty, and staff. The Facilities Master Plan is a living document, which will assist in decision-making and inform changes that will compliment and support our institutional goals and reputation.

To that end, I encourage you to view the plan through a lens of possibility. Envision the great transformation we can bring, not only to our campus, but to West North Avenue and Greater Baltimore. This plan will allow Coppin State University to remain agile in its approach to providing quality education and service to the community. Sound planning, commitment to our mission, as well as continued investment in campus sustainability and infrastructure will allow us to adapt and thrive amid changing circumstances now, and over the next 122 years.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony L. Jenkins".

Anthony L. Jenkins, Ph.D.

President



COPPIN STATE UNIVERSITY



I.

Introduction, Process, and Engagement

CAMPUS FACILITIES PLAN OVERVIEW

Coppin State University is a preeminent anchor in West Baltimore. Serving multi-generational students as one of Baltimore's two Historically Black Institutions, Coppin promotes lifelong learning and continues to transform the lives of students. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

Founded in 1900 for teacher education and named in honor of Fanny Jackson Coppin, an outstanding African American educator, Coppin has a long history of preparing educators. Coppin remains dedicated to excellence in teaching and student success and continues to expand and evolve its degree offerings to reflect the workforce needs in the state of Maryland. Today, Coppin offers 53 academic programs: 32 baccalaureate, 11 masters, nine certificate programs, and

one doctorate degree to a multi-generational student population comprised of students who are enrolled in day, evening, and weekend undergraduate/graduate courses. Many of Coppin's programs and outreach have remained rooted in addressing the problems, needs, and aspirations of the people of Baltimore and its immediate metropolitan area while providing a student experience that prepares and transforms students into local and global leaders.





Colleges, Schools, and Programs

COLLEGE OF ARTS & SCIENCES, AND EDUCATION (CASE)

School of Arts & Sciences

Department of Humanities

- Dance
- English
- Global Studies
- History
- Urban Arts
- African American Studies

Department of Mathematics and Computer Science

- Mathematics
- Computer Science

Department of Natural Sciences

- Applied Molecular Biology and Biochemistry
- Biology and Life Sciences
- Biology
- Chemistry
- Polymer and Material Sciences

School of Education

Department of Teaching and Learning

- Special Education
- Elementary Education
- Early Childhood Education
- Early Childhood Development
- Teaching (M.A.T.)

Department of Instructional Leadership

- Adult and Continuing Education
- School Administration
- Contemporary Educational Leadership

COLLEGE OF BEHAVIORAL HEALTH AND SOCIAL SCIENCES (CBSS)

Department of Psychology, Counseling, and Behavioral Health

- Applied Psychology
- Psychology
- Addiction Counseling
- Professional Counselor Licensure
- Rehabilitation Services
- Rehabilitation Counseling
- Assistive Technology
- Job Development and Job Placement Services
- Vocational Evaluation and Work Adjustment

Department of Social Work

- Social Work
- Social Welfare

Department of Applied Social and Political Sciences

- Anthropology
- Interdisciplinary Studies
- Nonprofit Leadership
- Political Science
- Sociology
- Social Science
- Urban Studies
- Human Services Administration

Department of Criminal Justice

- Criminal Justice
- Forensic Investigation
- Policing Strategies
- Investigative Sciences



COLLEGE OF BUSINESS (COB)

Department of Accounting, Data Science, and Management Information Systems

- Accounting
- Data Science
- Management Information Systems (MIS)

Department of Management and Marketing

- Sport Management
- Management
- Marketing
- Entrepreneurship and Innovation
- Esports Management
- Entertainment Management

COLLEGE OF HEALTH PROFESSIONS (CHP)

Helene Fuld School of Nursing

School of Allied Health

- Health Information Management
- Health Sciences

SCHOOL OF GRADUATE STUDIES

Master's and Doctoral Programs

- Nursing, BSN to DNP
- Addiction Counseling
- Adult and Continuing Education
- Applied Molecular Biology and Biochemistry
- Contemporary Educational Leadership
- Criminal Justice
- Human Services Administration
- Nursing, DNP
- Nursing, MSN
- Polymer and Material Sciences
- Rehabilitation Counseling
- Special Education
- Teaching

Post-Bachelor's Certificates

- Applied Molecular Biology and Biochemistry
- Assistive Technology
- Forensic Investigations
- Investigative Sciences
- Job Development and Job Placement Services
- Policing Strategies
- Vocational Evaluation and Work Adjustment

Post-Master's Certificates

- Counseling Licensure
- Family Nurse Practitioner Certification
- Public School Administrator



As a leader in urban higher education, Coppin transforms the lives of students from all socio-economic backgrounds through excellence in teaching and the promotion of life-long learning. With a clear mission and vision, Coppin has developed programs and institution goals to ensure continued access, success, and innovation. A key part of supporting these goals and celebrating the identity and traditions of the University is the physical campus.

Since 1952, Coppin has been located on North Avenue, and the buildings and grounds have evolved to accommodate growth, support academic and athletic programs, provide a student experience that meets a diverse student population, and serve the community. With recent investments like the Science and Technology Center and new College of Business project, ensuring there is a plan for the physical campus that continues to support Coppin's vision for the future is critical.

The 2022-2033 Coppin State University Facilities Master Plan ties the physical campus facilities and grounds with the mission of the institution. Building upon a rich history of planning, the plan addresses the key issues and opportunities facing the campus today with a forward-looking vision to respond to the

competitive higher education climate. It uses future program and enrollment growth to identify development opportunities for the physical campus that support the institution's strategic goals. The Facilities Master Plan is intended to be a framework for physical planning over the next decade and beyond with the purpose to:

1

Develop a long-term road map for the development of the physical campus

2

Ensure short-term investments in the campus are aligned with the long-term vision

3

Prioritize projects and campus improvements

4

Organize a collaborative process to gather broad input and feedback from diverse voices across the entire Coppin community

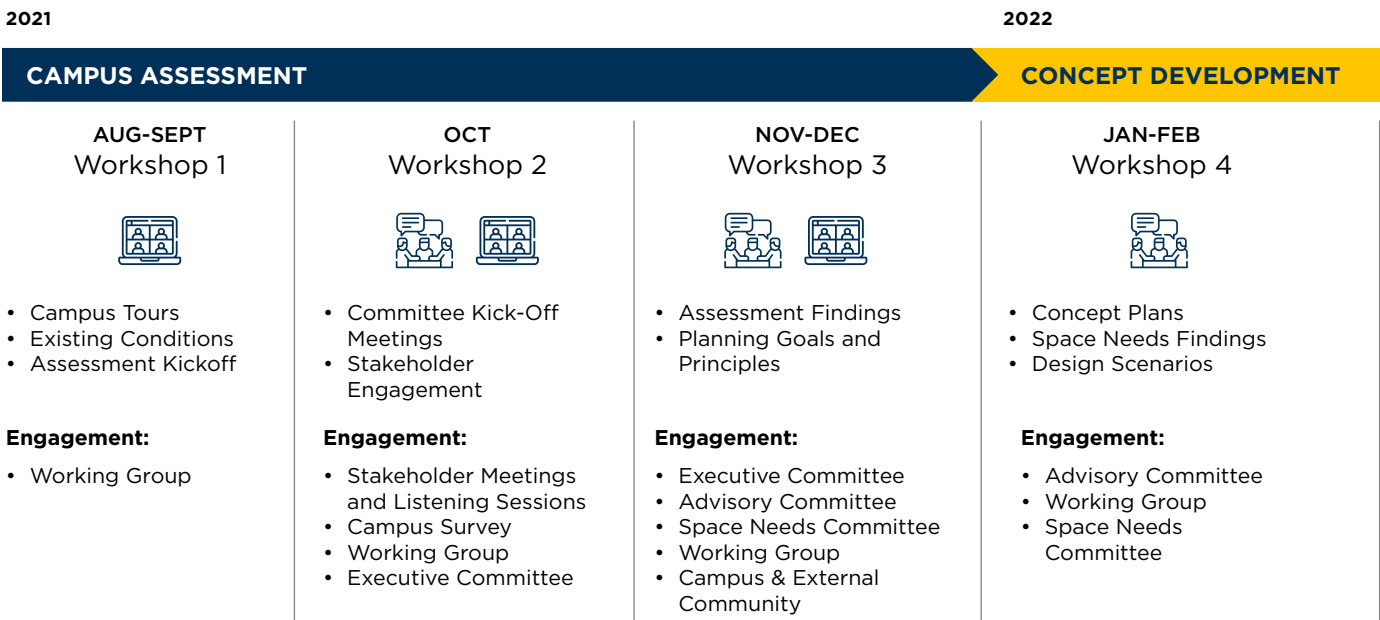
The 2022-2033 Facilities Master Plan is meant to be a living and flexible document that guides decision-making for the future of the physical campus.

PLANNING PROCESS AND SCHEDULE

The master planning process kicked off over the summer of 2021 and was organized into three main phases: Campus Assessment, Concept Development, and Recommendations. Each phase was reinforced by engagement with the campus community and key leadership to help guide the development of the plan and provide input throughout.

The Design Team was led by Ayers Saint Gross, a national design firm with expertise in planning and design for higher education, and included Moody Nolan, an architecture firm specializing in HBCUs and athletic and recreational facilities; Kittelson & Associates, a transportation engineering firm with deep

experience in Baltimore; WFT Engineering, a systems engineering firm specializing in mechanical, electrical, and plumbing; Site Resources, a civil engineering firm that provided stormwater, sewer, and water systems analysis; and Forella Group, a cost estimating firm with recent experience on campus.



COVID-19 Pandemic

The 2022-2033 facilities master planning process occurred during the COVID-19 pandemic. We endeavored to create a fluid, adaptive, and highly engaging planning process, and although more in-person events and engagement would have been preferred, we accomplished a tremendous amount of input and feedback throughout the process. In addition to online forums, listening sessions, and surveys, targeted student input sessions were successful in gathering feedback on the draft plan.

Campus Assessment

The Campus Assessment phase included reviewing Coppin's strategic goals, engaging with stakeholders, touring campus, conducting a space needs inventory and assessment, reviewing data, and analyzing current campus conditions and programs. Campus strengths, challenges, and opportunities were summarized to determine key themes and drivers for the Facilities Master Plan and to inform the planning principles that guide the plan. Listening sessions were organized by college, administrative unit, and topic group to understand campus-wide needs and opportunities. A comprehensive space needs assessment was conducted as part of this phase to determine existing and future needs based on projected institutional growth.

Concept Development

In response to the findings and inputs of the Campus Assessment phase, the Design Team began crafting planning principles to help shape future campus opportunities. The Design Team generated alternative development scenarios and design ideas that started to address some of the most pressing needs on campus. These scenarios were shared back with stakeholders and leadership and further refined based on feedback received. Concepts explored alternatives for building use, campus land use, entries to campus, student housing, recreation and athletic facilities, improvements to the open space network, circulation and accessibility, and parking and service.

Recommendations

The last phase compiled, refined, and developed the work generated during the previous phases. Before the Facilities Master Plan was finalized, the draft plan and recommendations were reviewed with key committees for final feedback and input. Comments were used to craft any remaining adjustments and the plan and recommendations were finalized as the Design Team transitioned into final development of the master plan. Cost estimations were completed for proposed projects and an implementation framework was generated to provide a roadmap for immediate and long-term next steps. All of these components in addition to further detail and development were documented in a final report and executive summary and presented to the Board of Regents in the fall of 2022.

RECOMMENDATIONS

FEB-MAR Workshop 5



- Refined Design Scenarios
- Future Space Needs Projections

Engagement:

- Working Group
- Space Needs Committee
- Community

APR Workshop 6



- Draft Plan
- Prioritization and Phasing

Engagement:

- Executive Committee
- Advisory Committee
- Working Group

MAY Final Plan



- Final Plan
- Cost Estimation

Engagement:

- Master Plan Roll-Out
- Community Presentations/Open House

JUN-JUL Final Deliverables



- Prep for the Board of Regents
- Final Report Documentation

Engagement:

- Board of Regents September 2022

ENGAGING STAKEHOLDERS

The master planning process began during the summer of 2021, which was at the height of the COVID-19 pandemic. The Design Team carefully crafted an engagement strategy that sought broad stakeholder feedback and input without compromising the health of participants. Virtual listening sessions, focus group meetings, open houses, walking tours, and leadership briefings punctuated a robust process.



Campus tour in summer 2021

At the onset of the planning process, the following governance committees were established to guide the development of the master plan. In addition to these committees, the larger campus community was invited to participate in a campus-wide survey and various listening

sessions, focus groups, and open houses at key points during the project. Smaller meetings and interviews held with representatives from each college and administrative unit helped guide the development of the space needs assessment as well.



Executive Committee

The Executive Committee guided the overall vision and priorities for the Facilities Master Plan. Comprised of key leadership and led by President Jenkins, the Executive Committee was a diverse group of institutional leaders whose many varied perspectives strengthen the ideas grounded in the plan.

Advisory Committee

The Advisory Committee included cross-sectional leadership across various departments and schools. This broad group of voices provided deep perspective on all components of the master plan and strengthened the ideas and components of the master plan by challenging and verifying opportunities.

Working Group

The Working Group consisted of key leadership from the Facilities Management Department with deep knowledge of the campus buildings, grounds, and systems. The Working Group worked day-to-day with the Design Team to develop the details of the plan and serve as a sounding board for ideas and input received from various stakeholders.

Listening Sessions

At the onset of this planning effort, the Design Team and Working Group coordinated a series of listening sessions across major departments and schools. These sessions provided the foundational input and ideas for the master plan. They allowed the Design Team to not only gain a clear understanding of strengths, challenges, and opportunities on campus, but to also learn about the unique culture of Coppin and what the campus community values.

Listening sessions were organized by topic as part of the overall master plan and were complimented by some targeted deeper dives into specific academic and institutional space needs.

The Facilities Master Plan listening sessions were documented in a single, comprehensive Mural board so that participants could see comments shared by other groups. The Space Needs listening sessions were specifically focused on clarifying detailed space use information, so comprehensive notes stayed internal to the Design Team and Working Group.

FACILITIES MASTER PLAN

- Athletics
- Recreation and wellness
- Administration and workplace
- Student services, residential life, student organizations, Greek life, and government
- Buildings, utilities, sustainability, and open space
- Transportation and parking
- Real estate and development
- Information technology

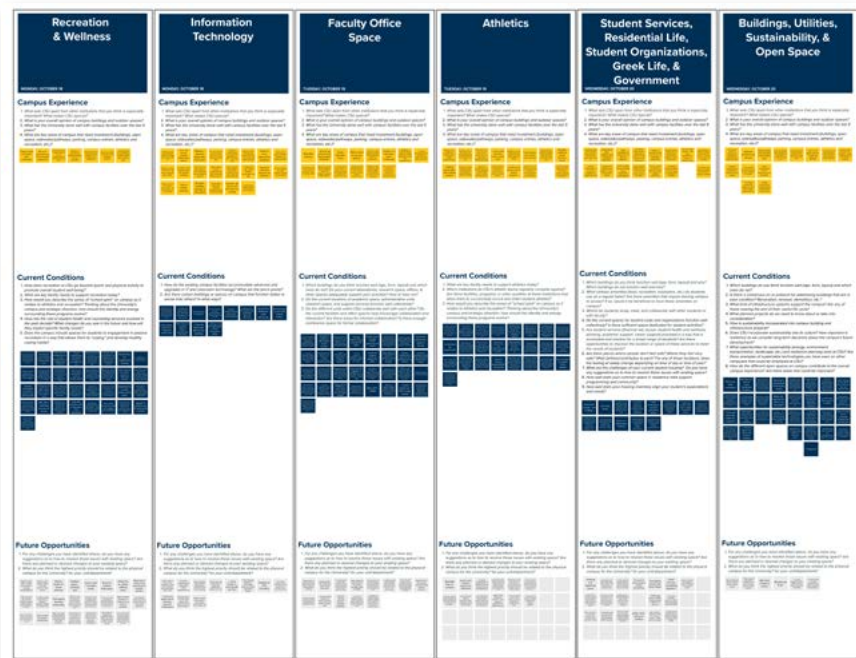
Academics:

- Classroom and teaching spaces
- Teaching labs & research
- Collaboration, library, and study space
- Faculty office space

SPACE NEEDS

- Provost and VP for Academic Affairs
- Assistant VP, Planning and Assessment and/or Director of Sponsored Programs and Research
- Dean, College of Arts & Sciences and Education (CASE)
- Dean, College of Behavioral and Social Sciences (CBSS)
- Dean, College of Health Professions (CHP)
- Dean, College of Business (COB)
- Dean, School of Graduate Studies
- Director, Library
- VP for Enrollment Management and Student Affairs
- VP for Administration and Finance
- VP for Information Technology and Chief Information Officer

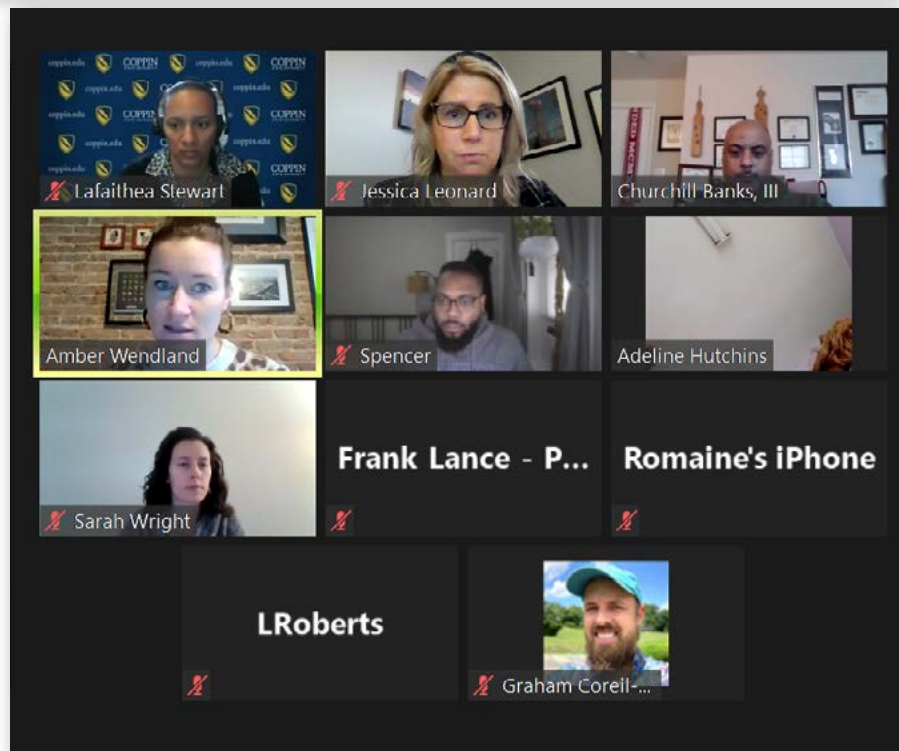
Documented feedback from the Facilities Master Plan listening sessions (full extents of the Mural board can be found here: <https://app.mural.co/t/averssaintgross5567/m/averssaintgross5567/1633704138328/409d398139aeeb83008bc403d8fe6ff1f7009909?sender=facilitate3634>)



What is a Campus Master Plan?

The Campus Master Plan aligns the physical campus with the University's strategic goals.

- A comprehensive and long-range (10-20 year) vision for campus.
- Advances near-term priority projects within a broader context.
- Identifies opportunities for many areas of the university to work towards shared objectives.
- Flexible framework to support decision-making.
- Tied to student success.
- The process is collaborative and intended to build consensus.



Virtual Community Meeting presentation and discussion

Open Forums

Throughout the process, the Design Team hosted multiple open forums to gather additional input and share plan development progress along the way. These forums consisted of sessions with the campus community, but also a discussion with local community leaders in neighborhoods adjacent to Coppin.

FACULTY AND STAFF

The faculty and staff forum occurred during the second phase of the process and asked for feedback on various design components of campus. The Design Team facilitated a live polling and input session that invited faculty and staff to react to images for various possible design components for campus.

STUDENT DESIGN

The student forum was similar to the faculty and staff open forum and prompted students to provide live feedback on various images showing design solutions and ideas for campus. The student session focused more on student-centered spaces and the student life quad so that the Design Team could get a clear picture of student preferences to integrate into the plan.

COMMUNITY MEETING

The goal of the community meeting was to discover and understand the relationship the surrounding community has with the University. A brief overview of the master plan process and goals were shared and further feedback was gathered relating to physical barriers and opportunities for improving community, neighborhood, and business engagement.

Student Focus Group

It became clear through the listening sessions and open forums that one of the critical priorities for the master plan is investment in student-centered spaces. One opportunity for this on campus is investment in the Student Life Quad. Because this space is home to the Greek organizations, we organized a student focus group to specifically discuss and brainstorm design ideas related to this space on campus. Greek and various student life organizations were represented to provide multiple perspectives on future design for that space.



Greek plots in the Student Life Quad





II.

Institutional Profile and Existing Conditions

During the first phase of the facilities master planning process, the Design Team conducted a campus assessment that helped generate a portrait of strengths, challenges, and opportunities on campus. The goal of the master plan is to build on existing strengths and identify challenges and opportunities on which to improve the physical campus. These elements were determined through feedback from the campus community, observational analysis by the Design Team, and current and historical assessments of the physical campus.

DISTINGUISHING STRENGTHS



Campus Square / Main Quad | Image Credit: Core Studio Design

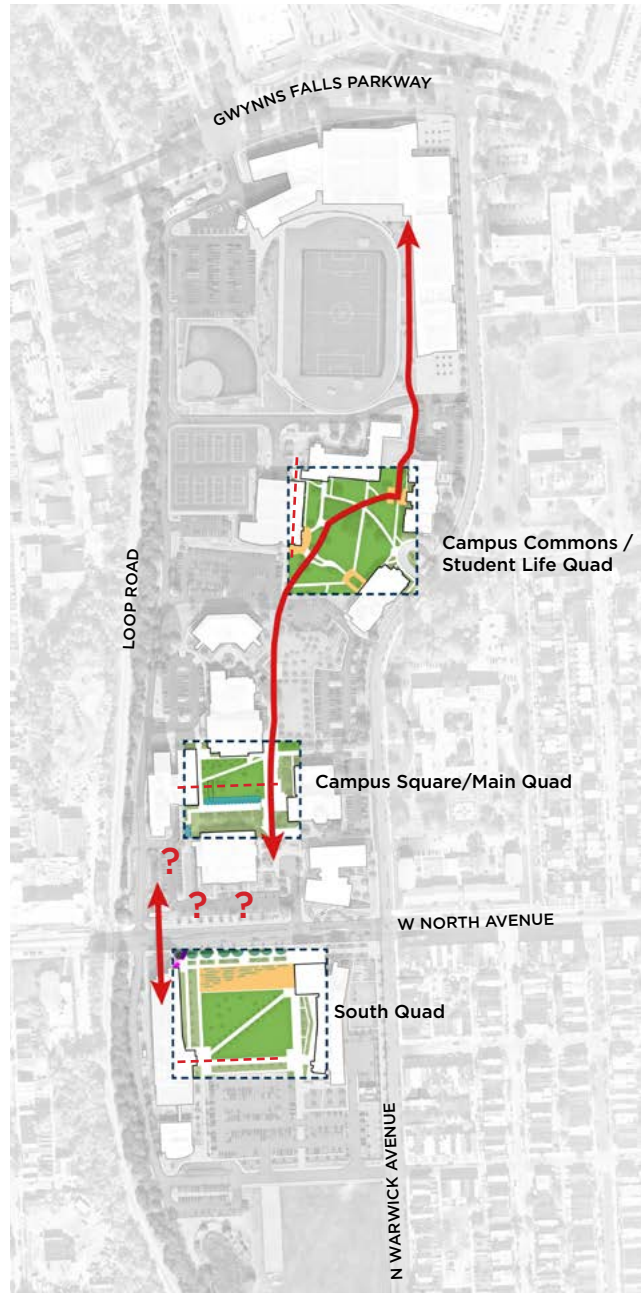
Campus is an Oasis in West Baltimore

Coppin's campus is nestled in the heart of West Baltimore and is truly an oasis within the urban fabric. Surrounded by contiguous blocks of rowhomes and limited park and amenity space, the campus provides a safe, clean, green place for people to walk and enjoy. Coppin builds on this experience by providing programming that is open to all, such as the summer concert series in the Campus Square and performances at Johnson Auditorium.

Nearby community members view campus as a tremendous asset and anchor for the neighborhood.

The campus open space structure is comprised of three main spaces: Campus Commons/Student Life Quad, Campus Square/Main Quad, and South Quad. Each of these three spaces has a distinct character and use. Campus Commons/Student Life Quad is a casual, student activity-based space that is immediately adjacent to both the residence halls and the dining facility. This area houses the Greek community plots for each fraternity and sorority. Campus Square, also known as Main Quad, is a vibrant hub in the academic sector of campus. The quad includes a campus green, outdoor seating areas that can accommodate both gathering or outdoor learning, integrated stormwater management, and water features. The South Quad is a large lawn anchored with tiered seating that connects down from North Avenue.

A strong pedestrian pathway, anchored at the Campus Square, connects this sequence of spaces north/south across the site. Athletic fields are located on the northern edge of campus. Community gardens are located on the southernmost part of campus. The adjacent street network of Warwick Avenue, Gwynns Falls Parkway, and Baker Street extend the interior campus circulation into the community. North Avenue bisects the campus into northern and southern campus zones. A mid-block crossing of North Avenue as well as a pedestrian bridge across the busy street help keep these portions of campus connected.



OPEN SPACE

- Pervious Surface
 - Primary Open Space
 - Plaza
 - Impervious Surface (Sidewalk / Building)
- Stormwater Devices
 - Key Axis
 - Major Pedestrian Connection



Health and Human Services Building (HHSB)



Physical Education Complex (PEC)

World-class New Facilities

The three newest facilities on campus are tremendous assets to Coppin. Completed in 2008, the Health and Human Services Building (HHSB) supports the teaching and research needs related to human health and behavior. The facility contains learning environments that emulate real world simulation and hands-on learning for the College of Health Professions and College of Behavioral and Social Sciences. It also hosts the Community Health Center and Childhood Development Center, which support both the Coppin community as well as the surrounding area.

Completed in 2010, the Physical Education Complex (PEC) is home to the campus's athletic and recreation uses. It is a hub of activity that hosts Men's and Women's Eagle home

basketball games, concerts, and commencement, and provides spaces for students and the community in the Olympic size pool, dance studio, courts, weight rooms, and classrooms. The PEC provides much needed, high-quality space on campus but since it is a shared facility between athletics and student recreation, full use of the space between units is compromised limiting the ability to fully realize the goals for each unit.

The newest building on campus, the Science and Technology Center (STC), was completed in 2015 to support STEM programs. The building contains teaching and research labs along with student collaboration space on each floor. There is a greenhouse, a vivarium on the lower level, and a roof top with succulent greens, designed to collect rainwater. The rooftop offers



Science and Technology Center (STC) | Image Credit: Cannon Design

amazing views of Baltimore City. Located at the corner of North Avenue and Warwick Avenue, the Science and Technology Center also serves as a gateway building for campus.

Under construction is the new College of Business at the northwest corner of North Avenue and Warwick. While not complete yet, this facility will help continue the transformation of Coppin's presence along North Avenue and provide state-of-the-art learning, teaching, and research space, both for the College of Business, but also for the entire University.

These four facilities have bolstered Coppin's competitiveness and ability to continue their programmatic goals in teaching, research, and serving students. However, these four facilities do not only serve the campus

community, but also the broader West Baltimore community. The Community Health Center in HHSB is outgrowing its space and the swim program at PEC provides some of the best swimming programs for children in the entire city. In addition to meeting programmatic needs, these facilities are well designed, maintained, and help elevate the Coppin University brand, presenting a forward-thinking image of campus and reflecting the direction the institution is headed.



Physical Education Complex (PEC)

Athletic and Recreation Programs and Facilities

The PEC is a world-class athletic and recreation facility anchoring the north side of campus. Just over a decade old, the facility is in good condition, but starting to show some age in the finishes, maintenance, and AV technology throughout the building. Both athletics and recreation use the PEC facility in addition to Coppin Academy and the surrounding community for aquatics programs. The multi-functional nature of PEC, however, puts a tremendous amount of pressure on some of the programs, especially the recreation needs for existing Coppin students, faculty, and staff.

The PEC serves several NCAA Division I athletic programs and contains the main basketball / volleyball courts for the Men's and Women's Teams along with three auxiliary basketball courts that are used by the University athletes and the students.

During events this entire space closes to recreational uses since the courts are not divided. There are also two fitness center spaces along with two racquet ball courts on the south side of the facility. The PEC has an aquatic center that is not only used by the University, but the community as well. Here, Coppin runs a highly successful swimming program for local kids, which was on hiatus during the COVID-19 pandemic but resuming this year. Fitness classes, training, and centers are available to the community. The PEC also contains classroom spaces that are located between the auxiliary courts and the fitness studios. There are multiple locker rooms within the facility and the student athletes have dedicated team locker rooms. However, there is not enough locker room space to meet all of the athletic team and recreational needs.

ATHLETICS PROGRAMS

With facilities and competitiveness at an NCAA Division I level, Coppin is looking to expand its collegiate athletics to Soccer and Golf. The following athletics programs are offered at Coppin:

Women's

- Basketball
- Bowling
- Cross Country
- Softball
- Tennis
- Track and Field
- Volleyball

Men's

- Baseball
- Basketball
- Cross Country
- Tennis
- Track and Field

The major athletic program without facilities on campus is Men's Baseball. The Men's baseball team are the 2022 MEAC Champions and made it to the NCAA regionals. The baseball program is highly competitive and manages to successfully recruit talented athletes despite having to practice and play at off-site facilities. A baseball stadium is a critical need for Coppin in order to support this team.

The stadium area of campus, which includes the track and field, serves many purposes, from club football games to track and field meets to major campus events and more. The track is showing signs of wear and tear with markings fading and bubbling in certain areas, indicating that water may have penetrated the track system. The athletic field is in good condition



Tennis Courts

with some recent patch repairs and successful maintenance. While the field is in good condition, there are no bleachers or press box, which significantly hinders the use of this space and reduces the ability to have spectator events. This space could be better utilized and leveraged for overall needs and help organizations, such as the club football team whose weekend games bring together both campus and neighboring community members who enjoy attending and supporting the team.

Coppin also has a softball field and eight tennis courts. This is a sufficient number; however, the surface of the tennis courts is in poor condition and the sites lack storage for tennis and softball equipment and spectator seating.

RECREATION

Campus Recreation at Coppin offers recreational and wellness programs and activities for students, faculty, staff, and community members. Campus Recreation is more than just sports and athletics and includes comprehensive wellness and fitness programs for those who want to stay fit physically and be well mentally. There are six main types of programs:

Aquatics

- Group swim lessons
- Semi-private and private swim lessons
- Aqua fitness
- USA swimming
- Masters swimming
- Aqua sports camp
- Recreational swimming
- Lifeguard classes
- Club water polo

Intramurals

- Team sports
- Basketball
- Flag football
- Volleyball
- Soccer
- Softball
- Individual and dual sports
- Tennis
- Racquetball
- 9 ball
- Special events
- King of the Court 3on3 Basketball
- Battleship
- Kick/Punt/Pass

Club sports

- Football
- Swimming
- Soccer
- Lacrosse
- Basketball

Fitness

- Stretch. Sweat. Repeat
- Fitness programs
- Group exercise
- 5K training program
- Walking club
- Personal training program
- Fitness assessments
- Women on weights
- Equipment orientation
- Student development program
- Biggest loser program
- Special events

Wellness

- Lunch “n” Learns
- Cooking Demonstrations
- Massage Mondays
- Wellness Week
- Red Cross certification



Physical Education Complex (PEC)





Physical Education Complex Field | Image Credit: Hord Coplan Macht

Recreation shares facilities with Athletics and has little dedicated space on campus. As a result, recreation needs typically come second to athletics. A prime example are the indoor basketball/volleyball courts that Recreation shares with Athletics, Coppin Academy, and other event or meeting functions. Use by the other functions often results in recreation being displaced and with no other indoor court facility, students are relegated to the small gym space at the southern end of PEC.

Field space is also a major concern for recreation. The stadium field is used for some of the club and intramural sports teams; however, this limits the number and types of offerings Coppin can provide its students.

Commitment to Coppin Academy and Serving Baltimore

Coppin is not only invested in the success of its students, staff, and faculty, the University is also strongly invested in the surrounding Baltimore communities.

Providing outdoor spaces, facilities, and avenues for partnership that are accessible to and support community needs is foundational to Coppin’s mission and therefore an important consideration for this master plan.

Below is a sample of programs that highlight this commitment and need to be preserved or expanded through this planning effort.

- **Coppin Academy:** Coppin is one of the only institutions to also house a high school on campus. The connection between Coppin State University and Coppin Academy harkens back to the original founding of the University as a school for teachers. With a commitment to serve students from underserved local communities, Coppin Academy has roughly 300 students in grades 9th through 12th. Along with the James E. McDonald Child Development Center, Coppin Academy supports Coppin State University’s commitment to students from “Cradle to Career.”



- **North Avenue:** Coppin State University has been invested in the success of North Avenue for decades. Having spent the past 15 years transforming south campus, the continued investments at North Avenue through campus have turned it into less of a barrier. Recently, Maryland announced the creation of the Coppin Heights Community Development Corporation (CHCDC), a Baltimore-based 501 (c)(3) not-for-profit organization established in 1995 by Coppin State University to advance the broader community neighborhood revitalization agenda for the Greater Coppin Heights/Rosemont Community. These efforts will continue to advance the transformation of North Avenue into the key commercial and mixed-use corridor it once was. Supporting the growth of businesses, retail, residential, and other infill along North Avenue looks to be a continued priority for Coppin in the years to come and will only contribute to a better campus and campus environment.
- **Community Health Center and Clinics:** Coppin State University has a legacy of delivering quality, community-focused patient care. The Community Health Center serves as a resource that expands access to quality healthcare. The Center provides readily accessible, low-cost, high-quality care to Coppin State University students, faculty, staff, administration, and residents of the neighborhood surrounding the University. The Center is managed and led by the College of Health Professions (CHP) and allows students to also gain valuable clinical experience. CHP also oversees the Coppin Clinic at St. Francis.
- **Recreation Center:** Coppin offers membership to its recreation facilities and aquatic center to local Baltimore and community residents. With membership or guest passes, the community can participate in swim lessons, aqua fitness classes, fitness and wellness classes, and summer camps.

Proximity to Transit

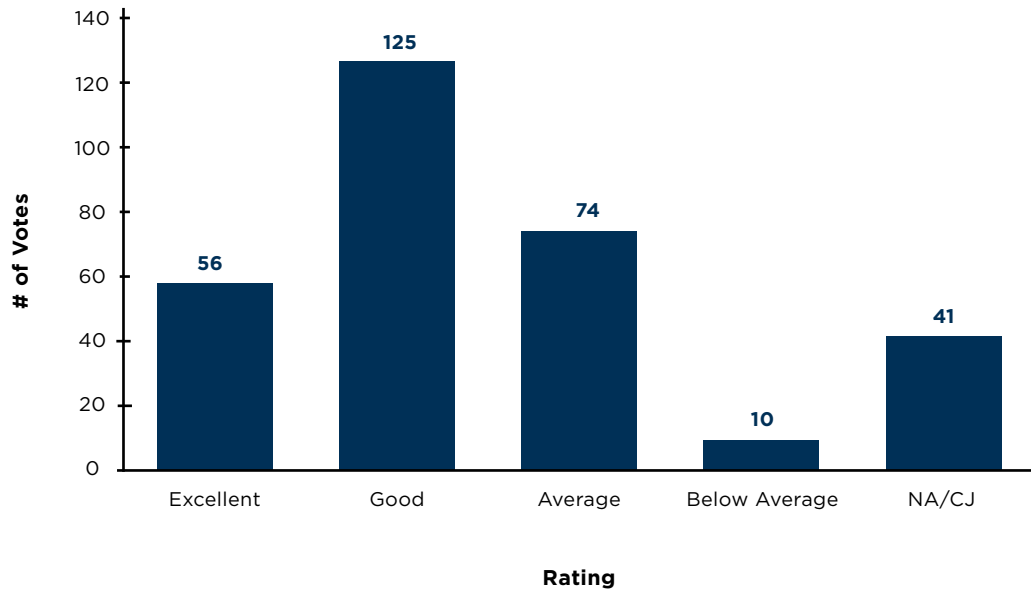
Several types of transit currently serve the Coppin State University community of students, faculty, and staff. The Maryland Transit Administration (MTA) offers regional bus services along campus streets, with a major transfer center at the Mondawmin Metro SubwayLink station. Peak subway service operates at a peak frequency of about eight minutes. MTA offers three frequent

CityLink bus routes: Gold on North Avenue, the Green and the Yellow lines from Mondawmin and seven local routes, making Coppin State University one of the most regionally connected transit areas in MTA's system. A regional MARC Commuter Train between Perryville, Maryland and Washington, D.C., is about 1.5 miles from campus at the West Baltimore MARC station.



Mondawmin Station

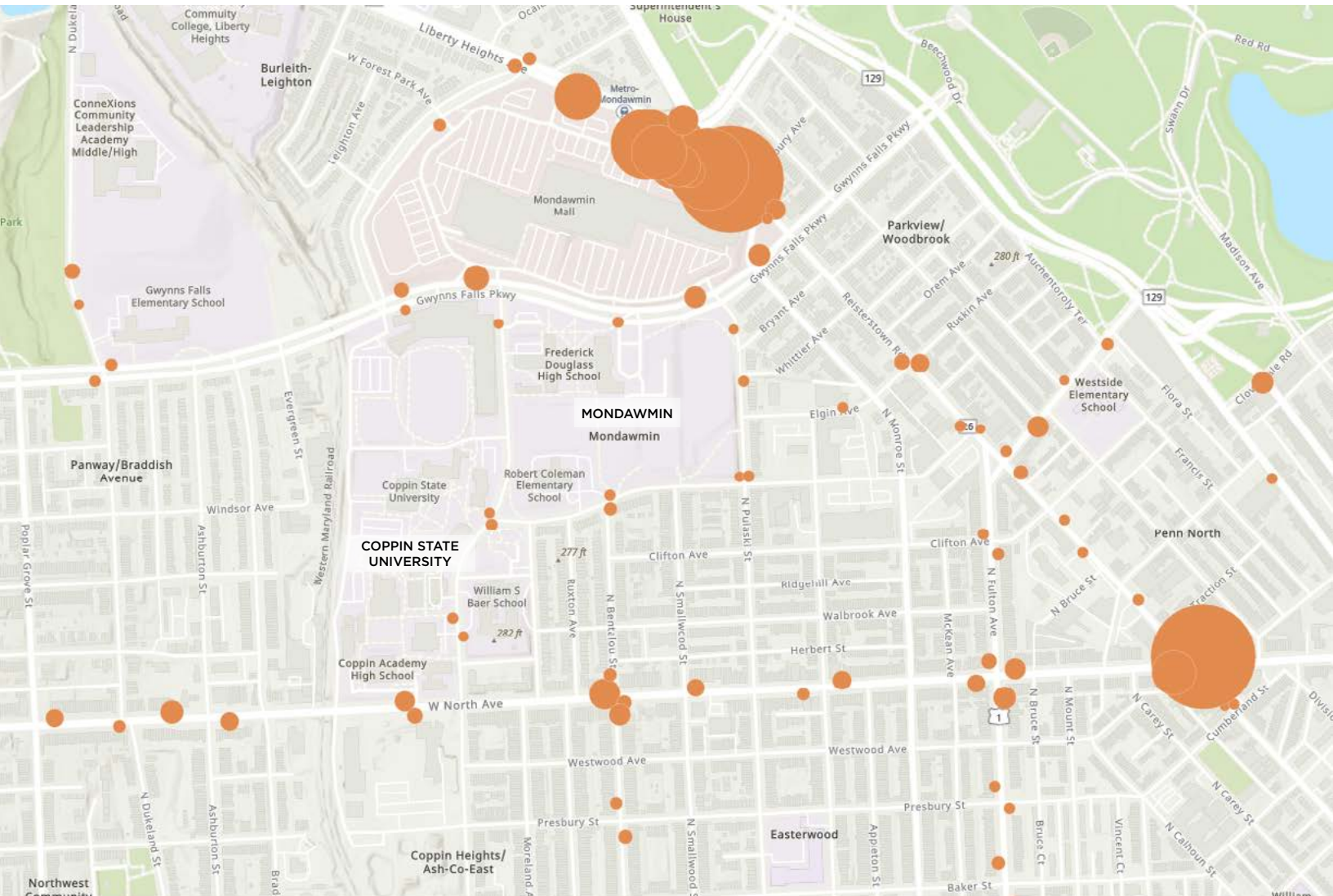
HOW DO YOU PERCEIVE BUS / PUBLIC TRANSIT ACCESS ON / NEAR CAMPUS?



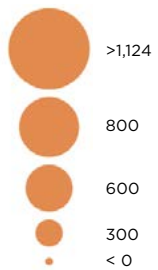
As part of our campus survey, we asked participants “How do you perceive bus/public transit access on/near campus?” The majority of participants rated it as ‘good’ or ‘excellent’ with very few votes for ‘below average.’

Metro SubwayLink and significant bus service at Mondawmin and West Baltimore MARC commuter rail offer affordable and convenient access to commuting students, staff, and faculty from around

the region. The diagram on the following page shows the weekday average number of alightings for Fall 2021 at and around Coppin State University. As shown, Mondawmin station is a critical transit point. It underscores the importance of a safe and accessible pathway to and from the Metro stations.

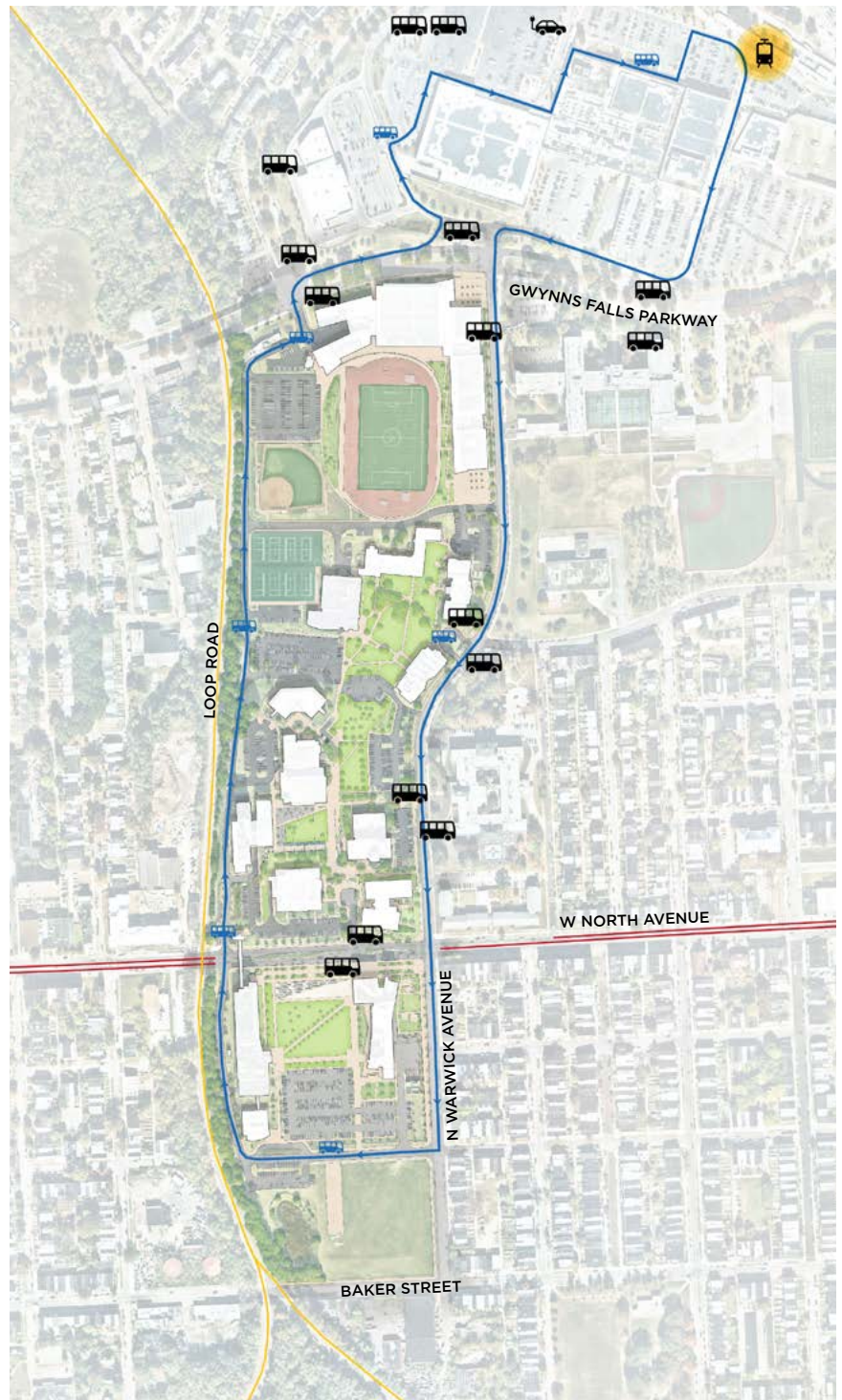


AVERAGE WEEKDAY BUS STOP ALIGHTINGS FROM FALL 2021 NEAR COPPIN STATE UNIVERSITY



Areas reachable by transit in 30 and 45 minutes, respectively, indicate that most of Baltimore City and destinations in southern and western Baltimore County and northern Anne Arundel County are all accessible in under 45 minutes by nearby bus and rail service.

The University operates the Eagle Express Shuttle service for travel within and near campus using a loop route along the perimeter roads of campus and to the Mondawmin Metro SubwayLink Station. Currently, the Eagle Express shuttle has one shuttle operating in service on weekdays every 30 minutes.



LOOPED PATHWAY OF EAGLE EXPRESS SHUTTLE AND MTA BUS STOPS

-  MTA Bus Stop
-  Eagle Express Stop
-  Eagle Express Line
-  CSX Rail Lines
-  Dedicated Bike/Bus Line

CHALLENGES & OPPORTUNITIES



Approach to campus from North Avenue

Imageability of Campus Approach and Arrival

Woven into the fabric of West Baltimore, campus gently nestles into the urban context. Historically, the edges of Coppin's campus were North Avenue, the CSX line, Murphy Research Center, and Warwick Avenue. In many ways the campus was insular, turning its back to those edges and focusing around the Main Quad. Over the past two decades, Coppin has made tremendous strides to switch this paradigm to instead celebrate the campus edge and welcome people into campus by creating gateways and improving signage. Some of the strongest campus gateway experiences occur both on the signed pedestrian bridge that spans North Avenue as well as the Physical Education Complex entry plaza at the intersection of Gwynns Falls Parkway and Warwick Avenue.

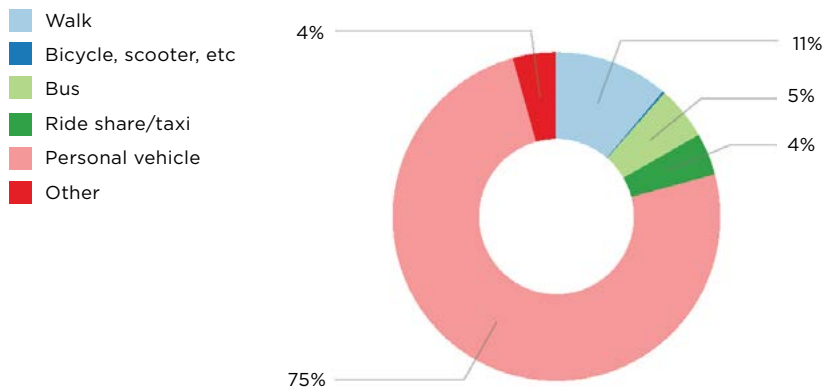
However, there is an inconsistency in the visibility and accessibility of the existing campus edges and gateways. For example, the pedestrian experience between campus and Mondawmin follows inconsistent exterior pathways with deteriorating and obsolete infrastructure. Concern for personal safety increases for people using routes outside of campus, particularly the Mondawmin Metro transit center. Perceived safety increases as one gets closer to campus as evidenced in the survey results in which 37 percent of the survey participants perceive pedestrian safety and connectivity on the campus edge as "average" and 35 percent perceive it as "good."



Historic campus map of Coppin State University

Inconsistency of signage and branding dilutes the branding and challenges navigation into campus. Peripheral surface parking, while well-suited to areas backing the train tracks on Loop Road, does a disservice to edges along Warwick and North Avenue. Despite relatively good transit access, 75 percent of the participants in the campus survey drive to campus.

HOW DO YOU TYPICALLY GET TO CAMPUS?



Campus Organization, Connections, and Access

There is a tremendous amount of clarity to the structure of Coppin's campus. The campus is organized into three longitudinal zones and four latitudinal zones. Both structures are anchored by green spaces and pedestrian circulation through the heart of campus.

The longitudinal organization of campus has three zones:

- The service and parking dominated edge along the train tracks and Loop Road;
- The core pedestrian and open space network through the heart of campus; and
- The edge along Warwick that presents a mixture of mostly back-doors, drop offs, and parking with some front entrances and welcoming plaza elements.

Large portions of central campus prioritize pedestrian circulation. This is accomplished through a series of walkways and one elevated north-south walkway link across the campus. This walkway changes character periodically, but includes large sections of high-quality pavement, adjacent bench seating, and areas of tree-lined walkway, which make this central connector a pleasant part of the daily campus experience. Unlike the campus edges, the core of campus is perceived as quite safe by survey participants; 44 percent of the survey participants perceive pedestrian safety and connectivity within the campus as "good" and 27 percent perceive it as "excellent."



ACCESS TO CAMPUS

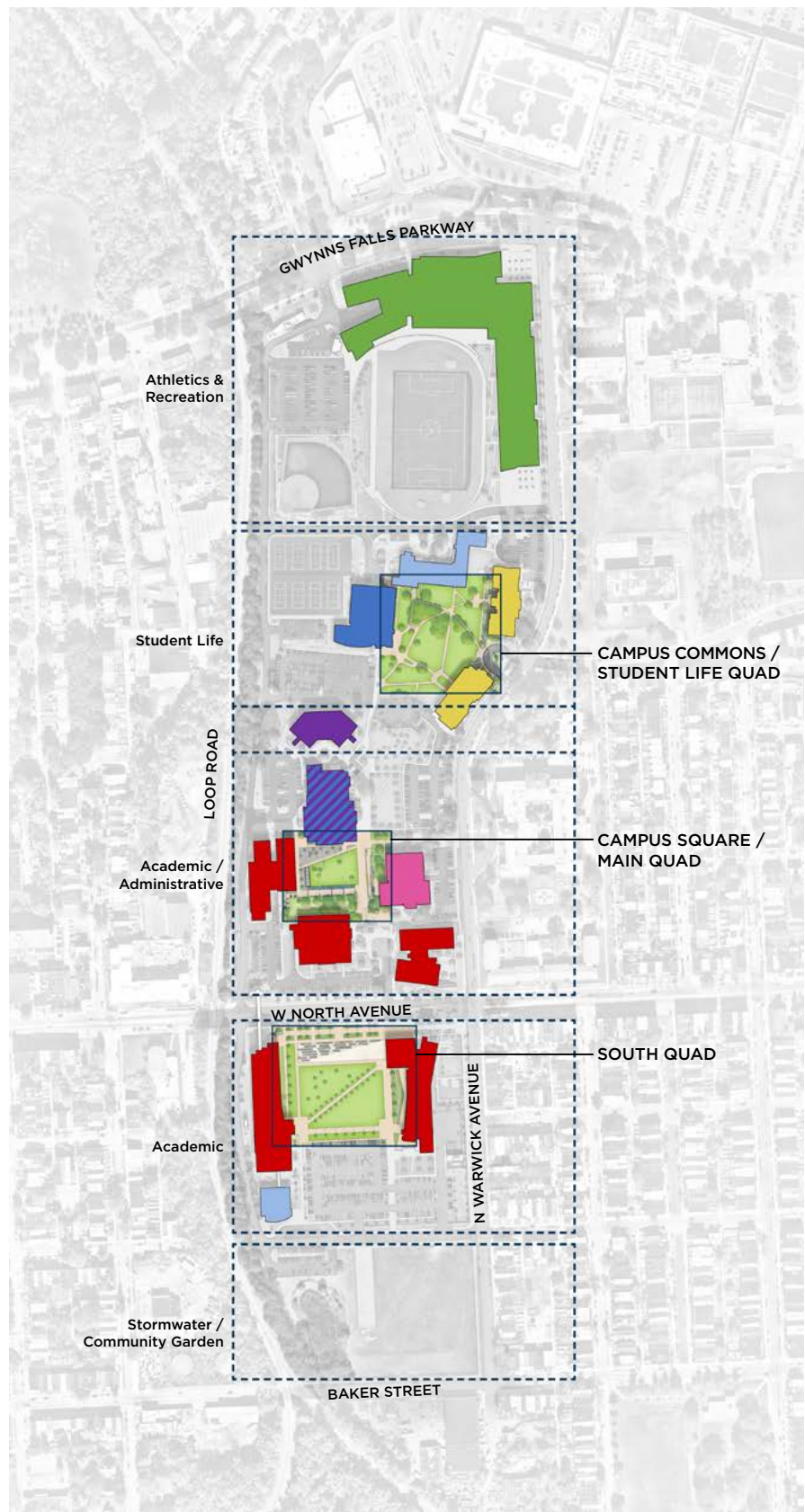
- Longitudinal campus zones
- ➔ Major roadways around campus

The latitudinal organization of campus has four zones that are dominated by specific use types:

- The athletics and recreation heart at the northernmost edge of campus;
- The student life heart with housing and dining centered on the Student Life Quad;
- The campus core anchored by the Library and Tawes Center and various academic and administrative functions; and
- South campus that houses academic functions centered around the South Quad.

LATITUDINAL ZONES BY BUILDING USE

- Academic
- Library
- Administrative
- Student Life / Services
- Residence Life
- Athletics / Recreation
- Coppin Academy / Daycare
- Administrative & Student Life / Services



This clear latitudinal structure is interrupted at three key points where the pedestrian connections are the most challenging. These are the east/west section of Loop Road that runs between the Physical Education Complex and Coppin Academy, the area east of the Miles Connor Administration building, and where North Avenue bisects campus. These three areas experience physical separation caused by the roadway alignments, large parking areas, challenging topography, and limited pedestrian access, as well as less programmed facilities immediately adjacent to walkways.



BARRIERS BETWEEN ZONES

- Academic
- Library
- Administrative
- Student Life / Services
- Residence Life
- Athletics / Recreation
- Coppin Academy / Daycare
- Administrative & Student Life / Services
- Challenged Connectivity Zones

TABLE 1. PARKING LOTS, TYPES, AND NUMBER OF SPACES ON CAMPUS

Parking Lot	Lot Type	# of Spaces	Parking Utilization Midweek Feb 2020	Parking Utilization Monday Oct 2021
A	Reserved Staff (Gated)	27	44%	59%
B	Reserved Staff/ Visitor	74	72%	49%
C	Reserved/ Unreserved Staff	247	79%	43%
CS	Commuter Students	58	78%	7%
D	Reserved Staff (Gated)	54	74%	39%
E	Housing Students	59	76%	76%
F	Reserved/ Unreserved Staff	150	57%	38%
G	Student Unreserved	29	55%	66%
H	All Reserved/ Unreserved	186	11%	41%
J	Commuter Students	54	69%	20%
K	Students/Housing	24	67%	67%
Murphy	Dining and Facilities	6	-	-
TOTAL		968	58%	42%

With no structured parking, campus relies on 11 surface parking lots distributed across campus. In most cases, these are located at the campus periphery, but in some instances they interrupt the pedestrian core and entries into campus. As this planning effort took place during the 2021 COVID-19 pandemic, aerial photography from pre-pandemic periods was used to understand parking demand during typical weekdays during the academic year. Based on these aerials, the campus’s parking lots are underutilized. Additionally, nearby streets lack parking restrictions, allowing commuters to park for free rather than use one of the campus lots. Results from the campus survey also confirmed that the majority perceive vehicular parking on / near campus as “good” (36 percent) or “average” (31 percent).

There has been a notable reduction in parking utilization post-pandemic based on satellite imagery. This is likely due to online classroom options, reduced in-person learning, and a reduction of 15 percent in enrollment. Parking utilization dropped to 42 percent in 2021, down from 58 percent in February of 2020. Lower parking utilization indicates an opportunity to develop underutilized parking lots into new buildings for students, faculty, and staff. Further study is needed to better understand the differences in parking utilization and what factors may impact future parking habits and behaviors.

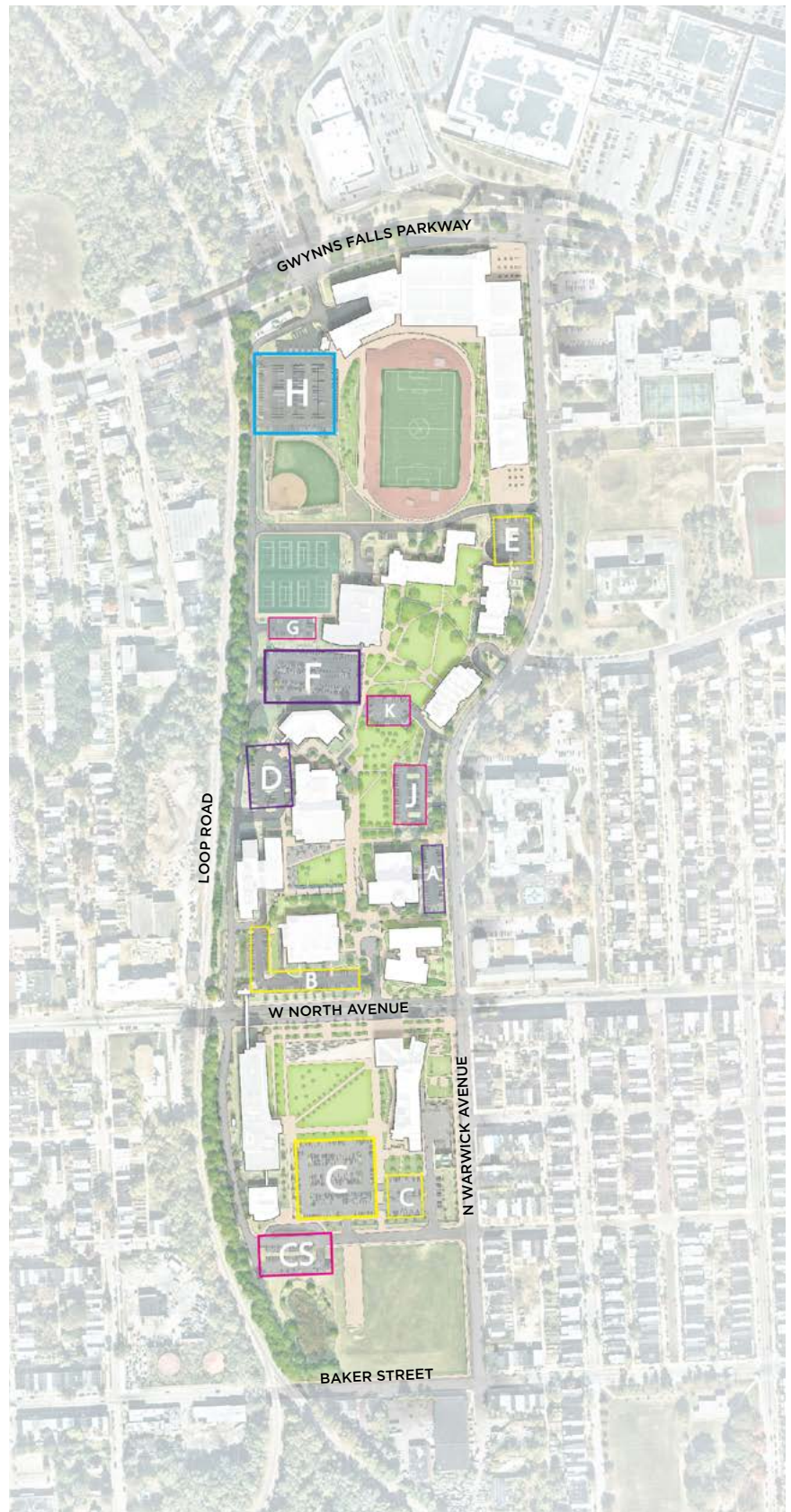
TABLE 2. STUDENT ENROLLMENT

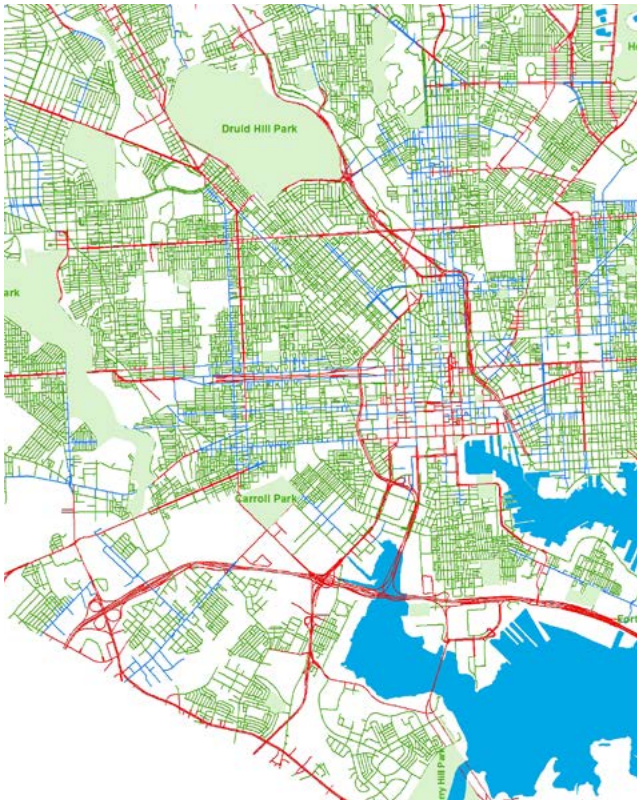
Year	Total
2017	2,893
2018	2,738
2019	2,724
2020	2,108

Source: <https://datausa.io/profile/university/coppin-state-university#enrollment>

PARKING LOTS ON COPPIN STATE UNIVERSITY CAMPUS

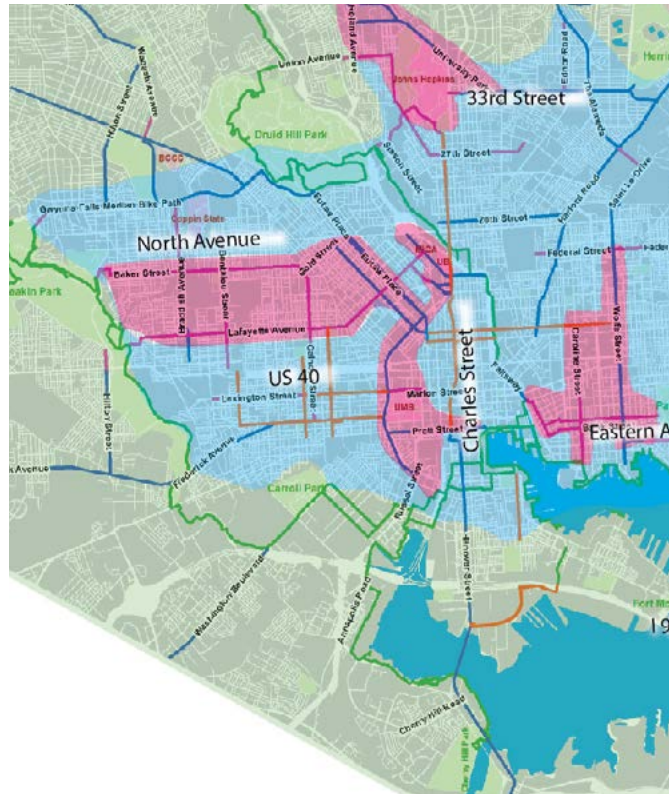
- Student Parking
- Faculty Staff Parking
- Faculty Staff & Visitor Parking
- All Types Parking





BALTIMORE'S BICYCLE MASTER PLAN

- Low stress streets
- High stress streets that can be crossed on a low stress street
- High stress streets requiring a bike facility to comfortably cross



BALTIMORE'S SEPARATED BIKEWAYS NETWORK PLAN

- **Within 2 Years**
Corridors that connect existing and soon to be completed low stress facilities
- **2-4 Years**
Corridors that connect inner neighborhoods to existing low stress facilities
- **3-5 Years**
Corridors that connect outer neighborhoods to one another and downtown
- Recommended Separated Facilities
- Recommended Supporting Facilities
- Existing Trails

Bicycle (and scooter) lanes are not allocated separate space within and around the campus. They are, however, provided marked road space only in the North Avenue bus lane, which is shared with buses and right-turning vehicles. Further, the bicycle/bus lane drops several blocks before reaching the campus to allow for a median and dedicated turn lanes into campus streets. People riding bicycles and scooters sharing the lane with buses and turning vehicles generally consist of less than 30 percent of the population and are tolerated by mostly experienced and confident riders who are comfortable with higher levels of traffic stress.

Baltimore's Bicycle Master Plan and Separated Bikeways Plan prioritize North Avenue and the areas around Coppin's campus for bicycle and scooter network enhancements. The priority for these areas tracks with the growth in micromobility demand and Baltimore City's proactive approach to transportation equity in its dockless vehicle program. The City regulates private vendors for aspects of their service that include parking requirements, equity zone vehicle distribution, rider education, and access, safety and vehicle standards, and data reporting on customer service and usage.

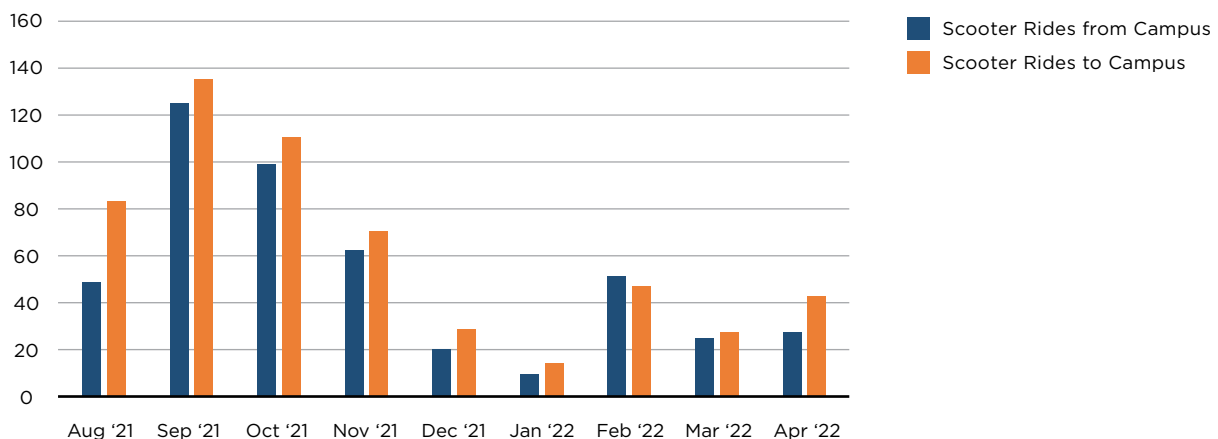
The City of Baltimore, as of Winter 2022, is served by three micromobility permit holders, including Lime, Link, and Spin. Each private vendor has varied rates for renting their vehicles. Note that 90 percent of scooter trips in Baltimore are less than two minutes long. Usage rates as of Winter 2022 are as follows:

- Lime Scooters cost \$1 to unlock and \$0.15 per minute thereafter (or \$3.25 for a 15-minute trip and \$1.30 for a 2-minute trip)
- Lime Bikes cost \$1 to unlock and \$0.30 per minute thereafter (or \$5.50 for a 15-minute trip and \$1.60 for a 2-minute trip)
- Link Scooters cost \$1 to unlock and \$0.25 per minute thereafter (or \$4.75 for a 15-minute trip and \$1.50 for a 2-minute trip)
- Spin Scooters cost \$1 to unlock and \$0.15 per minute thereafter (or \$3.25 for a 15-minute trip and \$1.30 for a 2-minute trip)

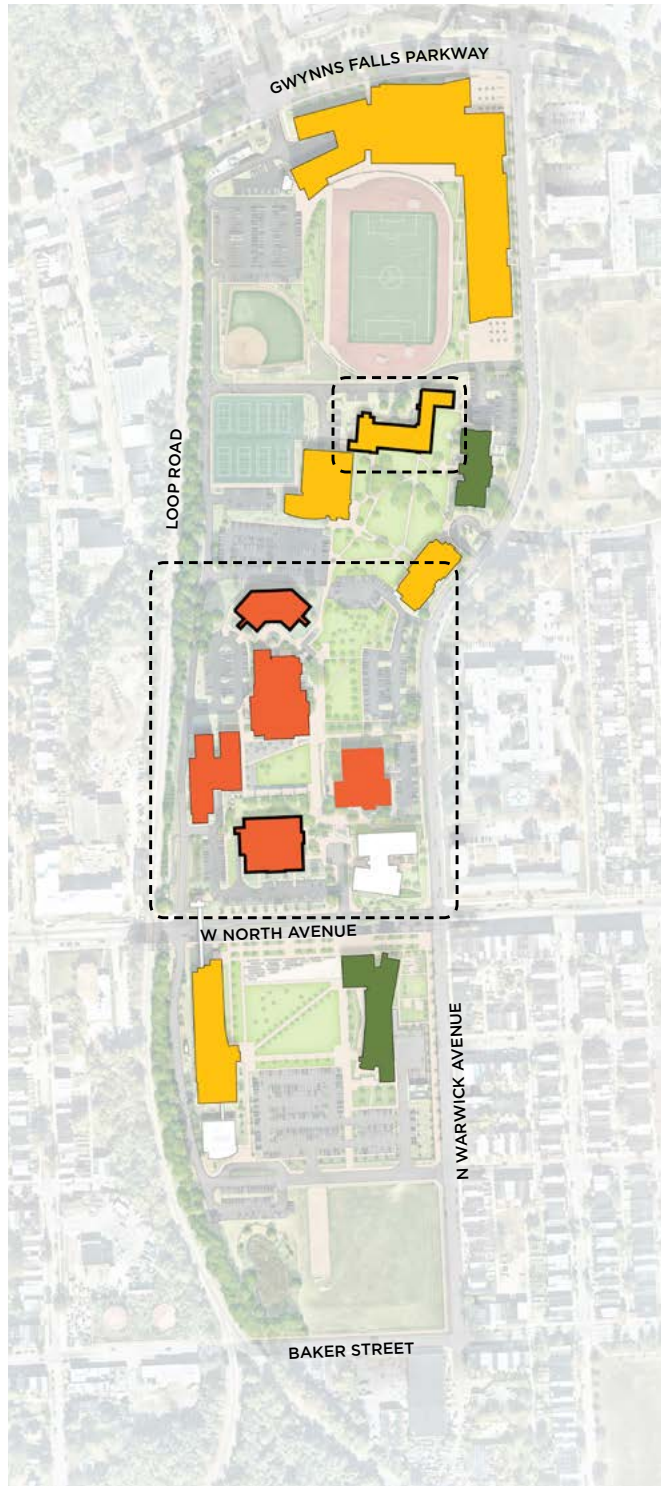
Micromobility data from the City of Baltimore shows a clear demand for dockless scooters to and from Coppin State University. The number of scooter rides are much higher than dockless bicycles likely due to the relatively low availability of shared bicycles available in Baltimore. The total number of rides drop off in the winter months but increases during warmer weather. According to the City of Baltimore, the total number of dockless bicycle rides to and from campus for 2021 and 2022 (January to April) was less than 12 rides compared to 791 total scooter rides for 2021 and 247 rides for the first four months of 2022. The only origin destination pair consisting of more than three trips in a day was between campus and the West Baltimore MARC station.

Baltimore DOT is recognized nationally for its management and equity requirements on private dockless vehicle companies. To consolidate vehicle storage, users of dockless vehicles are incentivized to park in designated corrals and the City works with large entertainment venues and other campuses to geofence areas of high pedestrian activity as No-Ride Zones and locate corrals. As the high rate of scooter use at Coppin tracks similarly with other larger campuses in the City, the University should collaborate with the City to ensure that both supply and infrastructure for safe riding and managed parking is available to accommodate dockless scooter use both within and to/from campus.

SCOOTER RIDES TO AND FROM CAMPUS



Source: City of Baltimore



BUILDING AGE

- 1960-1969
- 1970-1979
- 1980-1989
- 1990-1999
- 2000-2009
- 2010-2022
- Partial Renovation
- Renovation since 2000

BUILDING RISK

- Accessibility & Code Concerns
- High
- Medium
- Low

Range of Facility Condition

With the exception of the three newest facilities (HHSB, PEC, STC) and the under-construction College of Business, many of Coppin's facilities are in need of updates and renovation. During the first phase of the Facilities Master Plan, the Design Team received the recently completed facility conditions assessments of the existing

buildings on campus. The condition reports were generally aligned with the age of the buildings, showing older facilities identified as "high risk." This is largely due to the fact that large-scale renovations have not been undertaken for many of these facilities, so systems and finishes are outdated.

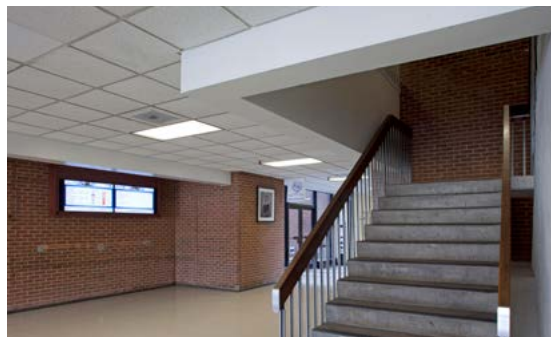
TABLE 3. COPPIN STATE UNIVERSITY BUILDING INFORMATION

Buildings	Year Built	Year Renovated	Building Gross Square Feet GSF	Building Net Assignable Square Feet NASF	Instructional Space (HEGIS 100&200) NASF	Academic w/ Library Space (HEGIS 100, 200, 300, 400) NASF
Academic Buildings						
Grace Hill Jacobs (GJ or OCL)	1977		140,855	69,292	22,646	54,019
Health & Human Services (HHSB)	2008		168,106	93,643	37,778	75,862
Johnson Auditorium (JJ)	1972		36,265	17,971	5,304	5,718
Parlett L. Moore Library (PM)	1961	1975	85,521	39,186	0	36,079
College of Business (CoB)	2022	<i>Under Construction</i>				
Physical Education Complex (PEC)	2010		246,359	148,275	4,230	24,610
Science & Technology Center (STC)	2015		150,443	73,554	42,643	61,518
Administrative Buildings						
Miles Connor Administration (MC)	1978		44,394	21,606		19,988
Student Life Buildings (Auxiliary)						
Daley Residence Hall (DA)	2001		108,360	73,962		290
Dedmond Residence Hall (DE)	1992		89,371	61,892		372
Talon Center/Dining Hall (TC)	2003		42,965	28,544		1,933
Tawes Center (JT)	1966	1978	55,940	34,587	684	5,082
Charter High School						
Frances Murphy Center (FM)						
Coppin Academy	1961	2010	36,270	20,555		
Total Square Footage			1,204,849	663,149	113,285	285,471

GRACE HILL JACOBS

Grace Hill Jacobs (GJ) was built in 1977 and is the tallest building on campus at 10 stories. It is predominately occupied by the College of Arts & Sciences, and Education (CASE) and Graduate Studies. It currently houses the College of Business (COB); however, upon completion of the new building, COB will be relocating out of GJ. Coppin Academy also uses two classrooms out of the 19 in this building, which has the most classrooms on campus. GJ also houses academic support labs, the Writing Center, a testing center, a black box studio, art studio, University Relations, Information Technology Client Services, shop space, and a central utility plant. Floors four and up are almost exclusively faculty office space.

Grace Hill Jacobs is a large academic building that houses a lot of important academic functions. However, the condition of the space is poor and in need of upgrades so that departments occupying this building have a similar level of quality as departments in other facilities. With COB moving to its new facility, now is a prime time to rethink near-term opportunities for renovating GJ.



**JAMES WELDON JOHNSON
AUDITORIUM**

Johnson Auditorium (JJ) occupies a prime site along North Avenue at an important threshold of campus. The building was constructed in 1972 and houses a 975-seat proscenium theatre, academic support spaces, classrooms, music practice spaces, offices, storage, and a small art gallery. Johnson Auditorium is sometimes used for events and performances; however, the facility is in poor condition and the space within it is not optimized for its highest and best use. Furthermore, JJ does not have an elevator and therefore is not accessible between levels. This makes JJ a costly and challenging renovation and should be considered for demolition and replacement. JJ is also set back from North Avenue with a parking lot in between, presenting a poor first impression along that edge of campus and making new construction on the narrow parking lot size challenging.



**PARLETT LONGWORTH
MOORE LIBRARY**

Parlett Longworth Moore Library (PM) was constructed in 1961 with an addition completed in 1975. PM holds the University's collections, Afro-American Collection, and the Traditional African Art Gallery. PM also provides various types of reading and study spaces, learning resources, and University administrative offices, including the Office of the President.

While having received partial upgrades and renovations throughout the years, the Library is showing its age both physically and programmatically. With major shifts in technology and virtual archiving, space needs related to libraries have moved to more collaborative and less stack spaces. PM has made similar shifts throughout the years as well but is ready for wholesale rethinking and renovation of the facility.



MILES CONNOR ADMINISTRATION BUILDING

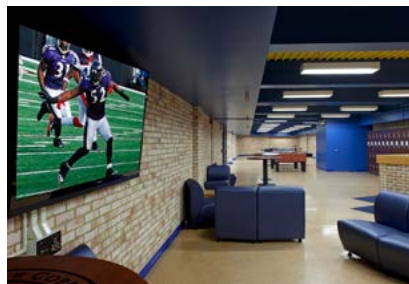
Miles Connor (MC) is the main administrative building on campus. Built in 1978, this three-floor building is home to the Office of Financial Aid, Office of Admissions, Records and Registration, Academic Advising, and the Counseling Center for Student Development. It also holds the offices of the Vice Presidents for Administration and Finance, and Institutional Advancement.

Miles Connor has also had piecemeal renovations throughout the years; however, the facility is difficult to navigate and preserving egress limits renovation opportunities as the exit stairs are located through assignable spaces on either side of the building. Many students have trouble accessing the services they need in this building because of the challenges navigating to various units due to the poor design of the facility.



J. MILLARD TAWES CENTER

Tawes Center is the current heart of student activity at Coppin. Built in 1966 and added to in 1978, this building is home to student lounges and snack areas, Coppin Café, Subway, Follett Bookstore, Career Development Center, meeting rooms, student leader offices, game room, and administrative offices. Tawes Center is another facility that is showing its age with the only recent renovations being to specific spaces such as the Coppin Cafe and second-floor conference space. The lower level is largely vacant with a game room that is barely used. In listening sessions, Tawes Center was described as dark, sad, unwelcoming, and uninspiring, which are not desirable adjectives to describe a student center.



TALON CENTER

Talon Center, constructed in 2003, is the main dining facility on campus and houses a full-service kitchen, student dining, a faculty and staff café, convenience store, meeting rooms, and auxiliary offices. While in average condition, the conference and event spaces on Talon's upper floor are underutilized and could be leveraged for more active uses that would complement nearby student life facilities.





**FLOSSIE M. DEDMOND
RESIDENCE HALL**

Dedmond Hall (DE) constructed in 1993, is one of two residence halls on campus. DE features 300 fully furnished suites of 3- and 4- room clusters with a shared living room and self-contained bath, 24-hour manned security desk, study and lounge areas, computer labs, and laundry room. The finishes in DE are showing age and the building would benefit from significant renovations to update rooms and shared facilities.



**GUILBERT A. DALEY
RESIDENCE HALL**

Daley Hall (DA), constructed in 2001, is the second of two residence falls on campus. DA has the same semi-suite room typology as DE, but has approximately 350 beds, 24-hour manned security desk, study and lounge areas, computer labs, and laundry room. Recent renovations worked to raise a portion of the hall from sinking and included a replacement of the elevators. Similar to DE, DA is also showing its age and would benefit from significant renovations to update rooms and shared facilities.



FRANCES MURPHY CENTER

Frances Murphy (FM) was one of the earliest remaining structures on Coppin's present campus. Completed in 1958, FM was recently renovated to help meet the needs of its occupant, Coppin Academy, which is a Baltimore City Charter High School and Coppin State University partner organization.

While able to be occupied in the near-term, FM does not meet ADA requirements and is not accessible between levels. It is also too small to meet the needs of Coppin Academy who end up using spaces in other University buildings such as the classrooms in GJ or recreation spaces in PEC. The layout of FM on its current site creates a barrier between the athletics/recreation and student life hubs of campus, and students shared frustration that they often feel like they live on a high school campus instead of a college campus when Coppin Academy lets out.



Student Center, Student Services, and Residential Life

One of the most prominent key themes from the listening sessions was the need to invest in the student experience. The need for a student center or a series of centers was a common theme shared by many participants throughout the process, especially students. As mentioned, Tawes Center is the current student life heart of campus, but many students do not view it this way and described it as dark, sad, unwelcoming, and uninspiring. This is the opposite of the type of student experience that should be fostered on campus. Recent renovations seek to improve some of the spaces, but the original design of the building does not foster a collaborative, bright, open, and fun environment.

Similarly, Dedmond and Daley Residence Halls also have tired and limited student space, which results in very few spaces that

students enjoy using. The ones students frequent most are in STC and HHSB; however, most of these students are affiliated with the departments in those two buildings, which still leaves a significant lack of good student space in the core of campus.

In addition to the poor quality of student spaces on campus, student services are scattered across campus with the majority located in Miles Connor. Since this building is challenging to access and is not in a highly visible or accessible location on campus, it presents challenges for students trying to access things like Admissions and Financial Aid. These barriers can be detrimental to new students trying to navigate their first college experience. Student services would better serve the campus community by being more visible and collocating with student facing spaces.



Tawes Center

Recreation and Wellness

While the PEC is a state-of-the-art facility for Coppin's athletic and recreation needs, the demands on that building to serve nearly all athletic, recreation, and community needs puts many pressures on some of the University's programs. Recreation programs are especially vulnerable as athletics and events often take priority and displace recreation users. As a result, there is a strong desire for more dedicated student recreation space despite space benchmarking metrics indicating there is sufficient space on campus.

It is important to note that the unique demographics of Coppin influence the types of recreation and wellness offerings on campus. The average age of a student at Coppin is 28-years-old and 77 percent of the student body identifies as female. As a result, there is a higher percentage of students with children and families who are balancing education and family obligations.

Both based on the demographics and needs of the student body as well as current trends in higher education, Coppin is making a significant push towards comprehensive wellness. There are current efforts to develop a comprehensive wellness plan that address all dimensions of well-being.

Highlighting and nurturing the student's health and wellness is a major priority for Coppin as evidenced by its plethora of programs and opportunities. To promote a campus culture that nurtures health and wellness, an integrated, collaborative approach campus-wide is necessary.

Thus, it is important to maintain a broad variety of wellness related programming and support these programs with adequate facilities to meet the program needs. Some core wellness tenets that should continue to be bolstered are:

- Intellectual wellness
- Physical wellness
- Social wellness
- Spiritual wellness
- Environmental wellness
- Financial wellness
- Occupational wellness
- Psychological wellness

(Developed by NIRSA – National Intramural and Recreation Sports Association, July 2014)



Physical Education Center

Landholdings, Partnerships, and the Lutheran Site

Coppin has a strong, positive relationship with its surrounding communities. This is largely due to both the community-facing programming that invites the community onto campus and the desire for positive change and development in West Baltimore.

The existing main 60-acre campus has adjacencies with:

- West North Avenue Redevelopment Authority and the North Avenue corridor
- Coppin Heights Community Development Corporation
- Greater Mondawmin Coordinating Council
- Mondawmin and incubator partnerships
- Proximate large industrial parcels
- Douglas High School or nearby parks/schools for baseball stadium and/or recreation fields

The Lutheran Site is a 5.8-acre lot located approximately 1.2 miles south of campus by car in the largely residential Mosher neighborhood of Baltimore. It was purchased by the University in 2003 and is adjacent to the historic Hebrew Orphan Asylum, which is set to become a community health hub with the City's first stabilization center for drug and alcohol abuse. This landholding is the only outparcel Coppin owns that is not directly connected to its main campus. Determining opportunities for the University to leverage this site to support its mission was an important part of the planning process.



CAMPUS LANDHOLDINGS AND ADJACENCIES

- Coppin Landholdings
- Opportunity Areas
- Connection to Lutheran Site

Sustainability

ENERGY AND CARBON

Ever-evolving technologies and changing requirements are continuing to advance sustainable design in an effort to reduce carbon footprints. The Facilities Master Plan reaffirms Coppin's commitment to achieve a minimum of LEED Silver certification on all new buildings with a focus on lowering energy consumption and carbon impacts. Existing investments in sustainability on campus are:

- LEED Buildings (PEC, HHSB, STC)
- Solar panels on the roof of PEC, Daley Hall, and Dedmond Hall
- Stormwater management in certain campus landscape systems
- Underground cisterns (Main and South Quad)
- Partial green roof atop STC

The State of Maryland has adopted, with modifications, the International Building Code (IBC) as the Maryland Building Performance Standards, requiring buildings to be designed and constructed in accordance with the International Energy Conservation Code (IECC). All future campus development will comply with all of the regulations and guidelines identified in the Maryland High Performance Green Building Program. A High-Performance Building is one which achieves either a Silver rating or better under the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) rating system, achieves a two Green Globes rating or better under the Green Building Initiative's Green Globes rating system, or complies with the Maryland Green Building Council's supplement to the International Green Construction Code (IgCC). All utilities to the building will be metered for integration with the campus building automation system for energy management purposes. Commitment to energy efficiency and increased utilization of green energy will contribute to reducing carbon impact.

STORMWATER MANAGEMENT

The Maryland Department of the Environment (MDE) project summary table below provides a breakdown of the projects that have been permitted by MDE and correlates the MDE project to the MS4 database. The MDE project summary table is based on data provided by MDE in February 2022. All information in the tables should be checked and verified for accuracy against as-built data and current conditions.

Per MDE’s technical memorandum #16, dated April 2, 2021 (updated May 6, 2021), projects identified with a 2010 MDE number or earlier are considered Heritage Projects.

If the stormwater facilities are not 378 BMPs, no as-builts plans need to be submitted for review; however, all BMP verification data should be obtained for MS4 permitting and verification for the Water Quality Bank balances. If the stormwater facility is a 378 pond, the facility is categorized as a Code 378 Heritage Pond and as-builts are required.

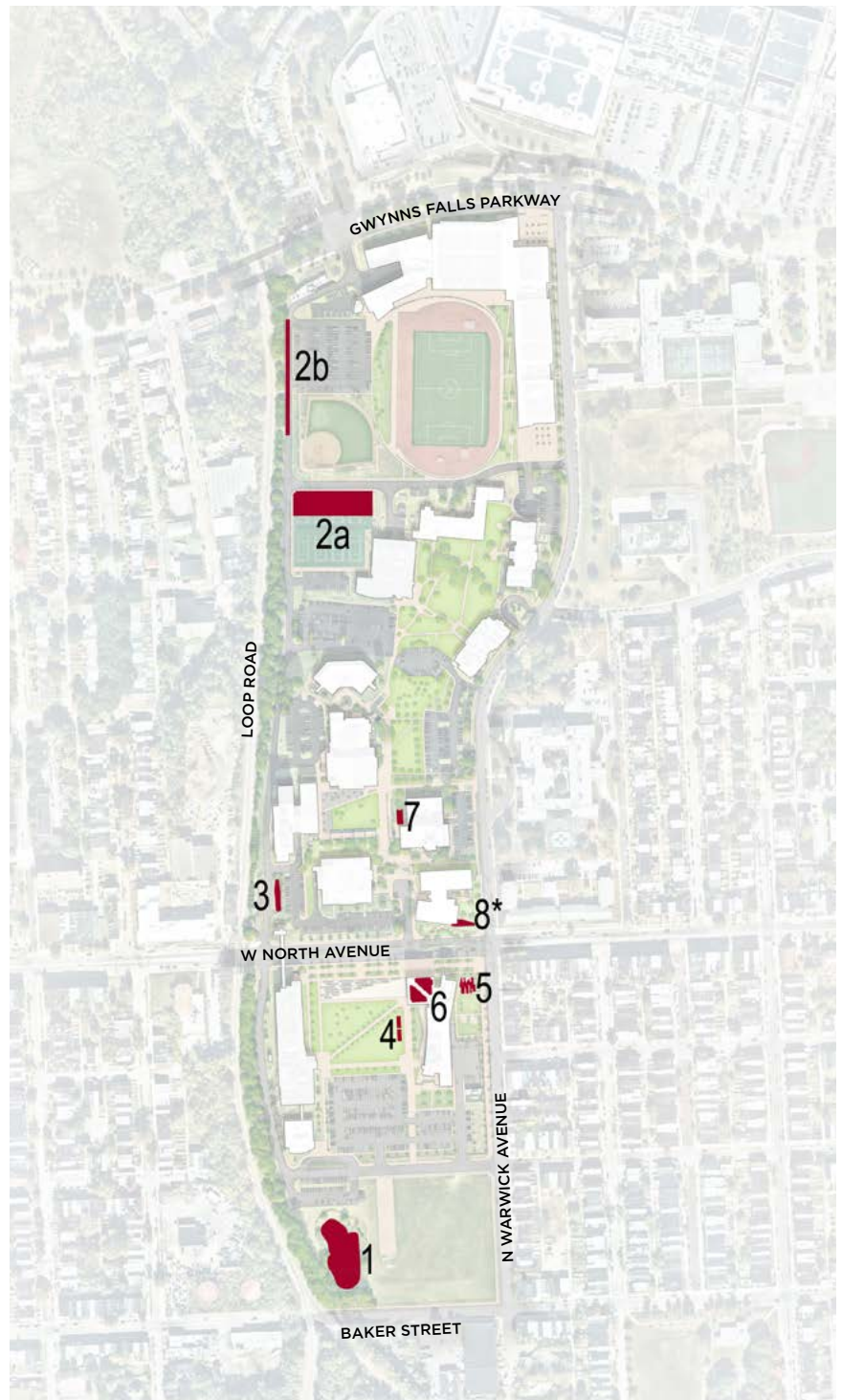
Per Code of Maryland Regulations (COMAR) 26.17.02, stormwater management applies to new development and redevelopment of land for institutional use. Since the State of Maryland’s Stormwater Management Act of

TABLE 4. EXISTING STORMWATER MANAGEMENT BEST MANAGEMENT PRACTICES AND ENVIRONMENTAL SITE DESIGN

Plan ID #	Facility Type	Project / Location	MDE Approved Facility?	MDE Number	MS4 Year 2 Report (Included?)	Surface	Under-ground	Notes
1	Shallow marsh	Health & Human Services Building	Yes	05-SF-0348	Yes	1	1	
		HHSB - temp. parking	Yes	09-SF-0131				
2a	Detention pond (under tennis courts)	Physical Education Complex	Yes	107-SF-0166	No		1	According to the Year 2 report: not inspected due to failed status in Year 1, maintenance planned for future year in permit term
2b	Sand filter				Yes			
3	Micro-bioretenion	Pedestrian Bridge ADA Improvements / Loop Road & North Ave.	Yes	14-SF-0332	Yes	1		
4	Underground Cistern	Science & Technology Center	No		Yes		1	maintained by contractor, not inspected for Year 2 report
5	Permeable Pavement	Science & Technology Center	No		Yes	1		
6	Green Roof	Science & Technology Center	No		Yes	1		
7	Underground Cistern	Library Quad	No		Yes		1	maintained by contractor, not inspected for Year 2 report
8	Micro-bioretenion	College of Business	Yes	20-SF-0053	No	1		PROJECT UNDER CONSTRUCTION

2007 (formally adopted in 2009), Environmental Site Design (ESD) practices have been installed throughout Maryland and have become standard practice. All new campus developments have complied with requirements on a “project-by-project” approach and have installed several new ESD practices in close proximity to new impervious surfaces (roof, parking, sidewalk, etc.). Many of the sanctioned ESD techniques are governed by more micro-scale drainage area square footages, so designers can no longer collect runoff from a very large drainage area and simply deposit larger stormwater volumes in a monolithic facility. The “Environmental Site Design” ethic requires smaller, more frequent stormwater facilities that are situated adjacent (or as close as possible) to the impervious areas being managed.

This “new normal” is now conventional practice in Maryland and represents the primary principle guiding the arrangement of proposed facilities in this study. It is important to emphasize that this study also approaches the selection, size, and placement of stormwater facilities from a permitting reviewer’s perspective. One primary goal for Coppin State University planners is to advance projects that satisfy Maryland stormwater guidelines and are “permissible” under the most current regulations. There are many variables in stormwater management design, and at the master planning level of analysis it is impossible to definitively predict facility selections, sizes, and arrangements that will ultimately achieve permitting approval.



EXISTING STORMWATER FACILITIES

Quality Control

Engineers first assess the size of the existing impervious area on a project site to determine if the project is classified as either “New Development” or “Redevelopment” per MDE guidelines. A project is considered redevelopment if the existing impervious area on the site is greater than 40 percent of the project site. The classification of the project is determined on a case-by-case basis and has dramatic impacts to stormwater management requirements for each project. New Development requirements provide that the entire impervious area within the project site be treated.

The ESD practices supported in the MDE manual represent efforts to improve the quality of stormwater runoff before the runoff reaches nearby waterways. By allowing infiltration through a special soil/mulch bioretention medium (or through the natural earth), water undergoes a filtration process for pollutant removal. Each individual device (micro- bioretention, rain garden, bioswale, etc.) has specific design parameters and drainage area restrictions. These practices are typically selected and tailored for the unique constraints encountered on a per-project basis. For master planning purposes, it is more important to simply designate “placeholder” areas that are generally sized to anticipate the most likely devices that engineers will need to specify. The micro-bioretention practice seems most appropriate for a stormwater management placeholder because this practice handles a reasonably-sized drainage area and can be customized to fit a variety of site conditions.

Quantity Control

In addition to managing water quality, Coppin State University must also take steps to handle “quantity control.” The purpose of quantity control is to ensure that stormwater runoff doesn’t leave the project site at an accelerated discharge rate that causes scouring and erosion along the way or increases flooding downstream of the project site. According to Maryland’s Stormwater Management and Erosion & Sediment Control Guidelines for State and Federal Projects (February 2015), “projects located in designated inter-jurisdictional Flood Hazard Watersheds are required to provide management measures necessary to maintain the post-development peak discharges for the 100-year 24-hour frequency storm event at a level that is equal to, or less than, the 100-year 24-hour pre-development peak discharge rates.” Since the entire Coppin State University campus is located in the Gwynns Falls Watershed, the University will likely need to designate certain spaces for stormwater detention on a per-project basis. Examples of such detention facilities include large-diameter underground pipe arrays or a subterranean cavity filled with a water storage manufacturer’s product.

Utility Capacity

WATER

Coppin State University is serviced from the City of Baltimore (City) water mains located in adjoining City public street right-of-ways. (Note: Info below is taken from the City's Utility Viewer Maps)

W. North Avenue:

- 12" water main (north side of street)
- 30" water main (near center of street)
- 6" water main (within public walk on south side of street)

N. Warwick Avenue (south of W. North Avenue):

- 6" water main
- Utility Viewer Maps also reference a proposed 8" water main

N. Warwick Avenue (north of W. North Avenue):

- 10" water main

Baker Street:

- 10" water main
- Utility Viewer Maps also reference a proposed 10" water main

Gwynns Falls Parkway:

- 10" and 20" water mains (south side of street)
- 36" water main (north side of street)



EXISTING WATER MAINS

- Existing Water (CSU/Private)
- Existing Water (Public)
- Existing Water Meter

SANITARY

Coppin State University is serviced from the City's sanitary mains located in adjoining City public street right-of-ways. There is a public sanitary main that traverses the campus from N. Warwick Ave to the railroad between Lot F and the Talon Center. (Note: info below is taken from the City's Utility Viewer Map)

W. North Avenue:

- 8" sanitary main
- Note: There is another 8" sanitary main within the public sidewalk on the north side of W. North Ave. near the bridge which continues west

N. Warwick Avenue

- Alley north of Baker St. to Presbury St.
 - 8" sanitary main
- South of W. North Ave to Presbury St.
 - 8" sanitary
- North of W. North Ave.
 - 8" sanitary main
- Note: There is no sanitary main located in portions of N. Warwick Ave.
 - between Presbury St. and alley north of Baker St.
 - between William Baer School (at north parking lot) and Windsor Ave.

Baker Street:

- 10" sanitary main

Gwynns Falls Parkway:

- 12" sanitary main (south side of street)

Sanitary Main traversing campus east / west between N. Warwick Ave. and railroad (between Lot F and Talon Center)

- 8" sanitary main



EXISTING SANITARY MAINS

- Existing Sanitary Sewer (CSU/Private)
- Existing Sanitary Sewer (Public)

STORM DRAIN

There are existing storm drain mains located in the adjoining public streets surrounding Coppin State University. (Note: info below is taken from the City's Utility Viewer Map)

W. North Avenue:

- 18" and 21" storm drain mains (north side of street)
- There appear to be public storm drains referenced on the City's Utility Viewer Maps that extend into the site west of the bridge and through Lot V

N. Warwick Avenue

- 18" storm drain (west side of street)
- Note: There is no storm drain main located in portions of N. Warwick Ave
 - between Westwood Ave. and W. North Ave.
 - between W. North Ave. and 2001 N. Warwick Ave.
- 8" and 21" storm drains (east side of street from 2001 N. Warwick Ave to Gwynns Fall Pkwy)

Baker Street:

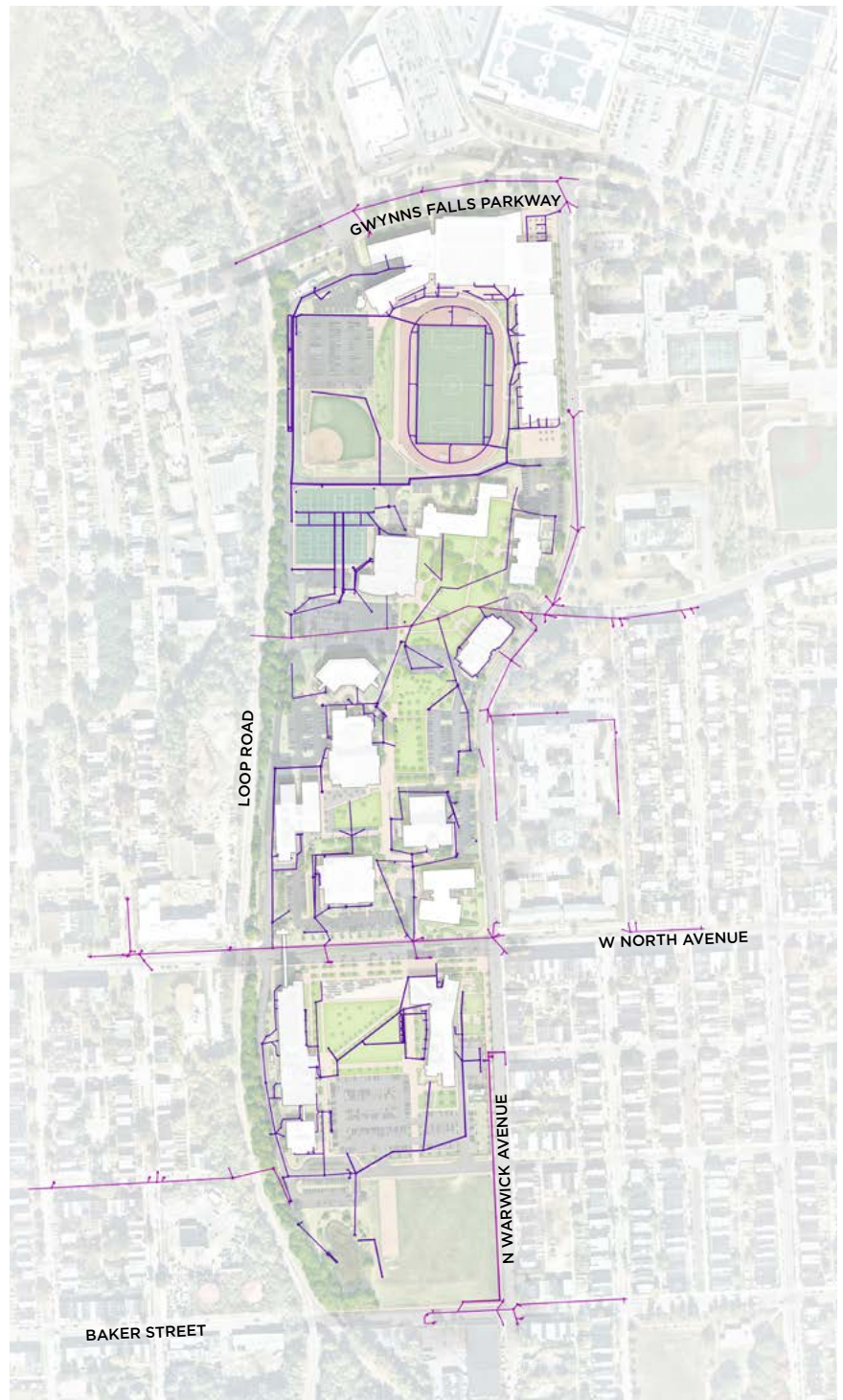
- 30" and 36" storm drain mains (north side of street)
- Unknown size (south side of street)

Gwynns Falls Parkway:

- 18"-30" storm drain main (north side of street)

Storm Drain Main traversing campus east / west between N. Warwick Ave and railroad (through Lot F to Windsor Ave located to the east of N. Warwick Ave)

- 30 and 36" storm drain mains



EXISTING STORM DRAIN MAINS

- Existing Storm Drain (CSU/Private)
- Existing Storm Drain (Public)

MEP UTILITIES

SCUP # 1 is located in Grace Hill Jacobs building and serves the following buildings:

- Grace Hill Jacobs
- Miles Connor Administration
- Tawes Center
- Johnson Auditorium
- College of Business
- Parlett L. Moore Library

SCUP # 2 is located in and serves the Physical Education Complex.

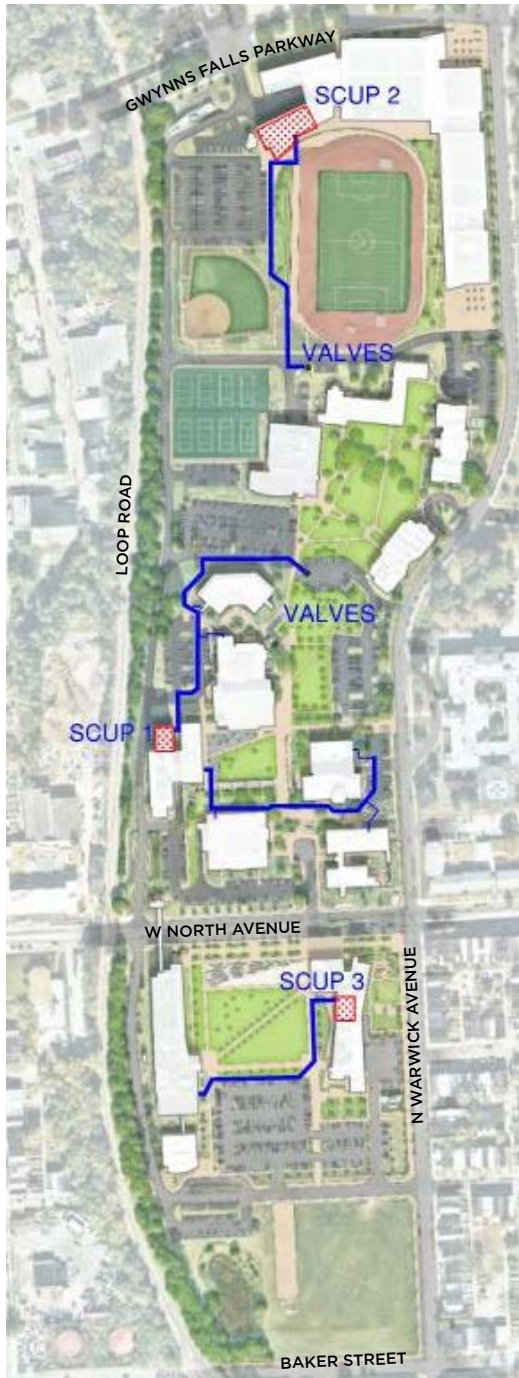
SCUP # 3 is located in the Science & Technology Center and serves:

- Science & Technology Center
- Health & Human Services Building

Existing Mechanical Utilities:

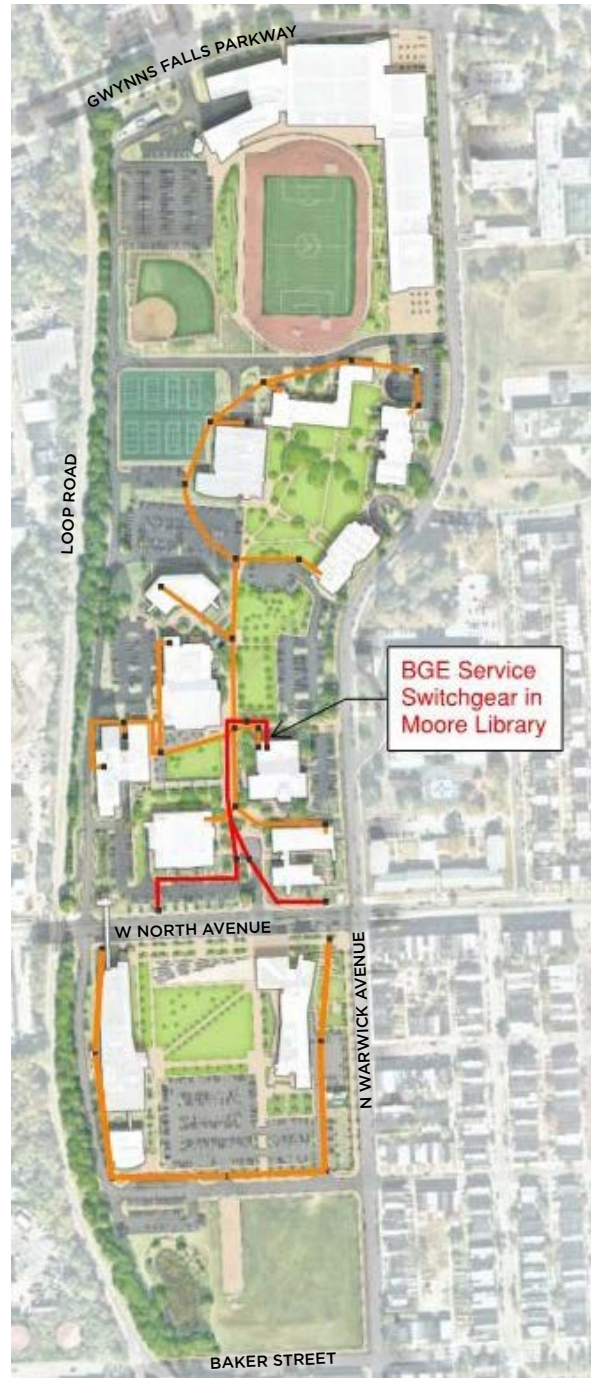
- Central heating hot water and chilled water are supplied to the majority of the buildings.
- Daley Residence Hall, Dedmond Residence Hall, Frances Murphy Center, and Talon Center are not connected to the central underground utilities.
- Previous Facilities Master Plans identified a need to connect Daley Residence Hall, Dedmond Residence Hall, and Talon Center to the SCUP # 2 underground lines. Frances Murphy Center was not considered for connection because the facility was slated for demolition.

- Valved connections were installed in two vaults for future interconnection between SCUP # 1 and SCUP # 2.
- Recent Facility Assessments Study identified heating and cooling capacities of equipment installed in SCUP # 1, SCUP # 2, and SCUP # 3.
- Theoretical existing heating and cooling load estimates provided in Table 5 and 6 are determined by using estimated load factors that are based on functional use and area of each building. Theoretical loads are estimated based on functional use and age of each facility.
- Currently the cooling and heating capacity installed in SCUP# 2 is inadequate for future connection of Daley Residence Hall, Dedmond Residence Hall, and Talon Center and will require upgrades to support future capacities.
- Currently the cooling and heating capacity installed in SCUP # 1, SCUP # 2, and SCUP # 3 is inadequate to fully cover projected campus growth.
- Additional cooling and heating capacity will have to be generated.



EXISTING MECHANICAL UTILITIES

- Mechanical Lines
- ▨ SCUP



EXISTING ELECTRICAL UTILITIES

- Major Electrical Lines

TABLE 5. BUILDING HEATING LOADS - EXISTING

Building Designation	Functional Use	Gross Area (SF)	Theoretical Building Heating Load (BTUH/SF)	Theoretical Building Heating Load (BTUH)	Served from SCUP (#)	Boilers in Building (TON)
Grace Hill Jacobs	Admin / Classroom	140,855	60	8,451,300	1	See SCUP 1
Health & Human Services (HHSB)	Admin / Classroom / Research	168,106	85	14,289,010	3	13,391,600
Johnson Auditorium	Admin / Classroom / Auditorium	36,265	40	1,450,600	1	
Parlett L Moore Library	Admin / Library	85,521	45	3,848,445	1	
College of Business	Admin / Classroom	52,200	75	3,915,000	1	
Physical Education Complex	Sports / Pool / Admin	246,359	75	18,476,925	2	See SCUP 2
Science & Technology Center	Research	150,443	30	4,513,290	3	See SCUP 3
Frances Murphy Center	Classroom	36,270	53	1,904,175		N/A
Miles Connor Administration	Administration	44,394	45	1,997,730	1	
Daley Residence Hall	Residence	108,360	38	4,063,500		2,620,000
Dedmond Residence Hall	Residence	89,371	38	3,351,413		3,052,000
Talon Center	Dining / Food Service	42,965	50	2,148,250		4,998,000
Tawes Center	Administration	55,940	45	2,517,300	1	
		1,257,049				

Totals	Installed Capacity (BTUH)	Existing Theoretical Heating Load (BTUH)
SCUP #1	42,840,000	22,180,375
SCUP #2	13,391,600	18,476,925
SCUP #3	9,000,000	4,513,290

Existing Electrical Utility Capacities

- BGE electrical service equipment is located in the Moore Library basement.
- Six pairs of feeders serve the campus loads, 13A1/13B1 to 13A6/13B6. These feeders provide redundant paths for electrical service to the buildings. 13A1/13B1 serves the Moore Library; 13A2/13B2 serves Johnson and the College of Business; 13A3/13B3 serves Connor, Dedmond, Murphy, Talon, and Tawes; 13A4/13B4 serves Jacobs and SCUP #2; 13A5/13B5 serves HHSB and STC; and 13A6/13B6 serves the PEC.
- Feeder pairs 13A3/13B3 and 13A4/13B4 were replaced in 2016.
- Each building has a stepdown transformer(s) to provide 480V for building distribution.

TABLE 6. BUILDING CHILLED WATER LOADS - EXISTING

Building Designation	Functional Use	Gross Area (SF)	Theoretical Building Cooling Load (SF/Ton)	Theoretical Building Cooling Load (Tons)	Served from SCUP (#)	Chillers in Building (TON)
Grace Hill Jacobs	Admin / Classroom	140,855	201	701	1	See SCUP 1
Health & Human Services (HHSB)	Admin / Classroom / Research	168,106	250	672	3	800
Johnson Auditorium	Admin / Classroom / Auditorium	36,265	300	121	1	
Parlett L Moore Library	Admin / Library	85,521	218	393	1	
College of Business	Admin / Classroom	52,200	250	209	1	
Physical Education Complex	Sports / Pool / Admin	246,359	250	985	2	See SCUP 2
Science & Technology Center	Research	150,443	200	752	3	See SCUP 3
Frances Murphy Center	Classroom	36,270	235	155		N/A
Miles Connor Administration	Administration	44,394	201	221	1	
Daley Residence Hall	Residence	108,360	300	361		220
Dedmond Residence Hall	Residence	89,371	300	298		176
Talon Center	Dining / Food Service	42,965	250	172		220
Tawes Center	Administration	55,940	201	278	1	
		1,257,049				

Totals	Installed Capacity (Tons)	Existing Theoretical Cooling Load (Tons)
SCUP #1	2,000	1,922
SCUP #2	1,000	985
SCUP #3	1,140	752

- Facility assessments were recently completed and include observations of the condition of the existing electrical service equipment. The service equipment identified to be in fair or poor condition and recommended for replacement includes Connor, Dedmond, Jacobs, Johnson, Murphy, and Tawes.
- BGE has indicated that the electrical distribution system in the areas of the campus is approaching maximum capacity. Future growth that exceeds this capacity will require the construction of additional substation and/or feeder capacity at Coppin’s expense.



Impacts of COVID-19 Moving Forward

The pandemic, paired with increased awareness to systemic inequities, highlighted disparities in our communities. These combined events brought to light campus-wide reconfigurations and operational shifts needed to meet the unaddressed needs of today's students. The following were important considerations during the planning process to position the University for the future:

The physical campus will continue to be relevant for serendipitous encounters between students and scholars where creativity happens, ideas are explored, and learning experiences are created. Whether it's within academic buildings, athletic venues, offices, or residence halls, spending time on campus helps students learn to be contributing members of a community.

A physical commitment to inclusive environments fosters integrity and student success. The creation of equitable environments involves careful consideration of many factors to identify and to nurture a sense of belonging and authenticity, including diversity, equity, mental health, and access.

Students value open and unprogrammed places for interaction, connection, and belonging that foster and support student development and growth.

As institutions like Coppin reinvest in their facilities to strategically align their existing building stock with emerging values, there needs to be a new emphasis placed on high-touch experiences: makerspaces, tutoring and advising centers, incubator and start-up spaces, flexible research environments, and places for students and faculty to meet and collaborate.

Many faculty and staff discovered the benefits of remote work and now recognize that they do not need to come to campus every day and may not need a permanent individual office. Institutions can repurpose former office spaces into learning pods for small group collaboration, study spaces for graduate students working on research, and recording studios for faculty creating virtual content.

While higher education institutions were being asked to do more with less before the pandemic's disruption, the realities presented by COVID-19 have accelerated this trend. Coppin State University is no different. To leverage the distinguishing strengths and address the current opportunities and challenges, the Facilities Master Plan needs to provide a clear vision but reinforce flexibility and affordability to ensure success and support of the strategic goals.

SPACE NEEDS ASSESSMENT AND ENROLLMENT GROWTH

A space needs assessment is a data-based approach in determining how much space is needed to support current activities and future goals. It compares existing conditions to projected ideals to identify areas of need and opportunity.

The assessment compares the planned existing quantities of space to ideal quantities generated using Fall 2021 institutional data and space metrics. The metrics are based on Maryland Higher Education Commission (MHEC) space guidelines and were updated or supplemented in areas where MHEC either does not provide guidance or the guidance does not fully align with current industry best practices.

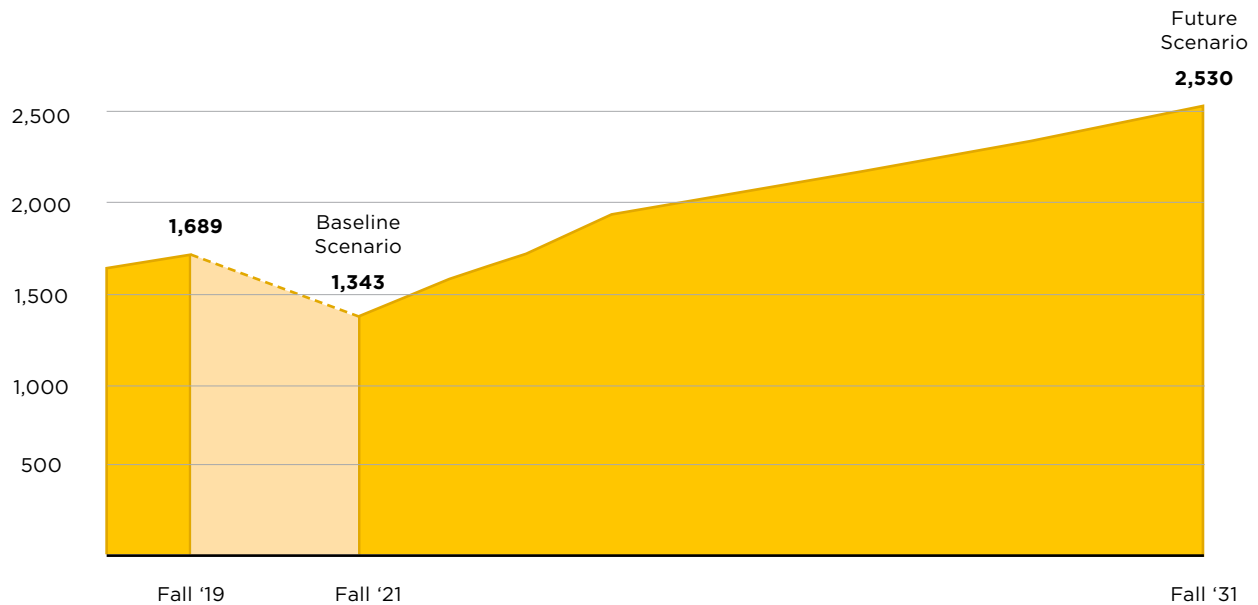
While the assessment is fundamentally a quantitative exercise, it requires substantial user participation to review data inputs, define scenarios, configure guidelines, vet anomalies, and interpret outcomes. The process

layers quantitative modeling with stakeholder input and Executive Committee feedback to provide a comprehensive assessment of the campus's physical space needs. Listening sessions were held with representatives from across the institution to better understand how space is currently utilized and identify the programmatic drivers behind space needs.

Enrollment

The space projections applied in this assessment are based upon Fall 2021 actual enrollment and Fall 2031 projected enrollment. Consistent with MHEC guidance, actual space metric calculations use full-time day equivalent (FTDE) enrollment. The Fall 2021 total unduplicated headcount was 2,101 students, which equates to 1,343 FTDE. Projections provided by Coppin forecast an 88 percent

increase in FTDE enrollment over the 10-year horizon for a total of 2,530 FTDE (3,806 student headcount). For the purposes of this assessment, it was assumed that the growth would be distributed evenly across colleges and levels. Faculty are assumed to grow at the same rate as enrollment and staff are assumed to grow at half the rate of faculty and students (44 percent increase).



STUDENT ENROLLMENT IN FTDE

Enrollment provided January 2022 by CSU IR and displayed in full-time day equivalency (FTDE).

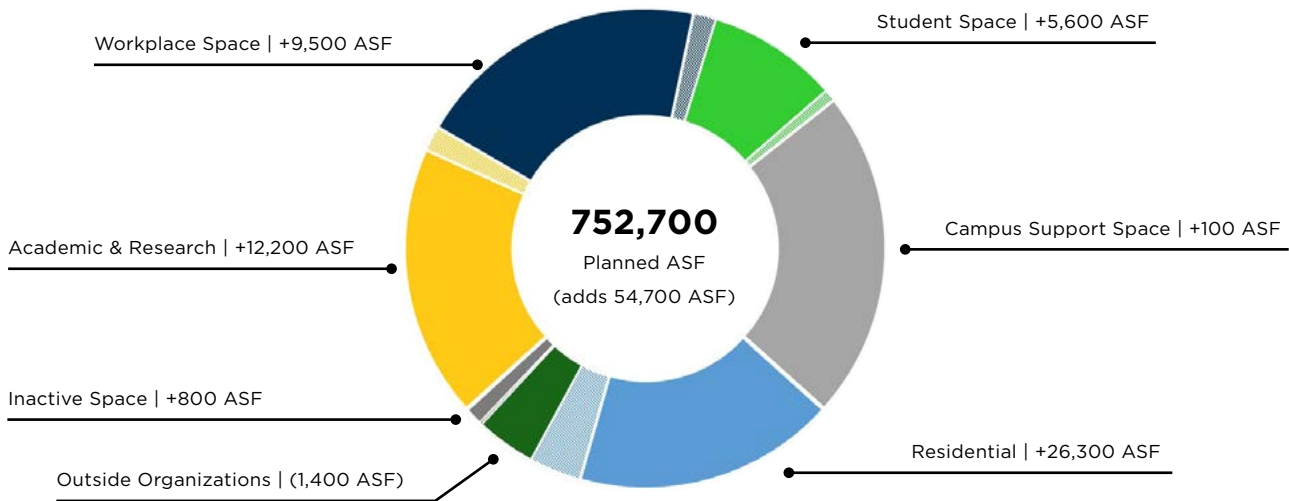
The space needs assessment was completed using a draft projection provided by CSU IR for annual growth. The final projection for total headcount in 2031 is 2,214 (30.4% annual growth).

Space Needs Projections

The baseline space projections were generated using Fall 2021 enrollments, staffing levels, and scheduled instructional demand. After the baseline projection was established, future growth was modeled that explores the impact 88 percent enrollment growth could have on the University's space needs. The baseline projections are compared against the existing space inventory and the future scenario is compared against a future planned space inventory that incorporates the capital projects and resulting

moves expected to be completed in the near term. By comparing the projection to the future space inventory, the assessment can look beyond existing conditions to identify what needs and opportunities will remain beyond the projects in progress. The planned projects, the College of Business building and the Grace Jacobs renovation, are expected to add 54,700 net new assignable square feet to the existing inventory.

FUTURE PLANNED SPACE INVENTORY



Inventory consists of assignable space only. Space quantities have been rounded to the nearest 100.

Space Assessment Findings

The analysis suggests that the existing space inventory contains more than enough space to support existing populations and programs. In total, there is a 192,000 ASF surplus in the baseline scenario, which is equivalent to 37 percent of the existing inventory. However, space in one space category cannot necessarily meet

the needs for a different space type and the current mix of types of spaces is somewhat out of alignment with the campus's needs. In addition, many of the facilities need modernization and updates. The 10-year projection scenario predicts that the future planned inventory will be relatively in balance with the total quantity

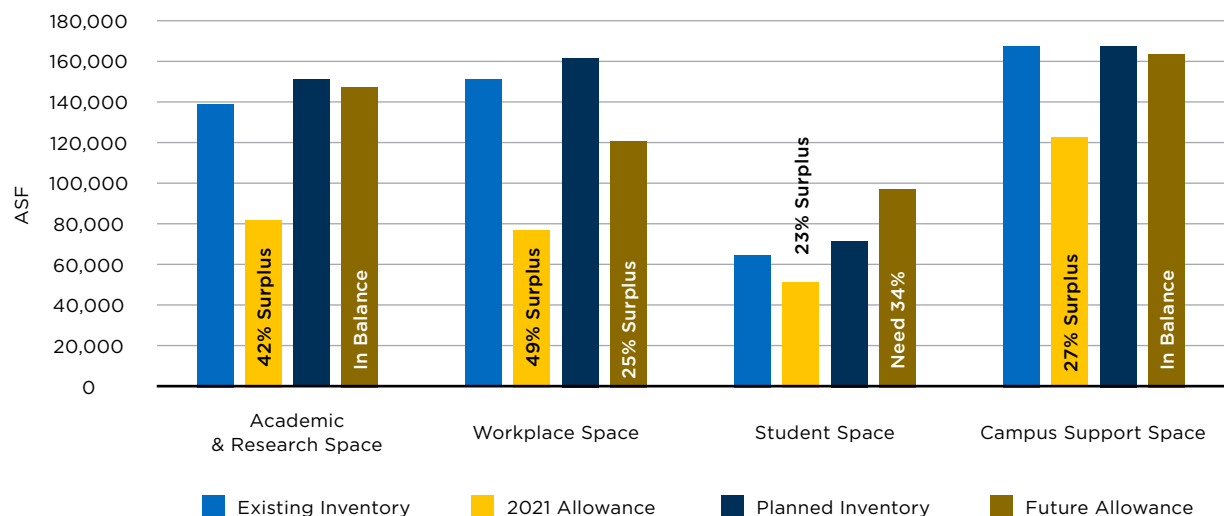
of space needed to support the anticipated future enrollments. The misalignment of space types is further exacerbated in the future scenario, with a 25 percent surplus of workplace space and a need for 34 percent more student space.

TABLE 7. SUMMARY OF FINDINGS

Category	Fall 2021					10-Year Projection				
	Existing Inventory	2021 Allowance	Existing (+/-)	% of Existing	Status	Planned Inventory	Future Allowance	Existing (+/-)	% of Existing	Status
Academic & Research Space	139,160	81,264	57,896	42%	Surplus	151,406	147,355	4,051	3%	In Balance
Workplace Space	150,391	76,692	73,699	49%	Surplus	161,455	121,391	40,064	25%	Surplus
Student Space	66,965	51,706	15,260	23%	Surplus	72,566	97,405	(24,839)	-34%	Deficit
Campus Support Space	168,545	123,112	45,433	27%	Surplus	168,598	163,616	4,982	3%	In Balance
TOTAL		968	58%	42%	Surplus	554,025	529,768	24,257	4%	in Balance

192,000 ASF TOTAL SURPLUS FOR EXISTING CONDITIONS

Relatively in balance for future growth



Percentages represent need or surplus as a percentage of Existing or Planned Space.

AREAS OF NEED

As Coppin grows and the campus becomes more residential, there will be a need for more student-centered space. The Design Team observed a lack of decentralized, informal spaces intended for students to socialize, host events, recreate, collaborate, and study. Better spaces are needed for affinity groups and student organizations, as well as spaces that are open and welcoming to all students.

While technically in surplus per MHEC guidelines, acute physical education and recreation needs were identified. Approximately 31,000 ASF of indoor space is used primarily for physical education

and recreation. A major component of this inventory, PEC 108 multipurpose room, is unavailable to Coppin students three days a week during peak hours because it is used by Coppin Academy. According to the guideline recommended by the Association for Learning Environments, Coppin should have approximately 31,700 ASF today and 37,650 ASF to support the 10-year growth projection. The Coppin student body would benefit from additional fitness and recreation space to support the student experience, wellness, and clubs/organizational activities.

TABLE 8. AREAS OF NEED SUMMARY

	Academic & Research		Workplace	Student Space		
	Research	Other Academic Space	Workplace	Lounge	Study & Collaboration	Campus Life
Fall 2021	10,200 ASF Needed	2,600 ASF Surplus	1,500 ASF Needed for CBSS	In Balance	6,000 ASF Surplus	8,700 ASF Surplus
10 Year Projection	25,600 ASF Needed	5,700 ASF Needed	8,100 ASF Needed for CBSS	12,200 ASF Needed	5,500 ASF Needed	7,200 ASF Needed
	Which academic programs require dedicated research space? Which are expected to grow their research endeavors?	Demonstration, clinical, greenhouse, animal quarters space to support growing science & health programs	College of Behavioral & Social Science is the only major division with office space need	Informal gathering space will be needed across campus as the student body grows and becomes more residential	Decentralized spaces will be needed as the student body grows and becomes more residential	Additional dining & recreation opportunities will be needed as the student body grows and becomes more residential

MHEC guidelines suggest that 10,000 ASF of research space is needed today, and the need grows to over 25,000 ASF in the future scenario. Specific departments or areas of research in need of more space were not identified through the space assessment. However, Coppin has identified academic program development priorities as part of their 2015 inventory which stated that,

“Coppin is focused on the expansion of programs in education, healthcare, computer science, accounting, social work, criminal justice, and marketing, to meet the USM identified workforce demands. Additionally, with support from partnerships and initiatives, Coppin State continues to enhance and develop

programs in the arts. As the University seeks to expand offerings, greater emphasis will be placed on the development of certificate programs, such as those in the STEM areas, business, education, psychology, criminal justice, health sciences, and the arts. The University will also focus on optimizing marketing opportunities in social and other marketing media formats. Expansion of traditional modes of delivery formats such as evening, weekend, online, and hybrid courses are also a part of the University’s strategies. A review of undergraduate and graduate degrees currently offered will continue in order to ensure productivity and mission centrality.”

Despite the significant overall surplus of workplace space, the College of Behavioral and Social Sciences is in need of additional office space. The projections suggest that 1,500 ASF is needed today, and the need could grow to 8,100 ASF if growth projections are realized.

	Campus Support				
	Assembly	Exhibit	Healthcare	Media Production	Haz Mat
Fall 2021	7,400 ASF Needed	1,600 ASF Surplus	2,000 ASF Needed	2,700 ASF Needed	500 ASF Needed
10 Year Projection	7,300 ASF Needed	1,800 ASF Needed	3,700 ASF Needed	5,000 ASF Needed	500 ASF Needed
	The amount of assembly space in Grace Jacobs increases with the renovation, offsetting the need	Which types of materials should be on display at CSU? Where? The COB project adds 600 ASF	1,000 ASF was added to the SGAP metric in recognition of the clinic’s community mission	Which programs or services might benefit from media production space?	To support facilities maintenance & research

BEST PRACTICE GUIDELINES

In limited areas, industry best practice guidelines were utilized in lieu of MHEC guidelines as outlined below.

Academic & Research

Classrooms: MHEC standards provide 1.5 ASF per weekly student contact hour (WSCH) that was intended for a classroom setting and was scheduled to begin before 5:00PM. This assessment followed MHEC methodology, but WSCH were adjusted to account for a scheduling anomaly related to the COVID-19 pandemic. As a safety precaution, 25% of courses that would normally be held on campus were held online during the Fall 2021 term. To account for this anomaly, the WSCH total used in the classroom metric was increased by 25%.

Class Laboratories: The MHEC standard for class labs is similar to the classroom metric except it uses WSCH intended for laboratory settings and applies 7 ASF per WSCH. Like classrooms, the WSCH was increased by 25% to account for the pandemic-related reduction in in-person instruction.

Library Stack Space: MHEC allows 0.10 ASF of stack space per physical volume equivalent. The Planning Team has found that 0.07 ASF per physical volume equivalent adequately supports collections in a modern mix of efficient stack solutions.

Other Academic Space: This category combines several space types considered ad-hoc by Maryland guidelines. Clinic, demonstration, green house, and animal quarters spaces are often discipline-specific and can be important components of the academic missions of the programs that require these types of space. Based on the Design Team's experience with similar institutions, a metric of 7 ASF per student FTDE was used with the assumption that these spaces are needed for the sciences and health professional programs.

Student Space

Lounges: MHEC calculates lounge space allowance as a percentage of other space types. Informal gathering spaces are critical to the student experience, therefore the Design Team recommends tying the metric to student enrollment. Based on experience with similar institutions, a metric of 11 ASF per student FTDE was applied.

Study and Collaboration Space:

The study and collaboration guideline was streamlined through common industry standard that the University should have enough study and collaboration space across campus to accommodate 20 percent of the student headcount population at any given time. On average, each study or collaboration seat requires approximately 35 NASF. To remain consistent with the other space metrics, headcount was converted to FTDE (20 percent of student headcount translates to roughly 30 percent of FTDE).

Campus Life Space: Dining, retail, and recreation space help create a sense of place and community on a campus. Based on the Design Team's experience with similar institutions, a metric of 17 ASF per student FTDE was applied. These space types are considered ad-hoc by MHEC.

Campus Support Space

Healthcare: An additional 1,000 ASF was added to the SGAP metric to account for Coppin's Health Center's community mission.

Meeting Space: Considered ad-hoc space by Maryland guidelines, meeting space supports the campus community and often supplements instructional, student activity, and assembly space needs. Based on similar institutions, a metric of 8 ASF per student FTDE was used.





III.

Planning Framework

INSTITUTIONAL VISION

“Coppin State University seeks to become a leader in urban higher education, recognized nationally for transforming the lives of students from all socio-economic backgrounds.”

The 2022-2033 Facilities Master Plan supports and aligns with the 2018-2020 Strategic Plan goals for Coppin State University. These goals directly influenced the creation of the facilities plan principles which reflect Coppin's shared values and provide both visionary and practical ideas to guide future decision-making related to the physical campus.





STRATEGIC PLAN GOALS

The 2018-2020 strategic plan goals for Coppin State University identify nine core focuses for the institution and align with the University of Maryland System's 2020 strategic plan goals.

Increase enrollment

Recruit, enroll, and retain, high school students, working adults, and transfer students who are seeking a degree or certification for career advancement or economic gain.

Academic Innovation

Enhance the academic enterprise and cultivate a robust, enthusiastic faculty to ensure that students engage in the community and graduate, within four years, well-prepared to succeed in careers and other post-graduate opportunities.

Student Experience

Address the needs of our multigenerational student population by creating an environment that supports diversity, equity, and inclusion through learning outcomes inside and outside the classroom.

External Relationships

Develop partnerships with community organizations, industry professionals, corporations, and incubator facilities to expand student career paths and networks.

Resource Development and Stewardship

Develop an infrastructure that supports continuous improvement of human and financial resources and fosters a culture for identifying and obtaining externally-funded grant opportunities and other new revenue streams to achieve the University's stated goals.

Information Technology

Maintain and strengthen IT infrastructure to further enable the current innovative uses of technology for operational educational excellence.

Assessment

Sustain a culture of institutional effectiveness and quality control by strengthening assessment infrastructures and engaging students, faculty, staff, and other University personnel in student success strategies, activities, and programs.

Data-Supported Decision Making

Maintain a technology infrastructure that supports campus-wide data democratization and the use of analytics to impact learning and effective University operations.

Marketing and Communications

Tell the Coppin story in a way that enhances the public perception of the University to drive enrollment and increase fundraising results while highlighting and promoting research and engagement to garner national attention and leadership.

CAMPUS FACILITIES PLAN PRINCIPLES

Four planning principles shape and guide the vision for Coppin's campus and how it will continue to support its students, faculty, staff, and the surrounding Baltimore community. They reflect the priorities, strengths, and opportunities on campus and seek to inform the intent, direction, and recommendations for future development. The principles set the core values for physical planning decisions and are a benchmark to evaluate future planning decisions.



CONNECT

Provide greater connectivity within campus and to the larger City of Baltimore.

Despite a clearly defined core of campus, there are parts of this core where the connectivity deteriorates. Similarly, there is strength at certain edges or thresholds of campus, but other areas where the edges are frayed or unclear. Bolstering these gaps in connectivity both within the campus and to the surrounding community is a critical component to this Facilities Master Plan.



GWYNNS FALLS PARKWAY

LOOP ROAD

W NORTH AVENUE

N WARWICK AVENUE

BAKER STREET

CAMPUS FACILITIES PLAN PRINCIPLES



INVIGORATE

Enhance the experience for all students.

Investing in the student experience is fundamental to Coppin's success. Creation of more student-centered hubs, renovations to academic facilities and outdoor spaces, enhanced collaboration spaces and additional housing, recreation, wellness, and student support spaces are key to recruiting talented students and ensuring student success. Centering design on vibrant environments that speak to both the needs of students and the values of Coppin will continue to enliven campus and develop the institutional culture.

GWYNNS FALLS PARKWAY

LOOP ROAD

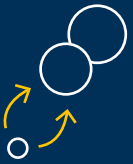
W NORTH AVENUE

N WARWICK AVENUE

BAKER STREET



CAMPUS FACILITIES PLAN PRINCIPLES



AMPLIFY

Elevate the campus identity and sense of pride.

Coppin has made investments on key signage, branding, and cultural markers in recent years that have helped communicate to the campus community, visitors, and surrounding neighborhoods when you are on campus. This should continue to be an important part of the campus experience into the future.

GWYNNS FALLS PARKWAY

LOOP ROAD

W NORTH AVENUE

N WARWICK AVENUE

BAKER STREET



CAMPUS FACILITIES PLAN PRINCIPLES



GROW

Sustainably support campus-wide growth and academic innovation.

Growth is critical to the continued success of Coppin. Enrollment growth, programmatic growth, and the growth of campus through investment in facilities and open space will drive future decisions. The Facilities Master Plan strategically plans for this growth to ensure the present and future institutional needs are met.

GWYNNS FALLS PARKWAY

LOOP ROAD

W NORTH AVENUE

N WARWICK AVENUE

BAKER STREET







IV.

Vision for the Future



Aerial rendering of proposed master plan vision

The Facilities Master Plan provides a vision for the future of campus and identifies projects and interventions over the next couple decades to achieve that vision. This plan provides recommendations that work towards an overarching long-range vision while also meeting the 10-year projected

space needs for campus. This plan is both visionary and realistic, building on the success of recent investments on campus to continue the momentum of good design on campus. Recommendations for this Facilities Master Plan range in scale from large-scale new construction to specific paving

patterns for different scales of campus pathways. The entire Facilities Master Plan is structured around the four planning principles of connect, invigorate, amplify, and grow and the recommendations strategically align to reinforce these principles moving forward.



*Existing
campus aerial*



CONNECT

Provide greater connectivity
within campus and to the larger
City of Baltimore



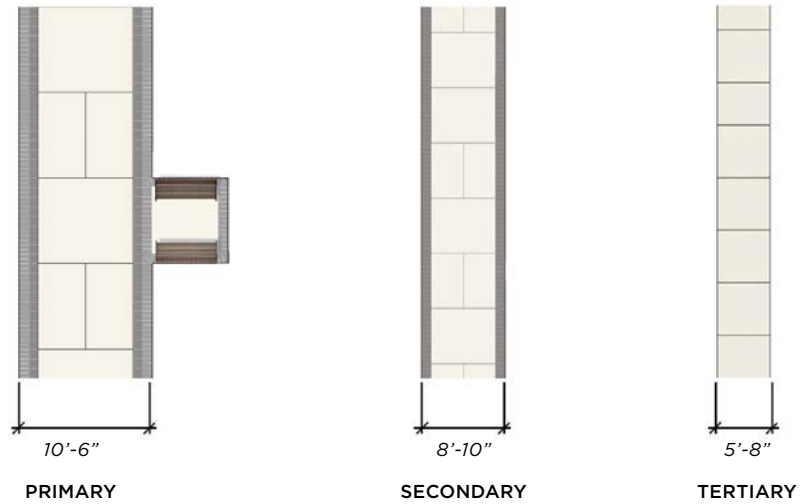
Campus Square / Main Quad. Image Credit: Core Studio Design

Physical Campus Connections

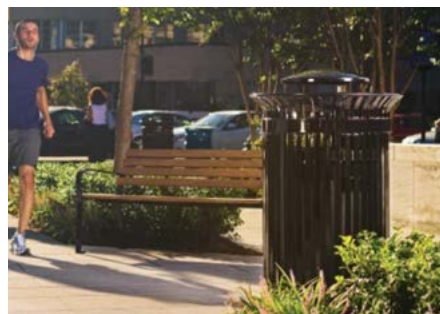
Coppin's campus has a strong pedestrian core and a clear spine connecting three major open spaces on campus. A hierarchy of pathways can help clarify campus connections and the extents of campus. A clear primary, secondary, and tertiary pathway system intuitively helps visitors and the campus community navigate campus. Using the existing pathways as an influence, a standard for future pathways has been suggested. Primary pathways, suggested to be 10 to 16 feet in width, accommodate the major routes of circulation. These pathways will be scored concrete in an ashlar pattern and edged in a special bluestone or concrete unit paver. Primary pathways can be sized to accommodate fire access where needed. Secondary pathways range in size from eight to 10 feet in width with a similar scored concrete in an ashlar pattern with a smaller bluestone or concrete paver edging. Tertiary walkways range in size from five to eight feet and are a standard scored concrete.

Establish Primary, Secondary, Tertiary Walks

Use pathway hierarchy to clarify campus navigation and extents



Example of scored concrete in ashlar pattern with bluestone or concrete unit paver banding. The University of Scranton Royal Way Inscription.



Standard site furnishings and planting palette strengthen pathway hierarchy and campus identity

Visual Continuity of Campus

SITE FURNISHINGS

Existing furnishings were installed on a project-by-project basis and vary in their style and finish. Establishing a consistent family of site furnishings helps create a visual connection across campus grounds. Furnishings can establish a consistent palette of materials to help define a unified campus character, enhance sense of place, and contribute to overall accessibility. Seating positioned at approximately 200-foot intervals along primary and secondary pathways of campus will aid in identifying pathway hierarchy and to provide convenient and accessible resting places between destinations.

With this intent, the Facilities Master Plan has identified the following products as campus standards.

A. Bench: Victor Stanley Lily and Lily backless benches LIL-20CA (with curved armrests) in powder-coated grey or with ipe wood slats and black metal components.

B. Light: Existing campus pedestrian light post and lamp in powder coated grey or black.

C. Blue Emergency Light: Existing campus blue emergency light



A *Ipe wood slats and black metal*



A *Powder-coated grey*



B **C**



B **D**

D. Trash and Recycling

Receptacles: Existing campus receptacles. (Powder-coated grey receptacles by Victor Stanley.)

E. Adirondack Chair: Loll Adirondack Chair (curved) and Tall Adirondack Chairs (curved) in navy blue and/or driftwood.



(E)

F. Table and Chair: Existing campus moveable table and chairs, circular stainless steel Catena tables and Catena chairs from Landscape Forms.

G. Charging Station: Landscape Forms Charging Station with Accent Light in powder-coated black or silver.



(F)



(G)

PLANT PALETTE

In an effort to continue to build upon landscape as part of the campus identity, a planting palette that is resilient and maintainable has been suggested. Use native plants/perennials in large simple masses to create bold texture for seasonal interest. Include tough stormwater plantings that create resiliency, while also considering

drought and wet tolerance. Consider malls, groves, allees, and groupings of trees and plant material rather than individual specimens (Example: Elm Walk, Magnolia Grove). Enhance the campus with plantings such as rain gardens, windbreaks, and green roofs, which serve to clean runoff and reduce heating/cooling needs.



Universal Design and Sustainability

ACCESSIBILITY

Accessibility and wayfinding are important components to fostering a welcoming and inclusive campus environment. Existing accessibility challenges can deter students and visitors and have the potential to ostracize people with varying mobility or cognitive differences. Accessibility and universal design should be incorporated across campus and within buildings to ensure equal access for all people on campus.

Coppin has a number of older facilities that do not meet ADA requirements. Johnson Auditorium and Frances Murphy do not have elevators to move people between floors. Certain areas of campus have significant slopes that are traversed by stairs, but do not meet universal access standards. Investments in new construction and open space should prioritize addressing accessibility issues on campus to promote inclusivity and access for all.



Stair outside Miles Connor Administration building



Grade change adjacent to Coppin Academy



PROPOSED SUSTAINABILITY INITIATIVES ON CAMPUS

CARBON REDUCTION

The Facilities Master Plan proposes significant investments in reducing the carbon footprint of campus. As sustainable technologies continue to develop, efficiencies increase and prices decrease. For example, the cost and availability of photovoltaics in recent years has shifted as they become more readily available and affordable to install. Some of the key, campus-wide opportunities in the Facilities Master Plan that reduce the carbon footprint of campus include:

- Incorporating photovoltaics and green roofs on every new building including on top of parking garages.
- Installing a solar field at the southernmost end of campus that will produce over 1 million kWh annually, translating to a reduction in approximately 900 metric tons of carbon dioxide. This is equivalent to powering 180 single family homes or diverting 321 tons of waste from landfills.



- Prioritizing renovations and strategically limiting demolition is essential to reducing emissions and generally managing the campus's environmental footprint.
- Reducing impervious surfaces by consolidating the majority of parking on campus into one or two garages and expanding the amount of pervious surface on campus.
- Planning for additional electrical vehicle (EV) parking facilities and increased bike and scooter parking.
- Working with CityDOT, MTA, and Mondawmin owners to increase the appeal of public, bicycle, and scooter transit by creating clear pathways, waiting, and storage areas in public rights-of-way and private property.
- In addition to the baseline of LEED Silver Certification, Coppin may consider additional certifications for any or all building projects, including Well Certified or Certified Living Building.

STORMWATER MANAGEMENT

Stormwater engineering has many variables that make detailed design difficult during the planning stage, but for long-range planning purposes Coppin State University should assume that each proposed project will need an array of sizeable Environmental Site Design (ESD) and Best Management Practices (BMP) facilities in order to comply with Maryland Department of the Environment (MDE) requirements.

As Coppin State University expands, each new campus development project will prepare site-specific stormwater management plans and will submit those plans to MDE for permitting review.

For master planning purposes, the strategy outlined below seeks to harmonize regulatory requirements, architectural wishes, topographic realities, and engineering constraints. To accomplish this, designers emphasized certain “tenets” or “design parameters” derived

directly from prior experience with MDE preferences and mandates. Some of these design parameters included observations regarding facility selection (the reasons why certain ESD practices should be chosen). The rationale for stormwater device selection included the following tenets:

- Any new project must attempt to incorporate “ESD” practices to the “maximum extent practicable” before considering traditional (“structural”) stormwater devices.
- Three key technical parameters for “ESD” selection are:
 - Size of the contributing drainage area
 - Depth of the water table
 - Soil types in that location

- Proposed ESD facilities should blend with the natural topography and pedestrian circulation on campus as much as possible. When topography creates a challenging condition, a micro-bioretenment facility that is contained between retaining walls (perhaps as part of the exterior architecture) may be selected in lieu of a graded depression with sloped sides.
- The small size of the Coppin State University campus with limited available space may provide opportunities for micro-bioretenment planters with walls at the perimeter of buildings. The use of walls will help minimize the footprint area needed for stormwater devices. Green roofs and underground facilities are other options that may need to be considered due to space limitations on the campus.
- When selecting ESD practices for planning at Coppin State University, campus designers should focus on facilities that are commonly utilized in urban spaces.

In addition to selection criteria, there are certain conditions designers observe when deciding on the number, size, and placement of selected ESD facilities. Some of those tenets include:

- Proposed ESD facilities must be located near the contributing drainage areas. Often the contributing drainage area for each device includes some measure of roof square footage, so the ESD feature needs to be relatively close to one (or more) downspouts.
- The estimated number of ESD facilities is based upon potential project disturbance square footages. The actual number and size of facilities will ultimately depend upon very specific design computations performed on a per-project basis.
- Proposed ESD facilities should ideally be on the same side of the building as the ultimate outfall. If the soils are poor, then ESD facilities require a perforated underdrain, which, in turn, must have gravity flow to a nearby outfall. With this in mind, it's helpful to arrange the ESD practices so that the drain lines can be linked to efficiently convey runoff toward a lower outfall to the extent practicable.

- Try to locate ESD practices in areas that are less congested with existing utilities. In spaces with unavoidable utilities, the spots with more “minor” electric, telecommunications, or water lines are better candidates. Areas with sanitary lines or a more robust collection of concrete-encased duct banks are less preferable because they would likely be more expensive and disruptive to relocate.



Connecting Off Campus

All intersections should have enhanced crossing treatments to ensure motorists anticipate and give right-of-way to all people crossing on foot, by bicycle, or by using electric personal vehicles as described below.

Intersection safety improvements can be made by installing mitigation treatments that prioritize pedestrians and increase their comfort and visibility to motorists. The images to the left show some precedent examples of raised crosswalks and intersections at important pedestrian connections.

Examples of raised crosswalks and intersections. Raised crosswalks use a combination of materials and elevation to slow vehicles down and place emphasis on the pedestrians.



The Mondawmin Metro SubwayLink Station is less than a half-mile walk from the Coppin State University campus.

More comfortable and safe bus and transit stop waiting areas are another opportunity to enhance transit as an option for daily commuters and visitors to campus. Current paths between campus and transit stops along N. Warwick Avenue and the Mondawmin Transit Center can be improved to be more inviting. The Physical Education Complex is identified as an opportunity to create convenient walking pathways connecting the campus to Gwynns Falls Parkway and Mondawmin Station. The path illustrated above shows the pathway from the Metro station to campus.

The pedestrian experience between campus and through Mondawmin’s exterior pathways is unwelcoming and unsafe. Mitigation to create a welcoming, visible, and safe environment will require coordination with partners in City DOT and Planning and with Mall owners. It will require investment in more active spaces with redevelopment and green and accessible pathways to key destinations. Investment in more lighting and additional blue lights will also contribute to safety.

Transit and Access

VEHICULAR ACCESS

Recent data was unavailable for the city streets most directly serving the Coppin State University campus. However, traffic volumes on North Avenue for past studies lie comfortably within the acceptable range for a single through lane in each direction. Gathering more current data during a “new-normal” academic year would be required to determine actual demand for the protected left-turn lanes into campus. Because right turns could use dedicated bus lanes were they to be installed along the campus frontage, they could be revisited as a transit-supportive treatment on North Avenue.

Gwynns Falls Parkway is currently under study for the inclusion of dedicated space as part of Baltimore’s Greenway Network. Needs for traffic accommodation at N. Warwick Avenue and PEC parking can be investigated as part of those designs.

Turning movements into campus at these locations should be evaluated in future studies to revisit their utility relative to other potential uses of the space, particularly once a determination is made for a centrally located parking garage.

BUS AND SUBWAY ACCESS

While many students, faculty, and staff commute daily to campus, data was not available to the Design Team on the percentages taking transit. Because of the considerable amount of transit service available, Coppin State University should continue participation in MTA’s All Access College Transit Pass. This free service offers students at participating universities a reduced fare monthly pass (currently \$55 compared to a regular pass at \$74 per month) with no minimum number of enrollees required.

Coppin should also add more shuttles to increase frequency allowing commuters to increase reliance on the Metro SubwayLink and the significant bus service at Mondawmin Station.



*Recent improvements to pedestrian pathways in Carmel, Indiana show how much more inviting and comfortable pathways can be when designing for pedestrians.
Credit: Rundell Ernstberger Associates*

BICYCLE AND MICROMOBILITY

A more reliable bicycle network providing separated spaces for scooter and bicycle riders can increase their use and convenience. Concepts for a pedestrian spine through the heart of campus or integrated into the Warwick Street right-of-way can also be used by these modes when they are provided with defined space along the path.



Geofenced dockless scooter and bike corral in Baltimore

Another opportunity to enhance campus connections to the community and area amenities through safe and comfortable bike and scooter lanes is the proposed Gwynns Falls Parkway Linear Park, currently part of Baltimore's Greenway Network Plan. The parkway design proposes a separated bike and scooter path to provide a comfortable and safe connection between campus and Lakin and Druid Hill Parks for riders of all levels. The project is currently funded for design by the City of Baltimore with support from the Maryland Department of Transportation's Bikeways program.

Convenient access to dockless bikes and scooters can connect student, faculty, and staff with community destinations and help meet first- and last-mile travel to regional transit service.

Collaboration with CityDOT staff and the data they receive from vendors can help to understand student, faculty, and staff current use and trends of dockless scooters and bikes. The data will help guide where dockless corrals should be placed for shared bikes and scooters. To avoid sidewalk clutter, conflicts with pedestrians, and active users of plazas and sidewalks, geofenced no-ride zones and corrals encourage riders to operate and park their scooters and bikes in designated areas, as pictured above. Designated areas should be convenient to building entrances yet out of the way of sidewalk users in highly visible, connected, convenient, and secure locations. The dockless vehicle operators will often provide discounted rides to users who park in the corrals, and compliance is observed to be high.

PARKING

Consolidation of the parking lots into either one or two structures frees up nearly all surface lots for other higher and better uses for the University. Garages can also clarify vehicular circulation along North Avenue, Warwick Ave, Gwynns Falls, and Loop Road. Locating and investing in a well-placed garage can open spaces for more residential and academic offerings, building designs with 24-hour activities contributing to the public realm, sustainability, and community connection goals, and reinforcing walkable networks.

In planning for future parking demand, the following factors need to be taken into consideration:

- Safe and accessible passageways (pedestrian and bicycle) to and from key destinations
- Complete bicycle network and bicycle racks
- Parking availability and affordability
- Location and quality of transit stops serving the campus
- Cost and reliability of transit service
- Increased on-campus housing
- EV charging stations

In transportation demand management planning, increasing parking pricing is a typical avenue to shift commuters away from driving alone and towards other modes of transportation. However, increased parking fees may be prohibitive to student, faculty, and staff who may not have access to convenient alternatives. To better compete with the low parking fees, the University can incentivize more sustainable travel modes by:

- Providing free or subsidized cost of bike share, scooter share, and transit passes for student, faculty, and staff.
- Improve pathways to MTA transit stops through more frequent Eagle Express service with extended service hours and better “last mile” connections and making available dockless/shared scooters and bicycles.
- Guaranteed ride home for those who commute to campus using transit, a guaranteed ride home program allows them to use rideshare at a subsidized cost if they stay on campus late.
- Providing more carshare options (ex. Zipcar) will allow students who choose to live on campus a chance to use a car only when needed and without bringing a vehicle on campus.

The goal is to provide student, faculty, and staff with more comfortable and safe non-driving options.



INVIGORATE

Enhance the experience for all students.



Outdoor chalkboard,
Grinnell College

What is Sociology?
The study of human behavior in the social context
Social interaction
Relationship between individuals and society
How people and society are affected by each other

Structure of the course in terms of topics
What are the main concepts in the course and how they relate to each other
How to write a sociology paper
What are the main theories in sociology
How to use the scientific method in sociology

Relationship between individuals and society
How people and society are affected by each other

WHAT THAT MOUTH DO?
CHANGED THEM!
85%

Social Interaction and Fun

Investment in the student experience is a fundamental objective of the Facilities Master Plan. Infusing a variety of interactive outdoor elements encourage not just students, but also faculty, staff, and visitors to stop and enjoy exterior spaces. They add vibrancy to the campus experience. Activators encourage social interaction by providing a place for people to stop and linger. They can extend outdoor activity across the seasons with the addition of outdoor firepits, ice skating rinks, and seasonal color. Activators in the form of movable furnishings provide spaces for outdoor learning. With the addition of light, color, and shade, activators create memorable places that promote activity throughout the day and into the evening.



Public ping pong table, The Urban Conga



(Top Left) Bocce, (Bottom Left) Groundswell Design Group, Spruce Street Harbor Park, (Right) Northern Plaza, Monash University Clayton



(Top) Stewardship, University System of Georgia, (Bottom Left) Black History Month, Prairie View A&M University,, (Bottom Right) Mindfulness, Virginia Tech

Well-being and Expression

Spaces on campus should not just embody fun and activity, they should also incorporate areas for more meditative and academic-centered uses. Open space provides opportunities to escape and recharge as an individual. It invites opportunities to connect with nature. Complimentary to

that, open space, particularly on a collegiate campus, also provides places for gathering and establishing community, spanning the scale of small groups to large protests. The campus and its grounds provide places to escape and places to be heard alike.

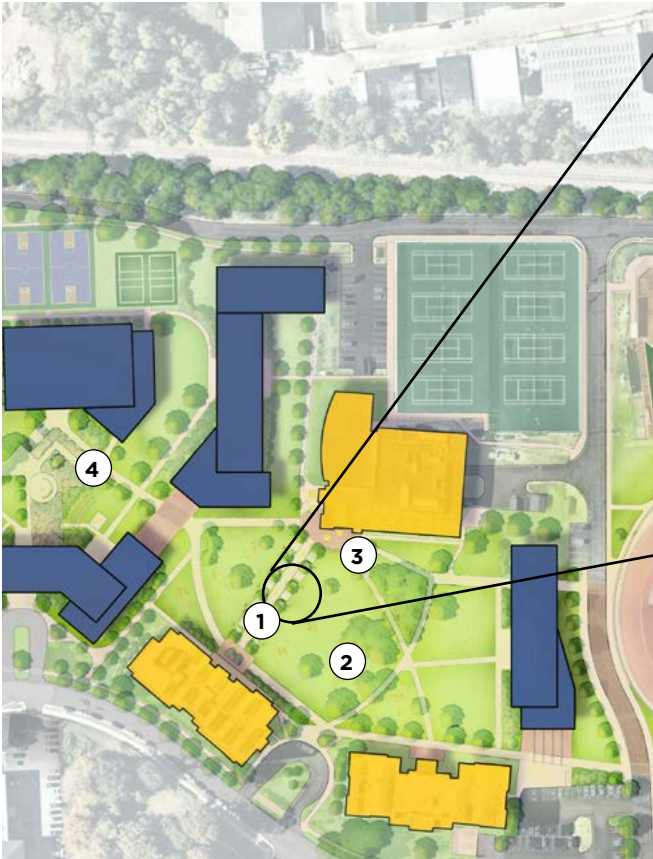
Dining Opportunities

Food draws activity. Due to limited dining options on campus, Coppin has already begun to organize food truck locations on campus. Reinforcing these additional food options and investing in temporary pop-up tables, chairs, lighting, and shading will make a big impact

on underutilized parts of campus. Organizing a seasonal solution for food truck dining at Parking Lot C on South Campus will bring a vibrancy and new meeting place on the South Quad.



(Left) Erin Solis, Flickr (Top Right) Outdoor dining, (Bottom Right) Food truck with tables, Dreamstime



EXAMPLE GREEK LIFE WALK PLOT

- ① Central Greek Life walk through Student Life Quad with National Pan-Hellenic Council monument or plaque



Student Life Quad Improvements

The Student Life Quad currently houses the Greek Life plots and feels unwelcoming to some students who do not participate in Greek Life. Re-orienting the plots along a singular Greek Life Walk will both elevate and reinforce the organizations while providing more opportunities for the adjacent open lawns to meet the needs of both students who belong to Greek organizations and those who do not. Each Greek plot is envisioned to provide

space for personalization and can accommodate a picnic table, 12-foot by 12-foot paved area, bench, and optional grill and monuments. The adjacent lawn is then available for common use among the student population with the addition of Adirondack Chairs and picnic tables. An outdoor dining and study area is proposed immediately adjacent to Talon Center and a platform stage and amphitheater allows for flexible use and programming.



(Top) Kappa Plot, Savannah State

(Bottom) Delta Sigma Theta Plot, Saint Augustine University



② Adirondack chairs/picnic tables in the Student Life Quad lawn for all to enjoy



③ Outdoor dining/study terrace with varied collaboration spaces.



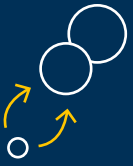
④ Platform stage paired with amphitheater allows for flexibility of use





Rendering of Proposed Student Life Quad

[View the full 360-degree, virtual reality enabled rendering by clicking here.](#)



AMPLIFY

Elevate the campus identity and sense of pride.

Eagle Branding, University of North Texas





Campus Identity

Coppin's over 100-year long history is full of legacy, academic excellence, colorful traditions, and deep community roots. There is a tremendous amount of pride amongst students, faculty, and staff that should continue to translate and manifest in the physical campus. The Facilities Master Plan proposes using a variety of strategically and comprehensively placed signage and art across campus to reinforce this brand both to the existing campus community as well as the external community and campus visitors.

SIGNAGE AND BANNERS

Coppin has a clear brand identity and graphic design guidelines. Translating this into a full signage palette to implement across campus is an important next step in reinforcing the continuity of the Coppin brand across campus. Incorporating various scales of signage that address the pedestrian and vehicular experience and range from more traditional banners and signs to bold statement pieces will enliven campus and contribute to improved wayfinding.



(Top Left) Signage, Towson University, (Top Right) Signage, Bowie State University, (Bottom) Mural, University of Hawaii Manoa

ART AND SCULPTURE

With such a long, rich history, Coppin has ample opportunities to continue to integrate art and sculpture into campus. The recently completed Fanny Jackson Coppin statue is an excellent example of successfully incorporating and celebrating history and legacy on campus. The Facilities Master Plan proposes additional ideas for art and sculpture on campus. These elements should be expressions of Coppin's history and culture and seek to reinforce the institutional brand and identity.

Campus Entries and Thresholds

Investments in campus entries and thresholds create a welcoming environment and positive first impression. They promote a sense of place and identity through the consistent use of materials. Gateways also help distinguish the campus from local surroundings and establish a clear sense of arrival. They provide and improve a landmark presence at integral locations outside of campus edges.

Campus gateways should address different types of entries and thresholds onto campus. Varying scales of gateways into campus require different design and scale approaches, but they should maintain a shared language of materials and expression. The Facilities Master Plan identifies locations and examples of different scales of gateway designs at key entries around campus.



Vehicular Threshold



Pedestrian Threshold




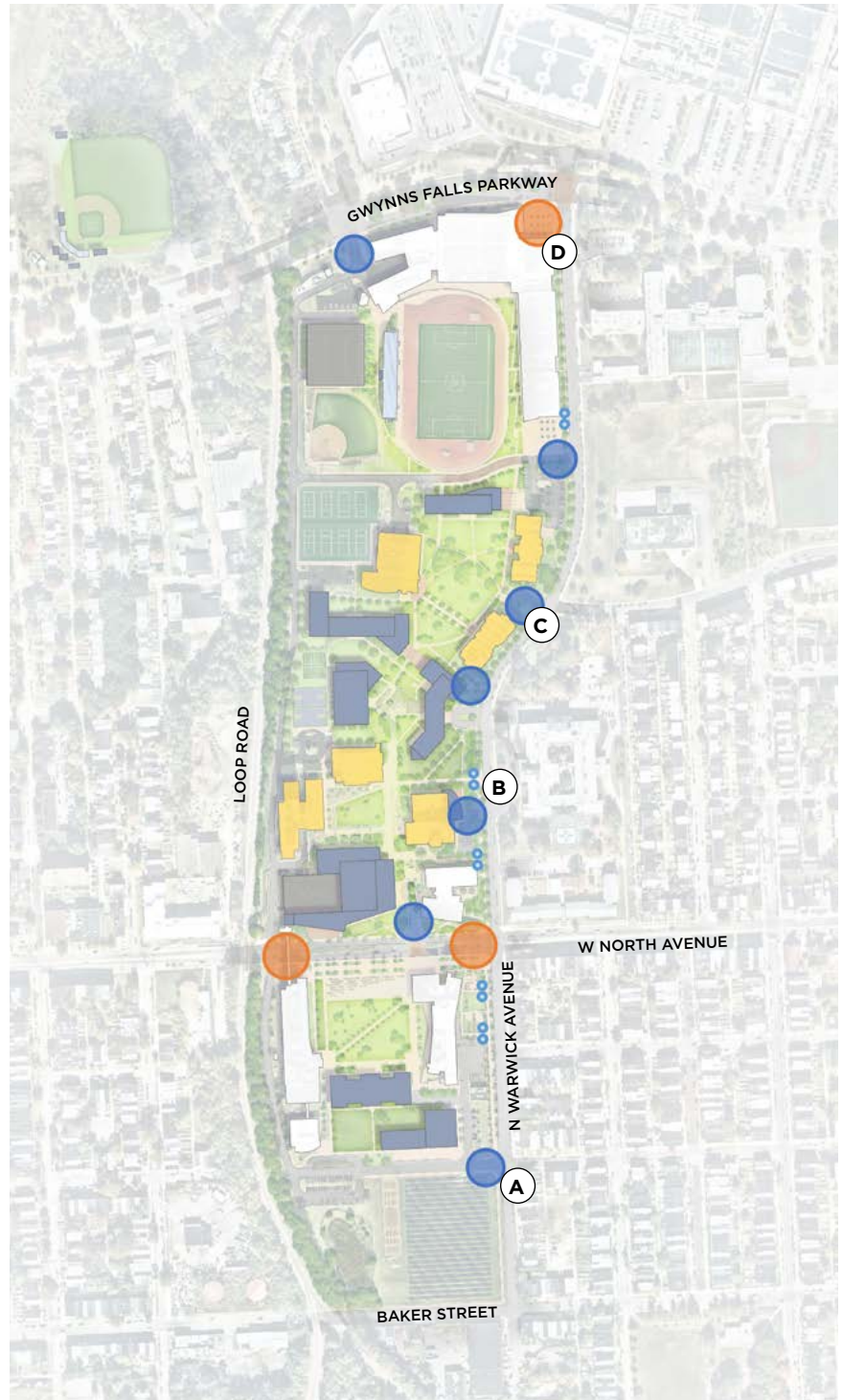
Vehicular and Pedestrian Threshold



Monumental Sign

PROPOSED CAMPUS ENTRIES

-  Monumental Sign
-  Vehicular Threshold
-  Pedestrian Threshold
-  Existing Building
-  Renovation
-  New Construction
-  Structured Parking





Existing view



 **COPPIN**
STATE UNIVERSITY



Rendering of new campus entry off Warwick Avenue framed by a new residence hall and Library addition

Stewardship and Inclusion

Coppin's mission is to transform the lives of students from all socio-economic backgrounds and in doing so, foster responsible citizens. Throughout the University, there are program-specific efforts designed to recruit and retain traditionally underrepresented students, faculty, and staff. These efforts seek to promote positive interactions and cultural awareness among students, faculty, and staff and include cultural training programs, curricular initiatives

that promote cultural diversity in the classroom, and co-curricular programming for students. The design of physical spaces on campus should reinforce these efforts and Coppin's diversity and inclusion initiatives.

While there are core components to designing diverse and inclusive spaces, each institution has its own culture, identity, and history made up of many voices. Elements of space design such as transparency,



Fanny Jackson Coppin Monument Campaign

flexibility, and scale can determine if a space feels welcoming or inclusive. Spaces should be designed for inclusivity through openness and transparency and should support a range of learning and living styles. Diverse scales and types of student-centered spaces, including cultural, religious, spiritual, club, and community and gathering spaces should embody welcome and inclusivity. Throughout these spaces, elements

such as symbols, cultural markers, images, representation, and naming should be carefully curated so that they reinforce the Coppin identity and awareness.

In addition to social sustainability and inclusion, amplifying environmental sustainability is another priority for the campus. Improving visibility of sustainability efforts, potentially aided by educational and interpretive

environmental signage, so students, faculty, staff, and the community can experience campus as a living and learning environment will be important. This increased awareness also encourages positive behaviors on the physical campus, both small and large, that contribute long-term to overall sustainability health.



Sustainability Signage



GROW

Sustainably support campus-wide growth and academic innovation.



State of the art lab space in the Edward St. John Learning and Teaching Center, University of Maryland

Opportunity Sites on Campus

NEW CONSTRUCTION SITES

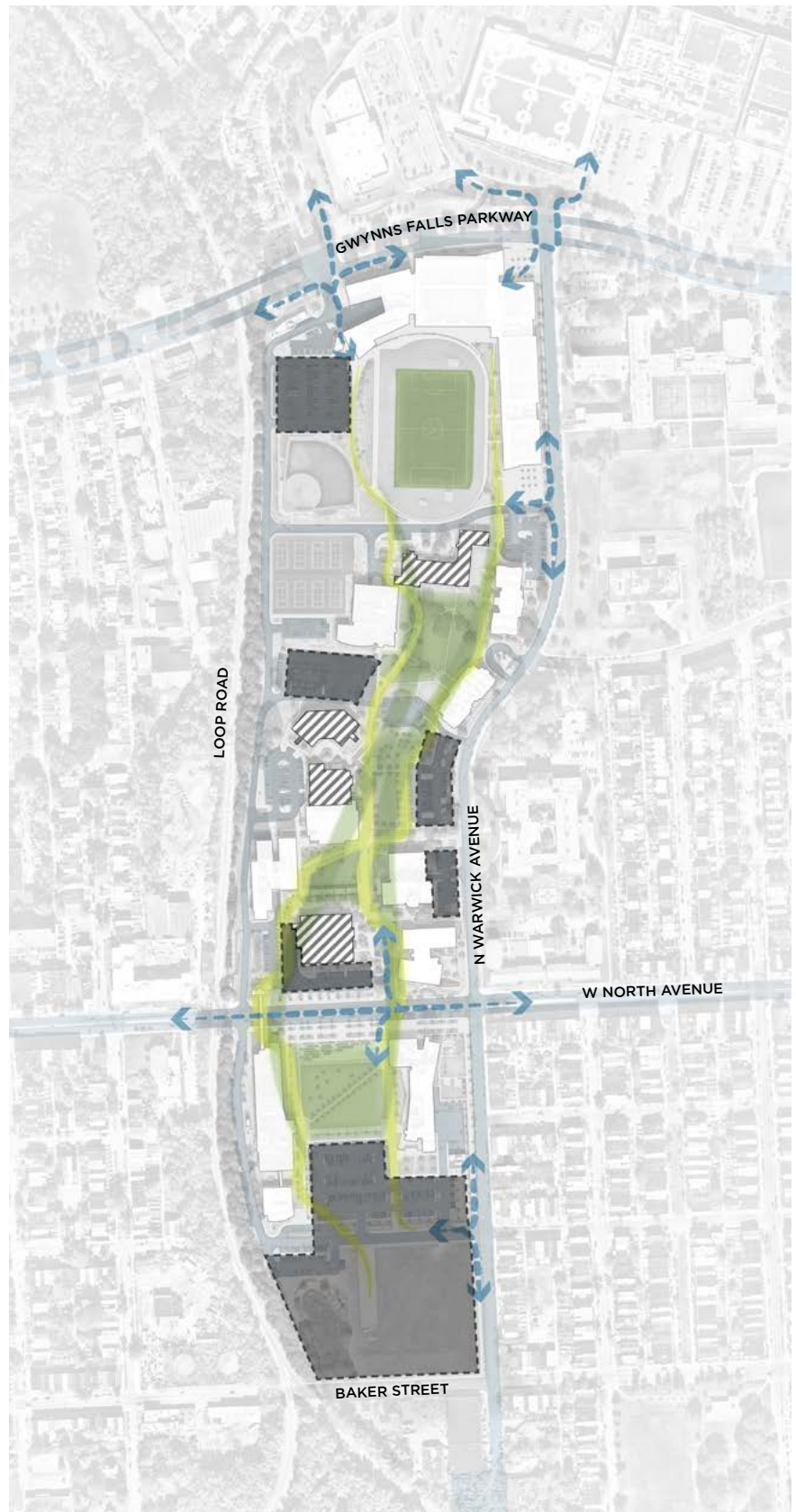
Through the campus analysis and careful evaluation of campus open spaces and circulation networks, the Design Team identified potential sites for new development that reinforce and build upon the strong framework of campus. The majority of the sites identified are on existing surface parking, which would require the construction of a parking garage in order to maintain the current number of spaces on campus. These sites also provide an opportunity to create better stormwater management through the elimination of surface parking and integration of green roofs, rainwater collection systems, bioswales with native landscaping, micro-bioretenion facilities, and more.

DEMOLITION OPPORTUNITIES

When possible, renovations are prioritized over demolition and new construction. Renovation allows for the reuse of existing materials and structures, ultimately reducing carbon emissions and promoting sustainable development. However, renovation potential should be carefully weighed against the quality of the building and the highest and best use of the site.

DEVELOPMENT AND DEMOLITION SITES

-  New Development
-  Demolition



After careful and thorough analysis of existing facilities on campus, there are four critical demolition or replacement opportunities on campus: Johnson Auditorium, Frances Murphy, Miles Connor, and the northern part of Tawes Center.

Johnson Auditorium

- Facility risk rating of “high”
- Not ADA compliant
- Site is a major opportunity to transform the campus image along North Avenue and bridge campus
- Built in 1972 (50 years old) and will require \$3.15 million in capital expenditures over the next decade
- Consumes the most operational carbon of the demolition candidates, which would be greatly reduced with a new facility

Frances Murphy

- Due to recent cosmetic renovations, it has a risk rating of “medium”
- Not ADA compliant and built in 1961 (61 years old)
- Building is a barrier between campus and athletics and recreation
- Coppin Academy is disruptive to the student experience. Coppin students feel like they are on a high school campus.
- Coppin Academy drop off/pick up creates congestion, safety issues, and barriers between PEC and campus

- Bus stop access is an important consideration for Coppin Academy students
- Broad student, faculty, and staff consensus that Coppin Academy would be better suited on the southern part of campus

Miles Connor

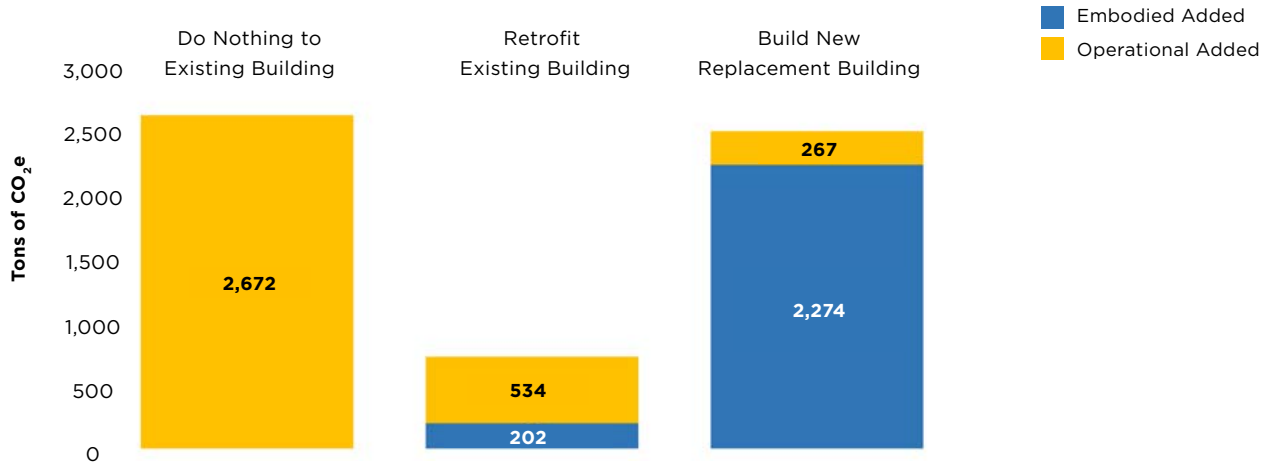
- Facility risk rating of “high”
- Code compliance egress issues limit existing functions and hinder future renovation and repurposing
- Built in 1978 (44 years old) and will require \$2.55 million in capital expenditures over the next decade

Tawes Center North

- Facility risk rating of “high”
- Northern portion has low floor-to-floors and large floorplans with very little access to natural daylight
- The architectural character and integrity of the southern portion is more significant than the northern portion
- Demolition of the northern portion of Tawes combined with the demolition of Miles Connor results in a significant, centrally located site for new development

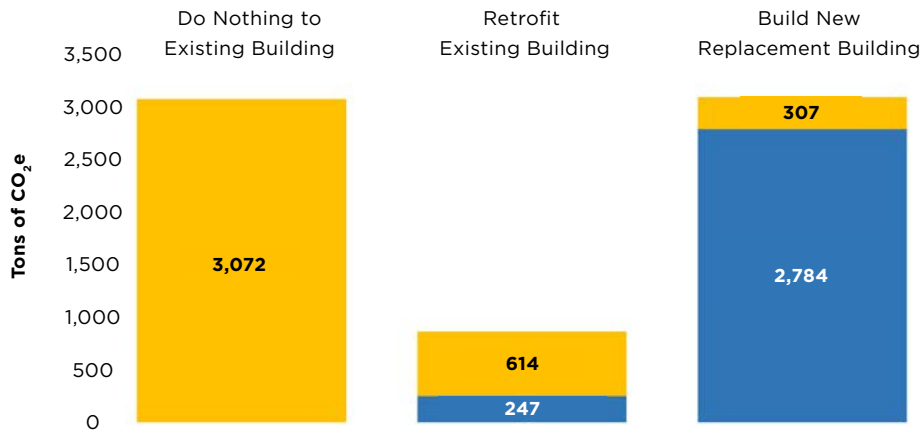
FRANCES MURPHY

Estimated Total Added Embodied & Operational Emissions Over 10 Years



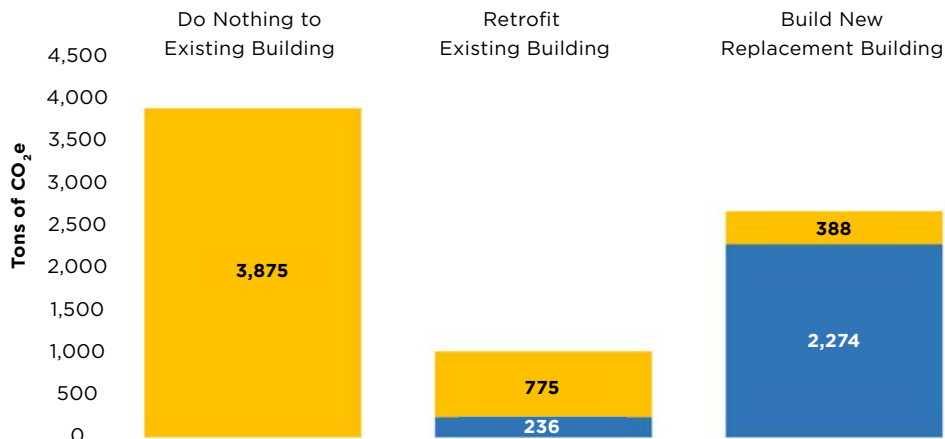
MILES CONNOR

Estimated Total Added Embodied & Operational Emissions Over 10 Years



JOHNSON AUDITORIUM

Estimated Total Added Embodied & Operational Emissions Over 10 Years



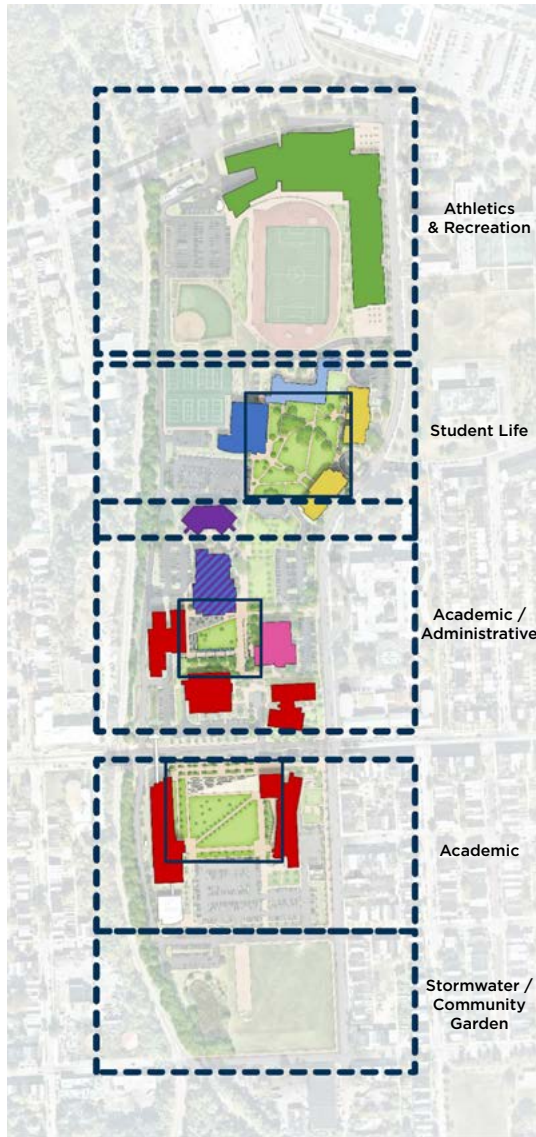
Use Distribution

In addition to reinforcing the open space network and overall form of campus, the Facilities Master Plan also reinforces the existing use structure. As previously mentioned, campus uses are organized with athletics and recreation to the north, followed by the heart of student life and dining, which then transitions to academic and

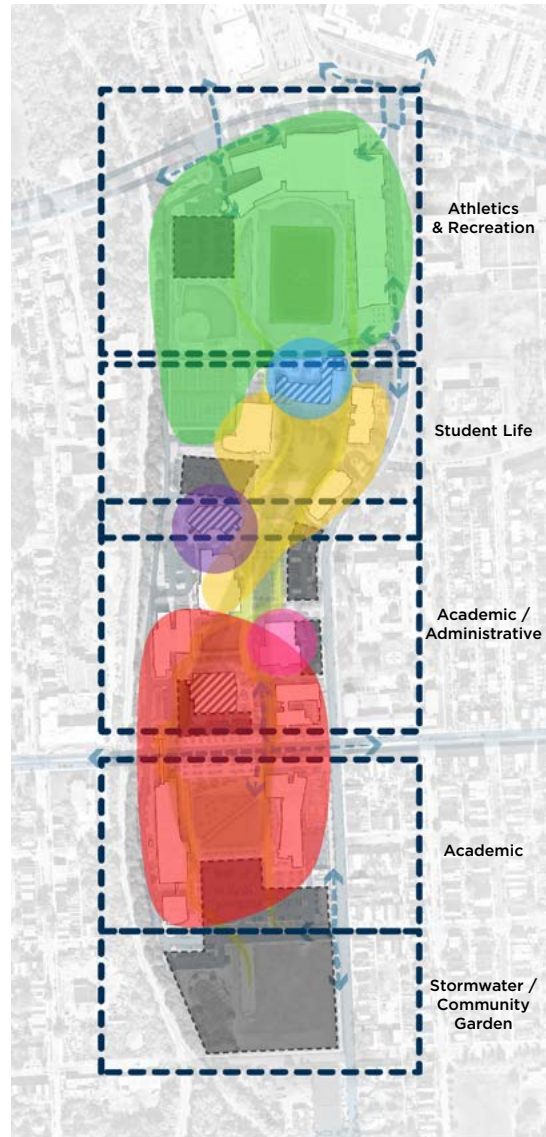
administrative uses along with the Library as you move south and ultimately terminating with core academic uses spanning both sides of North Avenue.

The Facilities Master Plan reinforces the student life core of campus, proposing new student housing and student facing functions

- Academic
- Library
- Administrative
- Student Life / Services
- Residence Life
- Athletics / Recreation
- Coppin Academy
- Administrative & Student Life / Services



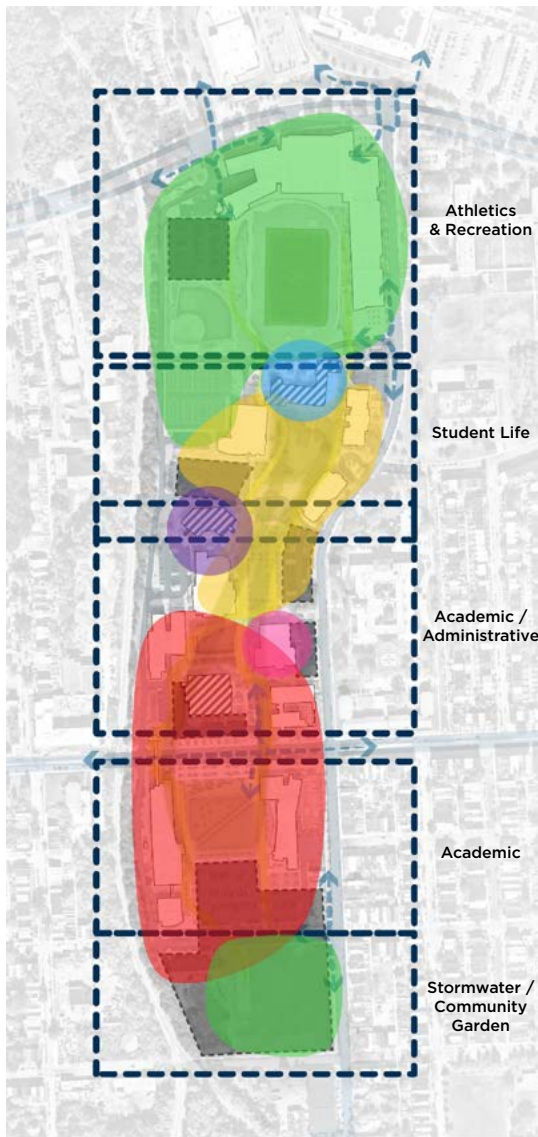
EXISTING CAMPUS STRUCTURE



EXISTING USE ORGANIZATION

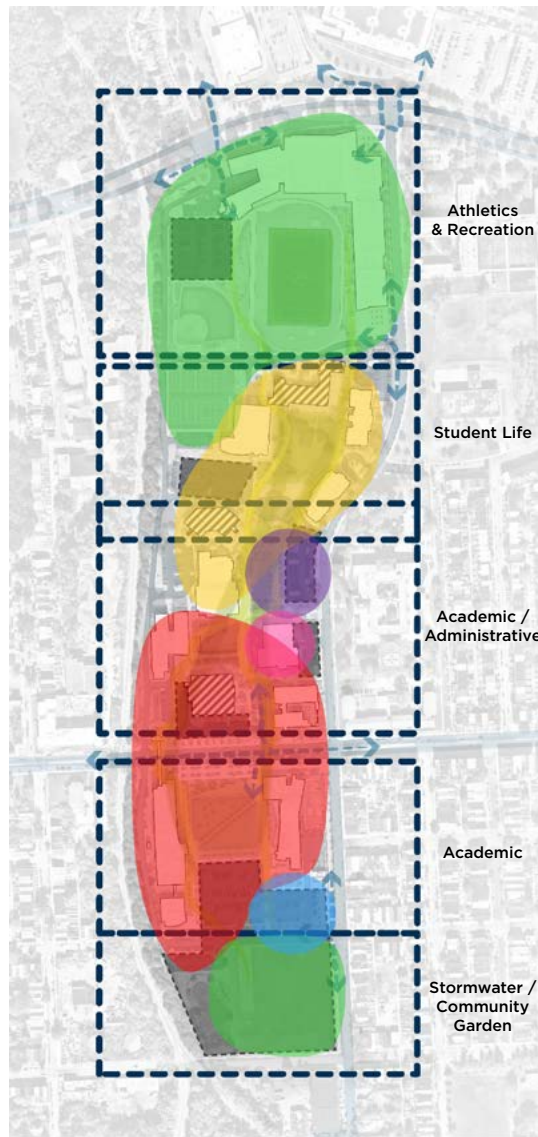
to promote more vibrancy and synergies around the student experience. The Facilities Master Plan also proposes ultimately shifting Coppin Academy to the southern part of campus along with some of the administrative offices to further reinforce the student life heart of campus and provide anchors

to south campus. The baseball stadium is proposed immediately northwest of campus, aligning with the athletic and recreation core of campus and providing an outwardly facing facility that can also serve the community.



NEAR-TERM

Continue to Grow in Place



LONG-TERM

Optimize Campus Uses for the Student Experience



Existing campus aerial



Aerial rendering of campus looking south

Priority Projects to Meet 10-year Growth Projection

Every facilities master plan should depict a long-range vision and align near-term projects that meet immediate institutional needs to this vision. The space needs assessment component of the Facilities Master Plan identified critical needs for Coppin over the next 10 years. This, combined with the recently completed housing demand study shows that the campus has critical needs related to:

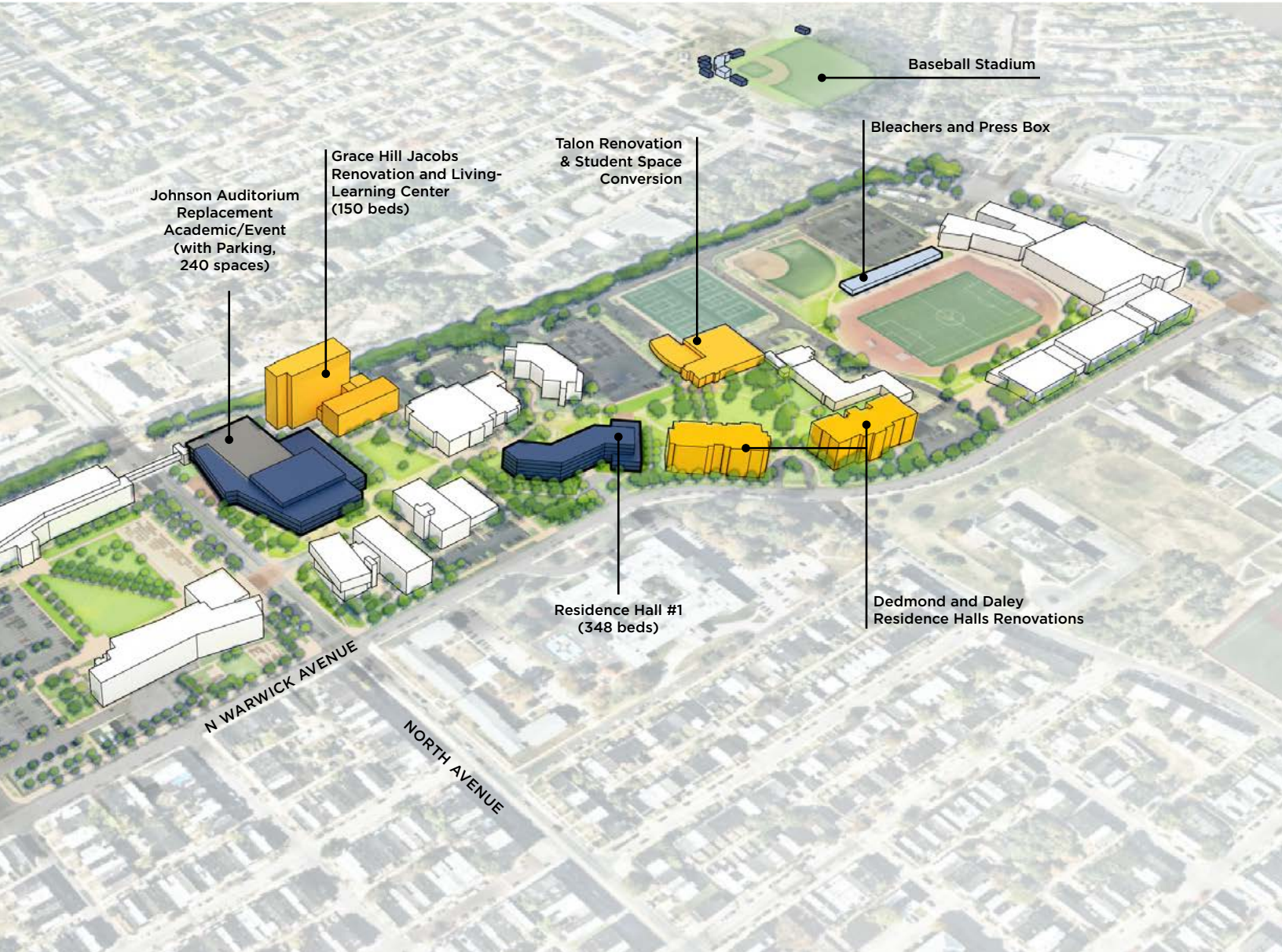
- Research and support space (31,800 ASF)
- Student space (24,900 ASF)
- Assembly and exhibit (9,100 ASF)
- CBSS office space (8,100 ASF)
- Media production (5,000 ASF)
- Health care (3,700 ASF)
- Residential (462 beds)
- Baseball stadium

The following proposed priority projects meet the projected 10-year space needs while also optimizing investment on campus. The projects identified address key campus edges with two new facilities, one proposed along North Avenue and the other along Warwick Avenue. These are two of the most prominent sites on campus and both have the ability to transform the image of Coppin and the relationship between the campus and the surrounding community.



NEAR-TERM PLAN

- Existing Building
- Renovation
- New Construction
- Structured Parking





1. RESIDENCE HALL #1

A new, five-story residence hall along Warwick Avenue will transform the Warwick edge of campus and provide approximately 350 much needed beds. Historically Warwick is an edge that many of the buildings on Coppin's campus have turned its back to. This new residence hall is an opportunity to better present and connect Coppin to its surrounding context. Ground floor student space at either end of the building will activate adjacent outdoor spaces and allow students to better connect to nature. The construction of Residence Hall #1 will displace approximately 54 surface parking spaces that can be accommodated in the Johnson Auditorium Replacement garage.

Utility Impacts:

- Mechanical: New Residence Hall #1 will require the upgrading of SCUP #2 to accommodate all north campus buildings and proposed new buildings. The Coppin Center, demolished in 2010, was connected to SCUP #1 so the infrastructure for the connections are already in place.
- Electrical: New Residence Hall #1 will be constructed and connected to 13A3/13B3.

- Sanitary: Service connection will have short run to sanitary main in N. Warwick Avenue.
- Water: The existing water meters should be evaluated to see if this building can be serviced from one of the existing master water meters servicing the campus. If not, a new water meter can be proposed to connect to the existing water main located in N. Warwick Avenue.
- Storm Drain: Storm drain exists for the current parking lot. Pending final design / location of building, a similar concept will need to be evaluated and coordinated with proposed stormwater management requirements. Relocation of storm drain is likely.

2. GRACE HILL JACOBS RENOVATION AND LIVING-LEARNING CENTER

Grace Hill Jacobs (GJ) was built in 1977 and has never been renovated. Upon completion of the College of Business, space will become available in GJ creating a prime opportunity for the renovation and transformation of this facility into a living-learning center. The proposed conversion is detailed in a full program study that outlines a program of beds or living modules, collaborative learning and research environments, academic support, student support, and administrative functions; upgrades or replacements of major systems and ADA and code inadequacies and deficiencies. Ultimately, this project is anticipated to house 150 students and become an integrated hub of learning at the heart of campus.



3. JOHNSON AUDITORIUM REPLACEMENT

The Johnson Auditorium Replacement is a tremendous opportunity to completely transform Coppin's image and identity along North Avenue. This large site will create a vibrant street edge and reinforce pedestrian connections by connecting to the North Avenue bridge and reinforcing circulation between the Main Quad and South Campus.

This facility will replace the aged Johnson Auditorium with a new, state-of-the-art performance hall that can host guest lectures, events, performances, graduation celebrations, large gatherings, and even small conferences. Pre-function and exhibit space will be incorporated on the east and southeast portion of the site and house a prominent, welcoming entry along North Avenue.

The northern side of this building will have new, 21st-century classrooms to replace the basement ones in Johnson Auditorium. These will face onto the Main Quad and present to the entire campus community the future of learning at Coppin State University.

The southern side of the building will provide office and academic space, allowing for teaching and innovation on display along North Avenue and presenting to the outside world the research and innovation happening at Coppin.

Finally, this building will incorporate a two-bay, four-story, 235 space parking deck connecting directly to the North Avenue pedestrian bridge. The garage will be wrapped by building program

on the north, east, and south so that its presence on campus is minimized, yet highly accessible and centrally located. It will also accommodate the 74 spaces displaced by the construction on this site with additional capacity to consolidate other surface parking on campus.

Utility Impacts:

- Mechanical: Johnson Auditorium Replacement with parking garage will be constructed and connected to SCUP # 1.
- Electrical: Johnson Auditorium Replacement with parking garage will be constructed and connected to feeders 13A2/13B2.
- Sanitary: A new sanitary service connection is recommended. The same point of connection utilized by Johnson Auditorium at the City's sanitary manhole is recommended.
- Water: The existing water meter utilized by Johnson Auditorium should be evaluated to determine whether it can be reused for the new building. If not, a new water meter can be proposed to connect to the existing water main located in W. North Avenue.
- Storm Drain: Existing storm drain appears to connect to the storm drain system in W. North Avenue. Pending final design / location of building, a similar concept will need to be evaluated and coordinated with proposed stormwater management requirements.

4. TALON CENTER RENOVATION & STUDENT SPACE CONVERSION

The Talon Center is the dining hub of campus with a highly active ground floor. However, the second floor is underutilized. A recent study was completed that proposes the renovation of the Talon Center and conversion of the second floor into a student hub to centralize student-focused amenities, leveraging the proximity of the main campus dining hall, and within easy access of both residential and non-residential students. Since the building was built in 2003, the majority of the renovation will be finishes and light upgrades to some of the building systems but will not impact the overall campus utilities.

The renovated Talon Center will foster a sense of community, provide recreation, social engagement, and enhance the collegiate experience for all Coppin students. The proposed program includes spaces located in Talon as well as spaces that are absent from Coppin's campus including the addition or relocation of the following:

Active social areas

- Game room
- Large and small gathering lounge areas
- Technology area
- Dedicated movie room

Community kitchen

Quiet areas

- Meditation room
- Study areas
- Quiet small gathering area

Support areas

- Mothers/health room
- Staff office
- Conference room
- Welcome desk
- Vending
- Mail distribution center for students

5. DEDMOND AND DALEY RESIDENCE HALLS RENOVATIONS

As they reach 30 years in age, both Dedmond and Daley Residence Halls are in need of renovation in the near-term. Overall structure and building systems are in moderate condition, but the finishes throughout the rooms and shared spaces need to be replaced. These renovations can either happen in small sections throughout the summer months over a few years or a more comprehensive renovation can be undertaken once Residence Hall #1 is complete and can serve as swing space while renovations are being performed.

Utility Impacts:

- Mechanical: Daley Residence Hall, Dedmond Residence Hall, and Talon Center to be connected to the central underground utilities originated in SCUP #2.
- Electrical: Renew service equipment in Dedmond Residence Hall.
- Replace rooftop solar panels

6. BLEACHERS AND PRESS BOX

Adding seating to the stadium is critical to increasing the use and function of this asset on campus. Coppin has already completed a study for this project and the Facilities Master Plan supports Option 2 that is slightly more formed to the site. Incorporated as part of this project will be approximately 3,000 seats and a press box.

Current View



Johnson Auditorium replacement will transform the image of campus and pedestrian experience along North Avenue.





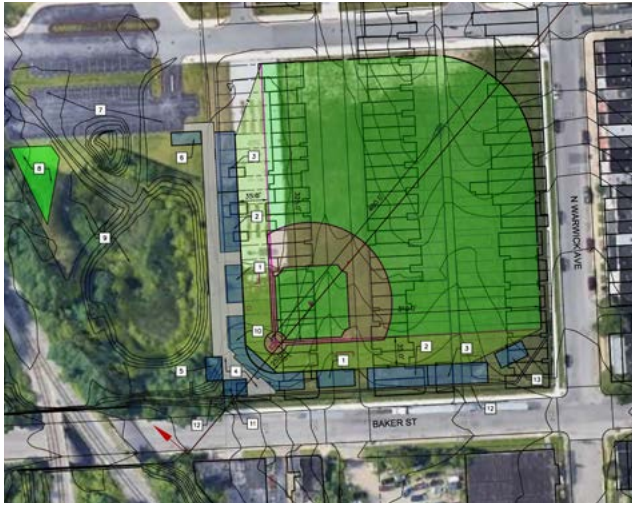
7. BASEBALL STADIUM

In 2021 there was a baseball field study for Coppin that tested the south campus site and Lutheran site for a new baseball stadium. This plan maintains both of those as a potential option; however, it was desired to keep the baseball stadium near the existing athletic and recreation core at the north end of campus. Thus, this plan recommends acquiring and partnering with the property owners across Gwynns Falls Parkway at the northwest corner of campus for a new baseball stadium. This site could serve more than just the campus and be a tremendous community asset, as well as an asset for nearby schools.

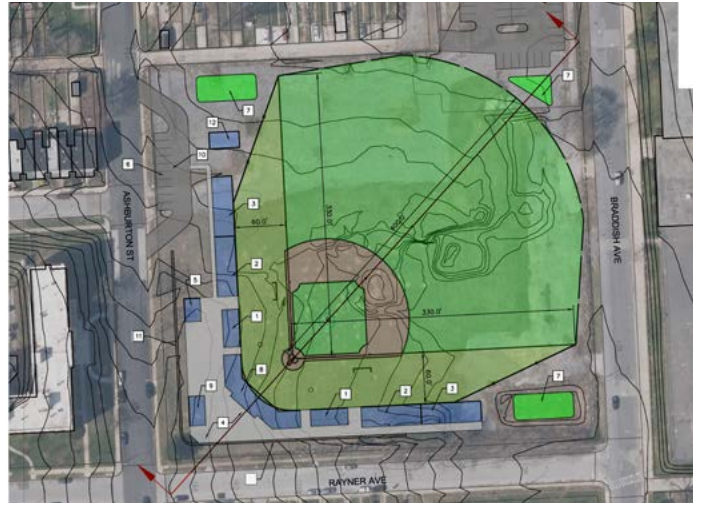
Since the site location for the Baseball Stadium is currently not part of the campus, more detailed site information will need to be obtained to further develop this site and assess this project and corresponding utility needs. Because of these unknowns and the need to acquire land and partner with nearby schools, the Facilities Master Plan provides three alternate options for the baseball stadium: South Campus, the Lutheran Site, or partnering with Baltimore City Recreation and Parks to build a shared facility at either Easterwood Park, Gwynns Run Park, or Leon Day Park. Prior test fits for the South Campus and Lutheran Site provide detailed site implications.

Middle Tennessee State University Baseball Field | Credit: Moody Nolan





South Campus Site



Lutheran Site



Leon Day Park Site

ATHLETIC, RECREATION, AND OPEN SPACE IMPROVEMENTS

Since PEC is relatively new and in good condition, wholesale renovation is not on the horizon of this plan. However, specific investments and upgrades as identified below are needed in order for PEC to continue best serving the Coppin community.

Wellness and Recreation Improvements

- To help meet some of the student recreation needs, the plan recommends turning one of the three existing courts in the PEC into a dedicated recreation court.
- The swimming pool, football field, and tennis courts should also support recreational use by students, faculty, and staff at Coppin. These adjustments provide more options for indoor and outdoor activities on campus.

Locker Rooms

Updating the current locker rooms and lockers in PEC is extremely important to providing additional capacity and will help strengthen the school's identity and pride of place.

- Team Locker rooms are to be re-branded to reflect Coppin athletics and should be independent of the locker rooms within the facility. There is an opportunity to utilize the Visitor's Locker Room, during the off-season, for the students that use the PEC. There is a changing area that is currently dedicated to the maintenance staff that could also be modified to serve student recreation needs as another changing area.
- Small lockers should be installed along the existing wall niches adjacent to the auxiliary basketball courts. These can be used for students that come in to use the courts without having to go into the changing room.



(Top) Vanderbilt University, (Bottom) Pennsylvania State University | Image Credit: Moody Nolan

Arena Technology

- Current A/V equipment is 10 years old and needs to be updated for present and future technological advances. With an A/V upgrade, the University would be able to do things like stream games and host outside events.

Institutional Branding

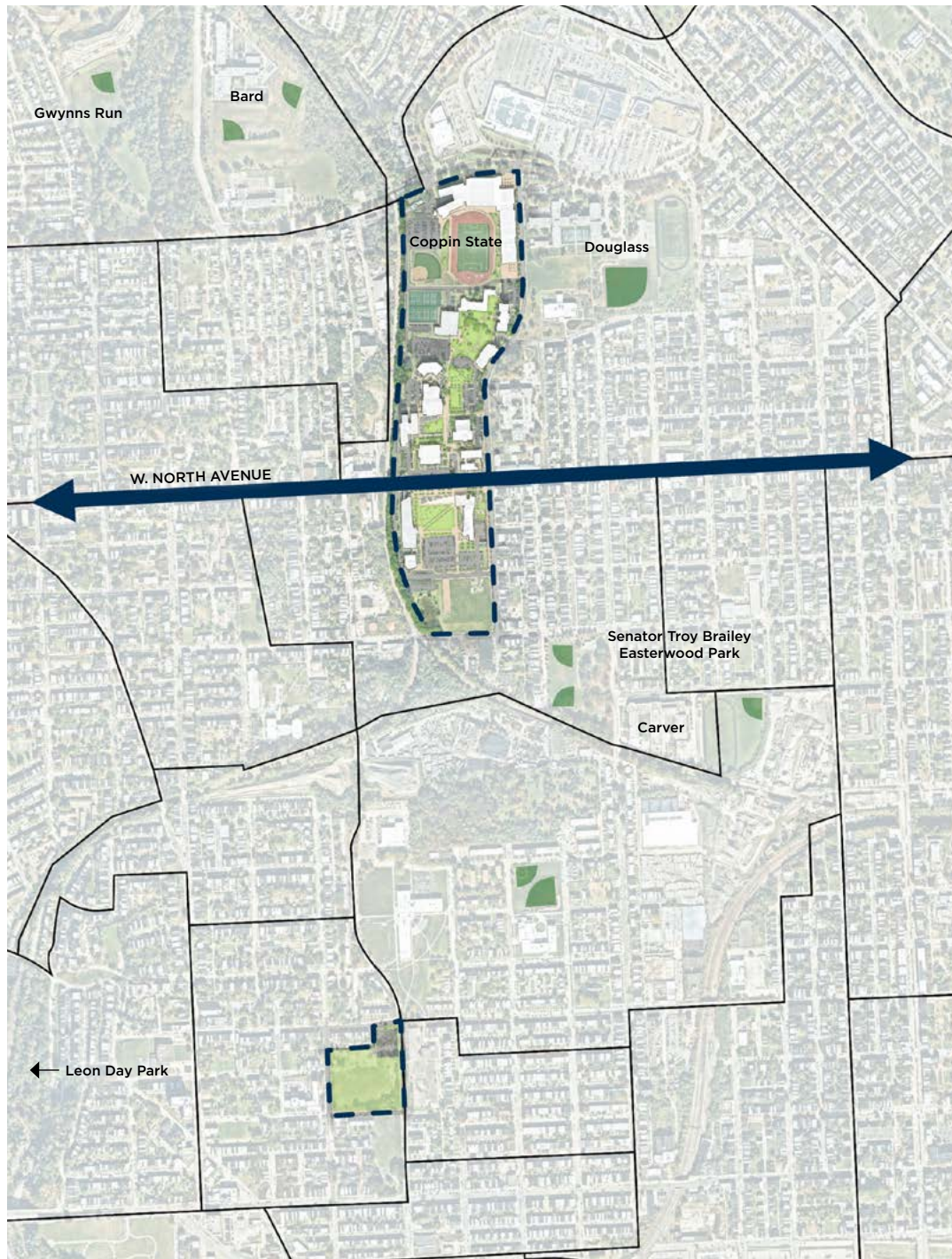
- PEC has a number of central spaces and corridors that are good opportunities to incorporate bold graphics and Coppin branding.



DePaul University stadium seating

Other athletic and recreation recommendations relate to field and outdoor areas

- The track and field are both the original construction and are in poor to fair condition.
 - The track shows signs of wear and tear such as markings fading and bubbling in certain areas which indicate that water may have penetrated the track system. It is recommended that the track should be patched or replaced soon.
- While the stadium field is in good condition the field has no bleachers or press box. The Design Team recommends placing bleachers and a press box to the west of the track where the grass separates the walkway and track.
- The softball field is in good condition and some upgrades have happened recently but there is a need for extra storage for field equipment and game equipment.
- Tennis courts should be stripped, resurfaced, and re-marked. Coppin should also consider expanding the area for storage and perhaps combining storage with softball.
- In addition to expanding use of existing facilities for recreation, Coppin should explore partnership opportunities with nearby parks such as Senator Troy Brailey Easterwood Park and Gwynns Run and nearby schools such as Douglass, Carver, and Bard High School Early College.



**PUBLIC PARKS AND HIGH SCHOOL FIELDS IN
CLOSE PROXIMITY TO COPPIN STATE UNIVERSITY**

OPEN SPACE IMPROVEMENTS

There are two main open space investment opportunities as part of this phase that would transform outdoor spaces on campus. These are the Student Life Quad and the new entry open space created by Residence Hall #1. These two areas in addition to all open space improvements on campus should incorporate the palettes, plantings, furniture, materials, and use opportunities identified in the Connect, Invigorate, and Amplify sections of this chapter.

Additional open spaces associated with new construction such as streetscaping along North Avenue in conjunction with the Johnson Auditorium Replacement and improvements to the core of campus with the addition of Residence Hall #1 should be affiliated with those construction projects to unite new buildings with the landscape.



Aerial of Student Life Quad



UTILITIES

SCUP # 1 is located in the Grace Hill Jacobs building and will be serving the following buildings:

- Grace Hill Jacobs
- Miles Connor Administration
- Tawes Center
- Johnson Auditorium Replacement
- College of Business
- Parlett L. Moore Library

SCUP # 2 is located in and will be serving the Physical Education Complex and will be upgraded to support future capacity:

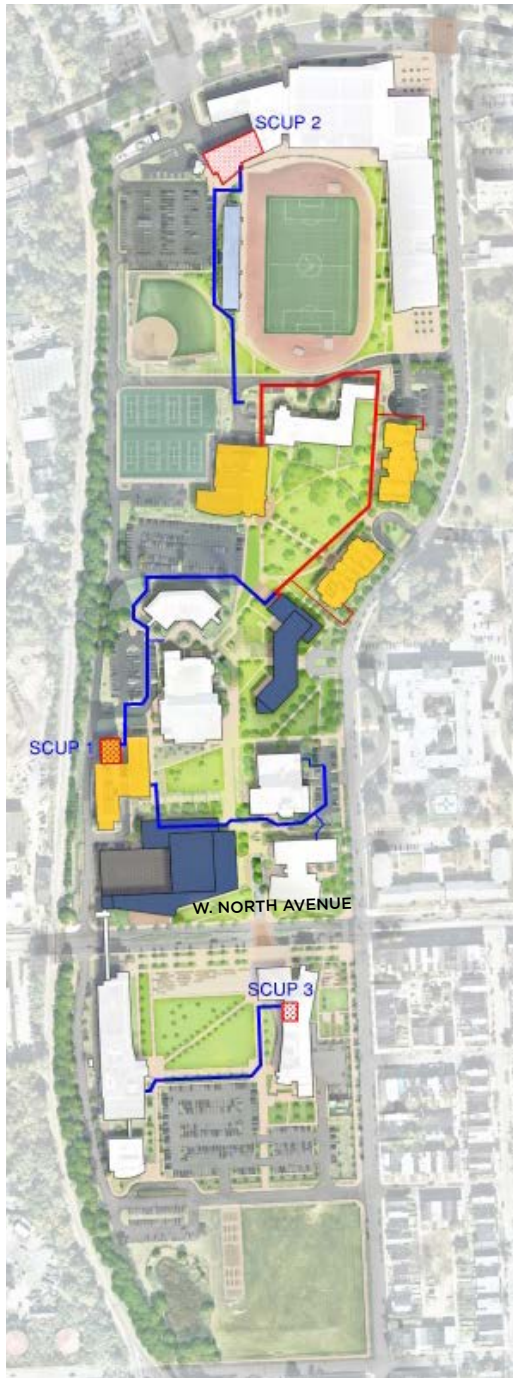
- Residence Hall # 1
- Dedmond Residence Hall
- Daley Residence Hall
- Talon Center

SCUP # 3 is located in Science & Technology Center and is serving:

- Science & Technology Center
- Health & Human Services Building

Electrical modifications to accommodate near priority projects:

- Utilize feeder 13A2/13B2 to serve Johnson Auditorium Replacement
- Utilize feeder 13A3/13B3 to serve new Residence Hall #1.
- The Baseball Stadium will require an increase in capacity of BGE service to campus, or an independent electrical service from BGE.



MECHANICAL UTILITIES: NEAR-TERM GROWTH

- Mechanical Lines
- ▣ SCUP



ELECTRICAL UTILITIES: NEAR-TERM GROWTH

- Major Electrical Lines

Medium-Term Growth Opportunities

As Coppin continues to grow and thrive beyond the 10-year horizon, the Facilities Master Plan identifies medium-term growth opportunities that continue to support the campus framework and institutional mission. These medium-term projects provide some flexibility as goals and programs change and expand.



MEDIUM-TERM PLAN

-  Existing Building
-  Renovation
-  New Construction
-  Structured Parking



PEC Parking Garage
(400 spaces)

Residence Hall 2
(336 beds)

Moore Library
Addition & Renovation

South Quad Academic/
Administrative Building

N WARWICK AVENUE

NORTH AVENUE



8. RESIDENCE HALL #2

A sister building to Residence Hall #1, Residence Hall #2 anticipates future housing needs for campus. This project proposes approximately 330 beds in a five-story building with active ground floor student-focused spaces at the eastern end of the building, facing the campus open spaces.

Utility Impacts:

- Mechanical: New Residence Hall #2 will be constructed and connected to SCUP #2.
 - Equipment in SCUP #2 will be upsized as needed.
- Electrical: New Residence Hall #2 will be constructed and connected to feeder 13A3/13B3.
- Sanitary: A public sanitary main runs east / west through the site between N. Warwick Avenue and the railroad that will require relocation to accommodate this building. Relocation of this main will need to be coordinated and permitted with the City.

- Water: The existing water meters should be evaluated to see if this building can be accommodated on an existing master water meter for the campus. If not, a new water meter can be proposed to connect to the water main located within N. Warwick Avenue.
- Storm Drain: A public storm drain main runs east / west through Lot F that will require relocation to accommodate this building. Relocation of this main will need to be coordinated and permitted with the City.

9. MOORE LIBRARY ADDITION & RENOVATION

A modest addition and comprehensive renovation of Moore Library will help transform this anchor of campus into a resource and study hub. Currently, the northeast corner of the Library has a loading dock that faces directly onto Warwick Avenue and along a gateway into campus. The Facilities Master Plan proposes a modest addition to hide this service access and present a new, welcoming façade along Warwick Avenue and the pedestrian gateway into campus. This addition reinforces the improvements to campus made by Residence Hall #1 and will provide a good opportunity to bring more natural light into the building.

Utility Impacts:

- Mechanical: Existing Moore Library will be renovated and new Moore Library Addition will be constructed. Library stays connected to SCUP #1.
- Electrical: Existing Moore Library will be renovated and new Moore Library Addition will be constructed.
 - Renew building service equipment in Moore Library.
 - Renew customer owned BGE equipment in Moore Library.
- Sanitary: The existing sanitary connection will be impacted by the addition.
- Water: The existing water meter should be evaluated to see if this building can be accommodated on same existing master water meter that currently services this building.
- Storm Drain: Storm drain exists in the current parking lot. Pending final design / location of building, storm drain will need to be evaluated and coordinated with proposed stormwater management requirements.



10. SOUTH QUAD ACADEMIC/ ADMINISTRATIVE BUILDING

The South Quad site is a prime site on campus. This important location is the terminus of the South Quad vista and, as such, is well-suited for critical administrative and some additional academic uses. Maintaining this site as a medium-term development site provides a lot of flexibility for changing programmatic needs over the next 10 or more years. Regardless of exact program, this site location is prominent and the final design and use of this building should reflect that.

Utility Impacts:

- Mechanical: South Quad Academic/Administrative Building will be constructed and connected to SCUP # 3.
 - Equipment in SCUP # 3 will be upsized as needed.
- Electrical: South Quad Academic/Administrative Building will be constructed and connected to 13A5/13B5.
- Sanitary: Sanitary connection is available in the existing drive on the south side of this building. The building footprint should be minimized in the east / west direction so the sanitary connections for the STC and HHSB buildings are not impacted.

- **Water:** The existing water meters should be evaluated to see if this building can be accommodated on the existing water meters located on the south campus. A new water meter or upgrades to existing water meter(s) is likely.
- **Storm Drain:** Storm drain exists at the site. Pending final design / location of building, storm drain will need to be evaluated and coordinated with proposed stormwater management requirements. Relocation of storm drain is likely.

11. PEC PARKING GARAGE

With transportation trends and automobile technology changing year-to-year, the future of how we get around is a bit uncertain. These trends combined with recent advances in virtual technologies have expanded opportunities for remote work and learning. A second parking garage is identified in the medium-term to accommodate displaced parking from proposed development in the medium- and long- term. This four-story garage will have approximately 400 spaces.

UTILITIES

SCUP # 1 is located in the Grace Hill Jacobs building and will be serving the following buildings:

- Grace Hill Jacobs
- Miles Connor Administration
- Tawes Center
- Johnson Auditorium Replacement
- College of Business
- Parlett L. Moore Library

SCUP # 2 is located in and will be serving the Physical Education Complex and will be upgraded to support future capacity:

- Residence Hall # 1
- Dedmond Residence Hall
- Daley Residence Hall
- Talon Center
- Residence Hall # 2

SCUP # 3 is located in Science & Technology Center and is serving:

- Science & Technology Center
- Health & Human Services Building
- South Quad Academic/ Administrative Building



MECHANICAL UTILITIES: MEDIUM-TERM GROWTH

- Mechanical Lines
- ▨ SCUP



ELECTRICAL UTILITIES: MEDIUM-TERM GROWTH

- Major Electrical Lines

Long-Term Opportunities

The long-term vision for campus includes long-term growth opportunities that further the campus framework and institutional mission. The long-term projects provide the programmatic alignments desired for campus and enhancements to the student experience to support growth.



LONG-TERM PLAN

- Existing Building
- Renovation
- New Construction
- Structured Parking





12. RECREATION AND WELLNESS CENTER

In the long-term, as Coppin continues to grow and recreation and wellness needs increase, the Facilities Master Plan identifies a dedicated student recreation and wellness hub facility adjacent to the Talon Center and Tawes Center to meet the needs of students on campus. This would complement other existing student-focused hubs and provide dedicated space for recreation and wellness. Adjacent open spaces create space for outdoor basketball and volleyball courts that would be dedicated to recreational uses.

The construction of the South Quad Academic/Administrative Building in the medium-term allows units to vacate the Miles Connor Administration Building. The demolition of Miles Connor and the north portion of the Tawes Center are enabling projects for the Recreation and Wellness Center.

Utility Impacts:

- Mechanical: New Recreation and Wellness Center will be constructed and connected to SCUP # 1.
- Electrical: New Recreation and Wellness Center will be constructed and connected to 13A3/13B3
- Sanitary: The approach for the sanitary connection required for this building can be similar to that of the previous building at this location. The sanitary connection can be located on the north side or east side of the building.

- Water: Existing water meters should be evaluated to see if this building can be accommodated on the existing master water meter that accommodated the previous building at this location.
- Storm Drain: Storm drain exists for the current building at this location. Pending final design / location of building, storm drain will need to be evaluated and coordinated with proposed stormwater management requirements. Relocation of storm drain is likely due to size of the building footprint.

13. TAWES CENTER PARTIAL DEMOLITION AND RENOVATION

Some spaces in Tawes Center, such as the upstairs conference space, Coppin Café, and certain student spaces, have received renovations in recent years. Further renovations to other spaces in Tawes Center will be needed in the long-term. However, the design of the existing building presents numerous obstacles to creating open, bright, inclusive spaces for students. The northern addition to Tawes Center is especially challenging, so the master plan proposes the demolition of that portion of the building in the long-term to provide space for a purpose built Recreation and Wellness Center.

14. COPPIN ACADEMY

The Frances Murphy Building, while a major barrier on campus and not the highest or best use for its particular site, was recently renovated so changes to this facility fall into the long-term category. Because Coppin Academy is a Baltimore City Charter School that currently resides in a Coppin State University building, financing a new facility for Coppin Academy will require coordination and alignment of a few different parties.

Regardless, the Facilities Master Plan proposes a new modernized building for Coppin Academy located on South Campus to help resolve some of the high-school and University student conflicts and congestion at the Student Life Quad. The eventual demolition of the Murphy Building will also remove a major physical barrier on campus that separates athletics and recreation from the student life core of campus.

Utility Impacts:

- Sanitary: Sanitary connection is available in the existing drive on the south side of this building. This building footprint impacts the sanitary connection for the STC.
- Water: The existing water meters should be evaluated to see if this building can be accommodated on the existing water meters located on the south campus. A new water meter or upgrades to existing water meter(s) is likely.

- Storm Drain: Storm drain exists at the site. Pending final design / location of building, storm drain will need to be evaluated and coordinated with proposed stormwater management requirements. Relocation of storm drain is likely.

15. RESIDENCE HALL #3

Residence Hall #3 is located on the Frances Murphy site so in order for it to be built, Coppin Academy needs to be relocated first. This residence hall would be designed as a unifier, connecting the athletic and recreational heart of campus with the student life core. This building would negotiate the topography on this site and include exterior improvements to accessibility as well. This 5-story structure would house approximately 245 additional beds on campus with ground floor active student uses facing the stadium as well as overlooking the Student Life Quad.

Utility Impacts:

- Mechanical: New Residence Hall #3 will be constructed and connected to SCUP #2.
- Electrical: New Residence Hall #3 will be constructed and connected to 13A3/13B3.
- Sanitary: The approach for the sanitary connection required for this building can be located on the south side of the building similar to that of the previous building at this location.

- Water: The existing water meters should be evaluated to see if this building can be accommodated on the existing master water meter that accommodated the previous building at this location. If not, there is an existing water main located within N. Warwick Avenue.

- Storm Drain: Storm drain exists for the current building at this location. Pending final design / location of building, storm drain will need to be evaluated and coordinated with proposed stormwater management requirements. Relocation of storm drain is likely.

UTILITIES

SCUP # 1 is located in the Grace Hill Jacobs building and will be serving the following buildings:

- Grace Hill Jacobs
- Tawes Center Partial Demolition
- Johnson Auditorium Replacement
- College of Business
- Parlett L. Moore Library
- Recreation and Wellness Center

SCUP # 2 is located in and will be serving the Physical Education Complex and will be upgraded to support future capacity:

- Residence Hall # 1
- Dedmond Residence Hall
- Daley Residence Hall
- Talon Center
- Residence Hall #2
- Residence Hall #3

SCUP # 3 is located in the Science & Technology Center and is serving:

- Science & Technology Center
- Health & Human Services Building
- South Quad Academic/ Administrative Building

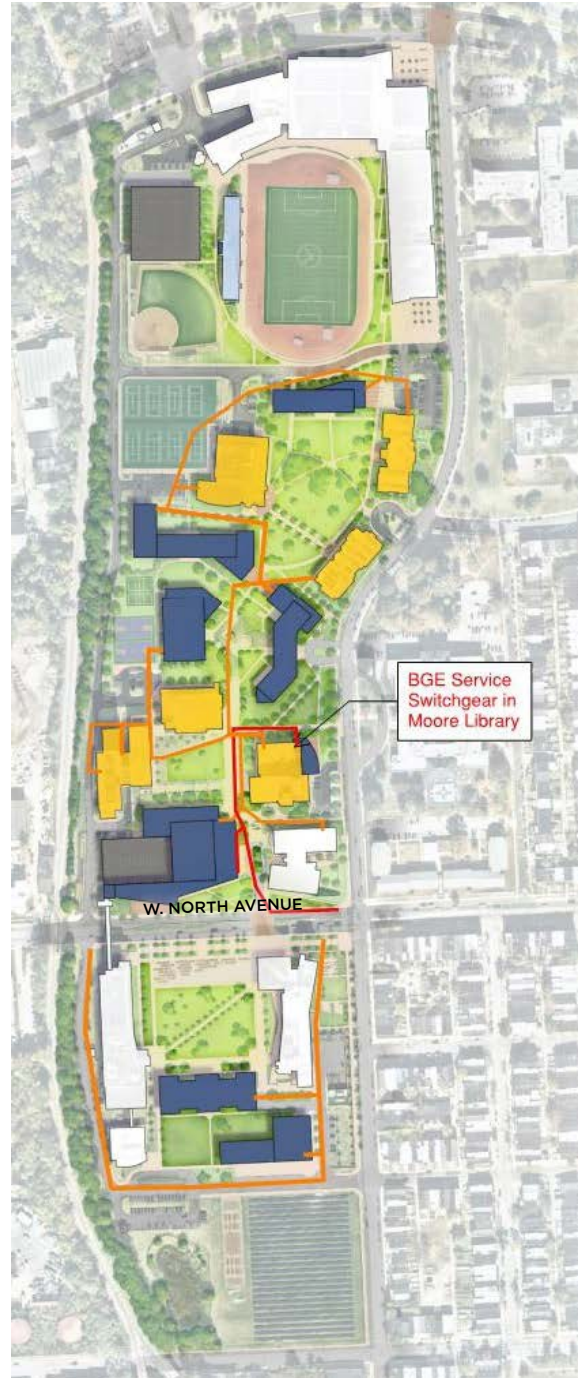
Electrical modifications to accommodate long term projects:

- Utilize feeder 13A3/13B3 to serve new Recreation and Wellness Center. Capacity made available from demolition of Connor.
- Utilize feeder 13A3/13B3 to serve new Residence Hall #3. Capacity made available from demolition of Murphy.
- The relocated, stand-alone Coppin Academy will require an increase in capacity of BGE service to campus, or an independent electrical service from BGE.



MECHANICAL UTILITIES: LONG-TERM GROWTH

- Mechanical Lines
- ▨ SCUP



ELECTRICAL UTILITIES: LONG-TERM GROWTH

- Major Electrical Lines

Lutheran Site

Lutheran Site is Coppin's only significant landholding that is not adjacent to the main campus. Surrounded by rowhomes and embedded in the heart of the Mosher neighborhood, the Lutheran Site is a significant, but limiting landholding. Uses for this site should align with neighborhood needs and character and be sensitive to the residential nature of adjacent parcels.

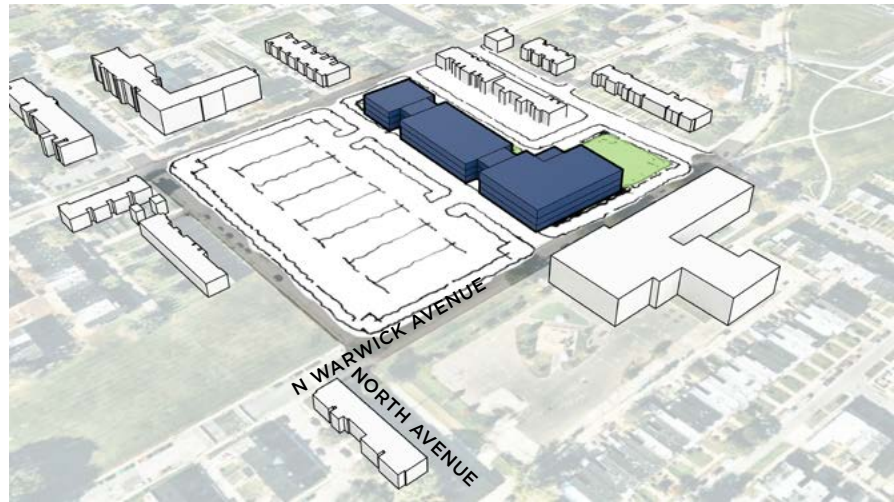
Since there is no immediate need to develop the Lutheran Site for University uses, the Facilities Master Plan tests a few different options for future development of this site.

EMERGENCY RESPONSE TRAINING CENTER

This could create a partnership with Baltimore City Fire and Police Departments and relevant Coppin programs such as Forensics and Criminal Justice. However, provided program for just the City units consumes the entire site, the majority of which would be a parking lot. Concerns with sound and uses impacting nearby neighbors is an important consideration for this particular use.

COPPIN ACADEMY AND EDUCATION PROGRAMS

Facilities for Coppin Academy and an outpost for the University's School of Education would present an interesting dynamic for the Lutheran Site. This site is adjacent to two schools, one of which is a new 21st Century School, Katherine Johnson Global Academy.



Emergency Response Training Center

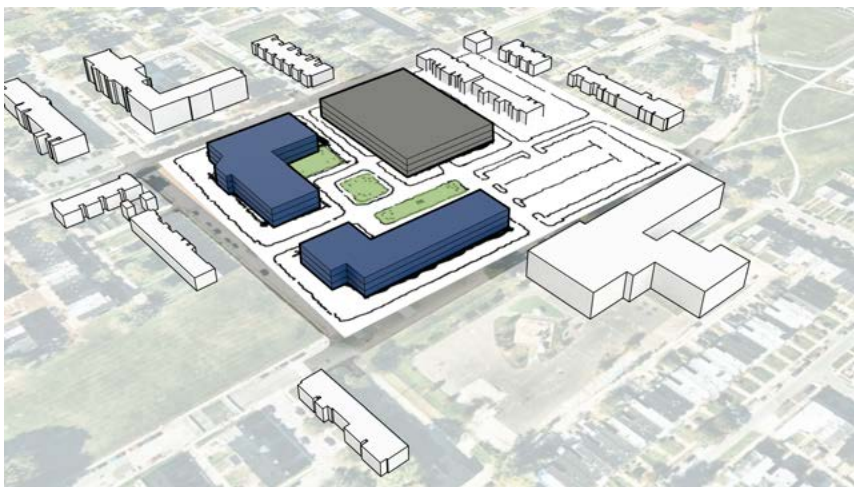


Coppin Academy

Synergies and shared facilities between schools and Coppin's Education programs could benefit all groups. Despite the alignment with adjacent uses, removing Coppin Academy from the main campus would alter the experience by not being directly on campus.



Coppin Academy and Coppin State University Programs



Health Sciences Hub or Emergency Response Training Center with Related Coppin Programs



Neighborhood Mixed-use

HEALTH SCIENCES HUB

Another option is to complement the Hebrew Orphan Asylum plans on adjacent site and develop this site as a Health Sciences hub for Coppin. This would allow the Health Sciences programs to embed themselves in another community in Baltimore; however, projected 10-year space needs do not forecast a significant amount of space needed for Health Sciences, so partnerships should be explored for this option.

BASEBALL STADIUM

This site has been tested for the Baseball Stadium. While the program fits and could potentially be an asset if shared with the community, the bright lights and crowds for evening games may be in conflict with the adjacent residential uses.

NEIGHBORHOOD MIXED-USE

Developing this site for residential mixed-use with a variety of housing typologies would introduce new opportunities and some much needed uses into the heart of the Mosher community. This option would include some rowhouses, small apartment buildings, and a mixed-use anchor with some Coppin facing units inside, similar to Johns Hopkins' clinic in Remington Row.

Off-Campus Opportunities

Coppin's total existing landholdings comprise approximately 65-acres between the Main Campus and the Lutheran Site. While there is enough site capacity to accommodate projected needs and growth over the next 10 years, there are strategic reasons to consider and position for off-campus opportunities. Proactive partnerships, expanding programs, furthering the institutional mission, and strategic acquisitions are all factors that contribute to decisions related to future off-campus opportunities.

NORTH AVENUE

The North Avenue corridor is both a tremendous challenge and opportunity. Plagued by vacancy and crumbling infrastructure in recent years, North Avenue struggles to return to the vibrant, mixed-use main street it once was. This artery is a key gateway to Coppin State University and the image of campus is intimately tied to the image of North Avenue. Recent investments in South Campus and the College of Business have transformed Coppin's image along North Avenue, but opportunities remain both on campus as well as in the neighboring blocks.

In October, the West North Avenue Development Authority was authorized by the Maryland General Assembly. The Authority supports the development and approval of a comprehensive neighborhood revitalization plan in the West North Avenue Development Area and its buffer zone to benefit the residents and improve housing; neighborhoods; economic development; and transportation, including motor

vehicles and pedestrian foot traffic. The President of Coppin State University serves as the Chair of the Authority. Coppin should continue to consider physical and programmatic investments along North Avenue that extend beyond the current campus boundaries. This might mean contributing to streetscape, greening, or façade enhancements or positioning select Coppin programs in a renovated building along the 2400 or 2300 blocks of North Avenue to help anchor those blocks and spur revitalization.

North Avenue has the potential to be a walkable corridor for small shops and restaurants with other mixed uses integrated throughout. Investment in transforming this corridor will not only benefit West Baltimore, but it will also be a major asset and attractor for students, faculty, and staff. Coppin State University should seek meaningful and significant opportunities to help spur positive infill and investment in the blocks surrounding campus and work with the West North Avenue Development Authority to bring the vision of a more vibrant North Avenue to life.

MONDAWMIN

Mondawmin is a significant transit and retail hub adjacent to campus. While this presents many benefits to access, the design of this area, which is centered around a suburban-style shopping mall, is not friendly for pedestrians and contradicts what is often defined as good urbanism. Mondawmin's retail options are limited and not particularly desirable for many within the Coppin State University community.

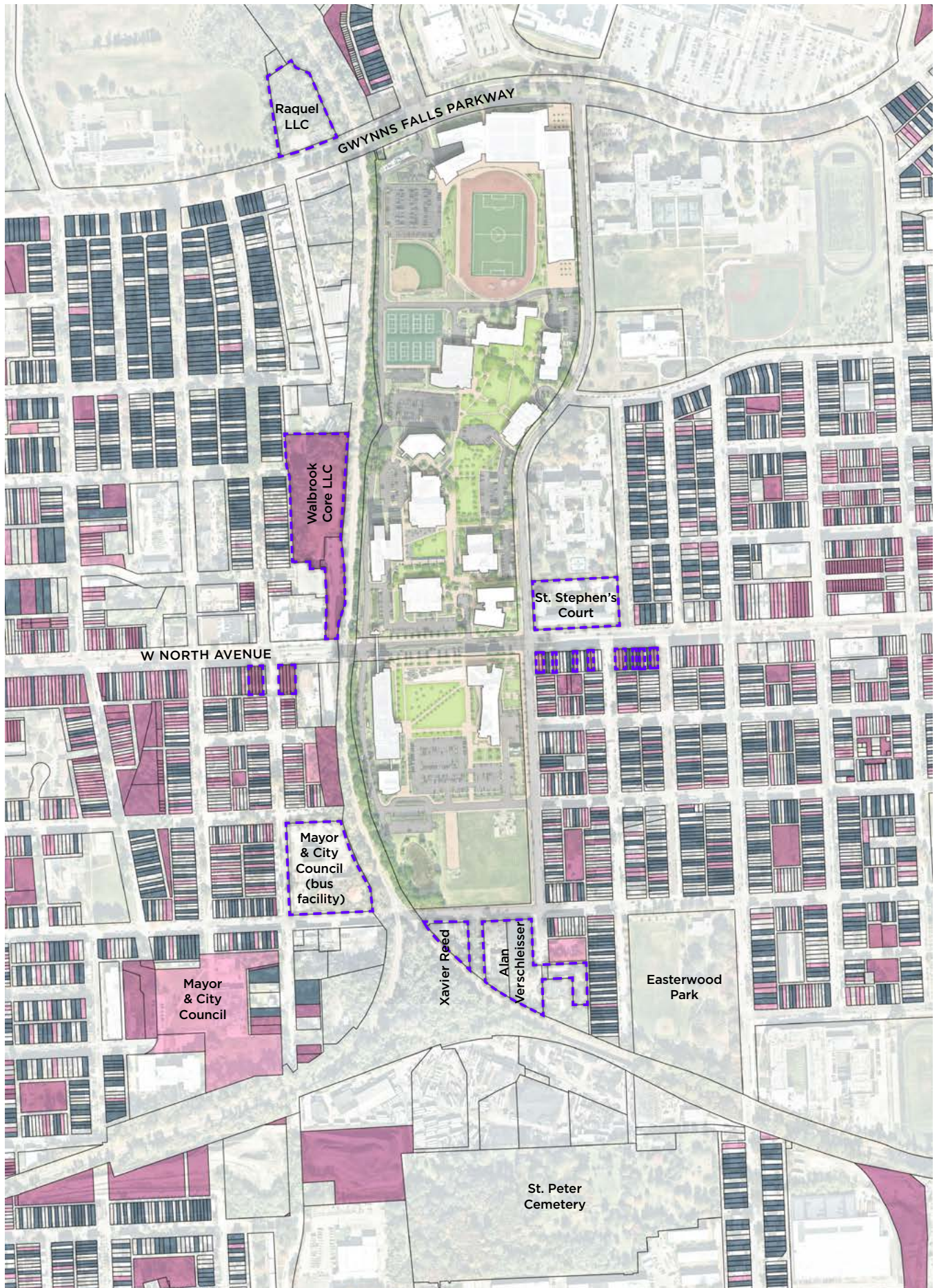
An announcement in early 2022 that the vacant Target parcel was purchased by Whiting-Turner CEO, Tim Regan, brings new excitement and energy to Mondawmin. In partnership with the Greater Mondawmin Coordinating Council, this site will be transformed into a community hub where people can launch new retail businesses, get job training, offer mentoring and tutoring, and host events. This presents some exciting opportunities for possible partnerships with Coppin. The University should continue to foster these relationships and support efforts to reinvest in the transformation of Mondawmin into a positive community anchor.

POTENTIAL PARTNERSHIPS AND ACQUISITIONS

As part of the planning process, the Design Team conducted a brief analysis of nearby properties, cataloging vacancy, owner occupancy, size, and proximity to determine potential future opportunities. These key sites have direct access to campus and are at some of the major threshold points or edges of campus. They are opportunities to help address the image of campus, explore partnerships and strategic program relocations, and plan for the future growth of campus.

POTENTIAL PARTNERSHIP SITES

- Owner-occupied
- Vacant Lot
- Vacant Building Notice
- Interest Area



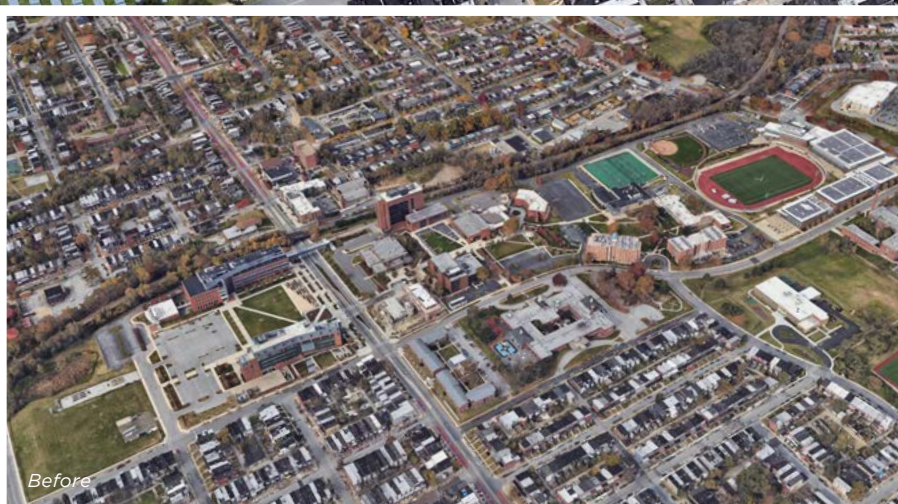




V.

Implementation & Cost

The proposed projects in this Facilities Master Plan are distributed across three major phases. The first phase accommodates the projected space needs on campus for the next five to ten years. The subsequent phases present opportunities for the responsible development of campus that seek to connect, invigorate, amplify, and grow the campus. Estimated costs associated with these projects are provided to plan for future development.



Before

Existing Campus Aerial



Aerial Rendering of Proposed Campus

Phasing and Program Chart

Project	Project Type	Space Type	Priority (Near, Mid, Long)	Footprint SF	# of Floors	
Residence Hall #1	New Construction	Housing	Near	25,975	2 to 5	
Grace Hill Jacobs Living-Learning Center *	Renovation	Residential, Student Space	Near		10	
Johnson Auditorium	Demolition	Academic/Event	Near		2	
Johnson Auditorium Replacement with Parking	New Construction	Academic/Event, Parking	Near	76,150	3	
Talon Center *	Renovation	Student Space	Near		2	
Dedmond Residence Hall	Renovation	Housing	Near		6	
Daley Residence Hall	Renovation	Housing	Near		7	
Bleachers and Press Box *	New Construction	Athletics and Recreation	Near	N/A	N/A	
Baseball Stadium *	New Construction	Athletics and Recreation	Near		Ground	
Refurbish tennis courts, track, soccer field	New Construction	Athletics and Recreation	Near			
Residence Hall #1 Landscaping	New Construction	Open Space	Near		Ground	
Student Life Quad	New Construction	Open Space	Near		Ground	
W. North Avenue Landscaping	New Construction	Open Space	Near		Ground	
Residence Hall #2 Landscaping	New Construction	Open Space	Near		Ground	
Electrical Feeder Upgrade Project *	New Construction	Utilities	Near			
Mechanical Loop Project *	New Construction	Utilities	Near			
Residence Hall #2	New Construction	Housing	Mid	27,074	2 to 5	
Moore Library	Renovation	Library/Admin	Mid		5	
Moore Library Addition	New Construction	Library/Admin	Mid	3,900	2	
South Quad Academic/Administrative Building	New Construction	Academic, Administration	Mid	24,870	4	
PEC Parking Garage	New Construction	Parking	Mid	36,000	5	
Recreation and Wellness Center	New Construction	Recreation, Student Space	Long	22,720	2 to 3	
Coppin Academy	New Construction	Academic	Long	21,400	2 to 3	
Residence Hall #3	New Construction	Housing	Long	18,800	6	
Tawes Center Partial Demolition	Demolition	Student Space	Long		2	
Miles Connor	Demolition	Administration	Long		4	
Frances Murphy	Demolition	Academic	Long		2	
TOTAL						

*Project details and cost estimates developed through prior studies

GSF Breakdowns								
	Academic/ Admin Space	Residential Space	Collab/ Student Space	Large Volume Space (Auditorium, Rec, etc.)	Parking	Total GSF	Total NASF	# of Beds
		104,270	10,750			110,670		348
						140,855	69,929	150
						36,265		
	67,770			60,030	93,800	221,600		
						42,965	28,544	
						89,371	61,892	300
						108,360	73,962	350
						N/A		
						166,420		
						47,630		
						24,000		
						13,640		
						30,570		
		100,945	13,700			94,100		336
						85,521		
	7,800					7,800		
	99,480					99,480		
					160,000	160,000		
			6,660	48,450		55,110		
	55,290					55,290		
		73,600	26,960			100,560		245
						22,506		
						44,394	21,606	
						36,270	20,555	
						1,633,377		

Cost Estimates

Project	Project Type	Space Type	Priority (Near, Mid, Long)	Footprint SF	# of Floors	
Residence Hall #1	New Construction	Housing	Near	25,975	2 to 5	
Grace Hill Jacobs Living-Learning Center *	Renovation	Residential, Student Space	Near		10	
Johnson Auditorium	Demolition	Academic/Event	Near		2	
Johnson Auditorium Replacement with Parking	New Construction	Academic/Event, Parking	Near	76,150	3	
Talon Center *	Renovation	Student Space	Near		2	
Dedmond Residence Hall	Renovation	Housing	Near		6	
Daley Residence Hall	Renovation	Housing	Near		7	
Bleachers and Press Box *	New Construction	Athletics and Recreation	Near	N/A	N/A	
Baseball Stadium *	New Construction	Athletics and Recreation	Near		Ground	
Residence Hall #1 Landscaping	New Construction	Open Space	Near		Ground	
Student Life Quad	New Construction	Open Space	Near		Ground	
W. North Avenue Landscaping	New Construction	Open Space	Near		Ground	
Residence Hall #2 Landscaping	New Construction	Open Space	Near		Ground	
Electrical Feeder Upgrade Project *	New Construction	Utilities	Near			
Mechanical Loop Project *	New Construction	Utilities	Near			
Residence Hall #2	New Construction	Housing	Mid	27,074	2 to 5	
Moore Library	Renovation	Library/Admin	Mid		5	
Moore Library Addition	New Construction	Library/Admin	Mid	3,900	2	
South Quad Academic/Administrative Building	New Construction	Academic, Administration	Mid	24,870	4	
PEC Parking Garage	New Construction	Parking	Mid	36,000	5	
Recreation and Wellness Center	New Construction	Recreation, Student Space	Long	22,720	2 to 3	
Coppin Academy	New Construction	Academic	Long	21,400	2 to 3	
Residence Hall #3	New Construction	Housing	Long	18,800	6	
Tawes Center Partial Demolition	Demolition	Student Space	Long		2	
Miles Connor	Demolition	Administration	Long		4	
Frances Murphy	Demolition	Academic	Long		2	
TOTAL						

ASSUMPTIONS

1. Five years of escalation is assumed to be 30%; 10% for 1st year, 5% thereafter
2. Sustainability enhancement cost is assumed to cover potential PV scope
3. Large renovation and new construction costs are assumed to be CMR procurement
4. Costs above represent hard construction costs only

*Project details and cost estimates developed through prior studies

	Total GSF	Est. Cost Current Dollars	Cost/SF Current Dollars	Est. Cost Including 5 years of Escalation	Sustainability Enhancement PV	Total Cost Incl Escalation + PV	Cost/Bed	Notes
	110,670	\$56,441,000	\$510	\$73,373,300	\$2,201,199	\$75,574,499	\$162,389	
	140,855	\$45,637,020	\$324	\$59,328,126		\$59,328,126		
	36,265	\$671,990	\$19	\$873,588		\$873,588		Raze structure costs.
	221,600	\$103,785,600	\$468	\$134,921,280	\$4,047,638	\$138,968,918		Blended cost for building and parking
	42,965	\$11,815,375	\$275	\$15,359,988		\$15,359,988		
	89,371	\$17,874,200	\$200	\$23,236,460	\$536,226	\$23,772,686	\$59,581	Assume limited renovations
	108,360	\$21,672,000	\$200	\$28,173,600	\$650,160	\$28,823,760	\$61,920	Assume limited renovations
	N/A	\$2,074,800		\$2,697,240		\$2,697,240		Includes installation costs
	166,420	\$5,170,825	\$31	\$6,722,073		\$6,722,073		
	47,630	\$2,381,500	\$50	\$3,095,950		\$3,095,950		
	24,000	\$1,920,000	\$80	\$2,496,000		\$2,496,000		
	13,640	\$682,000	\$50	\$886,600		\$886,600		
	30,570	\$1,528,500	\$50	\$1,987,050		\$1,987,050		
		\$6,300,000				\$6,300,000		
		\$8,400,000				\$8,400,000		
	94,100	\$47,990,405	\$510		\$1,439,712	\$49,430,117	\$142,623	
	85,521	\$27,708,804	\$324			\$27,708,804		
	7,800	\$6,240,000	\$800			\$6,240,000		
	99,480	\$69,855,851	\$702		\$2,095,676	\$71,951,526		
	160,000	\$24,000,000	\$150		\$480,000	\$24,480,000		
	55,110	\$31,302,480	\$568		\$939,074	\$32,241,554		
	55,290	\$38,825,191	\$702		\$1,164,756	\$39,989,947		
	100,560	\$51,284,964	\$510		\$1,538,549	\$52,823,513	\$209,042	
	22,506	\$427,614	\$19			\$427,614		Raze structure costs. (does not include partial renovation costs)
	44,394	\$822,621	\$19			\$822,621		Raze structure costs.
	36,270	\$672,083	\$19			\$672,083		Raze structure costs.

1,633,377

Mechanical Utilities Growth

Project	Project Type	Space Type	Priority (Near, Mid, Long)	Total GSF (Less Parking and Ground SF)	
Physical Education Complex	Existing	Sports/Pool/Admin		246,359	
Science & Technology Center	Existing	Research		150,443	
Health & Human Services Building	Existing	Admin/Classroom/Research		168,106	
College of Business	Existing	Admin/Classroom		52,200	
Residence Hall #1	New Construction	Housing	Near	110,670	
Grace Hill Jacobs Living-Learning Center *	Renovation	Residential, Student Space	Near	140,855	
Johnson Auditorium	Demolition	Academic/Event	Near	36,265	
Johnson Auditorium Replacement with Parking	New Construction	Academic/Event, Parking	Near	127,800	
Talon Center *	Renovation	Student Space	Near	42,965	
Dedmond Residence Hall	Renovation	Housing	Near	89,371	
Daley Residence Hall	Renovation	Housing	Near	108,360	
Baseball Stadium*	New Construction	Athletics and Recreation	Near	20,000	
Residence Hall #2	New Construction	Housing	Mid	94,100	
Moore Library	Renovation	Library/Admin	Mid	85,521	
Moore Library Addition	New Construction	Library/Admin	Mid	7,800	
South Quad Academic/Administrative Building	New Construction	Academic, Administration	Mid	99,480	
Recreation and Wellness Center	New Construction	Recreation, Student Space	Long	55,110	
Coppin Academy	New Construction	Academic	Long	55,290	
Residence Hall #3	New Construction	Housing	Long	100,560	
Tawes Center Partial Demolition	Demolition	Student Space	Long	22,506	
Miles Connor	Demolition	Administration	Long	44,394	
Frances Murphy	Demolition	Academic	Long	36,270	

**Project details and cost estimates developed through prior studies*

	Currently Served from SCUP #	Future Connection from SCUP #	Theoretical Heating Load (BTU/H)	Boilers in Building (BTU/H)	Theoretical Cooling Load (Tons)	Chillers in Building (Tons)
	2	2	18,476,925		985	
	3	3	4,513,290		752	
	3	3	14,289,010	13,391,600	678	800
	1	1	3,915,000		209	
	N/A	2	4,150,125		369	
	1	1	8,450,300		701	
	1	N/A	1,450,600		121	
	N/A	1	6,390,000		567	
	N/A	2	2,148,250	4,998,000	172	220
	N/A	2	3,351,413	3,052,000	298	176
	N/A	2	4,063,500	2,620,000	361	220
	N/A	N/A	1,875,000	2,000,000	106	110
	N/A	2	3,528,750		314	
	1	1	3,848,445		393	
	N/A	1	351,000		36	
	N/A	3	4,476,600		495	
	N/A	1	4,133,250		220	
	N/A	N/A	2,930,370	3,000,000	236	250
	N/A	2	3,821,280		336	
	1	1	1,258,650		139	
	1	N/A	1,997,730		221	
	N/A	N/A	1,904,175		155	

Satellite Central Utility Plants Growth

Project	Project Type	Priority (Near, Mid, Long)	
SCUP 1 (in Grace Hill Jacobs)	Existing	Near	
SCUP 2 (in PEC)	Existing	Near	
Mechanical Upgrade Project (SCUP 2)	Connect and Upgrade SCUP 2	Near	
SCUP 3 (in STC)	Existing	Near	
SCUP 1 (in Grace Hill Jacobs)	Existing	Mid	
Mechanical Upgrade Project (SCUP 2)	Existing	Mid	
SCUP 3 (in STC)	Existing	Mid	
SCUP 1 (in Grace Hill Jacobs)	Existing	Long	
Mechanical Upgrade Project (SCUP 2)	Existing	Long	

	Theoretical Heating Load (BTU/H)	Boilers in Building (BTU/H)	Theoretical Cooling Load (Tons)	Chillers in Building (Tons)
	25,668,175	42,840,000	2,248	2,000
	18,476,925	13,391,600	985	1,000
	13,713,288	14,000,000	1,200	1,200
	4,513,290	9,000,000	752	1,140
	26,019,175	42,840,000	2,248	2,000
	17,242,038	18,000,000	1,514	1,600
	8,989,890	9,000,000	1,247	1,140
	27,046,565	42,840,000	1,923	2,000
	21,063,318	22,000,000	1,850	2,000

Plumbing Utilities Growth

Project	Project Type	Space Type	Priority (Near, Mid, Long)	Total GSF (Less Parking and Ground SF)	
Physical Education Complex	Existing	Sports/Pool/Admin		246,359	
Science & Technology Center	Existing	Research		150,443	
Health & Human Services Building	Existing	Admin/Classroom/Research		168,106	
College of Business	Existing	Admin/Classroom		52,200	
Residence Hall #1	New Construction	Housing	Near	110,670	
Grace Hill Jacobs Living-Learning Center *	Renovation	Residential, Student Space	Near	140,855	
Johnson Auditorium	Demolition	Academic/Event	Near	36,265	
Johnson Auditorium Replacement with Parking	New Construction	Academic/Event, Parking	Near	221,600	
Talon Center *	Renovation	Student Space	Near	42,965	
Dedmond Residence Hall	Renovation	Housing	Near	89,371	
Daley Residence Hall	Renovation	Housing	Near	108,360	
Baseball Stadium*	New Construction	Athletics and Recreation	Near	166,420	
Residence Hall #2	New Construction	Housing	Mid	94,100	
Moore Library	Renovation	Library/Admin	Mid	85,521	
Moore Library Addition	New Construction	Library/Admin	Mid	7,800	
South Quad Academic/Administrative Building	New Construction	Academic, Administration	Mid	99,480	
Recreation and Wellness Center	New Construction	Recreation, Student Space	Long	55,110	
Coppin Academy	New Construction	Academic	Long	55,290	
Residence Hall #3	New Construction	Housing	Long	100,560	
Tawes Center Partial Demolition	Demolition	Student Space	Long	22,506	
Miles Connor	Demolition	Administration	Long	44,394	
Frances Murphy	Demolition	Academic	Long	36,270	

**Project details and cost estimates developed through prior studies*

	Existing Domestic Water Connections	New Domestic Water Connections	Existing Fire Suppression Connections	New Fire Suppression Connections	Existing Sanitary Connections	New Sanitary Connections
	6"	N/A	8"	N/A	(8) 4" & 5"	N/A
	4"	N/A	6"	N/A		N/A
	2"	N/A	6"	N/A		N/A
	N/A	4"	N/A	6"	N/A	(2) 6"
	4"	N/A	6"	N/A	6"	N/A
	2"	N/A	6"	N/A	6"	N/A
	N/A	4"	N/A	6"	N/A	(2) 6"
	2"	N/A	6"	N/A	Not Known	N/A
	2"	N/A	6"	N/A	(2) 6"	N/A
	2"	N/A	6"	N/A	8"	N/A
	N/A	4"	N/A	6"	N/A	(2) 6"
	N/A	4"	N/A	6"	N/A	(2) 6"
	2"	N/A	6"	N/A	6"	N/A
	N/A		N/A		N/A	
	N/A	4"	N/A	6"	N/A	(2) 6"
	N/A	4"	N/A	6"	N/A	(2) 6"
	N/A	4"	N/A	6"	N/A	(2) 6"
	N/A	4"	N/A	6"	N/A	(2) 6"
	3"	N/A	4"	N/A	5" & 4"	N/A
	2"	N/A	4"	N/A	6"	N/A
	2"	N/A	N/A	N/A	6"	N/A

Electrical Utilities Growth

Project	Project Type	Space Type	Priority (Near, Mid, Long)	Total GSF (Less Parking and Ground SF)	
Physical Education Complex	Existing	Sports/Pool/Admin		246,359	
Science & Technology Center	Existing	Research		150,443	
Health & Human Services Building	Existing	Admin/Classroom/Research		168,106	
College of Business	Existing	Admin/Classroom		52,200	
Residence Hall #1	New Construction	Housing	Near	110,670	
Grace Hill Jacobs Living-Learning Center *	Renovation	Residential, Student Space	Near	140,855	
Johnson Auditorium	Demolition	Academic/Event	Near	36,265	
Johnson Auditorium Replacement with Parking	New Construction	Academic/Event, Parking	Near	127,800	
Talon Center *	Renovation	Student Space	Near	42,965	
Dedmond Residence Hall	Renovation	Housing	Near	89,371	
Daley Residence Hall	Renovation	Housing	Near	108,360	
Baseball Stadium*	New Construction	Athletics and Recreation	Near	20,000	
Residence Hall #2	New Construction	Housing	Mid	94,100	
Moore Library	Renovation	Library/Admin	Mid	85,521	
Moore Library Addition	New Construction	Library/Admin	Mid	7,800	
South Quad Academic/Administrative Building	New Construction	Academic, Administration	Mid	99,480	
Recreation and Wellness Center	New Construction	Recreation, Student Space	Long	55,110	
Coppin Academy	New Construction	Academic	Long	55,290	
Residence Hall #3	New Construction	Housing	Long	100,560	
Tawes Center Partial Demolition	Demolition	Student Space	Long	22,506	
Miles Connor	Demolition	Administration	Long	44,394	
Frances Murphy	Demolition	Academic	Long	36,270	

**Project details and cost estimates developed through prior studies*

	Currently Served From Feeder	Future Connection from Feeder	Theoretical Electrical Load kVA
	13A6 & 13B6	13A6 & 13B6	1,250
	13A5 & 13B5	13A5 & 13B5	900
	13A5 & 13B5	13A5 & 13B5	960
	13A2 & 13B2	13A2 & 13B2	300
	N/A	13A3 & 13B3	660
	13A4 & 13B4	13A4 & 13B4	840
	13A2 & 13B2	N/A	-350
	N/A	13A2 & 13B2	720
	13A3 & 13B3	13A3 & 13B3	240
	13A3 & 13B3	13A3 & 13B3	540
	13A3 & 13B3	13A3 & 13B3	650
	N/A	N/A	500
	N/A	13A3 & 13B3	600
	13A1 & 13B1	13A1 & 13B1	480
	N/A	13A1 & 13B1	100
	N/A	13A5 & 13B5	600
	N/A	13A3 & 13B3	300
	N/A	N/A	350
	N/A	13A3 & 13B3	600
	13A3 & 13B3	13A3 & 13B3	160
	13A3 & 13B3	N/A	-200
	13A3 & 13B3	N/A	-175

CONCLUSION

The 2022-2033 Facilities Master Plan is intended to be a living and flexible document that guides decision-making for the future of the physical campus. It builds upon Coppin's mission and strategic goals and emphasizes the core principles of connect, invigorate, amplify, and grow.

This vision for the future includes strategies and recommendations that reinforce the strengths of campus and address challenges and opportunities to create a better physical environment for the entire campus community.

As an anchor, the campus seeks opportunities to continue to welcome the surrounding community and promote its institutional brand and image. Continued investment in sound planning, sustainable buildings, and flexible campus infrastructure will help Coppin adapt and thrive through unexpected change. While unanticipated development opportunities and needs may inevitably arise, the 2022-2033 Facilities Master Plan's four planning principles and associated strategies provide the flexibility to ensure new projects align with Coppin's strategic mission and vision.







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