

October 8, 2019

James D. Fielder, Jr., Ph.D.
Secretary of Higher Education
Maryland Higher Education Commission
6 North Liberty St., 10th Floor
Baltimore, MD 21202

Dear Secretary Fielder:

I appreciate the opportunity to respond to the objection(s) raised by Coppin State University (CSU) to our proposed undergraduate B.A. in Health Sciences. In accordance with the Code of Maryland Regulations, COMAR 13B.02.03.27(B) and COMAR 13B.02.03.09, we provide evidence below to refute the assertions that our proposed major is an unreasonable program duplication which would cause demonstrable harm to another institution, that it is inconsistent with our mission, and that it is in violation of the state's equal education opportunity obligations.

Our program is not an unreasonable duplication which would cause demonstrable harm to another institution

First of all, McDaniel College is intending to offer a Bachelor of Arts rather than a Bachelor of Science. The curriculum of the proposed B.A. in Health Sciences at McDaniel College is different than the B.S. offered by CSU regarding the ability for students to specialize in a specific career track within the Allied Health field (see addendum). While both programs share introductory level courses (e.g., human anatomy & physiology, general chemistry, statistics, medical terminology, and a course about medical careers), McDaniel College's proposed major requires that students pick a track of coursework (24 additional credits) to prepare them for a specific profession within the health sciences: physician's assistant, physical therapist, occupational therapist, athletic trainer, chiropractor, nurse, or pharmacist. The ability to pick a specialized track within health sciences is a significant differentiator of our program. Kinesiology is now the second largest major at McDaniel College, and many of our students are interested in pursuing careers in Allied Health. Our proposed major in Health Sciences with the specialized tracks will allow our current Kinesiology majors to focus their coursework more

closely on their careers of interest than our current Kinesiology Major allows, and much more so than the CSU major in Health Sciences allows.

In addition to different structures of our majors, our institution differs from CSU in the students we attract. Based on data from an online survey sent to the 3,458 students admitted to McDaniel College in 2019 (including those who enrolled and those who went elsewhere), we can report which other institutions our admitted students were considering (840 respondents, 24.3% response rate). Not surprisingly, it appears that students who are interested in the type of experience offered by a private, suburban, liberal arts college such as McDaniel College are different from those interested in a historically black university such as CSU. When admitted students were asked which school they would have attended as a second choice had they not chosen McDaniel, only 0.9% listed Coppin State University as their second choice. Of those who had applied to McDaniel but chose to go elsewhere, none chose Coppin State University.

As the table below indicates, McDaniel College draws a very different student body than CSU. CSU students tend to be significantly older (median age 29), are far less likely to live on campus (only 26%) and are less likely to be full-time students (69%). McDaniel College students tend to come directly from high school (median age 20), mostly live on campus (82%), and 99% enroll full-time. Given the differences in the students we attract and the different experiences they seek from us (residential and full-time), we do not believe McDaniel competes with CSU for students now nor will it in the future.

| | McDaniel College | Coppin State University |
|---|-------------------------|--------------------------------|
| Residential Students | 82% | 26% |
| Full-time students | 99% | 69% |
| Male/Female ratio | 49%/51% | 25%/75% |
| Median Age | 20 | 29 |
| Transfer students (as a percentage of incoming First-Year students) | 12% | n/a |
| Campus Type | Suburban | Urban |
| Degree types | B.A. | B.S. |

Source: Self-reported from institutions via their respective websites

Therefore, we do not see evidence that our proposed major at McDaniel College will reduce the enrollment of Coppin State given that our institutions attract different students. The 30+ mile distance between the two campuses is enough to draw different student bodies and places McDaniel College as the only four-year college in Carroll County, a region which would benefit from this program. According to the National Center for Education Statistics (IPEDS survey 2014), Maryland ranks 7th in the country for having the most students leave the state for their college education (37.1%). As a point of comparison, only 18.2% of high school graduates from Virginia leave their home state for college. With over 15,200 students leaving Maryland to attend college elsewhere, we hope to provide additional, appealing choices for Maryland students to pursue their college education in their home state, specifically for the students who tend to be attracted to a residential liberal arts college like McDaniel. As described in our original proposal, the Bureau of Labor Statistics predicts 18% growth from 2016 to 2026 healthcare occupations

(2.4 million new jobs), much faster than the average expected growth for all occupations. The largest single intended major from College Board PSAT/NMSQT 2014-5 College-Bound High School Juniors Summary Report was Health Professions/Sciences, with greater than 19% of the more than 1.5 million respondents indicating this field as their intended major. Maryland needs more, not fewer, programs in this area of workforce demand, and the existence of multiple programs is fully justified.

Our program is consistent with our mission

We do not understand the basis for CSU’s claim that our proposed program is inconsistent with our mission. Our mission statement begins by explaining, “McDaniel College is a diverse student-centered community committed to excellence in the liberal arts & sciences and professional studies,” and our proposed program is consistent with this approach – a degree which combines the liberal arts and professional studies.

The letter from CSU describes students of color as a “new population of interest to McDaniel College” based on their misinterpretation of what we think must have been IPEDs data; it appears that they compared apples to oranges by comparing the students of color in our first year class this year (46%) to the students of color we had across all 4 classes last year (26%). If instead, one compares apples to apples, it is clear this year’s overall student body at McDaniel College is a not a dramatic departure from our past enrollment but rather a continuance of our long-term efforts to diversify our overall student body to reflect today’s demographics.

| Students of Color and First Gen Students as Percentage of Overall Student Body McDaniel College | | | | | | | | | | |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|
| | 2010-1 | 2011-2 | 2012-3 | 2013-4 | 2014-5 | 2015-6 | 2016-7 | 2017-8 | 2018-9 | 2019-20 |
| Students of Color | 15% | 15% | 21% | 22% | 19% | 23% | 27% | 27% | 26% | 33% |
| First Generation | 29% | 32% | 33% | 37% | 37% | 38% | 35% | 36% | 32% | 36% |

Source: Internal data

We have a history of being an appealing college to students of color already, and we believe that is because our institution supports their success. The CSU letter expressed “concerns about McDaniel College's current capacity to adequately meet the needs of an increasingly diverse student body, both in spirit and in letter. Coppin State University, a Historically Black Institution on the other hand, has a long history of successfully serving historically underserved and underrepresented populations.” CSU’s concern about whether McDaniel College is meeting the needs of students of color can easily be dismissed by looking at the outcome data for our students of color. As the table below indicates, McDaniel College’s graduation rate and 5-year average retention rate for students of color are notably higher than Coppin State University’s. Thus, it appears that students of color have significantly better academic outcomes at McDaniel College than they do at CSU. Dating as far back as 2010 and as recently as 2018, CSU’s low retention and graduation rates have been highlighted by the Middle States Commission on Higher Education in each of their interim reports as a problem which the institution must take steps to improve.

| | Retention Rate (5-year average) | Graduation Rate, 6- year/150% (5-year average) |
|---|------------------------------------|---|
| Coppin State University | 66% | 24% |
| McDaniel College (overall) | 80% | 67% |
| McDaniel College (only students of color) | 79% | 65% |
| McDaniel College (only first-generation) | 76% | 66% |

Source: IPEDS, Internal data

Although we have already provided evidence that our proposed program is not duplicative, it is worth noting that a potentially duplicative program would, in fact, serve the students of Maryland well. Given the low graduation rates at CSU, it seems unethical to deny some of the most economically disadvantaged students of Maryland additional educational choices where their odds of graduating are more than twice as high.

Our proposed degree does not violate the state’s equal opportunity obligations


The objection from CSU mentioned a perception that McDaniel College has “future designs to create an online program,” which they claimed would be in violation of Maryland’s equal educational opportunity obligations. However, it is simply not true that McDaniel intends to create online undergraduate programs. In fact, our response to Section P of the original proposal, Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22), clearly states, “While we are eligible to provide distance education as an institution at the graduate level, this proposed undergraduate program will not be offered in distance education format.”

McDaniel College is a residential campus with 82% of our students residing in on-campus housing. We have no intention of creating online undergraduate degrees, but we do offer a handful of undergraduate courses online to serve our students’ needs. During the fall and spring semesters, we only offer a very small number of our undergraduate courses online (2 to 10 per semester). During the summer term when our students do not live on campus, we offer 10 to 16 undergraduate courses online to help our students complete their general education requirements; these are not upper-level courses within their majors. Because we want our professors to be well-trained to teach that handful of online undergraduate courses, we do offer training in best practices in online teaching, and perhaps the part of our proposal which discussed that training led to the mistaken assumption that we had plans to increase our online undergraduate course offerings.

In conclusion, our proposed B.A. is not duplicative of the B.S. offered by CSU as is evident by the different coursework and the specialized tracks within our curriculum. Furthermore, our program will not cause demonstrable harm to CSU given that our institutions recruit different students and are thus not in direct competition with each other. Given that 37.1% of students leave Maryland for their college education, our proposed program will provide opportunities for students interested in this major to stay in Maryland and attend an institution with documented positive outcomes for students of color, first generation students, and other students as well.

Thank you for the opportunity to address the objections raised by Coppin State University. Given the data provided above, we do not believe the objections are merited. We respectfully ask MHEC to approve this program.

Sincerely,



Roger Casey, Ph.D.
President

Addendum

Curricular Differences in the majors at CSU and McDaniel

Information about the CSU curriculum was found on this website:

<https://www.coppin.edu/academics/healthsciences>

| Coppin State University (3 credits/class) | McDaniel College (4 credits/class) |
|--|--|
| SIMILARITIES | |
| BIOL 107 Comp. Review of Life Sciences OR BIOL 201 Human Anatomy & Physiology I | BIO 1120 Human Anatomy with lab |
| BIOL 203 Human Anatomy & Physiology II (4 cr) | BIO 2211 Human Physiology with lab |
| CHEM 101 General Chemistry OR CHEM 103 Chemistry for Health Sciences | CHE 1103 General Chemistry I with lab |
| HSC 190 Medical Terminology | KIN 2001 Medical Terminology |
| MATH 203 Basic Statistics | STA 2215 Statistics |
| HSC 101 Orientation to Health Sciences | CHE 1xxx Medical Careers 101 |
| DIFFERENCES | |
| HSC 312 Pathophysiology | |
| HSC 313 Pharmacology | |
| MATH 110 College Algebra | |
| ECON 103 Intro to Bus & Entrepreneurial | |
| SOC 201 Introduction to Sociology | |
| SPCH 105 Introduction to Speech Communication OR SPCH 202 Principles and Practices of Interviewing OR SPCH 204 Critical Listening | |
| HED 105 Emerging Issues in Mental Health and Well-Being | |
| | CHE General Chemistry II with lab |
| | BIO 1111 Principles of Biology with lab |
| | BIO 1117 Topics in Biology |
| | PSY 1106 Intro Psychology |
| | CHE 3205 Chemical Literature AND CHE 4493 Chemistry Seminar OR KIN 3200 Writing in Kinesiology AND KIN 4493 Research Capstone in Kinesiology |
| | ALL STUDENTS PICK ONE OF THE TRACKS BELOW |
| | Physician Assistant CHE 2217 Organic Chemistry 1 with lab CHE 2218 Organic Chemistry 2 with ab CHE 3321 Biochemistry 1 with lab PHY 1104 Introductory Physics 1 with lab BIO 2212 Microbiology KIN 3xxx Practicum in Health |
| | Physical Therapy PHY 1104 Introductory Physics 1 with lab |

| | |
|--|--|
| | PHY 1105 Introductory Physics 2 with lab KIN 3226 Strength Development KIN 2225 Prevention & Care of Athletic Injury KIN 3222 Exercise Physiology with lab KIN 3xxx Practicum in Health |
| | Occupational Therapy PSY 2209 Developmental Psychology PSY 2211 Abormal Psychology PHY 1104 Introductory Physics I or KIN 3330 Biomechanics and lab SOC 1104 Intro to Sociology KIN 2215 Adapted Physical Education KIN 3xxx Practicum in Health |
| | Athletic Training PHY 1104 Introductory Physics 1 OR KIN 3330 Biomechanics and lab KIN 2225 Prevention & Care of Athletic Injury KIN 3306 Advanced Athletic Training KIN 2325 Nutrition KIN 3222 Exercise Physiology with lab KIN 3307 Practicum in Athletic Training |
| | Chiropractic CHE 2217 Organic Chemistry 1 with lab PHY 1104 Introductory Physics 1 with lab KIN 3226 Strength Development KIN 3222 Exercise Physiology Biology Elective 2000-3000 level KIN 3xxx Practicum in Health |
| | Nursing KIN 2325 Nutrition BIO 2212 Microbiology BIO 2203 Genetics with lab PSY 2209 Developmental Psychology PHI 1105 Contemporary Issues in Ethics KIN 3xxx Practicum in Health |
| | Pharmacy CHE 2217 Organic Chemistry 1 with lab CHE 2218 Organic Chemistry 2 with lab CHE 3321 Biochemistry 1 with lab BIO 2212 Microbiology PHY 1114 General Physics I with lab PHY 1115 General Physics II with lab |
| Total credits = 40 (plus general education & electives) | Total credits = 68 (plus 60 credits in general education & electives for 128 total) |