

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

Cecil College
Institution Submitting Proposal

Spring 2016
Projected Implementation Date

Associate of Applied Science
Award to be Offered

Health Information Technology
Title of Proposed Program

5213.01
Suggested HEGIS Code

51.0707
Suggested CIP Code

Nursing and Health Professions
Department of Proposed Program

Christy Dryer, DNP, RN, CNE
Name of Department Head

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Mary Way Belt _____ President/Chief Executive Approval
Signature and Date

January 29, 2015 Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

1. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Founded in 1968, Cecil College is an open-admission, learner-centered institution located in a rural community in Maryland's most northeastern county. The College's mission includes career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. Through its programs and support services, the College strives to provide comprehensive programs of study to prepare individuals for enriched and productive participation in society. The College enrolls approximately 8,500 students annually in credit and non-credit programs.

The proposed program supports the College's strategic goals to develop workforce programs that meet the needs of the community. With the federal mandate to implement the electronic health record (HER) and the national focus on improving health care quality while reducing costs, the Health Information Technology field is rapidly evolving. As a result, there is increased demand for a wide range of technical expertise in health information areas. Upon successful completion of this program, students are eligible to take the Registered Health Information Technician Certification offered through the American Health Information Management Association.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

The Associate of Applied Science in Health Information Technology will offer students, who currently hold a national certification as a Medical Coder and/or have five years' experience as a coder, the opportunity to prepare for a career in the ever-changing world of health care information technology. Students will be prepared to work in various areas of health information technology such as: verifying accurate completion of medical records; data management; and use of computer applications to assess and analyze patient data and health care costs. Upon successful completion of this program, students are eligible to take the Registered Health Information Technician Certification offered through the American Health Information Management Association.

Student Learning Outcomes:

As a result of completing course requirements for the AAS Health Information Technology Program, students will:

- Develop skills necessary to utilize health information technology for knowledge management and compliance with legal and regulatory requirements.
- Identify issues related to the implementation of the electronic health record.
- Describe key legal, regulatory, and ethical issues related to the utilization of health information technology.

- Recognize the language, terminology, ontology, acronyms, coding, and classification systems of healthcare and health informatics.
- Utilize databases and spreadsheets to consolidate, manipulate, integrate, and display health data.
- Apply information technology to improve healthcare quality, safety, and effectiveness.
- Upon successful completion of this program, students are eligible to take the Registered Health Information Technician Certification offered through the American Health Information Management Association.

Program Requirements:

**Health Information Technology
Associate of Applied Science**

<i>General Education Requirements</i>		<i>General Education Code</i>	<i>Credits</i>
ARTS/HUM	Arts/Humanities Elective	H	3
BIO 208	Anatomy and Physiology I	S	3
BIO 218	Anatomy and Physiology I Lab		1
BIO 209	Anatomy and Physiology II	S	3
BIO 219	Anatomy and Physiology II Lab		1
EGL 101	Freshman Composition	E	3
MAT 127	Introduction to Statistics	M	4
PSY 101 or SOC 101	Introduction to Psychology or Introduction to Sociology	SS	3
	<i>Program Requirements</i>		
CSC 163	Database Design Principles		3
EGL 211	Technical Writing		3
ELECT	Healthcare Portfolio/Credential Assessment		12
HCD 124	Health Information Technology		3
HCD 150	Social Media in Healthcare		3
HCD 161	Application: Electronic Medical Records		1
HCD 232	Introduction to Clinical Pharmacology		3
HCD 261	Application: Health Information Technology		2
HCD 270 or PHI 270	Ethical Issues in Healthcare		3
VCP 144	Web Design I – Design Fundamentals		3
VCP 244	Web Design II – Advanced Design		3

Total Credits Required in Program: 60

Course Descriptions:

BIO 208 Human Anatomy and Physiology I (S) studies the structural and functional organization of the human organism with initial emphasis on the concepts of homeostasis and levels of organization. This is followed by a brief survey of histology and then the study of four organ systems: integumentary, skeletal, muscular and nervous. *It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course.* 3 credits

Pre-requisite: College-level Math Ready and EGL 101

Co-requisite: BIO 218

BIO 209 Human Anatomy and Physiology II (S) completes the sequence of study of the human body by studying the following organ systems: endocrine, cardiovascular, respiratory, digestive, urinary and reproductive. Relevant topics of metabolism, electrolyte balance and human genetics and development are included. 3 credits

Pre-requisites: BIO 208, BIO 218, MAT 093

Co-requisites: BIO 219

BIO 218 Human Anatomy and Physiology I Lab reinforces the topics covered in the lecture course BIO 208 with hands-on activities. Students will use models, wall charts, microscopes, dissections and experimental observations. Students will study basic histology as well as the structure and function of the skin, skeletal, muscular, and nervous systems. *It is strongly recommended that students take an introductory Biology course before enrolling in an Anatomy and Physiology course.* 1 credit

Co-requisite: BIO 208

BIO 219 Human Anatomy and Physiology II Lab uses models, microscopes, dissections and experimental observations to reinforce topics in the endocrine, cardiovascular, digestive, respiratory, urinary and reproductive systems. 1 credit

Pre-requisite: BIO 218

Co-requisite: BIO 209

CSC 163 Database Design Principles builds upon the fundamental concepts of database systems to apply the principles of database implementation and database design. Topics include conceptual and logical data modeling, strongly-typed and weakly-typed data, entity-relationship modeling, and the implications of database design as related to user requirements. 3 credits

Pre-requisite: CIS 101 or consent of instructor

EGL 101 Freshman Composition teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce

approximately 5,000 words of finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits

Pre-requisites: C or better in COL081 and EGL093 or equivalent skills assessment

EGL 211 Technical Writing entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. 3 credits

Pre-requisite: EGL 101

HCD 124 Health Information Technology (HIT) will examine approaches to planning, selecting, implementing, and evaluating health information technology, focusing primarily on the use of electronic medical records (EMR), clinical decision support (CDS), data management, and computerized physician order entry (CPOE). Health Information Technology is the comprehensive management of health information across computerized systems and its secure exchange between consumers, providers, government, quality-assurance entities, and insurers. This course includes concepts of clinical and regulatory environments, as well as changes in consumer behavior. Previous experience as a medical coder is highly recommended before enrolling in this course. 3 Credits

Pre-requisite: EGL 093

HCD 150 Social Media in the Health Care Setting introduces the healthcare student to beginning concepts in social media channels available today as they apply to communications in the field of health care. The course will explore basic concepts in sociology and online privacy, investigate and use specific social media channels, as well as review HIPAA and the legal aspects of social media. Using specific examples, students will be exposed to how businesses in health care adopt social media strategies and develop policies for responsible social media use by staff and patients. 3 credits

Pre-requisite: EGL 101

HCD 161 Application: Electronic Medical Records will provide an overview of the concepts and processes surrounding electronic medical records. Initiating, maintaining and managing electronic medical records (EMRs) in various health care settings will be addressed. Students will apply EMR management concepts in a practice setting. Previous experience as a medical coder is highly recommended before enrolling in this course. 1 credit

Pre-requisite: EGL 093

Co-requisite: HCD 124

HCD 232 Introduction to Clinical Pharmacology will introduce the student to pharmacological concepts, medication uses, classification systems, administration, safety precautions, side effects, contraindications, and adverse reactions. Appropriate patient monitoring and teaching related to prototype drugs from each major classification will also be addressed. This course will benefit those students enrolled in health professions programs. 3 credits

Pre-requisites: EGL 101, MAT 092

HCD 261 Application: Health Information Technology (HIT) will provide an overview of the concepts and processes surrounding health information technology. HIT as it relates to legislative and regulatory standards, meaningful use, and electronic communication will be addressed related to application in the practice setting. 2 credits

Pre-requisites: HCD 124, HCD 161

Co-requisite: HCD 150

HCD 270 Ethical Issues in Healthcare will introduce students to ethical issues in today's healthcare environment. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations. 3 credits

Pre-requisite: EGL 101

MAT 127 Introduction to Statistics introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits

Pre-requisites: EGL 093 and Grade of C or better in MAT 093 or MAT 095

PHI 270 Ethical Issues in Healthcare will introduce students to ethical issues in today's healthcare environment. Students will be exposed to a comprehensive view of ethical issues including how to identify ethical issues and how to address a wide variety of ethical situations. 3 credits (Note: This is a co-listed course HCD 270/PHI 270)

Pre-requisite: EGL 101

PSY 101 Introduction to Psychology is both the scientific and philosophical study of behavior and thought. Topics covered include: research methodology, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. 3 credits

Pre-requisite: EGL 093

SOC 101 Introduction to Sociology is the study of human society and social interaction. The course objectives are to understand the basic concepts, origins and theories of sociology; to evaluate the impact of gender and sexual orientation in family life, the workplace and education; to analyze the cultural and social forces which govern human behavior in a diverse society; to describe the positive and negative functions of group conformity; and to apply sociological concepts to everyday life. 3 credits

Co-requisite: EGL093

VCP 144 Web Design I – Design Fundamentals provides an overview of the major design considerations for well-balanced website construction to include the planning cycle, web technologies, usability, site structure, and navigation styles. Emphasis is placed on design issues as each category is explored using HTML, CSS and basic JavaScript. Students will plan, design, and publish one fixed-width and one responsive website. 3 credits

Pre-requisite: EGL 093

VCP 244 Web Development builds on the design process covered in VCP 144 Web Design I – Design Fundamentals. This course covers advanced web technologies that make websites responsive, interactive and dynamic: multimedia, forms, HTML5, CSS, and client-side and server-side programming technologies. Other advanced design considerations include design for multiple devices, disability access, maintenance, navigational aids, and search engine optimization. Students will build a complex website using client and server-side technologies, including XHTML, CSS, JavaScript, forms, application programming, and database programming. 3 credits

Pre-requisite: VCP 144

C. Critical and compelling regional or Statewide need as identified in the State Plan:

The proposed program meets the critical and compelling regional and statewide need outlined in Goal 5 of *Maryland Ready: 2013 Maryland State Plan for Postsecondary Education* – “Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.”

The growing need for a skilled information technology health workforce within the State of Maryland is documented in *Maryland’s Health Information Technology Workforce Task Report and Findings*, by the Governor’s Workforce Investment Board (<http://www.mdworkforce.com/board/bdmeet/june162010hcitsum.pdf>). The report states:

Most healthcare jobs today require some level of HIT competency and those requirements will continue to grow. As a result, individuals in healthcare may find themselves increasingly moving towards a career in HIT. Similarly, individuals in information technology may find themselves attracted to the challenges and rewards of a career in the healthcare sector, leading them into an HIT profession (p.2).

D. Quantifiable & reliable evidence and documentation of market supply & demand in the region and State:

According to the Maryland Department of Labor, Licensing, and Regulation, employment growth for Health Technologists is projected at 12% through 2022, and total job openings are

projected to be 18,308. Employment growth for Medical Records and Health Information Technicians is projected at 11% through 2022, and total job openings are projected to be 1,294.¹

Occ. Code	Occupational Title	Employment			Openings	
		2012	2022	Change	Replacement	Total
29-2000	Health Technologists and Technicians	57,165	64,232	7,067	11,241	18,308
29-2071	Medical Records and Health Information Technicians	3,500	3,869	369	925	1,294

E. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission’s Academic Program Inventory database reveals the following similar programs in the state. The nearest program is at Baltimore City Community College which is 35 miles from Cecil’s campus. Our program would not compete with any of the existing programs due to the distance among our campuses.

Institution	Program Name	Degree Offered	Taxonomy
Anne Arundel Community College	HEALTH INFORMATION TECHNOLOGY	Associate Degree	521301
Baltimore City Community College	HEALTH INFORMATION TECHNOLOGY	Associate Degree	521301
Carroll Community College	HEALTH INFORMATION TECHNOLOGY	Associate Degree	521300
College of Southern Maryland	HEALTH INFORMATION MANAGEMENT	Associate Degree	521301
Montgomery College-All Campuses	HEALTH INFORMATION MANAGEMENT	Associate Degree	521301
Prince George's Community College	HEALTH INFORMATION MANAGEMENT	Associate Degree	521301
TESST College of Technology	HEALTH INFO TECH (TOWSON & BELTSVILLE)	Associate Degree	521301

F. Relevance to Historically Black Institutions (HBIs)

No impact is anticipated on the state’s historically black institutions.

¹ Maryland Department of Labor, Licensing, and Regulation, Division of Workforce Development and Adult Learning. (2014). *Healthcare Practitioners and Technical Occupations - Maryland Occupational Projections - 2012-2022*. Retrieved from <http://www.dllr.state.md.us/lmi/iandoproj/occgrou29.shtml>.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not applicable.

H. Adequacy of faculty resources (as outlined in COMAR 13B.02.03.11).

Marta Hayden, MSN, RN has been a nursing faculty member for the past ten years, teaching at Cecil College in the Associate degree nursing program and Wilmington University in the BSN and MSN programs. Ms. Hayden is currently an adjunct nursing faculty member, and has taught in all semesters of the Associate degree program, covering a wide range of topics. Ms. Hayden has extensive knowledge in pharmacology and is certified in Oncology nursing. Ms. Hayden has practiced nursing in the community, medical/surgical, oncology and infusion settings. Ms. Hayden will be teaching HCD 232, which she developed, and HCD 261.

Andrea Gilde, MSW, BA has been an adjunct faculty member at Cecil College since 1995. Ms. Gilde has extensive experience teaching Information Technology to the lay person and the health care provider teaching courses such as: Windows, Word, Excel, Access, Basic Computer Skills, Computerized Medical Billing and Medical Law and Ethics (related to Health IT). Ms. Gilde also has extensive experience in developing and using computerized data bases, accounting systems, and creating graphic materials using various programs. Ms. Gilde, an adjunct faculty member, will be teaching HCD 124 Health Information Technology, and HCD 161 Application: Electronic Medical Records.

James Davis, BS, RN, NRET-P has been the CEO of Mediccast Productions as well as the Managing Director of Promed Network, since 2005. Both businesses focus on communication in health care in various mediums including online radio, TV and social media. Additionally, Mr. Davis has developed and moderated several blogs related to health care including nursing and paramedic issues. Mr. Davis has been an adjunct faculty member at Cecil College since 2012 and will be teaching HCD 150 Social Media in the Health Care Setting.

Faculty Member	Credentials	Status	Courses Taught
Edward E. Boas, Jr., Professor of Computer Science	Ed.D., Temple University	Full-time	CSC 163 Database Design Principles
John Climent, Professor of Mathematics	Ph.D., University of Delaware	Full-time	Introduction to Statistics

Faculty Member	Credentials	Status	Courses Taught
Jack Cohen, Lecturer	M.Div., Eastern/Palmer Theological Seminary	Full-time	Introduction to Sociology
Jonathan Cone, Assistant Professor of Visual Communications	M.F.A., Rochester Institute of Technology	Full-time	VCP 144 Web Design I – Design Fundamentals VCP 244 Web Design II – Advanced Design
James Davis, Adjunct Instructor	BS, RN, NRET-P	Part-time	HCD 150 Social Media in the Health Care Setting
Veronica Dougherty, Professor of Biology	Ph.D., University of Connecticut	Full-time	BIO 209 Anatomy and Physiology II BIO 219 Anatomy and Physiology II Lab
Christopher Scott Gaspare, Assistant Professor of English	M.A., Washington College	Full-time	EGL 211 Technical Writing
Andrea Gilde, Adjunct Instructor	MSW, BA	Part-time	HCD 124 Health Information Technology HCD 161 Application: Electronic Medical Records
Marta Hayden, Adjunct Instructor	MSN, RN	Part-time	HCD 232 Introduction to Clinical Pharmacology HCD 261 Application: Health Information Technology
Jennifer Levi, Professor of English	Ph.D., University of Delaware	Full-time	EGL 101 Freshman Composition
Meredith Lutz Stehl, Professor of Sociology and Psychology	Ph.D., Drexel University	Full-time	PSY 101 Introduction to Psychology

Faculty Member	Credentials	Status	Courses Taught
Metty Mesnick Adjunct Instructor	MDiv, MAPC, BCC, Coordinator of Pastoral Services, Wilmington Hospital	Part-time	HCD 270 Ethical Issues in Healthcare
Nancy Vinton, Professor of Biology	M.D., Yale School of Medicine	Full-time	BIO 208 Anatomy and Physiology I BIO 218 Anatomy and Physiology I Lab

I. Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Cecil College's Cecil County Veterans Memorial Library is a member of Maryland Digital Library and the Maryland Community College Library Consortium. CCVM Library has reciprocal borrowing privileges with the other community colleges within the State of Maryland.

Students enrolled in the AAS Health Information Technology (HIT) Program will receive a library orientation. During the orientation students will learn how to obtain a library barcode, how to access the databases in MyCecil, and how to submit requests for inter-library loans.

The library subscribes to the following relevant databases for the HIT Program: EBSCOhost's Academic Search Complete; ProQuest Central, ProQuest Computing, ProQuest Nursing and Allied Health Source, ProQuest Science Journals, ProQuest Telecommunications; OvidSP; CINAHL with Full-text, MEDLINE, and Joanna Briggs Institute Evidence Based Practice database.

The library provides online access to the Journal of the American Medical Association, JAMA, and the New England Journal of Medicine, NEJM.

A Subject Guide or LibGuide will be developed for HIT with direct links to databases, the EBSCO ebook collection, the online catalog, DVDs, web resources for federal, state, and local governments, professional associations, and foundations. The EBSCO Community College ebook collection contains more than 52,000 titles and supplements the college library's 30,000 volume print collection.

Instructors have the option to place textbooks and DVDs on Reserve in the library for their courses, or the library can purchase textbooks and DVDs to place on Reserve for student use. The library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support their instruction throughout the academic year. The library staff strives to honor full-time and part-time faculty requests in a timely manner.

J. Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building, Physical Education Complex, and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The Nursing and Health Professions Department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex.

Available technology includes state-of-the-art electronic classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system Blackboard, which can provide on-line learning to supplement courses.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The Reading/Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

See next page for revenue and expenditure tables.

**Cecil College – AAS Health Information Technology
Projected Revenues**

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	N/A	N/A	N/A	N/A	N/A
2. Tuition/Fee revenue (c+g below)	\$36,500	\$43,100	\$53,000	\$69,600	\$69,600
a. Number of F/T students	5	7	10	12	12
b. Annual Tuition/Fee Rate	\$100/credit	\$100/credit	\$100/credit	\$100/credit	\$100/credit
c. Total F/T Revenue (a * b)	\$16,500	\$23,100	\$33,000	\$39,600	\$39,600
d. Number of P/T students	10	10	10	15	15
e. Credit Hour Rate	\$100/credit	\$100/credit	\$100/credit	\$100/credit	\$100/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * e * f)	\$20,000	\$20,000	\$20,000	\$30,000	\$30,000
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
4. Other sources:					
Student Dev. Fees	\$2,920	\$3,448	\$4,240	\$5,568	\$5,568
Registration Fees	\$2,250	\$2,550	\$3,000	\$4,050	\$4,050
Total (Add 1-4)	\$41,670	\$49,098	\$60,240	\$79,218	\$79,218

Assumptions:

- Tuition revenue is conservatively projected based on an in-county rate of \$100/credit
- Full-time students complete 33 credits per year on average; Year one tuition revenue = 5 students * 33 credits = 165 total credits; 165 credits * \$100/cr. = \$16,500
- Part-time students complete 20 credits per year on average; Year one tuition revenue = 10 students * 20 credits = 200 credits * \$100/cr. = \$20,000
- Student Development Fee is \$8/credit hour; Fees for year one = 365 total credits * \$8 = \$2,920
- Registration fee = \$75/semester; registration fees are assumed to be two semesters each year or \$150, but students may elect to also take courses in the summer; Year one registration fees = 15 students * \$150 = \$2,250

TABLE 2: EXPENDITURES

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$60,000	\$60,900	\$61,813.50	\$62,740.70	\$63,681.81
a. #FTE	.5	.5	.5	.5	.5
b. Total Salary	\$30,000	\$30,450	\$30,906.75	\$31,370.35	\$31,840.91
c. Total Benefits	\$9,258.11	\$9,441.81	\$9,629.42	\$9,821.05	\$10,016.78
2. Administrative Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
Total (Add 1-7)	\$39,258.11	\$39,891.81	\$40,536.17	\$41,191.40	\$41,857.68

Assumptions:

- One full-time faculty member's salary is allocated at 1/2 time ($\$60,000/2 = \$30,000$ in year one).
- Library resources and equipment are budgeted in the operating budget on an ongoing basis.
- Salaries are forecasted to increase @ 1.5% each year
- Health benefits are forecasted to increase @ 2.5% each year

L. Adequacy of provisions for evaluation of program (as outlined in COMAR 13B.02.03.15).

Individual course assessment reports document student learning outcomes which are taken directly from the course syllabus. The Assessment Committee has established a rubric for course assessment reports which requires documentation of desired learning outcomes (taken from the syllabus), indicators of student learning outcomes, direct and indirect methods of assessment, quantitative and qualitative data on student performance, and how assessment results will be used to further improve student learning outcomes in the future. Each report is reviewed to ensure that it meets the guidelines established by the Assessment Committee. Reports are collected for one-third of all courses offered during the fall and spring semesters each academic year, resulting in a review of all courses within 36 months.

Faculty members are evaluated each and every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses.

The College has an established Program Review Policy and a Program Review and Assessment Plan. Both of these documents have been endorsed by the Faculty Senate and approved by the Board of Trustees. One-fifth (20%) of the programs are reviewed each year so that all programs are reviewed on a five-year cycle. A repository, which is accessible to all faculty members, is kept for all Program Review and Assessment documents. Additionally, a database has been established to track the status of recommended changes/revisions to programs.

Faculty members are assessed in the classroom by the Dean of Academic Programs each year for their first five years at Cecil College and every three years thereafter.

All faculty members are contractually obligated to complete an annual report: inclusive of assessment results.

M. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College has qualified professional staff in the student advising and student support areas. Advisors seek and support other-race students consistent with the core values of the College, which encompass diversity and inclusiveness. In addition, the College has adopted a Strategic Initiative to "create educational opportunities for a diverse community of learners." The College plans to employ broad recruitment efforts to attract a racially diverse student body. Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the program. In addition, the Director of Minority Student Services will assist in marketing and referring students to the new program.

N. Relationship to low productivity programs identified by the Commission:

Not applicable.