

WOR-WIC
COMMUNITY COLLEGE

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November 16, 2020

Dr. James D. Fielder
Secretary
Maryland Higher Education Commission
6 North Liberty Street
Baltimore, MD 21201

Dear Dr. Fielder:

Please accept this letter requesting the approval of the Associate of Arts in General Studies Transfer, English Concentration. The English area of concentration has been recommended through the college curriculum committee and approved by the president and Board of Trustees.

A check will be mailed with a letter and summary of the changes requested for Wor-Wic Community College. This letter, corresponding coversheet and new area of concentration proposal are being sent electronically.

Please contact me should you have any questions and/or need further information. Thank you for your time and consideration.

Sincerely,



Kristin L. Mallory, Ed.D.
Vice President for Academic Affairs



Office Use Only: PP#

Cover Sheet for In-State Institutions
New Program or Substantial Modification to Existing Program

Institution Submitting Proposal

Wor-Wic Community College

Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment ☒ YesPayment ☐ R*STARS

Payment \$250

Date Submitted: 11/18/2020

Submitted: ☐ NoType: ☒ Check

Amount:

Department Proposing Program

Arts and Humanities Department

Degree Level and Degree Type

Associate of Arts

Title of Proposed Program

General Studies Transfer, English Concentration

Total Number of Credits

60

Suggested Codes

HEGIS: 495001.00

CIP: 24.0199

Program Modality

☒ On-campus☐ Distance Education (*fully online*)

Program Resources

☒ Using Existing Resources☐ Requiring New Resources

Projected Implementation Date

☒ Fall☐ Spring☐ Summer

Year: 2021

Provide Link to Most Recent Academic Catalog

URL: <https://catalog.worwic.edu/>

Preferred Contact for this Proposal

Name: Dr. Kristin L. Mallory

Title: Vice President for Academic Affairs

Phone: (410) 334-2814

Email: kmallory@worwic.edu

President/Chief Executive

Type Name: Dr. Murray K. Hoy

Signature: 

Date: 11/16/2020

Date of Approval/Endorsement by Governing Board:

11/12/2020

Revised 4/2020

Associate of Arts General Studies Transfer, English Concentration

Wor-Wic Community College

A. Centrality to Institutional Mission and Planning Priorities:

The mission of Wor-Wic Community College is to offer “high quality, affordable educational offerings.” One of Wor-Wic’s strategic priorities is to “offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development.”

The General Studies program at Wor-Wic Community College is designed to meet all MHEC requirements for transferability, and the proposed ***General Studies Transfer, Associate of Arts Degree: English Concentration*** supports both above goals by maintaining transferability, by creating a clear pathway to a major at a four-year school, and by providing specific writing, thinking, and communication skills applicable in many workplaces.

Currently students in the GNS program are required to take 17-18 elective credits as part of the degree. The proposed *General Studies Transfer, Associate of Arts Degree: English Concentration* modifies the elective credits to include specific currently offered and newly designed English literature and writing courses. Thus, the degree remains transferable as General Studies but with focused English and writing courses taking the place of the general electives. Currently ENG 101, Fundamentals of English I, and ENG 151, Fundamentals of English II, in addition to one 200-level literature elective are requirements for the GNS program. The choices of 200-level literature courses will be made up of one existing 200 literature course, ENG 204: African American Literature, and four other courses created to support this concentration: ENG 212 Introduction to Modern British Literature, ENG 210 Introduction to American Literature, ENG 206 Introduction to Women’s Literature, and ENG 214 Introduction to World Literature. Additionally, ENG 165 Introduction to Film and ENG 160 Introduction to Creative Writing will also be offered as part of the concentration.

While attending Wor-Wic Community College, students will complete foundational coursework in their general education courses as well as a selection of English-specific courses.

Since the proposed English concentration does not add a degree, the new courses will take the place of other elective options and the former 200-level genre-based literature courses that are being discontinued. Therefore, there is no initial cost to the institution. As the program grows and more sections of courses are added, the costs of adding part-time instructors should be offset by increased enrollment in the courses.

Eight current full-time faculty and at least one part-time faculty are committed delivering the courses required for the concentration. Wor-Wic’s financial commitment for the full-time instructors will not change as a result of this proposed concentration. There may be a small increase in the number of sections of English taught by part-time instructors as the new courses are added into the schedule. There should be no new requirements for physical facilities. Wor-

Wic Community College commits to supporting this concentration. Students who take English courses at Wor-Wic, even if the program were to be discontinued, would not be adversely affected as they would be able to complete the General Studies degree with other elective courses.

B. Critical and compelling regional or statewide need as identified in the state plan:

The study of English is broadly applicable to many majors and career paths. English courses enhance a student's vocabulary, their critical thinking skills, their creativity, the depth and breadth of their writing, and their clarity and precision in both verbal and written communication. These skills are easily transferrable to any discipline the student wishes to pursue. Even more imperatively, English courses allow students to gain perspective into the diversity of human experience, increasing their empathy and compassion, which, when coupled with strong verbal and written communication skills, allow students to more effectively interact with a diverse range of individuals. Beyond these intrinsic benefits, a Bachelor's in English will also prepare a student to pursue a career in writing, teaching, journalism, publishing, law, or any area in which writing and critical thinking are important. Similarly, students in a variety of majors often choose to minor in English, and this concentration would put them on the path toward that minor.

Wor-Wic Community College has worked directly with the English department at the University of Maryland Eastern Shore, an HBI, to develop the program at Wor-Wic, which should strengthen transfer between the two institutions. Because of this relationship, more minority students will be encouraged to pursue an English literature or writing degree.

According to the 2020 NACE Job Outlook Report, two of the core competencies most valued by employers are basic to an English degree: Oral/written communication (93%), critical thinking and problem-solving (99%). Also, according to an article in the *New York Times* (Deming 2019), "A liberal arts education fosters valuable 'soft skills' like problem-solving, critical thinking and adaptability. Such skills are hard to quantify, and they don't create clean pathways to high-paying first jobs. But they have long-run value in a wide variety of careers." While most English majors may pursue a teaching career, virtually any professional career can benefit from the skills developed in an English major. Job growth is projected to be 4% in the next 10 years for English majors entering the education field, the same as all average job growth (*Bureau of Labor and Statistics* 2019).

According to the American Academy of Arts & Sciences: Humanities Indicators (2017), the number of bachelor's degrees awarded rose dramatically between 1987 and 2015, and this trend is expected to continue. Students who are able to begin a pathway majoring in the English concentration at Wor-Wic and take advantage of a pending articulation with the University of Maryland Eastern Shore and possible future articulations with other nearby universities. This supports Strategy 6 of the 2017-2021 MHEC State Plan (2017) "utilizing focused pathways to improve college completion and student success" by helping students to define a clear path to a marketable four-year degree early in their post-secondary education.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and the State:

The *Bureau of Labor and Statistics: Maryland* (May 2019) indicates job prospects in English/Arts/Liberal Arts-related occupations is positive.

Occupation	MD Jobs 2019	Avg. salary
Paralegals/legal assistants	7050	\$56,890
Lawyers	12,840	\$135,00
Media and Communication Workers	460	\$58,590
Writers and Authors	880	\$74,750
News Analysts, Reporters, and Journalists	610	\$64,940
Editors	2410	\$62,960
Technical Writers	2370	\$83,860
English Language and Literature Teachers; post-secondary	1190	\$75,980
Secondary School Teachers, Except Special and Career/Technical Education	17,150	\$77,050

This is a limited survey of potential jobs for graduates with English degrees; however, an English degree from a community college (AA) is applicable to a much wider range of careers in which writing, critical thinking and communicating are required. The available careers are supported by English degrees especially as preparation for an additional degree such a baccalaureate or master's degree.

The Maryland Department of Labor: *Maryland Occupational Projections - 2019-2021 - Workforce Information and Performance* projects the following increases in English major-related careers: Education 1.9%, legal support 1%, paralegal and legal assistants 1.2%, public relations 2.3%, secondary school teachers 1.6%, teachers and instructors 2.5%.

Currently Wor-Wic Community College awards 120 general studies degrees annually. It is expected that over the next 2-5 years, 10-15% of them will graduate with the English concentration. In AY 2019, Salisbury University graduated 56 English majors and UMES graduated 17 English majors in AY 2018.

D. Reasonableness of Program Duplication

Most four-year colleges offer English degrees including the University of Maryland Eastern Shore and Salisbury University. An articulation agreement with University of Maryland Eastern Shore's English degree is pending.

The chart below shows the other community colleges and universities within 100 miles of Wor-Wic Community College. Each of these three institutions would increase cost of delivery for students in Wor-Wic's delivery area because of out-of-state tuition and transportation.

Institution	Degree Level	Program Name
Salisbury University	Bachelor of Arts	English
Delaware Technical and Community College	Associate of Arts	English
Wilmington University	Bachelor of Arts	English
Anne Arundel Community College	Associate of Arts	English
Chesapeake College	Associate of Arts	English
University of Maryland Eastern Shore	Bachelor of Arts	English

Having an English concentration in the general studies program will better prepare students to transfer into a major or minor at a university with a clear program of study, thus avoiding the problem of students being unable to finish their degree in a timely manner as a result of needing major course prerequisites.

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs):

Students from Wor-Wic Community College will be able to transfer the General Studies degree to the University of Maryland Eastern Shore and other HBIs in Maryland to complete a Bachelor of Arts degree in English or another major based on the coursework that they have completed.

F. Relevance to the identity of Historically Black Institutions (HBIs):

The General Studies degree will continue to transfer to the HBIs in Maryland.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes:

G.1. Establishment of Proposed Program and Faculty Who Will Oversee Program

The proposed program is an area of concentration within the established General Studies AA degree program. Program oversight will be by Dr. Elizabeth Jones, Department Head for Arts & Humanities and Dr. Colleen Dallam, Dean of General Education.

G.2. Educational Objectives:

Graduates of the General Studies: English Concentration program will be able to:

1. Employ close reading strategies to interpret a variety of literature and visual communication from diverse cultures and time periods.
2. Analyze literature and film through various critical frameworks and understand its place within its biographical and historical milieus.
3. Develop the critical thinking skills necessary to create cogent arguments, conduct and integrate effective research, and support those arguments with clear, effective prose.

4. Develop creative processes by analyzing and writing poetry and prose with focus on application of literary techniques and individual expression.

G.3. Assessment and Documentation of Student Achievement

Student achievement and learning outcomes performance at Wor-Wic Community College are documented via the institution's planning and assessment software Nuventive Improve. Consistent with college policy and assessment procedures, the English Area of Concentration will be evaluated annually from program level and course level review processes. Program effectiveness data including final exam pass rates, student retention and student completion are specific measures evaluated from a program perspective. Multiple means of assessment will be utilized and benchmarks established on a program and course level basis. Appropriate action plans and strategies will be created and implemented by course coordinators and department heads when benchmarks are partially met or not met.

G.4. Course list including title, credit hours, course descriptions and program requirements:

General Studies Transfer

Associate of Arts: English Area of Concentration

FIRST YEAR

		Credit Hours
Summer II		
SDV 100	Fundamentals of College Study	1
Fall		
* ENG 101	Fundamentals of English I	3
xGEN ED	Biological/Physical Science Requirement	4
*GEN ED	Mathematics Requirement	3-4
GEN ED	Social/Behavioral Science Requirement (ECO 151, ECO 201, GEO 102, POL 101, PSY 101, PSY 201 or SOC 101)	<u>3</u>
		14-15
Spring		
COM 101	Introduction to Public Speaking	3
*ENG 151	Fundamentals of English II	3
≈ENG 160	Introduction to Creative Writing	
OR		
≈ENG 165	Introduction to Film	3
GEN ED	Arts & Humanities Requirement (ART 101, COM 200, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101, SPN 102, SPN 201, or SPN 202)	3
Elective	History Elective	<u>3</u>
		15

SECOND YEAR

Fall

*ENG 204	African American Literature	
OR		
*ENG 206	Introduction to Women's Literature	3
*ENG 210	Introduction to American Literature	3
PHE 106	Integrated Health & Fitness	3
xGEN ED	Biological/Physical Science Requirement	4
GEN ED	General Elective	<u>3</u>
		16

Spring

*ENG 212	Introduction to Modern British Lit	3
*ENG 214	Introduction to World Literature	3
GEN ED	Arts & Humanities Requirement (ART 101, COM 200, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101, SPN 102, SPN 201, or SPN 202)	3
Elective	History Elective	3
Elective	General Electives	<u>3</u>
		15
	Total Credit Hours	60

*This course has a pre-requisite.

x Each course must be from a different discipline.

≈This course has a co-requisite.

Existing English course supporting the English concentration

ENG 204: African American Literature 3 Credits

In this course, students read, analyze and discuss literary works in various forms and media written by African Americans. Beginning with works written by enslaved African Americans, this course provides a survey of writings representative of Reconstruction, the rise of the "New Negro," the Harlem Renaissance, black realism, modernism and postmodernism. Lecture hours: 39. Prerequisite: ENG 151 with a grade of "C" or better. Usually offered in fall and spring.

NEW English courses supporting the English concentration:

ENG 206: Introduction to Women's Literature 3 Credits

This course explores the roles of women in various genres of American and British literature from the eighteenth century to modern times. A variety of works will be critically analyzed to examine both the traditions in women's writing and the representation of women in literature. *Hours: 39 lecture. Prerequisite: English 151 with a grade of "C" or better. Usually offered in the fall.*

ENG 212: Introduction to Modern British Literature 3 Credits

This course surveys the major British writers from the Victorian era through the 21st century. Students will read and analyze texts and participate in class discussions, write essays, and take exams. Emphasis will be placed on historical and social events that influenced individual writers. Lecture hours: 39. Prerequisite(s): ENG 151 with a grade of "C" or better.

ENG 214: Introduction to World Literature**3 Credits**

This course offers an introduction to world literature from antiquity through the mid-sixteenth century, including oral traditions, poetry, fiction, and nonfiction. Students will analyze and respond critically to texts through class discussion, literary reflections, a formal essay, and an oral presentation. By applying literary terms and orienting disparate works within their biographical and historical milieus, students will discover the range of human experience and commonality of the human spirit. Hours: 39 lecture. Prerequisite: English 151 with a grade of "C" or better.

ENG 210: Introduction to American Literature**3 Credits**

This course introduces students to American literature from the mid-19th century to the present and requires students to use close reading, critical thinking, and effective writing to gain a foundational knowledge of human cultures and the physical and natural world. Students will identify and explain the historical, cultural, and literary connections between texts, develop principles of personal and social responsibility for living in a diverse world. Hours: 39 lecture. Prerequisite: ENG 151 *with a grade of "C" or better. Usually offered in the fall.*

ENG 160: Introduction to Creative Writing**3 Credits**

This workshop-intensive course explores the study and creation of various elements of prose, poetry, and drama. Workshops provide students with critical and constructive feedback from the planning through revision of creative student submissions; over the course of the semester, students will read, analyze, and critique classmates' submissions, a process which will help yield more effective, craft-centered works of expression. Hours: 39 Lecture. Co-requisite: ENG 151. Usually offered in the spring.

ENG 165: Introduction to Film**3 Credits**

This course provides an introduction to film as an art form and film analysis. Students examine elements of cinematography, mise-en-scène, and technical aspects (sound & editing). In addition, students will learn how directors and filmmakers use these concepts & techniques together to create various film types such as narrative-based movies and documentaries. The evolution of the film industry, various genres, and the role movies play in our culture will also be explored. Lecture Hours: 39. Co-requisite: ENG 151. Usually offered in the spring and summer.

G.5. General Education Requirements**General Education Courses:****SDV 100 Fundamentals of College Study (1 credit)**

This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, instructor and course; establishing a learning style; organizing and balancing family, work and school; improving study and note-taking skills, and test-taking strategies;

advisement, registration and the college catalog; safety, student services and other administrative resources; rules, regulations and civility; and lifelong learning. Students who do not pass this course must take it again the following fall or spring term. Hours: 15 lecture. Usually offered in the fall, spring and summer.

ENG 101 Fundamentals of English I (3 credits-English Requirement)

This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of "C" or better in this course in order to enroll in ENG 151. Hours: 39 lecture. Prerequisites: ENG 095 and ENG 096, or ENG 097, with grades of "C" or better, or acceptable reading and writing placement test scores. Usually offered in the fall, spring and summer.

ENG 151 Fundamentals of English II (3 credits-English Requirement)

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills. Hours: 39 lecture. Prerequisite: ENG 101 with a grade of "C" or better. Usually offered in the fall, spring and summer.

Additional General Education Requirements:

Math Requirement:

All General Studies associate degree students complete one of the following mathematics courses (3-4 credits).

MTH 102 Applications in College Mathematics (3 credits)

MTH 103* Fundamental Concepts I (4 credits)

MTH 104 Fundamental Concepts II (4 credits)

MTH 152/H Elementary Statistics (3 credits)

MTH 154 College Algebra and Trigonometry (4 credits)

MTH 160 Applied Calculus (3 credits)

MTH 201 Calculus I (4 credits)

Biological/Physical Science Requirement:

All General Studies associate degree students complete two of the following biological or physical science courses (8 credits).

BIO 101 Fundamentals of Biology (4 credits)

BIO 115 Introduction to Human Structure and Function (3 credits)

BIO 120 Nutrition (3 credits)

BIO 202 Anatomy and Physiology I (4 credits)

BIO 203 Anatomy and Physiology II (4 credits)

BIO 210 Biology: Concepts and Methods (4 credits)

BIO 220 Microbiology (4 credits)

CHM 101 General Chemistry I (4 credits)

ENV 101 Environmental Science (4 credits)
GEO 101 Earth and Space Science (4 credits)
IDS 200H Scientific Thought and Data Analysis (3 credits)
PHY 104 Physical Science (4 credits)
PHY 121 General Physics I (4 credits)

Social/Behavioral Science Requirement

All General Studies associate degree students complete two of the following (6 credits):

ECO 151 – Principles of Macroeconomics
ECO 201 – Principles of Microeconomics
GEO 102 – Human Geography
HIS 101 – World Civilizations I
HIS 151 – World Civilizations II
HIS 201 – American History
POL 101 – American Government
PSY 101 – Introduction to Psychology
SOC 101 – Introduction to Sociology

Arts and Humanities Requirement (6 credits): Choose from

ART 101 – Introduction to Art History
COM 200 – Interpersonal Communication
FRN 101 – Fundamentals of French I
FRN 102 – Fundamentals of French II
MUS 101 – Music Appreciation
PHL 101 – Introduction to Philosophy
SPN 101 – Fundamentals of Spanish I
SPN 102 – Fundamentals of Spanish II
SPN 201 – Intermediate Spanish I
SPN 202 – Intermediate Spanish II

General Elective

English concentration courses and general electives: (18 credits)

G.6. There are no specialized accreditation or graduate certificate requirements for this program.

G.7. N/A

G. 8/9. Information regarding the curriculum, course descriptions and requirements, program requirements and all aspects of the English Concentration within the General Studies program will fully explained in the college catalog and on the college website. Sample syllabi for each course and a program checklist will also be available. The syllabi contain specific information about technological competence and needs for each class. All program and college policies, including information about support services and technology, will be available on the college website. All information on the college website undergoes extensive review for clarity and accuracy before it is published.

H. Adequacy of Articulation

The English concentration was designed in close collaboration with one of our four-year partners, UMES (the University of Maryland Eastern Shore). The UMES department chair for the English program, Dr. Dean Cooleedge, has reviewed and indicated his support for the proposed program and its transferability for the development of a new articulation agreement.

I. Adequacy of Faculty Resources

1. The Arts & Humanities department currently offers one course supporting the proposed concentration; six more courses have been created to replace four deactivated 200-level literature courses. There are fourteen full-time faculty in the department and part-time faculty are hired as needed. At least eight of the full-time faculty and at least six of the part-time faculty have appropriate credentials to teach these ENG courses and will be able to staff the new English courses in their initial offerings. More part-time faculty may be hired as needed to teach additional courses.
2. Wor-Wic Community College and the Arts & Humanities department encourage ongoing professional development and participation in professional organizations. In addition to faculty members who have specialized background in specific types of writing or literature, all faculty have at least the minimum of a Master's degree with 12 credits in graduate-level English. Additionally, all of these instructors are required by Wor-Wic Community College policy to have completed training with our LMS, Blackboard, and online pedagogy.

Faculty Member	Terminal Degree	Full or Part-time	Courses
Dr. Lawrence Blasco, Assistant Professor of English	M.A, Ph.D. English Literature	Full-time	Introduction to Modern British Literature; Introduction to American Literature
Dr. Elizabeth Jones, Professor of English	M.A. English, Ph.D. Education	Full-time	Introduction to World Literature; Introduction to Women's Literature
Adam Tavel , Professor of English	MFA	Full-time	Introduction to Creative Writing, African American Literature
Melissa Reddish, Assistant Professor of English	MFA	Full-time	Introduction to World Literature, Introduction to Women's Literature, Introduction to Creative Writing
Dr. David Mongor-Lizarrabengoa, Assistant Professor of English	Ph.D. Comparative Literature	Full-time	Introduction to Film
Allison Metro, Assistant Professor of English	MA English	Full-time	Introduction to Women's Literature

Dr. Amy Oneal-Self, Professor of English	M.A. English, Ph.D. education	Full-time	Introduction to Women's Literature
Laura Paddack, Instructor of English	M.Ed. English concentration	Full-time	Introduction to American Literature

J. Adequacy of Library Resources

Wor-Wic Community College students including General Studies—English Concentration majors will have ready access to a supply of current and relevant books, journals, periodicals and other reference materials needed to meet the requirements of the curriculum. Wor-Wic uses an electronic library that supports the needs of its students. Multiple Media Centers, on campus, are staffed to provide research assistance. Web-delivered subscription databases cover academic disciplines, including English-related materials. Wor-Wic students also have privileges for the libraries at the University of Maryland Eastern Shore and Salisbury University.

K. Adequacy of Physical Facilities, Infrastructure, and Instructional Equipment

Current facilities are adequate for the new classes in the English Concentration. Students have access to adequate use of technology including email and a learning management system (Blackboard).

L. Adequacy of Financial Resources with Documentation

The new courses required for the Communication Concentration can be offered using the leadership of our current full-time faculty and our current classroom infrastructure. The tables provided below show expected incremental resources and costs. The tables show only projected increases in student enrollment as well as one part time faculty needed to cover class offerings. Other needed resources including administrative support, space, supplies, etc. are currently available and show as not required. Additional equipment needed is estimated. Changes in projected time dependent variables are footnoted below the tables.

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	21520	33072	43056	53940	64896
a. Number of F/T students	4	6	8	10	12
b. Annual tuition/fee rate	3892	3892	3894	3894	3896
c. Total F/T revenue (a * b)	15568	23352	31152	38940	46752
d. Number of P/T students	4	6	8	10	12
e. Credit hour rate	124	124	125	125	126
f. Annual credit hour	12	12	12	12	12

g. Total P/T revenue (d * e * f)	5952	9720	11904	15000	18144
3. Grants, Contracts & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	21520	33072	43056	53940	64896

b. \$124/cr.hr. tuition and fees @ 12 credit hours / student / year

increased by \$1/cr. hr. tuition rate in years 3 and 5

e. \$124/cr.hr. tuition and fees @ 12 credit hours / student / year

increased by \$1/cr. hr. tuition rate in years 3 and 5

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	2280	2280	2280	2280	2280
a. #FTE	0.20	0.20	0.20	0.20	0.20
b. Total salary	2280	2280	2280	2280	2280
c. Total benefits	0	0	0	0	0
2. Admin. 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)	2280	2280	2280	2280	2280

1.a. Based on additional P/T faculty teaching 1 course (3 cr) per semester.

M. Adequacy of Provisions for Evaluation of Program

The college requires continual assessment of programs, courses, and faculty as set forth by their policies and procedures. Benchmarks are set on a program and course level basis. Courses are evaluated yearly to identify any learning objectives that are not being met. The standard benchmark for the school is 70% pass rate by objective on final exams. If a course is identified as failing to meet this benchmark on one or more objectives, appropriate corrective action is taken by the course coordinators and department heads. Action plans are created and updated at the six month and one-year marks to ensure the benchmarks

have improved. This serves as both assessment of a course and student learning outcomes for the course.

Faculty participate in a yearly evaluation process to address any issues at both the personnel level and the teaching level. Faculty must submit both a plan of instruction, writing assignment, and personal narrative explaining their accomplishments over the prior year. Student opinion of learning survey data is incorporated into the faculty's evaluation. The scores are presented to the faculty department heads who send recommendations of contract renewal to the appropriate dean.

N. Consistency with the State's Minority Student Achievement Goals

Wor-Wic Community College maintains a cultural diversity plan, which states:

"Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services and communications. The college has demonstrated this commitment to cultural diversity through the vision, values, mission, and goals stated in the strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Higher Education, including implementation strategies and timelines for meeting the goals. The college adheres to the definition of cultural diversity as ***inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education*** [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)]."

This plan identifies how cultural diversity and minority achievement is addressed in each of the vision, mission and values' statements as well as long-term goals and strategic initiatives.

Additionally, each year Wor-Wic produces a cultural diversity report in compliance with the Maryland Higher Education Commission reporting requirements for college cultural diversity plans [Education Article, Annotated Code of Maryland 11-406-(b) (1) (iii)]. The report describes the set of initiatives and achievements accomplished in support of the diversity plan for each year.

O. Relationship to Low Productivity Programs Identified by the Commission:

Not applicable

P. Adequacy of Distance Education Programs

Individual courses for this program may be offered in different modalities, including online. While not currently a member of C-RAC, the College complies with each of the guidelines through appropriate policies and practices. Wor-Wic Community College is approved to offer distance education programs by Middle States Commission on Higher Education and the General Studies A.A. degree is offered as an online degree program.

References

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