

May 1, 2022

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

Dear Dr. Fielder:

Enclosed for the Commission's review is a proposal for a new degree program offered by Cecil College:

Associate of Applied Science in Digital Commerce HEGIS 5001.18 CIP 52.0208

We have mailed a check for \$850 to cover the Commission's fee for this review.

Should you have any questions or require additional information, please contact Dr. Colleen Flewelling, Associate Dean for Academic Assessment and Development, at 443-674-1948 or cflewelling@cecil.edu.

Sincerely,

Christy Dryer, DNP

General Organ

Vice President of Academic Programs



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

Institution Submitting Proposal						
Each action	below requires	a separate propo	osal and cover	sheet.		
New Academic Program	Substantial Change to a Degree Program					
New Area of Concentration		Substant	ial Change to a	an Area of Con	centration	
New Degree Level Approval		Substant	ial Change to a	a Certificate Pr	ogram	
New Stand-Alone Certificate		Coopera	tive Degree Pr	ogram		
Off Campus Program		Offer Pro	ogram at Regio	onal Higher Ed	ucation Center	
Payment Yes Submitted: No	Payment Type:	R*STARS Check	Date Su	bmitted:		
Department Proposing Program						
Degree Level and Degree Type						
Title of Proposed Program						
Total Number of Credits						
Suggested Codes	HEGIS:		CIP:			
Program Modality	On-camp	ous Dis	tance Educatio	on (fully online)	Both	
Program Resources	Using Ex	Using Existing Resources Requiring New			lesources	
Projected Implementation Date	Fall	Spring	Sumr	mer	Year:	
Provide Link to Most Recent Academic Catalog	URL:					
	Name:					
Drafarrad Contact for this Drangel	Title:					
Preferred Contact for this Proposal	Phone:					
	Email:					
President/Chief Executive	Type Name:					
1 resident/ Ciner Executive	Signature:	Mary Way	y Bolt	Dat	e:	
		oval/Endorsemen		g Board:		

Revised 6/13/18

CECIL COLLEGE NEW PROGRAM PROPOSAL AAS DIGITAL COMMERCE HEGIS 5001.18 CIP 52.0208

A. Centrality to institutional mission statement and planning priorities:

This program is designed for students seeking initial employment, career advancement, and/or transfer to four-year programs and equips students with basic accounting, marketing, web design, and multimedia skills required to succeed in e-commerce. Students can explore a variety of aspects of the new digital commerce environment, such as: digital marketing analytics, search engine optimization, social media marketing, and 3D Printing. Students will develop the skills and knowledge to create, distribute, manage, promote and price products and services in an online environment.

By introducing students to this new field, this program directly supports Cecil College's mission to provide a supportive learning environment to students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce.

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

The AAS in Digital Commerce prepares students for either an entry level position in digital commerce, or for further study in a Business program at a four-year institution. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which have Biology programs with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit	Cost for 60	Savings over 2
		2021-22	credits	years
Cecil College	In-county	\$125	\$7,500	-
Morgan State	In-state	\$250	\$15,000	\$7,500
University				
Frostburg State	In-state	\$281	\$16,860	\$9,360
University				
Towson University	In-state	\$310	\$18,600	\$11,100
University of Maryland	In-state	\$368	\$22,080	\$14,580
Baltimore County				

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

A degree in Digital Commerce prepares students for a digital commerce position. Maryland's Department of Labor, Licensing and Regulation projects a significant increase from 2018-2028 in the number of openings for these types of positions.¹

Field	2018-2028 Percent Change in openings in
	Maryland
Media and Communication Workers	+6.34%
Market Research Analysts and Marketing	+21.74%
Specialists	
Advertising, Marketing, Promotions, Public	+8.07%
Relations, and Sales Managers	
Web Developer	+14.3%

D. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals there are no similar Associate degree programs in Maryland.

E. Relevance to high-demand programs at Historically Black Institutions (HBIs)

We anticipate there will be no impact on the implementation or maintenance of high-demand programs at HBI's.

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

Bachelor's degree programs in Business are offered at University of Maryland Eastern Shore, Coppin State University, Morgan State University, and Bowie State University. Because Cecil's AAS program in Digital Commerce may lead to transfer to a bachelor's degree program, graduates could choose to attend any of these institutions.

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

The following information on degree requirements, learning outcomes, and course descriptions will be made available to students in the college catalog, which is available on the Cecil College website. Students may also consult with advisors and faculty members to learn about these programs.

Information about new programs is clearly and accurately represented in advertising, recruiting, and admissions materials. The College's Academic Programs unit widely shares information about the requirements for new or changed degrees in MHEC-approved programs. The Admissions and Marketing departments use this information to update application and inquiry forms, internal recruitment products, and other marketing materials.

Faculty at Cecil College design all courses and programs, which are then presented to the Academic Affairs Committee, a committee comprised primarily of faculty, for approval.

The proposed AAS program in Digital Commerce requires the following courses:

Course Code	Courses (38 Credits)	Credits
BUS 103	Introduction to Business	3

Course	Courses	Credits
Code	(38 Credits)	
BUS 190 or	Introduction to Entrepreneurship or	3
BUS 212 or	Principles of Marketing or	
SPH 201	Social Medial Communication	
VCP 101 or	Photography I or	4
VCP 210	Video Production I	
VCP 116	Digital Imaging I	2
VCP 117	Digital Imaging II	2
VCP 144	Web Design I – Design Fundamentals	3
VPC 244	Web Design II - Development	3
VCP 136 or	Multimedia I <u>or</u>	4
VCP 118	Digital Imaging III	
VCP 279 or	Professional Portfolio Production or	4
VCP 289	Internship I	
	Program Electives (Select 10 credits)	
ACC 101	Accounting I	3
ACC 103	Quickbooks	3
ART 180	Basic Photography	4
ART 181	Introduction to Movie Making	3
ART 183	Digital Illustration I	4
BUS 131	Principles of Management	3
BUS 216	Organizational Leadership	3
VCP 119	Digital Imaging IV	4
VCP 162	Mobile Application Design	4
VCP 210	Video Production II	4

Total Credits: 34

COURSE DESCRIPTIONS

ACC 101 Accounting I Accounting I introduces the concepts and practices used in financial accounting. Topics studied include the use of journals and ledgers as well as the preparation of financial statements. Additional topics studies include cash, accounts and notes receivable, merchandise inventory, depreciation, current liabilities, and principles. Procedures for maintaining the records for service and merchandise firms are emphasized. Credits: 3

ACC 103 QuickBooks® will teach students the concepts and techniques of recording various business transactions, including sales, receivables, payables, and payroll. Various accounting reports and end of period accounting procedures for both a service and merchandising accounting system are covered. Procedures for converting a manual accounting system to a computerized system are covered. Only data information needed to complete assignments is provided on a CD. The QuickBooks® software is not provided to the student. Additional lab time may be needed to complete assignments. Credits: 3 Prerequisite(s): ACC 101

ART 180 Basic Photography Basic Photography introduces students to the fundamental aesthetics and techniques of photography, to the practice of creative thinking, and to communication through visual imagery. Digital cameras and digital imaging work stations are available for student use in class. Credits: 3

ART 181 Introduction to Movie Making Introduction to Movie Making is an introduction to the theory and practice of movie making with electronic video technology. Topics include creative concept development, production planning, capturing, and editing for artistic expression. Students work in a hands-on environment to develop and produce short movies. Credits: 3

ART 183 Digital Illustration I Digital Illustration I teaches traditional illustration methods combined with computer illustration techniques to enable students to learn contemporary professional illustration practices. Emphasis is placed on creative concept development, composition, design, research, workflow, drawing techniques for hand and computer, and portfolio production. Topics include fine art illustration, still life illustration, product illustration, book illustration, and editorial illustration. Previous drawing experience is preferred. Credits: 4

BUS 103 Introduction to Business Introduction to Business provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources, marketing, production, and operations and information. Blended throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology and the role of ethics and social responsibility. This course should be taken early in the student's program. Credits: 3

BUS 131 Principles of Management Principles of Management introduces the various principles and theories associated with management. Ethical and practical considerations are integrated through the use of lectures and the studying of management cases. Credits: 3

BUS 190 Introduction to Entrepreneurship introduces students to the process of creating, identifying, evaluating and financing an entrepreneurial venture. Students gain insight into the characteristics, attitudes, habits, and behaviors of successful entrepreneurs. Students learn to craft an idea, good or service into a marketable product. Credits: 3

BUS 212 Principles of Marketing emphasizes the growing field of marketing. Topics studied include product service planning, marketing information management, purchasing, pricing, promotion, selling, risk management, finance, and distribution. Applicable ethics to this field are studied and discussed. In addition to the class lectures, videos and films are used to emphasize the principles. Students participate in case analysis and various marketing projects. Familiarity with computer applications, including Internet operations and some word processing, is essential for success in this course. Credits: 3

BUS 216 Organizational Leadership Organizational Leadership is a study of the characteristics and traits constituting effective leadership and its impact on organizations. Students will review the history of leadership, the various theories of leadership, and topics on organizational behavior, personality, and attitudes related to work. Additional topics studied include work motivation, interpersonal communication, use of teams and groups in organizations, and group dynamics. Also included is a review and discussion of past and current writings of various leaders. Credits: 3

SPH 201 Social Media Communications examines strategic use of digital and social media platforms and tools for professional communication purposes, with an emphasis on hands-on experience and skill. Students learn to analyze social media for public relations and communication industries. Credits: 3

VCP 101 Photography I introduces the art and craft of photography. Students learn digital camera operation, digital scanning, and print production. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments in addition to class activities, to produce a portfolio of fine black and white and color photographs. Credits: 4

VCP 116 Digital Imaging I introduces the student to the creation and manipulation of electronic imagery. Students learn to import digital images; scan film, prints, and artwork; create and manipulate images; prepare images for print, and use in many other applications. Credits: 2

VCP 117 Digital Imaging II introduces students to basic graphic design concepts and intermediate digital imaging techniques. Students produce a portfolio of work including: a retouched image, a special effects image, a magazine cover, business cards, letterhead, high dynamic range (HDR), panoramic and personal project prints. Credits: 2 Prerequisite(s): VCP 116

VCP 118 Digital Imaging III advances the student's graphic design capabilities by using Adobe Illustrator and InDesign, two advanced professional graphic design programs, to combine words and images on the printed page in order to provide real-world skills essential for graphic design careers. Students will create and manipulate images, and combine graphics such as text into page layouts. Students will learn the process of creating professional business cards, brochures, and logos from concept to print. Credits: 4 Prerequisite(s): VCP 117

VCO 119 Digital Imaging IV Digital Imaging IV introduces the student to Web page design. Students use Adobe Photoshop, Dreamweaver, and Flash to conceive and create effective Web sites that are easy to use and that meet the demands of the target market. Credits: 4 Prerequisite(s): VCP 118

VCP 136 Multimedia Production I introduces students to the development of interactive and new media design. Utilizing industry-standard software students learn how to produce responsive designs that interact with the viewer. The principles of object oriented programming are taught using ActionScript 3 and JavaScript in the Adobe Flash and Edge Animate environments. Usability, typography, composition, user interface design, color, and overall visual communication and aesthetics are emphasized. Students will produce a final interactive portfolio that demonstrates their understanding of usability design. Credits: 4 Prerequisite(s): VCP 117

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. Credits: 3 Prerequisite(s): EGL 093

VCP 162 Mobile Application Design Introduction to Mobile Application Development will introduce mobile application development from concept development to implementation of a mobile application. Visual and programmatic aspects of mobile development, including computer programming, mobile design, and user interaction are covered. Credits: 4 Prerequisite(s): VCP 117

VCP 210 Video Production I introduces students to the techniques of video production. Emphasis is placed on problem-solving scenarios and hands-on experience. Several short video programs are directed and produced. Students have the opportunity to work on an individual basis as well as in teams. Credits: 4

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. Credits: 3 Prerequisite(s): VCP 144

VCP 279 Professional Portfolio Production Professional Portfolio Production enables the visual communications major to prepare a capstone portfolio of imagery and written documentation suitable for presentation to meet graduation portfolio requirements, and for application to a transfer institution and/or for career advancement. Emphasis is placed on visual thinking and visual communication. Students complete weekly lab assignments, in addition to class activities, to produce a professional portfolio and a capstone presentation to the college community. Credits: 4 Prerequisite(s): 19 VCP credits

VCP 289 Internship I Internship I is a supervised experience with a visual communications employer for 15 days/120 hours. In addition, the student has weekly conferences with the visual communications director. The student should apply for the internship with the visual communications director at least six weeks before the semester begins, and complete an internship proposal before registering for the course. Students complete an internship notebook and present a capstone portfolio. Credits: 4 Prerequisite(s): EGL 101

Upon successful completion of this program, students will be able to:

- Model effective problem-solving as applied to digital commerce problems.
- Utilize industry standard hardware and software to produce content that is appropriate for digital commerce and to record business transactions including sales, receivables, payables, and payroll.
- Solve issues related to the digital commerce marketplace.
- Produce a strong portfolio of work that illustrates marketable digital commerce skills.

In addition, all Digital Commerce students complete the following General Education requirements:

	General Education Requirements (22 credits)	General Education Code	Credits
ARTS/HUM	Arts and Humanities Elective	Н	3
EGL 101	College Composition	Е	3
EGL 102	Composition and Literature	Н	3
GEN ED	General Education Elective		3
MAT	Math Elective	M	3
SCI	Lab Science Elective	S/SL	4
SOC SCI	Social Science Elective	SS	3

Total Credits: 22

EGL 101 College Composition (E) 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 a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

EGL 102 Composition & Literature (H) introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. Credits: 3 Prerequisite: EGL101

Cecil College does not contract with another institution or non-collegiate organization in providing this program.

H. Adequacy of articulation

Cecil College has not yet pursued any articulation agreements for this program.

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

Faculty Member	Credentials	Status	Courses Taught
Jonathan Cone, Assistant Professor	M.F.A. Rochester Institute of Technology (Film and Animation)	Full-time	VCP 119 Digital Imaging IV VCP 136 Multimedia I VCP 144 Web Design I – Design Fundamentals VCP 162 Mobile Application Design VCP 244 Web Design II – Development
Adele Foltz, Associate Professor of Business	M.B.A. Wesley College (Business)	Full-time	ACC 101 Accounting I ACC 103 Quickbooks
Adam Jacono, Assistant Professor	M.F.A. East Carolina University (Photography)	Full-time	VCP 101 Photography I VCP 279 Portfolio Production VCP 289 Internship I
Daniel Krukosky, Assistant Professor	M.S. Wilmington University (Internet and Network Design and Technology)	Full-time	VCP 116 Digital Imaging I VCP 117 Digital Imaging II VCP 210 Video Production I
Mark Krysiak, Lecturer in Business	M.B.A. University of Baltimore (Business)	Full-time	BUS 131 Principles of Management BUS 212 Principles of Marketing
Jennifer Levi, Professor of English	Ph.D. University of Delaware (English)	Full-time	EGL 101 College Composition EGL 102 Composition and Literature
Candace Vogelsong, Associate Professor of Business	M.B.A. Wilmington University (Business)	Full-time	BUS 103 Introduction to Business BUS 216 Organizational Leadership

Faculty Member	Credentials	Status	Courses Taught
Jerry Arnold	B.S. Frostburg University (Fine Arts)	Part-time	VCP 118 Digital Imaging III
David Carter	M.S. University of Maryland University College (Information Technology)	Part-time	BUS 190 Introduction to Entrepreneurship
Gail Piazza	B.F.A. University of Delaware (Art)	Part-time	ART 183 Digital Illustration I
Christopher Pierdomenico	M.A. West Chester University (Communication Studies)	Part-time	SPH 201 Social Media Communication
Mary Targonski	B.A. College of Notre Dame of Maryland (English)	Part-time	ART 180 Basic Photography

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's instructional technologist and instructional designer offer regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester they offer the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also holds campus-wide professional development opportunities related to pedagogy and funds faculty participation in academic conferences, including conferences focused on pedagogical topics.

J. 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 (MDL) and the Maryland Community College Library Consortium (MCCLC). CCVM Library has reciprocal borrowing privileges with other community college libraries within the state of Maryland. CCVM Library also subscribes to Inter-Library Loan, where students and faculty can request physical books, eBooks, and scholarly articles from institutions in other states.

Computer science students can make an appointment to meet one-on-one or in groups with the Instructional Librarian for assistance with the following: narrowing down a research topic, finding articles in the library databases, finding books and eBooks, evaluating resources, and crafting citations. The Instructional Librarian also visits classes upon request to teach library information sessions tailored to class projects and curricula.

The library subscribes to approximately 84 online databases that cover the majority of disciplines offered at Cecil College. The following databases may help most with varying aspects of the Digital Commerce degree: Academic Search Complete, ProQuest Computer Science, ProQuest Arts and Humanities, ProQuest Business Market Research Collection, Business Source Premier, ProQuest Career and Technical Education, JSTOR, and ProQuest Social Science

CCVM Library offers both a physical book collection and an online eBook collection for student use related to computer science, as well as a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. An eBook search of "computer science" yielded over 3016 results. The library also has a number of program required textbooks on reserve for students to use

in the library. CCVM Library staff welcomes and encourages faculty to submit requests for books, multi-media resources, and databases to support student projects and teacher instruction throughout the academic year.

K. 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 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 smart 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 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.

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

1. Complete Table 1: Resources (pdf) and Table 2: Expenditure(pdf). Finance data(pdf) for the first five years of program implementation are to be entered. Figures should be presented for five years and then totaled by category for each year.

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)	\$15,750	\$21,373	\$27,318	\$35,377	\$39,252
a.	Number of F/T students	2	2	2	3	3
b.	Annualized Tuition/Fee Rate ¹	\$4,125	\$4,249	\$4,376	\$4,507	\$4,643

¹ Assumes Cecil County resident taking 35 credits per year.

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c.	Total F/T Revenue (a x b)	\$8,250	\$8,498	\$8,752	\$13,522	\$13,928
d.	Number of P/T students	3	5	7	8	9
e.	Credit Hour Rate	\$125	\$129	\$133	\$137	\$141
f.	Annualized Credit Hour Rate ²	\$2,500	\$2,575	\$2,652	\$2,732	\$2,814
g.	Total P/T Revenue (d x e x f)	\$7,500	\$12,875	\$18,566	\$21,855	\$25,324
3.	Grants, Contracts & other External	\$0	\$0	\$0	\$0	\$0
	Sources					
4.	Other Sources	\$1,758	\$2,378	\$2,998	\$3,722	\$4,032
	Total (add 1-4)	\$17,508	\$23,751	\$30,316	\$39,099	\$43 <u>,</u> 284

Cecil College expects that this program will enroll approximately 5 students in the first year, with subsequent growth to about 12-15 students.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees (\$8/credit) and Registration fees (\$75/semester). On average, full-time Cecil students take 33 credits per year; part-time students take 20 credits per year on average.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	\$6,210	\$6,315	\$6,422	\$6,531	\$6,641
a.	# FTE	0.05	0.05	0.05	0.05	0.05
b.	Total Salary	\$4,038	\$4,099	\$4,161	\$4,223	\$4,286
c.	Total Benefits	\$2,172	\$2,216	\$2,261	\$2,308	\$2,355
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)	\$6,210	\$6,315	\$6,422	\$6,531	\$6,641

² Assumes Cecil County resident taking 20 credits per year.

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This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Faculty FTE is estimated based on the expected amount of time one faculty member will devote to advising and administering this program, or .05 FTE.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 2.5% each year. Library resources and equipment are budgeted within the general operating budget on an ongoing basis.

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

Faculty members are evaluated 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. In addition, faculty members are assessed in the classroom by the appropriate dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

All faculty members are contractually obligated to complete an annual report that includes assessment results. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years.

The College's Assessment Plan requires that each learning goal for an academic program be reviewed at least once every four years. These assessments are used to make improvements to the program. In addition, the College has an established Comprehensive Program Review process through which programs evaluate their strengths, opportunities, and cost effectiveness every eight years.

Student retention rates are regularly monitored by the division dean.

N. 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 embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "Graduates will illustrate knowledge of …the Diversity of Human Cultures" as one of the institution's six General Education learning goals.

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

This program is not related to low productivity programs identified by the Commission.

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

Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.