July 15, 2024

Dr. Sanjay Rai
Acting Secretary of Higher Education
Maryland Higher Education Commission
6 N. Liberty Street
Baltimore, MD 21201

Dear Dr. Rai:

Enclosed for the Commission's review is a proposal for a substantial modification to a lower division certificate offered by Cecil College.

Program	**HEGIS Code**	**CIP Code**
LDC Pre-Veterinary Technician	**5206.20**	**1.1302**

We have mailed a check for $50 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
Vice President of Academic Programs

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

Institution Submitting Proposal	

Each <u>action</u> below requires a separate proposal and cover sheet.

New Academic Program	Substantial Change to a Degree Program
New Area of Concentration	Substantial Change to an Area of Concentration
New Degree Level Approval	Substantial Change to a Certificate Program
New Stand-Alone Certificate	Cooperative Degree Program
Off Campus Program	Offer Program at Regional Higher Education Center

Payment Submitted:	Yes / No	Payment Type:	R*STARS # / Check #	Payment Amount:	Date Submitted:

Department Proposing Program		
Degree Level and Degree Type		
Title of Proposed Program		
Total Number of Credits		
Suggested Codes	HEGIS:	CIP:
Program Modality	On-campus Distance Education (fully online) Both	
Program Resources	Using Existing Resources Requiring New Resources	
Projected Implementation Date (must be 60 days from proposal submisison as per COMAR 13B.02.03.03)	Fall Spring Summer Year:	
Provide Link to Most Recent Academic Catalog	URL:	

Preferred Contact for this Proposal	Name:
	Title:
	Phone:
	Email:

President/Chief Executive	Type Name:
	Signature: *Mary Way Bolt* Date:
	Date of Approval/Endorsement by Governing Board:

Revised 1/2021

CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
LOWER DIVISION CERTIFICATE FOR PRE-VETERINARY TECHNICIANS
HEGIS 5206.20 CIP 01.1302

A.   Centrality to institutional mission statement and planning priorities:

Description of program. This certificate is designed to provide a basis for further study in the veterinary technician field. The Pre- Veterinary Technician Certificate provides a course of study designed to meet the needs of students who plan to study and transfer to a college or a university that grants an Associate or Bachelor's Degree in Veterinary Medicine Technology.

How program relates to institution's approved mission. By introducing students to this 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.

How the program supports the institution's strategic goals. Cecil College's 2021-2025 Strategic Plan includes four priorities: advance student access, equity, and success; enhance academic excellence; optimize workforce development; and expand community partnerships and engagement. This program supports the priority of enhancing academic excellence by maintaining high standards in credit and non-credit instructional programs while ensuring currency in career and transfer programs that allow students to explore, define, and achieve their goals.

Affirm the program is an institutional priority. The College is committed to administrative, financial, and technical support for this program and to continuing this program to allow enrolled students to complete it.

How the proposed program will be adequately funded for at least the first five years of program implementation. The program will be funded by tuition and fees revenue. More detail is provided in section L below.

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

Need for the advancement and evolution of knowledge. This program will ease students' transfer to a two-year or four-year degree program.

Societal needs. The Pre-Veterinarian Technician Lower Division Certificate expands opportunities and choices for individuals with an interest in animal care who do not feel they have the funds to pursue a four-year degree at this time or who want to work with animals in an assistance field.

Need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. While there are few veterinary-related programs in Maryland, the University of Maryland Eastern Shore has launched a new school of veterinary medicine, with new students accepted in fall 2026. Because Cecil's certificate program for pre-veterinary technicians may lead to transfer to an associate and then to a bachelor's degree program, graduates could choose to attend this institution.

Consistency with the Maryland State Plan for Postsecondary Education. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 1 (Access, priority 1) of the Maryland State Plan for Education. Completing two years of college at a community college is an alternative way to keep postsecondary education affordable without compromising high-quality education. The chart below compares tuition at 4-year state institutions which have Pre-Veterinary programs with the cost of attending Cecil College.

Institution	Rate	Cost per credit 2024-45	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	$135	$8,100	-
University of Maryland Eastern Shore	In-State	$237	$14,220	$6,120
Towson University	In-state	$322	$19,320	$11,220
University of Maryland Baltimore County	In-state	$389	$23,340	$15,240

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

Potential industries, employment opportunities, and expected level of entry for graduates. A pre-veterinary technician certificate prepares students for veterinary technician positions. Most Veterinary Technician positions require a two-year or four-year degree, so students will need to transfer to complete their education that will prepare them for these positions.

Market demand and availability of openings, showing quantifiable and reliable data on educational and training needs and the anticipated number of vacancies expected over the next five years. Maryland's Department of Labor, Licensing and Regulation projects a moderate increase from 2020-2030 in the number of openings for these types of positions.[1]

Field	2020-2030 Percent Change in openings in Maryland
Veterinary Technologists and Technicians	+9.6%

These data show that this field is in demand in Maryland. Therefore, graduates will likely be able to obtain employment in their chosen field.

Current and projected supply of prospective graduates. To maintain enrollment in our programs with our current and projected supply of prospective students, Cecil College will leverage its partnership with Cecil County Public Schools (CCPS). CCPS graduates on average 1,100 students each year from the five local high schools. On average, 25% of these graduates enroll at Cecil College. Furthermore, the Maryland Blueprint is allowing more "college-ready" students to be exempt from placement assessments and enroll at college level courses. By enrolling more well-prepared students, we project improved retention rates and potentially increased enrollment. The Admissions Office recruits students from CCPS and regional high schools (Delaware and Pennsylvania) through college fairs, open houses, high school visits, mailings, regional marketing campaigns, tours, and other activities. Pre-Veterinary Technician students may also be recruited from the College's non-credit Veterinary Assistant program as well as from Biology students who express an interest in working with animals.

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[1] https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml

D.   Reasonableness of program duplication:

A review of MHEC's Program Inventory shows that there is one similar lower division certificate program in Maryland at Chesapeake College. The Community College of Baltimore County has an associate degree program in Veterinary Technology to which Cecil program completers could transfer.

Similarities and differences between the proposed program and the programs listed above. The program at Chesapeake College has an agricultural focus, while Cecil's program focuses on the biology and chemistry courses needed to transfer to the associate degree program in Veterinary Technology at the Community College of Baltimore County.

Justification for the proposed program. Because this program is located more than 50 miles from Cecil College's campus, offering this program at Cecil College will allow students in Cecil County a more accessible and affordable option to study nearby their residence.

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)

While there are few veterinary-related programs in Maryland, the University of Maryland Eastern Shore has launched a new school of veterinary medicine, with new students accepted in fall 2026. Because Cecil's certificate program for pre-veterinary technicians may lead to transfer to an associate and then to a bachelor's degree program, graduates could choose to attend this institution.

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

How the proposed program was established. 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. This degree was designed by Dr. Veronica Dougherty, Dean of Arts and Sciences.

Faculty who will oversee the program. Christine Warwick, Chair of the Science and Technology Department, will oversee this program.

Student learning outcomes. Upon successful completion of this program, students will be able to:

- Demonstrate the entry level academic knowledge, in math, biology, chemistry, and communicationskills and abilities associated with many disciplines within the field of veterinary technician.
- Provide documentation of clinical/field experience in a veterinary/ animal science field.

Assessment of student achievement. The College's Academic 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 learning achievement of learning outcomes is documented through department annual reports that are submitted to the Dean and the Associate Dean of Academic Assessment and Development.

Program requirements. This program has been simplified to better align with requirements to transfer into a Veterinary Technician program. The table below outlines the changes proposed for this program.

Current Program Requirements 34 Credits			New Proposed Program Requirements 26 Credits		
Course No.	**Course Title**	**Cr**	**Course No.**	**Course Title**	**Cr**
BIO 130	Principles of Biology I	3			
BIO 131	Principles of Biology I Lab	1			
BIO 132	Principles of Biology II	3			
BIO 133	Principles of Biology II Lab	1			
BIO 101	General Biology	3	BIO 101	General Biology	3
BIO 111	General Biology Lab	1	BIO 111	General Biology Lab	1
BIO 200	Microbiology	3			
BIO 310	Microbiology Lab	1			
BIO 208	Anatomy and Physiology I	3	BIO 208	Anatomy and Physiology I	3
BIO 218	Anatomy and Physiology I Lab	1	BIO 218	Anatomy and Physiology I Lab	1
BIO 209	Anatomy and Physiology II	3	BIO 209	Anatomy and Physiology II	3
BIO 219	Anatomy and Physiology II Lab	1	BIO 219	Anatomy and Physiology II Lab	1
BIO 213	College Based Work Experience – BIO	3	BIO 213	College Based Work Experience – BIO	3
CHM 103	General Chemistry I	3	CHM 103	General Chemistry I	3
CHM 113	General Chemistry I Lab	1	CHM 113	General Chemistry I Lab	1
EGL 101	College Composition	3	EGL 101	College Composition	3
MAT	Math Elective (select from MAT 127, MAT 191 or higher-level Math Course)	4	MAT	Math Elective (select from MAT 127, MAT 191 or higher-level Math Course)	4

The proposed changes to the Pre-Veterinary Technician Lower Division Certificate require the following courses:

Course Code	Courses (26 Credits)	Credits
BIO 101	General Biology	3
BIO 111	General Biology Lab	1
BIO 208	Anatomy and Physiology I	3

BIO 218	Anatomy and Physiology I Lab	1
BIO 209	Anatomy and Physiology II	3
BIO 219	Anatomy and Physiology II Lab	1
BIO 213	College Based Work Experience – BIO	3
CHM 103	General Chemistry I	3
CHM 113	General Chemistry I Lab	1
EGL 101	College Composition	3
MAT	Math Elective (select from MAT 127, MAT 191 or higher-level Math Course)	4

COURSE DESCRIPTIONS

BIO 101 General Biology (S) introduces the student to the basic biological principles common to all living things, with emphasis on evolution, molecular biology, diversity, ecology, physiology and genetics. Credits: 3 Prerequisite(s): MAT 092 or MAT 097 Corequisite(s): EGL 101

BIO 111 General Biology Lab is a laboratory course designed to actively involve the student in the process of science. The student will perform experimental activities in the field or lab that study ecology, molecular biology, and genetics using team work and scientific instrumentation. Credits: 1 Prerequisite(s): MAT 092 or MAT 097 Corequisite(s): BIO 101

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. Credits: 3 Prerequisite(s): MAT 097 Corequisite(s): BIO 218, EGL 101

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. Credits: 3 Prerequisite(s): BIO 208, BIO 218, and MAT 097

BIO 213 College Based Work Experience-BIO provides the opportunity for a student to obtain work experience that is productive in nature and an essential part of the overall educative process. The work assignment is related to the student's field of study and/or career interests Credits: 3 Prerequisite(s): GPA of 2.0 and completion of all relevant courses as listed in the program option

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. Credits: 1 Corequisite(s): 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. Credits: 1 Prerequisite(s): BIO 218 Corequisite(s): BIO 209

CHM 103 General Chemistry I (S) studies the fundamental principles of chemistry including measurement, atomic structure, stoichiometry, energy relationships, chemical bonding, molecular structure, and gases. Credits: 3 Corequisite(s): CHM 113, EGL 101, MAT 191 or MAT 127

CHM 113 General Chemistry I Lab will introduce students to basic chemistry laboratory techniques and procedures such as sample preparation, data collection, gravimetric analysis and titration. Conceptual topics include physical properties, determination of molecular weights, stoichiometry, energy, and gas laws. Credits: 1 Corequisite(s): CHM 103

EGL 101 College Composition (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven print and digital texts 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 three-five assignments, including a persuasive research essay of at least 2,000 words. Credits: 3 Prerequisite(s): C or higher in COL 081 and EGL 093 OR appropriate score on Cecil College-approved placement metric

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. Credits: 4 Prerequisite(s): EGL 093, MAT 093 or MAT 095 or MAT 097, a Grade of C or better in MAT 093 or MAT 095

MAT 191 Precalculus (M) prepares the student for the study of calculus, discrete mathematics, and other mathematics intensive disciplines through the study of algebraic, exponential, logarithmic, and trigonometric functions. Topics include functions, laws of logarithms, trigonometric and inverse trigonometric functions, trigonometric identities, solutions of trigonometric equations, and the Laws of Sines and Cosines. A problem-solving approach utilizes applications and a graphing calculator throughout the course. Credits: 4 Prerequisite(s): Grade of C or better in MAT 093 or MAT 098, EGL 093

General education requirements. There are no general education requirements for lower division certificates.

Specialized accreditation of graduate certification requirements for this program and its students. Not applicable.

Contracts. Cecil College does not contract with another institution or non-collegiate organization to provide this program.

Providing information to students. 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.

Accuracy in advertising. 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.

H.   Adequacy of articulation

Cecil College does not have articulation agreements for this certificate program.

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

Narrative demonstrating quality of program faculty. Cecil College faculty hold a degree commensurate with the level of the proposed program. All full-time faculty hold at least a Master's degree, including graduate level work in the field in which they provide instruction. Part-time faculty possess the same or equivalent qualifications. Details on credentials for faculty who teach courses in this program are provided in the table below.

Faculty Member	Credentials	Status	Courses Taught
Melissa Burke, Assistant Professor of Biology	M.A.T. University of Maryland (Secondary Education of Biology)	Full-time	BIO 208 Human Anatomy and Physiology I BIO 218 Human Anatomy and Physiology I Lab
Meredith Dillenger, Assistant Professor of Biology	M.Ed. Cabrini University (Education)	Full-time	BIO 101 General Biology BIO 111 General Biology Lab
Anne Edlin, Professor of Mathematics	Ph.D. Temple University (Mathematics)	Full-time	MAT 191 Precalculus
Christopher Gaspare, Assistant Professor of English	M.A. Washington College (English)	Full-time	EGL 101 College Composition
Susan Marengo, Associate Professor of Biology	Ph.D. Colorado State University (Physiology)	Full-time	BIO 209 Human Anatomy and Physiology II BIO 219 Human Anatomy and Physiology II Lab
Ebony Roper, Associate Professor of Chemistry	Ph.D. Howard University (Chemistry)	Full-time	CHM 103 General Chemistry I CHM 113 General Chemistry I Lab
Kim Sheppard, Professor of Mathematics	M.S. Clemson University (Mathematics)	Full-time	MAT 127 Introduction to Statistics
Christine Warwick, Assistant Professor of Biology	M.S. University of Saint Joseph (Biology)	Full-time	BIO 213 College Based Work Experience - BIO

Ongoing pedagogy training for faculty. Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Catalyst - The Center for Teaching and Learning offers regular monthly workshops on refining pedagogical techniques, course design, and identifying technologies to improve face-to-face, hybrid, HyFlex, and online teaching. These trainings include

sessions on how to effectively use the College's learning management system, Canvas. The College also 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 books and scholarly articles from institutions nationwide.

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 85 online databases that support programs offered at Cecil College. The following databases may help most with varying aspects of the Pre-Veterinary Technician Certificate: EBSCO Academic Search Complete, ProQuest Central, ProQuest Research Library, American Chemical Society's Guide to Scholarly Communication, ProQuest Biological Science, ProQuest Career & Technical Education, EBSCO CINAHL, EBSCO Medline, Ovid, EBSCO GreenFILE, JSTOR, ProQuest Psychology, and ProQuest Science.

CCVM Library offers both a 21,000-volume physical book collection, and 254,000 volume online eBook collection for student use with texts directly related to courses required for the Pre-Veterinary Technician Certificate, as well as a list of open resources on its Open Educational Resources (OER) LibGuide that both students and faculty can utilize. The library also has several course 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)

Physical facilities, infrastructure and instruction equipment. 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, Canvas, which can provide on-line learning to supplement courses. All students and faculty are provided with College email addresses.

The North East campus computer lab provides computers and technology resource staff, during regular lab hours, to assist students. The Academic Success 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 math as well as reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

Access to email and a learning management system. The College-wide course management system, Canvas, provides on-line learning to supplement courses. All students and faculty are provided with College email addresses.

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)	$15,660	$18,904	$23,452	$27,048	$30,396
a.	Number of F/T students	2	2	3	3	3
b.	Annualized Tuition/Fee Rate[2]	$3,780	$3,892	$4,004	$4,116	$4,172
c.	Total F/T Revenue (a x b)	$7,560	$7,784	$12,012	$12,348	$12,516
d.	Number of P/T students	3	4	4	5	6
e.	Credit Hour Rate	$135	$139	$143	$147	$149
f.	Annualized Credit Hour Rate[3]	$2,700	$2,780	$2,860	$2,940	$2,980
g.	Total P/T Revenue (d x e x f)	$8,100	$11,120	$11,440	$14,700	$17,880
3.	Grants, Contracts & other External Sources	$0	$0	$0	$0	$0
4.	Other Sources	$3,770	$4,350	$5,365	$5,945	$6,525
	Total (add 1-4)	**$19,430**	**$23,254**	**$28,817**	**$32,993**	**$36,921**

Cecil College expects that this program will enroll approximately five students in the first year, with subsequent slow growth.   Based on enrollment trends in this program from the past several years, we expect that approximately 60 percent of these students will enroll part-time.

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[2] Assumes Cecil County resident taking 28 credits per year.
[3] Assumes Cecil County resident taking 20 credits per year.

We are projecting tuition increases of 2% each year. Other sources of revenue include Student Development fees ($8/credit) and Consolidated fees ($21/credit). On average, full-time Cecil students take 28 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)	$2,168	$2,210	$2,253	$2,296	$2,340
a.	# FTE	.02	.02	.02	.02	.02
b.	Total Salary	$1,470	$1,492	$1,515	$1,537	$1,560
c.	Total Benefits	$698	$718	$738	$759	$780
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)	$2,168	$2,210	$2,253	$2,296	$2,340

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 estimated time the department chair spends administering this program, or .02 FTE of one faculty member's annual teaching load.

Salaries are forecasted to increase 1.5% each year, while health benefits are forecasted to increase 3.5% 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).

Procedures for evaluating courses, faculty, and student learning outcomes. Every semester, students evaluate their faculty members through an electronic survey process (Watermark Evaluation Kit). This survey is distributed through the learning management system (Canvas) and email three weeks before the semester ends. Students encounter a pop-up notification each time they log in to Canvas and receive a reminder email every three days during the survey period. The response rate for the Spring 2024 courses ending in May was 44%. 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.

Evaluating the program's educational effectiveness: *Student learning outcomes*. The College's Academic 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.

Evaluating the program's educational effectiveness: *Student retention rates.* Student retention rates are regularly monitored by the division dean.

Evaluating the program's educational effectiveness: *Student and faculty satisfaction*. Faculty satisfaction is monitored through the Great Colleges to Work For Survey, which is administered every two years. Student satisfaction is measured through an annual Graduate Exit survey.

Evaluating the program's educational effectiveness: *Cost-effectiveness*. The cost-effectiveness of this program is regularly monitored by the division dean and the vice president of academic programs.

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.

The College has several programs and clubs for minority students. The Peer-to-Peer Mentorship program for all underrepresented students pairs new students with more seasoned students to assist them in finding academic resources to help them succeed. Underrepresented students are also highly encouraged to attend at least one leadership conference or event each semester. Some of the conferences students have attended in the past include: West Chester University Latinx Communities Conference; Male Students of Color Conference at Montgomery College; Student Leadership Conference; The National Association for the Advancement of Colored People (NAACP) Banquet; Community College Student Advocacy Day in Annapolis; and The Alpha Phi Alpha Fraternity Inc. Scholarship Banquet. The Multicultural Student Union, a student club at the College, sponsors annual celebrations and values diversity in social, cultural, educational, and volunteer activities.

The Cecil College Library's Diversity & Inclusivity Subject Guide collects resources on topics such as: gender equality, LGBTQ+, people with disabilities, various cultural communities, and inequalities in social services. Resources include articles, websites, videos, etc. that are freely available on the web, as well as resources such as e-books and database articles which are only available to the College Community.

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).

Affirmation and evidence that the institution is eligible to provide Distance Education. On October 26, 2018, the Maryland Higher Education Commission informed Cecil College that our application to provide distance education offerings in the State of Maryland had been approved. The Middle States Commission on Higher Education has approved Cecil College's request to offer programs by distance education in 2012.

Assurance that institution complies with C-RAC guidelines. Cecil College is a member of NC-SARA and follows C-RAC guidelines for distance education.