



December 1, 2024

Dr. Sanjay Rai
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.

<u>Program</u>	<u>HEGIS Code</u>	<u>CIP Code</u>
LDC Equine Studies	5206.03	01.0307

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

Academic Programs

One Seahawk Drive • North East, MD 21901 • 410-287-1000 • www.cecil.edu

OWN YOUR FUTURE



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

Institution Submitting Proposal	
---------------------------------	--

Each action 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	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 <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	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: <i>Mary Way Bolt</i> Date:

	Date of Approval/Endorsement by Governing Board:
--	--

**CECIL COLLEGE
SUBSTANTIAL MODIFICATION PROPOSAL
LOWER DIVISION CERTIFICATE EQUINE STUDIES
HEGIS 5206.03 CIP 01.0307**

A. Centrality to institutional mission statement and planning priorities:

Description of program. This certificate is designed for students interested in developing skills and knowledge that will prepare them for a career in the equine industry.

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 (see section L below) 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. Cecil County's horse, pony, mule, burro, and donkey industry is strong. This program is an important component in providing education for horse owners and prospective owners to understand the care of horses as well as the cost of maintaining a horse. In addition, this program introduces students to equine science, ideally leading to an interest in a biology or pre-veterinary program at Cecil College or elsewhere.

Contributing to societal needs of the region and state. According to the 2022 Agricultural Census conducted by the U.S. Department of Agriculture, Cecil County leads the state with a strong horse, pony, mule, burro, and donkey industry that has \$8.5 million in sales annually.¹ The Maryland Horse Council estimates that 30.5% of Maryland residents are horse enthusiasts who either own a horse, participate in horse activities, or spectate at horse events. The horse industry's economic impact in Maryland is \$2.9

¹https://www.nass.usda.gov/Publications/AgCensus/2022/Full_Report/Volume_1,_Chapter_2_County_Level/Maryland/st24_2_018_018.pdf

billion, including 28,434 jobs.² The Equine Studies certificate at Cecil College provides education for these horse enthusiasts to better care for their horses.

Need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs. An undergraduate program in agriculture is offered at the University of Maryland Eastern Shore. Because Cecil’s lower division certificate program in Equine Studies may lead to transfer 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 12 credits 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 Agriculture, Animal Science or Pre-Veterinary programs with the cost of attending Cecil College.

Institution	Rate	Cost per credit 2024-45	Cost for 12 credits	Savings over 12 credits
Cecil College	In-county	\$135.00	\$1,620.00	-
University of Maryland, Eastern Shore	In-state	\$237.00	\$2,844.00	\$1,224.00
University of Maryland, College Park	In-state	\$420.24	\$5,042.88	\$3,422.88

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. An equine studies certificate prepares graduates for horse ownership or horse management positions. In addition, the skills earned through this certificate would prepare a graduate to be a farmer, a position that usually requires a high school diploma or the equivalent, or a farmworker, such as a groomer or trainer. Grooming and training positions usually do not require a formal education credential.

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 2022-2032 in the number of openings for these types of positions.³

Field	2022-2032 Percent Change in openings in Maryland
Farmers, Ranchers, and Other Agricultural Managers	+1.6% (+2.1% in Upper Shore region)
Farmworkers, Farm, Ranch, and Aquaculture	+5.0% (+4.7% in Upper Shore region)

² <https://mdhorsecouncil.org/about/industry-overview/> and <https://mdhorsecouncil.org/wp-content/uploads/2024/02/Maryland-Report-2023-Pages-HQ.pdf>.

³ <https://www.labor.maryland.gov/lmi/iandoproj/maryland.shtml>

These data show that these fields are 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.

D. Reasonableness of program duplication:

A review of MHEC’s Program Inventory shows there are no other equine or animal science lower division certificate programs in Maryland.

Similarities and differences between the proposed program and the programs listed above. There are no other equine or animal science lower division certificate programs in Maryland.

Justification for the proposed program. Because there are no other equine or animal science lower division certificate programs in Maryland, this program is not duplicative.

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)

An undergraduate program in agriculture is offered at the University of Maryland Eastern Shore. Because Cecil’s lower division certificate program in Equine Studies may lead to transfer 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 Prof. Christine Warwick, chair of the Science and Technology Department, and Dr. Veronica Dougherty, Dean of Arts and Sciences.

Faculty who will oversee the program. Prof. 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:

- Apply safe handling techniques, basic care and maintenance techniques, and basic first aid in working with horses.
- Describe the skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, and endocrine systems of the horse.
- Evaluate a horse's body condition.
- Take equine vital signs and recognize symptoms of poor health, disease, and infection.

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 revised to align courses with the role they serve in the overall program. In addition, some electives were changed. The table below outlines the changes proposed for this program.

Current Program Requirements 20 Credits			New Proposed Program Requirements 12 Credits		
Course No.	Course Title	Cr	Course No.	Course Title	Cr
EQS 138	Introduction to Equine Care and Handling	3	EQS 138	Introduction to Equine Care and Handling	3
EQS 144	Equine Nutrition and Feeding	3			
EQS 145	Equine Health Maintenance	3			
EQS 146	Introductory Equine Field Study	2			
EQS 148	Equine Anatomy and Physiology	3	EQS 148	Equine Anatomy and Physiology	3
EQS 242	Equine Reproduction, Evaluation and Selection	3			
EQS 248	Equine Pathology	3			
			ELECT Choose 6 credits	EQS 144 Equine Nutrition and Feeding (3 credits) EQS 145 Equine Health Maintenance (3 credits) EQS 146 Introductory Equine Field Study (2 credits) EQS 242 Equine Reproduction, Evaluation and Selection (3 credits) EQS 248 Equine Pathology (3 credits)	6

The proposed changes to the Equine Studies lower division certificate require the following courses:

Course Code	Courses (12 Credits)	Credits
EQS 138	Introduction to Equine Care and Handling	3
EQS 148	Equine Anatomy and Physiology	3
	Choose 6 credits below:	
EQS 144	Equine Nutrition and Feeding	3
EQS 145	Equine Health Maintenance	3
EQS 146	Introductory Equine Field Study	2
EQS 242	Equine Reproduction, Evaluation and Selection	3
EQS 248	Equine Pathology	3

COURSE DESCRIPTIONS

EQS 138 Introduction to Equine Care and Handling is designed to provide a basic foundation for working with horses. Using hands-on activities with horses, the lessons teach elements of safety while handling a horse, horse ownership: general terminology, horse selection, stabling requirements, and basic care of the healthy horse. Students gain a greater understanding of conformation and selection of the horse, costs of ownership, nutrition, grooming, anatomy and care of the hoof, health care, breeds, and colors. Credits: 3

EQS 144 Equine Nutrition and Feeding focuses on the basic concepts of nutrition and feed evaluation for horses. Students will learn to evaluate the horse's body condition, surroundings, work load, and other factors to develop a proper diet regimen for the best care of the horse. Students will also become familiar with forage analysis procedures and learn to interpret feed analysis reports. Credits: 3

EQS 145 Equine Health Maintenance will provide students with knowledge and opportunities to recognize equine health parameters. Topics include general care, routine health care, equine emergencies, digestive disorders, respiratory disorders, parasites, equine dentistry, hoof care, and diagnosis, treatment, and prevention of equine lameness. Students will be exposed to the skills necessary for basic horse care as well as the treatment and prevention of common horse ailments. Credits: 3 Corequisite(s): EQS 138

EQS 146 Introductory Equine Field Study is a total immersion into the equine industry focusing on the basic tasks in caring for horses. Students will work on farms throughout the area to gain hands-on practical experience in the everyday workings of running a horse business. Credits: 2 Prerequisite(s): EQS 145

EQS 148 Equine Anatomy and Physiology will enable students to understand the horse's systems, growth and development. This course will cover the skeletal, muscular, circulatory, respiratory, digestive, urinary, nervous, and endocrine systems. Through this course students will acquire the knowledge and training to understand the structure and function of the horse's body. Credits: 3 Corequisite(s): EQS 138

EQS 242 Equine Reproduction, Evaluation, and Selection focuses on the genetic improvement of horses. Students will actively apply lecture material in the lab each week. Topics will include mare and stallion reproductive physiology, live cover, artificial insemination, semen collection and evaluation, synthetic hormone regulation, foaling and newborn care. Course is offered during the spring semester only. Credits: 3 Prerequisite(s): EQS 148

EQS 248 Equine Pathology focuses on training students to recognize symptoms, diseases, and infections. Students will learn to properly identify system functions and determine areas of concern, and develop treatment options once a condition is diagnosed and confirmed. Credits: 3 Prerequisite(s): EQS 148

General Education requirements: Not applicable 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 above 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
Robin Brooks	M.B.A. Wilmington University (Business) B.S. VA Intermont College (Business Administration major, equine minor)	Part-time	EQS 138 Introduction to Equine Care and Handling EQS 144 Equine Nutrition and Feeding EQS 146 Introductory Equine Field Study EQS 148 Equine Anatomy and Physiology EQS 242 Equine Reproduction, Evaluation and Selection EQS 248 Equine Pathology

Faculty Member	Credentials	Status	Courses Taught
Ariel Strouse	M.S. University of Delaware (Biological Sciences)	Part-time	EQS 145 Equine Health and Maintenance

Per COMAR 13B.02.03.11.F, “Except in circumstances to be determined by the Secretary, at least 50 percent of the total semester credit hours within the proposed program shall be taught by full-time faculty.” Cecil College argues that this program should qualify for an exception. As stated above, Cecil County leads the state with a strong horse, pony, mule, burro, and donkey industry that has \$8.5 million in sales annually, according to the 2022 Agricultural Census conducted by the U.S. Department of Agriculture.⁴ As a result, the Equine Studies certificate program fills a unique educational need in the county. Also, as a result of the strong equine industry in the county, the College is able to offer this program by hiring highly-qualified industry professionals to design and teach the courses. These industry professionals also serve on the Agricultural Sciences Advisory Board, which has provided feedback on streamlining this program as outlined in this proposal. Lastly, student access to these professionals creates professional networking opportunities for Cecil students. One of Cecil’s full-time biology faculty members has a master’s degree in animal science as well as a Ph.D. in physiology: the College plans to transition EQS 144 Equine Nutrition and Feeding and EQS 145 Equine Health and Maintenance to this full-time faculty member.

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 Equine Studies Certificate: EBSCO Academic Search Complete, ProQuest Research Library, ProQuest Central, ProQuest Biological Science, ProQuest Career & Technical Education, Credo Reference, ProQuest Health & Medical, and ProQuest Science.

⁴https://www.nass.usda.gov/Publications/AgCensus/2022/Full_Report/Volume_1,_Chapter_2_County_Level/Maryland/st24_2_018_018.pdf

CCVM Library offers both a 22,000-volume physical book collection, and 260,000 volume online eBook collection for student use with texts directly related to courses required for the Equine Studies 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, Blackboard, 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)	\$5,400	\$8,340	\$8,580	\$11,760	\$11,920
a.	Number of F/T students	0	0	0	0	0
b.	Annualized Tuition/Fee Rate ⁵	\$3,780	\$3,892	\$4,004	\$4,116	\$4,172
c.	Total F/T Revenue (a x b)	\$0	\$0	\$0	\$0	\$0
d.	Number of P/T students	2	3	3	4	4
e.	Credit Hour Rate	\$135	\$139	\$143	\$147	\$149
f.	Annualized Credit Hour Rate ⁶	\$2,700	\$2,780	\$2,860	\$2,940	\$2,980
g.	Total P/T Revenue (d x e x f)	\$5,400	\$8,340	\$8,580	\$11,760	\$11,920
3.	Grants, Contracts & other External Sources	\$0	\$0	\$0	\$0	\$0
4.	Other Sources (fees)	\$1,160	\$1,740	\$1,740	\$2,320	\$2,320
	Total (add 1-4)	\$6,560	\$10,080	\$10,320	\$14,080	\$14,240

Cecil College expects that this program will enroll approximately 2 students in the first year, with subsequent modest growth. Because full-time students at Cecil College average 28 credits per year and this certificate is a 12-credit program, all students in this program will be part-time students.

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)	\$5,502	\$5,605	\$5,713	\$5,823	\$5,935
a.	# FTE	.05	.05	.05	.05	.05
b.	Total Salary	\$3,786	\$3,842	\$3,900	\$3,959	\$4,018
c.	Total Benefits	\$1,716	\$1,763	\$1,813	\$1,864	\$1,917
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

⁵ Assumes Cecil County resident taking 28 credits per year.

⁶ Assumes Cecil County resident taking 20 credits per year.

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)	\$5,502	\$5,605	\$5,713	\$5,823	\$5,935

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 time spent to administer this program, estimated at 5% (.05 FTE) of one faculty member’s annual 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.