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December 9, 2024

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

Dear Dr. Rai:

Please accept this letter requesting a new program/substantial modification of existing program for the **Business Management, Technical Management Studies Concentration, AAS**. We are requesting the approval of this new area of concentration to provide students who currently have Automotive Service Excellence (ASE) certifications the opportunity to leverage that certification toward the completion of a degree. The program's business and industrial and emergency preparedness courses will provide students with the management and technical skills needed to become leaders in the automotive service industry. At the same time, the general education courses required to complete an associate of applied science degree would transfer to the state's four-year colleges, for those students interested in continuing their education and earning a bachelor's degree. Across the Lower Eastern Shore, there are many opportunities for graduates with automotive certifications and business management training. Such graduates will thrive in the automotive industry, including in automotive repair, maintenance, and sales. Attaining an associate degree in business qualifies ASE certified technicians for promotion and pay increases, reassignment, and employment in related fields that continue to expand across Delmarva.

Check #0278823 was mailed on 12/9/2024, with a letter and summary of the changes requested for Wor-Wic Community College. This letter and the corresponding coversheet are being sent electronically.

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

Sincerely,



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



Office Use Only: PP#

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

Institution Submitting Proposal	Wor-Wic Community College
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Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| New Academic Program | Substantial Change to a Degree Program |
| <input checked="" type="radio"/> 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 <input type="radio"/> Yes	Payment <input type="radio"/> R*STARS # 0278823	Payment	Date
Submitted: <input type="radio"/> No	Type: <input checked="" type="radio"/> Check # 0278823	Amount: \$250	Submitted: 12/15/24

Department Proposing Program	Business		
Degree Level and Degree Type	AAS		
Title of Proposed Program	Business Management, Technical Management Studies Concentration		
Total Number of Credits	62-63		
Suggested Codes	HEGIS: 500101	CIP: 52 0201	
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both		
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources		
Projected Implementation Date <small>(must be 60 days from proposal submission as per COMAR 13B.02.03.03)</small>	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> Summer	Year: 2025	
Provide Link to Most Recent Academic Catalog	URL: http://catalog.worwic.edu		
Preferred Contact for this Proposal	Name: Kristin L. Mallory, Ed.D.		
	Title: Vice President for Academic Affairs		
	Phone: 334-2813		
	Email: kmallory@worwic.edu		
President/Chief Executive	Type Name: Deborah Casey, Ph. D.		
	Signature:	Date: 12/09/2024	
	Date of Approval/Endorsement by Governing Board:		12/05/2024

Revised 1/2021

ACADEMIC PROGRAM PROPOSAL
Business Management, Technical Management Studies Concentration A.A.S.
Wor-Wic Community College

A. Centrality to Institutional Mission Statement and Planning Priorities

A.1. Description of program:

Wor-Wic Community College is applying to add a Business Management, Technical Management Studies Concentration A.A.S. through the Business and Hospitality Management Department. The new concentration will recognize a select group of Automotive Service Excellence (ASE) certifications towards the completion of the degree. Additional business courses and a selection of industrial and emergency preparedness courses will provide management and technical skills needed to lead in the automotive service industry. The program also includes the general education courses required in an associate of applied science degree.

The program will allow credentialed automotive technicians to earn an associate degree and advance to supervisory and management positions. For those interested in continuing their education and earning a bachelor's degree, many of the courses are also transferrable to Maryland's four-year colleges.

Wor-Wic Community College's tri-county service area on the Lower Eastern Shore spans 40 miles from the Nanticoke River and Chesapeake Bay to the Atlantic Ocean. The service area includes the Atlantic Ocean coastal tourism industry along the barrier island from the Delaware/Maryland state border to Ocean City, Maryland, and mainland communities along the Assawoman Bay, Isle of Wright Bay, and Sinepuxent Bay.

Across the region, there are many opportunities for graduates with automotive certifications and business management training. Work experience and certification provide the technical knowledge needed to work in the automotive industry, including automotive repair, maintenance, and sales. Attaining an associate degree in business qualifies ASE certified technicians for promotion and pay increases, reassignment, and employment in other related fields.

The Technical Management Studies AAS degree relates to the college's mission of "... delivering high-quality, affordable education, professional training, workforce development opportunities, and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore." The program will provide students an affordable, high-quality education for careers in a growing occupational area within the State of Maryland and on the Lower Eastern Shore.

A.2. Support of strategic goals:

The Technical Management Studies AAS degree program directly supports the 2022-2027 strategic priorities and goals for the college:

Strategic Priority One: Student Success

1. Develop and implement enrollment, retention, and completion strategies to support student and community needs. The goals are to:
 - a. Increase new student enrollment.
 - b. Increase student retention.
 - c. Increase overall degree completion.
3. Increase student success by expanding support services, delivering relevant courses and programs, and providing flexible scheduling. The goals are to:
 - b. Evaluate the relevancy of all academic program and course offerings.
 - c. Deliver flexible scheduling options in support of recruitment and retention efforts.

A.3. Funding for first five years

All courses in the Technical Management Studies Concentration A.A.S. degree program are part of other degree and certificate programs and are already offered by Wor-Wic Community College. No additional hiring will be needed to fulfill the program requirements. Wor-Wic Community College will provide support through the college's operational budget allocations for the program.

A.4. Institutional Commitment

The Technical Management Studies Concentration A.A.S. degree program will be administered by the Business/Hospitality Management Department under the Occupational and Emerging Technologies Division. Under this organizational assignment, the department head will provide direct supervision of the program curriculum, courses, part-time faculty selection and evaluation, budget management, program advisory committee, course scheduling, and faculty teaching assignments. The Business/Hospitality Management Department administrative associate will also provide support.

In situations when associate degree and certificate programs are suspended leading to terminating the program, Wor-Wic Community College requires department heads, with the assistance of their division dean, to develop teach-out plans. The teach-out plans to assist students to complete [graduate] the program who have completed at least 9 credits that are unique to the program. The teach-out plan includes a by-semester schedule listing when program specific courses will be available for student registration within the upcoming two years, and the list is communicated with enrolled students. Enrolled students also meet with a college advisor to review the student's transcripts to identify other associate degree and certificate programs that will allow the student to have the maximum number of completed courses for a program graduation.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan

B.1

The Technical Management Studies Concentration A.A.S. degree provides a pathway for automotive technicians to use their industry-recognized credentials to qualify for career advancement, earn an associate degree, and continue their education at a four-year college.

Across the region, there are many opportunities for graduates with technical automotive certifications, including auto repair, maintenance, and service providers. Maryland Department of Labor projects that employment for Automotive Service Technicians and Mechanics will increase from 7.06% from 2022-2032, with 1,709 annual openings. Likewise, employment for General and Operations Managers is projected to increase by 8.81% in the same period, with 8,852 annual openings. Education requirements for managers often include a bachelor's degree. Technicians seeking promotion to a managerial position will, therefore, require higher education and a pathway towards a bachelor's degree. Through course transfer agreements, there are also four-year colleges that accept the program's courses.

B.2. Maryland State Plan of Postsecondary Education

The Technical Management Studies Concentration A.A.S. degree program supports the Maryland 2022 State Plan for Higher Education goal, *“Student Success: Promote and implement practices and policies that will ensure student success.”*

Priority 5: Maintain the commitment to high-quality postsecondary education in Maryland.

The Technical Management Studies Concentration A.A.S. degree is designed to allow students to leverage their industry-recognized credentials toward the completion of a college degree. It also provides students with the opportunity to complete an interdisciplinary program of college-level business, industrial, and emergency preparedness courses, allowing them to learn and apply skills in a variety of relevant subject areas and preparing them to assume supervisory and managerial roles in their chosen field.

Priority 7: Enhance the ways postsecondary education is a platform for ongoing lifelong learning.

By accepting Automotive Service Excellence (ASE) certifications towards an associate degree, the program encourages members of the local workforce to enter or reenter higher education and pursue lifelong learning.

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

C.1. Employment opportunities

Graduates will obtain knowledge and skills necessary to assume supervisory and management positions in the automotive industry. Job opportunities can be found in automotive service centers and dealerships throughout the Lower Eastern Shore.

The City of Salisbury, Maryland, ranked 13th in *US News and World Reports: Fastest-Growing Places in the US in 2020-21*. The Maryland Department of Planning predicts that between 2020-2025 the population in the Wor-Wic Community College tri-county service area will increase by 0.95% (10,850 residents) based on population data from 2020 that will be updated after the 2020 Census data is processed.

However, US Census Bureau reporting suggests even higher numbers, with Wicomico County experiencing a 4.9% population increase and Worcester County experiencing a 2.0% population increase between 2010 and 2020 and on trajectories to surpass earlier estimates. This data does not include recent population movements due to events that occurred during the 2020 calendar year, resulting in residents relocating from large cities to smaller cities, suburban areas, and rural communities.

C.2. Data analysis projecting market demand

According to the Maryland Department of Labor’s “Long Term Occupational Projections 2022-2032,” demand for Automotive Service Technicians and Mechanics is expected to increase by 7.06%, with estimated annual openings of 1,709 positions. The level of education required for employment is listed as postsecondary, non-degree award.
<https://www.dllr.state.md.us/lmi/iandoproj/maryland.shtml>

Demand for managerial occupations such as General and Operations Manager and Sales Manager is expected to increase by 8.81% and 7.69%, respectively, over the same period. These occupations generally require a bachelor’s degree.
<https://www.labor.maryland.gov/lmi/iandoproj/aboutnum2.shtml>

The table below shows estimated employment and percent increases in Maryland between 2022 and 2032. The projections show growth in demand for Automotive Service Technicians and Mechanics, as well as General and Operations Managers and Sales Managers. The Technical Management Studies Concentration A.A.S. degree provides a pathway for technicians to earn their bachelor’s degree and qualify for managerial positions requiring postsecondary education.

Occupational Titles	2022	2032	Numeric Change	Percent Change
Automotive Service Technicians and Mechanics	18,140	19,421	1,281	7.06%
General and Operations Managers	97,401	105,981	8,580	8.81%
Sales Managers	9,755	10,505	750	7.69%

C.3. Educational and training needs over the next 5 years

The projected increase in the number of automotive technician and managerial positions in Maryland and the fact that no colleges within a 60-mile radius offer an equivalent associate degree program mean that Wor-Wic Community College will be able to meet an established educational and training need in the next five years.

C.4. Current and Projected supply of prospective graduates

In cooperation with professional organizations and local employers in the automotive industries, the program will be marketed at local high schools within the region. Worcester Technical High School's Automotive Technology program reports twenty-six students enrolled in the 2025 school year, with twenty-one more on the waitlist.

Prospective students will also be found through partnerships with vocational training programs. The Pohanka Automotive Training Center prepares students to become Certified Automotive Technicians. The program recently graduated thirteen students, with a further seventy-four students still in the program. Wor-Wic was approached by Pohanka representatives with a request to provide a pathway for automotive technicians seeking to earn an associate degree. When asked about the Technical Management Studies Concentration A.A.S. degree program, David White, Technical Training Manager for Pohanka Ford, said "This is the perfect avenue for our technicians into management."

D. Reasonableness of Program Duplication

D.1. Similar programs in state or surrounding area:

The following Maryland Colleges and Vocational Institutions offer similar programs.

Institution	Program Name	CIP	Enrollment (2023)
Montgomery College	Automotive Technology	470604	119
Community College of Baltimore County	Automotive Technology	470604	170
Lincoln Tech	Automotive Service Management	150803	9
Allegany College of Maryland	Automotive Technology	470604	16

These programs focus on the technical aspects of the automotive industry. None are offered through a business program or include more than two required business courses. Our multi-disciplinary program includes business and general education courses, as well as industrial safety and emergency preparedness courses relevant to the automotive industry.

D.2. Justification for Proposed Program

The Technical Management Studies Concentration A.A.S. degree program will address a growing need within the Lower Eastern Shore region's automotive sales and service industry for a means to provide business education and award associate degrees to automotive technicians, thereby qualifying them for promotion and career advancement.

Candidates who have earned, or who plan to earn, Automotive Service Excellence (ASE) certifications can be awarded college credit towards their associate degrees. College-level

coursework will teach students about business operations and management, preparing them to assume greater responsibility in their careers. Earning an associate degree will qualify them for higher-level supervisory and managerial positions. Furthermore, it will allow them to transfer their earned credits to a four-year college and continue their education.

In conjunction with local employers in the automotive sales and service industries, the program will be marketed at local high schools and to employers and their employees in the region. With the Maryland Department of Labor projecting growth in demand for automotive technicians and managers, the college will be able to provide qualified candidates to local employers.

E. Relevance to High Demand Programs at Historically Black Institutions

Opportunities for prospective automotive technician students are not available at regional HBI's.

F. Relevance to the Identity of Historically Black Institutions

The Technical Management Studies Concentration A.A.S. degree program will provide opportunities for all students to gain skills and knowledge for the financial and insurance industries. The addition of this program will not impact Maryland HBI's identity.

G. Adequacy of Curriculum Design and Delivery to Related Learning Outcomes

G.1. Describe how the program was established and the faculty who will oversee the program.

The proposed Technical Management Studies Concentration A.A.S. degree program is the result of a perceived need in the local automotive industry for trained technicians who are qualified to be promoted to a supervisory or management position. The Vice President of Academic Affairs and Dean of Occupational and Emerging Technologies Division were approached by representatives from Pohanka of Salisbury, a chain of car dealerships and service centers, with a request to offer an associate degree integrating Automotive Service Excellence (ASE) certifications towards the completion of the degree. Furthermore, this program should include college-level courses to provide students with a suitable background in business operations and management so that the graduates could be considered for promotion and advancement. A meeting in May 2024 concluded that the business department offered a suitable selection of courses to design such a program.

During the subsequent months, the Business and Hospitality Management Department head, in consultation with representatives from Wor-Wic's Applied Technologies and Emergency Medical Services departments, developed an academic program to include industry-recognized credentials and a selection of inter-disciplinary, college-level courses.

G.2. Educational Objectives and Student Learning Outcomes:

The Technical Management Studies Concentration A.A.S. degree program will provide students possessing Automotive Service Excellence (ASE) certifications to complete college-level business, industrial safety, and emergency preparedness coursework to prepare them for advancement to supervisory and management positions.

Graduates of the Technical Management Studies Concentration A.A.S. degree program will be able to:

1. Describe activities occurring within the basic functions of a business;
2. Create and communicate written and oral reports for internal and/or external stakeholders;
3. Demonstrate business skills and knowledge in a workplace setting and exhibit professional behaviors as per the standards of the respective agency; and
4. Demonstrate communication, planning, execution, and assessment skills.

G.3. Assessment

a. Student Learning Outcomes

Wor-Wic Community College maintains academic policies and procedures in the college Policies and Procedures Manual (PPM) which are reviewed on a regular basis and revised or updated as needed. In accordance with the PPM, academic programs/courses, and faculty are reviewed and assessed annually on the student learning outcomes (SLOs). The standard benchmark for courses is a 70% pass rate for course objectives at the end of semester final exam. In the department heads' annual program reports, plans of action are developed for the upcoming year to address steps of improvement when benchmarks are not met. The plans of action are reviewed, and updates are prepared twice during the upcoming year: 6 months and 1 year. Both the dean for the program's division and the Vice President for Academic Affairs prepares responses to the department heads' annual reports.

b. Program Learning Outcomes

Wor-Wic Community College has an extensive and thorough assessment plan that is managed by the Director of Institutional Assessment and Effectiveness. Under the Director, all courses and programs have annual reviews validating that General Education objectives and student learning outcomes are met. Annually, department heads prepare reports on the status of the programs within the department, course assessments results, and action plans for the next academic year. All programs are reviewed on a five-year cycle.

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

Business Management, Technical Management Studies Concentration A.A.S.	
<u>First Year</u>	
<u>Summer II</u>	
SDV 100 Fundamentals of College Study	1 Credit
<u>Fall</u>	
BMT 101 Introduction to Business	3 Credits
OFT 101 Introduction to Computers	3 Credits
GEN ED - Mathematics Requirement	3-4 Credits
INT 101 Industrial Safety	1 Credit
<u>Spring</u>	
BMT 160 Customer Relationship Management	3 Credits
COM 101 Introduction to Public Speaking	3 Credits
ENG 101 Fundamentals of English I	3 Credits
<u>Second Year</u>	
<u>Fall</u>	
ACT 101 Financial Accounting	3 Credits
ECO 120 Survey of Economics	3 Credits
ENG 151 Fundamentals of English II	3 Credits
<u>Spring</u>	
BMT 204 Supervisory Development	2 Credits
BMT 260 Business Management Field Experience	2 Credits
EMS 100 Basic Emergency Preparedness	1 Credit
GEN ED - Biological/Physical Science Requirement	4 Credits
<u>Industry-Recognized Credentials</u>	
Automotive Service Excellence (ASE) Certifications	<u>24 Credits</u>
A1 – Engine Repair (4 Credits)	
A2 – Automatic Transmission/Transaxle (4 Credits),	
A4 – Suspension & Steering (4 Credits)	
A5 – Brakes (4 Credits),	
A6 – Electrical/Electronic Systems (4 Credits)	
A7 – Heating & Air Conditioning (4 Credits).	
Total	62-63 Credits

Business Courses:

ACT 101 - Financial Accounting (3 Credits)

This course offers a comprehensive study of basic accounting principles and procedures. Students record accounting transactions, prepare financial statements, apply internal controls, account for assets and liabilities, and utilize ratio analysis.

BMT 101 - 101 Introduction to Business (3 Credits)

This course covers the role and function of the business enterprise within the U.S. economic framework. Students explore the internal and external environments that impact business organizations and the various forms of business ownership. Students study the responsibilities of functional groups that work together to achieve business success and evaluate real-life business situations.

BMT 160 - Customer Relationship Management (3 Credits)

This course prepares students to apply positive guest service skills to both internal and external customers. Students develop communication skills, problem-solving skills, positive attitudes and behaviors, professionalism and the art of cordiality. Topics include exceeding guest expectations, handling difficult guests, resolving conflicts and analyzing guest comment cards to improve performance.

BMT 204 - Supervisory Development (2 Credits)

This course enables students to apply the theories and processes of successful communications. The focus is on the use of effective communications for correspondence, presentations and interviews. Students plan and execute strategies for solving communication problems within organizations.

BMT 260 - Business Management Field Experience (2 Credits)

In order to obtain an actual training experience, the student secures or is placed in an approved position relevant to his or her area of emphasis. The student is required to develop, in cooperation with the instructor and field supervisor, a learning contract for the field experience. Supervision and grading of the training experience are provided by both the instructor and the field supervisor. Field Experience Hours: 100.

Technology and Other Courses:

EMS 100 Basic Emergency Preparedness (1 Credit)

This course covers the theory and techniques for basic emergency care. Students will demonstrate knowledge of and perform basic life support including cardiopulmonary resuscitation, AED application and choking prevention; as well as stop the bleed techniques necessary to provide care in emergency situations. Emergency preparedness for catastrophic events is also discussed.

INT 101 Industrial Safety (1 Credit)

This course introduces the basic concepts of workplace safety. Topics include fire, ladders, lifting, lock-out/tag-out, personal protective devices and other workplace safety issues related to OSHA compliance. Upon completion, students should be able to demonstrate an understanding of the components of a safe workplace.

OFT 101 Introduction to Computers (3 Credits)

This course introduces students to the fundamentals of information processing and computer literacy. Students gain a working vocabulary of computer hardware and software, networking, and data communication. Through hands-on exercises, students learn the basic skills required to utilize an operating system, e-mail and the Internet. Students acquire basic and intermediate skills in word processing and spreadsheet applications. Keyboarding skills are recommended.

Industry-Recognized Credentials (24 Credits):

Students with active Automotive Service Excellence (ASE) certifications will be awarded up to 24 credits once they have satisfactorily completed all courses in the program. Eligible ASE Certifications include the following: A1 – Engine Repair (4 Credits), A2 – Automatic Transmission/Transaxle (4 Credits), A4 – Suspension & Steering (4 Credits) A5 – Brakes (4 Credits), A6 – Electrical/Electronic Systems (4 Credits), and A7 – Heating & Air Conditioning (4 Credits). Students earn these certifications through vocational training provided by other institutions, such as the Pohanka Automotive Training Center.

G.5. General Education requirements:

The following general education courses are included in the Technical Management Studies Concentration A.A.S. degree program

COM-101 Intro to Public Speaking (3 Credits) [Arts and Humanities]

This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills.

ECO 120 - Survey of Economics (3 Credits) [Social/Behavioral Science]

This course provides a general introduction to economic ideas and analysis with an emphasis on economic institutions and processes in the context of a market economy. Topics include a basic discussion of microeconomics and macroeconomics, economic decision making in the context of scarce resources, price theory, and monetary and fiscal policies. Students also study the interdependency of global economies.

ENG 101 - Fundamentals of English I (3 Credits) [English and Composition]

This course is designed to help students develop their college-level writing skills with an emphasis on the writing process. This course includes an introduction to research skills. Students write summary assignments and a series of essays in various modes, culminating in an argumentative research paper. Students must earn a grade of “C” or better in this course in order to enroll in ENG 151.

ENG 151 - Fundamentals of English II (3 Credits) [Arts and Humanities]

This course continues to help students develop their college-level writing skills. Students are introduced to the study of literature (prose, poetry, fiction and drama). Students integrate outside sources with their own ideas in written arguments. They also refine their research and documentation skills.

SDV 100 – Fundamentals of College Study – 1 credit [not a General Education core requirement, but is a core course requirement at Wor-Wic Community College]

This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, instructor and course; establishing a learning style; organizing and balancing family, work and school; improving study and note-taking skills, and test-taking strategies; advisement, registration and the college catalog; safety, student services and other administrative resources; rules, regulations and civility; and lifelong learning. Students who do not pass this course must take it again the following fall or spring term.

GEN ED Biological/Physical Science Requirement (4 Credits) [Biology/Physical Science]

GEN ED Mathematics Requirement (3-4 Credits) [Mathematics]

G.6. Specialized Accreditation

A specialized accreditation will not be pursued for the Technical Management Studies AAS degree.

G.7. Contracts with other Institutions

This program does not involve a contract with another institution or non-collegiate organization.

G.8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

Wor-Wic Community College documents the curricula requirements for all programs in the annual college catalog. In addition to curricula, the program's learning objectives are also documented in the catalog along with each course description. Consistent with standard college catalog practices, the catalog includes the academic calendar, college admissions process and requirements, tuitions and fee schedule, financial aid and loans process, student advisement and academic standards and processes for student grievance and complaints. Current and past college catalogs are accessible on the Wor-Wic Community College website.

H. Adequacy of Articulation

Wor-Wic Community College maintains articulation agreements with each of the three county school systems within the college's Lower Eastern Shore service area, including Somerset County Public Schools, Wicomico County Public Schools, and Worcester County Public Schools. Articulations with each county school systems are on a course-by-courses basis and are reviewed annually during a joint meeting among faculty from Wor-Wic Community College and faculty from the three county school systems. Once approved, several courses in the Technical Management Studies Concentration A.A.S. degree program will be eligible for articulation.

Wor-Wic Community College also maintains articulation agreements with each of the two universities in the region. Existing agreements with these institutions and other Maryland colleges allow many of the credits to be accepted at state four-year colleges.

I. Adequacy of Faculty Resources

I.1 Faculty Summary

The faculty needed to support this program are currently in the Business/Hospitality Management department which provides business, industrial safety, and emergency preparedness courses. Current full-time faculty staffing levels are considered sufficient to support the requested addition of the new associate degree. It is anticipated that part-time faculty teaching up to 12 credits per year may be required to permit current full-time faculty to teach the Business and Office Technology courses.

The General Education courses are offered through the Arts and Humanities Department and the Math and Science Department, respectively. These departments are adequately staffed to offer these courses.

Faculty Member	Degree	Full / Part-time	Courses Taught
Matthew Geel	B.A., History, Dalhousie University M.Acc., Rider University	Full-time	ACT 101 – Financial Accounting BMT 260 – Business Management Field Experience OFT 101 – Introduction to Computers
Susan Simpson	B.S., Business & Finance, Mount St. Mary's University B.A., Economics, Mount St. Mary's University M.A., Economics, University of Colorado Boulder	Full-time	ECO 120 – Survey of Economics BMT 204 Supervisory Development
Tracie Brady	B.S., Administration and Management, La Roche University M.S., Business Education, Robert Morris University	Full-time	ACT 101 – Financial Accounting BMT 101 – Introduction to Business BMT 260 – Business Management Field Experience

Dr. Jae Jung	B.S., Economics, Ajou University M.M.H., Hospitality, Cornell University Ph.D., Hospitality, Sejong University	Full-time	BMT 101 – Introduction to Business BMT 160 - Customer Relationship Management
Joe Roche	A.S., Missouri Western State University B.S., Missouri Western State University M.Ed., Park University	Full-time	INT 101 Industrial Safety
Daniel R. Webster Jr.	A.A.S., Wor-Wic Community College B.S., Salisbury University	Full-time	EMS 100 Basic Emergency Preparedness

I.2. Ongoing pedagogy training for faculty

a. Pedagogy that meets the needs of the students

Wor-Wic Community College supports faculty professional development and encourages faculty participation in professional growth activities, including workshops, webinars, and off-site training focused on current and relevant teaching topics and best practices, including enhancing accessibility for students with disabilities. The college fosters a collaborative environment that encourages innovation and excellence, allowing faculty to contribute significantly to student access and success as well as campus pedagogical development. Furthermore, faculty are involved in program development and creation of new opportunities, enhancing their expertise and dedication to discipline specific professional development.

Wor-Wic also offers faculty opportunities to apply for college and grant funds to offset the costs of additional professional development opportunities.

b. The learning management system

Wor-Wic Community College has adopted Blackboard Learn—Ultra Experience for the college’s learning management system (LMS). Accessibility of courses is checked using Ally for Blackboard, which automatically checks for accessibility issues and generates accessible formats.

All faculty are required to use a class shell prepared for each class section. Faculty have preparatory access to class shells before the semester, providing them time and resources to create course syllabi and configure the online gradebook.

LMS training and support are provided by the Wor-Wic Distance Learning department. The department Instructional Technologist and Instructional Designer provide logistical and pedagogical support through regularly scheduled professional development opportunities and case-by-case trouble shooting.

c. Evidenced-based best practices for distance education if distance education is offered.

Wor-Wic Community College is a member of Maryland Online (MOL), Quality Matters (QM), and Online Learning Consortium (OLC). Courses are designed with support from Learning Services, the Instructional Designer, and the Instructional Technologist. Online courses are evaluated and updated in line with Quality Online Instruction (QOI) standards.

J. Adequacy of Library Resources

The Wor-Wic Community College Library Resource Center (LRC), located in Brunkhorst Hall, is a research facility supporting academic programs on and off campus. The LRC provides computer use on campus and 24/7 access to academic resources and digital collections through its website. The Director of Library Services coordinates the LRC and supervises the efforts of the librarian, assistant librarians, and library aides who provide research assistance, facilitate research workshops and student orientations, and maintain research guides for faculty and students. Library staff also assist with software access, document formatting, reference and citation usage, and interlibrary loan. Remote LRC services are provided via telephone, library email, and live chat sessions.

In addition to the Wor-Wic Community College LRC, current Wor-Wic students have access to the libraries at Salisbury University and the University of Maryland Eastern Shore. Both sites are traditional libraries with electronic and physical resources.

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

K.1. Physical facilities, infrastructure, and instructional equipment

The Technical Management Studies AAS degree program will not require additional or specialized classrooms, labs, equipment, or supplies. All resources that will be needed to deliver and assess students enrolled in the program are already available through courses offered by Wor-Wic Community College.

K.2. Distance Education Assurances

To support distance education and off-campus access to college and class resources, Wor-Wic Community College provides students and faculty electronic credentials and log-in access to the college's myWor-Wic portal. The myWor-Wic portal connects students, faculty, and distance education staff to the Blackboard learning management system, an email account, electronic library resources, and registration information. Students who register for online scheduled class sections must complete a mandatory Blackboard tutorial and assessment before accessing course material. Faculty responsible for facilitating online learning and evaluating student success have access to effective support in course design and delivery and are supported in using the LMS through the office of Learning Services. Learning Services and Informational Technology collaborate to provide technological support to all faculty, students, and staff.

L. Adequacy of Financial Resources.

L.1. Table 1 – Resources and Narrative Rationale

The Technical Management Studies AAS degree will attract a combination of full-time and part-time students. Part-time students are expected to be predominantly incumbent workers in the automotive service industry who have not completed an associate degree. Automotive Service Excellence certifications are often earned through a training program offered by employers, such as the Pohanka Automotive Training Center. The program recently graduated thirteen students, and seventy-four other students are still in the program. Our initial enrollment estimates are based on these Automotive Training Program completion rates.

Future tuition and fees for each year are calculated at the rate of a 3% increase from the previous year's tuition and fees.

TABLE 1: PROGRAM 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	\$24,423.36	\$81,636.20	\$106,610.42	\$130,198.74	\$148,594.34
a. Number of F/T Students	4	7	8	9	10
b. Annual Tuition/Fee Rate	\$4,820.40	\$9,960.02	\$10,257.92	\$10,564.76	\$10,880.81
c. Total F/T Revenue (a x b)	\$19,282	\$69,720	\$82,063	\$95,083	\$108,808
d. Number of P/T Students	4	6	8	10	11
e. Credit Hour Rate	\$160.68	\$165.50	\$170.47	\$175.58	\$180.85
f. Annual Credit Hour	8	12	18	20	20
g. Total P/T Revenue	\$5,141.76	\$11,916.03	\$24,547.02	\$35,115.87	\$39,786.29
3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	\$24,423.36	\$81,636.20	\$106,610.42	\$130,198.74	\$148,594.34

L.2. Table 2 – Program Expenditures and Narrative Rationale

All courses in the program are required in other associate degree programs and are assigned to current full-time and part-time faculty.

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	\$8,360.49	\$16,312.48	\$16,801.85	\$17,305.91	\$17,825.08
a. #FTE	0	0	0	0	0
b. Total salary	\$7,766.37	\$15,153.25	\$15,607.85	\$16,076.09	\$16,558.37
c. Total benefits	\$594.13	\$1,159.22	\$1,194.00	\$1,229.82	\$1,266.72
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)	\$8,360.49	\$16,312.48	\$16,801.85	\$17,305.91	\$17,825.08

M. Adequacy of provisions for evaluation of program

M.1. Evaluation Procedures – Courses, Faculty, Student Learning Outcomes

In accordance with the Wor-Wic Community College's Policies and Procedures, academic programs, courses and faculty are reviewed/assessed annually on the student learning outcomes (SLOs) which result from annual assessment activities. The standard benchmark for courses is a 70% pass rate for course objectives on the end of semester final exam. In the department heads' annual program reports, plans of action are developed for the upcoming year to address steps of improvement when benchmarks are

not met. The plans of action are reviewed, and updates are prepared twice during the upcoming year: 6 months and 1 year. Both the dean for the program's division and the Vice President for Academic Affairs prepares responses to the department head's annual reports.

Part-time faculty members are evaluated by the department head and the evaluations include classroom observations as needed, as well as student input. Online surveys requesting the opinions of students are distributed at the end of each semester. The survey results are returned directly to the vice president for academic affairs, who provides each faculty member, the department head and dean with a compilation of the student surveys. Students enrolled in a new part-time faculty member's first semester of teaching receives an abbreviated survey at the midterm point of the semester and the survey results are returned directly to the faculty member, who submits a summary of these surveys to the dean and the vice president for academic affairs.

M.2. Evaluation of Proposed Program's Effectiveness

In accordance with Wor-Wic Community College's Assessment policies and procedures, all programs and courses are reviewed annually to validate the status with meeting objectives and outcomes. Department heads prepare annual reports on the successes, challenges, and achievements. Programs are also reviewed using a standard program review process every five years.

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

Per Wor-Wic Community College's policies and procedures, the college has a standing Cultural Diversity committee consisting of representation from students, faculty, college staff and administrators. The committee is responsible for annually reviewing the Cultural Diversity Plan and scheduling events for the college community.

The Cultural Diversity Plan states: "Wor-Wic Community College is committed to a plan of cultural diversity that promotes inclusivity of diverse students and employees. The college has created a welcoming atmosphere on campus and has infused cultural diversity in all college programs, services, and communications. The college has demonstrated this commitment to cultural diversity through its vision, values, mission, and goals stated in the institutional strategic plan. The strategic plan of the college is in alignment with the diversity goals of the Maryland State Plan for Postsecondary Education, including implementation strategies and timelines for meeting the goals."

Wor-Wic's student body represents a wide array of diversity with 40 percent of the students identified as non-white. Wor-Wic exceeds the average of non-white residents in the service region, as 31.8% of the population identify as non-white in this area.

O. Relationship of Low Productivity Programs

This program is not directly related to a low productivity program.

P. Adequacy of Distance Education Programs

P.1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Wor-Wic Community College is eligible to provide Distance Education as described by the Middle States Commission on Higher Education (MSCHE) and has been approved to offer Distance Education by the Maryland Higher Education Commission (MHEC), according to the Commission’s Institutional Approval to Offer Distance Education—COMAR 13B.02.03.22B (as of January 4, 2019).

P.2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Wor-Wic Community College is a participating member of The National Council for State Authorization Reciprocity Agreements (NC-SARA). According to the 22.1 Version of the SARA Policy Manual (June 27, 2022), “C-RAC Guidelines adopted by the Council of Regional Accrediting Commissions are incorporated in the requirements of SARA as policies.” College compliance with C-RAC guidelines is overseen by the office of Learning Services.