

32000 CAMPUS DR  
SALISBURY MD 21804  
PHONE: 410-334-2800  
worwic.edu

BOARD OF TRUSTEES

Russell W. Blake

Andrew W. Booth

Kimberly C. Gillis

Morgan Hazel

William H. Kerbin

Martin T. Neat

Lorraine Purnell-Ayres

PRESIDENT

Dr. Murray K. Hoy

December 18, 2017

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

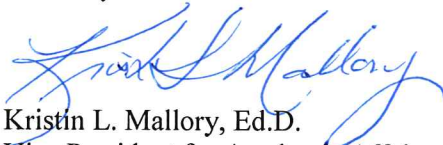
Dear Dr. Fielder:

In accordance with State regulations, I am writing to request approval for several curriculum changes for Wor-Wic Community College (Wor-Wic). These changes have been recommended through the college curriculum committee and approved by the president and Board of Trustees.

On the following pages please find a table detailing the requested changes, anticipated charges required for the approval of these changes, and supporting documentation, where applicable. A requisition has been sent to Wor-Wic's business office for issuance of payment of these fees.

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

Maryland Higher Education Commission  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM  
 EXPANSION/ MODIFICATION OF EXISTING PROGRAM  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

Wor-Wic Community College

Institution Submitting Proposal

Fall 2018

Projected Implementation Date

Computer Studies Transfer Degree , AA

Award to be Offered

Game Development Area of Concentration

Title of Proposed Program

498001

Suggested HEGIS Code

110101

Suggested CIP Code

Technology

Department of Proposed Program

Curtis Satterfield

Name of Department Head

Dr. Kristin Mallory

Contact Name

kmallory@worwic.edu

Contact E-Mail Address

410-334-2913

Contact Phone Number

\_\_\_\_\_  
President/Chief Executive Approval

Signature and Date

\_\_\_\_\_  
Date Endorsed/Approved by Governing Board

Date

## **A. Centrality to Institutional Mission Statement and Planning Priorities**

### **A.1. Description of program:**

This application is for the purpose of expanding the content of the current AA transfer degree in Computer Science to include a concentration focused on computer gaming and computer game development. Adding a concentration in Game Development will allow students to start at Wor-Wic and transfer to a wide array of schools within Maryland, Delaware, Virginia, and Pennsylvania. While attending, Wor-Wic students will learn the basics of game development including; scripting, programming for game engines, game development processes and management of game development. The student will also take relevant general education courses to prepare them for transferring to a four-year university. Upon completion of the two year program at Wor-Wic a student will complete a capstone project resulting in a playable game that the student can include in their portfolio of work.

The proposed program relates to the college's mission of "... providing affordable, high quality instruction for postsecondary credit programs and continuing education in a technology-driven environment." The game development transfer concentration will allow students an affordable high quality education in a highly technical discipline and supporting environment. Further, the offering of this program is unique to the area and will allow local students the opportunity to start at their local community college and then transfer to a four-year institution.

### **A.2. Support of strategic goals:**

The proposed area of concentration directly supports the following strategic priorities for the college:

1. Provide service area residents with access to quality education and training at a reasonable cost.

Currently, there are no local area colleges or universities offering a transfer degree associated with game development. The institution constantly receives questions from prospective students about game development programs. The proposed area of concentration will provide local area residents with access to a game development option.

2. Offer courses and programs to prepare students for entry into the workforce, career advancement, licensure, certification, transfer to four-year colleges and universities, and personal development.

The game development concentration will allow students to transition from high school to a two year school and prepare them for further education at a four year school.

3. Partner with local high schools and universities to facilitate seamless transitions through multiple levels of education.

Teachers and administrators at local high schools are excited about the proposed game development program. If the program is approved they are looking forward to

recommending the program to their students. Various aspects of computer study are the fastest growing occupational programs in secondary systems. Potential articulation will also provide students related program transfer options at university level with advanced standing.

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

Goal 5 of the Maryland Plan states that ... “Science, technology, engineering, and mathematics (STEM) occupations have been identified as an area of high need in Maryland”.

The demand for software developers is extremely robust; projected at a growth rate of 24% (BLS, 2016) through 2026. Additionally, most businesses require their employees to possess strong computer skills. Local businesses indicate that labor with technology based skill sets will be in demand and provide the basis of the future work force. In an expansion of the need for this skill set to other occupations ... “Employment of multimedia artists and animators is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. Projected growth will be due to increased demand for animation and visual effects in video games, movies, and television.” ... and “Further, an increased demand for computer graphics for mobile devices, such as smart phones, will lead to more job opportunities. Multimedia artists will be needed to create animation for games and applications for mobile devices. (BLS, 2016)

For the State of Maryland, the Bureau of Labor Statistics (2017) forecasts an even more optimistic outlook than the national average, estimating a growth for this category of employment at 26.8%.

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

### **C.1. Data analysis projecting market demand**

The gaming industry generated \$101.1 billion worldwide in 2016 and is projected to generate \$108 billion worldwide in 2017 is expected to grow to approximately \$128.5 billion by 2020, according to Global Games Market Report. With hundreds of thousands of game designers and developers at work and billions in revenue, the U.S. gaming market is the largest in the world. The population increase of gamers and game designers is expected to continue, with the number of designers increasing anywhere from three to six percent, according to some reports. Others predict an even higher increase.

### **C.2 Educational and training needs over the next 5 years**

According to EMSI Q3 2017 data set for the seven local counties surrounding the college, in 2017 there were 583 jobs for computer programmers and software developers. Game developers are a subset of computer programmers and software developers. The EMSI report projects growth of 18.9% increase in the labor force by 2025 resulting in

110 new jobs in the local area. Statewide there will be an increase of 2,855 new job openings, and nationwide there will be 136,796 new job openings. From January 2017 to September 2017 there was an average of 26 new hires per month for these disciplines.

### **C.3 Current and Projected supply of prospective graduates**

Currently, there are no game development graduates in the local area as the program does not exist at any local area college. After implementation of the new concentration there will be approximately 15-20 graduates per year that are prepared to transfer to a four year institution and complete a higher level degree.

## **D. Reasonableness of Program Duplication**

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

There are no comparable programs in the college coverage area or in the larger regional area of the Delmarva Peninsula.

Maryland Schools:

- UMBC – Computer Programming Game Development Track
- Morgan State – Game Design and Development
- MICA – Game Design

Bordering State Schools:

- Wilmington University (DE) – Game Design and Development
- Marymount University (VA) – Video Game Design and Development
- George Mason University (VA) – Computer Game Design
- Virginia Tech (VA) – Video Game Design and Engineering
- Art Institute of Virginia (VA) – Game Art & Design
- Carnegie Mellon University (PA) – Game Design
- Drexel University (PA) – Game Design
- Edinboro University (PA) – Game Design
- University of Pennsylvania – Computer Graphics and Game Technology

### **D.2. Justification for Proposed Program**

A concentration in Game Development will allow students to start at Wor-Wic and transfer to a wide array of schools within Maryland, Delaware, Virginia, and Pennsylvania (see list below). Schools such as Wilmington University readily accept all credits from Wor-Wic allowing the student to start as a junior and finish their four year degree in two years (assuming completion of the two year degree at Wor-Wic).

After graduation with a four year degree associated with game development, students have the option to work nearly anywhere in the country. Locally, there are several design and development studios in Maryland, Virginia, DC area including: AT KidSystems, Benxing Entertainment, Bethesda Game Studios, Bethesda Softworks, Citadel Studios,

City State Entertainment, E4 Software, GamePeons, iCivics, Simutronics, Vir2L Studios, and ZeniMax Media

**E. Relevance to High Demand Programs at Historically Black Institutions**

Morgan State University is the only Historically Black Institution in Maryland to offer a game design degree. Students from Wor-Wic will have the ability to transfer to Morgan State to complete a four-year degree with advanced standing based on classes already completed.

**F. Relevance to the Identity of Historically Black Institutions**

Once the program has been approved, Wor-Wic will seek articulation agreements with Morgan State to allow students to transfer to Morgan State with a preferred and advanced standing status.

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

**G.1. Course list including title, credit hours, and course descriptions:**

Game Development Transfer (Proposed Pattern)  
Area of Concentration

Summer Session II	First Year	Credit Hours
SDV 100	Fundamentals of College Study	<u>1</u>
		1
Fall Semester		
CMP 104	Introduction to Programming	3
ART 101	Introduction to Art History	3
CMP 141	Introduction to Game Development	3
*ENG 101	Fundamentals of English I	3
Elective	History Elective	<u>3</u>
		15
Spring Semester		
*MTH 154	College Algebra and Trigonometry	4
*CMP 120	Operating Systems	2
SPH 101	Fundamentals of Oral Communication	3
*ENG 151	Fundamentals of English II	3
CMP 142	Game Engines I	<u>3</u>
		15

## Second Year

Fall Semester		
	Programming Structures and Applications	4
*CMP 210	Game Engines II	4
*CMP 241	English Elective (ENG 202, ENG 203 or ENG 204)	3
Elective	General Physics I	<u>4</u>
		15
Spring Semester		
*CMP 242	Game Development Capstone	4
GEN ED	Social/Behavioral Science Requirement	3
Elective	General Elective	3
GEN ED	Biological/Physical Science Requirement	<u>4</u>
		14
	Total	60

### Computer Courses:

#### CMP 104 – Introduction to Programming – 3 Credits

This course introduces students to the basic principles of programming, object-oriented concepts and terminology. Using an industry-appropriate and current programming language, students are introduced to the concepts of decision, repetition, objects, classes, inheritance and polymorphism with an easy-to-use and entertaining programming language. Hours: 26 lecture and 26 laboratory. Laboratory fee: \$25. Usually offered in the fall and spring.

#### CMP 141 – Introduction to Game Development – 3 Credits

This course introduces students to the concepts of video game development. Students will engage in the creative process of video game development with a focus on quality outputs. Topics covered include; the history of game development, mechanics, genres, processes, and quality. This course also covers the workflow of developing a video game from beginning to end. Hours: 26 lecture and 26 laboratory. Prerequisites: Laboratory fee: \$25. Usually offered in the fall.

#### CMP 142 – Game Engines I – 3 Credits

Students will be introduced to the process of developing games utilizing existing game development platforms. Students will learn to use a current industry standard development platform to perform various game development tasks. Students will examine the creation of design documents and the development of playable prototypes.

Key concepts such as game world development, game character development, level development, and level balancing will be addressed. Hours: 26 lecture and 26 laboratory. Prerequisites: CMP-141 or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.

#### CMP 241 – Game Engines II – 4 Credits

This course introduces the process of developing games utilizing existing game development platforms. Students will learn to use a current industry standard development platform to perform various game development tasks. Students will examine the creation of design documents and the development of prototypes. Key concepts such as game play, game mechanics, and game engine programming will be addressed. Hours: 26 lecture and 26 laboratory. Prerequisites: CMP-142 or permission of the department head. Laboratory fee: \$25. Usually offered in the fall.

#### CMP 242 – Game Development Capstone – 4 Credits

This is the capstone course for the game development concentration program. The student will be expected to demonstrate proficiency in the game development program by designing and developing a working game prototype. The student will be expected to develop a proposal, explain the proposal to the instructor and class, and then complete the plan outlined in the proposal to create a working game. Hours: 26 lecture and 52 laboratory. Prerequisites: CMP241 (Game Engines). Laboratory fee: \$25. Usually offered in the spring.

#### CMP 120 – Operating Systems – 2 Credits

This course introduces single-board computing that you will use to design and develop practical IoT (Internet of Things) devices for machine-to-machine (M2M) communications while learning programming and computer hardware. The focus is on the administration, configuration, use and maintenance of a Linux based and mobile based operating system. Hours: 13 lecture and 39 laboratory. Prerequisite: CMP 104. Laboratory fee: \$25. Usually offered in the spring.

#### CMP 210 – Programming Structures – 4 Credits

This course offers an introduction to the theory of programming structures and problem analysis to solve common computer problems. Problem-solving applications are developed using a current object-oriented programming language. Hours: 26 lecture and 52 laboratory hours. Prerequisites: CMP 104. Laboratory fee: \$25. Usually offered in the fall.

### **General Education Courses:**

#### SDV-100 – Fundamentals of College Study 1 – Credit

This course is designed to introduce students to the information and habits that facilitate academic success at the college level. The course presents modules focusing on the expectations and realities of college responsibility; active learning and critical thinking skills; increasing motivation and decreasing stress; analyzing the syllabus, instructor and



course; establishing a learning style; organizing and balancing family, work and school; improving study and note-taking skills, and test-taking strategies; advisement, registration and the college catalog; safety, student services and other administrative resources; rules, regulations and civility; and lifelong learning. Students who do not pass this course must take it again the following fall or spring term. Hours: 15 lecture. Usually offered in the fall, spring and summer.

#### ART 101 – Introduction to Art History – 3 Credits (Arts and Humanities requirement)

This course presents the major themes, styles and subject matter of art and architecture from prehistory to the present, focusing on Western civilization. The artworks of each culture and historical period are examined in the context of the dominant thoughts, ideas and customs of the time. Hours: 39 lecture and 1 field trip. Materials fee: \$40. Usually offered in the fall, spring and summer.

#### ENG 101 – Fundamentals of English I – 3 Credits (English requirement)

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

#### MTH 154 – College Algebra and Trigonometry – 4 Credits (Math Requirement)

This course covers the advanced algebra, trigonometry and analytic geometry necessary to prepare a student for the study of calculus. Topics include linear and quadratic functions, right-triangle and unit-circle trigonometry, exponential and logarithmic functions, and graphing of polynomial and rational functions. Hours: 52 lecture. Prerequisite: MTH 099 with a grade of “C” or better, an acceptable mathematics placement test score or permission of the department head. Usually offered in the fall, spring and summer.

#### SPH 101 – Fundamentals of Oral Communication – 3 Credits (Arts and Humanities requirement)

This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. Hours: 39 lecture. Usually offered in the fall, spring and summer.

#### ENG 151 – Fundamentals of English II - 3 Credits (Arts and Humanities requirement)

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

## PHY 121 – 4 Credits (Biological/Physical Science Requirement)

This is the first part of a two-semester algebra-based course designed to give students a general knowledge of kinematics, Newton's laws of motion, energy and momentum and their conservation, rotational motion, wave motion, temperature and heat. Hours: 39 lecture and 26 laboratory. Prerequisite: MTH 154 with a grade of "C" or better or permission of the department head. Laboratory fee: \$30. Usually offered in the fall and spring.

## ADDITIONAL GENERAL EDUCATION REQUIREMENTS

### ENGLISH – Elective – 3 Credits

Choose from ENG 202 – Studies in Literature I, ENG 203 – Studies in Literature II, or ENG 204 – African-American Literature

### HISTORY – Elective – 3 Credits (Behavioral / Social Science requirement)

Choose from HIS 101 – World Civilizations I, HIS 151 – World Civilizations II, or HIS 201 – American History I.

### Elective – General Elective -- 3 Credits

Choose any course not used to satisfy another requirement.

### GEN ED – Behavioral Social Science requirement – 3 Credits

Choose from ECO 151 – Principles of Macroeconomics, ECO 201 – Principles of Microeconomics, GEO 102 – Human Geography, POL 101 – American Government, PSY 101 – Intro to Psychology, PSY 201 – Human Relations, or SOC 101 – Introduction to Sociology

### GEN ED – Biological/Physical Science Requirement – 4 Credits

Choose From: BIO 101 – Fundamentals of Biology, CHM 101 – General Chemistry I, ENV 101 – Environmental Science, GEO 101 – Earth and Space Science, or PHY 104 – Physical Science

## **G.2. Educational Objectives and student learning outcomes:**

Graduates of the Game Development concentration will be able to:

1. Develop a game project from beginning to end producing a well-crafted and working product;
2. Identify and describe necessary elements needed to create a successful game project;
3. Identify and describe core concepts and components of game development; and
4. Identify and describe successful game development practices.

### Student Learning Outcomes:

1. Students will be able to create a game concept and proposal for the concept while considering implications of business, diversity, and ethical game creation strategies.
2. Students will be able to articulate game development principles in written and oral communications to their classmates and the instructor
3. Students will be able to create an appropriate development plan that incorporates all necessary elements, core concepts, and components used to create a new game.
4. Students will be able to utilize a variety of sources to develop, troubleshoot, and implement a plan for creating a new game.
5. Students will be able to analyze and interpret data used in the creation of a game
6. Students will be able to apply theories and techniques learned throughout the program to develop a working game.

### **G.3. General Education requirements:**

For an associate of arts (AA) degree, 28 hours of general education credits are required. The program will meet these requirements through a variety of specific course requirements as well as electives within disciplines. The total of general education credits in the game development concentration equals 36 credits, well above the 28 credit minimum for an associate of arts degree. Listed in section G.1., above are all general education courses to satisfy the degree requirements.

### **G.4. Specialized Accreditation**

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

### **G.5. Contracts with other Institutions**

N/A

## **H. Adequacy of Articulation**

Wor-Wic currently has articulation agreements with all secondary school systems in its coverage area as well as others where there are no applicable state programs available. These agreements are reviewed, improved, and updated on an annual basis through a meeting hosted by the college. The meeting is attended by Wor-Wic department chairs and faculty as well as secondary instructors who are involved in related classes. From this meeting, articulated class lists are approved by the necessary executives and re-published annually for secondary system, student, parent, faculty and advisor use.

For articulations at the baccalaureate level, following approval of this concentration, Wor-Wic will pursue articulations with appropriate institutions, particularly where we have established relationships related to other programs. These include UMBC, Morgan State and Wilmington University as identified in section D.1 above.

## **I. Adequacy of faculty Resources**

Current computer studies programs comprise a transfer degree and an occupational degree with two concentrations as well as two additional certificates. Dedicated faculty resources consist of two full time faculty with any part-time faculty as needed. The current staffing levels are considered sufficient to support the requested addition of the new concentration. No additional faculty resources are anticipated for this program.

<b>Faculty Member</b>	<b>Terminal Degree</b>	<b>Full or Part-time</b>	<b>Courses Taught</b>
Curtis Satterfield	M.S.	Full-time	Intro to Game Dev CMP 141 (3), Game Engines I CMP 142 (3), Game Engines II CMP 241 (4), Game Dev Capstone CMP 242 (4)
Michael Kelley	B.S.	Full-time	Intro to Programming CMP 104 (3), Operating Systems CMP 120 (2), Programming structures and applications CMP 210 (4)

### **J. Adequacy of Library Resources**

Students in the Gaming concentration will have ready access to a supply of current and relevant books, journals, periodicals, computers, software, and other reference materials needed to meet the requirements of the curriculum. The program budget allocates funding for specific reference materials. Wor-Wic uses an electronic library that supports the academic needs of constituents. Multiple Media Centers are staffed to provide research assistance. Web-delivered subscription databases cover academic disciplines, including computer studies. Wor-Wic students also have privileges for the libraries at University of Maryland Eastern Shore and Salisbury University.

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

At the beginning of the 2017 fiscal year, all computer related classrooms and laboratories were moved to new premises. Those facilities now comprise 3 separate, physical areas: a fully racked and secured, server room; a separate classroom equipped with high-end desktop computers; a “work bench” laboratory space allowing physical work to be done on computers and related equipment. The network capability is fully functional both internally to the classroom and college resources, as well as suitably isolated to allow

system/security work to be done without putting college-wide resources at risk. All equipment is of high quality. Current technologies, having recently been purchased through a statewide TAACCCT grant as well as college and other grant funds are fully implemented and sufficient. The current infrastructure and equipment, as described, are more than adequate to support the proposed concentration in gaming.

## L. Adequacy of Financial Resources.

Since this application covers the expansion of the current transfer degree program to include a game development area of concentration, the college and program are sufficiently resourced to support this addition. The tables provided below show expected incremental resources and costs. Consequently, we show only projected increases in student enrollment as well as incremental part time faculty needs to cover expanded class offerings. All other needed resources including administrative support, space, supplies, equipment, etc. are currently available and show as not required. Changes in projected time dependent variables are footnoted below the tables.

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	0	0	0	0	0
2. Tuition/Fee Revenue (c + g below)	17184	25776	34656	43320	52416
a. Number of F/T students	4	6	8	10	12
b. Annual tuition/fee rate	3000	3000	3024	3024	3048
c. Total F/T revenue (a * b)	12000	18000	24192	30240	36576
d. Number of P/T students	4	6	8	10	12
e. Credit hour rate	108	108	109	109	110
f. Annual credit hour	12	12	12	12	12
g. Total P/T revenue (d * e * f)	5184	7776	10464	13080	15840
3. Grants, Contracts & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	17184	25776	34656	43320	52416

b. \$108/cr.hr. tuition and \$17/cr. Hr. @ 12 credit hours / student / year increased by \$1/cr. hr. tuition rate in years 3 and 5

e. \$108/cr.hr. tuition and \$17/cr. hr. fees @ 12 credit hours / student / year increased by \$1/cr. hr. tuition rate in years 3 and 5

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	10243	10243	10243	10243	10243
a. #FTE	0.20	0.20	0.20	0.20	0.20
b. Total salary	9600	9600	9600	9600	9600
c. Total benefits	643	643	643	643	643
2. Admin. staff (b + c below)	0	0	0	0	0
a. #FTE	N/A	N/A	N/A	N/A	N/A
b. Total salary	N/A	N/A	N/A	N/A	N/A
c. Total benefits	N/A	N/A	N/A	N/A	N/A
3. Support staff (b + c below)	0	0	0	0	0
a. #FTE	N/A	N/A	N/A	N/A	N/A
b. Total salary	N/A	N/A	N/A	N/A	N/A
c. Total benefits	N/A	N/A	N/A	N/A	N/A
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)	10243	10243	10243	10243	10243

1.a. Based on additional P/T faculty teaching 2 courses (6 cr) per semester.

### **M. Adequacy of provisions for evaluation of program**

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

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

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

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

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

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

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

## **O. Relationship of Low Productivity Programs**

N/A