It all started here.
CECIL COLLEGE

Division of Academic Programs
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MAY 0 2 2018
By_____

May 1, 2018

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

Dear Dr. Fielder:

Enclosed for the Commission's review is a revised program for an existing AAS Degree offered by Cecil College:

Cybersecurity
HEGIS Code 5101.02; CIP Code 11.1003

We have attached the old version and new version of the degree program.

As this represents a non-substantive program modification, we have enclosed a check for $50 to cover the Commission's fee for this review.

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

Sincerely,

Christy Dryer, DNP
Vice President of Academic Programs

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

Institution Submitting Proposal	

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

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

Payment Submitted:	Yes No	Payment Type:	R*STARS Check	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	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: Date:
	Date of Approval/Endorsement by Governing Board:

Revised 6/13/18

MARYLAND HIGHER EDUCATION COMMISSION
SUBSTANTIAL MODIFICATION PROPOSAL
AAS CYBERSECURITY

A.   Centrality to institutional mission statement and planning priorities:

The Cybersecurity program prepares students to enter the workforce or transfer to a four-year institution for continued study in computer cybersecurity. Cybersecurity specialists apply computer security techniques to work with industry, government, and academia to solve computer networking and security related challenges.

The changes to this program are designed to prepare students for the workforce as it has evolved. Graduates will be better prepared to do critical components of their jobs, having learned skills which are essential to cybersecurity practitioners. Employers and certification exams require the skills addressed in the courses required in the new curriculum. The program has been designed to meet the requirements of the NSA/DHS sponsored National Centers of Academic Excellence in Cyber Defense for 2-Year Education (CAE2Y). The College plans to apply for this designation after obtaining program approval from the Maryland Higher Education Commission.

Thus, 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. In addition, as this program also prepares students for transfer, the program supports the College's mission to support access to higher education programs. Given the high cost of attending a four-year university, the proposed program can save students a significant amount by giving them the opportunity to complete the first two years of study at a community college.

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

The AAS in Cybersecurity provides an option for students who wish to enter the workforce or transfer to a four-year program in programming. Students' expenses for their degree are greatly reduced when they complete two years of their degree at Cecil College. The chart below compares tuition at 4-year state institutions which offer four-year degrees in cybersecurity with the cost of attending Cecil College. Decreased expenses allow many students to complete a degree they would otherwise be unable to complete, supporting goal 2 (Promote and implement practices and policies that will ensure student success) of the Maryland State Plan for Education.

Institution	Rate	Cost per credit 2018-19	Cost for 60 credits	Savings over 2 years
Cecil College	In-county	$119	$7,140	-
Frostburg State University	In-state	$267	$16,020	$8,880
University of Maryland University College	In-State	$294	$17,640	$10,500

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

An AAS degree in Cybersecurity prepares a student for positions as Information Security Analysts. Maryland's Department of Labor, Licensing and Regulation projects an increase from 2014-2024 in the number of openings for these types of positions.[1] These increases include:

Field	2014-2024 Percent Change in openings in Maryland
Information Security Analyst	+52.1%

Cecil College has enrolled approximately 20 students per year in the currently existing Cybersecurity degree. Given the future demand for trained information security analysts, and once the program receives CAE2Y designation from the National Centers of Academic Excellence in Cyber Defense, we anticipate that this enrollment will increase over the next five years.

D.   Reasonableness of program duplication:

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals several associate degree programs in cybersecurity.

Institution	Program Name	Degree Offered
Montgomery College	Cybersecurity	Associate
Prince George's Community College	Cybersecurity	Associate
Frederick Community College	Cybersecurity	Associate
Baltimore City Community College	Cybersecurity and Assurance	Associate
Hagerstown Community College	Cybersecurity	Associate
Harford Community College	Information Assurance and Cybersecurity	Associate
Garrett College	Cybersecurity	Associate
Community College of Baltimore County	Cybersecurity	Associate
College of Southern Maryland	Information Systems Security	Associate
Chesapeake College	Computer Information Security	Associate
Carroll Community College	Cybersecurity	Associate
Anne Arundel Community College	Information Assurance and Cybersecurity	Associate

Cecil's revised program is a broad-based approach to cybersecurity that includes programming and forensics; the closest comparable program at Harford Community College focuses on networking security. In addition, past enrollment patterns of approximately 20 students per year enrolled in the College's Cybersecurity programs suggest that our programs are meeting a need in Cecil County.

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.

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[1] http://dllr.maryland.gov/lmi/iandoproj/maryland.shtml

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

Bowie State University, University of Maryland Eastern Shore, and Morgan State University have bachelor's degree programs in Computer Science. Cecil College has transfer agreements with all of these institutions, and therefore has the potential to send students to these programs.

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

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

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

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

The proposed changes to the Cybersecurity program, compared with the current program, are outlined in the table below:

OLD Program Requirements	Credits	NEW Program Requirements	Credits
CSC 109 Introduction to Programming	3	CSC 109 Introduction to Programming	3
		CSC 110 Ethics in Information Technology	3
CSC 140 Introduction to Networking	3	CSC 140 Introduction to Networking	3
CSC 141 Computer Network Security Fundamentals	3	CSC 141 Computer Network Security Fundamentals	3
CSC 151 Introduction to Computer Forensics and Investigations	3	CSC 151 Introduction to Computer Forensics and Investigations	3
CSC 225 Tactical Perimeter Defense	3	CSC 225 Tactical Perimeter Defense	3
CSC 235 Strategic Infrastructure Security	3	CSC 235 Strategic Infrastructure Security	3
CSC 258 Cisco Certified Network Associate	4	CSC 258 Cisco Certified Network Associate	4
		CSC Electives	9
PHE 185 DC, AC Circuits and Devices	4		
PHE 225 Digital Electronics and Instrumentation	4		
Total OLD Program Requirements	**30**	**Total NEW Program Requirements**	**34**

The following courses are required for the Cybersecurity degree:

	Program Requirements (34 Credits)	Credits
CSC 109	Introduction to Programming	3
CSC 110	Ethics in Information Technology (I)	3
CSC 140	Introduction to Networking	3
CSC 141	Information Security Fundamentals	3
CSC 151	Introduction to Computer Forensics and Investigations	3
CSC 225	Tactical Perimeter Defense	3
CSC 235	Strategic Infrastructure Security	3
CSC 258	Cisco Certified Network Associate	4
CSC	Computer Science Electives	9

COURSE DESCRIPTIONS

CSC 109 INTRODUCTION TO PROGRAMMING covers core concepts and techniques needed to logically plan and develop computer programs, including object oriented programming and modular design. This course uses the Python programming language. 3 credits Pre-requisite: MAT 097.

CSC 110 ETHICS IN INFORMATION TECHNOLOGY explores the ethical dilemmas that exist where human beings, information objects, and information systems interact. The course introduces students to a variety of ethical situations from historical and cross-cultural perspectives and then explores the relevance to a variety of new and emerging technologies that are inherently social in their construction and use. 3 credits.

CSC 140 INTRODUCTION TO NETWORKING provides an introduction to the basic concepts of computer networks and preparation for CompTIA's Network + certification exam. The course covers a broad range of networking-related topics including protocols, topologies, transmission media, and network operating systems as well as the practical skills of network design, maintenance, security, and troubleshooting. 3 credits.

CSC 141 COMPUTER NETWORK SECURITY FUNDAMENTALS provides the student with network security principles and implementation. The technologies used and principles involved in creating a secure computer networking environment will be included, as will authentication, the types of attacks and malicious code that may be used against networks, the threats and countermeasures for e-mail, web applications, remote access, and file and print services. A variety of security topologies will be discussed, as well as technologies and concepts used for providing secure communications channels, security internetworking devices, and network medium. 3 credits. Co-Requisite CSC 140.

CSC 151 INTRODUCTION TO COMPUTER FORENSICS AND INVESTIGATIONS provides students with the tools and techniques of computer forensics and investigation including personal computer operating systems architecture and disk structures. Students will learn the investigative process, examine the profession, set up an investigator's office and laboratory, and learn forensic hardware and software tools. Learning the importance of digital evidence controls and how to process crime and incident scenes will also be presented and discussed. Students will learn the details of data acquisition,

computer forensic analysis, email investigations, image file recovery, investigative report writing, and expert witness requirements. This course maps to the CompTIA Security+ certification. 3 credits.

CSC 225 TACTICAL PERIMETER DEFENSE is a course in the principles and practices of advanced network security fundamentals and technologies involved in securing the network perimeter. The student will obtain a solid foundation in security practices such as TCP/IP addressing, routing, packet filtering, and the installation of proxy servers, firewalls, and virtual private networks (VPNs). This course prepares the student to take the Security Certified Network Specialist (SCNS) exam. 3 credits. Pre-requisite: CSC 141 of permission of instructor.

CSC 235 STRATEGIC INFRASTRUCTURE SECURITY is a course in the principles and practices of hardening strategic systems and pathways in the network infrastructure. The student will be exposed to a solid foundation in security topics such as penetration testing, capturing and analyzing packets, signature analysis, operating system hardening, risk analysis, router security, wireless security, and cryptography. This course prepares the student to take the current Security Certified Network Professional (SCNP) exam. 3 credits. Pre-requisite: CSC 225 or permission of instructor.

CSC 258 CISCO CERTIFIED NETWORK ASSOCIATE prepares students for the Cisco Certified Network Associate (CCNA) certification exam 640-802. It focuses on implementing, managing, protecting, and troubleshooting small to medium-size enterprise branch networks. 4 credits. Pre-requisite: CSC 140 or permission of instructor.

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

- Demonstrate proficiency in a programming language
- Configure and secure Windows and Unix/Linux server and clients, routers, firewalls, email, networks, and other network security appliances and software
- Demonstrate an understanding of networking standards, protocols, and the OSI model
- Identify and describe security measures for different types of network attacks, operating systems, software, databases, websites, social engineering and physical security
- Demonstrate an understanding of computer forensics, data acquisition, analysis, tools, and crime scene investigation and documentation requirements for corporate or legal testimony
- Explain the function of cryptography and encryption to secure data, public key infrastructure, hashing, and digital signatures along with other data protection techniques
- Create an effective security policy and disaster recovery plan, addressing business requirements related to confidentiality, integrity and availability

Assessment of student achievement of these learning goals is conducted regularly, with a maximum four-year cycle to assess all learning goals. Faculty design measures, evaluate student success, and identify changes that are expected to improve student achievement. Their findings and plans are reported annually in department reports.

In addition to the program requirements outlined above, all Computer Science- Programming students take the following General Education requirements.

General Education Requirements (26 credits)		General Education Code	Credits
ARTS/HUM	Arts and Humanities Elective*	H	3
CSC 104	Computer Science Fundamentals	I	3

EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 121	Precalculus	M	4
BIO or PHY	Biology with Lab Electives or Physics with Lab Electives	S/SL	4
PSY 101	Introduction to Psychology	SS	3
SOC SCI	Social Science Elective**	SS	3

*Selection may not include EGL designation
** Social Science Elective must be a course designation other than PSY

CSC 104 COMPUTER SCIENCE FUNDAMENTALS (I) is specifically designed as an introductory course for computer, engineering, math and science students to prepare them for the digital world. Readings, research, and activities in this course are designed to help students develop a framework for technology concepts that are applicable to academic research, career preparation, and today's digital lifestyle in these specific fields. 3 credits.

EGL 101 FRESHMAN COMPOSITION (E) teaches students the skills necessary to read college-level texts critically and to write effective, persuasive, thesis-driven essays for various audiences. The majority of writing assignments require students to respond to and synthesize texts (written and visual) through analysis and/or evaluation. Students also learn how to conduct academic research, navigate the library's resources, and cite sources properly. The course emphasizes the revision process by integrating self-evaluation, peer response, small-group collaboration, and individual conferences. Additionally, students are offered guided practice in appropriate style, diction, grammar, and mechanics. Beyond completing multiple readings, students produce a minimum of 7,500 words, approximately 5,000 words of which are finished formal writing in four-five assignments, including a 2,000-word persuasive research essay. 3 credits. Pre-requisites: C or better in COL 081 and EGL 093 or equivalent skills assessment.

EGL 102 COMPOSITION AND LITERATURE introduces students to the genres of fiction, poetry, and drama. Focused on these literary forms, the writing assignments further the skills of close reading, critical analysis, source-based inquiry, research, and synthesis. 3 credits. Pre-requisites: Grade of C or higher in EGL 101.

MAT 121 PRECALCULUS prepares the student for the study of calculus, discrete mathematics, and other mathematics intensive disciplines through the study of algebraic, exponential, logarithmic, and trigonometric functions. Topics include functions, laws of logarithms, trigonometric and inverse trigonometric functions, trigonometric identities, solutions of trigonometric equations, the Laws of Sines and Cosines, and vectors. A problem solving approach utilizes applications and a graphic calculator throughout the course. 4 credits. Pre-requisites: Grade of C or better in MAT 093 or MAT 098, EGL 093.

PSY 101 INTRODUCTION TO PSYCHOLOGY is both a scientific and philosophical study of behavior and thought. Topics covered include methods used to study behavior, perspectives on personality, biological basis of behavior, states of consciousness, human development, learning, memory, motivation, emotion, social psychology, and mental health and adjustment. 3 credits. Pre-requisite: EGL 093.

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

H.   Adequacy of articulation

Cecil College has the following articulation agreements for programming majors who wish to pursue a bachelor's degree in cybersecurity:

- University of Maryland, University College
- Wilmington University (in Delaware)

In addition, transfer agreements with other Maryland colleges and universities allow students to transfer credits into programs with partnering institutions.

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

Faculty Member	Credentials	Status	Courses Taught
James Morgan, Associate Professor of Computer Science	Ph.D. Capella University	Full-time	CSC 103 Operating Systems CSC 104 Computer Science Fundamentals CSC 140 Introduction to Networking
Jacqueline Wilson, Assistant Professor of Computer Science	M.L.A. Harvard University	Full-Time	CSC 109 Introduction to Programming CSC 110 Ethics in Information Technology CSC 182 Web Application Development CSC 203 Seminar in Information Systems CSC 205 Computer Science I
Christopher Gaspare, Assistant Professor of English	M.A. Washington College	Full-time	EGL 101 Freshman Composition EGL 211 Technical Writing
Jonathan Cone	M.F.A. Rochester Institute of Technology	Part-time	VCP 144 Web Design I – Design Fundamentals
Susan Price	M.I.S.T. Wilmington University	Part-time	CSC 106 Introduction to Programming Logic
Patricia D. Richardson	B.A. Michigan State University; Graduate Studies Michigan State University	Part-time	SPH 121 Interpersonal Communication SPH 141 Public Speaking

Faculty have several opportunities for ongoing professional development in pedagogy. Cecil College's Instructional Technologist offers regular workshops on using technologies to improve both face-to-face and online teaching. In addition, each semester she offers the Quality Matters-based Professional Development for Online Teaching (PDOT) course on best practices in online teaching. The College also funds faculty participation in academic conferences, including conferences focused on pedagogical topics. In 2019, Cecil College will host the annual conference of the Association of Faculties to Advance Community College Teaching (AFACCT); all full-time and adjunct faculty have been encouraged to attend.

J.   Adequacy of library resources (as outlined in COMAR 13B.02.03.12).

Cecil College's Cecil County Veterans Memorial (CCVM) Library is a member of Maryland Digital Library and the Maryland Community College Library Consortium. CCVM Library has reciprocal borrowing privileges with the other community college libraries within the State of Maryland.

Students enrolled in the Cyber Security Associate of Applied Science Program can make an appointment to meet one-on-one with the instructional librarian for assistance navigating MyCecil library databases, online catalog, research and citation.

The library subscribes to the following databases: EBSCOhosts Academic Search Complete, Military & Government Collection and EBSCO's eBook Academic Collection. ProQuest Central, ProQuest Computing, ProQuest Criminal Justice, ProQuest Military Collection, ProQuest Research Library, ProQuest Science Journals and ProQuest Telecommunications and Credo Encyclopedia of Intelligence and Counterintelligence.

Instructors have the option to place textbooks and DVDs on Reserve in the library for their courses, or the library can purchase textbooks and DVDs to place on Reserve for student use. The library staff always welcomes and encourages faculty to submit requests for books, multi-media resources, and databases, and Inter-Library Loan to support their instruction throughout the academic year. The library staff strives to honor full-time and part-time faculty requests in a timely manner.

K.   Adequacy of physical facilities, infrastructure and instructional equipment (as outlined in COMAR 13B.02.03.13)

All students have the opportunity to utilize all physical facilities on campus including the Library; the Arts and Sciences Building; the Engineering and Math Building, Physical Education Complex, and the Technology/Conference Center, housing the computer lab, a student lounge / dining area and a Conference Center.

The department has sufficient dedicated office space for program faculty, staff, and students. Faculty offices include a desk and multiple chairs available for private conferences with students and/or faculty, bookshelves for department resources and a locked file cabinet to secure program materials.

There is also dedicated office space for adjunct faculty. The adjunct offices are equipped with computers, desks, chairs and telephones.

Multiple conference rooms are available for faculty meetings and or private conferences with students in the Engineering and Math Building, the Arts and Science Building, and the Physical Education Complex. Available technology includes state-of-the-art electronic classrooms with interactive white boards, projection systems, immediate capture and documentation cameras, wireless internet access, and the College-wide course management system Blackboard, which can provide on-line learning to supplement courses.

The North East campus computer lab, housed in the Technology Center, provides 28 computers and technology resource staff, during regular lab hours, to assist students. The Writing Center is a free service to all Cecil College students. Tutors are available during a variety of day and evening hours to assist students with reading and writing assignments in any subject. Free subject matter tutoring is also available to all students upon request.

Cybersecurity students have access to student workstations and racked file servers. Many courses use a virtual environment residing in the cloud to provide students with realistic lab scenarios.

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 Revenue (c + g below)	$53,788	$69,495	$85,428	$102,830	$121,136
a.	Number of F/T students	4	5	6	7	8
b.	Annualized Tuition Rate[2]	$3,927	$4,059	$4,158	$4,290	$4,422
c.	Total F/T Revenue (a x b)	$15,708	$20,295	$24,948	$30,030	$35,376
d.	Number of P/T students	16	20	24	28	32
e.	Credit Hour Rate	$119	$123	$126	$130	$134
f.	Annualized Credit Hour Rate[3]	$2,380	$2,460	$2,520	$2,600	$2,680
g.	Total P/T Revenue (d x e x f)	$38,080	$49,200	$60,480	$72,800	$85,760
3.	Grants, Contracts & other External Sources	$0	$0	$0	$0	$0
4.	Other Sources/Fees	$6,616	$8,270	$9,924	$11,578	$13,232
	Total (add 1-4)	**$60,404**	**$77,765**	**$95,352**	**$114,408**	**$134,368**

Given current enrollments in our Cybersecurity degree, we anticipate that we will enroll about 20 students in year 1, followed by growth of 5 students per year. Approximately 80 percent of Cecil's students are part-time students and 20 percent are full-time students; our projected total enrollment has been allocated on this ratio.

We are projecting tuition increases of 3% each year. Other sources of revenue include Student Development fees ($8/credit) and Registration fees ($75/semester). On average, full-time Cecil students take 33 credits per year; part-time students average 20 credits per year.

TABLE 2: EXPENDITURES

	Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1.	Faculty (b + c below)	$62,253	$63.230	$64,174	$65,133	$66,106
a.	# FTE	.9	.9	.9	.9	.9
b.	Total Salary	$54,000	$54,810	$55,632	$56,467	$57,314
c.	Total Benefits	$8,253	$8,420	$8,542	$8,666	$8,792
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

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[2] Assumes Cecil County resident taking 33 credits per year.
[3] Assumes Cecil County resident taking 20 credits per year.

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)	**$62,253**	**$63.230**	**$64,174**	**$65,133**	**$66,106**

This program will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. The faculty FTE for programming was determined based on the degree-seeking status of our current cybersecurity students: 90% of our cybersecurity students are seeking the degree, while the other 10% are seeking the certificate. Therefore, 90% of the College's one full-time cybersecurity faculty member will be devoted to instruction and support of AAS Programming students.

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

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

Faculty members are evaluated every semester by students enrolled in their courses. The College uses an electronic survey process (Evaluation Kit) and students are required to complete the evaluation within a specified time frame at the end of the semester or they are locked out of the learning management system (Blackboard) until they complete the survey. This has resulted in a very high response rate for all courses. In addition, faculty members are assessed in the classroom by the appropriate Dean or designee each semester for their first year at Cecil College, annually for the next two years, and every three years thereafter. Student course evaluations are an important component in the College's process of monitoring student satisfaction.

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

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

Student retention rates are regularly monitored by the division dean.

N. Consistency with the State's minority student achievement goals (as outlined in COMAR 13B.02.03.05 and in the State Plan for Postsecondary Education).

Cecil College embraces the value of diversity, and strives to continuously foster inclusiveness, and has identified "college-level competency in awareness of …cultural diversity…" as one of the institution's 7 General Education learning goals.

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

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

P.   Adequacy of distance education programs under COMPAR 13B.02.03.22.

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