December 17, 2018

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

Dear Dr. Fielder:

Please accept this letter requesting the approval of the Associate of Applied Science in Business Management, Social Media Concentration. This Area of Concentration has been recommended through the college curriculum committee and approved by the president and Board of Trustees.

Please contact me should you have any questions and/or need further information. A check has been mailed with a hard copy of the letter and coversheet; a full report has been sent electronically.

Thank you for your time and consideration.

Sincerely,

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

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

MHEC
Creating a state of achievement

Institution Submitting Proposal	Wor-Wic Community College

Each *action* below requires a separate proposal and cover sheet.

- ○ New Academic Program
- ◉ New Area of Concentration
- ○ New Degree Level Approval
- ○ New Stand-Alone Certificate
- ○ Off Campus Program

- ○ Substantial Change to a Degree Program
- ○ Substantial Change to an Area of Concentration
- ○ Substantial Change to a Certificate Program
- ○ Cooperative Degree Program
- ○ Offer Program at Regional Higher Education Center

Payment Submitted:	◉ Yes ○ No	Payment Type:	○ R*STARS ◉ Check	Date Submitted: 12/17/2018

Department Proposing Program	Business
Degree Level and Degree Type	Associate of Applied Science- Business Management
Title of Proposed Program	Business Management - Social Media Concentration
Total Number of Credits	60
Suggested Codes	HEGIS: 500101 CIP: 520201
Program Modality	○ On-campus ○ Distance Education (*fully online*) ◉ Both
Program Resources	◉ Using Existing Resources ○ Requiring New Resources
Projected Implementation Date	◉ Fall ○ Spring ○ Summer Year: 2019
Provide Link to Most Recent Academic Catalog	URL: https://www.worwic.edu/Programs-Courses/College-Catalog

Preferred Contact for this Proposal	Name:	Dr. Kristin L. Mallory
	Title:	Vice President for Academic Affairs
	Phone:	(410) 334-2813
	Email:	kmallory@worwic.edu

President/Chief Executive	Type Name: Dr. Murray K. Hoy
	Signature: Date: 12/14/2018
	Date of Approval/Endorsement by Governing Board: 11/08/2018

Revised 6/13/18

Associate of Applied Science in Business Management: Social Media Specialist AOC

Wor-Wic Community College

A. Centrality to Institutional Mission Statement and Planning Priorities

1. Description of program:

The proposed AAS in Social Media Specialist as an area of concentration within Business Management is the outgrowth of input from the Business Program Advisory Committee (PAC). Students will take specific course work related to social media marketing, appropriate technologies to support a social media effort and digital media based communication.

The proposed program relates to the college's mission of enhancing "… local economic growth by addressing the educational, training and workforce development requirements of the residents of Worcester, Wicomico and Somerset counties" and by "… providing affordable, high quality instruction for postsecondary credit programs and continuing education in a technology-driven environment." The Social Media Specialist concentration will allow students an affordable, high quality education to prepare for careers in a growing occupational area.

2. Support of strategic goals:

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

1.Increase student success by delivering relevant courses and programs, providing flexible scheduling and diverse delivery methods, and improving developmental education student outcomes. The goals are to:

    a.   Strengthen the alignment of programs and courses with local employer needs.

The Business PAC has been informing the Business Department for several years that there is a growing need for social media managing skills in entry level positions in our service area. This feedback evolved into a request that Wor-Wic Community College address their concerns with specific course content that would permit local employers to hire support staff that could develop and monitor an online presence for small businesses. This proposed AOC has been developed to address the identified needs of local employers.

2. Address community needs by developing and implementing a college wide plan that focuses on student recruitment, retention, academic advising and other support strategies. The goals are to:

    a.   Increase recruitment of new students.

Some of the students for this AOC will be drawn from current Business Management AAS students. The degree also offers a credential in a relevant skill set that will draw new students to the school that had not considered an occupational degree.

    b. Improve student retention and completion rates

It is believed that by offering a degree that is relevant to what employers are seeking, students will be motivated to complete the degree as a necessary step to future employment.

3. First 5 years funding:

Initial support for the proposed program will be provided by the utilization of current resources including faculty, library and support resources and equipment. Additional funding for any needed part-time faculty will be provided out of institutional operating funds.

4. Institutional Commitment:

Wor-Wic Community College is committed to the development and full implementation of the proposed program. The objectives of the program support the college mission and goals. Wor-Wic outlines eight specific college goals. The proposed program aligns with College goals 1, 2, 3, 4 and 7 as identified on the college website:

College goal 1: "Provide service area residents with access to quality education and training at training at a reasonable cost." Currently, no local area colleges offer an associate level degree in social media (within a 60 mile radius). The proposed area of concentration will provide local area residents with access to a social media specialist option.

College goal 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 Social Media Specialist development concentration will prepare students to enter into career opportunities supporting the social media needs of local businesses and other organizations.

College goal 3: "Promote economic development by providing innovative programs and services that address the needs of business, government, nonprofits and other community groups." The Business Program Advisory Committee has been asking for and providing input into programming to address the social media needs of local businesses for the past 3 years. The development of this concentration allows future business students and employees to respond more fully to the demands and needs of specifically requested skills and knowledge by employers

College goal 4: "Provide students with educational experiences and support services that help them achieve their goals through college completion and workforce preparation." The proposed program is designed to promote student goal achievement through advanced knowledge and training, providing content specifically requested by workforce demand.

College goal 7: "Acquire appropriate human, financial and technological resources to meet institutional needs." Through the institutional budgetary process, the college is dedicated to providing sufficient financial resources necessary to support the Social Media Specialist Area of Concentration.

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

Goal 5 of the Maryland Plan states that … "Technological advances and globalization have fostered significant changes in the workplace. Employers have invested heavily in new upgrades and equipment and expect that employees will possess the skills required to work in these enhanced environments." Also, "Academic programs with active advisory boards are recognized by business and industry as more responsive to workforce needs and as producing more employable graduates." And that "in order to equip the workforce with required skills, the line of communication between education and business must remain open. Input from industry-specific experts is essential for the development of strategies that support a knowledge-based economy."

As noted previously, this degree area of concentration proposal is a direct reflection of the input of industry specific input from the PAC. As service area employers move rapidly towards a more knowledge and technology based communication approach they find the required skill set is in short supply.

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

1. Potential employment opportunities and level of entry

Graduates will be able to assume entry level positions in marketing or institutional communications. They would report to a marketing manager, director of communications or a social media manager. In a small business, graduates could be the sole social media expert along with other job responsibilities. Opportunities can be found in businesses, non-profits and governmental organizations in the service area.

2. Data analysis projecting market demand

According to emarketer.com (https://www.emarketer.com/content/emarketer-total-media-ad-spending-worldwide-will-rise-7-4-in-2018) digital media spending for 2018 is projected to account for 43.5% of all marketing media spending. By 2022, 53.9% of marketing media spending will be with digital media. In the past 5 years, social media spending has increased from $1.5 billion to $7.6 billion. And, according to marketingcharts.com (https://www.marketingcharts.com/advertising-trends-82242), just in 2017 advertising spending on Facebook and Instagram grew 40.5% and Snapchat showed 51% growth. In fact, in an April 2018 article, The Guardian reported that "more money will be spent advertising on social media networks than on the entire TV ad market within two years, according to a new report." https://www.theguardian.com/media/2018/apr/02/social-media-ad-spend-to-overtake-tvs-in-spite-of-facebook-woes

3. Educational and training needs over the next 5 years

Since social media communications is an emerging mode of communication for many businesses, specific data on positions requiring social media skills is either not identified in existing data sets or occupational descriptions are vague. For example, The DLLR Occupational Projections for the Lower Shore does not list any occupational headings that refer to social media occupations at all.

According to EMSI Q3 2018 data set for the seven local counties surrounding the college, there will be job growth through 2025 of 17.2% (1324 new jobs) in three occupational areas Advertising, Marketing, Promotions, Public Relations, and Sales Managers, Media and Communication Workers and Business Operations Specialists that *may* use social media communication technologies. EMSI does not identify social media specialist as a specific occupational category either.

However, projected job growth is positive, if modest, for the service area and the social media field is growing exponentially. The conclusion is that a significant portion of the jobs created will include jobs requiring social media skills.

4. Current and Projected supply of prospective graduates

Currently, there are no entry level social media specialist or marketing programs in the local area. As social media continues to grow, employers will not be able to find applicants with specific expertise in this area. After implementation of the new concentration, it is projected that there will be approximately 15-20 graduates per year ready to support local businesses – particularly small businesses.

Social media marketing is a high growth area and service area businesses are not able to take advantage of all it offers due to a lack of expertise in the workforce.

D. Reasonableness of Program Duplication

1. Similar programs in state or surrounding area:

There are no comparable programs in the college coverage area, the larger regional area of the Delmarva Peninsula or at Maryland Community Colleges.

2. Justification for Proposed Program

A concentration in Social Media Specialist will allow graduates to support the social media marketing and internal communication efforts of businesses, non-profits and governmental organizations in the service area.

E. Relevance to High Demand Programs at Historically Black Institutions

The Social Media Specialist concentration is an occupational degree focused around the business core and creating a specific set of job skills. It is not proposed as an entry point to further education at any four year school in Maryland. However, all historically black institutions in Maryland, Bowie State University, Coppin State University, Morgan State

University, and University of Maryland Eastern Shore offer business degrees. As such, the proposed degree may be used in part to allow limited transfer to these programs.

F. Relevance to the Identity of Historically Black Institutions

Wor-Wic Community College serves a diverse student population seeking career advancement and training in business and marketing professions. The business programs are professionally defined disciplines lending themselves to degree programs offered at four-year universities. All historically black institutions in Maryland offer programs in business and as such would be candidates for further study beyond the proposed program. As appropriate, articulation agreements could be developed between Wor-Wic Community College allowing graduates to transfer limited credits into Bachelor degree programs.

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

1. How program was established and faculty who will oversee the program.

The degree was established through a multidisciplinary effort of the Arts and Humanities Department, the Technology Department and the Business Department. Each area is providing courses specific to this area of concentration.

2. Educational objectives and learning outcomes

Graduates of the Social Media Specialist concentration will be able to:

1. Demonstrate appropriate digital media communication skills;

2. Implement, monitor and assess a social media communication effort;

3. Demonstrate social media communication skills and knowledge in a workplace setting according to the standards of the respective agency.

Student Learning Outcomes:

1. Students will be able to professionally communicate through digital media.

2. Students will be able to manage digital content.

3. Students will be able to create a basic social media presence for a small business or support a sophisticated effort in a corporate setting.

4. Students will be able to collect and analyze data from social media platforms.

3. Explain how the institution will provide for and document assessment of student achievement of learning outcomes

Student assessment and documentation of learning outcomes will be done in the same manner as other occupational programs at Wor-Wic Community College. Each course will

have a comprehensive final exam or project that provides specific course objective results that are linked to learning outcomes. Also, all students are placed in an agency setting and feedback data related to learning outcomes is collected from each agency for each student.

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

Course		Credits

<u>**General Education Requirements**</u>

English
ENG 101	Fundamentals of English I	3

Mathematics
MTH 152	Elementary Statistics	3

Arts and Humanities
ENG 151	Fundamentals of English II	3
COM 102	Introduction to Human Communication	3

Social Behavioral Science
ECO 201	Principles of Microeconomics	3

Biological / Physical Science
One course from a variety of disciplines		3-4

<u>**Business Core Requirement**</u>

SDV 100	Fundamental of College Study	1
BMT 260	Business Management Field Experience	2
ACT 101	Financial Accounting	3
BMT 101	Introduction to Business	3
BMT 102	Marketing	3
BMT 125	Finance	3
BMT 220	Professional Practices	3
OFT 155	Word Processing	3
OFT 160	Spreadsheets	3

<u>**Social Media Area of Concentration Courses**</u>

BMT 130	Social Media Marketing	3
BMT 235	Social Media Planning Seminar	3
COM 120	Writing for Digital Media	3
CMP 130	Introduction to Web Development	3
CMP 246	Digital Content Management	3
SOC 101	Introduction to Sociology	3

Total		60

Course Descriptions:

ENG 101 – Fundamentals of English I – 3 credits (English composition 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 152 – Elementary Statistics – 3 credits (Mathematics requirement)

This course introduces elementary statistics through a critical examination of its subjects and applications. Topics from descriptive statistics include data organization, expectation and measures of variation. Also covered are random variables, probability laws, counting techniques, binomial and normal distributions, applications of the central limit theorem, confidence intervals and test of statistical hypotheses involving the mean, median and proportions. Topics from parametric and nonparametric statistics are introduced. *Hours: 39 lecture. Prerequisite: ENG 095 or ENG 097 and MTH 092 with grades of "C" or better or acceptable reading mathematics placement test scores.. Usually offered in the fall, spring and summer.*

ENG 151 – Fundamentals of English II - 3 credits (English requirement and 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.*

COM 102 – Introduction to Human Communication – 3 credits

This course is designed to provide an introduction to the field of communication. Interpersonal communication, nonverbal communication, group dynamics, intercultural communication, gender communication and public speaking contexts will be covered. Students will apply relevant theories and explore research within each context to develop a solid foundation in the discipline. *Hours: 39 lecture. Usually offered in the fall and spring.*

ECO 201– Microeconomics – 3 credits (Social/behavioral science requirement)

This course provides an overview of basic economic concepts and institutions, the nature of economic activity and an analysis of the function of the economic system. Students apply an economic perspective to questions that firms and households must answer before making decisions. Students also study the interdependency of global economies.

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.

Biological/Physical Science Requirement 3-4 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

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.*

BMT-260 – Business Management Field Experience

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. *Hours: 100 as an intern. Prerequisites: Permission of the department head. Usually offered in the fall and spring.*

ACT 101 – Financial Accounting – 3 credits

This course offers a comprehensive study of basic accounting principles and procedures. Students recorded accounting transactions, prepare financial statements, apply internal controls, account for assets and liabilities, and utilize ration analysis. *Hours: 39 lecture. Prerequisite: ENG 095 or ENG 097 and MTH 091 with a grade of "C" or better, or acceptable reading and mathematics placement test scores or permission of the department head. Usually offered in the fall and spring.*

BMT 101 – Introduction to Business – 3 Credits

This course covers the role and function of the business enterprise within the United States 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. *Hours: 39 lecture. Prerequisite: ENG*

095 or ENG 097 with a grade of "C" or better, an acceptable reading placement test score or permission of the department head. Usually offered in the fall and spring.

BMT 102 – Marketing – 3 Credits

This introductory marketing course covers the various activities that are required for businesses to successfully develop their products and services, bring them to the consumer, encourage sales and secure earnings. Students will develop the knowledge to analyze marketing situations and recommend an appropriate marketing strategy. *Hours: 39 lecture. Usually offered in the fall and spring.*

BMT 125 – Finance – 3 credits

This course is designed to provide essential financial tools and knowledge to start or operate small business enterprises. Material covered includes; financial and economic concepts, financial planning and management, the preparation and analysis of financial statements, forecasting, working capital management, capital budgeting, and principles of personal finance. *Hours: 39 lecture. Usually offered in the fall and spring.*

BMT 130 – Social Media Marketing – 3 Credits

This course explores various activities related to social media marketing including target market identification, identifying appropriate marketing strategies, analyzing performance metrics, and using tools to manage and monitor social media activity. *Hours: 39 lecture. Prerequisite: BMT 102 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

BMT 220 – Professional Practices – 3 credits

This course is designed to develop the student's ability to integrate the technical and human relations skills necessary to succeed in today's business environment. The focus is on project management, maintaining a professional online presence, business ethics, professional communication as well as effective team interactions, and advanced presentation skills. *Hours: 39 lecture. Prerequisite: OFT 155 with a grade of "C" or better or permission of the department head. Usually offered in the spring.*

BMT 235 – Social Media Planning Seminar – 3 Credits

Students, working in teams, will participate in a semester long case study designed to provide practical experience in auditing an online marketing effort and developing recommendations based on key findings. Students demonstrate proficiency in various areas of social media marketing planning including conducting a marketing SWOT analysis, creating a social media marketing plan, and creating a budget and ROI analysis. *Hours: 39 lecture. Prerequisite: BMT 130 with a grade of "C" or better or permission of the department head. Usually offered in the fall*

COM 120 – Writing for Digital Media – 3 credits

In this course, students will develop digital literacy and learn to write for digital media environments, considering audience and context. Students will produce multiple on-line projects with a focus on form and style. Students will be introduced to writing for social media as well as theory of storytelling and scriptwriting for media such as games, multimedia web series, podcast, and commercials. *Hours: 39 lecture. Prerequisite ENG 101 with a "C" or better. Usually offered in the fall and spring.*

OFT 155 – Word Processing – 3 credits

This course covers fundamental through advanced word processing skills including creating, editing, and formatting documents, creating tables, working with themes, styles, graphics, and templates, merging and integrating data with various programs and the World Wide Web. *Hours: 39 lecture. Laboratory fee: $15. Usually offered in the fall and spring.*

OFT 160 – Spreadsheets – 3 credits

This course covers spreadsheet development, including creating, editing, formatting worksheets and charts, creating and working with formulas, collaborating and securing data and integrating worksheet data with various programs and the World Wide Web. *Hours: 39 lecture. Prerequisite:MTH 092 or an acceptable mathematics placement test score or permission of the department head. Usually offered in the fall and spring..*

CMP 130 – Introduction to Web Development – 3 credits

This course covers the principles of creating hypertext markup language (HTML) for webpages and the elements used to create them. Cascading style sheets (CCS) are introduced to add style to webpages and to create enhanced visual effects. Responsive formatting techniques are introduced to make the site adaptable. This course covers the fundamental elements needed to create webpages. Students design and build a website using current technology. *Hours: 26 lecture and 26 laboratory. Laboratory fee: $25. Usually offered in the fall.*

CMP 246 – Digital Content Management – 3 credits

This course provides an opportunity for students to examine social networks, social media and online advertising techniques for improving web presence. Students also explore technical and creative elements to create organic search engine optimization (SEO) to improve ranking, drive traffic and increase awareness in search engines. Students identify web-based marketing opportunities and recommend an appropriate web-based management strategy. *Hours: 39 lecture. Prerequisite CMP 130 or permission of the department head. Usually offered in the spring.*

SOC 101 – Sociology – 3 credits

This course stresses the study of man in his social relationships. Topics include the patterns of culture, population, social institutions (familial, educational, religious, economic and political) and social change. . *Hours: 39 lecture. Usually offered in the fall and spring.*

6. General Education requirements:

For an associate of applied science (AAS) degree, 18 hours of general education credits are required. The program will meet these requirements through the general education courses listed above.

7. Contracting with other organizations, copy of contract:

Does not apply

8. Assurance of information for students:

If approved, the area of concentration degree pattern will appear in the school's online catalog as presented above. All course descriptions showing credit hours, prerequisites and when the courses will be offered will appear in the catalog as well. The degree will be added to all the current degree options at Wor-Wic Community College, have the same academic support services available to all students and the same institutional policies will apply. All courses taught at Wor-Wic Community College utilize a learning management system and appropriate orientation to the system is provided for all students.

9. Assurance of advertising, recruiting and admissions material will accurately represent the proposed program:

All program materials will be vetted by the Department Head and the Dean of Occupational Education to insure accuracy of content. Information about the program will be presented to all faculty advisors and other staff that act in a student advising capacity. The program will be presented to secondary school students that tour the campus (along with other programs) and also presented to high school CTE principals, faculty and counselors as part of an annual articulation meeting.

H. Adequacy of Articulation

Does not apply

I. Adequacy of faculty Resources

The faculty to support this program will come from three different departments. The Arts and Humanities department will provide the communications courses, the Technology department will provide the computer/technology courses and the Business department will provide the word processing, marketing social media related courses. Current full-time faculty staffing levels are considered sufficient to support the requested addition of

the new concentration. It is anticipated that part-time faculty teaching up to 12 credits per year will be required to permit current full time faculty to teach the Business and Communication courses.

Faculty Member	Terminal Degree	Full / Part-time	Courses Taught
Michael Kelley	B.S. – Computer Science	Full-time	CMP 130, Introduction to Web Development CMP 246, Digital Content Management
Dana Burnside	MA – Communication Studies D.A. – Education	Full-time	COM 102, Introduction to Human Communication COM 120, Writing for Digital Media
Lucinda Stanley	BS – Business Administration MS – Business Education MS – Instructional Design & Technology PhD – Instructional Design and Online Learning	Full-time	BMT 102, Marketing BMT 130, Social Media Marketing BMT 235 Social Media Planning Seminar

J. Adequacy of Library Resources

Students in the Social Media Specialist 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 technology and marketing disciplines. 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

1. Assurance of information for students:

All the courses that are part of this proposal will be taught in existing facilities. The facilities feature state of the art classrooms and computer lab and are more than adequate to support the objectives of the program.

2. Assurance of adequate distance education resources:

a. All students are assigned a Wor-Wic email account specifically for non –course communication and are assigned an email account in each scheduled course through the learning management system for course related communication.

b. The learning management system is supported through faculty training, student orientation, a help desk for students experiencing technical difficulties and on campus computers for student use if desired. An instructional technologist supports faculty with learning management systems advice, training and direct assistance.

L. Adequacy of Financial Resources.

Table 1. provides details of the resources generated and provided by the new program. The forecast is predicated on the initial enrollment of 10 students (combined full time/part time) and progressively increasing over the 5 year forecast. The tuition rate is budgeted with an increase of 3% per year over the 5 year budget.

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 (c + g below)	26,100	54,000	83,025	113,400	116,100
a. Number of F/T Students	5	10	15	20	20
b. Annual Tuition/Fee Rate	3480	3600	3690	3780	3870
c. Total F/T Revenue (a x b)	17,400	36,000	55,350	75,600	77,400
d. Number of P/T Students	5	10	15	20	20
e. Credit Hour Rate	116	120	123	126	129
f. Annual Credit Hour	15	15	15	15	15
g. Total P/T Revenue (d $_x$ e $_x$ f)	8700	18,000	27,675	37,800	38,700

3. Grants, Contracts & Other External Sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 – 4)	26,100	54,000	83,025	113,400	116,100

Table 2. below indicates additional expenditures related to the development of the business social media concentration. All new courses added will be delivered using part-time faculty only (0.4 equivalent full time) as indicated. No additional support staff, equipment or resources will be needed to allow the program to proceed.

TABLE 2: PROGRAM EXPENDITURES:					
Expenditure Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
1. Faculty (b + c below)	10,334	10,334	10,334	10,334	10,334
a. Number of FTE	0.4	0.4	0.4	0.4	0.4
b. Total Salary	9600	9600	9600	9600	9600
c. Total Benefits	734	734	734	734	734
2. Admin. Staff (b + c below)	0	0	0	0	0
a. Number of 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. Number of FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Technical Support and 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)	10,334	10,334	10,334	10,334	10,334

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 Program

Does not apply

P. Adequacy of Distance Education Programs

Individual courses for this program may be offered in different modalities, including online. While not currently a member of C-RAC, the College complies with each of the guidelines through appropriate policies and practices. Wor-Wic Community College is approved to offer distance education programs by Middle States Commission on Higher Education and is approved by MHEC to offer degree programs (General Studies A.A., Chemical Dependency A.A.S. and Certificate)100% online.