

WOR-WIC
COMMUNITY COLLEGE

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worwic.edu

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December 17, 2018

Dr. James D. Fielder
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Baltimore, MD 21201

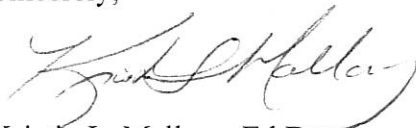
Dear Dr. Fielder:

Please accept this letter requesting the approval of the Associate of Arts in General Studies Transfer, Communication Studies 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

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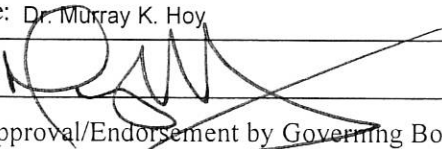
Each action below requires a separate proposal and cover sheet.

- | | |
|--|---|
| <input type="radio"/> New Academic Program | <input type="radio"/> Substantial Change to a Degree Program |
| <input checked="" type="radio"/> New Area of Concentration | <input type="radio"/> Substantial Change to an Area of Concentration |
| <input type="radio"/> New Degree Level Approval | <input type="radio"/> Substantial Change to a Certificate Program |
| <input type="radio"/> New Stand-Alone Certificate | <input type="radio"/> Cooperative Degree Program |
| <input type="radio"/> Off Campus Program | <input type="radio"/> Offer Program at Regional Higher Education Center |

Payment Submitted: <input checked="" type="radio"/> Yes <input type="radio"/> No	Payment Type: <input type="radio"/> R*STARS <input checked="" type="radio"/> Check	Date Submitted: 12/17/2018
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Department Proposing Program	Arts and Humanities	
Degree Level and Degree Type	Associate of Arts	
Title of Proposed Program	General Studies Transfer, Communication Studies Concentration	
Total Number of Credits	60	
Suggested Codes	HEGIS: 495001	CIP: 240199
Program Modality	<input type="radio"/> On-campus <input type="radio"/> Distance Education (<i>fully online</i>) <input checked="" type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input checked="" type="radio"/> Fall <input type="radio"/> Spring <input type="radio"/> 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:	12/13/2018

Revised 6/13/18

Associate of Arts: Communication Studies Concentration- Wor-Wic Community College

A. Centrality to Institutional Mission and Planning Priorities:

The mission of Wor-Wic Community College is to offer “high quality, affordable educational offerings.” One of Wor-Wic’s strategic priorities is to “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 General Studies program at Wor-Wic Community College is designed to meet all MHEC requirements for transferability, and the proposed **General Studies Transfer, Associate of Arts Degree: Communication Studies Concentration** supports both above goals by maintaining transferability, by creating a clear pathway to a major at a four-year school, and by providing specific communication skills applicable in many workplaces.

Currently students in the GNS program are required to take 17-18 elective credits as part of the degree. The proposed *General Studies Transfer, Associate of Arts Degree: Communication Studies Concentration* modifies the elective credits to include specific currently offered and newly designed communication courses. Thus, the degree remains transferable as General Studies but with focused communication courses taking the place of the general electives. Currently COM 101, Introduction to Public Speaking, is a requirement for the GNS program and COM 200, Interpersonal Communication, is an existing course. Four other courses have been created to support this concentration: COM 102, Introduction to Human Communication; COM 110, Mass Communication; COM 105, Introduction to Communication Theory; COM 120, Writing for Digital Media. While attending Wor-Wic Community College, students will complete foundational coursework in their general education courses as well as a selection of communication-specific courses.

Since the proposed communication concentration does not add a degree, the new courses taking the place of other elective options will, at least at first, take the place of sections of COM 101. As the program grows and more sections of courses are added over the first two years, the costs of adding part-time instructors should be offset by increased enrollment in the courses. Over the first two years, we plan to add the courses gradually as students move through the GNS program and the prerequisite courses for the COM courses.

Three current full-time faculty and two part-time faculty members are committed delivering the courses required for the concentration. Wor-Wic’s financial commitment for the full-time instructors will not change as a result of this proposed concentration. There may be a small increase in the number of sections of communication taught by part-time instructors as the new courses are added into the schedule. No new requirements for physical facilities. Wor-Wic Community College commits to supporting this concentration. Students who take communication courses at Wor-Wic, even if the program were to be discontinued, would not be adversely affected as they would be able to complete the General Studies degree with other elective courses.

B. Critical and compelling regional or statewide need as identified in the state plan:

1. Demand and need: According to the Bureau of Labor Statistics (2018), the number of media and communication related jobs is expected to grow 6 percent from 2016-2026 as “demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.” Recent studies indicate the increased need for “soft skills” is highly technical occupations related to engineering, finance, health care and information technology. “Communication skills” are listed as the top soft skill in these areas followed by writing skills and organizational skills. Students earning degrees STEM and occupational areas especially who are equipped with communication-related skills are advantaged in the competitive workplace (Donohue, 2016). As the state-wide push for more STEM degrees continues, the need for soft skills will increase also.
2. According to the American Academy of Arts & Sciences: Humanities Indicators (2017), the number of bachelor’s degrees awarded rose dramatically between 1987 and 2015, and this trend is expected to continue. Students who are able to begin a pathway in a communication study major at Wor-Wic and take advantage of a pending articulation with Salisbury University and possible future articulations with other nearby universities. This supports Strategy 6 of the 2017-2021 MHEC State Plan (2017) “utilizing focused pathways to improve college completion and student success” by helping students to define a clear path to a marketable four-year degree early in their post-secondary education.

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

A nine county query of the Delmarva region using Economic Modeling Specialists International (EMSI) indicates current and future career prospects in communication-related occupations is positive.

Occupation	2017 Jobs	2021 Jobs	% Change
Summary of 11 counties	844	872	+3.3%
Select communication related occupations:			
Advertising/promotions managers	17	18	+6%
Public relations/fundraising	72	77	+7%
Producers and directors	56	63	+13%
Public relations specialists	329	343	+4%
Broadcast news analysts	4	5	+25%

Also according to the EMSI Communication Occupation Overview median earnings for all communication-related occupations in the eleven counties is \$21.99/hr. (range: \$14.11 - \$32.78/hr). The 3.3% job growth trend follows and is slightly better than the national average (3.2%). From January 2017 through November 2018 there were 52 average monthly hires for communication-related occupations. Industries hiring for these occupations include newspaper publishers, radio stations, state government, radio networks, colleges, universities, and professional schools.

D. Reasonableness of Program Duplication

Currently the only college or university on the Eastern Shore of Maryland that offers a communication-related degree is Salisbury University. An articulation agreement with Salisbury University’s Communication Arts degree is pending.

Delaware Technical and Community College in Georgetown, DE (51 miles from Wor-Wic’s campus) offers an AA in Communications as does Anne Arundel Community College (88 miles from Wor-Wic’s campus). Wilmington University in Georgetown, DE (available online) also offers a Communication Bachelor of Science; we will be exploring an articulation agreement in the future. Each of these three institutions would increase cost of delivery as a result of out-of-state tuition and transportation.

Institution	Degree Level	Program Name
Salisbury University	Bachelor of Arts	Communication Arts (Tracks: human communication studies, media production, media studies, media production, multimedia journalism, public relations and strategic communication)
Delaware Technical and Community College	Associate of Arts	Communications
Wilmington University	Bachelor of Science	Communication (Integrated Marketing Communication, Media Communication)
Anne Arundel Community College	Associate of Arts	Communications—Arts & Sciences Transfer

E. Relevance to High-Demand Programs at Historically Black Institutions (HBIs):

Students from Wor-Wic Community College will be able to transfer the General Studies degree to the University of Maryland Eastern Shore and other HBIs in Maryland to complete a Bachelor of Arts degree in another major based on the coursework that they have completed.

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

The General Studies degree will continue to transfer to the HBIs in Maryland.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes:

G.1. Establishment of Proposed Program and Faculty Who Will Oversee Program

The proposed program is an area of concentration within the established General Studies AA degree program. Program oversight will be by Dr. Elizabeth Jones, Department Head for Arts & Humanities and Dr. Colleen Dallam, Dean of General Education.

G.2. Educational Objectives:

Graduates of the General Studies: Communication Concentration program will be able to:

1. Critically analyze and apply communication scholarship and theories as they are related to oral, written, and visual communication in academic, professional and interpersonal contexts;
2. Deliver formal and informal presentations to various audiences in multiple contexts using effective rhetorical devices and presentation techniques in variety of formats and styles;
3. Communicate ethically and responsibly following guides within a community, society, discipline, and profession based on various perspectives and standards.

G.3. Assessment and Documentation of Student Achievement

Student achievement and learning outcomes performance at Wor-Wic Community College are documented via the institution's planning and assessment software Nuventive Improve. Consistent with college policy and assessment procedures, the Communication Area of Concentration will be evaluated annually from program level and course level review processes. Program effectiveness data including final exam pass rates, student retention and student completion are specific measures evaluated from a program perspective. Multiple means of assessment will be utilized and benchmarks established on a program and course level basis. Appropriate action plans and strategies will be created and implemented by course coordinators and department heads when benchmarks are partially met or not met.

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

General Studies Transfer

Associate of Arts Degree: Communication Concentration

FIRST YEAR

		Credit Hours	SDV
Summer II			
100	Fundamentals of College Study	1	
Fall			
* ENG 101	Fundamentals of English I	3	
xGEN ED	Biological/Physical Science Requirement	4	
*GEN ED	Mathematics Requirement	3-4	
^GEN ED	PSY 101 or SOC 101	3	
COM 101	Introduction to Public Speaking	3	
Spring			
* ENG 151	Fundamentals of English II	3	
*COM 102	Introduction to Human Communication	3	
#GEN ED	Arts & Humanities Requirement (or SPN/FRN 101 or 102)	3	
^Elective	History Elective	3	
*COM 200	Interpersonal Communication	3	

SECOND YEAR

Fall			
PHE 106	Integrated Health & Fitness	3	
*Elective	English Elective (ENG 202, ENG 203 or ENG 204)	3	
*COM 110	Mass Communication	3	
Elective	General Elective (or SPN/FRN at 102 level)	3	
Elective	History Elective	3	
		15	
Spring			
xGEN ED	Biological/Physical Science Requirement	4	
Elective	General Elective	2-3	
*COM 105	Introduction to Communication Theory	3	
*COM 120	Writing for Digital Media	3	
		12-13	

*This course has a pre-requisite.

x Each course must be from a different discipline.

^ Meets the social/behavioral science requirement.

#ART 101, FRN 101, FRN 102, MUS 101, PHL 101, SPN 101 or SPN102 meets this requirement.

NEW Communication Courses supporting the Communication Concentration:

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. Prerequisites ENG 101. Usually offered in the fall and spring.

COM 110: Mass Communication 3 credits

This course is designed to provide an examination of the effect and impact of mass media on contemporary life and society. The course covers the historical evolution of media as well as contemporary developments and issues. Students will develop skills required to critically analyze a variety of media types and become more knowledgeable media consumers. Areas examined include newspapers and journalism, magazines, radio and television broadcasting, motion pictures, music recording, Internet and social media, cable and satellite communication, advertising and public relations, and media law and ethics. Prerequisite ENG 101. Hours: 39 lecture. Usually offered in the spring.

COM 105: Introduction to Communication Theory 3 credits

This course is designed to provide an introduction to basic communication theories through study and application. This course integrates various areas of the discipline to provide an overview of communication topics including verbal and nonverbal messages, interpersonal communication, small group communication, and intercultural communication, as well as theories relating to organizational communication and media messages. Prerequisites ENG 101 and Introduction to Human Communication. Hours: 39 lecture. Usually offered in the fall and the spring.

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 online 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, podcasts, and commercials. Prerequisite ENG 101. Hours: 39 lecture. Usually offered in the fall and spring.

EXISTING Communication Courses supporting the Communication Concentration:

COM 101 Introduction to Public Speaking (3 credits)

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.

COM 101H Introduction to Public Speaking, Honors (3 credits)

This course is an introduction to the theories of oral communication, focusing on pragmatic approaches to presentational styles and organizational skills. Students integrate a common theme into their speeches for the public speaking component of this course. They demonstrate their ability to critically

think and listen through their analysis of speeches in both the classroom and the public arena. This course meets the requirements of SPH 101. Hours: 39 lecture. Prerequisite: Honors program eligibility. Usually offered in the fall.

COM 200 Interpersonal Communication (3 credits)

This course offers an introduction to the theories of interpersonal communication, focusing on the development of an awareness of communication in social and professional contexts and on the perception of self and others. The course covers theory and the application of communication strategies used in daily interactions and one-on-one and small group communication, including how verbal and nonverbal communication can be used to improve relationships. Hours: 39 lecture. Prerequisite: ENG 101. Usually offered in the fall.

COM 201 Instructional Communication (3 credits)

This course covers the communicative factors involved in the teaching-learning process. The communication concept applicable to classroom instruction is explored, and the communication skills essential in teaching groups of students are developed. Special focus is placed on communicating a supportive classroom environment, developing effective questioning strategies and effective interpersonal relationships in a classroom setting. Hours: 39 lecture. Usually offered in the fall and spring.

The existing and new communication courses listed above make up the Communication AOC (COM 101, 102, 105, 110, 120, 200, and 201).

G.5. General Education Requirements

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.

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.

ENG 151 Fundamentals of English II (3 credits-English 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.

Additional General Education Requirements:

Math Requirement:

All General Studies associate degree students complete one of the following mathematics courses (3-4 credits).

MTH 102 Applications in College Mathematics (3 credits)

MTH 103* Fundamental Concepts I (4 credits)

MTH 104 Fundamental Concepts II (4 credits)

MTH 152/H Elementary Statistics (3 credits)

MTH 154 College Algebra and Trigonometry (4 credits)

MTH 160 Applied Calculus (3 credits)

MTH 201 Calculus I (4 credits)

Biological/Physical Science Requirement:

All General Studies associate degree students complete two of the following biological or physical science courses (8 credits).

BIO 101 Fundamentals of Biology (4 credits)

BIO 115 Introduction to Human Structure and Function (3 credits)

BIO 120 Nutrition (3 credits)

BIO 202 Anatomy and Physiology I (4 credits)

BIO 203 Anatomy and Physiology II (4 credits)

BIO 210 Biology: Concepts and Methods (4 credits)

BIO 220 Microbiology (4 credits)

CHM 101 General Chemistry I (4 credits)

ENV 101 Environmental Science (4 credits)

GEO 101 Earth and Space Science (4 credits)

IDS 200H Scientific Thought and Data Analysis (3 credits)

PHY 104 Physical Science (4 credits)

PHY 121 General Physics I (4 credits)

Social/Behavioral Science Requirement

All General Studies associate degree students complete two of the following (6 credits):

ECO 151 – Principles of Macroeconomics

ECO 201 – Principles of Microeconomics

GEO 102 – Human Geography
HIS 101 – World Civilizations I
HIS 151 – World Civilizations II
HIS 201 – American History
POL 101 – American Government
PSY 101 – Introduction to Psychology
SOC 101 – Introduction to Sociology

Arts and Humanities Requirement (6 credits): Choose from

ART 101 – Introduction to Art History
FRN 101 – Fundamentals of French I
FRN 102 – Fundamentals of French II
MUS 101 – Music Appreciation
PHL 101 – Introduction to Philosophy
SPN 101 – Fundamentals of Spanish I
SPN 102 – Fundamentals of Spanish II

(*COM Courses fulfill 3 credits of this requirement.)

General Elective

Communication concentration courses: (18 credits)

G.6. There are no specialized accreditation or graduate certificate requirements for this program.

G.7. N/A

G. 8/9. Information regarding the curriculum, course descriptions and requirements, program requirements and all aspects of the Communication Concentration within the General Studies program will fully explained in the college catalog and on the college website. Sample syllabi for each course and a program checklist will also be available. All program and college policies will be available on the college website.

H. Adequacy of Articulation

The Communication concentration was designed in close collaboration with our nearest four-year partner, Salisbury University. The Salisbury University department chair for the Communication Arts program, Dr. Lori DeWitt, has reviewed and indicated her support for the proposed program and its transferability for the development of a new articulation agreement.

I. Adequacy of Faculty Resources

1. The Arts & Humanities department currently offers three communication courses supporting the proposed concentration. There are fourteen full-time faculty in the department and part-time faculty are hired as needed. Three of the full-time faculty and three of the part-time faculty have appropriate credentials to teach communication courses and will be able to staff the new communication courses in their initial offerings. More part-time faculty may be hired as needed to teach additional courses.

2. Wor-Wic Community College and the Arts & Humanities department encourage ongoing professional development and participation in professional organizations. Two of the full-time instructors, Dr. Bartlett and Dr. Oneal-Self, have recently completed 12 graduate credits in coursework related to the design and delivery of the new COM courses proposed as part of the Communication concentration. The other instructors listed all have terminal degrees in communication or communication arts/media. Additionally, all of these instructors are required by Wor-Wic Community College policy to have completed training with our LMS, Blackboard and online pedagogy.

Faculty Member	Terminal Degree	Full or Part-time	Courses Taught
Allison Bartlett, Associate Professor of English	Ph.D. education; 12 master's levels credits—communication studies	Full-time	COM 101—Introduction to Public Speaking (3 credits)
Dana Burnside, Associate Professor of Speech	M.A. communication; D.A. education	Full-time	COM 101—Introduction to Public Speaking (3 credits)
Amy Oneal-Self, Associate Professor of English	Ph.D. education; 12 master's levels credits—communication studies	Full-time	COM 101—Introduction to Public Speaking (3 credits) COM 101H-- Introduction to Public Speaking, Honors (3 credits) COM 200—Interpersonal Communication (3 credits) COM 201—Instructional Communication (3 credits)
Cheri Campbell	Ph.D. rhetoric and communication	Part-time	COM 101—Introduction to Public Speaking (3 credits)
Dara Phillips	Ph.D. communication studies	Part-time	COM 101—Introduction to Public Speaking (3 credits)

J. Adequacy of Library Resources

Wor-Wic Community College students including General Studies—Communication Concentration majors will have ready access to a supply of current and relevant books, journals, periodicals and other reference materials needed to meet the requirements of the curriculum. Wor-Wic uses an electronic library that supports the needs of its students. Multiple Media Centers, on campus, are staffed to provide research assistance. Web-delivered subscription databases cover academic disciplines, including communication-related materials. Wor-Wic students also have privileges for the libraries at the University of Maryland Eastern Shore and Salisbury University.

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

Current facilities are adequate for the new classes in the Communication Concentration. Students have access to adequate use of technology.

L. Adequacy of Financial Resources with Documentation

The new courses required for the Communication Concentration can be offered using the leadership of our current full-time faculty and our current classroom infrastructure. The tables provided below show expected incremental resources and costs. The tables show only projected increases in student enrollment as well as one part time faculty needed to cover class offerings. Other needed resources including administrative support, space, supplies, etc. are currently available and show as not required. Additional equipment needed is estimated. 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)	19440	29160	39168	48960	59184
a. Number of F/T students	4	6	8	10	12
b. Annual tuition/fee rate	3240	3240	3264	3264	3288
c. Total F/T revenue (a * b)	12960	19440	26112	32640	39456
d. Number of P/T students	4	6	8	10	12
e. Credit hour rate	116	116	117	117	118
f. Annual credit hour	12	12	12	12	12
g. Total P/T revenue (d * e * f)	6480	9720	13056	16320	19728
3. Grants, Contracts & other external sources	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL (Add 1 - 4)	19440	29160	39168	48960	59184

b. \$116/cr.hr. tuition and \$19/cr. Hr . fees @ 12 credit hours / student / year increased by \$1/cr. hr. tuition rate in years 3 and 5

e. \$116/cr.hr. tuition and \$19/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)	2280	2280	2280	2280	2280
a. #FTE	0.20	0.20	0.20	0.20	0.20
b. Total salary	2280	2280	2280	2280	2280
c. Total benefits	0	0	0	0	0

2. Admin. staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
3. Support staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total salary	0	0	0	0	0
c. Total benefits	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Library	0	0	0	0	0
6. New or renovated space	0	0	0	0	0
7. Other expenses	0	0	0	0	0
TOTAL (Add 1 - 7)	2280	2280	2280	2280	2280

1.a. Based on additional P/T faculty teaching 1 course (3 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 to Low Productivity Programs Identified by the Commission:

Not applicable

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 the General Studies A.A. degree was recently approved by MHEC as an online degree program.

References

- American Academy of Arts & Sciences. (2017). Graph II-2c: Number of humanities bachelor's degree completions, by discipline, 1987-2015. *Humanities Indicators*. www.humanitiesindicators.org/content/indicatordoc.aspx?i=10824. Retrieved 13 Dec. 2018.
- Donohue, M. (2016). Tackling the 'soft' skills gap: How you can prepare STEM students for employment. EAB.com. www.eab.com/research-and-insights/continuing-and-online-education-forum/expert-insights/2016/soft-skills-gap. Retrieved 13 Dec. 2018.
- Maryland Higher Education Commission. (2017). *Maryland State Plan for Postsecondary Education: 2017-2021*. Retrieved from <https://mhec.state.md.us/About/Pages/2017StatePlanforPostsecondaryEducation.aspx>.
- United States Department of Labor. Bureau of Labor Statistics. (2018). Media and communication occupations. *Occupational Outlook Handbook*. www.bls.gov/ooh/media-and-communication/home.htm. Retrieved 13 Dec. 2018.