

MARYLAND HIGHER EDUCATION COMMISSION
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

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

Cecil College
Institution Submitting Proposal

Spring 2016
Projected Implementation Date

Associate of Applied Science
Award to be Offered

5001.02
Suggested HEGIS Code

Business & Computer Information Systems
Department of Proposed Program

Accounting
Title of Proposed Program

52.0302
Suggested CIP Code

Candace Vogelsong, M.S., MBA
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Mary Way Bolt _____ President/Chief Executive Approval
Signature and Date

October 30, 2014 _____ Date Endorsed/Approved by Governing Board

A. Centrality to institutional mission statement and planning priorities:

The proposed AAS Accounting Program will prepare students for initial employment and career advancement in the field of accounting in small, medium, and large-sized businesses. Candidates will be trained to process and record routine data and transactions, as well as prepare accounting statements and analyze various types of accounting data. Bookkeeping, accounting, and auditing clerks typically do the following: use bookkeeping software, online spreadsheets, and databases; enter (post) financial transactions into the appropriate computer software; receive and record cash, checks, and vouchers; put costs (debits) and income (credits) into the software, assigning each to an appropriate account; produce reports, such as balance sheets (costs compared with income), income statements, and totals by account; check for accuracy in figures, postings, and reports; and reconcile or note and report any differences they find in the records (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition).

The records that bookkeeping, accounting, and auditing clerks work with include expenditures (money spent), receipts (money that comes in), accounts payable (bills to be paid), accounts receivable (invoices, or what other people owe the organization), and profit and loss (a report that shows the organization's financial health). Workers in this occupation have a wide range of tasks. Some in this occupation are full-charge bookkeeping clerks who maintain an entire organization's books. Others are accounting clerks who handle specific tasks (Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition).

Founded in 1968, Cecil College is an open-admission, learner-centered institution located in a rural community in Maryland's most northeastern county. The College's mission includes career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural, and economic development challenges of Cecil County and the surrounding region. Through its programs and support services, the College strives to provide comprehensive programs of study to prepare individuals for enriched and productive participation in society. The College enrolls approximately 8,500 students in credit and non-credit programs. The proposed program supports the College's mission and strategic goals by providing career entry and advancement opportunities for individuals interested in the accounting profession.

B. Adequacy of curriculum design and delivery to related learning outcomes consistent with Regulation .10 of this chapter:

The AAS Accounting Program will prepare students for initial employment and career advancement in the field of accounting in small, medium, and large-sized businesses.

Student Learning Outcomes:

As a result of completing course requirements for the AAS Accounting Program, students will:

- Develop an understanding of the concepts and practices used in financial accounting, including the use of journals and ledgers, as well as the preparation of financial statements, and procedures for maintaining the records for service and merchandise firms.
- Demonstrate an understanding of financial and managerial accounting concepts related to generally accepted accounting principles, the conceptual framework of accounting and the objectives of financial reporting, long term liabilities, the statement of cash flows, financial statement analysis, introductory management accounting, manufacturing accounting, and job order and process accounting.
- Demonstrate the ability to record various business transactions, including sales, receivables, payables, and payroll; produce accounting reports; and carry out end of period accounting procedures for both a service and merchandising accounting system.
- Apply the procedures for converting a manual accounting system to a computerized system and use a comprehensive computerized accounting software program for recording transactions and producing reports.
- Use Financial Accounting Standards Board (FASB) pronouncements and guidelines to examine the complex relationship between reporting methods and statements.
- Demonstrate an understanding of asset valuations, revenue recognition, inventory valuation, acquisition and disposal of property, plant and equipment, depreciation and depletion, and intangibles.
- Demonstrate an understanding of investments in debt and equity securities, debt and equity financing activities, pensions and other compensation issues, contingencies, earnings per share, accounting changes and error corrections, cash flow statements, and analysis of financial statements.

Program Requirements:

**Accounting
Associate of Applied Science**

	<i>General Education Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 102	Composition and Literature	H	3
MAT 125 <i>or</i> MAT 127	Applied Calculus <i>or</i> Introduction to Statistics	M	4
PSY <i>or</i> SOC	Psychology Elective <i>or</i> Sociology Elective	SS	3
SCI	Science Elective with Lab	S/SL	4
SPH 121 <i>or</i> SPH 141	Interpersonal Communications <i>or</i> Public Speaking	H	3
<i>Program Requirements</i>			
ACC 101	Accounting I		3
ACC 102	Accounting II		3
ACC 201	Accounting III		3
ACC	Accounting Elective		3
ACC or BUS	Accounting or Business Electives		6
BUS 103	Introduction to Business		3
BUS 187	Business Ethics		3
BUS 210	Business Law		3
EGL 211	Technical Writing		3
ELECT	Elective		1

Total Credits Required in Program: 60

Course Descriptions:

ACC 101 Accounting I introduces the concepts and practices used in financial accounting. Topics studied include the use of journals and ledgers as well as the preparation of financial statements for a single proprietorship. Additional topics studied include cash, accounts and notes receivable, merchandise inventory, depreciation, current liabilities, and guidelines. Procedures for maintaining the records for service and merchandise firms are emphasized. 3 credits

ACC 102 Accounting II develops financial and managerial accounting concepts, including partnership and corporate forms of business organizations. In addition, the concepts related to generally accepted accounting principles, the conceptual framework of accounting, and the objectives of financial reporting, long term liabilities, investments, international operations, the statement of cash flows, financial statement analysis, introductory management accounting, manufacturing accounting, and job order and process accounting are studied. 3 credits

Pre-requisite: ACC101

ACC 201 Accounting III is designed to provide the student with a thorough knowledge of the components of financial statements. Using FASB pronouncements and guidelines, the complex relationship between reporting methods and statements is examined. Other topics studied include asset valuations, revenue recognition, inventory valuation, acquisition and disposal of property, plant and equipment, depreciation and depletion, intangibles, and current liabilities and contingencies. 3 credits
Pre-requisite: ACC102

BUS 103 Introduction to Business provides an overview of the major functional areas of business and our economic systems. Organizational areas include business systems, management, human resources, marketing, production, and operations and information. Blended throughout the course are business-world trends of the growth of international business, the significance of small business, the continuing growth of the service sector, the need to manage information and communication technology, and the role of ethics and social responsibility. 3 credits

BUS 187 Business Ethics focuses on an examination of typical ethical dilemmas encountered in the business environment. Ethical theories and principles are studied as a foundation for resolving ethical challenges. Through selected readings and classic and contemporary case studies, students will develop skills to identify pertinent aspects of various ethical dilemmas, identify stakeholders, apply a model for decision making, and evaluate the consequences of actions or inaction. 3 credits
Pre-requisite: EGL101

BUS 210 Business Law covers topics including the sources of law, the regulatory environment, and the growing legal considerations involved with commercial activity. Emphasis is placed on contract law, personal property law, sales, and the use of the uniform commercial code. Case analysis and outside reading assignments are also used throughout the course. 3 credits
Pre-requisite: EGL093

CIS 101 Introduction to Computer Concepts (I) is an introduction to the field of data processing. This non-technical course uses personal computers in classroom and laboratory environments to introduce the concepts of spreadsheets, databasing, and word processing. Emphasis is placed on computer theory. (Students with limited keyboarding skills are advised to take CIS 105 Keyboarding before or concurrently with CIS101). 3 credits

ECO 221 Economics-Micro (SS) is the study of economic behavior of individual households and firms and the determination of the market prices of individual goods and services. The basics of demand, supply, elasticity, price theory, and factor markets are stressed and students are shown how to graph and explain basic economic relationships. (May be substituted as an elective in the business programs.) 3 credits
Pre-requisite: ECO222

ECO 222 Economics-Macro (SS) is the study of large-scale economic phenomena. Emphasis is placed on the impact of government, inflation, unemployment, and fiscal and monetary policies. International trade and currency considerations as comparative economic systems are included. (May be substituted as an elective in the business programs.) 3 credits
Pre-requisites: EGL101, MAT093

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 COL081 and EGL093, or equivalent skills assessment.

EGL 102 Composition and Literature (H) introduces students to the genres of fiction, poetry, and drama in order to gain a fuller understanding and appreciation of these literary forms. Several brief compositions and an analytical research paper are assigned. 3 credits
Pre-requisite: EGL101

EGL 211 Technical Writing entails the study and practice of written communications in professional settings. In an ongoing workshop, students will be asked to think critically about rhetorical situations; analyze and address case studies; collaborate with team members; research, design, and write effective, ethical texts; develop multiple literacies for multiple audiences; respond constructively to peer writers; present texts through a variety of electronic media; and improve oral presentation and discussion skills. 3 credits
Pre-requisites: CIS101, EGL101

MAT 125 Applied Calculus (M) is an introductory study of differential and integral calculus with emphasis on techniques and applications. This course introduces students to the mathematical techniques for limits, differentiation, and integration of algebraic, logarithmic, and exponential functions. Applications of differentiation and integration are studied. This course is not intended for STEM majors. 4 credits
Pre-requisite: MAT093

MAT 127 Introduction to Statistics (M) introduces students to the study of measures of central tendency, measures of variation, graphical representation of data, least squares regression, correlation, probability, probability distributions, sampling techniques, parameter estimation, and hypothesis testing. The emphasis is on applications from a variety of sources including newspapers, periodicals, journals, and many of the disciplines that students may encounter in their college education. Students shall be expected to gather and analyze data, and formally report the results of their research. The use of technology and statistical software is integrated throughout the course. 4 credits

Pre-requisites: EGL093 and a Grade of C or better in MAT093 or MAT095

SPH 121 Interpersonal Communications (I) is a survey course covering all facets of human communication. The course emphasizes basic communication skills and awareness of what contributes to effective communicating, as well as what contributes to messages miscommunicated. It also provides students with practice in verbal and listening skills. Students relate communication learning to all areas of life and career skills. Classroom discussions, activities, and experiments on a variety of topics are used as a basis for students' growing awareness of perception and skills in communication. 3 credits
Co-requisite: EGL093

SPH 141 Public Speaking (H) is the study of the principles and models of communication in conjunction with hands-on experience in the planning, structuring, and delivery of speeches. Students study and deliver several kinds of public address. The course also provides students with a model for constructive criticism to teach the students what contributes to effective public speaking. 3 credits
Co-requisite: EGL093

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

The proposed program meets the critical and compelling regional and statewide need outlined in Goal 5 of *Maryland Ready: 2013 Maryland State Plan for Postsecondary Education* – “Maryland will stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research.”

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

According to the Maryland Department of Labor, Licensing, and Regulation, demand for Bookkeeping, Accounting, and Auditing Clerks is projected to grow by 6.1% from 2012 through 2022, with total openings forecast to be 4,184 for the state of Maryland. Annual openings are forecast to be 418 for this job category (MD DLLR – Division of Workforce Development and Adult Learning). According to the same source, demand for Accountants and Auditors is projected to grow by 8.5% from 2012 through 2022, with total openings forecast to be 10,328 for the state of Maryland. Annual openings are forecast to be 1,033 for this job category.

According to the Maryland Higher Education Commission’s report: *Trends In Degrees And Certificates By Program* (February 2015), The only Associate degree program in the state at Baltimore City Community College has only produced seven (7) graduates from its Accounting program since 2010. Clearly more graduates are needed in this field to meet demand throughout the state.

E. Reasonableness of program duplication:

A search of the Maryland Higher Education Commission's Academic Program Inventory database reveals that only one Associate Degree Accounting Program is offered in the state:

Institution	Program Name	Degree Offered	Taxonomy
Baltimore City Community College	ACCOUNTING	Associate Degree	500201

Since Baltimore City Community College (BCCC) is over 50 miles away from Cecil College, we do not feel that this program will compete for students with BCCC or represent unnecessary duplication within the state.

F. Relevance to Historically Black Institutions (HBIs)

No impact is anticipated on the state's historically black institutions.

G. If proposing a distance education program, please provide evidence of the Principles of Good Practice (as outlined in COMAR 13B.02.03.22C).

Not applicable.

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

Peggy Jenkins, associate professor, is a Certified Public Accountant in Pennsylvania who received her Master of Business Administration from Penn State University, and her Bachelor of Science in Business Administration from Bridgewater College in Virginia. In addition to her courses at Cecil College, she's lectured internationally at the University of Wales, Bangor, U.K. She currently serves on the board of the Freedom Hills Therapeutic Riding Program.

Stephen Berkeridge is an adjunct Tax and Accounting faculty member. He has a BA from the University of Baltimore, and a Masters from Stevenson University. Currently he works full time as a Senior Auditor for the U.S. Department of Transportation, Office of Inspector General. Furthermore, he owns and operates a tax, accounting, and investment company. He is licensed Certified Public Accountant in Maryland and Delaware. Additionally, he is a Certified Fraud Examiner.

Vincent Silvestri is an adjunct Accounting faculty member. He has a BA in Accounting from Loyola University Maryland, is a licensed CPA (MD) and also holds a Series 66 (Investment Advisory Representative) and Series 7 License (Securities Representative). Vincent has held numerous Accounting and Business Operations management positions with 2 Fortune 500 companies. These positions include Vice President Business Operations, Controller, and Project Cost Manager. Vincent is a member of the American Institute of CPAs and the MD Society of Accounting & Tax Professionals. Presently Vincent is President of Steadfast Financial & Tax Services, Inc. a newly established corporation providing financial and tax planning services.

Faculty Member	Credentials	Status	Courses Taught
Josiah Bancroft, Assistant Professor	M.A., Virginia Commonwealth University	Full-time	EGL101 Freshmen Composition EGL 102 Composition and Literature
Stephen Berkeridge, Adjunct Instructor	M.A., Stevenson University	Part-time	ACC 203 Tax Accounting
Vincent Silvestri, Adjunct Instructor	B.A. Loyola University Maryland	Part-time	ACC 101 Accounting I
Jack Cohen, Lecturer	M.Div., Eastern/Palmer Theological Seminary	Full-time	Sociology Elective SPH 141 Public Speaking
Veronica Dougherty, Professor	Ph.D., University of Connecticut	Full-time	Science Elective with Lab
Kristy Erickson, Professor	Ed.D., Walden University; Graduate studies, Texas A&M University	Full-time	MAT 125 Applied Calculus
Christopher Scott Gaspare Assistant Professor	M.A., Washington College	Full-time	EGL 211 Technical Writing
Bobbye Haupt, Adjunct Assistant Professor	M.S. Widener University	Part-time	CIS 101 Introduction to Computer Concepts

Faculty Member	Credentials	Status	Courses Taught
Peggy Jenkins, Associate Professor	M.S., Penn State University; Certified Public Accountant	Full-time	ACC 101 Accounting I ACC 102 Accounting II ACC 201 Accounting III ACC 202 Accounting IV ACC 204 Payroll Accounting
Carlos Lampkin Academic Advisor and Assistant Professor	M.B.A., Wilmington University	Full-time	ECO 221 Economics – Micro ECO 222 Economics – Macro
Meredith Lutz Stehl, Assistant Professor	Ph.D. Clinical Psychology, Drexel University	Full-time	Psychology Elective
David Ore, Associate Professor	M.A., Central Michigan University	Full-time	BUS 187 Business Ethics
Patricia D. Richardson, Instructor	B.A., Michigan State University; Graduate studies, Michigan State University	Full-time	SPH 121 Interpersonal Communications SPH 141 Public Speaking
Kimberly Sheppard, Associate Professor	M.S., Clemson University; Certificate Epidemiological and Bio statistical Principles, Drexel University	Full-time	MAT127 Introduction to Statistics
Candace Vogelsong Associate Professor	M.B.A., Wilmington College; M.S., Wilmington University	Full-time	BUS 103 Introduction to Business BUS 210 Business Law

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

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

Students enrolled in Accounting Associate of Applied Science will receive a library orientation. During orientation students will learn how to navigate the online catalog, access the databases and subject guides on and off-campus and submit requests for inter-library loans.

The library subscribes to an array of EBSCOhost and ProQuest databases. Students can search EBSCO's Business Search Premier and ProQuest's Accounting & Tax and ABI INFORM Complete for their assignments.

Supplementing the print collection is EBSCO's eBook Academic Collection. The eBook collection contains more than 135,000 titles.

The library welcomes requests for additional resources from students and faculty.

J. 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 Accounting Program 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 Reading/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.

K. Adequacy of financial resources with documentation (as outlined in COMAR 13B.02.03.14)

**Cecil College – AAS Accounting
Projected Revenues**

TABLE 1: RESOURCES					
Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated funds	N/A	N/A	N/A	N/A	N/A
2. Tuition revenue (c+g below)	\$119,900	\$132,500	\$132,500	\$150,400	\$157,000
a. Number of F/T students	23	25	25	28	30
b. Annual Tuition/Fee Rate	\$100/credit	\$100/credit	\$100/credit	\$100/credit	\$100/credit
c. Total F/T Revenue (a * b)	\$75,900	\$82,500	\$82,500	\$92,400	\$99,000
d. Number of P/T students	22	25	25	29	29
e. Credit Hour Rate	\$100/credit	\$100/credit	\$100/credit	\$100/credit	\$100/credit
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue (d * e * f)	\$44,000	\$50,000	\$50,000	\$58,000	\$58,000
3. Grants, Contracts, & Other External Sources	0	0	0	0	0
1. Other sources					
Student Development Fees	\$9,592	\$10,600	\$10,600	\$12,032	\$12,560
Registration Fees	\$6,750	\$7,500	\$7,500	\$8,550	\$8,850
Total (Add 1-4)	136,242	150,600	150,600	170,982	178,410

Assumptions:

- Tuition revenue is conservatively projected based on in-county rate of \$100/credit
- Full-time students complete 33 credits per year on average; Year One tuition revenue is calculated as 23 students * 33 credits = 759 credits * \$100 = \$75,900
- Part-time students complete 20 credits per year on average; Year One tuition revenue is calculated as 22 students * 20 credits = 440 credits * \$100 = \$44,000
- Student Development Fee is \$8/credit hour; Year One Student Development Fees are calculated as 759 FT credits + 440 PT credits = 1,199 credits * \$8 = \$9,592
- Registration fee = \$75/semester; registration fees are assumed to be two semesters each year, or \$150, but students may elect to also take courses in the summer. Year One registration fees are calculated as 23 FT students + 22 PT students = 45 * \$150 = \$6,750

TABLE 2: EXPENDITURES					
Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	1	1	1	1	1
a. #FTE	1	1	1	1	1
b. Total Salary	\$57,630.50	\$58,494.96	\$59,372.38	\$60,262.97	\$61,166.91
c. Total Benefits	\$21,393.69	\$21,835.51	\$22,287.09	\$22,748.65	\$23,220.41
2. Administrative Staff (b + c below)	N/A	N/A	N/A	N/A	N/A
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)	N/A	N/A	N/A	N/A	N/A
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)	\$79,024.19	\$80,330.47	\$81,659.47	\$83,011.61	\$84,387.33

Assumptions:

- Programs will be implemented with existing faculty resources and administrative staff, so there are no new expenses for personnel. Since there is only one full-time faculty member allocated to the Accounting Program, only her salary is included in faculty expenditures. All other full-time faculty members are budgeted through their respective departments.
- Salary is forecasted to increase @ 1.5% each year; Health benefits are forecasted to increase @ 2.5% each year.
- Part-time faculty members are contracted on an as needed basis depending on program enrollments.
- Library resources and equipment are budgeted each year through the current operating budget.

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

Individual course assessment reports document student learning outcomes which are taken directly from the course syllabus. The Assessment Committee has established a rubric for course assessment reports which requires documentation of desired learning outcomes (taken from the syllabus), indicators of student learning outcomes, direct and indirect methods of assessment, quantitative and qualitative data on student performance, and how assessment results will be used to further improve student learning outcomes in the future. Each report is reviewed to ensure that it meets the guidelines established by the Assessment Committee. Reports are collected for one-third of all courses offered during the fall and spring semesters each academic year, resulting in a review of all courses within 36 months.

Faculty members are evaluated each and 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.

The College has an established Program Review Policy and a Program Review and Assessment Plan. Both of these documents have been endorsed by the Faculty Senate and approved by the Board of Trustees. One-fifth (20%) of the programs are reviewed each year so that all programs are reviewed on a five-year cycle. A repository, which is accessible to all faculty members, is kept for all Program Review and Assessment documents. Additionally, a database has been established to track the status of recommended changes/revisions to programs.

Faculty members are assessed in the classroom by the Dean of Academic Programs each year for their first five years at Cecil College and every three years thereafter.

All faculty members are contractually obligated to complete an annual report: inclusive of assessment results.

M. 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 has qualified professional staff in the student advising and student support areas. Advisors seek and support other-race students consistent with the core values of the College, which encompass diversity and inclusiveness. In addition, the College has adopted a Strategic Initiative to "create educational opportunities for a diverse community of learners." The College plans to employ broad recruitment efforts to attract a racially diverse student body. Statements of non-discrimination are included in College publications and will appear in any marketing pieces for the program. In addition, the Director of Minority Student Services will assist in marketing and referring students to the new program.

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

Not applicable.