

Wor-Wic Community College Self Study Report

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Middle States
Commission on
Higher Education

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WOR-WIC
COMMUNITY COLLEGE

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GLOSSARY OF ACRONYMS

A4L	Anthology 4 Learn	IFB	Invitation for Bids
AA	Associate of Arts	IPED	Integrated Postsecondary Education Data
AACC	American Association of Community Colleges	IR	Institutional Research
AAS	Associate of Applied Science	IT	Information Technology
AICE	Advanced International Certificate of Education	JA Aspire	Junior Achievement
AIU	Annual Institutional Updates	LEED	Leadership in Energy & Environmental Design
ALEKS-	Assessment & Learning in Knowledge Spaces	MACC	Maryland Association of Community Colleges
AP	Advanced Placement	MB	Maintenance Building
ATD	Achieving the Dream	MCHC	Maryland College Honors Council
AV	Audio Visual	MHEC	Maryland Higher Education Commission
BH	Brunkhorst Hall	MOA	Means of Assessment
CARE	Coordination, Assessment, Response, and Education	MSCHE	Middle States Commission for Higher Education
CCAMPIS	Child Care Access Means Parents in School	MTC	Maner Technical Center
CCCPDF	Child Care Center and Professional Development Funds	NCES	National Center for Education Statistics
CCSSE	Community College Survey of Student Engagement	NCIA	National Council of Instructional Administrators
CDL	Commercial Drivers License	NCLEX	National Council Licensure Examination
CE	Continuing Education	NLRB	National Labor Relations Board
CEWD	Continuing Education and Workforce Development	NUR	Nursing
CIO	Chief Information Officer	OER	Open Educational Resources
CIP	Capitol Improvement Plan	OSHA	Occupational, Safety and Health Administration
CLEP	College-Level Examination Program	OTA	Occupational Therapy Assistant
CMS	Curriculum Management System	PAC	Program Advisory Committee
COMAR	Code of Maryland Regulations	PAIs	Performance Accountability Indicators
CRM	Customer Relationship Management	PCI	Payment Card Industry
CSAO	Chief Student Affairs Officer	PPL	Placement, Preparation & Learning
CUL	Culinary	PPM	Policies and Procedures Manual
DEI	Diversity, Equity and Inclusion	PRE	Pacific Research & Evaluation
DOLCRC	Department of Labor Civil Rights Center	PTA	Physical Therapy Assistant
DP	Diploma Programme	PTK	Phi Theta Kappa
EEOC	Equal Employment Opportunity Commission	RDT	Radiologic Technology
ELL	English Language Learner	RMI	Risk Management and Insurance
ELT	Executive Leadership Team	SAILS	Standardized Assessment of Information Literacy Skills
EMS	Emergency Medical Services	SGA	Student Government Association
FA	Fall	SOLE	Student Opinion of Learning Experience
FAFSA	Free Application for Federal Student Aid	SP	Spring
FEA	Final Exam Analysis	SSWC	Student Services & Wellness Center
FERPA	Family Educational Rights and Privacy Act	STEM	Science, Technology, Engineering & Mathematics
FFATA	Federal Funding, Accountability & Transparency Act	SWOT	Strengths, Weaknesses, Opportunities & Threats
FTE	Full-Time Equivalent	TRIO	Is not an acronym
FY	Fiscal Year	VPAA	Vice-President of Academic Affairs
GEOs	General Education Objectives	VPAS	Vice President of Administrative Services
GPA	Grade Point Average	VPN	Virtual Private Network
GTC	Guerrieri Technology Center	VUB	Veterans Upward Bound
HEERF	Higher Education Emergency Relief Fund	WIOA	Workforce Innovation and Opportunity Act
HR	Human Resources	WSCH	Weekly Student Contact Hours
HVACR	Heating, Ventilation, Air Conditioning & Refrigeration	WWCC	Wor-Wic Community College
IB	International Baccalaureate		

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INSTITUTIONAL OVERVIEW

FROM VISION TO IMPACT: THE STORY OF WOR-WIC COMMUNITY COLLEGE

Wor-Wic Community College stands as a beacon of opportunity and transformation on Maryland’s Lower Eastern Shore. Since its inception in 1975, the college has relentlessly pursued its mission of empowering students and serving the community. What began as a “college without walls,” offering continuing education courses in scattered locations, has evolved into a dynamic campus that shapes futures and meets the demands of a changing world.

Under the visionary leadership of its first president, Dr. Arnold H. Maner, Wor-Wic laid the foundation for its legacy, creating programs that addressed the needs of its growing community. The college found a permanent home in 1994, marking a new era of expansion and innovation. Following Maner’s retirement in 2000, Dr. Ray Hoy took the reins, steering the institution through transformative decades until 2023, when Deborah Casey, Ph.D., began her tenure as Wor-Wic’s third president.

Today, Wor-Wic’s vibrant campus is a testament to its commitment to progress. From the specialized training facilities of Shockley Hall for health professions and Guerrieri Hall for criminal justice to the hands-on innovation of the Patricia and Alan Guerrieri Technology Center (GTC), each building represents a step forward in meeting the demands of modern industries. These facilities empower students in fields like healthcare, criminal justice, education, hospitality and cutting-edge technical careers, ensuring a skilled workforce ready to drive the region’s growth.

A MISSION ROOTED IN EMPOWERMENT AND SUCCESS

At the heart of Wor-Wic’s vision lies its mission: to empower a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore.

The whole college is currently focused on “the big three” — increasing enrollment, raising the number of full-time students and ensuring that as many students as possible get to the finish line and graduate. Focusing on these aims helps ensure that the mission is being supported and achieved in a sustainable way that will benefit its students and the surrounding area.

Wor-Wic is more than a college; it is a lifeline for its community. In a region marked by rural isolation and economic challenges, the college tailors its programs to local needs, equipping students for careers in high-demand fields that will not require them to move away to find opportunities. From the critical professions of nursing, education and emergency medical services to the technical expertise required for HVACR, welding and alternative energy, Wor-Wic bridges the gap between aspiration and achievement.

As industries evolve, so does Wor-Wic. The recently opened Guerrieri Technology Center symbolizes the college’s dedication to cutting-edge career education.



This state-of-the-art facility supports programs in welding, metal fabrication, commercial truck driving and electro-mechanical technologies — fields critical to the region’s future.

Guided by community surveys, labor market analysis and its enduring mission, Wor-Wic continues to create pathways to success. Whether through degree programs, certifications or transfer options, the college enables students to achieve their dreams while driving regional growth.

For 50 years, Wor-Wic has stood as a pillar of education and opportunity. Its impact resonates in the success stories of thousands of graduates who now serve as leaders, innovators and essential contributors across the region.

As the college moves forward under Casey’s leadership, its commitment to progress, adaptability and community engagement remains unwavering. With every new program, every student success story and every step toward a brighter future, Wor-Wic reaffirms its role as a transformative force on Maryland’s Lower Eastern Shore — a place where ambition meets opportunity and possibilities become reality.

INITIATIVES UNDERTAKEN SINCE THE LAST ASSESSMENT

Supporting student needs in and out of the classroom

Since its last assessment, Wor-Wic has focused on maintaining and building upon its community-led, student-focused education to build a thriving, high-quality educational institution accessible to all.

In 2018, Wor-Wic received a nearly \$2 million Title III grant focusing on the implementation of a new advising model, increased online offerings and enhanced technological support for faculty.

Over the next five years covered by the grant, Wor-Wic was able to transform the way students were guided through their education. Students benefited from having dedicated advisors, in lieu of having faculty fill an advisory role. With specialized, personalized advising, students were able to progress along their chosen path, rather than taking extra classes that would not help them fulfill the requirements of their degrees.

To build on that success, in 2024 Wor-Wic launched its Fins to the Finish Line initiative, aimed at helping high-credit part-time students become full-time students, and incentivizing participation in connecting with their academic advisors.

Another new step to help credit students reach the graduation stage: new, flexible scheduling options. These include seven-week courses and a reorganized night class schedule that enables students who work during the day to go to school full-time at night if they wish.

The Child Care Access Means Parents in School (CCAMPIS) grant, earned in 2018 and renewed in 2022, helps students pay for child care while they attend classes. Affordable, reliable child care is a frequent barrier to class attendance, and addressing this issue eases a hurdle that many student-parents face.

Grants specifically support continuing education students as well, providing tuition assistance for career-focused programs and removing a potentially significant barrier to starting a career. The Maryland Works for Wind grant enabled the college to offer free training in welding, metal fabrication, machining and more.

In 2017 Wor-Wic created the Food for Students initiative to help combat food insecurity among its students. A campus food pantry is open to all, and fresh produce is supplied by Wor-Wic’s Community Garden. In addition, students are welcome to be part of the Garden Club, led by a master gardener at the community garden, where they can learn how to tend the campus garden or even grow their own food at home.

The Black Male Student Initiative, the Black Student Association and the Gender and Sexualities Alliance (LGBTQI) encourage traditionally underserved demographics via peer support, and Wor-Wic also offers a Parents Club and other outreach efforts to students who may face additional barriers or challenges.

TRIO Student Support Services is a grant-funded program that serves first-generation, low-income and students with disabilities – working to increase college retention and graduation and transfer rates for participants and fostering a supportive climate. The program began at Wor-Wic in 2015 and serves 144 students per year with two full-time and three part-time employees.

With funding from a \$1.32 million TRIO Veterans Upward Bound grant in 2018, Wor-Wic helps veterans returning to the civilian workforce with a dedicated coordinator, advisor, instructor, associate and two tutors. Wor-Wic serves an average of 300 veterans and dependents each year, providing a veterans student lounge for these students and engaging them in campus activities through the Veterans and Military Association.

Strengthening the college for the future

Since Wor-Wic's last assessment, COVID-19 changed the landscape of higher education. In the midst of the pandemic, Wor-Wic adapted rapidly, preserving its mission of quality education while introducing innovative approaches.

Through the Coronavirus Aid, Relief and Economic Security Act (CARES Act) Higher Education Emergency Relief Fund (HEERF), the college received education stabilization funds designated for emergency financial aid grants to students and to cover institutional costs related to significant changes to the delivery of instruction. Subsequent legislation – the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA) and the American Rescue Plan Act of 2021 (ARPA) – authorized additional funding for HEERF.

Remote learning, online counseling and flexible scheduling emerged as vital tools for student success, many of which remain integral today. The college also launched programs that meet the demands of a recovering economy, helping students re-enter the workforce with skills that matter.

A comprehensive salary review and readjustment brought stability to staffing, including a leveling of starting salaries for Wor-Wic faculty.

Smart design with an eco-friendly outlook have become the norm at Wor-Wic, where solar power systems currently generate 13% more power than the college consumes. Nearly half of all waste removed from campus is recycled. The newest building, GTC, was LEED-certified silver for its efficient, green construction practices. Beyond purely being green in form, the GTC is eco-forward in function as well. The building has learning systems for robotics, geothermal electricity, wind turbine nacelles and solar panels. A Maryland Works for Wind grant from the state's Department of Labor and the U.S. Department of Commerce supports students pursuing careers that will support these industries.

The college has also undertaken academic initiatives to position its students for future success.

Business degree offerings expanded to include a program in professional license studies for students who already hold an active professional license through the state of Maryland with credit for prior learning, as well as a risk management and insurance program developed as a response to local business needs.

Wor-Wic embarked on a project with the University of Maryland Eastern Shore (UMES) to accelerate transfer reform as a part of the Aspen Transfer Student Success Intensive, and worked with UMES on pathways to programs such as aviation, business, child development, criminal justice, gaming and software engineering, hospitality and pharmacy.

In 2024, Wor-Wic was named one of seven community colleges chosen from throughout the nation to participate in the Accelerating Equitable Outcomes initiative of Achieving the Dream (ATD), a national nonprofit organization dedicated to improving student outcomes. Wor-Wic and the other community colleges will focus on transforming students' experiences and outcomes at rural-serving institutions.

Also in 2024, Wor-Wic received a five-year, \$5.7 million grant — its largest ever — for disability services. Wor-Wic was the only community college recipient of the competitive U.S. Department of Education grant that will enable the college to develop staffing and pathways for youth with disabilities from high school to higher education. The project will study and model ways in which Wor-Wic can mitigate the risk of students entering or already exposed to the juvenile justice system on the Lower Eastern Shore. This project will be a major undertaking that will require new staff, new programs and innovative ways of thinking that Wor-Wic will then share as a model for other institutions.

SERVING A DIVERSE COMMUNITY

Wor-Wic primarily serves the three lower counties of Maryland's Eastern Shore. While each county has distinctive needs, they all share a common thread: Median income on the Lower Eastern Shore is much lower than state average. All three counties are well below Maryland's median household income of \$98,461 and Somerset County, where 21% of families are below the poverty line, has the state's lowest median household income, \$52,149.

As a result, Wor-Wic has the highest percentage of students receiving Pell grants, compared to other Maryland community colleges, and the fifth-highest percent receiving any aid.

Students are more likely to need to work, as well: Wor-Wic has the fourth-highest percent of students who work more than 20 hours per week and the highest percent of students enrolled part-time.

Guided by data and valuable feedback from our stakeholders, Wor-Wic works to create programs that provide opportunities for meaningful, competitive employment to make a tangible difference in the lives of those we serve.

The Blueprint for Maryland's Future, recently passed by the Maryland General Assembly, prescribes new programs and approaches to transform public education in the state into a world-class education system. At Wor-Wic, we're aligning with this vision by enhancing dual enrollment opportunities and expanding career and technical education programs to help students achieve success.

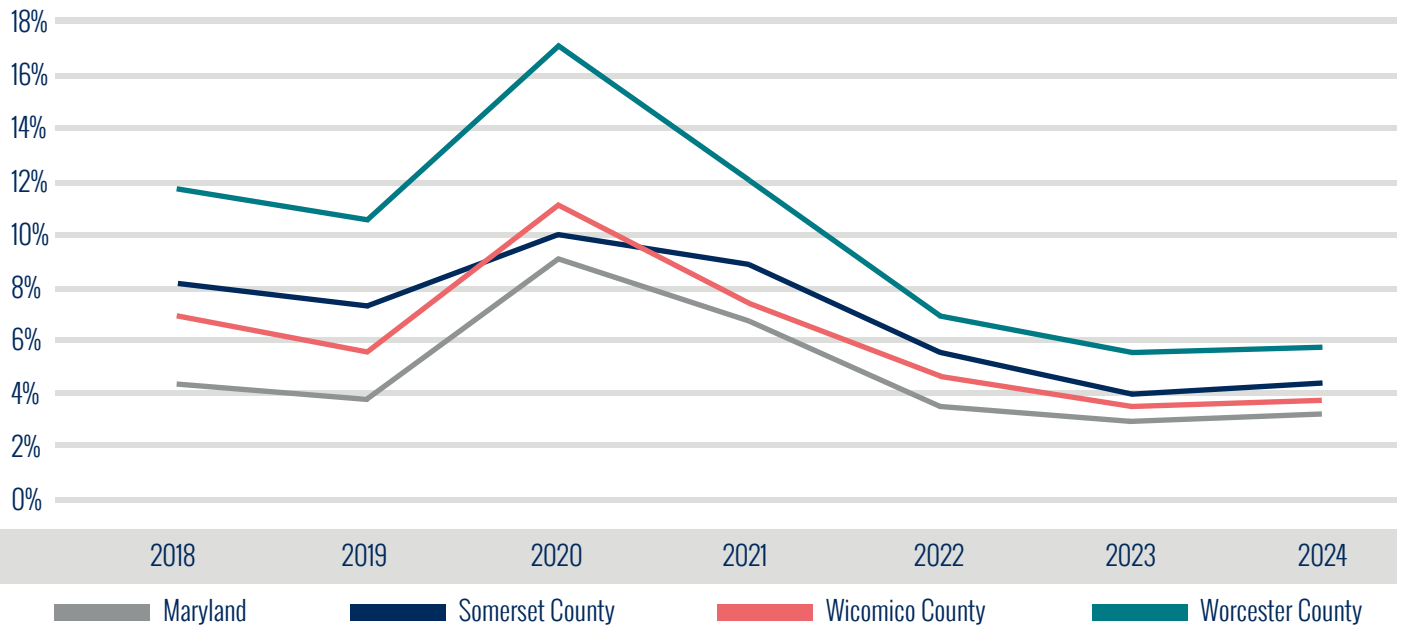


Growing a local workforce

Since its inception, Wor-Wic has endeavored to train local people for local jobs. Due to the Lower Eastern Shore's predominantly rural nature and geographic isolation, Wor-Wic takes care to ensure that its programs will allow students to be successful in the region, tailoring programs to meet employment needs of the local business community and complementing offerings of local universities for ease of transfer programs.

The pandemic reshaped our economy, and while unemployment rates have improved, the journey to recovery continues. Wor-Wic is stepping up to ensure that students are prepared for in-demand careers.

Figure 0.1 Average Unemployment Rate



Source: Bureau of Labor Statistics (BLS), Division of Workforce Development and Adult Learning, 8/28/2024

A Maryland Department of Labor study indicated that some of the fastest growing occupations on the Lower Eastern Shore through 2026 are bus drivers; mental health and substance abuse social workers and counselors; nursing, psychiatric and home health aides; and elementary and secondary school teachers.

The same study also found that many top-demand occupations on the Lower Eastern Shore required post-secondary awards or associate degrees, including nursing / medical assistant, dental assistant, truck driver, nurse, emergency medical technician and paramedic. Wor-Wic is stepping up to ensure that students are prepared for any of these in-demand careers.

Educational background also guides how Wor-Wic structures its offerings. Somerset County has the highest percentage of the population 25 and older without a high school diploma, 15.3%, while 12.8% do not have a diploma in Wicomico and 8.7% in Worcester. This may influence another statistic: Wor-Wic has the third-highest percent of students with developmental needs, compared to other Maryland community colleges.

Our diverse students

Wor-Wic’s student population reflects its community in its diverse ages and ethnicities. The average credit student age is 25, with the oldest credit student at age 75 and the youngest, a gifted and talented student, just 14. The student body is 56% white and 44% non-white.

“I chose Wor-Wic because they care a lot about their students. I found a connection with the counselors and professors here. The radiologic technology program is intense, especially since I have an 8-month-old son at home, but radiology is a great career, and I’m in my senior year, so the end is in sight.”

Numan Ishfaq
radiologic technology student

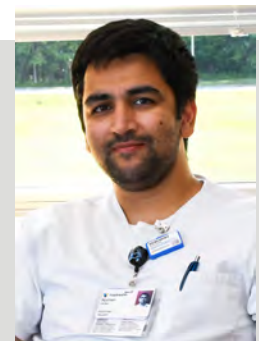


Table O.1 Credit Enrollment by Race/Ethnicity, Spring 2023 - Spring 2024

Credit Enrollment by Race/Ethnicity, Spring 2023

Residence	His	% His	Wh	% Wh	Blk	% Blk	Asn	% Asn	Ind	% Ind	Mul	% Mul	Int	% Int	Unk	% Unk
Wicomico	101	8%	694	54%	357	28%	35	3%	4	0%	83	6%	1	0%	10	1%
Worcester	33	7%	340	74%	51	11%	6	1%	1	0%	22	5%	0	0%	5	1%
Somerset	13	6%	117	58%	58	29%	4	2%	0	0%	8	4%	0	0%	1	0%
Total In-County	147	8%	1,151	59%	466	24%	45	2%	5	0%	113	6%	1	0%	16	1%
Out-of-County	4	3%	75	60%	40	32%	2	2%	0	0%	4	3%	0	0%	0	0%
Total Maryland	151	7%	1,226	59%	506	24%	47	2%	5	0%	117	6%	1	0%	16	1%
Out-of-State	8	6%	64	47%	39	29%	1	1%	0	0%	6	4%	14	10%	4	3%
Total Overall	159	7%	1,290	59%	545	25%	48	2%	5	0%	123	6%	15	1%	20	1%

Credit Enrollment by Race/Ethnicity, Spring 2024

Residence	His	% His	Wh	% Wh	Blk	% Blk	Asn	% Asn	Ind	% Ind	Mul	% Mul	Int	% Int	Unk	% Unk
Wicomico	126	9%	687	49%	443	32%	46	3%	1	0%	77	5%	4	0%	17	1%
Worcester	31	6%	386	73%	68	13%	4	1%	2	0%	29	5%	0	0%	9	2%
Somerset	17	8%	110	50%	78	36%	2	1%	0	0%	11	5%	0	0%	0	0%
Total In-County	174	8%	1,183	55%	589	27%	52	2%	3	0%	117	5%	4	0%	26	1%
Out-of-County	6	4%	75	53%	47	33%	2	1%	1	1%	8	6%	0	0%	2	1%
Total Maryland	180	8%	1,258	55%	636	28%	54	2%	4	0%	125	5%	4	0%	28	1%
Out-of-State	14	9%	68	45%	33	22%	1	1%	0	0%	9	6%	22	15%	4	3%
Total Overall	194	8%	1,326	54%	669	27%	55	2%	4	0%	134	5%	26	1%	32	1%

Credit Enrollment by Race/Ethnicity, % Change

Residence	His	Wh	Blk	Asn	Ind	Mul	Int	Unk
Wicomico	25%	-1%	24%	31%	-75%	-7%	300%	70%
Worcester	-6%	14%	33%	-33%	100%	32%	NA	80%
Somerset	31%	-6%	34%	-50%	NA	38%	NA	-100%
Total In-County	18%	3%	26%	16%	-40%	4%	300%	63%
Out-of-County	50%	0%	18%	0%	NA	100%	NA	NA
Total Maryland	19%	3%	26%	15%	-20%	7%	300%	75%
Out-of-State	75%	6%	-15%	0%	NA	50%	57%	0%
Total Overall	22%	3%	23%	15%	-20%	9%	73%	60%

Spring 2024* Spring 2023*

White	56%	White	59%
Nonwhite	44%	Nonwhite	41%
His	Hispanic/Latino		
Wh	White only		
Blk	Black/African-American only		
Asn	Asian/Native Hawaiian/other Pacific Islander only		
Ind	American Indian/Alaska Native only		
Mul	Multiple races		
Int	Foreign/non-resident alien		
Unk	Unknown		

Source: Student data frozen at the 20% date. Note: Changes that may have occurred after these dates are not reflected in the charts. Sums of percentages might not equal percentage totals due to rounding. *Students in "international" and "unknown" categories are not included.

Understanding countries of origin and languages spoken at home can help inform educational needs. In Somerset County, more than 16% of the population primarily speaks a language other than English; in Wicomico, 11%.

MAIN PROGRAMS OF STUDY

Wor-Wic has developed its programs and strategic plan in response to its community’s workforce needs and the aims and aspirations of its students. Wor-Wic offers programs that lead to an associate of applied science degree, associate of science degree, associate of arts degree, associate of arts in teaching degree or certificate. Wor-Wic offers the first two years of a baccalaureate degree with programs such as general studies, business, computer studies, education and STEM, for those who want to transfer to a four-year college or university.

Other credit programs are more occupational in nature, designed for individuals who want to enter the workforce immediately after two years of college, or those who are employed and want to upgrade their skills or obtain a promotion.

To help students navigate toward their goals, Wor-Wic has adopted the Guided Pathways model. Individual learning pathways include credit and non-credit programs/ courses. Wor-Wic has seven learning pathways to choose from: Business & Hospitality, Education & Human Services, Health Care, Humanities & Social Sciences, Public Safety, STEM (Science, Technology, Engineering, Math) and Skilled Trades & Transportation.

Credit programs

- Business
- Chemical Dependency Counseling
- Computer Studies
- Criminal Justice
- Culinary Arts
- Education
- Electro-Mechanical Technologies
- Emergency Medical Services
- Fire Science Technology
- General Studies
- Heating, Air Conditioning and Refrigeration Technology
- Hospitality Management
- Nursing
- Occupational Therapy Assistant
- Physical Therapist Assistant
- Radiologic Technology
- STEM
- Welding

Non-credit offerings

- Academic Preparation
- Business & Leadership
- Child Care
- Computers & Technology
- Customized Training
- Health Care
- Hospitality & Culinary
- Personal Enrichment
- Real Estate and Property Maintenance
- Skilled Trades & Manufacturing
- Summer Scholars (enrichment for gifted and talented students in primary through secondary schools)
- Transportation
- Veterinary Assistant

Recently, a new risk management and insurance associate degree was added to the business management program. New certificate programs were also added in financial services, payroll specialist, social media, desktop support technician and front-end web development.

MAJOR TRANSITIONS

In 2023, Dr. Ray Hoy, president of the college for 23 years, retired as one of the longest-serving community college presidents in Maryland. He was only the second president in college history. Finding a new president, therefore, was no small undertaking. In August 2023, Deborah Casey, Ph.D., was named the third president of Wor-Wic. She brought her 25 years of experience in higher education in roles that included vice president, dean and instructor. She also brought a passion for serving students and an enthusiasm for innovation and success.

Casey is working to build a culture of an organization and its people simultaneously moving forward together in the direction of growth, equity and excellence. She has contributed to equity initiatives, strategic planning, resource development, learning outcomes, regional and programmatic accreditation, dual-enrolled partnerships, capital projects and workforce development. After participating as a Fulbright U.S. Scholar in the United States-France International Education Administrators program, she started creating international connections that will lead to more opportunities for international students at Wor-Wic, and for local students to study abroad.

Joining the executive team in January 2025 was Dr. Michael Hutmaker, Wor-Wic's new vice president for student affairs. He brought to the organization more than 30 years of experience, most recently as dean for student affairs at Borough of Manhattan Community College (BMCC), the largest institution in the City University of New York (CUNY) system.

The addition of a new vice president of strategic initiatives and community engagement will allow the college to continue its efforts to provide responsive, equity-centered community outreach and programs serving the college's diverse local communities. The vice president will play an essential role in mobilizing the college's student success agenda by coordinating cross-institutional initiatives and serve as a thought partner and liaison between internal and external stakeholders.

Casey's appointment and the new senior leadership minimized the challenges of a presidential transition while maximizing the college's ability to respond to changes in the higher education landscape. The significant level of change in leadership that could have been destabilizing was balanced by a strong and engaged board of trustees, dedicated faculty and staff and Casey's experience both inside and outside of the classroom, which allowed her to quickly form bonds with faculty, staff and the Lower Shore community.

BUILDING BRIDGES TO OPPORTUNITY

At Wor-Wic, our mission is clear: to empower individuals with the skills, knowledge and confidence to thrive. With our finger on the pulse of community needs and a commitment to excellence, we're shaping a brighter future for the Lower Eastern Shore — one student at a time.

EXECUTIVE SUMMARY

SELF-STUDY DESIGN AND APPROACH

Wor-Wic began a comprehensive, college-wide self-study process in January, 2023 according to the requirements of the college's regional accrediting body, the Middle States Commission on Higher Education (MSCHE). In spring 2023, a steering committee and seven standard-based working groups and one evidence and campus engagement team were formed. Each of the eight teams, led by co-chairs from different areas of the college and made up of a diverse group of over 170 employees from various departments, conducted research and contributed to draft reports that informed the current self-study report.

Throughout the process, efforts have been made to engage the campus community in the analysis and recommendations in the document, including focus groups, all-staff meetings, SWOT analyses, student meetings and campus communication and media. The self-study and review process will culminate in a three-day visit from a team of peer evaluators, who will meet with members of the campus community and provide their feedback regarding the extent to which the campus meets/exceeds the MSCHE standards. The evaluation team will forward their recommendations to MSCHE and a final determination of the college's accreditation status will be voted on by the Commission in June 2025.

The self-study is divided into seven chapters, each focused on one standard. The heading for each chapter provides an alignment chart to show the relationships among themes used during the study process, the individual criteria, the requirements of affiliation, and Wor-Wic's strategic priorities. Evidence is identified within the narrative and organized numerically in the evidence library. Each chapter ends with a summary of Wor-Wic's strengths as well as opportunities for improvement.

At the beginning of the self-study process, the steering committee defined five intended outcomes for the self-study. Through intentional focus, communication and reflection, each of these outcomes has been realized:

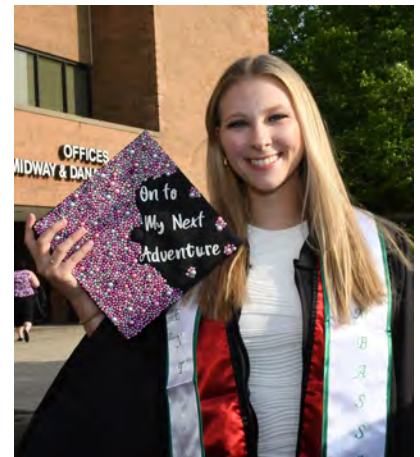
- Demonstrating how Wor-Wic Community College currently meets the Commission's Standards for Accreditation and Requirements of Affiliation
- Focusing on continuous improvement in the attainment of Wor-Wic Community College's mission and its institutional priorities
- Engaging the Wor-Wic community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community
- Preparing to use the self-study appraisal process to inform the next institutional strategic plan and future direction of the college
- Examining the role of community college education in the post-pandemic era to maintain relevance and sustain institutional effectiveness

INSTITUTIONAL PRIORITIES

Wor-Wic Community College's 2022-2027 Strategic Plan, "Today's Innovation for Tomorrow's Success," sets the stage for the reaccreditation self-study. This plan, developed through a collaborative process involving students, faculty, staff, administrators and community members, reflects the college's commitment to growth and innovation. By revising the college mission and vision and aligning with MSCHE standards, the council laid the groundwork for a cohesive self-study process. Four strategic priorities were identified to guide the college's future:

- Priority 1: Develop and implement enrollment, retention and completion strategies to support student and community needs.
- Priority 2: Nurture and actively promote diversity, equity and inclusion among students and employees.
- Priority 3: Increase student success by expanding support services, delivering relevant courses and programs, and providing flexible scheduling.
- Priority 4: Improve institutional effectiveness through a high-quality workforce and appropriate facilities, technology and financial resources.

The self-study steering committee adopted these priorities to align with MSCHE standards, fostering a unified approach to institutional reflection and improvement. Following collaborative discussions, the committee ratified the alignment chart in early 2023, ensuring these priorities are at the core of the self-study process.



STANDARD I: MISSION AND GOALS

Wor-Wic complies with standard I and related criteria. Wor-Wic’s mission, vision and values serve as the guiding principles by which the college operates and are interwoven throughout the college’s philosophy and visible in the daily work of its employees. The mission defines the college’s purpose: empowering students. The college’s goals are expressed through its vision, which outlines the institution’s shared aspirations. The college’s seven values index the beliefs that guide behavior and culture and are celebrated by recognizing students, faculty and staff who exemplify these values and their importance to the community.

Strengths:

- Comprehensive, inclusive and transparent planning process includes stakeholder involvement to develop college mission, values and goals
- Alignment of mission, values and goals with decision-making, curricular development and definitions of outcomes

Opportunities:

- Building on communication and awards programs to promote and increase awareness of institutional values and strengthen Wor-Wic’s mission
- Increasing outside stakeholder participation on the planning council
- Leveraging strategically designed marketing, communication and rebranding efforts to enhance the institution’s public perception by highlighting innovative educational programs, success stories and community involvement

STANDARD II: ETHICS AND INTEGRITY

Wor-Wic elevates integrity as one of the college’s seven values, a guideline that directs all the college’s actions. Wor-Wic demonstrates commitment to integrity by preserving academic and intellectual freedom, promoting free expression for employees and students and celebrating the diversity of the human experience by embracing all people. As one facet of integrity, ethics guide the college’s policies and practices in managing student and employee grievances, avoiding conflicts of interest, promoting fair and impartial hiring practices and communicating transparently and openly with students and the public. Ethics and integrity also guide the college’s compliance with accrediting commissions and other regulating bodies. Wor-Wic continually assesses and reviews its policies and practices and updates them to ensure that the institution’s integrity is maintained, and that the college upholds its mission and values, even as new challenges arise.

Strengths:

- Commitment to freedom of expression, diversity, equity, inclusion and belonging across campus
- Ethical and comprehensive procurement policies and hiring practices

Opportunities:

- Expanding on current diversity, equity and inclusion efforts to promote access and engagement for students, employees and the local community
- Creating data governance structure to facilitate and support data analytics and intelligence, enable data usability and accessibility, enhance data security and improve decision making
- Implementing data measurement (data “cookbook”) system to increase employee knowledge and effective use of data

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Learning is one of Wor-Wic’s seven core values. The well-qualified faculty design and deliver course content in various modalities and pedagogical approaches to provide students with the knowledge and skills to achieve learning outcomes. Departments work to align content across courses to enable accessible student progress from onboarding to graduation. The student learning experience is continually assessed and improved at the course and program level. Support systems, such as tutoring and resource labs, are available to assist students and improve their success in their coursework. Wor-Wic’s general education program is integrated into all credit course offerings and has recently been updated and thoroughly revised to describe the outcomes all graduates achieve.

Strengths:

- Skilled, dedicated and passionate faculty
- Solid academic offerings provide quality education, variety of programs and relevant curriculum
- Diversity of clinical experiences and hands-on training opportunities
- Faculty mentoring program supports and strengthens teaching and collegiality
- Investment and innovation in instructional modalities and accelerated learning

Opportunities:

- Developing credit for prior learning structures, policies and processes
- Continuing to evaluate and improve pathways for faculty promotion

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Wor-Wic’s mission guarantees that the institution empowers students by maintaining high-quality, affordable education, training and development opportunities. These opportunities are supported through comprehensive student services. At Wor-Wic, the student services take many forms, but all of them guarantee transparent communication, clear guidance and a dedicated community of support. Wor-Wic is committed to student retention, persistence, completion and success through a coherent and effective support system sustained by qualified professionals and executed throughout each student’s time at Wor-Wic.

Strengths:

- Strong onboarding process that serves as a pre-enrollment retention strategy
- Wraparound services including mental health counseling (in person and 24/7 through BetterMynd) and emergency assistance funding as well as a food pantry and community garden
- Centralized, responsive academic advising
- Veteran services (TRIO VUB) and TRIO advising and support

Opportunities:

- Enhancing full college experience and engagement through development of sports programs, increased extracurricular and co-curricular activities
- Exploring opportunities to improve testing services through additional staffing and facilities enhancements such as quiet spaces with minimal distractions
- Auditing recruitment and communications management to leverage CRM advise and improve communication to students



STANDARD V: EDUCATIONAL EFFECTIVENESS

Wor-Wic has a culture of assessment and follows an internally developed institutional assessment plan that establishes the framework, guidelines and processes for assessment at all levels of the institution. The learning outcomes assessment process follows a three-tiered format aligning general education, program-level and course-level assessment, all in support of the institutional mission. Student learning and achievement at all levels are assessed and reported annually, and high-quality assessment tools provide insights into how well Wor-Wic meets its institutional goals. Comprehensive academic program reviews are also conducted every five years. Goals, results and actions are distributed internally and externally and are informed by evidence. Wor-Wic also assesses the effectiveness of all service departments to improve efficiency and service to the college's mission.

Strengths:

- Accountability and improvement driven by a culture of assessment
- Real-world experiences and assessors when students are in the field and often being evaluated by professionals

Opportunities:

- Developing more authentic, direct assessment of general education objectives to increase reliability and usefulness of results: course-embedded assessment and capstone projects
- Improving funding, access to resources and transparency of processes to support departmental, programmatic and course-level action plans through the president's innovation fund to allow creative ideas for improving student learning to be more quickly supported, funded and realized
- Increasing communication and cross-college collaboration on assessments, particularly for general education outcomes and co-curricular learning opportunities

STANDARD VI: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

Wor-Wic stands as a model of efficiency and fiscal responsibility. The college has a track record of integrity backed by external audits to demonstrate institutional viability. Employees meet and plan together with business and industry, healthcare and community organizations to discern the local education and training needs and to collaboratively partner to meet workforce needs. Despite limited resources, Wor-Wic maximizes its space, employees and fiscal assets, ensuring that those resources are responsibly leveraged according to clearly defined and documented processes to adequately support the college's programs and services. Wor-Wic maintains and continually improves its campus and facilities, develops and supports administrators, faculty and staff and creates a culture that fosters success for all students.

Strengths:

- History of unmodified college and foundation audits since the last self-study
- Comprehensive facility, infrastructure and technology planning
- Aligned institutional priorities with budget processes ensuring financial sustainability
- Transparent budget process tied to strategic planning and assessment
- Supportive, responsive IT department
- Success in applying for and receiving state and federal grants
- Robust foundation student scholarships and fiscal support for college initiatives



Opportunities:

- Increasing campus-wide communication to assist in understanding budget, assessment and strategic planning processes
- Continuing to monitor availability of technology and internet/ wi-fi to ensure campus-wide access
- Exploring diversified funding opportunities and alternative funding sources to supplement state, county and tuition revenue
- Determining if increasing external events on campus is a revenue opportunity for auxiliary services.
- Creating opportunities for campus engagement in campus capital and renovation projects

STANDARD VII: GOVERNANCE AND LEADERSHIP

Wor-Wic’s governance model consists of the board of trustees appointed by the governor; the president, who operationalizes policies and administration of the board; and four vice presidents. Supporting the vice presidents are four constituency groups that allow suggestions and recommendations to be developed and proposed to their respective vice president or college council. Each of these groups (administrative council, faculty council, support staff council and the student government association) have an elected member who serves on college council. The governance structure and channels for communication between each of them are clearly defined by the employee policy manual.

Strengths:

- Town halls and opportunities for communication, discussion and feedback
- Supportive, engaged college leadership
- Effective hiring process ensuring candidates have the appropriate and relevant credentials and experience to match the the job description
- Leadership development institute provides professional development to mid-level administrators and faculty to gain leadership skills and knowledge and to provide holistic view of college functions

Opportunities:

- Investigating and developing employee retention plans
- Improving communication related to committee and campus group activities and opportunities
- Building student leadership opportunities through curricular and co-curricular activities

CONCLUSION

As a result of a comprehensive, standards-based self-study process, strong strategic planning and assessment, and community support and engagement, Wor-Wic is poised to build on its strengths: mission-, vision- and values-driven priorities, commitment to the success of students and the community, and management and development of resources. Opportunities for improving outcomes, processes and services in support of the college’s mission include: celebrating Wor-Wic’s 50th anniversary, affiliating with Achieving the Dream (ATD) and work with ATD coaches, planning new buildings, sports and rebranding, and conducting an environmental scan to prepare for the next strategic plan. The analysis and evidence provided in this report confirm that Wor-Wic is currently and sustainably compliant with the Commission’s standards for accreditation and requirements of affiliation.

STANDARD I: MISSION AND GOALS

Standard I Themes	Standard I Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Process to develop mission, vision, values and goals	1a, 1b, 1c, 2	7	2
Periodic assessment of mission, vision, values and goals	1g, 4		2
Planning and resource allocation in support of DEI based on mission, vision, values and goals	1d, 3		2, 4
Program and curricular development decisions based on mission, vision, values and goals	1d, 1e		3, 4
Institutional and educational outcomes defined by mission, vision, values and goals	1d, 3	10	1, 4
Adherence to requirements of accrediting and regulatory agencies	1f	14	3

OVERVIEW

Wor-Wic Community College complies with standard I and related criteria. Wor-Wic’s mission, vision and values serve as the guiding principles by which the college operates and are interwoven throughout the college’s philosophy and visible in the daily work of its employees. The mission defines the college’s purpose: empowering students. The college’s goals are expressed through its vision, which outlines the institution’s shared aspirations. The college’s seven values index the beliefs that guide behavior and culture and are celebrated by recognizing students, faculty and staff who exemplify these values and their importance to the community. Wor-Wic’s mission, vision and values are regularly reviewed by internal and external stakeholders, updated and revised when necessary, and communicated broadly through many channels: the website, fliers, business card-sized summaries of Wor-Wic’s strategic plan, read at the start of some campus meetings as a reminder of shared purpose and community culture.

Wor-Wic’s mission defines the purpose of the college, identifies the constituents it serves and describes the primary functions of the institution, including its academic programming, services and relationship to the local community:



Wor-Wic Community College empowers a diverse population of students to achieve success by delivering high-quality, affordable education, professional training, workforce development opportunities and comprehensive student services that strengthen economic growth and improve the quality of life on the Lower Eastern Shore.

The institutional assessment plan (ST1.01 Pages 10-15) describes Wor-Wic’s comprehensive, transparent and inclusive planning process for reviewing the college’s mission, vision and values, as well as creating strategic priorities and goals on a regular basis. The college’s vision is that “Wor-Wic will be a dynamic leader, partnering with the diverse communities of the Lower Eastern Shore to develop a world-class workforce and to deliver excellence in education and training.”

The college’s values — accessibility, community, diversity, integrity, innovation, learning and excellence — represent the beliefs of the college and provide a guide to everyday behavior for employees and students. The values support the mission and provide an institutional framework for defining the desired culture at the college.

DEVELOPMENT OF MISSION, VISION, VALUES, PRIORITIES AND GOALS

Each five-year planning cycle begins with the collection of information from employees (ST1.02), students (ST1.03) and the community (ST1.04), as well as a compilation (ST1.05) of internal college data trends (budget, curriculum, enrollment and student success) and external service area data trends (business/industry, demographic, economic, educational attainment and market share). Other information is also compiled, including political, legislative and regulatory conditions, the Maryland State Plan for Higher Education goals and self-study and the Middle States visiting team (ST1.06) response from the previous cycle.

After an initial review by the executive leadership team (ELT) and board of trustees, the planning council analyzes the comprehensive data individually, in small group discussions and as a whole team to develop recommendations for revisions to the college's mission, vision and values (ST1.07). Using this same collaborative process, the planning council then identifies the most critical issues facing the college in meeting its mission over the next five years and recommends strategic priorities to address those concerns. After approval by the board of trustees, the revised mission, vision, values and new priorities are shared with internal and external stakeholders. The most recent plan was approved on October 21, 2024 (ST1.08).

The planning council (ST1.09), made up of members from all areas of the college as well as community and student representatives, includes campus leaders from the college's shared governance structure and ELT. These leaders include officers from the student government association and the college's employee councils (administrative, faculty and support staff), the college president, vice presidents, deans and administrators from development, facilities, human resources, information technology, institutional research and institutional assessment and effectiveness. Community membership includes a representative from the college foundation. There is an opportunity to increase community participation on the planning council in the next planning cycle.



"I love the feeling of community. My teachers have been phenomenal - they are wonderful at making things make sense. They meet you at your level and work to make sure every student succeeds."

Natalie Flynn
physical therapy assistant student

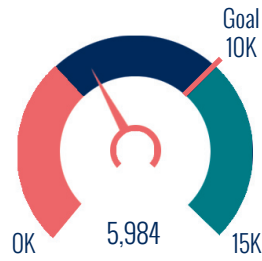
The ELT creates priority teams (ST1.10) whose members are selected based on their areas of expertise and representation from different segments of the college. Each team is charged with creating a plan (goals, means of assessment, benchmarks, action plans and budget implications) to forward its respective

priority. Team plans are reviewed by the ELT prior to implementation to ensure that they are realistic and appropriate. In the college's assessment management system, academic programs (ST1.11) and service departments (ST1.12) align their operational goals to strategic priorities and goals, ensuring the connection to the college's mission, vision and values.

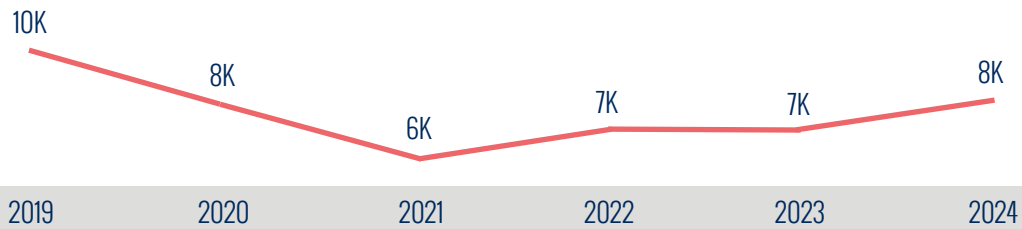
Today's Innovation for Tomorrow's Success, the college's 2022-2027 strategic plan (ST1.13), outlines the current priorities and goals created in direct support of the college's mission, vision and values. The process that guides the planning council is shared with employees and the board of trustees during all-staff meeting presentations (ST1.14) and board meeting presentations (ST1.15).

Additionally, Wor-Wic's big 3 institutional measures of student success were identified in 2023 to provide a way to simplify and further focus the goals and actions of the strategic plan as well as day to day campus activities: increase enrollment to 10,000 students (fig. 1.1); increase the number of full-time students to 26% of enrollment (fig. 1.2); increase the graduation rate to 24% (fig.1.3).

Figure 1.1 Enrollment Goal – Credit and Non-Credit Unduplicated Headcount – FY 2025 to Date

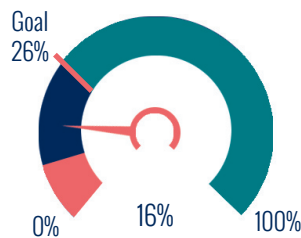


Headcount by Fiscal Year

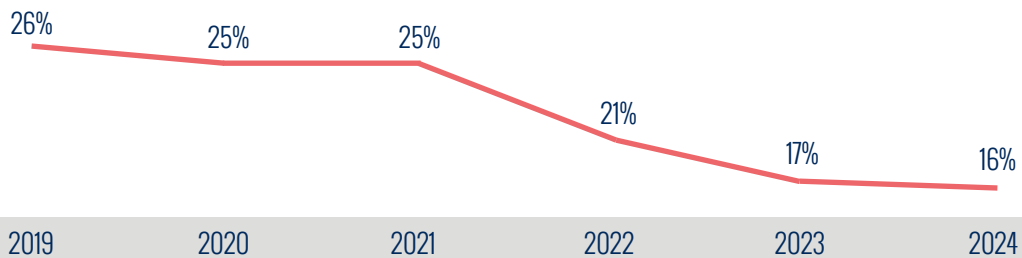


Note: Unduplicated headcount of students taking credit and/or CEWD classes in a fiscal year

Figure 1.2 Full-Time Goal – Full Time Fall % – FY 2025 to Date

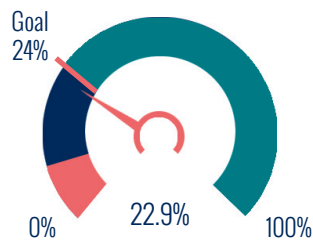


Full-Time Fall % by Fiscal Year

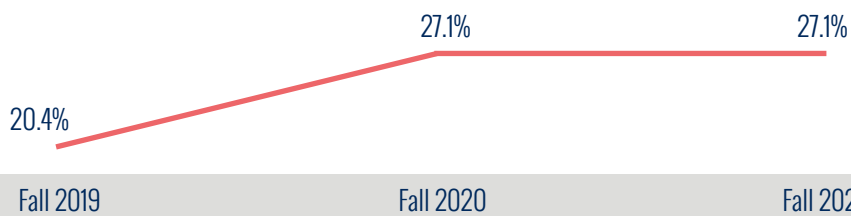


Note: Credit students enrolled for 12 or more credits (full time) in the fall term

Figure 1.3 Graduation Goal – IPEDS 150% Graduation Rate - Fall 2022 Cohort to Date



Graduation Rate Trend by Fall Cohort



Note: Full-time degree/certificate seeking credit students attending college for the first time in the fall who earn a degree or certificate within 150% of “normal” time

Departmental, programmatic and strategic goals 1, 2 and 3 are aligned with the college’s mission, directly support these overarching success metrics. Strategic goals 3 and 4 support institutional infrastructure, therefore indirectly support the big 3. Through continuous communication about progress, on the dashboard in the employee portal and through discussions at all-staff, strategic priority team, divisional and department meetings, employees understand the connections between their actions and initiatives and the college's mission.

THE 2022-2027 PRIORITIES AND GOALS

Strategic Priority 1: Community Needs

Develop and implement enrollment, retention and completion strategies to support student and community needs.

- a. Increase new student enrollment.
- b. Increase fall to fall retention.
- c. Increase overall degree completion.

Strategic Priority 2: Diversity Focus

Nurture and actively promote diversity, equity and inclusion among students and employees.

- a. Promote policies, practices and procedures that are inclusive and sensitive to the diverse cultures represented on campus.
- b. Evaluate the current perception of diversity, equity and inclusion (DEI) on campus to promote awareness and compassion toward others.
- c. Design resources to serve the needs of a diverse campus community.
- d. Demonstrate accountability for the DEI initiatives implemented on campus.

Strategic Priority 3: Student Success

Increase student success by expanding support services, delivering relevant courses and programs, and providing flexible scheduling.

- a. Improve the quality of student and academic support services.
- b. Evaluate the relevancy of all academic programs and course offerings.
- c. Deliver flexible scheduling options in support of recruitment and retention efforts.

Strategic Priority 4: Institutional Effectiveness

Improve institutional effectiveness through a high-quality workforce and appropriate facilities, technology and financial resources.

- a. Expand and/or renovate facilities to address student and institutional needs.
- b. Focus on energy efficiency and air quality as building systems (mechanical, electrical and plumbing) are improved or replaced.
- c. Identify opportunities to improve inclusiveness in campus building renovation projects.
- d. Promote existing environmental sustainability initiatives and recommend the implementation of new initiatives.
- e. Increase diversity in faculty and administrative positions.
- f. Provide competitive compensation and benefits to attract and retain a high-quality workforce.
- g. Develop tools and strategies for internal communication, cooperation and business processes.
- h. Provide innovative and adaptable technology solutions in support of teaching and learning.
- i. Maximize the effectiveness of technology systems and services in all college operations.
- j. Develop new user experience and ease of access strategies for the college's information systems.
- k. Protect the college's information systems, data and digital identities to ensure confidentiality, integrity, availability and defense against associated threats.
- l. Execute holistic strategies for data sharing and analytics to improve student success and institutional performance.

PREPARATION FOR THE NEXT STRATEGIC PLAN

In 2023-2024, changes in college leadership and the opportunity to join Achieving the Dream (ATD) (ST1.16 Page 7) led the planning council to revise the timeline of the current strategic plan. In preparation for a new plan beginning in 2026, Wor-Wic hired a consultant from SG Insights to begin an external environmental scanning process in fall 2024. ATD data coaches will assist Wor-Wic in identifying, gathering and planning with data from the scan with a focus on demographics. The opportunities identified at the end of each standard in this report will also inform the next strategic plan.

DECISION-MAKING: PLANNING AND RESOURCES

Priority teams, academic programs and service departments link their assessment plans to resource allocation through integrated strategic planning, assessment and budgeting processes. As part of the assessment process, these groups analyze data and results, develop action plans and identify budget needs, then submit budget requests as part of the budgeting process. Budget requests for new initiatives must identify goals being forwarded at the program, department or institutional level. The budgeting process is fully explained in standard VI. Budget module training and materials available to employees in the budget Teams site make it clear that budget requests for new initiatives must be cross-referenced with action plans (ST1.17) in the college's assessment management system. The ELT prioritizes requests related to strategic priorities and goals when developing the college's budget for presentation to the board of trustees.

An example of this relationship is demonstrated by a Continuing Education and Workforce Development (CEWD) request submitted during FY 2017 end-of-year assessment reporting. CEWD staff created an action plan (ST1.18) to

request funding for a new truck for CDL training. The request was submitted as a budget scenario (ST1.19) in FY 2018 to be funded in FY 2019. This need was identified based on increasing student demand for training and the age of college trucks at the time. Purchasing the new truck allowed for a review of courses, supported class B license training and testing at additional sites in Delaware and Virginia, and increased FTEs from 64.3 in 2019 to 68.35 in 2023. As identified in the budget scenario, strategic goal 1a, “to strengthen the alignment of programs and courses with local employer needs,” was being supported by the request.

DECISION-MAKING: PROGRAM AND CURRICULAR DEVELOPMENT AND DEFINITION OF OUTCOMES

Wor-Wic’s mission, vision, values and goals are regularly and systematically used to develop and inspire innovative programs and curricula. Program advisory committees (PACs) (ST1.20), which are related to each program area, suggest community and employer needs. Additionally, college administrators work with local employers to help align Wor-Wic’s offerings with community needs. The CEWD dean serves as a member of the local Lower Shore Workforce Development Board, (ST1.21) which “assumed the primary obligation for implementing and coordinating WIOA-funded (Workforce Innovation and Opportunity Act) training and employment programs operated throughout the Lower Shore,” including those at Wor-Wic.

Curricula are regularly updated to reflect the changing needs of the community through meetings with stakeholders and analyses of enrollment trends. For example, two recent programmatic additions highlight Wor-Wic’s responsiveness to local needs. The business PAC (Page 3) (ST1.22) identified a need for specially trained insurance employees which led to a credit program proposal (ST1.23) for FY 2025 for the risk management and insurance (RMI) (ST1.24) degree, demonstrating the relationship between the community and the college. Another example is the addition of the fire science program. The emergency medical services (EMS) department collaborated (ST1.25) with the Ocean City and Salisbury fire departments to create the fire science technology program (ST1.26), which provides education to first responders seeking promotion within the fire service.



Other examples that illustrate the direct link between local interests and Wor-Wic’s mission to “strengthen economic growth and improve the quality of life on the Lower Eastern Shore” include the expansion of academic programs. Increasing seat capacity in the nursing program resulted from direct requests from local health providers (ST1.27). Also, the expansion of dual enrollment and hiring qualified high school teachers as adjunct faculty to teach dual enrollment courses in the schools is a direct response to requests from county governments and school systems. For example, the memorandum of understanding (ST1.28) with the Worcester County Board of Education shows the result of collaboration between the county high schools and the college.

Professional development from the assessment office (ST1.29) communicates the alignment of the college’s mission to developing course objectives and program goals. The health professions division conducts mission alignment exercises (ST1.30) to ensure that its programs fully support the mission of the college.

SUPPORT OF SCHOLARLY INQUIRY AND CREATIVE ACTIVITY

In direct support of Wor-Wic’s mission and values (accessibility, community, diversity, integrity, innovation, learning and excellence), faculty, students and staff are encouraged to pursue scholarly activity to further individual and institutional knowledge and creative activity, especially as it supports personal growth, expression and exploration of our diversity as well as our common humanity.

The nationally award-winning “Echoes & Visions” (ST1.31) magazine for creative and literary arts celebrated 35 years of continuous publication of student work in 2024. The “Echoes & Visions” reading series has brought poets and authors to students and the local community for 15 years. Authors are specifically invited because of their contributions to the arts as well as their representation of cultural and social diversity, innovation and excellence. In 2023, two honors students in the “Fundamentals of English II” course (ENG151H) published course assignment essays in the Wilderness House Literary Review (ST1.32). Through the “Introduction to Public Speaking” honors course (COM101H), students held an honors symposium at the end of the semester, giving students a chance to present at a campus event. As the capstone for the STEM honors program, students present findings (ST1.33) from their original research to the campus community.

Campus events are designed to support co-curricular learning and community engagement. For example, cultural heritage events (e.g., the Haitian Flag Day celebration (ST1.34), international student panel (ST1.35) and American Indian lunch and learn) are tied to the institutional values of developing and supporting community and diversity. This connection is further explained in standard IV.

Wor-Wic supports and encourages scholarly inquiry for students as well as for staff and faculty. Faculty and staff can request financial support for further education as explained in the tuition plans policy (ST1.36) in the employee policies manual (formerly the Policies and Procedures Manual. The board of trustees approved policies manual is available on the Wor-Wic website; the procedures manual is available internally on the employee portal). Employees can also apply for funds to support attendance at conferences and travel that is relevant to their position by completing the professional development fund proposal request form (ST1.37), submitting a Perkins grant funding request (ST1.38) or through dedicated lines in

departmental budgets as is shown in the sample from FY 2024 (ST1.39). Human resources, mental health and other departments sponsor professional development opportunities, such as safe zone certification (ST1.40) and preventing sexual violence (ST1.41) trainings.

“I took the SAT in 9th grade without prep and did really well, so I thought maybe I could try college classes. I started online at Wor-Wic with English and Philosophy. My favorites so far have been chemistry and physics - I like that I’m learning not just in the classroom but with hands-on labs too. I like dual enrollment because I’m getting familiar with the college experience - besides having a lot of credits, I’ll be used to how college works when I transfer to a four-year university.”

Mustafa Kilicarslan
dual enrollment student



COMMUNICATION

In support of transparency and community connections, information related to the college’s mission, vision, values and goals is provided to external stakeholders on the college’s website (ST1.42) and in the “Update” (ST1.43) newsletter. Communications to students and employees are made through the employee newsletter (ST1.44), messages on electronic campus signs, (ST1.45), slides in Welcome to Monday emails (ST1.46) and the health professions division admission information packet (ST1.47 Page 3). Presentations are provided to various constituencies, such as program advisory

committees, employees (ST1.48), departments (ST1.49) and new faculty (ST1.50). The president also shares communications (ST1.51) with employees and stakeholders during town halls and community events.

ASSESSMENT OF MISSION, VISION, VALUES, PRIORITIES AND GOALS

During the second through fifth years of the five-year planning process, priority team chairs provide annual progress updates to the planning council as illustrated in the excerpt from the spring 2024 presentation (ST1.52). In addition to reviewing the plan's implementation, the council helps ensure that appropriate actions are being taken, and sufficient progress is made to achieve the strategic priorities by the end of the five-year planning cycle. Verbal and written feedback (ST1.53) shows clear communication between the planning council and the priority teams.

Priority teams, academic programs and service departments update their plans each year by analyzing data (ST1.54) and results and reviewing planning council feedback. Action plans are updated or created, and budget implications are identified for submission in the budgeting process. New action plans are reviewed and approved by the ELT. The ELT also assesses goals to make sure they are still relevant and achievable. Feedback is communicated through vice presidents to their respective areas.

As part of the college's planning process, the mission, vision and values are reviewed by the planning council and board of trustees at the beginning of each five-year planning cycle and assessed for relevancy. The Maryland Higher Education Commission (MHEC) requires colleges to submit a mission statement report (ST1.55) every four years and conducts a review to ensure that the college's mission statement is consistent with the Maryland State Plan for Higher Education. The most recent report has been delayed while the Commission aligns their mission statement review process with new state legislation (ST1.56 Education Article, §§11-302, 11-303).



STRENGTHS:

- Comprehensive, inclusive and transparent planning process includes stakeholder involvement to develop college mission, values and goals
- Alignment of mission, values and goals with decision-making, curricular development and definitions of outcomes

OPPORTUNITIES:

- Building on communication and awards programs to promote and increase awareness of institutional values and strengthen Wor-Wic's mission
- Increasing outside stakeholder participation on the planning council
- Leveraging strategically designed marketing, communication and rebranding efforts to enhance the institution's public perception by highlighting innovative educational programs, success stories and community involvement

STANDARD II: ETHICS AND INTEGRITY

Standard II Themes	Standard II Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Commitment to academic freedom, intellectual freedom, and freedom of expression	1, 2, 9		1
Fair and Impartial grievance policies and procedures for students, faculty, or staff	3, 9		2, 4
Fair and impartial hiring practices	4, 5	13, 15	2, 4
Honesty and truthfulness in public relations	6, 8a, 8c, 9	8, 12, 14	1, 4
Developing and reporting with integrity of relevant institutional data	6, 7b, 8a, 9	10, 14	1, 3, 4
Compliance with all federal, state and commission requirements	8, 8b, 8d		4
Periodic assessment of ethics and integrity	9		4

OVERVIEW

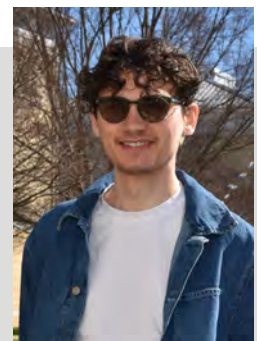
Wor-Wic elevates integrity as one of the college's seven values, a guideline that directs all the college's actions. Wor-Wic demonstrates commitment to integrity by preserving academic and intellectual freedom, promoting free expression for employees and students and celebrating the diversity of the human experience by embracing all people. As one facet of integrity, ethics guide the college's policies and practices in managing student and employee grievances, avoiding conflicts of interest, promoting fair and impartial hiring practices and communicating transparently and openly with students and the public. Ethics and integrity also guide the college's compliance with accrediting commissions and other regulating bodies. Wor-Wic continually assesses and reviews its policies and practices and updates them to ensure that the institution's integrity is maintained, and that the college upholds its mission and values, even as new challenges arise.

This commitment to transparency and clear communication with stakeholders is illustrated by separation of policies and procedures from the PPM (Policies and Procedures Manual) into two distinct manuals (ST2.01): the board of trustees approved policies manual is available on the Wor-Wic website; the procedures manual is available internally on the employee portal.

"When I decided to go back to school, I originally thought I would get a degree in occupational therapy or nursing. The main thing stopping me from even considering medical school was that I had really disliked high school and traditional learning. Then when I began full time at Wor-Wic, I found myself enjoying the material and the process."

John Todd

Wor-Wic STEM graduate and Howard University College of Medicine student



ACADEMIC AND INTELLECTUAL FREEDOM

Wor-Wic's policies and procedures ensure a commitment to academic and intellectual freedom. The college strives to create an educational environment that encourages academic freedom as an essential component of scholarship for both credit and non-credit students. The policy states that faculty are free to present information and ideas related to their course content, and college students should expect to test and explore their personal views, beliefs and philosophies in new contexts during the educational process (ST2.02).

An example of academic freedom in practice includes a sample syllabus statement which was developed in May 2021 by the arts and humanities department to support learning and teaching especially related to literature and art. The suggested language for syllabi states,

The serious study of literature in a college course requires students to engage with adult language, adult subject matter and adult themes. As a result, at times throughout this semester you will encounter poems, stories and plays that contain adult content. Your instructor will make every effort to address these texts in a respectful, mature fashion and to maintain a safe, inclusive learning environment for all.

In another example, the political activity on campus policy (ST2.03) explains that “Wor-Wic values open discussion on important issues and supports the free exchange of varying political viewpoints” as well as rights and requirements for employees and students. The intellectual property policy (ST2.04) explains that Wor-Wic “encourages its employees to create and participate in the development, presentation and delivery of new intellectual works in various forms and the associated technology-based processes related to instruction and operations supporting the college’s mission, and to share the intellectual property developed as part of the employee’s job responsibilities with other employees at the college, and to balance the rights of the creator of the intellectual property while recognizing and preserving the rights of Wor-Wic Community College for any resources used to create the intellectual property.”

FREEDOM OF EXPRESSION

One of Wor-Wic’s values is diversity: embracing all people, ideas and experiences by creating an inclusive, equitable, safe and supportive environment. The goal of strategic priority two is to “nurture and actively promote diversity, equity and inclusion among students and employees” by promoting freedom of expression. One example of creating an inclusive environment is through professional development for employees, specifically the fall 2023 and spring 2024 all-staff professional development days (ST2.05) which featured diversity-centered motivational speakers, student leaders from student government and Phi Theta Kappa and inclusive activities. Each event focused on improving campus awareness of diversity, equity, belonging and implicit bias.

Wor-Wic has focused on this area by implementing various policies, initiatives and training. Specific training sessions and materials for new and current employees include topics related to diversity in the workplace and in the classroom, promoting equity and safe spaces and emphasizing belonging. Sample institutional trainings (ST2.06) support diversity, equity and inclusion.

Wor-Wic also protects freedom of expression for students through the religious accommodations policy (ST2.07), which supports observances and practices. Employees may use personal days toward religious holidays. Wor-Wic has also designated Room 101 in Henson Hall as a religious observance room which students and staff can use while on campus.

The cultural diversity committee organizes events that promote awareness, understanding and appreciation of diverse racial, ethnic and cultural groups. The committee meets regularly to plan activities celebrating the cultural diversity of the campus and local and global communities. Examples of monthly activities include speakers, literary events, lunch and learn events, student club (ST2.08) meetings, substance abuse and mental health activities, heritage awareness and holiday celebrations. The college also has 36 flags from different countries hanging in the cafeteria that represent the diversity of our students. International student data from the institutional research department (IR) is used to



determine which flags should be added or removed from the Hazel Center flag mall, which is referenced in the international flag policy (ST2.09). Each year, Wor-Wic submits a cultural diversity report (ST2.10) to MHEC detailing cultural diversity-related events (ST2.11) sponsored by the institution as well as individual departments and committees.

To promote freedom of expression for all, the college's strategic priority 2 (DEI focus) and cultural diversity goals in FY 2024 addressed cultural competency, enhancing cultural diversity on campus, identifying resources needed to recruit and retain students and developing and implementing outreach and support programs. Events supporting these goals included college representation at over 100 community events such as women's history events, National Night Out, Black Business Expo, Soles For Seniors, Anne Street Village homeless outreach, Veterans Day celebration, career and resource fair, the English language learner (ELL) family night, One Year to Empowerment, Juneteenth celebration and Salisbury pride parade.

Freedom of expression is also valued at the program and course level. Recognizing the importance of responsible and respectful communication about diversity, equity and inclusion, the ad hoc general education objective (GEO24) committee and faculty highlighted these ideals in the new general education objectives and outcomes (ST2.12):

GEO 1: Communicate effectively, accurately, eloquently and respectfully.

- Communicate effectively by sharing experiences, knowledge, perspectives and opinions clearly, concisely and persuasively using written, spoken, visual, numerical and symbolic conventions or digital media and technologies.
- Communicate accurately and build trust through credibly documented information, correctly detailed reporting and logical rhetorical development. Accurate information provides careful documentation of facts both observed and researched.
- Communicate eloquently through conventionally organized and coherently delivered ideas presented with a style and tone appropriate for the task.
- Communicate with an awareness of context, using techniques that are appropriate for academic, professional or industry standards — or featuring creative, novel or inspiring approaches when appropriate.
- Communicate respectfully by demonstrating empathy with the audience; allowing for diversity and inclusivity; considering, honoring and validating diverse backgrounds; demonstrating that a writer or speaker is mindful of the range of knowledge and experience among one's community.
- Engage audiences' diverse ideas and opinions and offer relevant, reliable and timely information to build a bridge of shared values.

Individual departments and programs also value freedom of expression through well-designed assignments and course and program-level goals. The "Echoes & Visions" reading series and literary magazine, described further in standard IV, supports and shares diverse voices and opinions. Individual faculty research such as the Reading & Writing from the Margins research project conducted in 2022-2023 sought to explore identities and self-perceptions of students of color in developmental writing classes. Course learning outcomes (ST2.13) focus on cultural competencies related to diverse populations. In addition to embedded study in many courses, specific courses (ST2.14) such as "African American Literature," "American Sign Language," "Asian and Latin American Cuisine," "Interpersonal Communication," "Latinx Literature," "World History" and a newly proposed Native American literature course are designed to immerse students in the study of diversity.

GRIEVANCES AND COMPLAINTS

Wor-Wic has established policies and procedures to ensure transparent, fair, impartial, equitable and accessible grievance policies for employees and students. Related policies, procedures and associated forms can be found in the policies manual, on the consumer information section of the website (ST2.15), in the college catalog and in various cards on the myWor-Wic portal (Table 2.1).

Table 2.1 Employee and Student Grievances and Complaints

	Employee	Student
Complaints	A link to all college policies is at the bottom of the home page of the college website. College procedures and policies are available on the employee portal.	Consumer information page on website includes contact information
Discrimination and harassment, Title IX		College catalog, linked to college's website and student portal
Grievances		The academic and administrative grievance process is identified in the college catalog, which also includes explanation of student rights and responsibilities in the process.
Unresolved complaints through college processes	Employees can file grievances through Department of Labor, OSHA, EEOC, Office of Civil Rights and Department of Education agencies.	Students may submit a concern directly to the Maryland Higher Education Commission

An anti-discrimination statement (ST2.17) is posted on the “Work at Wor-Wic” page for prospective employees and in the student portal card for current students. Wor-Wic strives to communicate information about rights and how to address concerns effectively. Employees receive current information and complete an acknowledgement form to show receipt and understanding of policies and procedures explained by human resources (HR). All information found on the website is available in alternate formats (ST2.18) to provide accessibility. Including links to Wor-Wic’s website and employee and student portals, the institution uses multiple methods of communicating these policies related to grievances and complaints.

Employees may file a formal grievance through the employee complaint process (ST2.16). If they are not satisfied with the employee complaint process, then they can proceed with the grievance process.

The policies manual provides guidelines regarding frequency and accessibility of policy communication and information about employee rights is posted outside of the human resources office and other high frequency areas. These large posters are displayed in every stand-alone building with state and federal guidelines for employees, including the information from the U.S. Equal Employment Opportunity Commission (EEOC). Employees have the right to file an employee complaint or grievance with the Department of Labor, Occupational Health & Safety Administration (OSHA), EEOC, Office of Civil Rights and Department of Education agencies. Discrimination, retaliation, whistleblower, wages, unsafe working conditions or other employment-related complaints can be filed with these agencies. To date, there have been no findings against the college. Employees also participate in various training modules in the Safe Colleges platform, including Title VI of the Civil Rights Act of 1964 overview training, Title IX and sexual harassment training.

Compliance with and record keeping for each type of grievance explained above follows the associated requirements and regulations in addition to campus practices regarding data integrity and privacy. Grievances are maintained according to programmatic and institutional regulation guidelines, which can be found in the policies manual. If there is a complaint, a report must be submitted, in writing or verbally, to any supervisor or the Title IX coordinator. If the alleged victim shares the complaint with an employee but does not file the complaint, it is the responsibility of the employee to notify the appropriate Title IX coordinator, regardless of whether it was verbal or written. The HR department ensures compliance with timeframes and deadlines for grievances. Employee complaint and grievance documents (ST2.19) are kept in locked, fire-safe cabinets in HR, Brunkhorst Hall, Room 106.

EMPLOYEE GRIEVANCES

From FY 2016 through FY 2023, there were no formal employee grievances filed through the employee grievance process. There were 17 discrimination and harassment complaints filed. Twelve complaints were resolved internally, two were filed with the EEOC and one was filed with the Department of Labor Civil Rights Center. None of these resulted in judgments against the college. One case was filed with the National Labor Relations Board but was withdrawn, and one case was dismissed. Since July 2015, there were three termination appeals of which one withdrew their appeal prior to a hearing and the remaining two hearings did not recommend re-instatement.

STUDENT GRIEVANCES

Student administrative grievances: From FY 2016 to FY 2023, there were 38 administrative grievances filed by students; 32 were upheld in favor of the student; six did not demonstrate unfair treatment of students regarding college policies or procedures. Many grievances were related to academic advising errors; however, other grievances involved admission applications, deregistration and communications. Of note, the college's centralized academic advising model went live in March of 2020, and only four administrative grievances have been submitted since that date. This suggests that the centralized academic advising model has been effective in reducing the amount of advising errors and, subsequently, the number of administrative grievances.

Student academic grievances: Twenty-six academic grievances were filed at Wor-Wic between FY 2016 and FY 2023. Of the 26 grievances, 11 were heard by the academic standards committee. Two of the hearings were found in favor of the student and nine in favor of the faculty member. Administration recognized that some students who submitted academic grievances may have been frustrated when their petition was dismissed by a committee without their voices being heard. The college changed the process for the academic grievance beginning in fall of 2021 to allow for all properly filed grievances to be heard by the committee. While most of the grievances are still found in favor of the faculty, since this change, students have not petitioned beyond the decision of the vice president for academic affairs following hearings. Thus, assessment of the grievance system was used to create a solution to benefit students who now better understand the process and are able to use it appropriately.

Student conduct: The student conduct committee reviewed 238 student conduct incidents from FY 2016 to FY 2023 involving 176 individual students. Various forms of unethical behavior were documented that violated Wor-Wic's code of conduct. To help address and potentially alleviate some of the college's student conduct issues, a coordination, assessment, response and education (CARE) team was formed in January 2022 to implement timely threat assessments and early intervention strategies for students displaying concerning behaviors.

CONFLICT OF INTEREST

Wor-Wic is in compliance with the Maryland Ethics Commission. To address potential conflicts of interest, the college publishes policies related to employment of an immediate family member (ST2.20), avoiding conflicts of interest regarding purchasing, gifts or procurements (ST2.21) and specific rules related to conflicts of interest for members of the board of trustees (ST2.22 Page 8).

Per the Maryland Ethics Commission, the following positions are required to file an annual financial disclosure statement: president, vice president for student affairs, vice president for academic affairs, dean of continuing education and workforce development, senior director of facilities management, chief information officer, senior director of procurement and auxiliary services, senior director of finance, facilities manager and procurement coordinator. The commission requires these disclosures to assure there are no employment interests that may relate to the conflict-of-interest provision

of the Ethics Law. The senior director of procurement and auxiliary services provides periodic training (ST2.23 slides 12-20) for employees concerning compliance with ethics standards, institutional policy and the public information act.

Wor-Wic’s procurement process includes a clause required by the Maryland Ethics Commission: All bids over \$50,000 require the bidder to sign a conflict-of-interest statement and an ethics statement. For example, as part of the invitation for bids (IFB) for the 2022 north parking lot resurfacing project (ST2.24), ethics and conflict of interest statements were included, and bids were not accepted if this portion of the IFB was not completed.

HIRING PRACTICES

Wor-Wic’s policies and procedures concerning hiring, evaluation, promotion, discipline and separation of employees are designed to be fair and impartial and to promote the health and effectiveness of the institution. Hiring procedures are explained in the policies and procedures manuals: Applications (ST2.25) are accepted through NeoGov, the college’s employee management system. Each job description states the minimum requirement for education and experience. Search committees do not see identifiers for age or race. Specific guidelines regarding practices and requirements for all aspects of hiring are outlined by human resources, vetted by the executive leadership team, approved by the board of trustees and communicated to all employees through policies and procedures manual updates and signoffs through PowerDMS, Wor-Wic’s human resources communication system. Clear explanations of types of positions, position vacancies, virtual and in-person employment interviews, rehiring former employees and setting up search committees are included in the manuals (ST2.26). Training required for search committee members and chairs is delivered through the SafeColleges training system. Specific search committee and hiring procedures are as follows:

Each search committee must:

- Meet the demographic requirements
- Complete training, including guidance about recommending a job to someone and conflicts of interest
- Complete application rating criteria set by HR based on the position requirements for every search to evaluate applications
- Use HR-approved interview questions
- Ensure that HR is integrally involved in every search for standard and grant positions to help ensure fairness and impartiality
- Follow standardization of part-time CEWD and credit instructional staff hiring and student hiring through the schooljobs.com website

Wor-Wic endeavors to avoid conflicts of interest in all areas. In March 2022, HR developed an internal policy titled “Search Committee Success: What You Need to Know about Processes for Recruiting, Screening, Interviewing and Welcoming New Employees” (ST2.27 Pages 9-10, 12-14) to identify specific ethical requirements for search committees:

Conflict of Interest can be defined as “a situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the person’s self- interest and professional interest or public interest. For example, if you are serving on a search committee, and your friend or family member applies for the position, you should recuse yourself from the committee in an effort to limit any appearance of favoritism, nepotism or any other situation that would appear to favor one candidate over the others.

EVALUATION, PROMOTION, DISCIPLINE AND SEPARATION OF EMPLOYEES

Information about evaluation (ST2.28) and promotion of employees is introduced during employee onboarding sessions and orientation, is available on the employee portal and is fully explained in the PPM. Specific information related to job classifications is accessible in the PPM and is included in orientation with supervisors. Evaluation of full-time faculty

(ST2.29) and faculty promotion criteria (ST2.30) are also included as a session of the faculty mentoring program, and related forms are available through the employee portal. Beginning in FY 2022, the faculty evaluation system changed from a largely paper-based process to an electronic appraisal process (ST2.31) through NeoGov, the college's employee management system, the same system used for all other employees. Evaluation of full-time credit faculty is further explained in standard III. Staff also engage in an annual appraisal process. Additionally, support staff are evaluated during their introductory period (ST2.32) as detailed in the employee policies manual.

Policies and procedures related to employee discipline and separation are also explained in the PPM such as the exit interview policy, retrenchment policy, dismissal policy, resignation policy, suspension policy and rehire policy (ST2.33).

PUBLIC RELATIONS

Various departments regularly communicate with stakeholders to facilitate collaboration, partnership and innovation to meet community needs by strengthening credit programs and non-credit training opportunities. Wor-Wic builds trust with these stakeholders by ensuring honest, transparent, carefully reviewed and timely communication through regular meetings as well as posted and shared agendas and minutes, and internal and external publications.

Program advisory committees (PACs) are comprised of representatives from various campus community stakeholder groups, such as faculty, staff, students, alumni and local employers, and are a common mechanism for engagement. Membership can be found on the program advisory committee section of the college's website. PACs meet regularly as evidenced in sample meeting minutes (ST2.34) to evaluate and offer suggestions for programs, offerings, practices and curricula. Additionally, the outreach coordinator and director of admissions contact non-credit leaders and credit department heads and deans for participation in community events such as the sample list from FY 2023 (ST2.35).

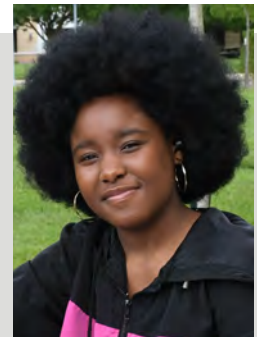
The marketing and communications departments follow a strict method of direct communication with all parties involved in any publications. A clear example showing how marketing strives to ensure the accuracy and correctness of information is in a series of emails showing the chain of communication from initial notification to student approval and then to the resulting publication (ST2.36).

The marketing and communications departments at Wor-Wic have processes in place to ensure accuracy of college advertisements, publications, public relations messaging, social media and the college website. All information is vetted, researched and confirmed. Proofing checklists are used to ensure accuracy. A minimum of three levels of proofreading of publications and news releases occurs within the marketing and communications departments, and additional internal distributions are in place for proofing and review prior to public dissemination. The web developer, communications director and marketing director work together to ensure sources are consistent in their information.

A dedicated page for Maryland Public Information Act requests (ST2.37) contains contact information for Wor-Wic personnel and a link to the Maryland Public Information Act Manual. Wor-Wic's copyright compliance statement (ST2.38) on the website provides links to copyright laws and fair use guidelines.

"I graduated early from high school and I wasn't sure what I wanted to do, so I thought business would be a good place to start. I like the quiet vibes at Wor-Wic."

Madelyna Charles
business student



COLLECTION, COMMUNICATION AND USE OF DATA

Data is collected from employee and student surveys, program assessment, factbook and data charts. Much of the data is collected and reported from the Colleague student information system including employee data files and student registrations. Wor-Wic’s institutional research (IR) department collects data from the admission applications and student records, as well as the non-credit registration system. Wor-Wic also conducts surveys for credit and non-credit students, non-returning students, employees and community members for strategic planning purposes. All recipients of the surveys are advised that responses will be kept confidential and only used in summary reports.

Wor-Wic shares college data and data collection processes in the following ways:

- IR provides data to marketing and communications upon request for sharing with students, employees and the community in publications, flyers, advertisements and stories submitted to the media.
- The consumer information section of the website shares enrollment, retention and outcomes data under facts & figures, including a link to student institutional outcomes. Student learning outcomes for all programs can be found on the outcomes tab of the assessment page of the college website (ST2.39).
- Health professions programs report program outcomes on their program pages of the college website: occupational therapy assistant and nursing outcomes, radiologic technology student learning outcomes, physical therapist assistant outcomes and effectiveness data (ST2.40).
- Board-approved institutional performance accountability data is submitted by the institutional research (IR) department to the Maryland Higher Education Commission (MHEC) and posted on MHEC’s public website: 2021 performance accountability indicators (PAI) (ST2.41).
- Data submitted by IR to the National Center for Education Statistics (NCES) through the Integrated Postsecondary Education Data System (IPEDS) is available through IPEDS tools and posted on NCES College Navigator website: NCES college navigator for Wor-Wic Community College (ST2.42).
- IR submits data to several outside survey websites such as the College Board links and Peterson’s. IR provides data to employees through myWor-Wic portal and the IR Teams site: IR research links for employees, graduate characteristics and awards history, and complete report. Availability of data charts from institutional research is also published in the Wor-Wic Campus Communicator newsletter and in emails to respective departments.

TRANSPARENCY OF STUDENT FUNDING INFORMATION

A full explanation of funding information for students related to financial aid, expenses, scholarships, grants, loans, repayment and refunds is posted in the “Pay for College” and consumer information sections of the website. Costs and financial aid information, processes and policies are fully explained in standard IV.

TRANSPARENCY AND COMPLIANCE WITH MSCHE AND REGULATING BODIES

Evidence of Wor-Wic’s compliance with MSCHE’s requirements of affiliation are included in each standard chapter of this report and in the attached federal compliance report (ST2.53). Evidence of timely and accurate historic reporting of self-studies, annual institutional updates (AIU), supplemental information reports, substantive change requests and additional sites is posted on the MSCHE website.

ASSESSMENT OF ETHICS AND INTEGRITY

Wor-Wic has policies, procedures and committees in place that address ethics and integrity. Upon hire or enrollment, employees and students are made aware of the policies they are expected to follow, including confidentiality agreement, intellectual property policy, dismissal policy, employee complaints, discrimination and harassment, academic freedom, identity theft protection program and college investigations and disciplinary procedures (ST2.43). As policies or procedures change, individuals must acknowledge receipt (ST2.44) of the latest information and /or complete mandatory training.

Wor-Wic uses its committee structure to address ethical issues, encourage personal integrity and maintain integrity of college data. Specifically, the data integrity committee established procedures (ST2.45) to ensure the accuracy of institutional core data (e.g., name, address, social security number, race and gender), and to resolve collegewide data issues and communicate to other users. This committee became the data governance committee (ST2.46) (March 2024 minutes ST2.47) in 2024 to focus on “overseeing and guiding the data governance strategy and policy for the college. Goals of the committee are to develop and uphold policies, strategic alignment, data quality assurance, risk management, communication, advocacy and oversight of data roles and responsibilities.”

In support of the value of integrity, various surveys are used to provide feedback from students (Table 2.2). The college uses the data for institutional, program and course reflection and improvement. Annually, institutional research provides five-year trend data for relevant questions on each survey to academic programs and service departments. Survey results are shared with the ELT, the board of trustees, college council and employees through the administrative, support staff and faculty councils and campus email. Areas of concerns identified in quantitative and qualitative data is addressed at the appropriate level. The following are recent examples of institutional follow-through based on survey results:

Table 2.2 Survey Schedule and Description

Community College Student Survey of Engagement (CCSSE)	2022 (ST2.48)	triannual	The career and testing services and library services departments use CCSSE results as a means of assessment to measure achievement of departmental goals.
Marketing Survey of credit students	fall 2022 (ST2.49)	biannual	Marketing and communications departments consider results when determining which tv and radio stations and social media platforms to use for promoting the college.
Non-returning student survey	fall 2022 (ST2.50)	annual	Student services staff follow up with students who request via the survey to be contacted regarding advising, scheduling and financial aid questions.
Marketing Survey of non-credit students	fall 2022 (ST2.51)	biannual	Results are considered when determining which TV and radio stations and social media platforms to use for promoting the college
Technology Survey (pandemic-related)	spring 2020 (ST2.52)	one time	Results were used in determining class modalities for the credit schedule in the fall of 2020; students were invited to access college Wi-Fi from college parking lots; HEERF funding was used to provide technology to students.

STRENGTHS:

- Commitment to freedom of expression, diversity, equity, inclusion and belonging across campus
- Ethical and comprehensive procurement policies and hiring practices

OPPORTUNITIES:

- Expanding on current diversity, equity and inclusion efforts to promote access and engagement for students, employees and the local community
- Creating data governance structure to facilitate and support data analytics and intelligence, enable data usability and accessibility, enhance data security and improve decision making
- Implementing data measurement (data “cookbook”) system to increase employee knowledge and effective use of data

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE

Standard III Themes	Standard III Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Learning Experiences	1	8, 9, 15	3, 4
Learning Opportunities	4, 5b, 6, 7	8, 9, 15	1, 3, 4
Assessment	2, 2a, 2e, 5b, 8	2, 8, 9, 15	3, 4
Faculty	2b, 2c, 2d, 2e	2, 15	3, 4
Professional Education	6, 7	8, 9, 10, 15	1, 3, 4
Communication	3, 5b, 8	2, 10	1, 3, 4

OVERVIEW

Learning is fundamental to Wor-Wic and identified as one of the institution's seven core values. Wor-Wic's well-qualified faculty design and deliver course content in various modalities and pedagogical approaches to provide students with the knowledge and skills to achieve learning outcomes. Departments work to align content across courses to enable accessible student progress from onboarding to graduation. The student learning experience is continually assessed and improved at the course and program level. Support systems, such as tutoring and resource labs, are available to assist students and improve their success in their coursework. Wor-Wic's general education program is integrated into all credit course offerings and has recently been updated and thoroughly revised to describe the outcomes all graduates achieve.

COHERENT LEARNING EXPERIENCE

In alignment with Wor-Wic's mission of empowering students to achieve success by delivering high-quality, affordable education, professional training and workforce development opportunities, the college's offerings include a variety of programs and courses for earning degrees, certificates, industry-recognized credentials, workforce skills and enrichment. Programs help students to prepare for college classes, enter a rewarding career, advance in their current career or prepare for transfer. Transfer programs offer the first two years of a baccalaureate degree; occupational education programs are designed for individuals planning to enter the workforce upon completion or to upgrade their skills; and developmental courses in mathematics, science and English are designed to prepare students for college-level courses.

Wor-Wic organizes learning experiences into seven learning pathways which are explained on the programs & courses section of the college website: business & hospitality, education & human services, health care, humanities & social sciences, public safety, science, technology, engineering, math (STEM) and skilled trades & transportation. In FY 2024, Wor-Wic offered 22 associate degrees and 19 certificate programs as well as numerous workforce and continuing education non-credit programs. With the opening of the Patricia & Alan Guerrieri Technology Center (GTC) in 2023, occupational offerings expanded to include associate degrees in welding, electro-mechanical technologies, basic welding certificate and a heating, air conditioning and refrigeration technology certificate. Since the last self-study, the college has added four certificates in business management, four in computer technology, one in culinary arts and one in general studies. Two areas of concentration have been added in business management, four in computer studies, two in general studies transfer and six in STEM. An associate degree in STEM Transfer has also been added. The college has begun offering one new degree in business management, risk management and insurance concentration for FY 2025. A new associate degree in fire science technology was also added in fall 2023.

Wor-Wic offers non-credit instruction through CEWD in the following areas: academic preparation, business & leadership, childcare, computers & technology, health care, hospitality & culinary, real estate & property maintenance, trades & manufacturing, transportation and veterinary assistant training.

Synthesis of learning and coherent academic course progressions are reviewed during academic program meetings, meetings of the curriculum committee and PAC meetings. The coherence of programs is demonstrated in mapping of course objectives (ST3.03) to program goals and general education objectives where each objective is identified as being introduced, practiced or mastered. Length appropriateness is determined by standards presented in the Code of Maryland Regulations (COMAR) 13b.02.01.12. The expected time to completion for full-time students is two years as demonstrated in the program progression outlines on the webpage of each degree (ST3.04). Credit and non-credit Student Satisfaction Surveys indicate sufficient learning opportunities. Program advisory committees (PAC) help to determine if programs reflect the needs of the local community.

PROGRAM AND COURSE DEVELOPMENT

To ensure integrity of learning experiences, Wor-Wic employs a rigorous review and approval process for developing new credit programs (ST3.05) and for making changes to existing ones (ST3.06).

Wor-Wic's curriculum committee is comprised of the following: department heads, the dean of general education, the dean of health professions, the dean of occupational and emerging technologies, the registrar, the director of institutional research, the director of enterprise applications, the dean of enrollment management, one faculty member from each of the credit educational divisions, the vice president for academic affairs and the following ex officio members: the director of institutional assessment and effectiveness, the director of financial aid, and the director of learning services. The faculty members of the committee are elected through the faculty council to serve on the college committee.

Together, this group reviews and evaluates all curriculum proposals which must include a sample syllabus, links to program goals/general education objectives and an assessment plan. Any faculty may submit proposals for consideration with the support of the department head and dean. Upon dean endorsement, the proposals are entered on the agenda for consideration, discussion and revision. Faculty who initiate the proposals are invited to attend the meetings to explain their proposal, answer questions and make any suggested, needed edits. The committee votes on approval of proposals, which are then forwarded to the VPAA for approval. Throughout the steps of the approval process a proposal may be approved, modified or denied. The curriculum management software, Modern Campus, documents all steps of the curriculum process and identifies other areas of the college that may be affected by the proposal through an impact report.

As part of the review process, the committee ensures that proposals meet COMAR 13b.01.01.05, (ST3.07) and that the program and course learning goals align with the general education objectives of the college. MHEC requires that new academic credit program proposals show centrality to the institution's mission, meet service market demands, provide projections of potential graduates, and demonstrate a structured and coherent program of study with clearly delineated student learning outcomes and sufficiency of resources (faculty, library, distance education and learning management system, budget, facilities and equipment) to support the program.

New program proposals are officially endorsed by the college's board of trustees (ST3.08) and submitted to MHEC (ST3.09) for final approval before implementation. Examples include approval of new programs or program modifications. Processes and forms for developing curriculum are available in a dedicated MS Teams site and communicated through the Modern Campus Curriculum (formerly Curriculog) and Modern Campus Catalog (formerly Acalog) platforms. The curriculum committee also ensures that new course proposals meet the credit hour requirements as set forth by COMAR. All course descriptions state the number of lecture hours and, if applicable, the number of

laboratory, clinical and/or internship hours required for the course. An explanation of credit hours (ST3.10) is available in the college catalog. Course descriptions (ST3.11) are listed in the college catalog and are included in all course syllabi. All credit courses support credit programs, degrees and certificates.

EXCELLENCE IN TEACHING

Wor-Wic maintains professional excellence through rigorous hiring practices, professional development, evaluation of faculty and assessment of student learning. New full-time credit faculty are observed by supervisors in their first three semesters, and part-time instructors are observed once in their first semester. Wor-Wic seeks to hire well-qualified faculty for whom student learning is the highest value. In celebration of this value, at the spring 2024 commencement ceremony, the first distinguished faculty awards (ST3.13) were presented to two faculty for outstanding contributions and dedication to teaching and learning and for commitment to Wor-Wic’s mission.

Opportunities for the development of research, scholarship, critical thinking and independent thinking are first illustrated in the alignment of course objectives to general education objectives (ST3.14) and then in course descriptions and course learning activities. Other opportunities are available in the honors program as explained in standard V.

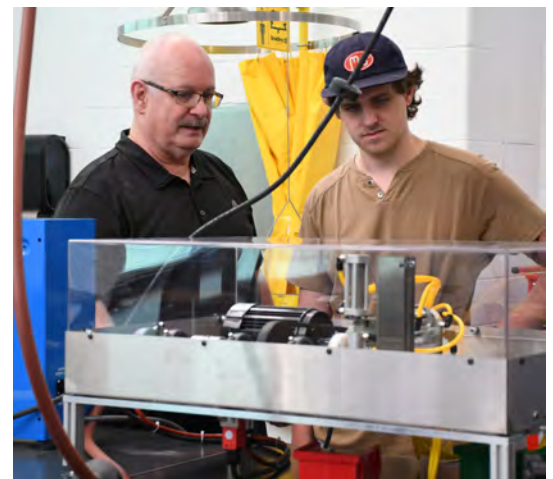
The study of ethics, values, and diverse perspectives is embedded in many courses. For example, course objectives in CDC 155, “Counseling Ethics,” and EDU 260, “Field Experience,” (ST3.15) focus specifically on ethics in professional areas. Additionally, many objectives in other courses are aligned with two general education objectives (GEO). The first GEO is to “demonstrate a command of oral communication that is accurate, ethical and audience-centered” and the second is to “apply critical analysis and reasoning skills to evaluate evidence and draw conclusions.” Opportunities for expansion of cultural and global awareness and sensitivity are offered through student clubs, “Echoes & Visions” reading series, and event planning through the cultural diversity committee.

Further explained in standard V, assessment of effectiveness of programs occurs at course, program, department and division levels. Each course has an established means of assessment for each course objective, with benchmarks for determining outcomes. Course-level assessment is used to analyze effectiveness at a program level, also with objectives, means of assessment and benchmarks. Action plans are written for any benchmark that is not met. To consistently determine if educational offerings meet the institution’s mission and goals, five-year reviews are conducted in each program area. The vice president for academic affairs and deans read and provide feedback for all program reviews.

FACULTY QUALITY AND SUFFICIENCY

Well-qualified faculty are the foundation of President Casey’s theme, “Students first. Excellence always.” Grounded in the core values of accessibility, community, diversity, excellence, integrity, innovation and learning, and in scholarship, professionalism and student-centered pedagogy, Wor-Wic’s full- and part-time faculty design and deliver high-quality learning experiences for all students.

Full- and part-time faculty meet specific standards and professional qualifications appropriate to their roles and responsibilities. The employee policies manual outlines general job descriptions (ST3.16) for full-time and part-time faculty, department heads, temporary instructors and temporary CE instructors. Specific educational requirements (ST3.17) for each teaching position are included in faculty job opportunities posted on the publicly accessible “Work at Wor-Wic” section of the website.



As of the fall of 2023, Wor-Wic trend data (ST3.18) shows that the college employs 66 full-time faculty and 130 part-time (Table 3.1). Implemented in FY 2024, three full-time CE instructors were reclassified to administrator due to the combined responsibilities of teaching and administrative duties. In FY 2023, two other full-time CE instructors were hired for a grant at the Eastern Correctional Institution (ECI) and taught there until July of 2024 when the grant was terminated. This 10-year trend data fluctuation is due to enrollment changes (ST3.19), results of the pandemic and organizational restructuring.

Table 3.1 Full-Time and Part-Time, Credit and Non-Credit, Faculty Headcount

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Credit FT	69	71	69	65	71	68	68	68	66	
Credit PT	99	86	89	96	80	70	65	64	65	

Teaching load, calculations and policies for release time and assignments (ST3.20) for department head and clinical/fieldwork coordinators are fully explained in the employee policy manual. Generally, full-time, 10-month credit faculty are required to teach 30 load hours per fiscal year and hold five office hours per week while under contract. Full-time, 12-month credit faculty are required to teach 36 load hours per fiscal year and hold five office hours per week. The policy for full-time faculty on-campus requirements (ST3.21) requires that schedules are created to meet the needs of students and the institution. Faculty who also serve as department heads have reduced teaching loads based on the level of administrative responsibility required by their departments. Job descriptions and additional duties (ST3.22) are described in the employee policy manual.

In terms of sufficiency, in fall of 2023, 75% percent of credit course sections were taught by full-time faculty. The ratio of student credit hours to faculty hours taught was 15.1:1. Over the same time, the Maryland community college statewide average (ST3.23) was 15:1 student credit hours to faculty hours taught. Student-to-faculty ratio reports are distributed to deans and department heads each semester. If a pattern of need is noted, new faculty positions are requested during the budgeting season. An example is the full-time history faculty position that was created in 2019. Before the new position, four consecutive semesters of ratio reporting, from fall of 2016 to spring of 2018 were 36% full time, 20% full time, 43% full time and 31% full time.

Teaching quality is measured, encouraged and developed through classroom observations, student course evaluations, syllabi approval and professional development. Students in all courses are encouraged to complete evaluations during the last two weeks of the class. Results are distributed to appropriate faculty, department heads, deans and the vice president for academic affairs.

PROFESSIONAL DEVELOPMENT AND ENGAGEMENT

In support of Wor-Wic's value of excellence, faculty are provided with opportunities, resources, and support for professional development and innovation; they are required to complete professional development as part of their annual evaluations (ST3.27 explained below). In-house faculty professional development opportunities led by faculty (ST3.24) are managed through the faculty council's professional development committee. Other opportunities for faculty learning are led by the office of learning services (ST3.25b), and the offices of assessment (ST3.25c) and other campus offices such as mental health & disability services and human resources. Wor-Wic faculty also pursue professional development outside of college offerings. They attend and present at regional and national conferences, participate in training and affinity groups across the state and are members and officers in professional associations and councils.

New faculty are especially supported through resources such as the faculty mentoring MS Teams site as well as mentoring and orientation provided by directors, department heads and course coordinators. Full-time faculty also receive formal training through a one-year faculty mentoring program (ST3.25d). During the program, new faculty are assigned a mentor, attend monthly sessions, are introduced to key college personnel, learn how to complete administrative tasks and actively participate in discussion. Assessment of the mentoring program has led to identifying relevant topics with increased focus on key college personnel and technology, thus improving the experience for new faculty (ST3.25e).

Financial support for professional development has increased (Table 3.2). Over the past five years, from 28.5% to 37% of the college’s total professional development funds went to faculty. In FY 2024, approximately 42% of professional development funding was allocated toward faculty and instructional support professional development. Total actual expenditures from the operating budget, grants and new initiative funding for instructional-related professional development have increased to support new priorities and initiatives such as developing co-requisite courses, creating models for and deploying 7-week courses, using new technology such as Anatomage tables and gaining credentials for teaching new skills and courses.

Table 3.2 Professional Development Funding Trend Data

	2024	2023	2022	2021	2020
Instructional	\$141,787	\$149,081	\$82,753	\$61,777	\$134,744
Instructional and academic support	\$200,914	\$188,624	\$110,998	\$74,318	\$170,707
		Includes \$60,000 of CARES funding for consulting.	COVID	COVID	

Budget requests for professional development follow the budgeting process, as explained in Standard VI. Individual departments and strategic priority teams make requests by showing needs through annual assessment reports in Nuventive and then professional development lines in their budgets.

EVALUATION OF FACULTY

The faculty evaluation system is designed to promote excellence and effectiveness in teaching. The faculty evaluation committee developed the initial framework for the current system which was ratified by the faculty council and the executive leadership team, including the vice president for academic affairs. The committee and council are responsible for periodic review and amendments of the process. The most recent revision (ST3.26) was approved by the board of trustees on January 13, 2022.

Faculty evaluations including all evaluation policies and procedures are explained in the employee policy manual (ST3.27). Faculty are evaluated annually by department heads through the college’s employee appraisal system, the NeoGov Perform module. Department heads review faculty self-evaluations and meet with the faculty members to discuss their response and recommendation for reappointment. The evaluation is signed by both the department head and faculty member, forwarded to the dean for review and response, and then forwarded to the vice president for academic affairs for response and recommendation. Finally, the evaluation is sent to the college president, who reviews the documentation and determines reappointment.

Faculty with fewer than three years of teaching at Wor-Wic (ST3.28) are evaluated via rubric in the following areas: institutional support, departmental support, professional development through questions on the student evaluation of learning experience survey (SOLE) (ST3.29). Supervisors of new faculty also provide feedback on lesson plans (ST3.30)

and writing assignments (ST3.31) and and conduct observations of classroom/online instruction (ST3.32) once a semester for the first three semesters. Faculty with more than three years of teaching at Wor-Wic are evaluated (ST3.33) in the following areas: institutional support, departmental support, professional development and SOLE. Percentages differ for department heads (ST3.34) to account for administrative duties. New part-time faculty are observed (ST3.35) by their department head and are also evaluated using the SOLE form.

A faculty member may disagree with an observation, evaluation or reappointment recommendation of the department head, dean or vice president. The specific timing and process for submitting the disagreement is outlined in the faculty evaluation policy (ST3.27) in the employee policy manual.

COMMUNICATION

Wor-Wic's website, catalog and program-specific publications are designed to inform students and the public of program learning outcomes, requirements and expected time to completion. Information about onboarding, program degree planners and course offerings for credit and non-credit programs is available on the programs and courses webpage. Linked program pages such as chemical dependency counseling and skilled trades/construction provide students with information about the programs and career information, and have direct links to degree planners, the application, admissions, registration and a point of contact. Health professions programs also include a link for the health professions admission information packet (ST3.36).



At the course level, students receive communications about learning objectives, GEO alignments, course descriptions and course expectations from the syllabus. For courses with multiple sections and delivery formats, a common syllabus and means of assessment are used to determine student achievement of the course objectives. Every term, credit course syllabi are approved through an electronic approval process by course coordinators and department heads and must meet the requirements in the syllabi approval checklist (ST3.37). All credit course syllabi are posted on the Blackboard Ultra (learning management system) course site and SimpleSyllabus Library.

The Wor-Wic website contains specific information related to courses. Information about all learning modalities is explained on the distance learning page with specific links for credit and continuing education students, descriptions of class formats and resources for academic support. The dual enrollment page provides information geared toward high school students, their parents and high school employees about how to apply, which courses are available and the specific requirements for the service area counties. Students can also access information related to academic advising, including enrollment coaching and special priority advising for veterans/military.

The myWor-Wic advisory committee (ST3.38a) and individual departments conduct periodic reviews to make sure all information provided to students is up to date and accurate. Modifications or corrections are made through the myWor-Wic feedback form, which is accessible through the IT card on the SharePoint site.

All credit course syllabi are housed in and delivered through the Simple Syllabus platform, which was implemented in fall of 2022, after a year of exploring and vetting different vendors for syllabus management systems (ST3.38b). Simple Syllabus allows for multiple levels of review and approval from coordinators, department heads and deans, as well as publication within Blackboard Ultra courses and accessibility through various devices. Course coordinators develop master syllabi for each course to communicate consistent information across all sections. There are approximately 25 menu items in each syllabus, including institutional and course policy, links to academic and support services, course description and expectations, required course materials and tentative course schedules. Simple Syllabus allows for archiving in a library which is accessible to advisors, department heads, deans and other college personnel.

LEARNING EXPERIENCES AND OPPORTUNITIES

Student learning experiences and requirements within each program are outlined in the college catalog, credit programs of study, continuing education/ non-credit courses and in the programs/ course finder on the website.

Special learning opportunities explained on the college’s honors program webpage include the general education honors program and the STEM honors program. Honors students in both programs enroll in select credit courses and an additional recitation credit with the same instructor. STEM honors students engage in a capstone undergraduate research experience. They also present the research (ST3.39) at an approved conference or have it published in an undergraduate journal. General education honors students also have opportunities to be a part of a symposium, Maryland Collegiate Honors Council (MCHC) presentation (ST3.40) and to publish their work in journals and other publications.

Wor-Wic offers distance learning in different modalities — online, hybrid and virtual — as explained on the distance education webpage. Students can earn full degrees through distance learning in the following programs:

- chemical dependency counseling
- computer and network support technology
- cybersecurity
- full stack web development
- information systems
- general studies transfer
- secondary education transfer

CEWD offers online courses in various industry areas that prepare the student for careers, licensure and certification. Many face-to-face courses are also offered through distance learning to offer flexibility for scheduling and travel. For example, EMS 101 and 151 were offered as hybrid courses beginning in the fall of 2023 to better accommodate dually enrolled students.

Wor-Wic provides extensive support for student learning by emphasizing student success and providing academic support services such as tutoring in all academic areas, math, reading and writing assistance, the TRIO program, and the adult learners program. Many supports are also available through disability services and mental health services as well as individual departments. Support for students is further explained in standard IV. Students taking online, virtual or hybrid courses are supported via virtual faculty office hours, online math lab tutoring, online reading and writing center appointments, Brainfuse, instructional technology and design support, online advising appointments and the IT help desk, in addition to all face-to-face academic support. All information related to student support is clearly explained on the college website, is posted in many locations around campus, is sent to students through email and text and is shared in syllabi and the learning management system, Blackboard.



“I’m just a tomboy - I always wanted to drive a dump truck! My dad worked in construction, and so I always thought I wanted to get a CDL. But I didn’t have the resources, time or funding. But it all came together about two years ago. It took me eight weeks of full-time classes. In class, I got to do a ridealong with Cato Oil and I knew I wanted to work here. I have two sons, so I wanted to drive locally. I started working within a week of getting my CDL. I really love my job.”

Rose Stigall
CDL completer

Students have on- and off-campus 24/7 online access to electronic books, journals, periodicals, videos and reference materials through approximately 115 general and program-specific database subscriptions. The physical library resource center is in Brunkhorst Hall with hours of operation Monday through Saturday.

Through FY 2024, multiple resource centers were open in other buildings, but in FY 2025, resources and library personnel were centralized in Brunkhorst Hall due to budgetary constraints and fewer students visiting the resource centers in person. Access to electronic databases is available to all students from various devices 24/7 through the Wor-Wic website. The library supports a live chat (ST3.41) during open hours of operation, which is especially helpful for distance education and dually enrolled students. Spring 2023 web analytics (ST3.42) show 12,601 views (2.21% of total web views) of the library resources homepage and 4,394 views of the research databases.

The on-campus resource center is fully staffed during hours of operation. For FY 2023, staffing included one full-time director of library services, two assistant librarians, three library aides, and two student aides. The director of library services, in collaboration with the library services committee and library program advisory committee, addresses issues related to resources, processes and operations, and recommends changes.

Wor-Wic’s library also provides a hub for both information literacy and open educational resources (OERs) through links to the resource center/library homepage. Links include APA and MLA citation, citation tools, conducting research, evaluating sources, avoiding plagiarism, researching for specific types of assignments and using the databases effectively. Electronic help guides also include research guides designed for Wor-Wic programs and courses such as occupational therapy assistant, criminal justice and English 101. The director of library services manages the hub for OER resources which is in the “Lib Guides” section of the library services webpage.

As with all departments, library services is also assessed annually. Specific questions related to library resources and services on the 2018 and 2022 Community College Survey of Student Engagement (CCSSE) (ST3.43) show that students use the library, believe it is important and are satisfied with its services (Table 3.3). According to CCSSE, the Wor-Wic results exceed those in the small colleges and all colleges comparison groups.

Table 3.3 2018 and 2022 Community College Survey of Student Engagement (CCSSE)

	Students were very or somewhat satisfied with library resources and services	Library resources and services were very or somewhat important to the student	Student used the library and resources one or more times
Spring 2018	95% (n=210)	86% (n=434)	72% (n=460)
Spring 2022	99% (n=335)	94% (n=464)	73% (n=466)

Results from the 2020 and 2022 credit student satisfaction survey further support the CCSSE results: Students indicated a 96% satisfaction rate with quality of library services in both survey years.

INTELLECTUAL EXPERIENCE AND GENERAL EDUCATION

Wor-Wic Community College provides a general education core designed to help students acquire essential skills to be successful lifelong learners. The general education program and courses comply with state regulations, COMAR 13b.06.01.03 (ST3.44). Prior to 2024, the general education core was derived from eight general education objectives (GEOs) which the college adopted in order for students to develop their ability to express ideas effectively through oral and written communication; think critically and reason logically; read and analyze a written text; apply mathematical models to the solution of problems; evaluate individual, societal and cultural relationships; use the scientific method in understanding the interdependence of humankind and the environment; demonstrate the appropriate use of technology to obtain and communicate information; and, internalize the core values of the institution, including community, diversity, honesty, learning, quality, respect and responsibility.

Although the GEOs were reviewed periodically by the academic assessment committee, until recently, no major revision had occurred in 10 years. In 2022, parallel to the development of the institution's new mission, values and strategic plan, a group of faculty from general education and occupational departments initiated a full review of the GEOs. Subsequent work involved program analysis, evaluation from focus groups of faculty and students, presentation to, and feedback from, various groups of administrators and research to identify best practices. The resulting GEOs have been fully vetted by faculty, the academic assessment committee and the newly constituted general education assessment committee. They were in effect beginning fall 2024 (ST3.45). The new GEOs were designed to more fully align with the college's mission and values and to be both aspirational and practical in scope. Implementation includes gap analysis and alignment work completed in FY 2024, development of course-infused assessment and related professional development. The GEOs will be assessed on a rotating schedule, beginning with the communication goal for FY 2025.

General Education Objectives (as of fall 2024):

- Communicate effectively, accurately, eloquently and respectfully.
- Make responsible, creative, empathetic and logical decisions to solve complex problems.
- Research with information literacy skills that are ethical, rigorous and rooted in critical reading.
- Engage, lead and elevate communities.

DESIGN, DELIVERY AND ASSESSMENT OF THIRD-PARTY VENDORS

Third-party vendors contracted by CEWD to provide instruction are reviewed and vetted by CEWD staff according to Code of Maryland (COMAR) regulations and MHEC requirements and best practices. Vendors sign an instructional contractor form (ST3.46), and the company and course offerings are reviewed by CEWD to ensure alignment with MHEC's best practices for selecting distance learning providers (ST3.47) checklist. Included in the review is a course development evaluation and revision process for needed changes. For example, Cengage's Ed2Go course curriculum development (ST3.48) is extensive and follows a rigorous process from research to content development (including multi-tiered quality assurance) to delivery and assessment. Additionally, third party vendors such as Cengage must meet MHEC's requirements for partnerships and third-party course inclusion found in the MHEC continuing education manual for Maryland community colleges (ST3.49 Appendix 5). In addition to following MHEC's requirements for course submission, CEWD complies with the best practices for instruction delivered by distance education (ST3.50) according to the guidelines stated in the Code of Maryland Regulations (COMAR) 13B.02.02.16 (ST3.51). This includes reviewing a vendor rubric (ST3.53) for new vendors and using the best practices on partnerships (ST3.52) as guidelines for selecting training partnerships as well as the best practices partnerships checklist (ST3.54). For Ed2Go, CEWD administrators can access a back-end administration center to verify and enroll students after receiving payment. Access to instructor information is through the website for review of student evaluations. Career online courses are vetted with department heads and industry leaders for determination of value for prospective and current employees.

ASSESSMENT

Assessment of Wor-Wic's design and delivery of learning experiences has led to multiple improvements, including:

- Implementing new registration deadlines to limit late course adds to better support student success (ST3.55a, Slides 19-22)
- Revising course sequencing of NUR 115, "Introduction to Pharmacology," in the nursing CPN program and adding a laboratory to improve retention in the first semester when foundational theoretical understanding of nursing concepts is developed, and introduction clinical skills are reinforced (ST3.55b)
- Revising academic schedule and developing 7-week courses to better deliver flexible scheduling options and support recruitment and retention efforts, 2021-2026 strategic goal 3c (ST3.55c, Slides 68-73)
- Improving distance learning to enhance course availability, modality and scheduling

Figure 3.1 PAI Annual Credit Enrollment in Online Classes Trend Data. Includes virtual classes.

Trend	
FY 2018	2,102
FY 2019	2,607
FY 2020	3,353
FY 2021	9,239
FY 2022	5,687
BM FY 2025	3,300

Figure 3.2 Credit Student Distance Education Enrollment Trend Data

PAI	Exclusively in distance education	Some, but not all, distance education	Not in any distance education
Trend			
Fall 2019	9.2%	21.3%	69.6%
Fall 2020	43.3%	38%	18.7%
Fall 2021	25.7%	34.8%	39.7%
Fall 2022	22.9%	30.4%	46.7%
Fall 2023	18.6%	30.1%	51.3%

Supported by the Title III-strengthening institutions grant, the college increased training for faculty, created two new positions for an instructional designer and a director of learning services, purchased hardware, software and upgraded LMS to Blackboard Ultra, developed Wor-Wic’s first fully online programs and improved learning experiences. The annual assessment report from 2019 (ST3.55d) shows the progression from assessment to intervention to positive impact on teaching and learning. FY 2024 trend data (ST3.55e) shows, excluding the pandemic years, that the number of students exclusively or partly engaged in distance education has increased, and as reported in FY 2023, the enrollment in online courses exceeds the benchmark of 3,300 students, well above the pre-pandemic numbers (Fig. 3.1, 3.2).

STRENGTHS:

- Skilled, dedicated and passionate faculty
- Solid academic offerings provide quality education, variety of programs and relevant curriculum
- Diversity of clinical experiences and hands-on training opportunities
- Faculty mentoring program supports and strengthens teaching and collegiality
- Investment and innovation in instructional modalities and accelerated learning

OPPORTUNITIES:

- Developing credit for prior learning structures, policies and processes
- Continuing to evaluate and improve pathways for faculty promotion

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Standard IV Themes	Standard IV Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Financial	1a, 6	8	1
College Preparation Support	1b, 6	8, 9, 10	1, 3
Educational Planning/Achievement	1c, 1d, 2, 6	8	1
Student Records	2, 3, 6	8	1
Student Engagement	4, 6	8	1
Third Party Services	5, 6	8	3

OVERVIEW

Wor-Wic’s mission guarantees that the institution empowers students by maintaining high-quality, affordable education, training and development opportunities. The mission also attests that these opportunities are supported through comprehensive student services. At Wor-Wic, the student services take many forms, but all of them guarantee transparent communication, clear guidance and a dedicated community of support. Wor-Wic is committed to student retention, persistence, completion and success through a coherent and effective support system sustained by qualified professionals and executed throughout the student lifecycle.

FINANCIAL INFORMATION

Recognizing the great need for financial support for both credit and non-credit students, Wor-Wic is committed to providing and assisting students to obtain the resources they need. As reported in IPEDS (financial aid data) for the 2022-2023 academic year, 72% of first-time, full-time students received any financial aid, including federal work-study and aid from other sources; 33% of first-time, full-time students received state /local government grants or scholarships, and 22% of them received institutional grants or scholarships.

The 2024-25 college catalog, published on March 20, 2024, is the official resource for information about admission requirements, financial policies, student support services, credit programs, courses, graduation requirements and student rights and responsibilities, as well as a variety of other rules and regulations. The college catalog is updated once a year in the spring for the upcoming academic year. As policies, procedures or regulations change throughout the year, the most current information is available on the college website.

The administrative grievance policy (ST4.01) and related procedures, fully explained in standard II, give students a way to voice concern about unfair treatment with regard to college policy or procedure, while the request for late drop and withdrawal form due to extenuating circumstances allows for adjustments to be made when students have been unable to take one of these actions by the published deadline as explained in the dropping and adding courses policy (ST4.02) and the withdrawal policy (ST4.03). Electronic forms (ST4.04) were developed and deployed in March of 2024 to improve access and the student experience.

FINANCIAL AID, EXPENSES, SCHOLARSHIPS, GRANTS, LOANS, REPAYMENT AND REFUNDS

As part of the mandatory student onboarding process implemented in March 2020, students receive accurate and comprehensive information about financial assistance opportunities (ST4.05) after completing their admission application.

Within hours of the submitted admission application, an acceptance email is sent to new students, which includes the financial aid guide document. New students are encouraged to complete the Free Application for Federal Student Aid (FAFSA) or the non-credit scholarship application before their enrollment coaching appointment, the first step in the prescriptive onboarding process. Enrollment coaches are trained on financial assistance basics and share with students how to access their financial aid information via the myWor-Wic student portal, answer general questions about financial aid and make referrals to the financial aid department as special circumstances warrant. Returning and continuing students receive similar assistance from their academic advisor. A representative from financial aid also attends new student orientations for nursing, radiologic technology, occupational therapy assistant and physical therapist assistant programs.

Institutional scholarship information (ST4.06) is communicated regularly to students, and applications are made available online for assistance with tuition and fees. CEWD scholarships (ST4.07) are available for continuing education students to assist with tuition and material fees for courses including driver's education.

Students can easily find financial information on the college's website at the "Pay for College" (ST4.08) tab on the front page and the consumer information link on the bottom of each page. There students can find general information, such as refund policies, financial aid assistance, tuition and fees, and repayments/return of federal financial aid. Additionally, a new chatbot feature helps connect students to answers related to financial aid. Students also receive an email with links and information about consumer information and financial aid (consumer information email ST4.09). A consumer information and grievances card (ST4.10) on myWor-Wic was developed and deployed in March of 2024 to put policy and procedures, and relevant, actionable forms, in line with where students log in. Students have access to online portal cards (ST4.11) where they can sign up for payment plans (ST4.12), make payments and track their financial aid status. Information about scholarships is available on the Wor-Wic scholarship portal (ST4.13) for credit and non-credit students. The Wor-Wic financial aid Facebook page also provides easy access to information.

In addition to receiving information from Wor-Wic's website and social media, students also receive offer letters for any scholarships or aid they receive and all necessary student loan documentation. Letters and documentation (ST4.14) can be accessed through their myWor-Wic student portal.

FINANCIAL AID OUTREACH AND RESOURCES

A number of financial aid outreach events (ST4.15) are designed to connect students with appropriate resources. Adult learner and emergency assistance programs shared on the college website were developed to aid students in need while attending classes. Each application for the adult learners program (ST4.17) and emergency assistance is reviewed for approval by a committee made up of the offices of financial aid and student success, and payments are provided for specific needs such as food, gas, childcare, utilities, etc. Qualifying students can apply for the community-based Child Care Access Means Parents in School awards (CCAMPIS) (ST4.18), which pays for childcare while student-parents attend classes. Some students take advantage of the college's on-campus child development center. Other programs that may provide financial assistance for students in the education field include CCCPDF and PRAXIS Core. Additionally, the TRIO/VUB programs provide students the opportunity to attend financial literacy workshops each semester (ST4.19).

FINANCIAL AID ASSESSMENT

The financial aid office uses the results from the Non-Returning Student Survey, the Student Satisfaction Survey and the department's assessment objectives to support improvements and changes in operations. In recent years, the office has been working

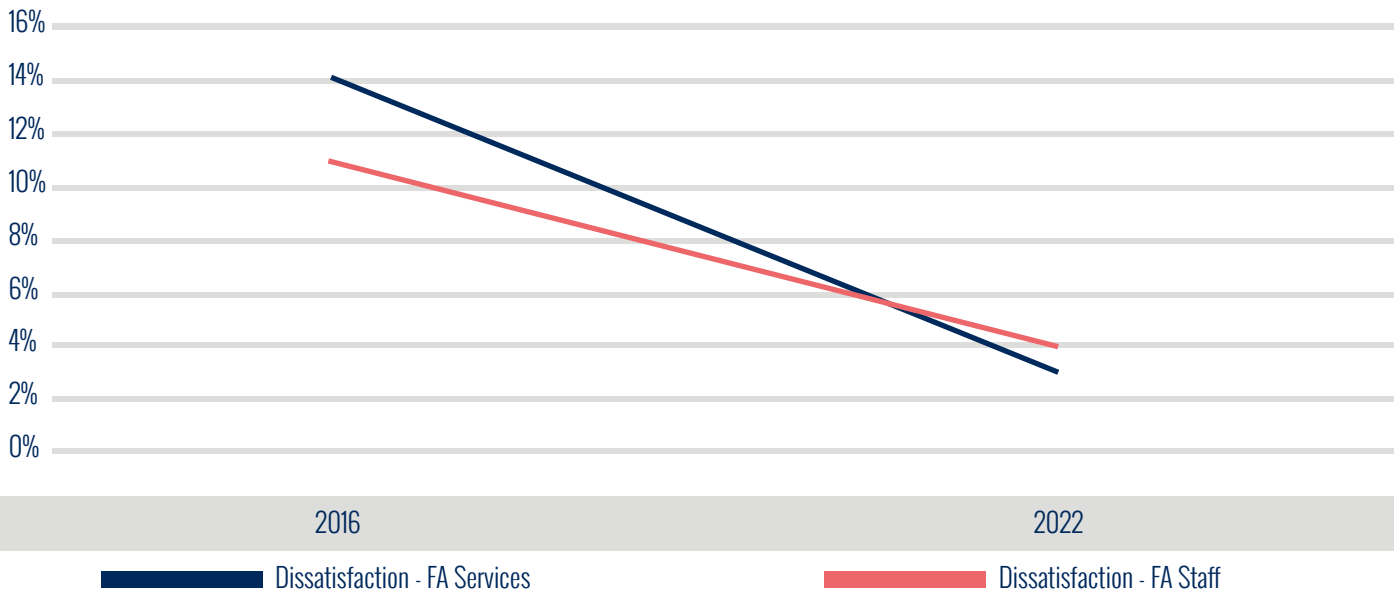


to increase student satisfaction in financial aid services and the helpfulness of financial aid staff and to support early FAFSA completion and awarding. The following actions have been implemented as a result of the satisfaction surveys:

- Positions in financial aid were restructured to create three financial aid advisors, providing general assistance to any student and improving the student experience by reducing the time needed to award student aid.
- Service delivery methods such as texting and virtual appointments were expanded.
- Student communications were increased, with additional notifications for financial aid disbursements, funding opportunities, instructions for completing aid, federal aid prorations and more.
- Communication methods were expanded, such as on the department’s Facebook page (ST4.20), via email (ST4.21) and in the Welcome to Monday (ST4.22 Slide 16-17) announcement.
- Visits were started to service-area high schools to provide federal and state financial aid information and application assistance. These high school visits have increased significantly over the last four years. Financial aid events increased each year from FY 2021 (22 events) to FY 2024 (36 events).
- Document upload capability was implemented to the student self-service portal for financial aid documents. This allows students to satisfy document requirements almost immediately and without a visit to the campus.
- A new scholarship management system, NextGen, was implemented, which allows awarding in two years simultaneously. It enables the office to open the scholarship application process earlier each year in alignment with the federal aid awarding timeline.

Survey results indicate these changes have been effective in reducing dissatisfaction with financial aid services from 14% in 2016 to 3% in 2022 (fig. 4.1). Similar results are noted with dissatisfaction with the helpfulness of financial aid staff at 11% in 2016 and 4% in 2022. Assessment of financial aid FAFSA completion and document submission can be found by comparing the number of financial aid applicants that have a file complete date. The office began tracking this data during the 2019-20 award year. By March 1 of that year, 515 applicants had a file complete date. In the award year 2023-24, that number was 1,118.

Figure 4.1 Credit Student Satisfaction Survey Trends for Financial Aid Services



Other mechanisms for measuring the effectiveness of financial aid are surveys of TRIO students (ST4.23) and tri-county high school counselors. In both cases, survey data is used to determine needs related to financial literacy and financial understanding of students. The admissions and outreach department has developed surveys to assess satisfaction beyond students including a survey of high school counselors (ST4.24). Programs in the health professions division administer their own surveys (ST4.25) which also evaluate wraparound services such as financial aid. The results are considered in program reviews and are communicated with the financial aid department.

OUTREACH AND ONBOARDING

Recognizing a need to become more student-ready, Wor-Wic's then-president Dr. Ray Hoy presented a charge to a newly formed guided pathways steering committee (ST4.26) in May 2018. The charge memo included two major expected outcomes: an increase in student persistence/retention and an increase in the number of degrees and certificates awarded annually.

Much of the early work of the guided pathways steering committee was facilitated by members of two different subgroups: 1. meta-majors and 2. advising and orientation. Concurrent work continued by members of the guided pathways steering committee in various areas. By September 2018, seven meta-majors had been drafted, and by April 2019, those were approved as "learning pathways" that included credit and non-credit offerings in the areas of science, technology, engineering and math (STEM), health care, business and hospitality, public safety, humanities and communication arts, education and social sciences and skilled trades. Also in the fall of 2018, Wor-Wic was awarded a \$1,957,907 Title III grant that focused on student advising, instructional technologies and distance education. Only one year after the learning pathways were drafted, a comprehensive advising proposal was presented to Wor-Wic stakeholders. Finally, by July 2019, draft enrollment steps were approved including the following: admission application, career assessment and program selection, enrollment coaching session, financial assistance opportunities, placement testing (if required), advising and registration and an optional Welcome Wednesday session with faculty and classmates from students' selected programs.

The final, guided pathways-modeled, prescriptive onboarding process was embedded in the six enrollment steps (ST4.27) for new credit students. The centralized advising center opened in mid-March 2020 in preparation for the summer and fall 2020 registration periods. Since implementation of the new student onboarding process, an online new student orientation was launched, and an applicant data report was created to assess student onboarding progress through the enrollment funnel and to provide targeted outreach to students depending on the next stage of onboarding that they needed to complete. In addition, a visual depiction of where students are in their new student onboarding requirements is given to all new students on their myWor-Wic student portal new student experience card (ST4.28).

COLLEGE PREPARATION AND SUPPORT

Built into the new student onboarding process is the identification and placement of students based on college readiness, with support continuing as they work to attain their respective educational goals. Secondary placement measures are in place to help students avoid taking unnecessary developmental education coursework, including waivers (ST4.29) for students meeting requirements such as minimum GPA, recency of high school graduation, scores on standardized tests and prior course work. Enrollment coaches review transcripts, test scores and other information provided by students to determine if they must complete placement testing (ST4.30). When placement testing is required, enrollment coaches provide preparation materials and an overview of what to expect to facilitate accurate placement. Students have one opportunity to retest in reading and mathematics, and academic advisors provide recommendations and placement test preparation materials to assist in score improvement.

ORIENTATION AND WELCOME WEDNESDAY

To reinforce the support services introduced by enrollment coaches and academic advisors during the onboarding process and to enhance retention and guide students through their educational experience, an online new student orientation was developed in collaboration with Comevo, vendor of the online orientation platform (ST4.31), for March 2022. The orientation can be completed in modules and takes less than an hour to complete. Topics include Wor-Wic's learning pathways, technical resources, student support resources, student engagement opportunities, paying for college, policies and safety and next steps to take before the start of the term. Since implementation, more than 1,800 new students have successfully completed the orientation.

Welcome Wednesday (ST4.32) activities have been held prior to the opening of each fall semester since 2020. In its first year, Welcome Wednesday was held virtually due to the COVID-19 health pandemic, but it has been held on campus since 2021. While it is an orientation exercise, its purpose is to connect students with their peers, college staff and faculty members and foster a sense of belonging and community on campus.



ACADEMIC ADVISING

Since its implementation in March 2020, Wor-Wic's centralized advising model has used a holistic view of each student that goes beyond transactional registration functions to an investment in relationship building and campus resource coordination to facilitate retention and completion. Academic advising provides guidance for new and continuing students in the general student advising syllabus and to limited admissions allied health students in the health professions syllabus. Advising syllabi outline the services provided to help students along their academic journey, demonstrating the institution's commitment to student success in multiple domains.

During the initial academic advising session, academic advisors use the information collected on the admission application and by the enrollment coaches. Academic advisors also conduct a thorough review of transfer credits and credits awarded for prior learning. Through the joint efforts of the academic advising team and the registrar's office, policies and procedures exist to guide this review. Prospective students, current students and the public can use the transfer resources webpage to explore options for those transferring in from another college or with prior learning experience. Students can earn credit at Wor-Wic for high school courses from four local counties with articulation agreements for earning certain scores on standardized testing including Advanced Placement (AP), College-Level Examination Program (CLEP), Cambridge Advanced International Certificate of Education diploma (AICE) and International Baccalaureate (IB) Diploma Programme (DP), or by completing equivalent courses at accredited institutions of higher education or through the military. Proficiency exams are also available for select courses, which allow students to demonstrate that course objectives have been met through prior learning.

Communication plans are set in CRM Advise each term to provide timely and relevant reminders and information to all enrolled credit students. Additionally, a student resources SharePoint site is in development as of fall 2024 to provide a comprehensive repository of advising-related tools and resources. Announcements are also published on the myWor-Wic student portal to highlight key deadlines and events of interest to students.

ACADEMIC PLANNING AND COMPLETION SUPPORT

Degree planners (ST4.33) published on the college website provide students with a full-time schedule to complete certificate and associate programs. Additionally, all students who meet with the academic advising team have an academic plan completed and maintained during their matriculation. An individualized academic plan is available to all credit students and advisors through the self-service system (ST4.34). This provides a helpful visualization of degree requirements as well as the pace required to complete the student's educational goal. An established academic plan also provides guidance for students who wish to use the self-service registration functionality instead of meeting with an academic advisor to register. Students are encouraged to complete a graduation application in the term prior to their intended completion term. Registrar's office staff confirm receipt of the graduation application and provide a graduation audit to formalize the student's remaining requirements for completion.

TRANSFER SUPPORT

As part of Wor-Wic's holistic advising model, academic advisors encourage students to consider their transfer education goal and potential transfer institutions so that they may maximize their coursework while at Wor-Wic. Prospective students, current students and the public can use the transfer resources webpage to explore options for transfer to partner colleges that have articulation agreements with Wor-Wic. The transfer resources webpage was updated in summer 2024 to include all active articulation agreements. The academic advising center staff hosts transfer fairs each spring and fall, with representatives from over 20 transfer institutions in attendance. Transfer advising agreements are currently in place for the University of Maryland Eastern Shore's School of Pharmacy and the University of Maryland's Clark School of Engineering.

CAREER SERVICES AND POST-COMPLETION PLACEMENT SUPPORT

Wor-Wic offers a variety of career services to facilitate career and job search success:

- A six-question career assessment through Career Coach is assigned to each new student at Wor-Wic as part of the mandatory new student onboarding process.
- Enrollment coaches discuss the results of the career assessment with new students and academic advisors include career planning considerations during academic advising sessions and make referrals to the career services office for more intensive career counseling.
- One-on-one job search services are offered to students and alumni including mock employment interviews, interview and resume skill-building appointments.
- The annual spring job fair attracts over 40 employers.
- An online job bank for students and alumni through College Central Network, providing 24/7 online access to active hiring opportunities and allowing employers to maintain employment listings.
- A public job board is maintained outside of the student services suite (BH 109) which features a variety of current employment opportunities in the community.

Appointments can be scheduled in person, by phone or through an online request form. Since many job search skills are required for successful completion of an internship, field experience and/or practicum, the career services office collaborates with the academic departments to support those experiential learning experiences. Additionally, the career services office is responsible for managing the federal work-study and student employment work opportunities on the campus, which offer valuable experience and practical application of transferable job skills.

ACADEMIC SUPPORT

Academic support is available to all credit and CEWD students and is communicated on the math, reading and writing assistance webpage, in course syllabi and through postings in every academic building. The math lab and reading and writing center are staffed with full- and part-time faculty, providing curricular support during advertised hours of operation and providing virtual and online services as well. On-campus tutoring is available from the peer tutoring center, the TRIO center for students in that program, and the Veterans Upward Bound TRIO services for veterans who may be preparing to enter higher education. Brainfuse, a third-party online tutoring service, allows for 24/7 remote access to tutoring. Additionally, faculty communicate student needs to the advising center through alerts in CRM Advise, academic advising software through which advisors can connect students with various services.

NON-ACADEMIC SUPPORT RESOURCES

- Students also have access to non-academic services, with contact and use information on Respective webpages of the college website, including
- Discounted rates at the child development center
- Personal counseling and community resources through campus mental health services
- Online private counseling through BetterMynd
- Food pantry and community garden
- Technological resources from the IT help desk
- Blackboard Help Desk (available 24/7)

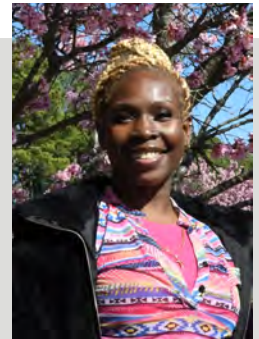
COMMUNICATION

In addition to referrals sent through CRM Advise, faculty, advisors and enrollment coaches have other tools to ensure consistent messaging and to connect students with support services: Simple Syllabus, Blackboard Ultra and the college website. In person presentations and workshops encourage students to seek

support services. Various departments such as financial aid and academic advising post advertisements in each building. Student services departments also make use of social media (ST4.35) accounts to raise awareness about important dates, events and resources. Nursing, OTA, PTA, and RDT hold mandatory prospective student meetings to communicate information specific to health care programs before enrollment to prepare students for what to expect when accepted to join a limited admission health care cohort.

“When I started here, I was lost - I had been out of school for years. TRIO connected me to the math lab, the writing lab, study space - they even have snacks and water. The counselors and mentors are very supportive and keep you up to date on what Wor-Wic has to offer.”

Pernell Seawright
TRIO participant



ASSESSMENT OF COLLEGE PREPARATION AND SUPPORT

The academic placement of students is assessed to ensure that placement tools and processes are appropriate and that they balance support with student autonomy. For example, analysis of developmental education data revealed concerns about the number of students testing into developmental reading and writing and the accuracy of the placement test, which led to two innovative interventions. (ST4.36) The director of developmental education, coordinator of the writing center, and developmental faculty conducted a study comparing faculty scores, writing and reading scores and student success rates in English courses. This pilot study found that Write-Placer is a more accurate assessment for determining student writing abilities than the original test and helped reduce unnecessary placement in developmental English courses. The results were then used to develop a multi-tiered placement guide that aligns with the reading placement

scores. In the second intervention, the director of developmental instruction and writing center coordinator worked with the director of advising to facilitate an unofficial waivers process. Waiving developmental English coursework for students whose Write-Placer scores were close to the cut-score for the first credit-level English course had positive results: More than half of the waived students were successful in English 101 without having to take a developmental English prerequisite. These research-based practices, anecdotally, are positively affecting student outcomes and continue to be monitored in FY 2024.

Math faculty compared ALEKS-PPL to Accuplacer and determined that ALEKS-PPL does better at placing students in upper-level math courses. Students get to re-test after five hours of practice, which helps remediate deficiencies.

The academic advising center and the holistic advising approach were created through a Title III grant awarded by the U.S. Department of Education. Over the course of the Title III grant, there were improvements made in each area assessed during annual external evaluations (ST4.37) completed by Pacific Research and Evaluation (PRE). With respect to holistic advising, students reported greater engagement with an academic advisor, myWor-Wic and student email. Academic advisors were more engaged in the early alert system that was purchased with Title III funding in support of the holistic advising model implemented by the college in 2020. Faculty also increased their use of new technology such as Panopto and Respondus Monitor as well as their participation in professional development. Distance education staff increased to include both an instructional technologist and an instructional designer. More than 80% of faculty who responded to the Year 5 Title III survey reported that they received support from one of the members of the distance education team.

STUDENT ENGAGEMENT

Various student-centered activities (ST4.38), curricular, co-curricular and community-centered, are designed to engage students in learning, application of learning and community-building with a focus on connection and creating a sense of belonging for everyone. Family fun events on campus, clubs, committees, SGA, the Summer Scholars program, “Welcome Wednesday” orientation for new students, JA Aspire (A Junior Achievement career event for middle school students), job fairs, community/student outreach and visits to local schools, programs that support the student experience, enrollment information nights on campus and at community venues and DEI activities all support student retention, persistence, completion and success.

STUDENT ACTIVITIES

At least 20 student-led clubs and activities, linked on the clubs and organizations webpage, work with a faculty/staff advisor, are guided by the club’s bylaws, and receive funding through the student government association. Clubs meet on campus and plan activities for their membership and the full campus. They recruit for membership by participating in clubs day held once each semester and by being represented at Welcome Wednesday. Campus-wide events are promoted weekly through the Welcome to Monday (ST4.39) email distributed by the director of student engagement.

Although many events are planned with a diversity focus, a standing college committee and dedicated priority and goals in Wor-Wic’s strategic plan ensure activities related to diversity, equity, inclusion and belonging for students, employees and community members. The DEI priority was established by the planning council for the 2022-2027 strategic plan.

ASSESSMENT OF ENGAGEMENT

The credit student satisfaction survey, non-credit student satisfaction survey and CCSSE are all used to assess the student experience. Additionally, the student engagement Office submits an annual service department assessment (ST4.40). Student clubs are added based on student interests, with recent additions including the parents club, Japanese culture club, the radiologic technology student organization and the gender and sexualities alliance.

With respect to student engagement, the Fall 2022 credit satisfaction survey indicated the highest levels of satisfaction with choice of clubs (90%) and variety of activities (93%) during the period of review (tables 4.1, 4.2).

Table 4.1 Credit Student Satisfaction with Choice of Clubs Trend Data - Overall

Student Survey	# Satisfied	Total Responses	% Satisfied
Trend			
Fall 2014	264	318	83%
Fall 2016	267	312	86%
Fall 2018	242	278	87%
Fall 2020	203	226	90%
Fall 2022	253	280	90%

Table 4.2 Credit Student Satisfaction with Variety of Activities Trend Data - Overall

Student Survey	# Satisfied	Total Responses	% Satisfied
Trend			
Fall 2014	288	342	84%
Fall 2016	273	330	83%
Fall 2018	250	304	82%
Fall 2020	231	262	88%
Fall 2022	306	330	93%

When disaggregating the credit student satisfaction data related to these two questions, male students were the only group that reported satisfaction at a lower rate than the overall (89% of males were satisfied with variety of activities compared to 90% overall; 88% of males were satisfied with choice of clubs compared to 93% overall). Male satisfaction with choice of clubs decreased from 92% to 88% between fall 2020 and fall 2022. While still below the overall satisfaction, male satisfaction with variety of clubs increased from 84% to 89% between fall 2020 and fall 2022. It will be important to review the fall 2024 credit student satisfaction survey disaggregated data to determine the impact of the new clubs and activities on overall satisfaction and disaggregated student satisfaction (ST4.41).

RECORDS AND SECURITY: FERPA

Wor-Wic complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) and maintains policies and procedures for the safe and secure maintenance and appropriate release of student information. Students are informed about their rights and responsibilities regarding privacy on the FERPA webpage of the college website, the college catalog and the consumer information and grievances card on myWor-Wic. Notification of student rights under FERPA is also emailed (ST4.42) to students each fall and spring term. Students who wish to have non-directory information released can complete the release of protected information. Employees learn about FERPA during new employee onboarding. The

college registrar provides FERPA reminder emails to student services staff to provide ongoing education about records compliance. In addition, permission-based access for staff is provided by the information technology (IT) and human resources (HR) departments based on the role of the staff.

ELECTRONIC SECURITY

Students and employees are required to use DUO two-factor authentication to protect security of information and technology. Additional security measures documented in the PPM include password policy and the acceptable use of technology policy, email usage standards and procedures, and procedures for reporting problems. Specific to e-mail security, encryption enables staff to send student information securely through email. (ST4.43) Usernames and passwords are required to view encrypted emails by outside parties. Specific to hard copy documents, all business office files are locked and in secure areas. Departments are also able to shred documents to destroy any confidential information and participate in semi-annual, campus-wide shredding events (ST4.44). Further, the college has in place the identity theft prevention program and red flags rule policy (ST4.45) and uses a secure enterprise resource planning (ERP) system (ST4.46) to house financial data.

Table 4.3 Student Support External and Third-Party Services

Provider	Service	Administration	Review and approval
Brainfuse	Online tutoring	Student Success Office	Brainfuse Usage report (ST4.47)
BetterMynd	Personal counseling	Student Success Office	BetterMynd Usage report (ST4.48)
Career Coach (Lightcast)	Career assessment and career services insights	Career Services Department	Career Coach Usage report (ST4.49)

PROFESSIONAL QUALIFICATIONS

Support of the student experience is sustained by qualified professionals whose credentials are vetted by the HR department to determine that they meet or exceed the requirements indicated in each position's job description (ST4.47).

STRENGTHS:

- Strong onboarding process that serves as a pre-enrollment retention strategy
- Wraparound services including mental health counseling (in person and 24/7 through BetterMynd) and emergency assistance funding as well as a food pantry and community garden
- Centralized, responsive academic advising
- Veteran services (TRIO VUB) and TRIO advising and support

OPPORTUNITIES:

- Enhancing full college experience and engagement through development of sports programs, increased extracurricular and co-curricular activities
- Exploring opportunities to improve testing services through additional staffing and facilities enhancements such as quiet spaces with minimal distractions
- Auditing recruitment and communications management to leverage CRM advise and improve communication to students

STANDARD V: EDUCATIONAL EFFECTIVENESS

Standard V Themes	Standard V Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Educational Goals	1	10	1, 3
Assessment Process	2, 3, 5	8	3
Assessment Improvement	2	8	3
Benchmarks	3, 5	8, 9, 10	1, 3
Use of Assessments	3, 5	8	1
Institutional Improvement	3	8, 9, 10	1, 3

OVERVIEW

Wor-Wic has a culture of assessment and follows an internally developed institutional assessment plan that establishes the framework, guidelines and processes for assessment at all levels of the institution. The learning outcomes assessment process follows a three-tiered format aligning general education, program-level and course-level assessment, all in support of the institutional mission. Student learning and achievement at all levels are assessed and reported annually, and high-quality assessment tools provide insights into how well Wor-Wic meets its institutional goals. Comprehensive academic program reviews are also conducted every five years. Goals, results and actions are distributed internally and externally and are informed by evidence. Wor-Wic also assesses the effectiveness of all service departments to improve efficiency and service to the college's mission.

EDUCATIONAL GOALS: CLEARLY STATED AND INTERRELATED

Learning objectives from individual courses contribute to the educational aims of the programs, which support the college's overarching mission. This alignment helps create a coherent educational experience strategically designed to meet student needs and institutional priorities. Explained in the institutional assessment plan (Pages 8-10 ST5.01), the general education objectives (GEOs) are developed collaboratively, which helps ensure they are interrelated at the department and course level and institutionally aligned to support the college's mission. Each credit program's goals are aligned with the GEOs, distributed internally and shared and reviewed with related program advisory committees (PACs). Further, many programs (NUR, PTA, OTA, RDT, CUL, EMS) have their own external accrediting boards that help define and review their own academic goals.

Program goals inform course-level outcomes. Each academic program develops curriculum maps for related courses. For example, the STEM curriculum map (ST5.02a) and RDT curriculum maps (ST5.02b) illustrate mapping of programmatic goals to related courses. Maps for each course in each program indicate when a learning outcome is introduced (I), practiced (P) and when it is assessed for mastery (M) within a degree. Mapping from course to program, from course to general education objectives, and mapping to accreditation standards for externally accredited programs is archived in Nuventive, Wor-Wic's assessment management system.

The course development process is designed to ensure that learning objectives are clearly stated, aligned with program goals and interrelated with general education outcomes. Faculty propose new or modified courses to support student and community needs. In a collaborative process faculty work with individual departments, respective department heads and deans, and finally the curriculum committee. The process is documented through Modern Campus Curriculum, the

college's curriculum management system (CMS). The curriculum committee (ST5.03) meets twice per year to evaluate and recommend course and program proposals. As part of the approval process, new and modified course proposals (ST5.04) include a justification for the modified or new course, a syllabus with course objectives (which are mapped to GEOs) and at least two means of assessment. The proposal for the Native American writers (ST5.05) course shows this process.

An example of the relationship of learning goals to Wor-Wic's mission to programs and to the goal development process is the creation of Wor-Wic's new GEOs. (ST5.06) The GEOs codify the overall educational goals for credit course offerings and general education degree programs. These GEOs were developed through campus-wide collaborative efforts led by an ad hoc group of faculty members and chaired by the arts and humanities department head.

The work to develop these new GEOs included input from student (ST5.07) and faculty focus groups, (ST5.08) meetings with faculty council, (ST5.09) departments, department heads, administrators and program advisory committees, (ST5.10) and the curriculum committee. It is notable that the alignment between educational goals and the college's mission (ST5.11) is rooted in their shared development. The first draft of the new mission was built from a draft mission statement (ST5.12) developed by the faculty GEO committee. Thus, the final mission statement published in the college catalog in the fall of 2023 was informed by the same focus groups that led to the new GEOs, which were added to the college catalog in fall of 2024.

Throughout the development and revision process, the GEOs were shared widely on a Microsoft Teams site with membership open to any faculty and staff members; at multiple meetings (ST5.13a) with faculty council, PACs, departments and administrators; through assessment office communications (ST5.13b) and individually with every course coordinator during six weeks of alignment and gap analysis (ST5.14) workshops to prepare for college-wide integration. Campus-wide dialogues in a variety of forums enabled broad input in their development to ensure smooth integration and adoption across credit divisions. Ratified by the faculty council and curriculum committee, the new GEOs were published in the 2024-2025 college catalog and embedded in every course syllabus (sample ST5.15) to document the interrelated learning connections between the course objectives and the GEOs, and in late 2025 will be formally mapped in Nuventive, the college's assessment management system.

ORGANIZED AND SYSTEMATIC ASSESSMENT

Faculty regularly and systematically assess student learning in their courses to ensure that Wor-Wic fulfills its mission, to empower students to achieve success by delivering high-quality education. For each course, faculty with appropriate credentials and expertise (see standard III) measure course objectives formatively and summatively and report on two means of assessments (MOAs) which are standardized across all sections of the course. MOAs and benchmarks are developed by the course coordinator in collaboration with departments to evaluate course-wide effectiveness. MOA data from each course is collected and analyzed by course coordinators regularly, typically annually. Department heads for each credit department review the annual course-level data for every course in their department as part of the annual program review process. Data is used to develop action plans and make improvements at the course and program level as is illustrated in an annual report for developmental education (ST5.16a) and nursing (ST5.16b). Programs also complete a comprehensive five-year program review to analyze trends and needs, and to establish new goals. The schedule for Wor-Wic's assessment cycle is clearly defined in Wor-Wic's Institutional Assessment Plan (ST5.01 Pages 9-10).



Wor-Wic leverages technology to ensure efficiency and effectiveness. Faculty use institutionally created final exam analysis (FEA) tool (ST5.17) and Blackboard analytics to efficiently gather and analyze data. Anthology 4 Learn Ultra (A4L) reports (ST5.18) were piloted in courses beginning in spring of 2024; scaling of A4L use is planned for 2025.

MEANINGFUL GOALS WITH DEFENSIBLE STANDARDS

To establish and maintain rigorous academic goals at the course level, faculty course coordinators work with departments and research expectations from transfer institutions and industry standards. Benchmarks (ST5.01 Pages 5, 8-9) are set at the course level for each MOA. The default benchmark for general education courses is 70% pass rate by objective; benchmarks are higher for externally accredited health professions courses. Course coordinators create action plans to address and close the gap when results of an assessment do not meet a benchmark. Annual reports and action plans are entered into the college's assessment platform, Nuventive. Action plans are updated periodically to add further assessment data and narrative analysis to ensure improvements are completed and the results are measured, analyzed and communicated.

Department heads set benchmarks at the program level to strive for continual improvement. Benchmarks are regularly reviewed to ensure that they are credible, valid and contextually appropriate for evaluating courses, programs and services. For example, the developmental education committee (ST5.19a) and academic departments such as STEM (ST5.19b Page 15) regularly review course level data and institutional performance accountability indicators (PAIs) to determine success and appropriateness of benchmarks and measures. For some externally accredited programs, such as physical therapist assistant (PTA) (ST5.20), the goals and benchmarks are mandated and evaluated by those specific external program accreditors. Internally, the PTA and other health profession programs analyze annual program effectiveness data, (ST5.21) including credentialing exam pass rates, student employment and program completion. Academic department heads also look to peer institutions, statewide reports of performance accountability indicators (ST5.22 Sample Pages 4-8, 11-15) from MHEC and other subject-specific affinity groups. MHEC data are reviewed regularly by the executive leadership team (ELT) and the data is cited as justification for improvement plans.

Additionally, Wor-Wic has used third-party assessment from Territorium/ETS HEIghten (ST5.23) and the Standardized Assessment of Information Literacy Skills (SAILS) to measure the general education outcomes and to allow the college to compare results with peer institutions and external standards such as the association of college research libraries (ACRL) used by SAILS. In the second quarterly Assessment Matters (ST5.24 Page 5) newsletter from 2021, the assessment director reported that Wor-Wic students completed the Intercultural Competency and Diversity test and scored a minimal 0.4 points below the comparison group (167 vs. 167.4), a score that places the institution in the proficient category. This external comparison gives the college assurance that graduating Wor-Wic students are meeting the general education outcomes at a level comparable to graduates at other institutions.

PREPARING FOR CAREERS AND TRANSFER

Carefully designed assessment goals articulate how the college prepares students for their careers, lives and further education and fulfills its mission to empower students by delivering high-quality professional training and workforce development opportunities. Career preparation is reflected in course objectives, the assessments used to measure those objectives and the program goals and outcomes. Students in occupational, trades and health professions programs (ST5.25) complete practicums, internships, clinicals, observations and field experiences that place them in the local communities working alongside and sometimes being evaluated by professionals. This work positions them to see exactly how their schoolwork prepares them for their future careers.

As part of the college's ongoing assessment efforts, Wor-Wic sends a graduate follow-up survey and as one student wrote in response, "After graduation I was employed with the place where I did my internship," so these placements also allow opportunities for students to network with professionals and find jobs before they graduate. As further evidence of Wor-

Wic’s high-quality career preparation, the FY 2022 graduate student survey (ST5.26a) attests that 92% of Wor-Wic graduates felt that Wor-Wic provided “very good” (68%) or “good” (24%) preparation for their future employment. These outcomes are also echoed by students in career services satisfaction results, which show increased satisfaction for both credit and non-credit students in career counseling, job placement assistance and other career services initiatives (ST5.26b). Students in health professions programs also provide feedback in exit surveys. (ST5.27) This data is used by departments such as nursing, physical therapist assistant and radiologic technology as part of program review.



Wor-Wic also promises in its mission to improve the quality of life on the Lower Eastern Shore. Many courses impact students’ lives by helping them serve as more informed citizens who are equipped with necessary skills such as information literacy, cultural fluency and problem-solving skills, each of which is reflected in objectives of high impact required courses including ENG 101 and SDV 100 as well as reflected in the general education objectives. (ST5.28) Faculty are currently working to revise courses and realign course objectives with the new GEOs, particularly the newest addition GEO #4: “Students will engage, lead and transform their communities.” This new focus empowers Wor-Wic’s faculty to more directly address and engage with the local communities, beyond the classroom walls and the constraints of a degree program. According to the graduate follow-up survey, (ST5.29) alumni have consistently reported high results for mastery of skills because of attending Wor-Wic.

For transfer students who want to pursue further education at a university, Wor-Wic also has articulated agreements with many universities, especially the closest four-year partners — the University of Maryland Eastern Shore (UMES) and Salisbury University (SU) (ST5.30a). The vice president for academic affairs and deans meet periodically to discuss opportunities for additional transfer agreements. With both Wor-Wic and SU changing general education requirements, discussions on assuring transfer are planned. In addition, Maryland has recently enacted the Transfer with Success Act (ST5.30b) to improve course transfer between colleges and universities. Graduates for FY 2022 self-reported that they were very well-prepared for transfer: 76% of respondents rated transfer preparation as “very good.” Further, the survey revealed that nearly all Wor-Wic graduates’ courses were accepted by the institution that they transferred to. In the FY 2022 survey (ST5.31 Page 5), 71% reported that all courses transferred to another institution. This indicates that Wor-Wic’s graduates feel that the school is fulfilling its mission of preparing students for transfer to four-year schools.

SUPPORTING AND SUSTAINING ASSESSMENT OF STUDENT ACHIEVEMENT

The office of institutional assessment and effectiveness, in close collaboration with institutional research, learning services/distance education, the vice president of academic affairs, deans, department heads and faculty committees, provide leadership and support for the assessment of student achievement. The office of institutional assessment and effectiveness holds primary responsibility for support and management of the three-tiered assessment structure: the institutional level through the planning council (explained in standard VI), the program level through academic and operational goals and the course level through the ongoing efforts by faculty to measure and improve student performance. The following are used to support and sustain the assessment of student achievement:

- Inclusion of specific strategic priorities and goals related to student achievement in the strategic plan (ST5.32 Pages 6-7) and dedicated priority teams
- Sharing of updated institutional research data and the results of various surveys, PAIs, other institution-wide metrics of accountability and effectiveness in Campus Communicator (ST5.33)

- Training, workshops and publications (ST5.34) and training tailored to specific departments (ST5.35) support assessment of student achievement. Professional development opportunities referenced in standard III.
- Monthly meeting of the academic assessment committee (ST5.36) during the academic year to analyze success data and to analyze and provide feedback on assessment tools and processes
- Easy access to data and materials from institutional research and institutional assessment and effectiveness offices in the employee portal

COMMUNICATION OF RESULTS TO STAKEHOLDERS

Wor-Wic’s assessment practices and results are distributed to different audiences to ensure transparency and accountability, to facilitate continuous improvement and to align educational strategies with student needs and institutional goals. Course- and program-level results are communicated within departments and with PACs for discussion and feedback. Programmatically accredited and general education programs publish assessment information on the college website.

Wor-Wic’s assessment processes were previously communicated through the assessment newsletter (ST5.37) which was replaced by ongoing dialogue through both recurring professional development workshops and committee work with various campus stakeholders. Assessment practices are currently communicated through ongoing professional development led by the assessment director. The workshops have created opportunities for faculty to have discussions with the assessment

office and seek guidance related to best practices for assessment. The workshops are offered annually (ST5.38) and periodically when requested by departments or individuals (ST5.39) focusing on topics related to assessment practices such as designing course objectives, assessing items that are difficult to evaluate and using assessment data for practical changes.

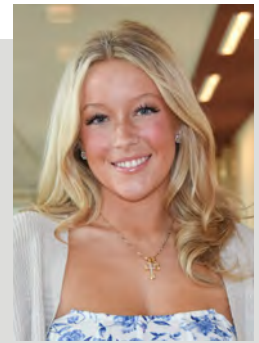
Assessment practices are also communicated through the assessment committee and other campus committees. The assessment office also presents at mentoring meetings (with new faculty and staff members) to give an overview of the practices and philosophies of assessment at Wor-Wic. The director of assessment is a regular participant and gives frequent updates at dean and department head meetings (ST5.40), faculty council meetings (ST5.41) and college council (ST5.42).

IMPROVING KEY INDICATORS

There are many examples of assessment data being used to evaluate and improve educational effectiveness and institutional outcomes, consistent with the college’s mission. For example, at the programmatic level, assessment data is used to develop action plans supporting program and institutional goals. Each credit department completes an annual program review. A more thorough, in-depth program review is also completed periodically. These reviews offer a summary of course-level assessments and action plans developed to address any results that do not meet the benchmarks. The program reviews also evaluate performance accountability indicators (PAIs) and educational outcomes and data from other sources such as the CCSSE to identify aspects of the student experience which help explain other metrics such as how many students are full-time and what barriers may exist for them.

“The aspect I appreciate most about classes at Wor-Wic is their college-preparatory nature. The professors are exceptional, offering valuable guidance and creating a supportive learning atmosphere. Overall, it’s been a fantastic experience that has laid a solid groundwork for my academic future.”

Bella Kiser
dual enrollment student



Programs gather and review disaggregated data. For example, the general studies program review (ST5.43a) includes a list of the courses that met their benchmarks and a list of those that are developing action plans to address the shortcomings. The general studies program review looks at student retention and completion separated out by student demographics to help support equitable outcomes for all. The results of that data are both shared with other department heads and monitored in future years to determine whether the actions implemented yield meaningful results. Each program review is also annually reviewed and summarized by the supervising dean. The completed and reviewed reports are then also sent forward to the vice president for academic affairs for further review and approval as is shown in an FY 2024 example from the nursing ADN and CPN programs (ST5.43b).

IMPROVING STUDENT LEARNING, PEDAGOGY AND CURRICULUM

Wor-Wic uses assessment data by annually reviewing the results at the course, program and institutional level and developing action plans to address any gaps. Most often, the work to improve student learning is done at the individual course section level by instructors and across the course sections by course coordinators. Examples of action plans that have been implemented at the course level include MTH 152, “Elementary Statistics,” (ST5.44) which illustrates how careful assessment, planning and targeted actions improved student learning outcomes. FY 2022 annual assessment results for MTH 152 showed that the benchmark for two course objectives were not met. An action plan was developed to incorporate learning software (Achieve Learning Curve). As a result, pass rates for all course objectives increased leading to meeting three of the four benchmarks and improving the third.

Innovations in developmental reading and writing courses provide examples of faculty-driven efforts to reevaluate pedagogy and curriculum to improve student learning. Faculty adopted an accelerated learning model to offer the developmental writing course, English 096, a co-requisite of the first credit-bearing course, English 101, which effectively doubled student’s chances (ST5.46) of success in a credit course in half the time. Likewise, the developmental education program has implemented ENG 097, a combined developmental reading and writing course, and saw an improvement in pass rates for those students.

In addition to the Nuventive assessment management platform, faculty and academic administrators are currently exploring technologies which are expanding access to and analysis of student learning data. For example, faculty have piloted the use of new tools such as Blackboard’s Analytics for Learn (A4L) (ST5.45). These tools enable users to visualize and analyze data to review and improve student outcomes more easily. In a spring 2024 pilot, faculty used A4L to view real-time dashboards for faculty to evaluate student performance at-a-glance during the semester to help offer just-in-time support and facilitate communication between faculty and students which should support and improve student learning outcomes.

In the past, Wor-Wic’s reliance on quantitative assessment tools to generate objective data occasionally led to a gap in authentic, direct assessment as well as a reduction of qualitative data when evaluating student learning outcomes. In recent years, focusing on broadened methods for collection and analysis of outcomes student data has led to improvements in authentic assessment. For example, English 101 course coordinators eliminated the final multiple-choice exam and created a common rubric for two summative writing assignments. A capstone project was created to provide qualitative data about how students plan to transfer what they learned in ENG 101 to new contexts, which students were not able to do effectively with a multiple-choice exam. The results were collected through Blackboard and reviewed through analytics reports, thus allowing the coordinators to pinpoint areas for improvement and development of targeted action plans. With a renewed focus on updating assessment tools coupled with newly defined institutional values — innovation, integrity, and learning — increasingly, faculty are developing more appropriate, content- and culturally relevant measures of student learning outcomes.

IMPROVING SUPPORT SERVICES

One key example of changes to services at Wor-Wic that were developed from assessment data includes the creation of a new central academic advising center with dedicated academic advisors through a Title III grant (ST5.47 Pages 12-14). Previously, Wor-Wic used faculty as advisors, which led to difficulties for students scheduling appointments that fit around faculty office hours, ten-month contracts, teaching schedules and other faculty campus obligations.

Student satisfaction surveys and Community College Survey of Student Engagement (CCSSE) as well as an internal review of practices by a team of faculty and administrators revealed gaps in service and support. This data was used in the creation of the central advising office; now students can schedule appointments to consistently meet with their assigned advisor during regular operating hours and can even make phone or virtual advising appointments. Credit student satisfaction survey results for fall 2022 show that students were very satisfied/satisfied especially in the following areas: accessibility of meeting with advisor and helpfulness of academic advisor (ST5.48 Page 2). CCSSE results from spring of 2022 also showed a 7% increase in use of academic advising/planning services (ST5.49 Page 5).



“My mother went to Wor-Wic and she told me it was a great place. I actually got my commercial driver’s license through Wor-Wic first. I work for my family as a commercial driver - I drive an 18-wheeler every day. Now I’m going through the chemical dependency counseling program. I feel like it’s vital to help people.”

Zyair Williams

CDL completer and chemical dependency counseling student

Wor-Wic also implemented improved opportunities for students to get academic assistance through online scheduling for conferences in the reading and writing center as well as implementing virtual and electronic writing conferences through the campus reading and writing center. The reading and writing center hosted a record number of writing conferences (ST5.50) in the 2023-2024 academic year in all modalities including over a hundred

asynchronous conferences, more than fifty virtual conferences and nearly five hundred face-to-face conferences. The college also added support services by licensing Brainfuse for outsourced online tutoring which is available 24 hours a day for Wor-Wic students (ST5.51).

As is further explained in standard IV, service departments use assessment results to plan activities for the next year. Assessment results are also processed through Nuventive for service departments, as outlined in the institutional assessment plan.

INFORMING PROFESSIONAL DEVELOPMENT

Wor-Wic’s professional development has historically been planned and organized by faculty based on requests and needs. Analysis of assessment data related to completion has revealed the need for targeted professional development.

One example is the development of seven-week courses, a design which should increase a student’s ability to complete coursework more efficiently while increasing their ability to maintain full-time status (ST5.52). Wor-Wic partnered with a consultant, Dr. Margery Ginsberg, to support faculty development and implementation of seven-week course offerings. Wor-Wic administrators asked for interested faculty and offered a semester of professional development with Dr. Ginsberg. As a result, Wor-Wic faculty successfully piloted their reimaged courses in the fall of 2024.

Additionally, Wor-Wic has recently joined Achieving the Dream (ATD) and will begin the work of grappling with “early momentum metrics” as well as intersectional data to improve outcomes for all students but particularly for those who are currently not performing as well as their peers. Through ATD, the campus will have access to a variety of professional development opportunities in the form of webinars, meeting with coaches and other resources featured on the ATD website. Currently, the Wor-Wic ATD “dream team” has attended several conferences and is working with ATD data coaches to identify further professional development opportunities.

INFORMING BUDGETING

Wor-Wic’s budgeting and planning processes to support academic programs and services are explained in standard VI. All departments and programs, through annual assessment and respective action plans, develop budgetary needs for the upcoming year to support their efforts. Since all assessment plans are mapped to the strategic plan and the college mission, areas need to have financial support to reach their goals. Departments and programs developing long-term goals and action plans can use the budget process to fully develop and vet plans before they receive final approval and are implemented (fully explained in standard VI). For course-level action plans, however, the budgeting timeline requires that the action plans completed at the end of one fiscal year must wait a full year for approval and access to funds. This is a challenge for faculty who, through analysis of data from the academic year, identify a need and hope to implement it in the next academic year. The strategic initiatives fund and the president’s proposed initiatives grants may help to provide access to funds for faculty. There is a great opportunity for the institution to make the process more transparent and for the institution to more clearly demonstrate their support for initiatives designed to improve students’ classroom experiences or support faculty-driven initiatives.

COMMUNICATING WITH STAKEHOLDERS ABOUT THE INSTITUTION AND ITS PROGRAMS

Wor-Wic maintains constant communication with stakeholders through multiple reports to the institution, local, state and national agencies (Table 5.1).

Table 5.1 Reports and Reporting Agencies

Report/Data	Agency
Performance accountability indicators (PAIs) (ST5.53)	Maryland Higher Education Commission
Integrated Postsecondary Education Data (IPEDS)	US Department of Education
Data Book (ST5.54)	Maryland Higher Education Commission
Wor-Wic Facts and Figures (ST5.55)	Hardcopy distributed in local community, electronic internally
Survey results from: CCSSE, Graduate Follow-Up, Non-returning Student, Satisfaction, Marketing. Additional information including data comparisons with other MD community colleges, economic impact studies, fact books with 10-year trends, enrollment and FTE reports (ST5.56)	Institutional Research through Wor-Wic portal
Program advisory committee discussion on enrollment, program outcomes, and student success. (ST5.57) (ST5.58)	Industry representatives from each program meet two times a year to interact with faculty

IMPROVING LEARNING SERVICES AND STUDENT SUCCESS

Retention and completion are core components of Wor-Wic’s institutional mission and goals. Strategic priority team I (ST5.32 Page 5) was developed specifically to address challenges with enrollment, retention and degree completion. Student success more broadly is addressed in Strategic Priority Team III with the stated goal to improve the quality of student and academic support services.

The college’s annual developmental education program report looks at the unofficial withdrawal information, addressing students who never drop a class, but who miss a large portion of the classwork. A survey sent to students in developmental courses is administered each semester through a link in Blackboard and a scannable QR code to seek input about barriers to success such as childcare, food insecurity, housing, transportation or other hurdles beyond traditional academic challenges. In response to the students’ answers, a list of resources was created and imported into Blackboard courses to give students access to information about resources on and off campus that help provide wraparound support, like the campus food bank and garden, the child development center and the tutoring center. Since then, the MyWor-Wic page has been updated to include a campus resources card (ST5.59) and a mental health services (ST5.60) card for all users that link these many various resources to help students in need access the resources available.

The TRIO student support services (ST5.61 abstract Page 2) program was founded to address and eliminate gaps in student performance for students who are low-income, first-generation students and/or disabled. The program evaluates these student populations in comparison to Wor-Wic students who do not fit any of these three criteria. As part of the TRIO program, TRIO-specific advising and tutoring services were created to address and improve retention and completion for these traditionally underperforming student groups. The TRIO program also sets specific, measurable goals to improve academic performance, persistence, retention, graduation and transfer to 4-year institutions. The program reviews and reports on these metrics to the federal government annually. Every five years, the TRIO program reapplies for funding, and the goals are reported as part of the grant renewal application process. Over the first five years of the program, the services have improved each of the program’s metrics (ST5.62). TRIO participants persist, graduate and transfer at a higher rate than both the students who do not fit a program criterion and those who fit the criteria but do not join TRIO.

The Veterans Upward Bound program (VUB) (ST5.63 Pages 10-13) uses assessment data, particularly as it relates to student retention and completion rates to apply for grant funding, evaluate and improve services and demonstrate program effectiveness. As part of the grant application process, the program sets ambitious

yet attainable goals to improve various metrics for this underserved population. They meet these student needs by offering workshops, creating and maintaining a veteran’s lounge, advising veteran students specific to their unique needs, pinpointing referrals, fostering active engagement and staffing a lab that offers tutoring support both in-person and virtually for these students. As a result of these ongoing efforts, Wor-Wic has been consistently, for over 11 years, selected as a Military Friendly school (ST5.64).

“I had dropped out of school in 11th grade, then about 10 years later I went back and got my GED. In 2016, I had joined the Army. I deployed to Poland in 2019-2020, and it got me my GI Bill that helps with college. In 2023, I decided to go to college so I could better myself. I decided to see who worked the best with military students. So, I called Jason King (director of veterans services), and I was able to come in that same day. I was so impressed with all the help and support that the Veterans Upward Bound program has, I signed up for that coming semester at Wor-Wic.”

Nicole McMichael
Veterans Upward Bound participant



In 2019, Wor-Wic completed a research study of the ALEKS (ST5.65) placement test and the ALEKS PPL program (ST5.66). This study offers further evidence of the college's commitment to using assessment data to inform placement decisions and improve learning services to support student success. As part of a state-wide study, Wor-Wic participated in a research pilot to evaluate alternative placements in math. The results of the study showed that overall, students improved their placement, but few students improved enough to move to credit math courses. Moreover, the study showed that the students who placed into credit bearing math earned higher final grades. Based on this evidence, Wor-Wic has adopted ALEKS for placement (ST5.66 Pages 2-4) and advertises the benefits of studying through ALEKS PPL on the college's placement testing website.

CRM Advise is a tool being used to proactively address retention during a semester by enabling an avenue for faculty to send early alerts about struggling students to their advisors. The software also allows for more consistent communication between faculty, advisors and students because faculty can quickly and easily send specific suggestions like referrals for tutoring, recommendations for withdrawing from a course and even kudos for students who are excelling. CRM advise use itself is being tracked by strategic priority team 3 (ST5.67) which benchmarks the number of alerts sent by faculty per department to set goals for increased use.

PERIODIC ASSESSMENT OF ASSESSMENT

Wor-Wic's institutional assessment plan itself, the framework for all of these assessment processes, is also reviewed, assessed and periodically updated, most recently in 2024. This document provides a detailed overview of all assessments at Wor-Wic, academic and non-academic. This guide helps all faculty and administrators evaluate and ensure student success and achievement and is a demonstrably effective tool for gathering evidence to ensure equitable outcomes for Wor-Wic students. Assessment processes are also periodically reviewed by the assessment director, the academic assessment and service assessment committees, faculty, department heads, program directors and administrators (ST5.68). Beginning in 2023, the assessment office conducted analysis of processes and satisfaction with assessment across campus. Academic and Service assessment committees as well as individual deans, department heads and directors analyzed feedback gained through surveys, meetings and existing data to suggest and implement changes. Analysis of the data from these sources led to the following improvements:

- Review and revision of all course objectives to align with Bloom's Revised Taxonomy
- Revision of Nuventive platform to better meet reporting needs
- Restructuring of CEWD assessment
- Elimination of "one size fits all" model of assessment to develop different structures for support services
- Restructure of five-year program review to comprehensive program review tailored to needs of divisions

STRENGTHS:

- Accountability and improvement driven by a culture of assessment
- Real-world experiences and assessors when students are in the field and often being evaluated by professionals

OPPORTUNITIES:

- Developing more authentic, direct assessment of general education objectives to increase reliability and usefulness of results: course-embedded assessment and capstone projects
- Improving funding, access to resources and transparency of processes to support departmental, programmatic and course-level action plans through the president's innovation fund to allow creative ideas for improving student learning to be more quickly supported, funded and realized
- Increasing communication and cross-college collaboration on assessments, particularly for general education outcomes and co-curricular learning opportunities

STANDARD VI: PLANNING, RESOURCES AND INSTITUTIONAL IMPROVEMENT

Standard VI Themes	Standard VI Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Institutional Objectives: Financial Planning and Budgeting Process	1,3	10	2, 4
Planning and Improvement Process	2	8	4
Fiscal and Human Resources: Physical and Technical Infrastructure	4		2, 4
Accountability and Decision Making	5		4
Comprehensive Plan for Facilities, Infrastructure and Technology	6		4
Financial Viability	7	11	4
Assessment	8, 9		4

OVERVIEW

Wor-Wic stands as a model of efficiency and fiscal responsibility. The college has a track record of integrity backed by external audits to demonstrate institutional viability. Employees meet and plan together with business and industry, healthcare and community organizations to discern the local education and training needs and to collaboratively partner to meet workforce needs. Despite limited resources, Wor-Wic maximizes its space, employees and fiscal assets, ensuring that those resources are responsibly leveraged according to clearly defined and documented processes to adequately support the college's programs and services. Wor-Wic maintains and continually improves its campus and facilities, develops and supports administrators, faculty and staff and creates a culture that fosters success for all students.

STRATEGIC AND DEPARTMENTAL PLANNING

The planning council consists of the director of institutional assessment and effectiveness as chair, the president, the vice presidents, the deans, the associate vice president for human resources, the director of institutional research, the chief information officer, the senior director of facilities management, the executive director of the foundation and development, the chairperson of the administrative council, the chairperson and another representative of the support staff council, the past president, president and vice president of the faculty council, the president and another representative of the student government association and a representative from the college foundation. As is explained in the institutional assessment plan, the planning council (ST6.01 Page 6, A1) develops a new strategic plan every five years, which defines and drives improvement, efficiency and budgetary requests: 2022-2027 strategic plan (ST6.02), 2016-2021 strategic plan priorities (ST6.03).

Data used to develop the strategic plan is derived from several sources, including environmental scanning and internal and external data (ST6.04). Internal and external stakeholders were invited to participate during the plan's development and throughout implementation through employer feedback, community forums, environmental scans and focus groups. During the last two cycles, in 2016 and 2021, the planning council used this data, as well as results from Wor-Wic's 2015 self-study, to define priorities.

In alignment with Wor-Wic's shared governance model, representatives from campus stakeholder groups representing diverse viewpoints worked collaboratively to develop the strategic plan. This same model is used to develop priority

teams responsible for executing the plan. The priority teams are comprised of either existing college committees that best align with the priority or newly created teams that represent all areas of the college. Each priority team has developed strategic goals to implement their assigned priority. The goals with associated assessment measures and action plans were approved by president's staff, now ELT (ST6.05). Team leaders bear responsibility for all phases of implementation and assessment of the strategic goals and provide annual progress reports to the planning council.

In support of the strategic plan and college mission, each department and academic program develops goals, benchmarks and action plans focused on using data for improvement. The department and program operational goals are mapped to show alignment with strategic priorities and goals (ST6.06). The mapping in Nuventive is reported to leadership and stakeholder groups.

The success of the strategic priorities is measured either by the college's performance accountability indicators (PAIs) or internal measures created by the teams. The PAIs are standard, benchmarked measures required by MHEC for all Maryland community colleges. At the end of the fiscal year, each department and strategic priority team completes an annual assessment report, which includes the results and analysis of progress made toward meeting the established benchmarks. Action plans can be created for any benchmarks, but for results that do not meet the benchmark, at least one action plan for improvement must be created. For example, an admissions department goal, to increase recruitment of prospective students, as measured by the number of applications, did not meet the benchmark; therefore, an action plan was created and implemented to address insufficient recruitment (ST6.08). Action plans are thus designed to move the institution toward meeting strategic priorities and goals, and their approval and funding requests are tied to the strategic plan.

In another example, the annual human resources assessment report (ST6.09a) shows both alignments and progress toward strategic goals through the HR department and the HR priority team. The HR example also clearly shows the relationship between data, assessment and budget and decision-making.

The strategic planning first-year graphic organizer (ST6.07) shows the process of developing the plan and the strong connections among the institution's mission, goals, values and stakeholders. The current plan, begun in FY 2022, is in the third year of implementation. Progress towards goals has been shared with the planning council, and budget requests for FY 2026 have been included in the FY 2025 annual assessment reports (ST6.09b).



COMMUNICATION AND STAKEHOLDER PARTICIPATION

The strategic plan (ST6.03) outlining the college's planning process is available to the public on the mission, vision and values page of the college website and is shared with stakeholder groups including PACs and campus committees and councils. As explained in the standard I chapter, priority teams meet regularly to implement and monitor action plans and then meet quarterly with the planning council to share progress and results. The priority teams also receive written feedback from the council, which helps to refine the action plans for the next fiscal year. Each priority team completes formal annual assessments, including results and updates to action plans and budgetary requests. These assessment reports are provided to the ELT for approval and inclusion in the budgeting process (ST6.09b). Assessment updates are also presented during planning council meetings and to all employees through the employee newsletter and collegewide meetings. The board of trustees also receives updates on action plan results and progress (ST6.09c).

Departments and programs enter their action plans, benchmarks and results into Nuventive, another communication avenue. Deans and department heads then review plans and results to provide feedback. This ensures consistent communication of planning and program or service improvement and outcomes. Results are shared at all-staff meetings and in the Campus Communicator staff newsletter. PAC meeting minutes (referenced in standard III) support the need for new initiatives identified by industry and other partners and show the successful implementation and procurement of requested materials and services.

FINANCIAL PLANNING, BUDGETING AND DECISION-MAKING PROCESS

Wor-Wic's budgeting process is strongly tied to strategic planning and departmental assessment. The budget process is governed by Code of Maryland regulations (COMAR), which requires the college to submit an annual operating and capital budget, audit and a campus master plan. College policies, including those related to budget, debt, investment, auxiliary fund and purchasing, ensure responsible financial planning, budgeting and decision-making (ST6.10).

The budget process begins nine months in advance of the fiscal year. Instructions for budget directors are fully explained in an annual budget memo (ST6.11a), and training and drop-in assistance sessions are scheduled. Supporting budget documents are included on a budgeting card on the employee portal. During budget development, department and academic program budget officers are encouraged to review their program or service reviews in Nuventive as well as their last five years of expenses in Self Service, which provides a detailed expenditure history. Programmatic accreditation reports drive the financial planning process based on accrediting team recommendations and professional development needs related to continued accreditation.

Strategic priority team action plans are shared with the executive leadership team in October of each year, the beginning of the budgeting cycle. Strategic priority action plans with budget implications supported by the executive leadership team and departmental action plans with budget implications are entered as budget scenarios into the budget module by the budget directors and are negotiated and initially approved for consideration by the appropriate dean and vice president. Budget directors document the strategic priority or goal and/or department/program goal in the budget module that is supported by their request. From the end of November through January, budget requests are collated, and the ELT considers all requests for inclusion in the final budget recommendation. Recommended budget requests are highly scrutinized by the ELT based on the strategic goals for the next year and prioritized before a final balanced budget is determined. Items that are reduced or eliminated from the budget are communicated by the vice president through supervisory channels to the budget director with an explanation.

Tuition and fee revenue is budgeted by analyzing actual revenue and FTE enrollment for the past five years and reviewing future enrollment projections, changes to academic programs and/or scheduling, local employment statistics, etc. The president and VPAS meet with representatives from Wor-Wic's two supporting counties, Worcester and Wicomico, to discuss anticipated revenues. After the president receives notification of the state revenue allocation in late January, a balanced budget is submitted to the board of trustees at the February meeting for board approval. The budget is also presented to the college's supporting counties at a meeting with the county council members in late February. If revisions to the budget are necessary, the revised budget must be approved by the board no later than May. Both counties must approve the college's operating budget by functional area, which generally occurs no later than the second week of June. The President's open forums for employees offers an overview of the approved budget and outlines the key priorities for the upcoming year. Budget memos, presentations, letters to supporting counties, and board approval minutes show the various steps in the budgeting and approval process (ST6.11b).

In summary, the planning cycle is aligned with the budgeting cycle by design, and reports from strategic priority teams are recorded in and generated from the Nuventive assessment platform. Budgetary needs related to operational goals, action plans and strategic priorities are included in the college's annual budget planning. The executive leadership team reviews budget requests in alignment with strategic priorities. Explanation of the planning, assessment and budgeting

process is communicated in the institutional assessment plan (ST6.12 Pages 10-15). Action plans for departments, programs and priority teams support strategic priorities and goals. The approval of action plans, including funding requested under each plan, is thus tied to the college's strategic plan. This process ensures that financial planning and budgeting is tied to institutional achievement and the strategic plan.

RESOURCES AND INFRASTRUCTURE FISCAL RESOURCES

Revenue was relatively flat pre-pandemic and post-pandemic. During the pandemic, the college received federal higher education emergency relief fund (HEERF) to assist in offsetting lost tuition and fees revenue due to enrollment declines related to the pandemic. Expenditures were essentially flat for FY 2019 through FY 2021. Expenditures increased in FY 2022 and FY 2023 due to an increase in technology maintenance contracts because of the additional technology purchased and implemented during the pandemic, the implementation of a compensation study along with the associated salary adjustments, and the return to campus post-pandemic operations. Once the annual audit is complete, any surplus of operating funds is allocated to the unrestricted fund balance and the maintenance and repair fund in accordance with the college's budget policy.

Table 6.1 Annual Operating Budget Revenues and Expenses

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Expenses	25,338,439	25,840,541	25,243,518	26,213,591	29,346,974
Revenues	26,280,230	26,659,813	27,774,871	31,496,725	31,987,176

Total enrollment has declined since FY 2019 (FTE enrollment below). Credit enrollment has not fully recovered from the pandemic; however, FY 2024 credit enrollment, although FY 2024 credit enrollment has increased to 1437.07 FTEs. For FY 2025 summer II and fall terms, credit enrollment is 9.13% higher than the FY 2024 summer II and fall terms. Non-credit enrollment declined during the pandemic as most continuing education and workforce development courses could not be taught online. Non-credit enrollment is increasing post-pandemic.

Table 6.2 FTE Enrollment Trend Data (ST6.13)

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Credit	1680.45	1621.27	1531.34	1368.53	1326.9	1437.07
Non-Credit	841.5	627.82	487.17	647.84	664.55	757.18
Total	2521.95	2249.09	2018.51	2016.37	1991.45	2194.25

The expenditure by function (below) is an institutional characteristic included in the college performance accountability report but not benchmarked. The results are also analyzed in the business office's departmental assessment. The college strives to expend more than half of its budget on instruction and academic support. The MACC Databook provides the average expenditure by function for the 16 community colleges in the state. In FY 2022, the average expenditures by function of the 16 Maryland community colleges were: instruction 40.7%, academic support 13.7%, student services 10.8% and other 34.6%. The average for the instruction and academic support functions for the Maryland community colleges in FY 2022 was 54.4% while at Wor-Wic's it was 55.24%. The reason for combining the Instruction and Academic Support functions is because some colleges classify their libraries, tutoring, testing and other functions as instruction while other colleges include these areas in academic support.

Table 6.3 Expense Analysis of Related Expenses by Function (ST6.14)

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Instruction	9,443,867 (37.27%)	9,463,218 (36.62%)	9,317,646 (36.91%)	9,633,487 (36.75%)	10,204,551 (34.77%)
Student Services	2,034,946 (8.03%)	2,120,456 (8.21%)	2,218,446 (8.79%)	2,528,642 (9.65%)	3,000,822 (10.23%)
Academic Support	4,934,003 (19.47%)	5,025,372 (19.45%)	4,575,443 (18.13%)	4,848,124 (18.49%)	5,403,219 (18.41%)
Institutional Support	5,416,162 (21.38%)	5,640,289 (21.83%)	5,496,817 (21.78%)	5,782,826 (22.06%)	6,527,541 (22.24%)
Plant Maintenance	3,309,541 (13.06%)	3,432,084 (13.28%)	3,541,255 (14.03%)	3,270,517 (12.48%)	3,938,534 (13.42%)
Scholarship	199,920 (0.79%)	159,122 (0.62%)	93,911 (0.37%)	149,995 (0.57%)	272,307 (0.93%)
Total	25,338,439	25,840,541	25,243,518	26,213,591	29,346,974

The percentage of operating revenue by source is an institutional characteristic included in the college performance accountability report but not benchmarked. The results are also analyzed in the business office's departmental assessment as is shown in this FY 2024 example (ST6.14b). The goal of the college is to receive a third of its revenue from tuition and fees, a third from the state and a third from the counties. With the decline in enrollment during and after the pandemic, the percentage of tuition and fees revenue has decreased from 37.16% in FY 2019 to 27.14% in FY 2023. According to the FY 2023 MHEC data book, the average operating revenue by source (unrestricted) for the Maryland community colleges was: 28.3% for tuition and fees, 31.4% from state, 36.9% from counties and 3.4% for other revenue.

Table 6.4 Percent of Operating Revenue by Source (ST6.15)

	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Tuition and fees	9,765,027 (37.16%)	9,333,021 (35.01%)	9,143,993 (32.92%)	8,975,850 (28.50%)	8,681,908 (27.14%)
State	8,475,326 (32.25%)	8,837,428 (33.15%)	8,920,635 (32.12%)	10,112,948 (32.11%)	12,096,122 (37.82%)
County: Wicomico	5,318,476 (20.24%)	5,645,662 (21.18%)	5,960,632 (21.46%)	6,248,512 (19.84%)	6,248,512 (19.53%)
County: Worcester	2,203,762 (8.39%)	2,333,092 (8.75%)	2,530,242 (9.11%)	2,530,242 (8.03%)	2,530,242 (7.91%)
Interest	150,687 (0.57%)	201,004 (0.75%)	76,619 (0.28%)	36,084 (0.11%)	184,478 (0.58%)
Other	366,952 (1.40%)	309,606 (1.16%)	1,142,750 (4.11%)	3,593,089 (11.41%)	2,245,914 (7.02%)
Total	26,280,230	26,659,813	27,774,871	31,496,725	31,987,176

The three major sources of operating funds for Wor-Wic are: the state of Maryland; two local support counties, Wicomico and Worcester; and tuition and fees. A fourth source, "other" (endowment revenue and investment income), has typically represented less than 2 to 3% of total revenue, but has increased in recent years due to the rising interest rates related to investment income.

The state Cade funding formula was designed to provide community college funding equivalent to 29% of the selected four-year public colleges. State funding is based on the college's Maryland FTE enrollment. For Wor-Wic to receive increased funding from the state, funding from the support counties must demonstrate maintenance of effort, which means they must appropriate at least the same amount of funding as the prior fiscal year. In FY 2025, the state Cade funding formula was reduced to 27.2% and the hold harmless provision was removed.

County funding is based on a five-year moving average of in-county student FTEs. The two counties proportionately share the funding based on the percentage of FTE enrollment from each county. The average county revenue percentage of operating budget for the Maryland community colleges is 36.9% while at Wor-Wic the local share represents 27.44% of the revenue share. Although the leaders of the support counties recognize the benefits Wor-Wic provides to the local community, the college is realistic with funding requests and the counties' competing needs. The college also has a significant unrestricted/ designated fund to meet current and future operational and capital needs.

The work of the Wor-Wic Foundation also contributes to revenue and has shown continued growth, (ST6.16) both in the number of endowments and collected donations. The foundation (ST6.17) provides funds (ST6.18) to the college for scholarships, equipment, programs, professional development, facilities and other areas where needed as identified by the board of trustees such as facilities, student success and organizational sustainability.

Over the past 10 years, Wor-Wic's grants portfolio has expanded, in terms of numbers of grants and total grant funding received. The college has received numerous federal and state grants supporting student success and completion of credit and non-credit students, including scholarship funding for underserved populations. Federal grants include, for example, TRIO SSS (Student Support Services), TRIO VUB (Veterans Upward Bound), CCAMPIS (Child Care Access Means Parents in School), Title III SIP (Strengthening Institutions Program), CMVOST (Commercial Motor Vehicle Operator Safety Training), NSF ATE (National Science Foundation Advanced Technological Education), an ARPA (American Rescue Plan Act) subgrant through the Lower Shore Workforce Alliance supporting the skilled trades, and U.S. Department of Labor Good Jobs Challenge funding through the Maryland Department of Labor that prepares students for careers supporting the offshore wind industry. Wor-Wic's state grant funding includes, for example, Maryland Department of Labor EARN (Employment Advancement Right Now) and adult education grants, and Maryland State Department of Education CCCPDF (Child Care Career and Professional Development Fund) and pre-kindergarten expansion grants.

Since 2014, grant funding awarded to the college has increased from less than \$1 million annually to more than \$3.4 million in FY 2024. Reporting and oversight requirements have increased significantly, not only because of an increased number of grants to the college, but also to ensure compliance with changing federal uniform grant guidance and management standards. To ensure compliance and budgetary oversight, Wor-Wic's director of grants reviews all purchase requisitions related to grants. In FY 2024, there were more than 700 grant-related purchase requisitions reviewed. The director also maintains a CGMS (certified grants management specialist) credential through the National Grants Management Association (NGMA). Continuing professional development through the NGMA, GPA (grant professionals association) and other opportunities are supported by the college in the annual operating budget.

HUMAN RESOURCES

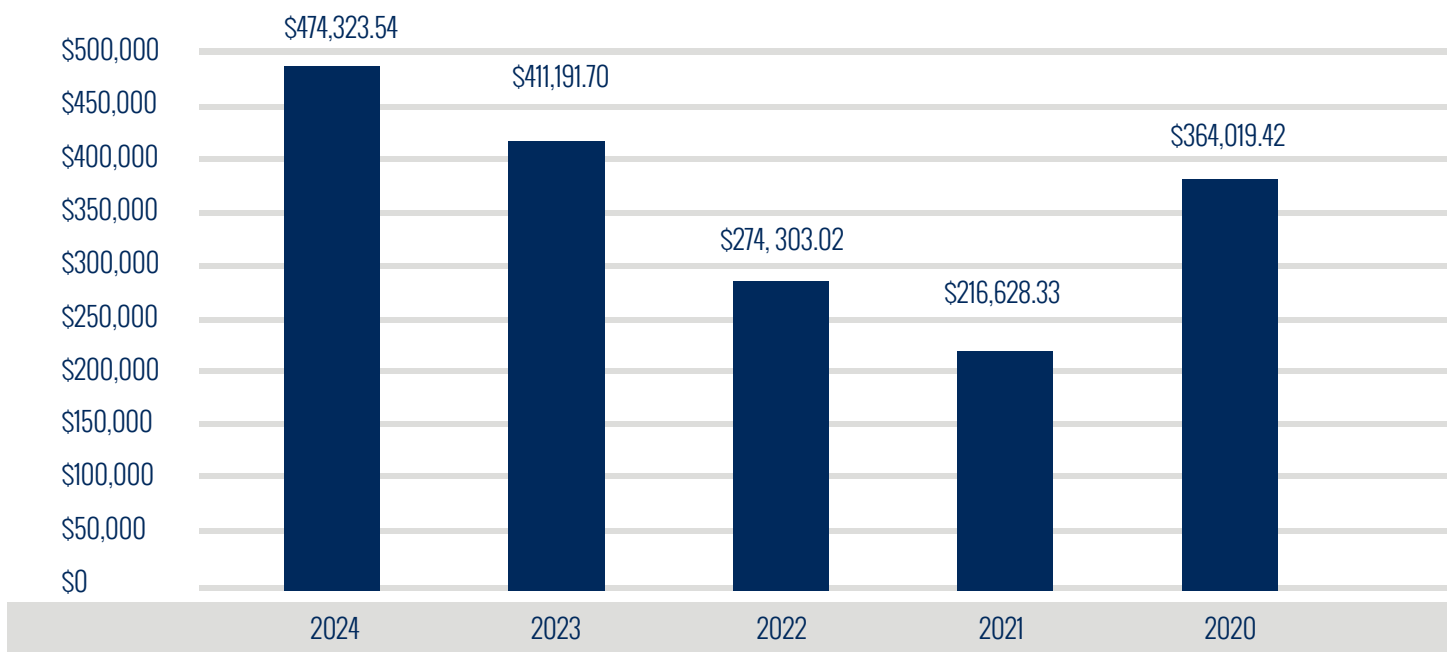
Standard positions are monitored and accounted for during the budget and planning process by the associate vice president of human resources and vice president for administrative services. Each position, including vacancies and requests for new positions, is appropriately budgeted. The new position request form includes a justification field where budget officers



explain how the new position supports a strategic or departmental goal. The associate vice president of human resources forwards the recommended classification and budget amount to the vice president for administrative services for inclusion in the budget.

As explained in standards III and VI, the college offers numerous professional development opportunities to employees throughout the year. The college has increased funding for professional development, travel and dues to support employee growth and initiatives (fig. 6.1).

Figure 6.1 Travel & Professional Development



The onboarding of new employees is thorough and welcoming. New faculty are assigned mentors. A similar program has been recently implemented for administrators and support staff. A leadership institute was offered to two cohorts of mid-level administrators to explain community college governance, budget, leading during emergencies, effective communication and other modules. It will be offered to a third cohort next year.

Wor-Wic is consistently identified as one of the most efficient community colleges in the state. In the fall of 2023, there were 7.1 FTE students per FTE employee at Wor-Wic, compared to an average of 5.4 for the other small Maryland community colleges.

Challenges in hiring faculty in 2023 influenced the decrease in full-time faculty from 68 to 66, however, two more faculty were hired after the reporting date. In the fall of 2022, two additional temporary full-time non-credit instructors were employed for specific programs. The college’s three full-time continuing instructor / coordinators were reclassified from non-credit instructors to administrators in the fall of 2023 as an outcome of college’s recent compensation study. The increase in administrator positions in the fall of 2023 included new positions in academics and IT to support technology, in HR in preparation for potential unionization of employee groups and converting the part-time environmental health and safety coordinator position to full time.

Table 6.5 FTE Enrollment and Employees by Classification (ST6.19)

Fall	FTE Students per FTE Employee		Total Employees	Credit Faculty		Non-Credit Instructors		Administrators	Support Staff
	Wor-Wic	Small MD Colleges*		FT	PT	FT	PT		
2015	10.9	6.8	449	69	204	2	105	68	106
2016	10.6	6.9	426	71	178	2	92	71	104
2017	10.1	6.5	436	69	175	2	86	78	112
2018	9.4	6.1	447	65	176	2	80	87	117
2019	9.0	6.0	452	71	168	3	88	89	121
2020	8.2	6.3	401	68	123	3	53	93	114
2021	7.5	5.2	410	68	136	3	71	92	111
2022	7.4	5.2	397	68	118	5	54	95	111
2023	7.1	5.4	414	66	130	0	65	104	114

*average for the six other small Maryland community colleges

FACILITIES INFRASTRUCTURE PLANNING

Requests for new facilities and facilities renewal are aligned with Wor-Wic's mission, mission-based institutional goals and 10-year facilities master plan. The facilities strategic priority team is tasked with creating action plans (ST6.20) associated with capital improvement projects, deferred maintenance projects and goals related to inclusivity sustainability and energy efficiency.

The 10-year facilities master plan (ST6.21) is reviewed and updated every year with major changes submitted to MHEC each February and is available to the public on the college website. MHEC requires that the college create a new facilities master plan every 10 years, generally with the help of a consultant. The deferred maintenance facilities renewal grant master list (ST6.22) is included within the facilities master plan and identifies deferred facilities projects to be considered in upcoming budgets. The college's deferred maintenance projects are primarily self-funded utilizing maintenance and repair funds and are approved as part of the annual budget process. Recently, the state enacted legislation to provide eight community colleges with grant funding every other year for deferred maintenance facilities renewal projects. The funding allocation is tied to the community college capital budget but does not exceed \$500,000 per college. Projects are submitted to MHEC for approval and must be included in our facilities master plan to be eligible.

The college submits a 10-year capital improvement plan (CIP) annually to the board of trustees. Once approved, the CIP is also provided to the supporting counties and the state so that the college's projects can be included in their CIPs. The supporting counties fund 25% and the state funds 75% of the college's capital projects (new buildings and building renovations). The college maintains an inventory of space (ST6.23), which is updated annually and submitted to MHEC. The inventory of space is used in conjunction with MHEC's 10-year student enrollment projections, credit hours, weekly student contact hours (WSCH) for credit courses and WSCH for eligible noncredit courses, as these are the factors necessary to determine classroom and laboratory space needs according to COMAR. The calculated needs are used to justify capital projects proposed by the college and to develop the priority ranking of proposed community college projects using a model developed by the MACC and endorsed by MHEC.

The most recent result of this comprehensive planning process is the Patricia and Alan Guerrieri Technology Center (GTC), the college's first LEED silver building. Opened in the spring of 2023, the GTC added 50,000 square feet and features welding, HVACR, metal fabrication and plumbing labs; a CDL simulation lab; and other hands-on instruction areas for electro-mechanical, construction, electrical and alternative energy programs and a makerspace multipurpose laboratory. In December 2023, the programming for a 6,000 square foot addition to Wor-Wic's existing maintenance building was submitted to the state for FY 2026 and FY 2027 design and construction funds. In January 2025, the college received notification from the state that the design funds are approved for FY 2026. The college is also developing the program for a new 50,000- to 80,000-square-foot student success and wellness center (SSWC). The programming for the SSWC will be submitted to MHEC and the Maryland Department of Budget Management and the Department of General Services by March 2025. If approved the design of the SSWC will begin in FY 2028.

In addition to GTC receiving LEED Silver, the college has other energy and sustainability initiatives. In March 2018, the college received a grant from the Maryland Energy Administration to construct a solar canopy system in the north parking lot, which included the installation of four electric vehicle car chargers. Wor-Wic also leases approximately 10 acres of land for an offsite solar array. As a result of these solar projects, the college purchases approximately 65% of its current electric utilization at a fixed price for 20 years while reducing carbon dioxide emissions and conserving energy. In June 2021, Wor-Wic finalized installation of a geothermal heating and cooling system in Brunkhorst Hall and Maner Technology Center as part of a capital project to increase efficiency and save on utility bills.



TECHNOLOGY

The college provides technology resources to support its students and employees. The IT strategic priority team is comprised of cross-functional collegewide membership and helps to develop the strategic IT action plans (ST6.24) for the upcoming year based on collegewide technology priorities. As indicated in the employee and student satisfaction surveys (ST6.25), the IT department provides a reliable technology infrastructure, secure networks and a high-level of customer support to the college community while working with functional departments to enhance technology systems, processes and efficiencies.

The IT department maintains an inventory of administrative and laboratory computers and devices and recommends replacements with every budgeting cycle (ST6.26a). The vice presidents share the recommended list of replacements with the deans and directors to verify the accuracy of the list and determine if any of the purchases should be deferred (ST6.26b). A three-year forecast is maintained for IT capital projects and infrastructure replacements for planning purposes (ST6.26c). An example of a capital project is the replacement of the wi-fi server and 118 internal and external access points due to nearing the end of its useful life. This project was added to the FY 2022 maintenance and repair plan and was approved as part of the budget process. Other examples include server, firewall and switch replacements.

The college has developed policies in the employee policy manual to address acceptable use of technology resources, email usage and passwords to communicate expectations while utilizing college technology to minimize risk of data breaches and system downtime (ST6.26d). The college closely monitors its networks and firewalls and provides cybersecurity training to its employees through emails, tip sheets, and required training. The college is PCI-compliant (payment card industry) and maintains a red flags policy for storing and sharing vendor, student and employee databases and files that include personally identifiable information. The IT department maintains security procedures for potential data breaches, continuity of operations and pandemic preparedness. The director of information security and network infrastructure presents a security report to the board annually.

Departmental and strategic IT budget requests are coordinated by the chief information officer since the chief information officer is also the chair of the IT strategic priority team. Software implementation projects that are related to a functional department are cross-referenced in that department's assessment plan (ST6.26e). An example of a cross-referenced project is the data cookbook, which is being implemented to improve data governance and provide data definitions for reporting purposes. This project is cross-referenced between IT and institutional research. The efficient utilization of resources is a priority for the college to demonstrate to its many stakeholders that funds are used effectively, and that Wor-Wic is ensuring its long-term viability and financial stability. The department annual assessment noted above shows examples of the multiple initiatives that have been implemented and the technological solutions to improve the efficient use and control of its resources.

ANNUAL AUDIT

The efficient use of the college's resources is also analyzed as part of ongoing assessment efforts. Since the 2015 self-study, the college has received unmodified audits every year, proving the college is a responsible steward of its financial resources, and that the college has implemented effective fiscal management policies.

External auditors evaluate the prior fiscal year and prepare an audit report (ST6.27a) which is presented to the board of trustees and submitted to the MHEC. The audit report may include recommendations for improvement (management letter) and/or findings. The vice president for administrative services and senior director of finance reviews any recommendations for improvement and submit a formal response with corrective actions to the external auditor and to MHEC. Updates on recommendations are submitted to the board of trustees and MHEC in December and April of the following year. Most recently, for FY 2024, the college received an unmodified audit with no management letter (ST6.27b). Two communications during the 2018 and 2020 audits did not preclude the unmodified status. In 2018, the college received a letter (ST6.28) related to the written procurement policies which was not a recommendation or finding, but a reminder of the upcoming changes to the federal procurement requirements for an entity who receives federal grants. Information in the 2020 uniform guidance financial statements (ST6.29) was related to Wor-Wic's communication with students and financial aid. As a result, the director of financial aid revised the communication policy to ensure compliance with federal financial aid regulations.

ASSESSMENT OF USE AND ADEQUACY OF RESOURCES

At Wor-Wic, multiple measures are taken to ensure adequate control and efficient use of both monetary and human resources. The vice president for administrative services closely monitors revenues and expenses throughout the year and provides monthly reports to the board of trustees. Budget directors monitor their departmental budgets by viewing the self-service budget reports in the employee portal. The executive leadership team and budget directors develop strategies for cost containment, as necessary. Processes and procedures have been developed to ensure efficiency. Wor-Wic is also required to submit an annual performance accountability report to MHEC. This report describes the college's progress on achieving performance accountability indicators, set by MHEC, which are related to the state of Maryland State Plan for Postsecondary Education as illustrated in the 2024 report (ST6.30). As part of this report, Wor-Wic can identify cost containment actions for the fiscal year.

The college is committed to providing competitive benefits and compensation to employees. Within the last five years, two compensation studies have been conducted to analyze the college's salary scales and compare actual employee salaries with similar positions and job requirements as was explained to employees at a spring 2024 town hall meeting (ST6.31 Slides 24-31). Benefit plans and premiums are assessed and compared to the local boards of education and local counties.

Examples of college efficiencies include:

- Developing, assessing and updating deferred maintenance projects annually.
- Ensuring that classrooms and laboratories are well equipped with the newest technology and AV equipment.
- Leveraged HEERF to improve cleaning processes and efficiencies in HVAC and building control systems.
- Used HEERF to purchase technology to improve distance learning such as cameras in the classroom for hybrid and online classes.
- Improved efficiency and disaster recovery preparedness by moving the website and other applications to the cloud, increasing Zoom licenses and VPN access to employees, purchasing additional laptops for employees and a web-based phone system.

Biannual student and employee satisfaction surveys of departments related to planning and resources in the administrative services division indicate a high level of satisfaction with those departments. The surveys are used as measures of goal attainment and are reported in Nuventive. In the 2022 credit student satisfaction survey (ST6.32a) and in the 2022 non-credit student satisfaction survey (ST6.32b), students rated all areas related to cleanliness and appearance of facilities at 98% or greater. Employee respondents in the 2023 employee satisfaction survey (ST6.33) agreed with statements related to appearance and atmosphere of the campus and classrooms, mail service, customer service, cleanliness of classroom and office spaces at 93% or greater.

RENEWAL PROCESSES

The 2032 Enrollment Projections from the Maryland Higher Education Commission (MHEC) projected a 29.7% increase in community credit students over the next 10 years (Page 1) with a 28% increase at Wor-Wic (ST6.34 Page 19). To ensure its ability to support and maintain current infrastructure and to grow with community needs in the future, Wor-Wic assesses the effectiveness of its processes for sustainability and renewal. In addition to accreditation through MSCHE, the college follows renewal processes for specialized accreditation for the emergency medical services program, the child development center, the culinary program, the nursing programs, the occupational therapy assistant program, the physical therapist assistant program and the radiologic technology program, as further explained in standard III. Maintaining and renewing all program level specialized accreditation demonstrates Wor-Wic's commitment to the mission and values of delivering high quality professional training and workforce development opportunities (ST6.35).



"I knew I wanted to do something with my hands - welding has always been something I was interested in. I liked it because it wasn't just sitting down and reading a book, it was hands-on. The instructor was really chill and nice. It was a very clean environment and good classmates. It was affordable and I learned a lot. I have already been hired at Chesapeake Shipbuilding - actually, I got the job before I even finished the course."

Brandon Brown
welding student

Specific facilities renewal processes are documented in the master plan (ST6.21), the deferred maintenance plan (ST6.22) and in the facilities priority team (ST6.20) report. Technology and infrastructure renewal is also planned for and documented in the three-year forecast for major IT expenditures and the priority team report (ST6.24).

Wor-Wic's grant implementation and management processes foster sustainability and renewal of funding through state and federal agencies. A proposal initiation form is routed through the ELT to ensure support for college administration for new initiatives to be proposed through grants. This form requires the potential grant project lead to identify college resources that will be necessary to support a project as well as cost sharing required of Wor-Wic. The ELT reviews the form to determine alignment with college priorities and needs and to assess the sustainability beyond grant funding. Post-award procedures (ST6.36) ensure appropriate renewal and resource allocation of the college's grants. Procedures include requirements for adherence to the Code of Federal Regulations, alignment with college policies and procedures, reporting expectations, and other elements of grant management intended to foster proper and efficient oversight of funds. Together, the college's pre-and post-award management procedures support compliance with college, state and federal policies and regulations; communication and collaboration with agency program managers; and, thus, renewal and sustainability of grant-funded projects.

STRENGTHS:

- History of unmodified college and foundation audits since the last self-study
- Comprehensive facility, infrastructure and technology planning
- Aligned institutional priorities with budget processes ensuring financial sustainability
- Transparent budget process tied to strategic planning and assessment
- Supportive, responsive IT department
- Success in applying for and receiving state and federal grants
- Robust foundation student scholarships and fiscal support for college initiatives

OPPORTUNITIES:

- Increasing campus-wide communication to assist in understanding budget, assessment and strategic planning processes
- Continuing to monitor availability of technology and internet/wi-fi to ensure campus-wide access
- Exploring diversified funding opportunities and alternative funding sources to supplement state, county and tuition revenue
- Determining if increasing external events on campus is a revenue opportunity for auxiliary services.
- Creating opportunities for campus engagement in campus capital and renovation projects



STANDARD VII: GOVERNANCE AND LEADERSHIP

Standard VII Themes	Standard VII Criteria	MSCHE Requirements of Affiliation	Wor-Wic Strategic Priority
Transparent Governance Structure with Defined Roles and Responsibilities	1	7, 10, 12, 13	4
Institutional Integrity and Accountable Decision Making according to College Mission, Vision and Goals	2, 4	4, 7, 10	2, 4
Financial Management	2	7, 10, 13	4
Qualified Chief Executive Officer	3	7, 10, 12, 13	2, 4
Qualified, Engaged and Experienced Administration with Defined Reporting Relationships	4	4, 7	2, 4
Periodic Assessment of Governance Effectiveness	5	10, 12, 13	2, 4

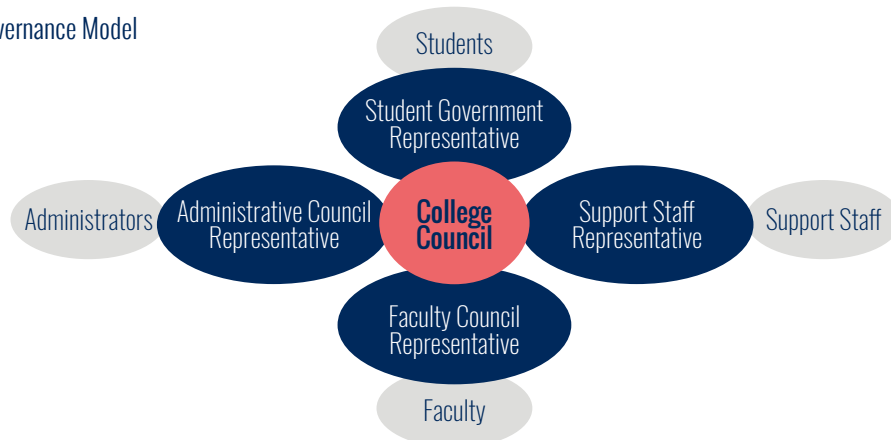
OVERVIEW

Wor-Wic’s governance model consists of the board of trustees appointed by the governor; the president, who operationalizes policies and administration of the board; and four vice presidents. Supporting the vice presidents are four constituency groups that allow suggestions and recommendations to be developed and proposed to their respective vice president or college council. Each of these groups (administrative council, faculty council, support staff council and the student government association) have an elected member who serves on college council. The governance structure and channels for communication between each of them are clearly defined by the employee policy manual.

SHARED GOVERNANCE

Wor-Wic Community College’s shared governance (ST7.01) model is the college council, which promotes input and participation in decision-making from all parts of the campus. In addition to the executive leadership team (ELT), which includes the president and vice presidents as well as the executive director of the foundation, executive associate to the president, associate vice president for human resources and the chief information officer, a college council (ST7.02) meets once per month during the academic year to discuss issues impacting the college, to have voice in policy formation and to provide updates. The college also has councils for its different types of employee groups including administrative (ST7.03), faculty (ST7.04) and support staff (ST7.05) councils.

Figure 7.1 Wor-Wic Shared Governance Model



The purpose, structure and procedures of each council are explained in the employee policy manual. Students are represented in the shared governance model through the student government association (ST7.06) described on the college's website. The planning council, whose membership is made up of executive leadership and representatives from all councils as well as from the college foundation, in concert with the associated priority teams, develops, implements, monitors and assesses the college's strategic goals, mission and vision. Another example of shared governance is the inclusive self-study process. All councils, departments and areas of the college are involved in the Middle States reaccreditation process, represented on the steering committee and in standard working groups.

Thus, all employees and students are represented in shared decision-making and accountability. Guidance in the respective councils' bylaws in the describe how information and governance are shared. Transparency is practiced by posting and sharing council and committee meeting minutes on the employee SharePoint site. This information is accessible and distributed as an update from the college council's representative to each of the respective councils.

BOARD OF TRUSTEES: ACCOUNTABILITY

The board of trustees (ST7.07), made up of seven members from the college's two supporting counties, Wicomico and Worcester, and appointed by the governor of Maryland, serve for six-year terms. The primary duties and powers of the board are determined by COMAR (ST7.08). The board of trustees also adheres to a set of bylaws outlining duties and



responsibilities, description of offices, structure and requirements for meetings, as well as processes for indemnification and amending bylaws. A rubric is used to assist in determining nominations for new board members, who are oriented to their positions and responsibilities by the president of the college, the association of community college trustees and the board chair. The board works to ensure the long-term viability of the college, maintaining the college's fiscal integrity and enhancing the college's value to the community. As a policy board, the primary responsibilities include providing oversight and support to ensure that the college fulfills its mission. The college president and leadership implement the board's policies.

As outlined in COMAR and in the board's bylaws (ST7.09), the board elects a chair and vice chair annually and meets monthly during the academic year. The president of the college serves as the secretary-treasurer. The agenda for regular board meetings is prepared by the president, in consultation with the board chair, and the board meeting dates and agendas are posted publicly on Wor-Wic's website. The treasurer's report is also reported monthly as a standard report. The public may attend and observe open meetings of the board, and the agenda allows for public comment from anyone in attendance. At the request of the board or the president, individuals are invited to board meetings to present or report on processes or projects in which the college is involved, such as planning, assessment, accreditation and faculty and staff council activities (ST7.10). Standing items on the agenda include the president's report (ST7.11), focusing on highlights and accomplishments for the month as they align with institutional values and strategic planning goals, an enrollment report and a report from the foundation. In 2023, Deborah Casey, Ph.D., president, instituted a celebrating success agenda item for each board meeting (ST7.12), during which faculty, students and staff share accomplishments from their areas.

The board also ensures that Wor-Wic fulfills its mission by participating in the strategic planning process from beginning to end. Community data and external data such as Maryland's Higher Education Commission's (MHEC) performance accountability report are reviewed annually and used for this process. Board members participate in the planning sessions

which lead to the updated mission, vision, values, goals and priorities, and eventually they approve the annual budgets that support these initiatives. They remain actively involved through the council planning process by regularly reviewing team action plans and action plan progress (ST7.13). The board contributed to the most recent environmental scan in fall of 2024, the results of which will inform the strategic planning process.

EXPERTISE, INDEPENDENCE AND INTEGRITY

Board members reflect the diversity of Wor-Wic's students and stakeholders. The backgrounds of members also represent a diversity of expertise reflected in their biographies and curricula vitae (ST7.14). The board and the college are primarily connected through the college president, who serves as the official liaison between the board of trustees, employees and the public.

In alignment with the institutional value of integrity, board members uphold high ethical standards as described in the board of trustees policies document related to contracts, committee membership, communication and conflicts of interest (ST7.15). Board policies are accessible on the college website. To uphold the importance of independence and non-interference, the board reviews their roles and responsibilities at their annual retreat. Additionally, board members and the college president complete self-evaluations which are also reviewed at the annual retreat. Board members, the executive leadership team and other high-level administrators receive training and submit financial disclosures as required by the Maryland ethics board. This compliance is monitored and confirmed by the state board.

FINANCIAL RESPONSIBILITY

Prior to board of trustees' formal approval of the budget, the college budget and strategic priorities are aligned through the ongoing processes of research, strategic planning, annual planning, monthly and annual reporting, assessment and budget processes. These processes are interconnected, ensuring appropriate revenue generation and allocation of financial resources for both student and organizational success. The treasurer's report is prepared monthly by the vice president for administrative services and submitted to the board for approval at every board meeting. Executive leadership reviews action plans, budgets and budget scenarios, including details of all recurring budget items and scenarios for large item requests tied to strategic planning, before submitting the budget to the board. Also, the financial audit is presented to the board in October, which helps to inform the budget process. The president and vice president for administrative services then present the budget, which includes all strategic planning initiatives, to the board for approval. The board of trustees participates and remains informed throughout these processes and approves internal policies, and an external auditor is used to ensure the integrity and data of the college's financial processes.

GOVERNANCE

The board of trustees remains actively involved with policies throughout the year. It approves all policies (including financial policies), the budget (ST7.16), endowment expenditures (ST7.17a), the strategic plan and placement of foundation board members (ST7.17b). It also approves the monthly treasurer's reports (ST7.18), the annual audit (ST7.19) and annual performance accountability reports (ST7.20). The board also receives information regarding full-time administrator and faculty hires, faculty promotions, state mandated reports such as the cultural diversity report, and purchases over \$50,000 (ST7.21) that were not formally bid due to a consortium or piggyback contract. The board approves bid awards and sole-source purchases that exceed \$50,000. Both the Annotated Code of Maryland and the college have policies in place to establish roles and controls of the board of trustees.

The board has the responsibility for hiring the president and ensuring that the president possesses the appropriate credentials to be successful in the position. The board also conducts an annual review of the president during a closed session.

Each year, the president submits a year-end report to the board of trustees (ST7.22) and all employees (ST7.23) to demonstrate all the accomplishments achieved toward organization and student success, further showing how funds were used to complete the mission and strategic priorities. The goals for the institution for the annual evaluation are determined at the board retreat. This report is drawn from year-end reports from all departments and divisions and is distributed to employees.

PRESIDENT

Dr. Casey became Wor-Wic’s third president in 2023. After 23 years as chief executive of the college, Dr. Ray Hoy, Wor-Wic’s second president, announced his retirement. The board of trustees engaged a consultant firm, Gold Hill Associates, to facilitate the national search. The search committee included faculty, staff, administrators, a student representative, members of the board of trustees, members of the foundation, community leaders and county elected officials.

Dr. Casey is well qualified to lead Wor-Wic. She meets or surpasses the minimum qualifications (ST7.26) for the position. She earned her Ph.D. in educational leadership and research methodology from Florida Atlantic University, completed Harvard University’s executive education certificate in crisis leadership in higher education and, prior to coming to Wor-Wic, served as vice president of student affairs at Green River College for 17 years. In over 25 years in higher education, she has worked in various administrative positions as interim vice president of human resources and instruction, dean and in teaching roles at Florida Atlantic University and the University of Florida.

Her continued professional development includes the American Association of Community College’s (AACC) new president’s institute, the annual AACC conference and work with the Maryland Association of Community Colleges (MACC). Casey completed the Aspen Rising President’s Fellowship and received a Fulbright award in the fall of 2024. Her engagement with Achieving the Dream (ATD) led to Wor-Wic’s acceptance as one of seven community colleges in the second cohort of the Accelerating Equitable Outcomes initiative for rural-serving institutions.



The president reports directly to the board of trustees and attends all meetings, recommends the appointment of faculty and staff, recommends discharge of employees and is responsible for the conduct of the community college and for administration and supervision of its departments.

The primary responsibility of the president is to serve as the college’s chief executive officer and to ensure the college is achieving its mission and goals. As such, the president convenes meetings of the executive leadership team and the college council and serves on the planning council and the Middle States accreditation steering committee. Some of the major duties of the president, as described in the president’s position description, include employee oversight and appointments, finance, planning and budgeting, fundraising and external relations. She also serves as secretary treasurer in accordance with the bylaws (ST7.15 duties and responsibilities, Article II, Page 10).

ADMINISTRATION: ORGANIZATIONAL STRUCTURE

The president is supported by a highly qualified and experienced ELT and administrators. The administrative organizational chart (ST7.28) shows relationships to and oversight of the president and a well-defined structure with levels of authority, reporting relationships and designation of responsibilities. The ELT is made up of the college president, the vice presidents and the executive director of the foundation and development. Bi-monthly meetings of the ELT provide a forum for communication related to operationalizing goals of the board; compliance; community partnerships; management of campus operations and fiscal oversight, addressing risks to the college; monitoring effectiveness; and promoting alignment with goals, mission and values. Each member of the ELT has oversight of related areas of the college.

The job descriptions of vice presidents (ST7.29) outline expectations and responsibilities for each. The vice president for academic affairs oversees the academic functions of the college for both credit and non-credit areas and academic resources, as well as assessment and strategic planning. The vice president for administrative services supports the infrastructure of the college and oversees the budget and capital improvement projects. The vice president for student affairs supports all of student services.

After careful review of the college's executive leadership team and responsibilities, Dr. Casey determined that it was critical to return to the previous structure of four vice presidents in spring 2025. The position of vice president of strategic initiatives and community engagement is responsible for leading the college's diverse portfolio of programs. Specific areas in this portfolio include overseeing the \$5.7 million disabilities innovation grant, strengthening relationships with community partners such as the boards of education for articulation and dual enrollment, and building relationships with underserved populations.

Each vice president's oversight area is led by deans, senior directors, directors and department heads responsible for overseeing the functional activities of each division according to the responsibilities identified in their respective job descriptions (ST7.30). In addition to formal administrative duties, the ELT, deans and directors all engage with students and faculty in numerous ways: by attending campus events and activities, through membership on committees involving faculty and students such as the college council and the planning council, the Middle States steering committee and working groups, and through day-to-day interactions as a function of their positions (ST7.31). Wor-Wic's small campus and many common spaces also provide organic opportunities for informal interactions.

The job descriptions comprehensively outline the necessary credentials, education and experience, ensuring that all candidates are aware of what is required. These criteria, which include essential duties, responsibilities and minimum requirements, are stringently verified during the hiring process as outlined in the search committee success manual (ST7.32 Page 10), including the review of official transcripts and relevant certifications. Dedicated, diverse search committees (ST7.33) include equity representation review and evaluate all applications to ensure they meet the job specifications before proceeding with interview selections. Once interviews are conducted, the committee forwards the list of acceptable candidates through the appropriate channels, after which background checks and verification of credentials (ST7.34) are carried out under the supervision of human resources and the appropriate vice president. To promote transparency, stakeholders are invited to attend open forums to offer feedback on candidate attributes and skills prior to advertising high-level positions such as the college president or vice president.

In addition to rigorous hiring practices for administrators, Wor-Wic is committed to ongoing professional development, which is crucial in preparing staff for leadership roles. Succession planning to ensure that key leadership positions can be filled expeditiously to maintain continuity on campus, as noted as a suggestion in the 2015 Middle States review, is advanced through formal and informal professional development. In addition to advanced coursework, current administrators and those who aspire to administrative positions have recently completed specific professional development opportunities such as

- Wor-Wic’s leadership institute for mid-level administrators and faculty (2022, 2023, 2024) (ST7.35).
- National Council of Instructional Administrators (NCIA) Rising Star Leadership Institute (2022, 2023, and 2024)
- Support staff professional development panel highlighted administrators who advanced internally and explained paths to their current positions (ST7.36).
- MD CSAO (chief student affairs officers) Community College Leadership Institute: Three administrators from the enrollment management and student services division have completed or are currently enrolled (ST7.37).
- Shore Leadership Program to develop leadership skills closely related to the needs of the local community.

Other professional development opportunities are supported by tuition reimbursement for undergraduate or graduate education, a special professional development fund, sabbatical leave policy and professional development funds within departmental budgets (ST7.38a). Funding for professional development for all employees has increased to better support administrators and faculty, from \$364,000 in FY 2020 to \$474,000 in FY 2024 (ST7.38b).

Also, HR provides leadership training materials (ST7.39) through their SharePoint site. For faculty and some staff, Wor-Wic offers mentoring and retention plans; however, these are not yet available for upper-level administrators. During FY 2025, the college has implemented a mentor program for administrators and support staff. As part of the latest compensation study, a professional development and promotion plan is being created for several support staff positions. By leveraging these existing frameworks, there is an opportunity to develop a comprehensive retention and succession strategy to better support our staff and align with best practices. Professional development and individual goals toward promotion and advancement are documented in the annual appraisal (ST7.40) process.

Wor-Wic has a highly qualified workforce of administrators, and as part of their position requirements, administrators must stay informed of new developments related to their areas of expertise and continuously improve their office operations. Of the 105 administrators (96 full-time and 9 part-time) employed at Wor-Wic in the fall of 2023, 57% possess an advanced degree (12 doctorates and 48 master’s), 36% hold a bachelor’s degree, and 3% hold an associate degree. All administrators meet or exceed the minimum credentialing and experience requirements for their positions to ensure they can successfully perform their duties and responsibilities.

Administrators are evaluated annually by their supervisors following a standardized evaluation process and performance appraisal form in NeoGov. The evaluation process requires administrators to first complete a self-evaluation. As part of the self-evaluation, administrators review their job descriptions to verify they still accurately represent their responsibilities, and list their accomplishments based on their individual goals (developed from the prior year’s evaluation). Evaluations are reviewed and approved by the supervisory channel up through the vice president. Evaluation of the vice presidents is explained in the evaluation policy (ST7.41) and submitted through NeoGov to the president.

STUDENT LEADERSHIP

As a critical part of Wor-Wic’s shared governance, student representatives are members of the college council, the planning council and the MSCHE steering committee. Student representatives from SGA and Phi Theta Kappa (PTK), the international honor society for community college students, attended and presented at the fall 2023 and spring 2024 all-staff events (ST7.42). Students are encouraged to develop leadership roles by becoming officers in student organizations such as the SGA, honor societies such as PTK and attending leadership development events such as student advocacy day (ST7.43) in Annapolis. Furthermore, students can develop their leadership skills through the student ambassador program (ST7.44). Student ambassadors provide concierge-level service to Wor-Wic and the



community while gaining leadership experience. Examples include assisting with campus tours, staffing a table at Salisbury’s Third Friday events, sharing stories on TikTok and working with admissions for outreach events such as Haitian Flag Day and local fairs to help promote the college and engage with current and future students.

The SGA also works with the student success, admissions and CEWD teams for community outreach opportunities and represents the college as the Wor-Wic mascot, Wicky the Dolphin, at public events such as local parades and many on-campus events. The SGA has also been invited to participate in the upcoming 50th college anniversary committees and played a new role in the commencement exercises this year. For 2025, students will be able to serve on the president’s strategic advisory board to provide another opportunity for students to have a voice in campus affairs.

ASSESSMENT

Wor-Wic’s governance, leadership and administrative processes are formally assessed internally through the employee satisfaction survey, employee self-evaluations and the employee appraisal process. The employee satisfaction survey (ST7.45) is conducted every two years and provides an opportunity for employees to rate and comment on aspects of leadership and the shared governance model. Results are emailed by the IR department to employees and posted to the IR site for access. The following chart shows the percentage of employees who agree or strongly agree with each statement:

Table 7.1 Employee Satisfaction Survey Results Related to Shared Governance					
	2015	2017	2019	2021	2023
I am periodically informed about decisions made by the board of trustees.	70.3%	83%	71%	93%	86%
I understand the role and responsibilities of the board of trustees.	74%	86%	74%	87%	84%
I am periodically informed about the progress made toward achieving the college’s strategic priorities and goals.	73.3%	86%	79.7%	NA*	88%
My employee council (faculty, administrative, or support staff) is represented in the college’s strategic planning process.	82%	78.9%	76%	NA*	93%
I feel that I have a voice in the college decision-making process through my representative council.	61.4%	70%	66%	79%	73%
My council representative shares information with me or my council about decisions announced at college council meetings.	74.8%	84%	70.2%	91%	88%
Response rate	55%	64%	74%	73%	72%

The rate of response for the employee satisfaction survey has improved over the span of the last eight years, increasing by almost 20% between 2015 and 2023 (from 55% to ~73%). This improvement is due, in part, to the concerted efforts of the institutional research office to remind employees about the survey and underscore the importance of completing it. The FY 2021 survey was conducted during the pandemic shutdown; therefore, some statements were temporarily removed to include items more directly related to the specific concerns of the national emergency. Also, increases in satisfaction for some of the items were likely a result of the extraordinary communication from all areas of the college.

Excluding the FY 2021 survey, items related to governance and leadership show a high degree of satisfaction and an upward trend. As noted in the employee survey, the qualitative data in the form of comments provided by employees are shared with the ELT and the college council and is posted on the institutional research SharePoint site, which is accessible to all employees. Dr. Casey is working with the ELT to review qualitative data from the survey and to determine further actions in response to comments and to set benchmarks for the 2025 administration.

The bylaws and COMAR make no official provisions for the evaluation of the board of trustees; however, since FY 2007, the board of trustees has completed a bi-annual self-evaluation of its processes and functions. The self-evaluation addresses such topics as the functioning of the board; future direction of the college; board oversight of the college's operational functions and financial health; and the performance of the president and senior staff. The results of this evaluation are on file in the office of the president. The president and board approved the self-assessment policy for the board of trustees and the president and updated the self-assessment administered to the board in June 2024. The president's evaluation was completed June 17, 2024. The results of the assessments were presented at the fall 2024 board retreat. The results are used to develop the board's goals for next year.

The ELT regularly collects and reviews assessment data from employee and student satisfaction surveys and other sources. Dr. Hoy regularly met with councils for feedback and to share information in his time as president, and Dr. Casey continues this tradition. Informal assessment is also conducted through opportunities for discussions with different groups of campus stakeholders. In fall of 2023, Dr. Casey began holding "town hall" meetings, alongside the ELT, where faculty, staff and administrators can provide feedback. During her first 150 days, she met with more than 2,000 people including campus employees; current, former and prospective students; leadership from Wicomico, Worcester and Somerset counties; leaders of business and industry; state leadership; and local philanthropic and community organizations. She invited all employees to complete a SWOT analysis for which they could provide feedback in a form or meet with her individually or in a group.

Casey used the results of the listening sessions, the SWOT analyses, the 2023 employee satisfaction survey and conversations with stakeholders in preparation for her all-staff presentation (ST7.46) in September 2023 and in developing the Building Momentum (ST7.47) flyer, published after her first 150 days as president. These informal assessments revealed three themes that contribute to our collective vision of being a dynamic leader partnering with our diverse communities to develop a world-class workforce. These themes — sharing Wor-Wic's one-college model of credit and continuing education, focusing on student success and belonging, and strengthening our community value proposition — are being discussed in town hall meetings, department meetings and community forums and are being used to help inform the next steps for future visioning the direction of the college.

STRENGTHS:

- Town halls and opportunities for communication, discussion and feedback
- Supportive, engaged college leadership
- Effective hiring process ensuring candidates have the appropriate and relevant credentials and experience to match the the job description
- Leadership development institute provides professional development to mid-level administrators and faculty to gain leadership skills and knowledge and to provide holistic view of college functions

OPPORTUNITIES:

- Investigating and developing employee retention plans
- Improving communication related to committee and campus group activities and opportunities
- Building student leadership opportunities through curricular and co-curricular activities