



# Environmental Scan Summary 2025

Prepared by:



# Table of Contents

Environmental Scan Overview	1
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Stakeholder Survey	2
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Focus Groups	17
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Community Data	22
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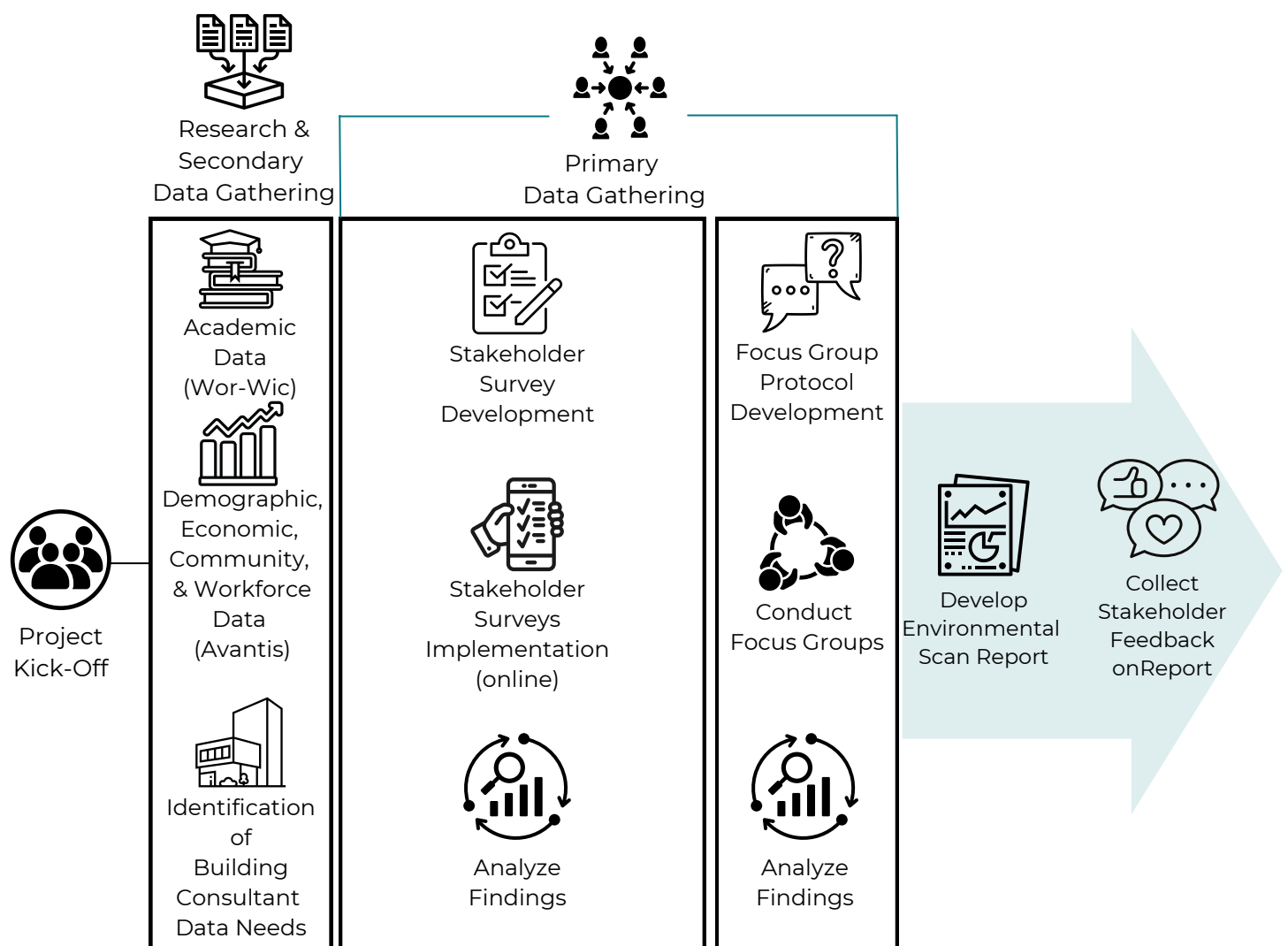
Wor-Wic Data	39
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# ENVIRONMENTAL SCAN OVERVIEW

Wor-Wic Community College (Wor-Wic) conducted an extensive environmental scan to inform its planning and decision making. The environmental scan will assist in identifying trends, opportunities, and challenges that can influence Wor-Wic's future direction. This process will allow Wor-Wic to proactively respond to changing conditions. The process involved multiple phases and engaged a broad scope of stakeholders to ensure a complete and comprehensive understanding of the themes, topics, and ideas that emerged. An overview of the process is depicted below.

## Environmental Scan Process Map



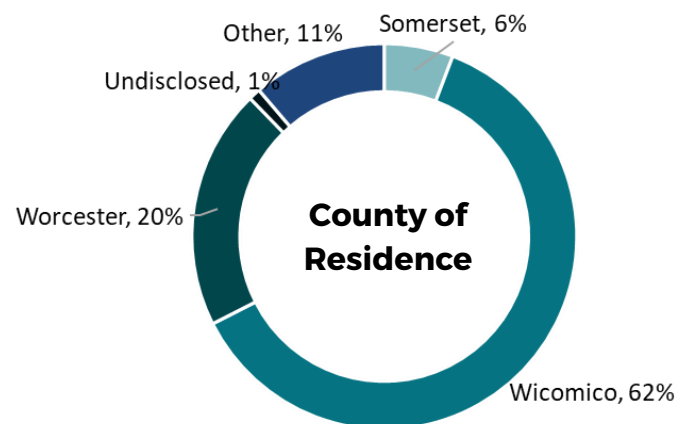
# STAKEHOLDER SURVEY

As part of the environmental scan, a community-wide stakeholder online survey was conducted. The survey was open from October 15, 2024 through December 6, 2024. The survey was widely promoted through campus communications, the website, and social media. Various community partners also helped to promote the survey and encourage participation. A total of 1,005 responses were received from a wide variety of stakeholders. This report summarizes the key themes and sub-themes identified through their responses.

## SURVEY RESPONDENT OVERVIEW

Relationship	Percent
Current Wor-Wic student	28.2%
Wor-Wic graduate or former student	34.6%
Wor-Wic support staff	5.2%
Wor-Wic faculty	6.5%
Wor-Wic administrator	6.1%
Wor-Wic trustee or foundation board member	0.4%
Area employer or industry representative	5.6%
Elected official	0.7%
Community partner organization representative	6.6%
PreK-12 education system representative	2.1%
Postsecondary education system representative (other than Wor-Wic)	1.7%
Relationship with Wor-Wic - Other (please describe):	2.2%

Other classifications were identified as parent of a student, visitor, community member, and former staff or faculty.



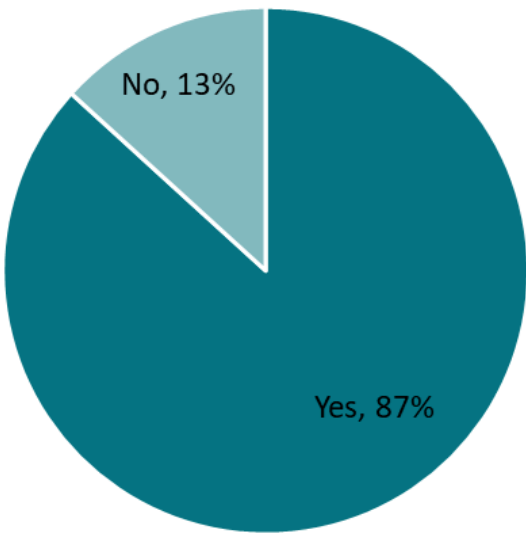
Of those indicating “other,” 17 additional counties of residence were identified throughout Maryland, Delaware, Virginia, and Pennsylvania. The most frequently identified counties were:

- Sussex County, DE
- Dorchester County, MD
- Talbot County, MD
- Accomack County, VA

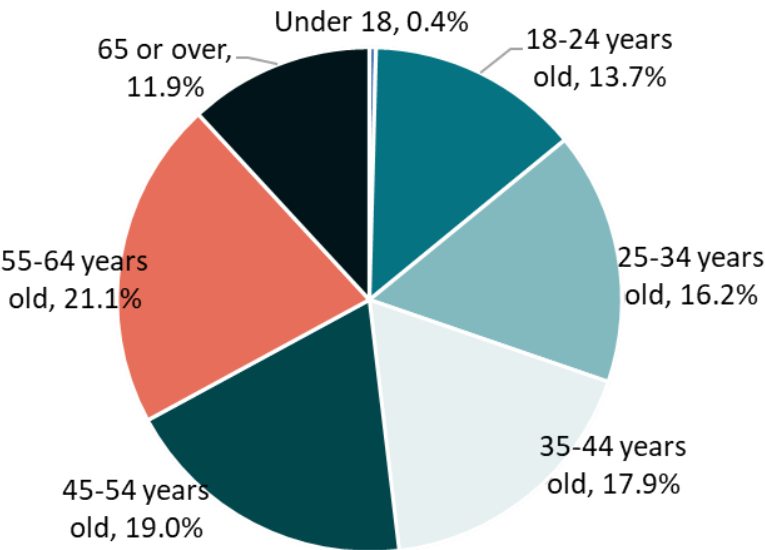
*Response distributions presented are based on the total number responses received for the given question. Non-responses are excluded unless specifically noted.*

# SURVEY RESPONDENT OVERVIEW

Is English your first language?



Respondent Age

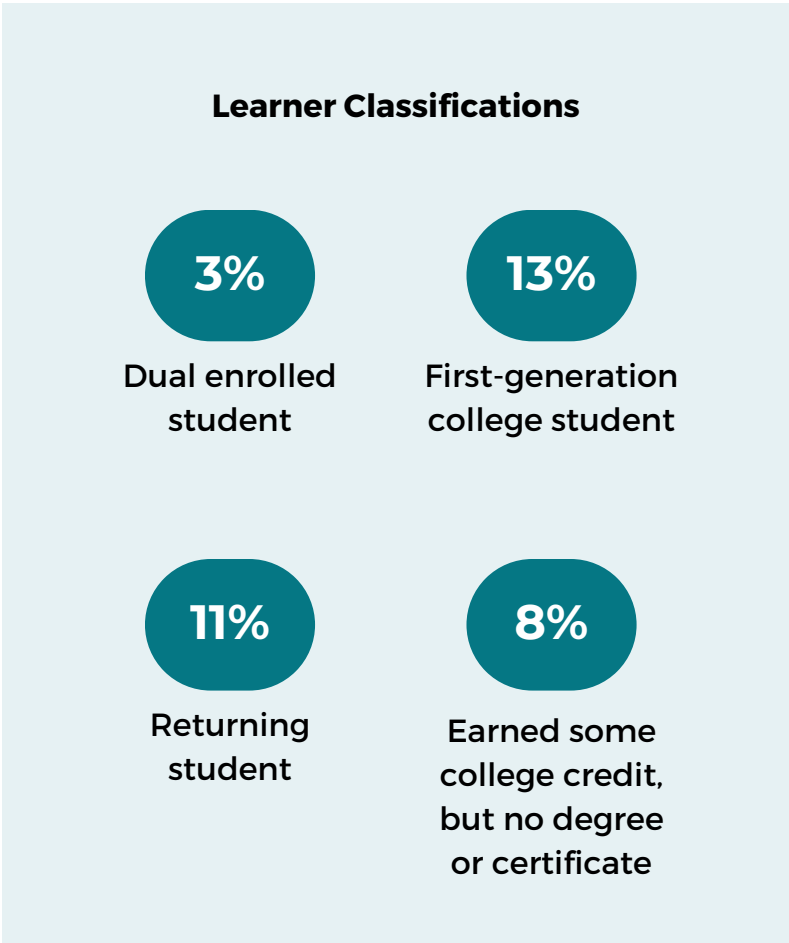


Race or Ethnicity

Race or Ethnicity	Percent
White or European	45.1%
American Indian or Alaska Native	1.2%
East Asian	0.7%
Southeast Asian	0.7%
South Asian	0.7%
Central Asian	ND
Black or African American	14.3%
Afro-Caribbean	1.8%
African	ND
Hispanic or Latino/a	3.4%
Middle Eastern or North African	ND
Polynesian	ND
Micronesian	ND
Melanesian	ND
Prefer not to say	2.8%
Undisclosed	27.5%

Respondents could select more than one race or ethnicity. Data is not disclosed (ND) for categories that do not meet minimum reporting thresholds.

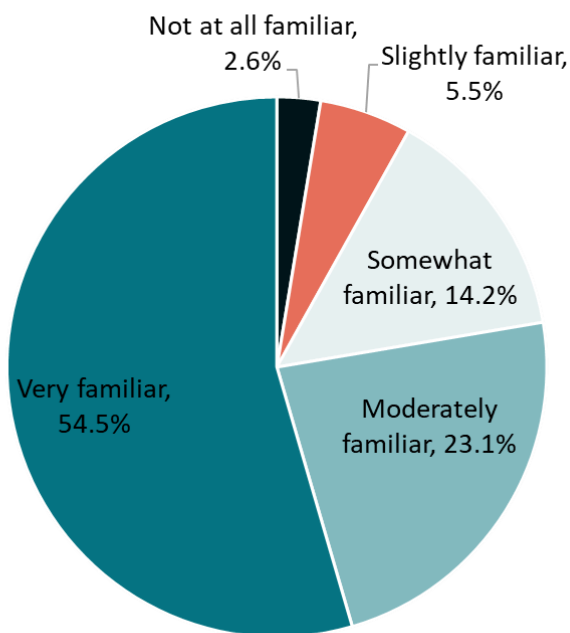
Learner Classifications



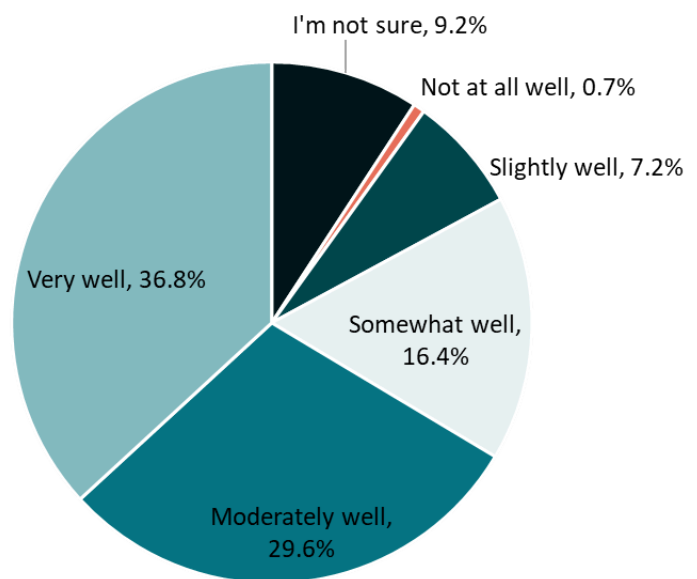
# PERCEPTIONS OF WOR-WIC

Respondents were asked to provide their perceptions on a variety of facets of Wor-Wic. Just under 78% of respondents are moderately or very familiar with Wor-Wic. Overall, perceptions of Wor-Wic are very positive. Over 58% of respondents are highly or extremely likely to explore a degree or class at Wor-Wic and over 77% feel that Wor-Wic has a very good or excellent reputation. Overall, 66% of respondents feel that Wor-Wic engages with and contributes to the community “moderately” or “very well.” With just under 37% indicating “very well,” there is room for improvement in this area with suggested opportunities detailed in subsequent sections of this report.

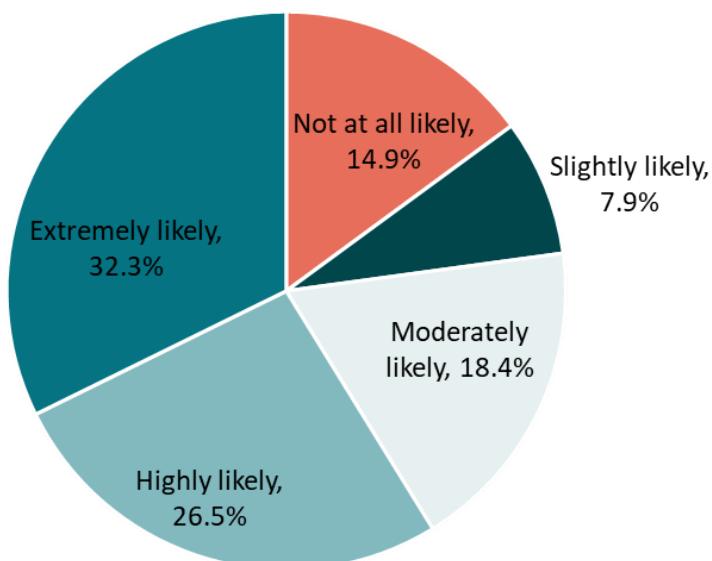
**Level of Familiarity with Wor-Wic**



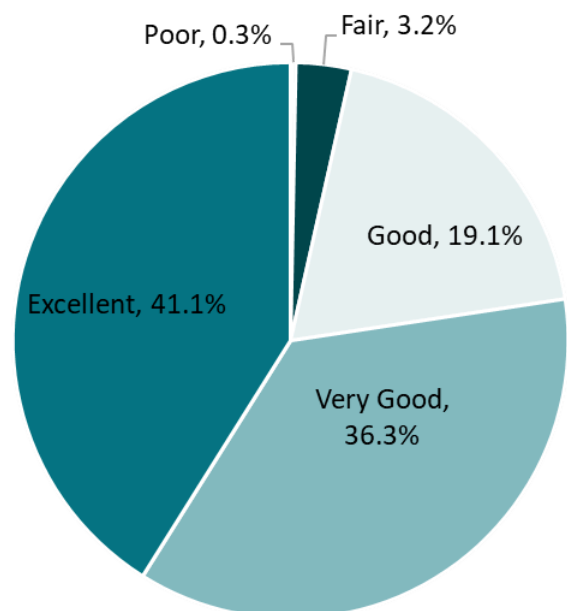
**Wor-Wic engages with and contributes to the local community:**



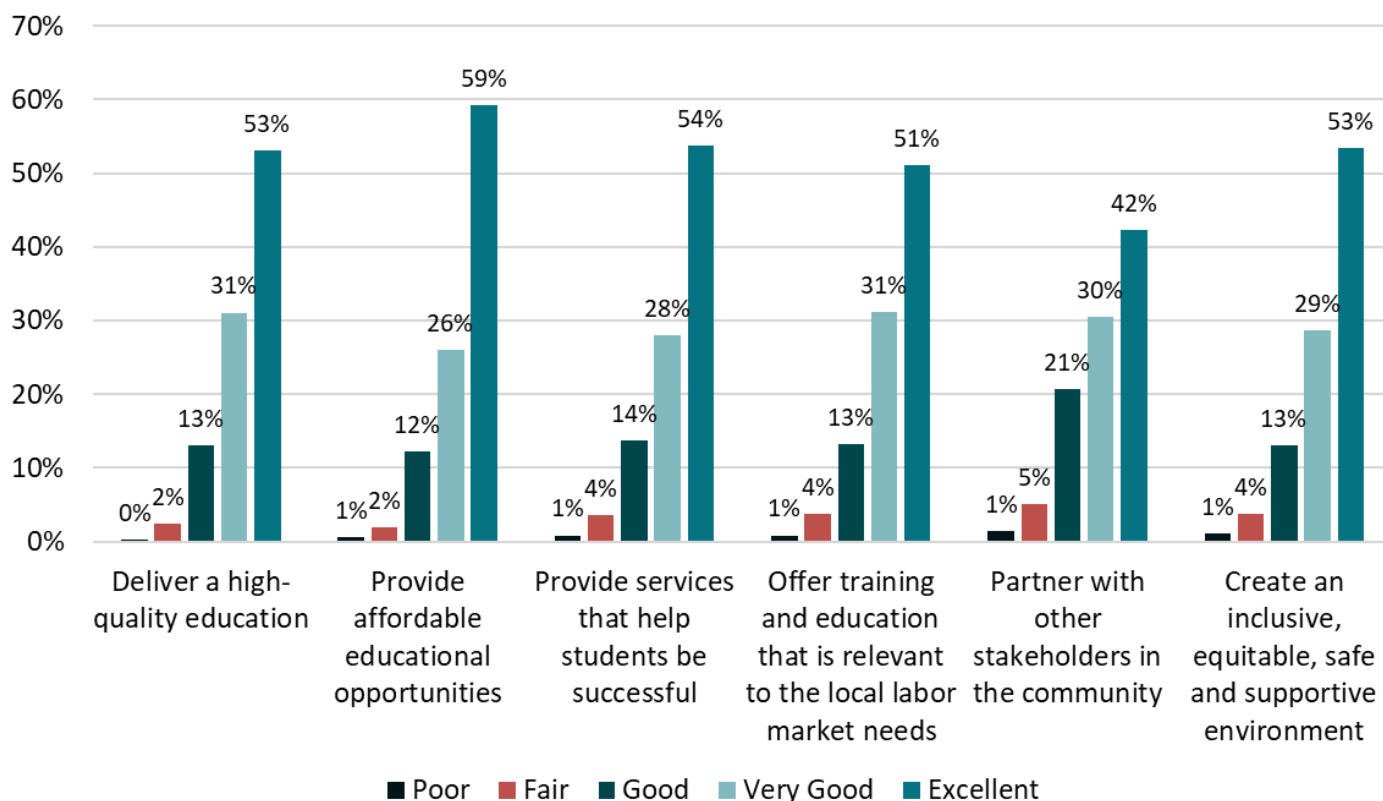
**Likelihood of exploring a degree or class at Wor-Wic:**



**Reputation of Wor-Wic:**



# PERCEPTIONS OF WOR-WIC



## Percent of Respondent Ratings of Very Good or Excellent

**84.1%**

Deliver a high-quality education

**85.2%**

Provide affordable educational opportunities

**81.8%**

Provide services that help students be successful

**82.2%**

Offer training and education that is relevant to the local labor market needs

**72.8%**

Partner with other stakeholders in the community

**82.1%**

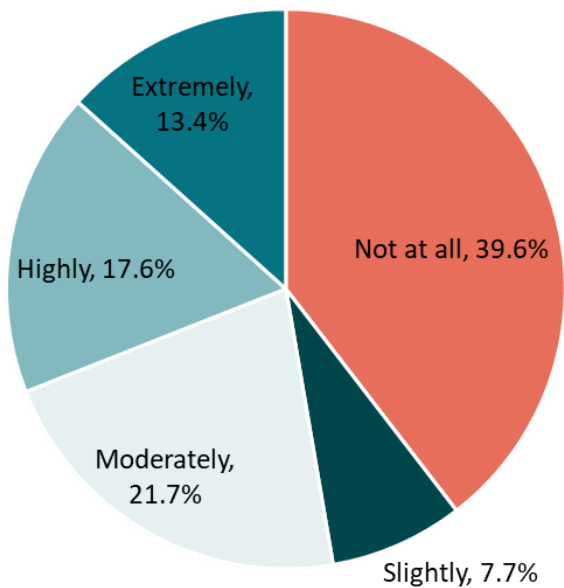
Create an inclusive, equitable, safe and supportive environment

# ATHLETICS AT WOR-WIC

Stakeholders were asked to indicate the degree to which the availability of athletic sports at Wor-Wic would influence their decision to attend or encourage others to attend. The level of interest in specific athletic programs was also gathered. Of all respondents, 31% feel the availability of sports would have an extreme or high degree of influence on their decision while just under 40% would not be influenced at all. Of current and former students, just over 32% would be extremely or highly influenced by the availability of sports and just under 41% would not be influenced at all.

To what degree would the availability of athletic sports at Wor-Wic influence your decision to attend or encourage others to attend?

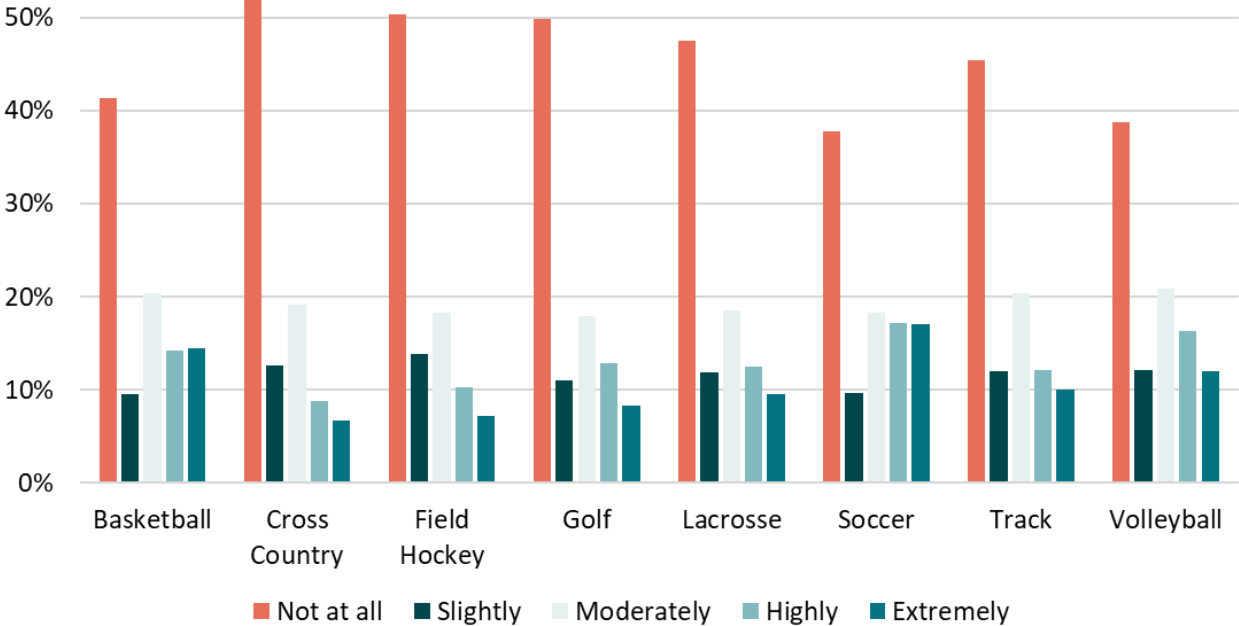
## Summary of All Responses



Weighted Average Influence Score by Sport  
(1 = Not at all; 5 = Extremely)

Sport	Score
Soccer	2.7
Basketball	2.5
Volleyball	2.5
Track	2.3
Golf	2.2
Lacrosse	2.2
Field Hockey	2.1
Cross Country	2.0

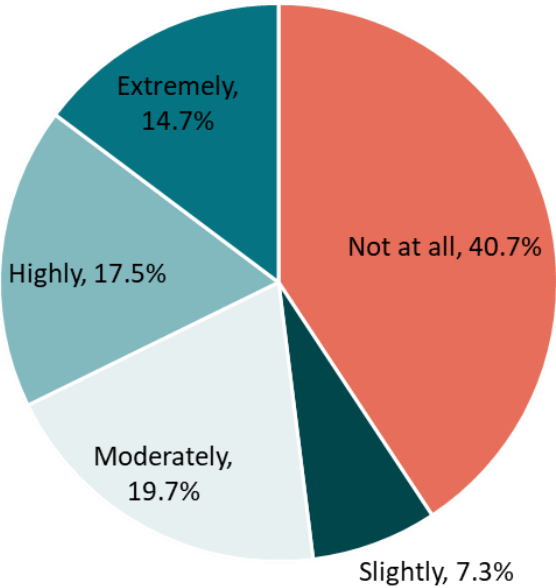
## Response Distribution by Sport





# ATHLETICS AT WOR-WIC

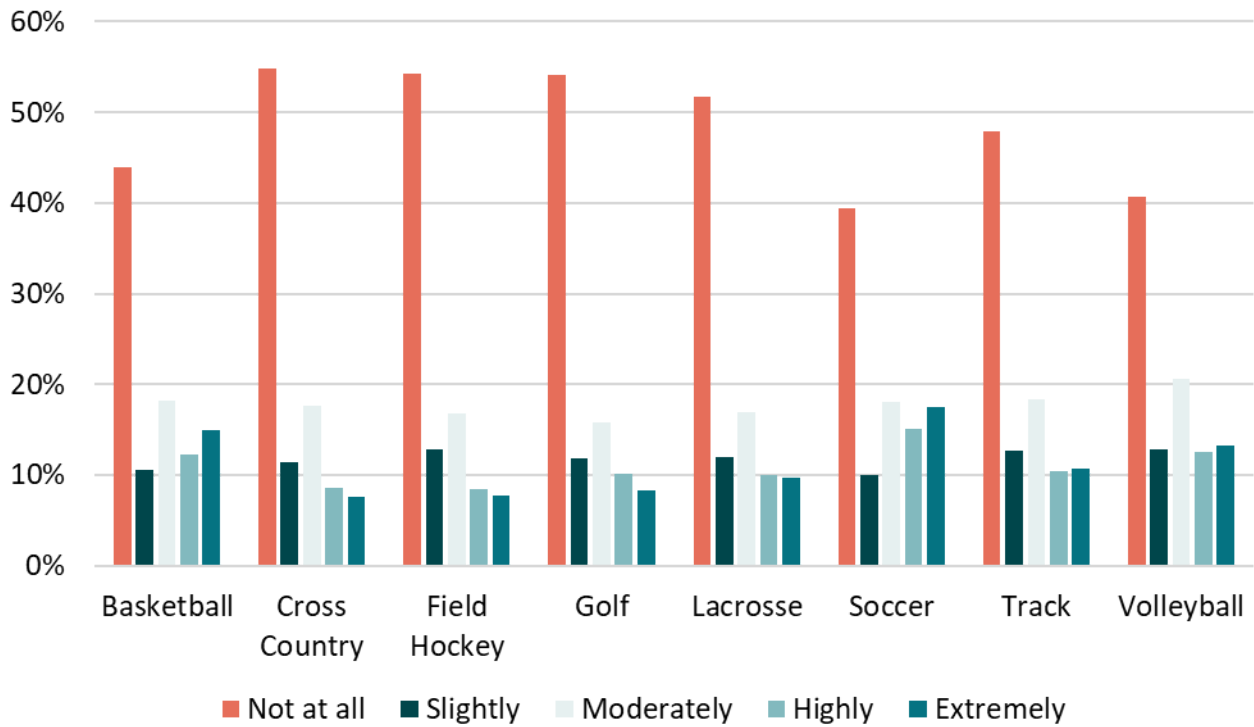
## Summary of Responses From Current and Former Students Only



Weighted Average Influence Score by Sport  
(1 = Not at all; 5 = Extremely)

Sport	Score
Soccer	2.6
Basketball	2.4
Volleyball	2.4
Track	2.2
Golf	2.1
Lacrosse	2.1
Field Hockey	2.0
Basketball	2.0

Response Distribution by Sport



Baseball and softball were identified by respondents throughout the open-ended survey questions as sports programs that are likely to draw from local high school programs.

# OPERATING ENVIRONMENT

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Stakeholders were asked to provide input on several key areas of the Wor-Wic's internal and external operating environment. Questions were open-ended, allowing respondents to provide input in their own words, unconstrained by any parameters. Responses provided rich insights from different perspectives. The responses to each question were thematically analyzed. The top ten themes are summarized in this report and presented in descending order of frequency for each question. Within each thematic area, frequently cited sub-themes are also identified.

## **Stakeholders were asked to answer the following open-ended questions:**

- What can Wor-Wic do to better prepare students for jobs available now and jobs of the future?
- What emerging academic/career programs would most benefit students?
- What are the key strengths of Wor-Wic Community College?
- What are the greatest challenges and/or threats that would prevent Wor-Wic from achieving its full potential in the next three to five years?
- From your perspective, what are the most pressing trends that Wor-Wic should consider in its planning and decision-making over the coming years?
- Do you have any suggestions for how Wor-Wic can improve its outreach or offerings to better serve our community and students?
- Are there any unique attributes or offerings that you associate with Wor-Wic compared to other colleges?

# PREPARING STUDENTS FOR JOBS

What can Wor-Wic do to better prepare students for jobs available now and jobs of the future?

Provide Experiential Learning Opportunities

Internships, externships, apprenticeships, job shadowing, field work, simulation and hands-on learning in the classroom, industry guest speakers

Diversify & Expand Academic offerings

Arts, accounting, concentrations under General Education, nonprofit training, bridge programs for high school juniors and seniors, expand health programs, expand skill-based certificates

Focus on Employment

Focus programs and courses on local job market and job requirements, demonstrate pathways from programs to careers, connect students to local jobs

Bolster Student Support Services

Advising, career preparation, accommodations for students with disabilities, career counseling, tutoring

Develop Students' Soft Skills

Communication (written and oral), problem-solving, critical thinking, time management, professionalism, teamwork

Expand Outreach and Marketing

To all middle and high schools; recruiters for continuing education programs; alumni association; updated, widespread, and translated marketing materials

Grow Continuing Education & Workforce Development

Add more technical and vocational programs, certifications, micro-credentials, upskilling and reskilling

Build Partnerships

With local, national, and international employers; with public and private schools; to support internships, apprenticeships, and job placements

Enhance Accessibility

Expand flexible learning formats, bilingual classes, offer more evening and weekend courses, increase frequency of course circulation, improve ease of registering

Keep up with Technology

Ensure technology is up-to-date on campus, integrate new technologies in curriculum, offer additional courses and certificates in technology, teach students the responsible and ethical use of new technologies

# EMERGING ACADEMIC/CAREER PROGRAMS

What emerging academic/career programs would most benefit students?

## Computer Science and Technology

Computer science and programming; information technology and cybersecurity; artificial intelligence, machine learning, and data science; engineering and design technologies; digital media and game development; geospatial and mapping technologies

## Healthcare

Clinical healthcare, dental and vision care, medical technology and imaging, medical support and allied health, pharmaceutical and alternative medicine, healthcare administration and informatics

## Continuing Education & Workforce Development

Automotive, marine and heavy equipment technologies, construction and skills trades, electrical and mechanical trades, manufacturing and industrial trades, landscaping and outdoor trades, aesthetics, hospitality and culinary, veterinary medicine

## Business

Accounting and tax preparation, entrepreneurship and business development, strategy, ethics, financial management, human resources, insurance, marketing and social media marketing, management, project management

## Social Sciences

Communications, criminal justice, law and legal education, media, philosophy, political science, psychology, social work, counseling

## Arts & Humanities

English language, broadcasting, journalism, news media, digital arts and graphic design, fine arts, history, public relations, interior design

## Natural Sciences

Biology, environmental sciences, energy and green energy, marine and coastal sciences, natural resources, sustainability, stormwater management, wastewater management certificate

## Emergency Services

Police training, fire services, emergency medical services, emergency management, emergency care trainings (CPR, first aid)

## Engineering

Civil, electrical, mechanical, aerospace, dual enrollment and transfer programs

## Agriculture

Farming, forestry, aquaculture, horticulture, urban and sustainable food production, gardening

# WOR-WIC'S KEY STRENGTHS

What are the key strengths of Wor-Wic Community College?

Affordability

Cost; scholarships and financial aid

Accessibility

Location, education for all, availability of courses, scheduling of courses

Student Support

Supportive and student-centered faculty and staff, advising, tutoring, availability of resources, individualized support

Stakeholder Engagement

Community involvement, partnerships, collaboration, outreach, alumni network

Campus and Facilities

Beautiful, safe, secure, well-maintained, technology, atmosphere, specialized facilities

Educational Excellence

Quality education, rigor, up-to-date curriculum

Academic Variety

Range of courses and programs, credit and non-credit options

Campus Climate

Sense of community, welcoming, inclusive, personable

Relevance

Career-oriented, programs support employability, industry-specific training

Learning Environment

Small class sizes, student/teacher ratios, personalized support, classroom and online resources

# CHALLENGES AND THREATS TO SUCCESS

What are the greatest challenges and/or threats that would prevent Wor-Wic from achieving its full potential in the next three to five years?

## Funding and Financial Management

Federal, state, and local budget cuts; grants; budgeting

## Student Barriers

Transportation, affordability, language barriers, housing, childcare availability, mental health, learning disabilities and delays, student preparedness out of high school

## Human Resources

Employee attraction and retention, insufficient staffing, lack of diversity in leadership, inconsistent faculty quality, employee morale, interdepartmental collaboration, internal conflict

## Economic Factors

Inflation, rising costs for the college and students, local labor market changes, globalization

## Competition

Online colleges, four-year institutions

## Academic Program Limitations

Limitations in course and program availability, balancing online and in-person instruction, reduced academic rigor, scheduling to accommodate working adults

## Student Attraction & Retention

Declining interest in higher education, student retention and completion, lack of athletics, awareness

## Social Factors

Demographic shifts, outmigration of college-aged students, perceived value of higher education, population health crises/pandemic, loss of community engagement and support

## Adaptability

Slow to adapt, complacency, resistance to change, openness to feedback

## Political Factors

Political interference in education, new federal administration, legislation and regulation

# TRENDS IN THE OPERATING ENVIRONMENT

From your perspective, what are the most pressing trends that Wor-Wic should consider in its planning and decision-making over the coming years?

## Industry Trends

Labor market trends, changing work environments, shifting demands for goods and services, globalization, demand for skilled trades, hiring practices (credentials vs degrees)

## Advancements in Technology

Impacts on learning, curriculum, and operations (AI, cybersecurity, virtual reality, online learning)

## Student Support Needs

Students with disabilities, student preparedness, language barriers, support toward degree completion, wrap-around services (transportation, childcare, mental health, medical needs, food and housing insecurity)

## Flexible and Engaging Learning Pathways

Course and program expansion; short-term, marketable programs; micro-credentials and certifications; experiential learning; enhancing connection with online learners; pathways from non-credit to credit

## Athletics

Interest in clubs, intramural sports, NCAA sports in college selection decisions

## Economic Trends

Inflation, funding, maintaining affordability, student financial need, employee attraction and retention (competitive pay)

## Marketing and Outreach

Digital presence, relatability to students of all ages, geographic reach, reinforcing trust within the community

## Demographic Trends

Aging population, outmigration, growing immigrant and English language learner (ELL) populations, enrollment fluctuations

## Facility Needs

Lab spaces, maintenance, smart growth, universal design, building technology, facilities to support athletics

## Diversity, Equity, & Inclusion

Hiring practices, services to meet diverse populations, creating inclusivity and a sense of belonging, language and cultural sensitivity

# OPPORTUNITIES FOR IMPROVEMENT

**Do you have any suggestions for how Wor-Wic can improve its outreach or offerings to better serve our community and students?**

## OUTREACH

Respondents identified a variety of stakeholder groups to target for additional outreach, suggestions for how outreach can be improved, and desired outcomes of the outreach efforts.

### WHO

- Middle and high schools (educators, counselors, students, parents)
- Local employers throughout all industries
- Community organizations
- General public
- Senior community
- Neighboring geographies
- Immigrant communities
- Underserved communities
- Boards of Education

### HOW

- Dedicated, diverse outreach staff
- Engage alumni and student ambassadors
- Collaborative outreach (non-credit and credit)
- Mobile outreach
- Regular needs assessments
- College and career fairs
- Bring people and events to campus (campus tours, open houses, etc.)
- Expand, update, and translate marketing materials
- Enhance digital presence (social media, website)
- Engage community members in programs (workshops, seminars, open houses, etc.)
- Increase presence at culturally diverse community events
- Continue to build partnerships (community organizations, nonprofits, out-of-state colleges)
- Employ data-driven strategies including use of CRM

## DESIRED OUTCOMES

- Student recruitment
- Employment: internships, apprenticeships, job placements
- Expanded articulation agreements



# OPPORTUNITIES FOR IMPROVEMENT

Do you have any suggestions for how Wor-Wic can improve its outreach or offerings to better serve our community and students?

## OFFERINGS

Respondents identified several key areas for new or expanded offerings.

### Courses & Programs

Arts, languages, skilled trades, seminars on skills for student success, non-profit and grant writing courses, greater program variety, entrepreneurship and small business support, credentials (certificates and micro-credentials), more/free ESL courses, workforce development courses for local employers, life skills courses

### Flexible Learning Options

More online and evening courses for more subjects, short-form and weekend courses, both 4-day per week and 2-day per week course options

### College & Campus Resources

Student housing (on- and off-campus), dining options, transportation (for traditional and dual enrolled students), on-campus nurse's office, drop-in childcare

### Student Activities

Athletics and intramural sports, clubs, extracurriculars, volunteer opportunities, on-campus activities

### Targeted Offerings

More courses for senior citizens (including at satellite locations), increased dual enrollment opportunities

### Student Support Services

Support for students with disabilities and learning differences, translation services, financial aid, scholarships, and grant programs, success coaches, expanded hours of support, employment support (internships, post-graduation employment)

### Learning Pathways & Transfer Opportunities

Improved articulation with technical schools; credit for prior learning; reciprocal in-county tuition agreements with other local community college for programs not offered; pathways for homeschooled students

### Satellite Locations

In Worcester and Somerset Counties; within local technical high schools

# UNIQUE ATTRIBUTES OF WOR-WIC

Are there any unique attributes or offerings that you associate with Wor-Wic compared to other colleges?

## VALUE

Quality education at an affordable price

## CAMPUS CLIMATE

Sense of community, welcoming atmosphere

## ACADEMIC OFFERINGS

Credit and non-credit programs, dual enrollment

## FACULTY & STFF

Supportive, approachable, caring

## STUDENT SUPPORT

Personalized support in academics and beyond

## CAMPUS & FACILITIES

Small, beautiful, safe, inclusive

## ACCESSIBILITY

College for all, flexible learning options and scheduling

## LOCAL

## STRONG PROGRAMS

Allied health, nursing, skilled trades, academies

## DIVERSITY, EQUITY, & INCLUSION

## RELEVANCE TO LOCAL EMPLOYABILITY

## STUDENT ENGAGEMENT OPPORTUNITIES

Clubs, sports, volunteer activities

## TRANSFERABILITY

## COMMUNITY CONNECTION

Partnerships, community on campus

## OUTCOMES

For students and the community

## LEADERSHIP

Engaged, thoughtful, visionary

# FOCUS GROUP SUMMARY

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A series of focus groups were conducted with Wor-Wic Community College stakeholders, including students, faculty, staff, educational partners, and industry representatives, to further explore key findings that arose in the broader stakeholder survey. In total, 37 individuals participated in the focus groups and provided insights. These conversations reaffirmed the college's deep impact on the local community and highlighted core strengths of the college's mission, the diverse program offerings, and student support. At the same time, participants identified opportunities for growth in areas such as advising, marketing, workforce alignment, technology, equity, and professional development. Key findings from the focus group discussions are highlighted below.

## **Mission-Driven Work in a Supportive Environment**

Across stakeholder groups, a strong sense of community and pride in Wor-Wic emerged as defining elements. Faculty and staff described the college as a mission-driven institution where they feel respected, supported, and treated as a “whole person.” Many employees joined or remained at Wor-Wic due to its positive culture, flexibility, and student-centered ethos. Students echoed this sentiment, describing their experience as welcoming, supportive, and life-changing. Nearly all students cited personal support from compassionate instructors as a key factor in their academic success. For some, Wor-Wic provided a second chance at education and career success after previous hardships.

The college's ability to maintain a nurturing, accessible environment was praised, especially for students who are the first in their families to attend college or those balancing work and family responsibilities. The recent shift toward a guided pathways model and the “one student, one college” approach has improved cross-departmental communication and collaboration.

## **Student Success and Barriers to Access**

Students and staff alike emphasized the significant support services available to students. Students felt that there was almost “nothing they couldn't get help with” and that “there is no excuse for why you can't go to Wor-Wic.” However, they also noted gaps in awareness of available resources and services. Barriers such as transportation, childcare, and accessible course materials and technology disproportionately affect some student groups. Access to affordable summer programs for children of students, financial support for barrier courses (e.g., college literacy, ELL), and basic needs such as food and school supplies were identified areas of need that are often difficult to meet with current funding sources. Access to testing for dual enrollment is also a challenge due to incompatible technology at the high schools and transportation barriers. Improving access to testing would help to address this need.

Technology, both on and off campus, is a recurring concern across stakeholder groups. Students and employees reported inconsistent Wi-Fi on campus, challenges with software integration, the use of multiple similar systems, outdated classroom equipment, and

limited tech training. The lack of a single sign-on for all student types (credit and non-credit) and difficult online registration complicates the student experience. Faculty and students both highlighted issues with Blackboard (including functionality and accessibility), advocating for better training and potentially a transition to a more user-friendly learning management system with direct input from faculty in the selection decision.

Diverse levels of digital literacy among the student population further complicate the learning experience. There are calls for more accessible course materials (e.g., audio textbooks) and classroom technology (e.g., live closed captioning on presentations) along with multilingual communications (particularly Spanish and Haitian Creole) to better meet the needs of the college's increasingly diverse student population. Second-language learners may also need more support with navigating college processes like financial aid and course registration. For students, campus communication methods should meet them where they are.

While Wor-Wic offers numerous pathways to academic and career success, students and partners stressed the need for more clearly defined and seamless transitions into trades or four-year institutions. Flexible learning pathways that can result in either career readiness or transfer upon completion would support student success and options.

### **Educational Partnerships and Advising Challenges**

Wor-Wic is seen as a responsive, accessible, and valuable partner by both high schools and four-year institutions. Community college is viewed as an essential component of the education landscape providing a broad population of learners with opportunities for educational success. Strong dual enrollment programs and tuition-free transfer pathways have opened doors for many local students. However, advising remains a key challenge across the educational pipeline. Some students arrive at transfer institutions with courses that do not align with their intended degree program or career goals which can delay graduation and exhaust financial aid.

Earlier and more integrated advising between Wor-Wic and four-year institutions is needed to prevent course mismatches and support efficient degree completion. The ability of four-year institutions to interview prospective transfer students and coordinate advising efforts is one recommended strategy. Advising for dual enrolled students also poses a challenge with opportunities for further education of high school counselors and department heads to ensure advising recommendations align with both high school and Wor-Wic policies and deadlines.

More equitable access and opportunity for dual enrollment options at high schools throughout the region are desired. Current credential requirements for dual enrollment instructors, which include a masters degree within the respective subject matter, pose a challenges for instructor recruitment and availability.

### **Workforce Alignment and Industry Engagement**

Employers praised Wor-Wic's role in preparing career-ready graduates and expressed satisfaction with existing partnerships. Wor-Wic was commended as an attentive and responsive partner. Employers noted the strengths of existing programs while expressing concerns about the lack of awareness in the region for all that Wor-Wic does and can offer.

However, the college is urged to take a more proactive and customized approach to workforce development. Suggestions included conducting regular needs assessments, further engaging industry in program design, and delivering customized training directly at employer sites through mobile units or online platforms. Employers stressed the importance of making partnerships easy and efficient - tailoring programs quickly, being responsive, and minimizing reporting burdens. Direct outreach to employers with regular on-site visits to explore customized training needs is critical to this process. Educating employers about relevant training and providing them the materials and tools to cross-promote Wor-Wic to employees could enhance partnerships and awareness.

Soft skills development, foundational math and English skills, and technology integration (including AI and robotics) are seen as critical for modern workforce readiness and industry testing requirements. Programs that integrate life skills, professional conduct, and industry-specific certification into the existing curriculum would provide added value.

Faculty cited positive feedback from past students and employer partners regarding the preparedness of employees and the quality of education. They also noted some gaps in partnerships with certain industries (e.g., large utility companies) that could support program development if established. The Program Advisory Committees (PACs) are valuable to program development and continuous improvement efforts.

### **Faculty and Staff Development and Retention**

Wor-Wic's faculty and staff value their roles, citing fulfillment in helping students succeed. They do also acknowledge challenges related to compensation, advancement, and staffing. Compensation for lower-level positions struggles to compete with the local job market. Many employees noted accepting a lower salary in exchange for the mission, culture, and work-life balance provided by of the college. Although benefits, especially healthcare, are considered excellent, they could be better marketed to support recruitment efforts.

Career ladders are inconsistent, particularly in smaller departments. Employees want clearer promotion pathways, recognition of advanced degrees, and more structured professional development. Faculty highlighted a need for equitable distribution of teaching loads, course-release time for leadership roles, and better integration between instructional advising and course scheduling. Suggestions for retention include onboarding new hires at appropriate ranks, simplifying progression processes, and increasing faculty diversity to better match and enhance the connection with the student body they serve.

## FOCUS GROUP SUMMARY

There is a desire for consistent onboarding practices and greater investment in training with areas of note including instructional delivery, accessibility, and supporting students with disabilities. Training is often delivered in-house due to limited funding, and no common time exists for all faculty and staff to attend professional development sessions. A proposed solution is to record all trainings and develop an on-demand learning library with certificates of completion. Another suggestion is to develop a “black out” period where no classes or regular meetings are scheduled to provide a common time for campus-wide training.

### **Marketing, Outreach, and Visibility**

Marketing emerged as a high-priority concern. While Wor-Wic was praised the wide breadth and good quality of its programs and student support, stakeholders across the board feel that the community at-large is generally unaware of the scope of what Wor-Wic offers. In general, there is a desire for marketing to feel more energetic and make college exciting. A noted weakness of current marketing efforts is the social media presence and the energy of marketing messages. Hiring professional marketers with specialized skills in videography and social media was widely recommended as well as considering paid social media ambassadors who can better relate to the student body.

Some recommendations include: more peer-led content, graduate testimonials, and videos highlighting different industries in the region and “day in the life” videos for various career paths. Outreach should be expanded to more non-traditional avenues and partners where students and parents, including those from underserved communities, congregate within the community. Examples include faith-based organizations, youth organizations, and community centers. Regular on-site presence at high schools and at employer sites should be increased to enhance exposure and visibility. Employer partners noted the benefits of having instructors who speak the “trades language” involved with outreach. While faculty are currently involved in some outreach activities, they are stretched thin and not well-positioned to take on additional marketing efforts.

Internally, policies for requesting and approving marketing materials are seen as inefficient and could be updated to facilitate more responsive outreach. Outreach ambassadors, students or community members trained to promote the college, are another suggested strategy to explore. Parents are often the catalyst for their children’s exploration of different opportunities. As such, marketing should help ensure parents are aware of financial aid options and career pathways available to their children, especially those that differ from the traditional four-year route.

Increased visibility of Wor-Wic can be bolstered by serving as a host site for industry and community meetings and events. Many of these events are held elsewhere in the community currently, not because of Wor-Wic’s facilities but rather because it is not top of mind as a host site. Having a representative out in the community promoting the use of the space and providing information on the available facilities would support this effort.

## FOCUS GROUP SUMMARY

Incorporating Wor-Wic programs, such as catering by the culinary arts program, provides added promotional opportunities. Lastly, the move toward more casual, branded clothing for staff has had a positive impact on the sense of community on campus and increased visibility in the larger community, often sparking organic conversations about the college. As one participant noted, “everybody has a Wor-Wic story” and many are eager to share it. It has also helped to make staff more approachable for students.

### Student Experience

Students expressed pride in their education at Wor-Wic and a desire to share their positive experiences. They really appreciate the industry experience of their instructors and value hands-on, career-focused learning. Many recommend expanding career preparation efforts through more networking events, employer classroom visits, and internship opportunities across programs. Some programs, such as the CDL program, were acknowledged for the extent to which regional employers engage with the program and the subsequent success in job placement, but there does not appear to be a consistent experience across programs. Students also desire involvement in shaping their academic experience, including providing feedback through course and instructor evaluations.

Overall, students welcome the opportunity to be more engaged and active on campus outside of the classroom but are often unaware of the various club, activities, and opportunities to do so. This is true for students taking classes on campus and is exacerbated for students who take course online. Suggestions included expanding club offerings, hosting more family-friendly and inclusive events, and improving accessibility for students with disabilities. Expanded and more engaging promotion of campus life activities is needed.

### Summary

Wor-Wic Community College is viewed as a cornerstone of the community—providing life-changing educational experiences, especially for non-traditional and first-generation students. Stakeholders consistently praised the college’s culture, responsiveness, and commitment to student success. At the same time, they identified actionable opportunities to enhance impact through more proactive advising, equitable professional development, modernized technology, customized workforce-aligned programming, and stronger marketing. By building on its strengths and addressing these challenges head-on, Wor-Wic is well-positioned to meet the evolving needs of its students and regional partners.



# COMMUNITY DATA

This environmental scan provides a comprehensive analysis of the demographic, economic, and workforce trends that shape the tri-county region served by Wor-Wic Community College. Understanding the characteristics and needs of the local population is essential for planning purposes, ensuring the college remains responsive to evolving educational and workforce demands. This section examines key indicators such as population growth, income levels, employment trends, and industry projections, offering valuable insights into the external factors that influence enrollment, program development, and student success.

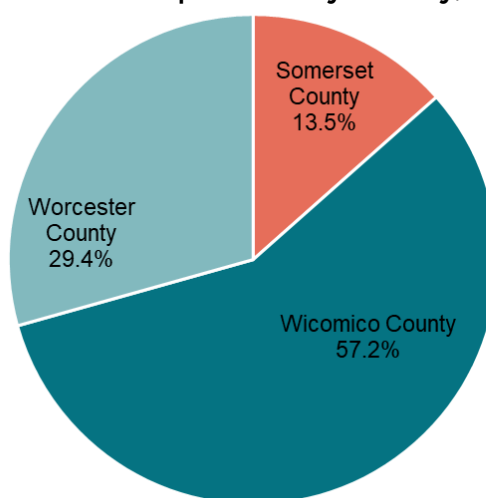
## DEMOGRAPHICS

Within the region, Somerset residents account for 13.5% of the total population, Worcester residents represent 29.4% of the total population, and Wicomico residents account for 57.2% of the total population.

Nearly two thirds of Lower Shore residents are white (65.0%), 24.1% are black or African American, 6.7% are two or more races, 2.0% are Asian, with 2.1% identifying as some other race. Overall, the Lower Shore population is slightly less diverse than the state as a whole. At the state level, Maryland's population is 49.6% white, 29.6% black or African American, 6.5% Asian, 6.5% some other race, 0.4% American Indian and Alaska Native, and 7.4% two or more races.

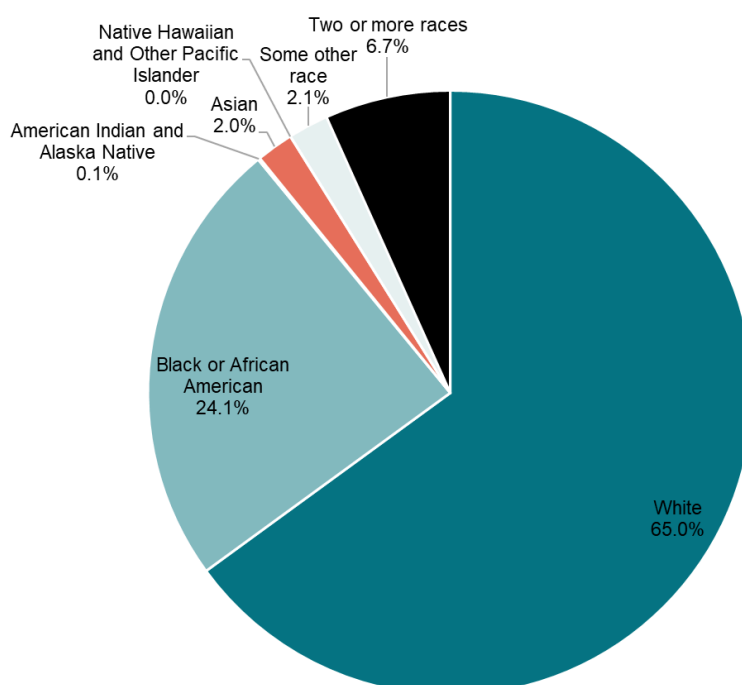
Of the population ages 5 years and over on the Lower Shore, 90% speak only English and 10% speak a language other than English. Of those that speak a language other than English, 57.4% are proficient (speak English "very well") and 42.6% speak English less than "very well." This represents nearly 7,400 residents (4.3% of the total population age 5 years and over) with limited English proficiency, this is an increase of 0.3 percentage points higher than 2019. (Census, 2023)

Lower Shore Population by County, 2025



Source: Maryland Department of Planning

Lower Shore Population by Race, 2023



Source: U.S. Census Bureau, American Community Survey



Lower Shore Population Change, 2019-2023	
	% Change
Total population	1.1%
One race	-3.2%
White	-5.1%
Black or African American	-0.8%
American Indian and Alaska Native	-53.2%
Asian	-12.0%
Native Hawaiian and Other Pacific Islander	-64.0%
Some other race	102.5%
Two or more races	164.4%
Hispanic or Latino (of any race)	28.1%

Source: U.S. Census Bureau, American Community Survey

Between 2019 and 2023, the Lower Shore region experienced a modest population increase of 1.1%. Within this growth are significant shifts within the population's racial and ethnic composition. The number of individuals identifying as "One race" declined by 3.2%, with notable decreases among several racial subgroups including those identifying as white, black or African American, American Indian and Alaska Native, Asian, and Native Hawaiian and Other Pacific Islander. In contrast, the population identifying as "some other race" more than doubled. Even more pronounced was the growth in individuals identifying as "Two or more races," which surged by 164.4%.

Additionally, the Hispanic or Latino population (of any race) grew by 28.1%. These changes suggest increasing racial and ethnic diversity in the region.

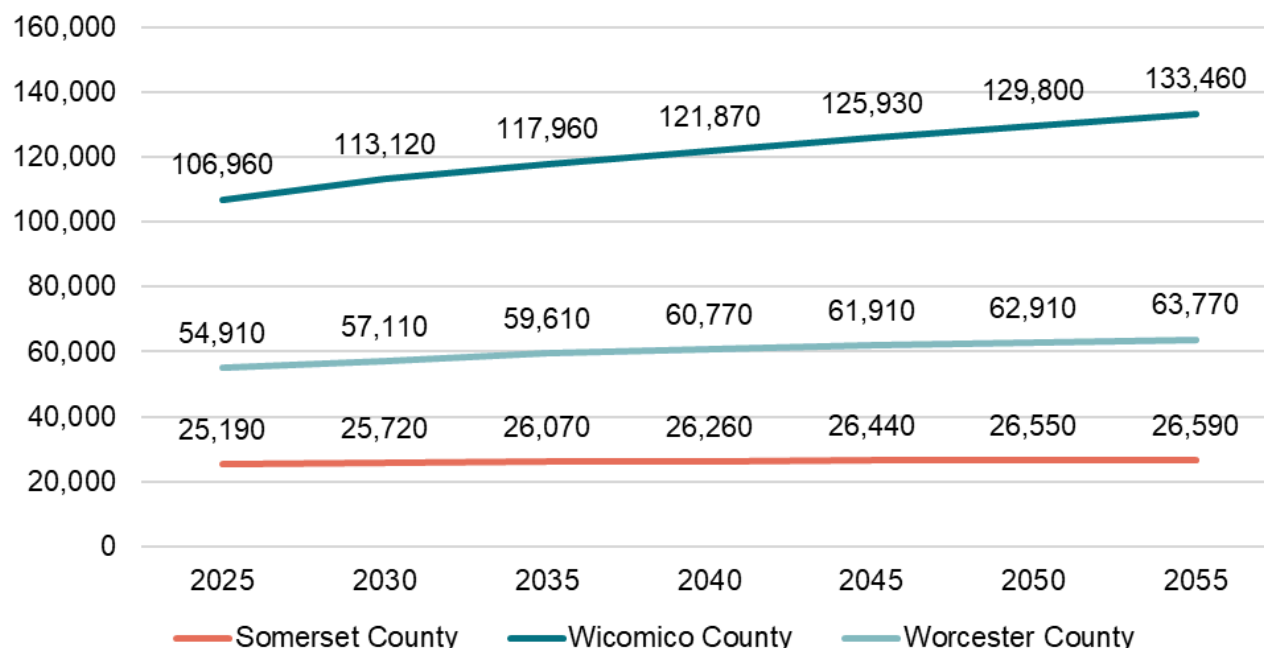
The population of native-born residents on the Lower Shore was flat between 2019 and 2023, while the population of foreign-born residents increased by 10.1%, in line with the state growth rate. Of the foreign-born resident population in 2023, approximately 42.2% were naturalized U.S. citizens while the other 57.8% were not U.S. citizens. The source of increasing diversity on the Lower Shore is more concentrated than that at the state level with the fastest growing foreign-born resident populations coming from Latin America, Africa, and Europe.

Population Projections

Overall, population growth on the Lower Shore is projected to outpace that of the state in the coming decades. Between 2025 and 2045 the projected population growth rate in the region is 14.6% compared to 11.6% for Maryland. Wicomico County's population is projected to grow by 17.7%, Worcester County by 12.7%, and Somerset County by 5.0% over that time period.

# DEMOGRAPHICS

Projected Population by County, 2025 - 2055



Source: Maryland Department of Planning

Percent Change in Projected Population by Age, 2025-2045					
Age	Somerset	Wicomico	Worcester	Lower Shore	Maryland
0-4	-0.9%	21.6%	13.1%	16.7%	8.5%
5-9	13.7%	38.3%	19.9%	30.7%	13.1%
10-14	31.8%	42.1%	24.6%	36.0%	9.8%
15-19	12.1%	13.9%	15.2%	13.9%	10.0%
20-24	11.7%	2.3%	8.7%	5.4%	10.9%
25-34	-7.8%	1.6%	12.2%	2.5%	1.4%
35-44	19.2%	32.9%	18.4%	27.3%	-0.1%
45-54	16.0%	31.0%	17.8%	25.2%	14.8%
55-64	-12.1%	5.6%	-6.9%	-1.3%	-0.6%
65+	4.3%	13.8%	17.9%	14.3%	27.8%
<b>Total</b>	<b>6.6%</b>	<b>17.7%</b>	<b>12.7%</b>	<b>14.7%</b>	<b>10.1%</b>

Source: Maryland Department of Planning

Red text indicates a growth rate that is lower than the state level; green text indicates growth rate that is higher than the state level.

The projected population growth from 2025 to 2045 also varies significantly by age range. Between 2025 and 2045, the Lower Shore projected population growth rates for residents age 0 to 19 years and 25 to 54 years is higher than that of the state. The resident populations age 20 to 24 years and 55 years and older are projected to grow at a lower rate than the state.

Within the region the age groups with the largest project growth rates are ages 10 to 14 years, ages 5 to 9 years, ages 35 to 44 years, and ages 45 to 54 years.

DEMOGRAPHICS

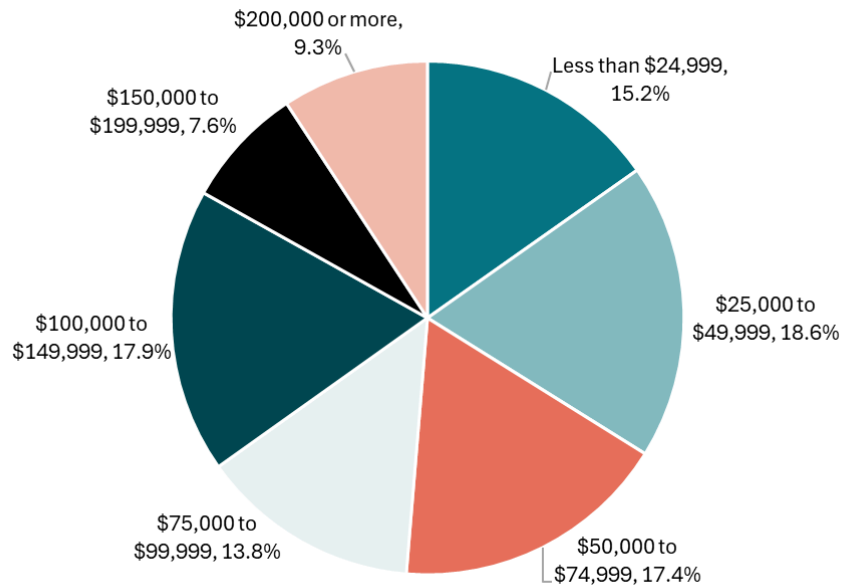
As the population grows, so does the diversity of the region. The portion of the population that is non-Hispanic white population is anticipated to have the lowest growth rate over the next 20 years at 4.4%. The non-Hispanic black and non-Hispanic other populations are projected to grow by 32.7% and 33.9% respectively. The Hispanic population is projected to grow by 33.6% between 2025 and 2045.

Projected Population Change by Race, 2025-2045		
	Lower Shore	Maryland
Total	14.7%	10.1%
Non-Hispanic White	4.4%	-5.4%
Non-Hispanic Black	32.7%	21.3%
Non-Hispanic Other	33.9%	29.4%
Hispanic	33.6%	25.9%

Source: Maryland Department of Planning

The median household income in each of the three Lower Shore counties is significantly less than that of the state. In Maryland, the median household income in 2023 was \$101,652 while in Somerset County it was \$52,462, in Wicomico County it was \$72,861, and in Worcester County it was \$81,455. Approximately one-third (33.9%) of Lower Shore households had household income below \$50K, 31.3% had household income between \$50K and \$100K, and 34.8% had household income of \$100K and above. Per capita income in 2023 was \$26,031 in Somerset County, \$36,856 in Wicomico County, and \$51,620 in Worcester County compared to \$51,689 at the state level.

Lower Shore Population by Income, 2023



Source: U.S. Census Bureau, American Community Survey

Lower Shore Percentage of People with Income Below the Poverty Level in the past 12 months				
	Somerset	Wicomico	Worcester	Maryland
All people	20.1%	14.0%	8.1%	9.3%
Under 18 years	25.7%	16.3%	11.0%	11.5%
18 years and over	18.6%	13.3%	7.5%	8.7%

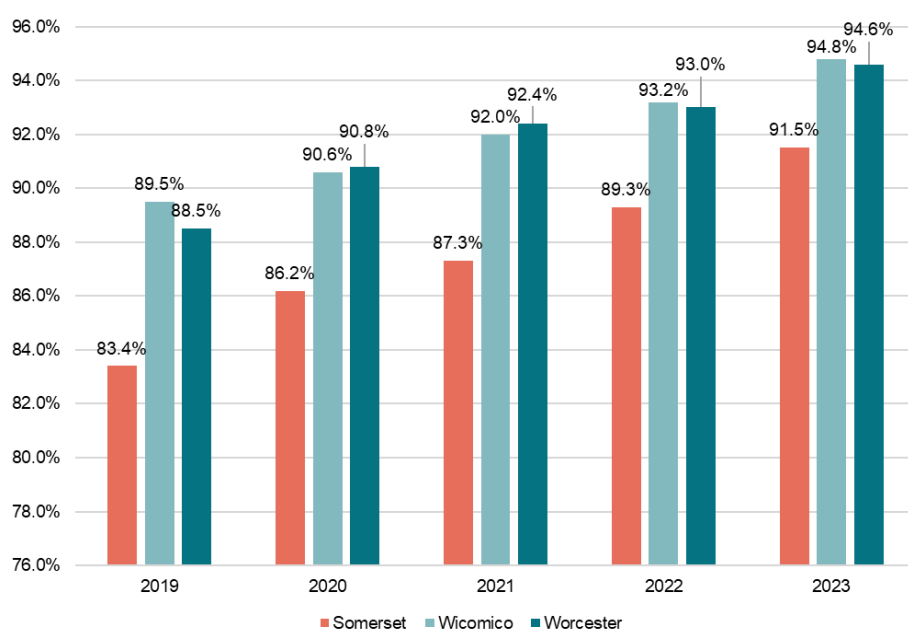
Poverty rates in Somerset County and Wicomico County exceed that of the state from 2019 to 2023 while the rate in Worcester County has remained lower than the state, with the exception of those age 18 years and under between 2019 and 2021.

Source: U.S. Census Bureau, American Community Survey

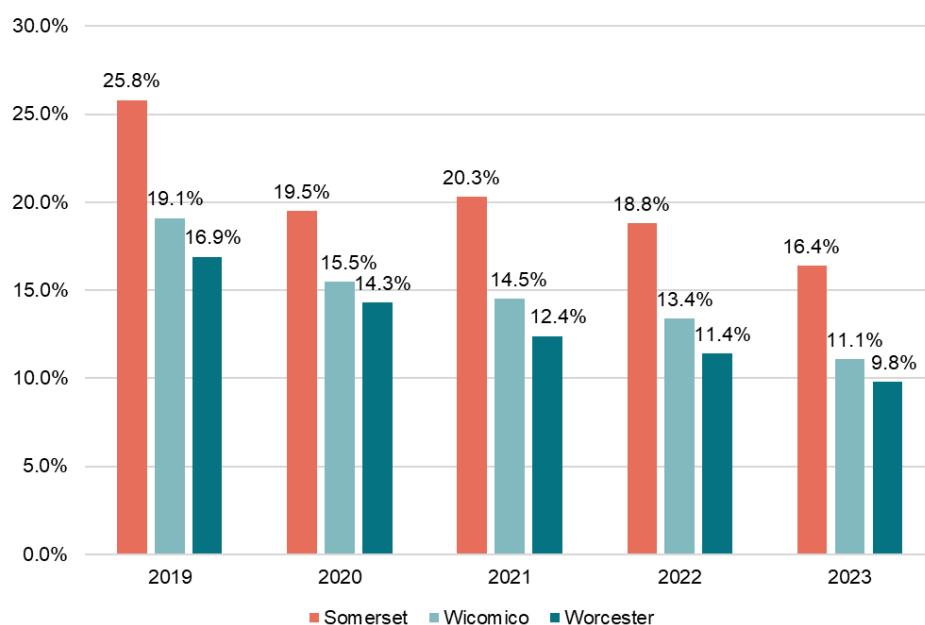
Household technology access has continued to rise across the Lower Shore. In Somerset County, households with one or more types of computing devices has increase from 83.4% in 2019 to 91.5% in 2023. Wicomico County has seen an increase from 89.5% in 2019 to 94.8% in 2023 and Worcester County has seen an increase from 88.5% in 2019 to 94.6% in 2023. In 2023, 96.0% of households in Maryland had one or more types of computing devices.

At the same time the percentage of households without an internet subscription has decreased in all counties. Somerset County maintains the highest percentage of households without an internet subscription at 16.4% in 2023, followed by Wicomico County at 11.1%, and Worcester County at 9.8%. At the state level, 8.4% of households were without an internet subscription by 2023.

### Households with One or More Types of Computing Devices



### Households Without an Internet Subscription



# EDUCATION

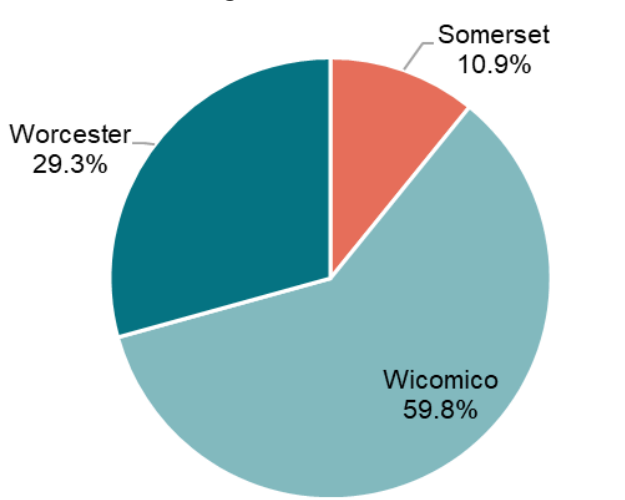
Between 2019 and 2023, the percentage of Lower Shore residents age 25 years and over with a high school diploma (or equivalency) or higher has shown a steady and incremental increase each year. This upward trend reflects ongoing progress in educational attainment across the region. In 2019, approximately 87.7% of residents had completed high school or a higher level of education. By 2023, that figure had risen to 90.2%, indicating a 2.5 percentage point increase over the five-year period, nearly reaching the state benchmark of 91.0%. Disparity in educational attainment rates between the Lower Shore counties persists as shown in the table below.

The trend is very similar for the portion of the population with a bachelor's degree or higher which has seen an increase from 26.0% in 2019 to 28.6% in 2023. This still reflects a lag behind the state which had 42.7% of residents age 25 years and over with a bachelor's degree or higher.

Population by Educational Attainment, 2023					
	Somerset	Wicomico	Worcester	Lower Shore	Maryland
<b>Population 18 to 24 years</b>	<b>3,367</b>	<b>14,686</b>	<b>3,557</b>	<b>21,610</b>	<b>521,989</b>
Less than high school graduate	12.5%	7.9%	15.6%	9.9%	12.3%
High school graduate (includes equivalency)	21.0%	29.4%	38.9%	29.7%	32.8%
Some college or associate's degree	58.1%	53.2%	36.3%	51.2%	38.9%
Bachelor's degree or higher	8.3%	9.5%	9.2%	9.3%	16.0%
<b>Population 25 years and over</b>	<b>17,007</b>	<b>65,996</b>	<b>40,516</b>	<b>123,519</b>	<b>4,272,813</b>
Less than 9th grade	3.5%	3.2%	1.7%	2.7%	4.0%
9th to 12th grade, no diploma	11.6%	7.4%	4.6%	7.1%	5.0%
High school graduate (includes equivalency)	40.4%	33.4%	30.2%	33.3%	23.7%
Some college, no degree	19.2%	18.7%	22.5%	20.0%	17.7%
Associate's degree	8.2%	8.2%	8.3%	8.2%	6.9%
Bachelor's degree	11.3%	17.7%	19.9%	17.5%	22.5%
Graduate or professional degree	5.9%	11.5%	12.8%	11.1%	20.3%
<i>High school graduate or higher</i>	<i>85.0%</i>	<i>89.4%</i>	<i>93.7%</i>	<i>90.2%</i>	<i>91.0%</i>
<i>Bachelor's degree or higher</i>	<i>17.1%</i>	<i>29.1%</i>	<i>32.7%</i>	<i>28.6%</i>	<i>42.7%</i>

Source: U.S. Census Bureau, American Community Survey

Lower Shore High School Enrollment, 2024



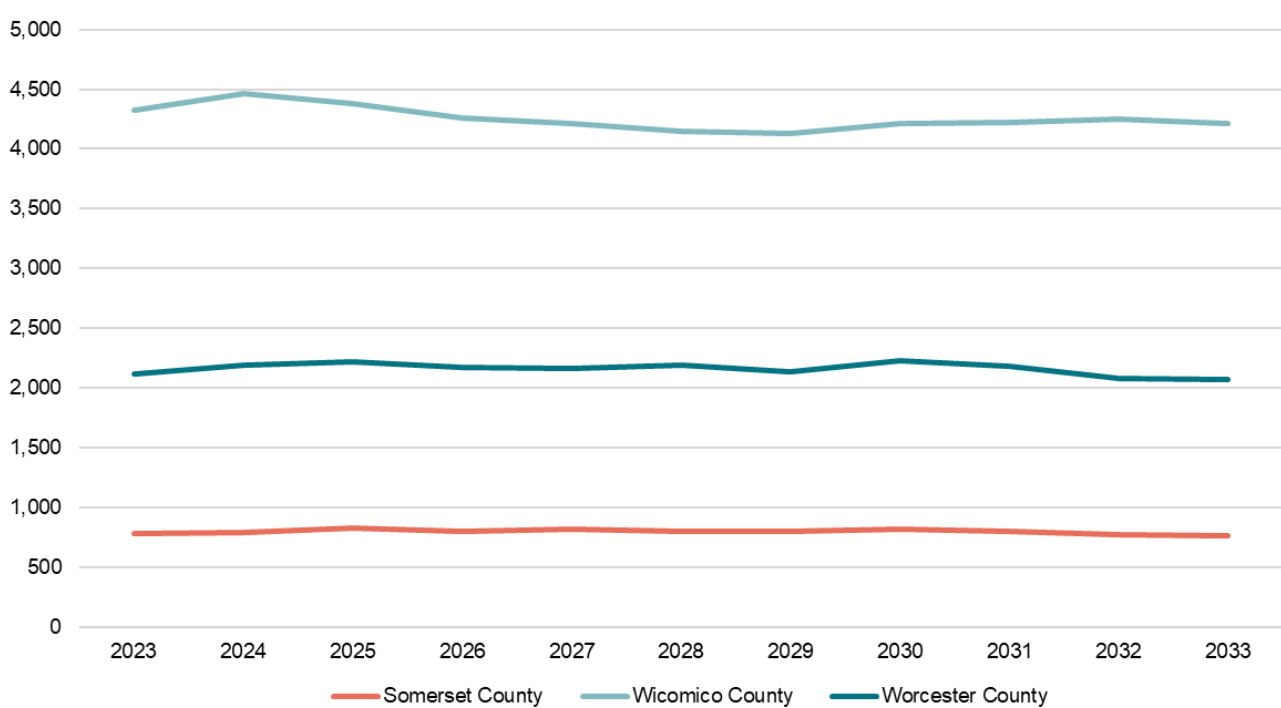
The breakdown of public high school enrollment closely mirrors that of the regional population by county. Just under 11% of high school students in the region are in Somerset County, approximately 29% are in Worcester County, and nearly 60% are in Wicomico County.

In 2024, Public high school enrollment is projected to decline between 2025 and 2033. The overall projected change on the Lower Shore is -5.2%. Somerset County is anticipated to experience the steepest decline at 8.4% after a peak enrollment year in 2025. Worcester County is public high

school enrollment is projected to decrease by 6.8% with the peak enrollment year in 2030. Wicomico County is expected to experience a decline of 3.9% with the peak enrollment year in 2024. This is in contrast to a small projected increase of 1.5% in public high school enrollment at the state level (Maryland Department of Planning).

The decline in public high school enrollment presents a challenge for Wor-Wic with high school student accounting for 8% of enrollment on average in the past 5 years.

Public High School Enrollment (Grades 9-12), by Jurisdiction, Actual (2023) & Projected (2024-2032)

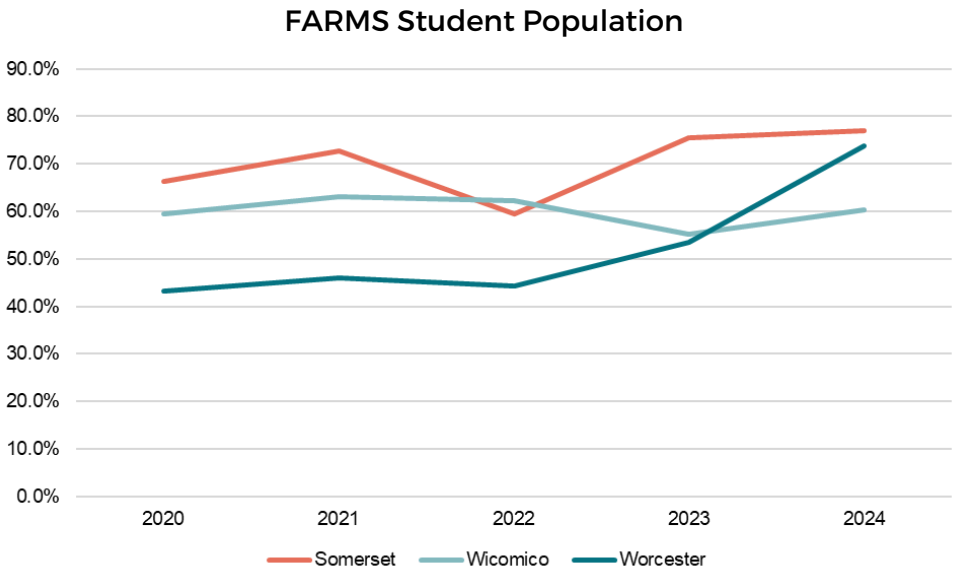


Source: Maryland Department of Planning

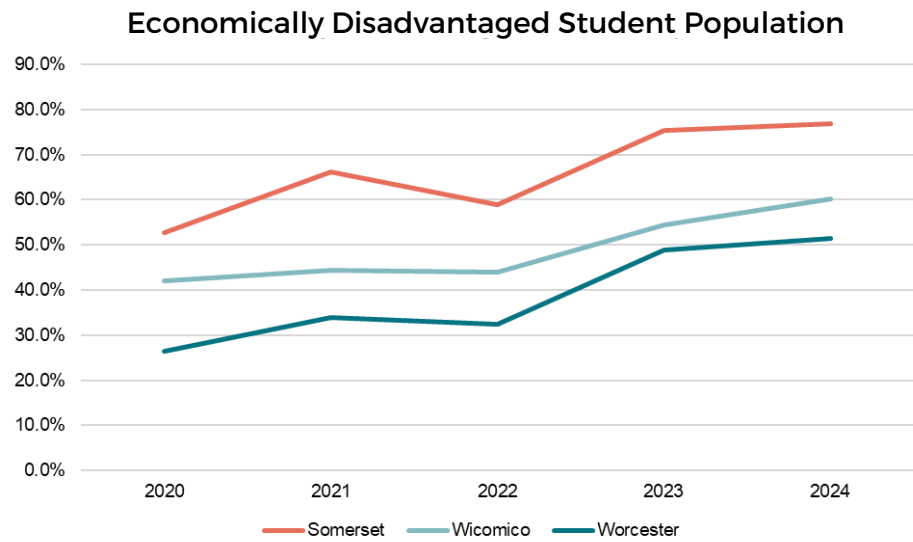
Student Population Groups

Students from the K-12 school systems in the region are the largest source of future Wor-Wic students. As such, a variety of data on K-12 students was examined to better understand the student body that may attend Wor-Wic in the years to come.

The percent of students on Free And Reduced-Price Meals (FARMS) represents over 60.0% of students in each of the three counties. Wicomico County had the lowest percentage of FARMS students at 60.4% in 2024, up 0.9 percentage points since 2020. In Worcester County, 73.7% of students qualified for FARMS, up 30.5 percentage points since 2020. Somerset County has the highest percentage of FARMS students in the region at 77.1% in 2024, up 10.7 percentage points since 2020.

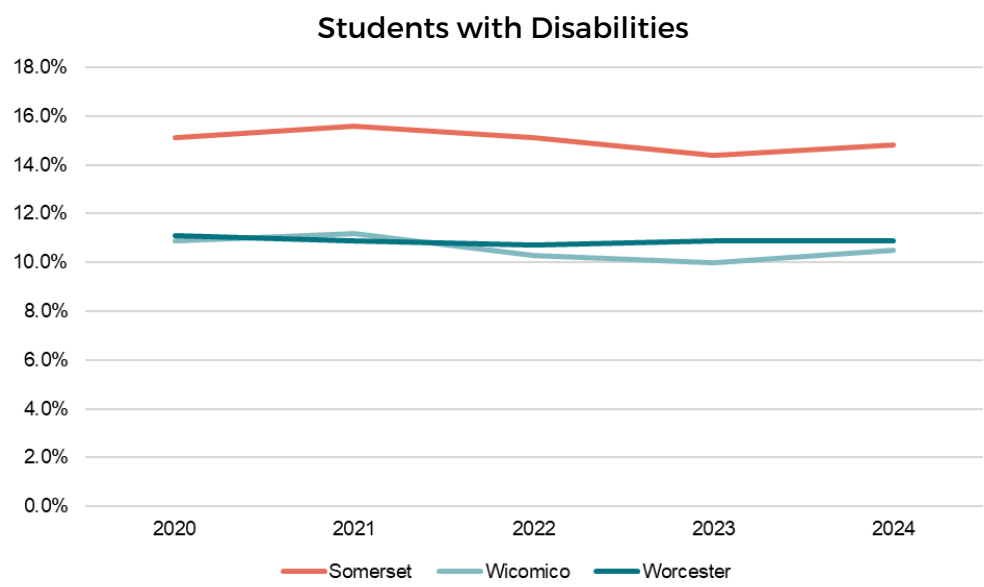


There has been a steady increase in the percentage of students classified as economically disadvantaged in all three counties with rates ranging from 76.8% in Somerset County to 51.4% in Worcester County in 2023. The household income and economic standing of students has significant implications for financial aid need and resource support for students at Wor-Wic.





The percent of students with disabilities has remained relatively steady in each of the three counties with changes of less than 0.5 percentage points in all counties between 2020 and 2024. Disability rates range from 10.5% of students in Wicomico County, to 10.9% in Worcester County, to 14.8% in Somerset County.

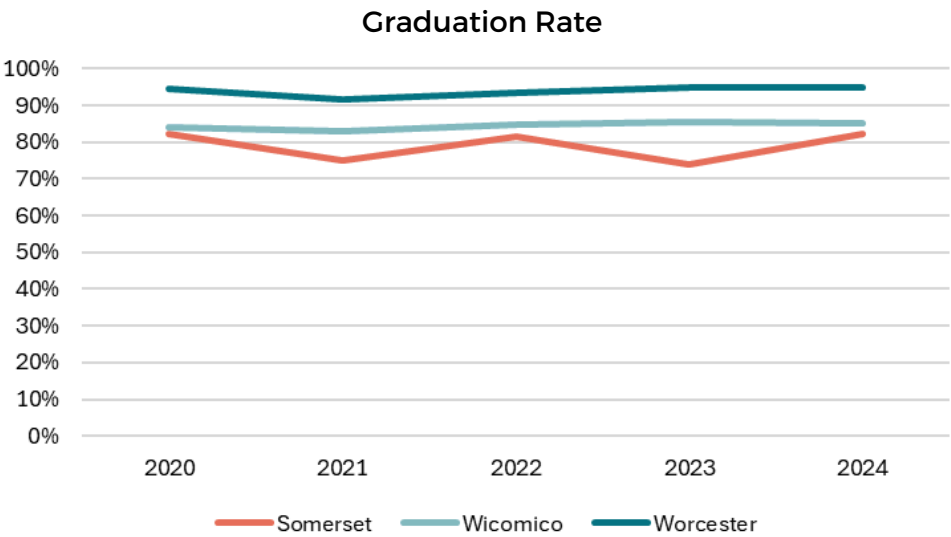


Somerset and Worcester Counties have consistently had a multilingual learner population at or below 5% of the student population from 2020 to 2024. Wicomico County has seen a rise in the population of multilingual learners increasing 5.2 percentage points between 2020 (8.0%) and 2024 (13.2%).

High School Completion

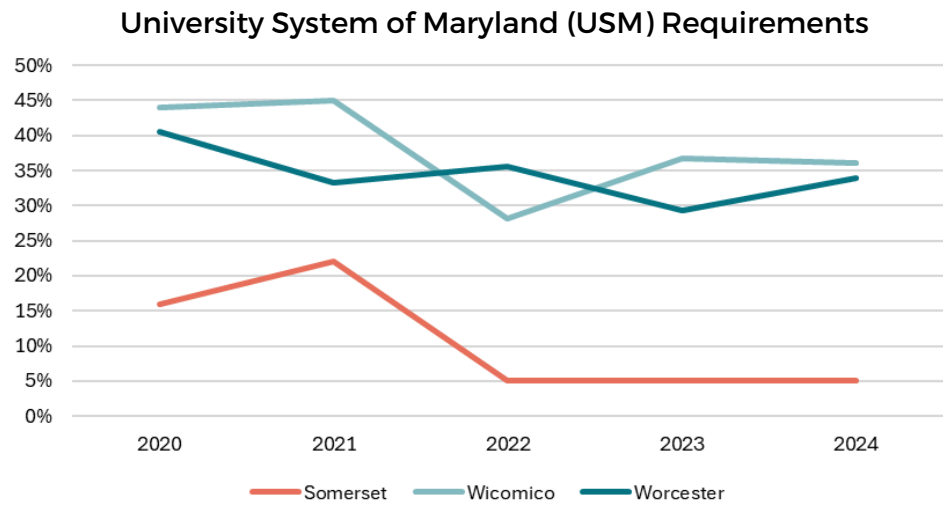
High school completion data provides indicators regarding student readiness for college. The percent of high school completers who completed requirements for a Maryland High School Diploma or Early College Admission Program has reached or exceeded 95% in all three Lower Shore counties for all years 2020-2024.

Graduation rates fluctuated between 73% and 82% in Somerset County between 2020 and 2024. In Wicomico County, graduation rates remained fairly steady between 83% and 86% during the past five years and in Worcester County, graduation rates fell to 92% in 2021 and steadily climbed to reach or exceed 95% by 2023.

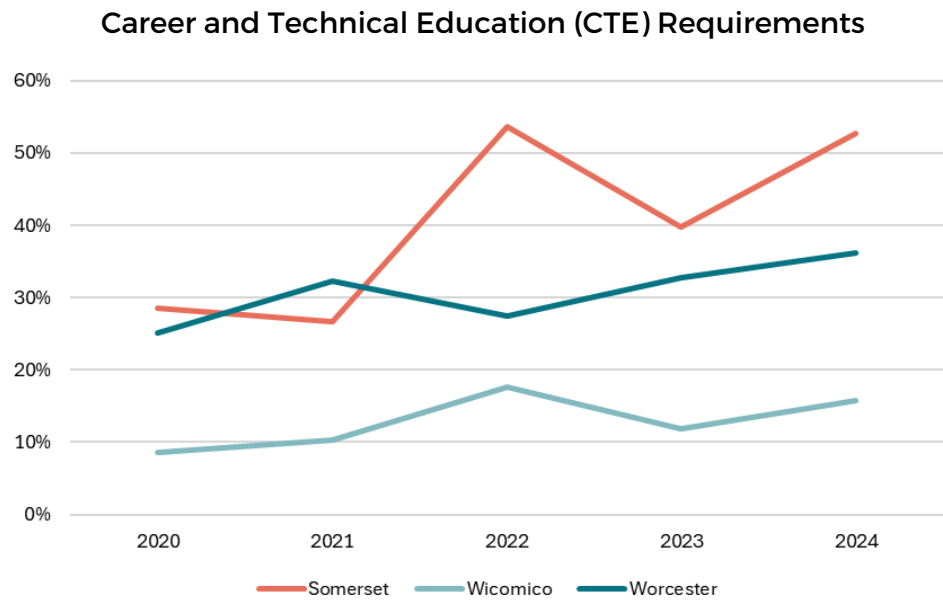




The percent of graduates who meet the University System of Maryland (USM) undergraduate admissions requirements declined significantly across the Lower Shore counties in 2021/2022, a likely after-effect of the disruption to learning caused by the COVID pandemic. In Somerset County, the percent of students meeting the USM requirements reached a peak of 22% in 2021 and fell to or below 5% from 2022 to 2024. In Wicomico County, a peak of 45% of graduates was reached in 2021 with rates falling in 2022 and bouncing back in 2023 and 2024 to around 36%. In Worcester County, 2020 represented the peak year with 41% of graduates with rates falling to as low as 29% in 2023 and rebounding to 34% in 2024.



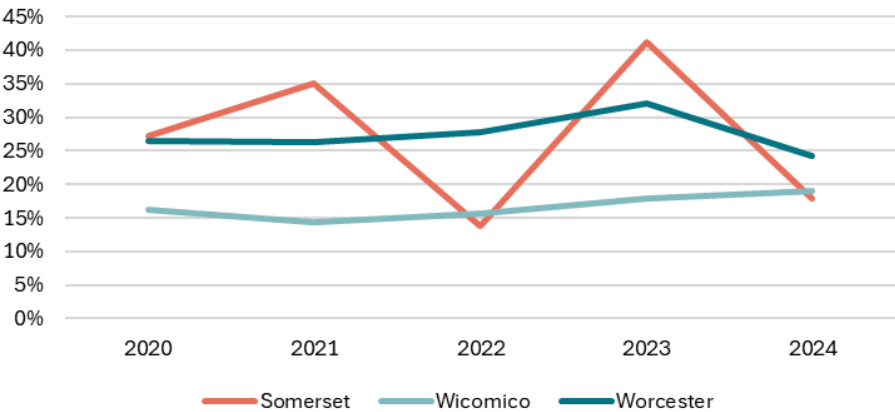
At the same time, all three counties have seen growth in the percent of high school completers who completed an approved Career and Technical (CTE) program of study. Somerset County boasts the highest growth rate, increasing from just under 29% of high school completers in 2020 to over 52% by 2024. In Worcester County the rate grew by 11 percentage points from 25% in 2020 to over 36% in 2024, while in Wicomico County the percent of students meeting CTE requirements rose from almost 9% to nearly 16% during that time.



Note: In the charts above, values of 95% indicate >= 95%; values of 5% indicate <=5%.

A subset of the high school completers meet both the USM and CTE requirements upon graduation. The percent of students meeting both requirements has fluctuated the most year-to-year in Somerset County between 14% and 21% of high school completers. In Wicomico and Worcester Counties the percentage has remained more consistent over the past five years with an average rate of around 16.5% and 27.4%, respectively.

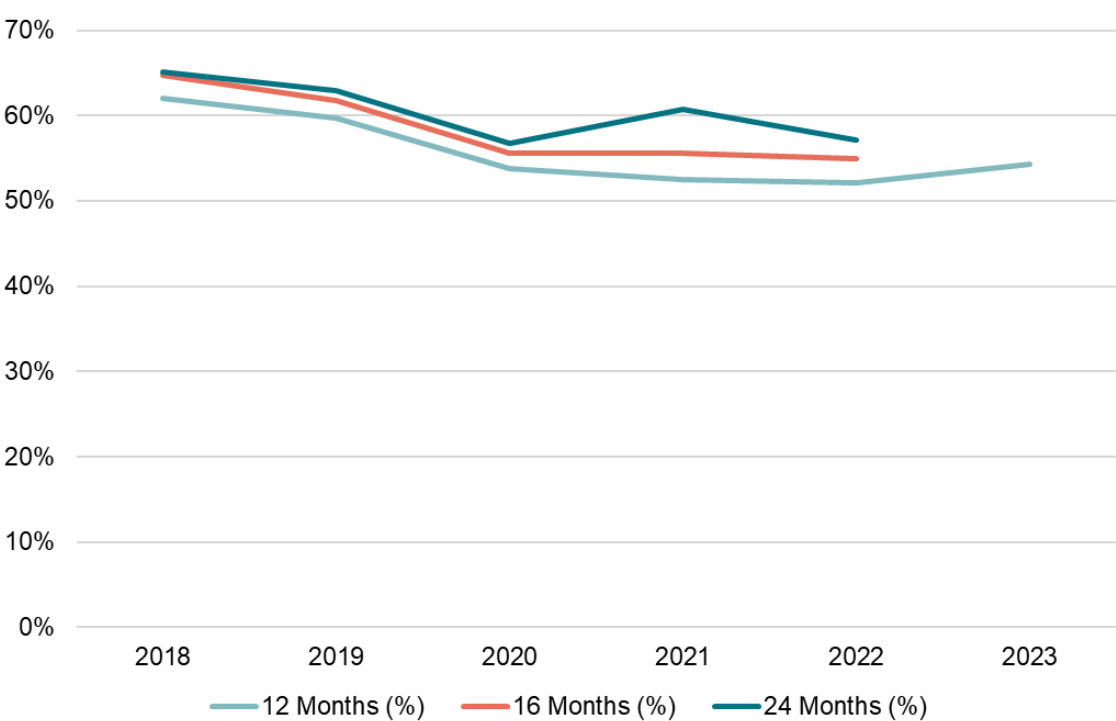
University System of Maryland (USM) Career and Technical Education (CTE) Requirements



College Enrollment Trends

The number and percentage of Lower Shore graduating students that received a Maryland Diploma and enrolled in a Nationwide public or non-public college within 12, 16 or 24 months of high school graduation has been trending down since 2018.

College Enrollment Trend Data (2018-2023) - All Students, Lower Shore

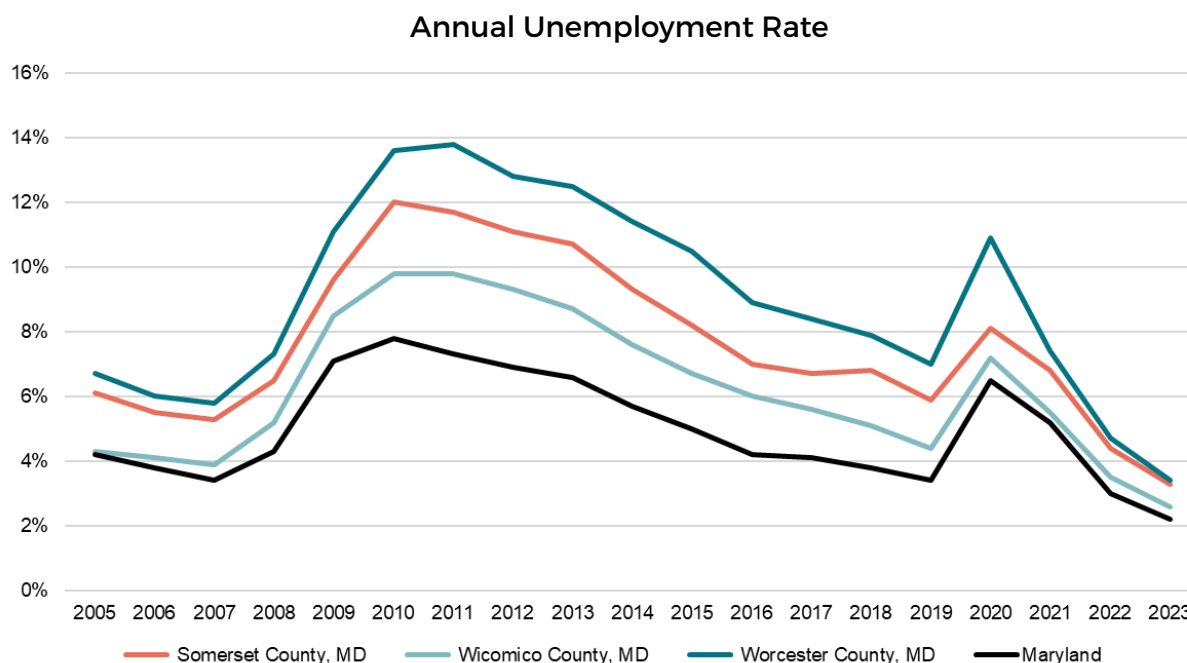


Note: In the charts above, values of 95% indicate >= 95%; values of 5% indicate <=5%.

Source: Maryland State Department of Education, County Report Card

## ECONOMIC & WORKFORCE

The 2023 unemployment rate was higher than that of the state in all three counties. Maryland's 2023 unemployment rate was 2.2% while unemployment was 3.3% in Somerset County, 2.6% in Wicomico County, and 3.4% in Worcester County. However, the aggregate difference between the unemployment rate of the state and the three counties has been steadily declining since 2011 (BLS, Not Seasonally Adjusted). Unemployment rates in all three counties have traditionally followed the same pattern of movement as the state with Worcester County having the highest rate (along with the highest percent of seasonal workers), followed by Somerset County then Wicomico County, all consistently above the state average.



Source: Bureau of Labor Statistics

The labor force participation rate, defined as the number of people aged 16 and older who are employed or actively seeking employment, divided by the total non-institutionalized, civilian working-age population, has been consistently lower in all Lower Shore counties over the past five years as compared to the state.

Labor Force Participation Rates (Population 16 years and over), 2019-2023					
	2019	2020	2021	2022	2023
Maryland	67.7%	67.6%	67.5%	67.2%	67.2%
Somerset County	44.5%	47.5%	47.9%	49.3%	46.8%
Wicomico County	64.2%	64.8%	65.3%	65.5%	66.1%
Worcester County	57.9%	57.9%	57.9%	57.9%	57.9%

Sources: U.S. Census Bureau, American Community Survey 5-Year Estimates

# ECONOMIC & WORKFORCE

The top ten fastest growing occupational fields, by percent change, are highlighted in green text for both time periods. Several of the fastest growing occupational fields from 2018 to 2021 continue to rank in the top ten by projected growth for 2022 to 2032 including occupations in computer and mathematics; healthcare support; legal; and life, physical, and social sciences.

Past and Projected Lower Shore Occupational Change and Wages			
Occupational Categories (2-Digit SOC Level)	2018-2021 Change	Projected 2022-2032 Change	Mean Wage, 2023 (\$)
Architecture and Engineering	-1.16%	7.68%	79,471
Arts, Design, Entertainment, Sports, and Media	-1.24%	2.55%	50,935
Building and Grounds Cleaning and Maintenance	-2.71%	4.26%	34,451
Business and Financial Operations	5.98%	6.34%	73,463
Community and Social Service	-8.90%	12.08%	57,267
Computer and Mathematical	3.43%	8.15%	86,137
Construction and Extraction	1.50%	3.38%	54,629
Educational Instruction and Library	-3.29%	7.18%	66,588
Farming, Fishing, and Forestry	12.68%	-2.76%	45,642
Food Preparation and Serving Related	-4.60%	6.19%	34,056
Healthcare Practitioners and Technical	-3.23%	7.29%	97,706
Healthcare Support	10.60%	10.80%	38,990
Installation, Maintenance, and Repair	-1.22%	7.77%	51,722
Legal	3.36%	8.43%	86,890
Life, Physical, and Social Science	0.69%	11.86%	67,457
Management	5.14%	7.02%	108,065
Office and Administrative Support	-7.87%	-5.06%	43,544
Personal Care and Service	-10.95%	8.51%	37,516
Production	-0.04%	4.29%	44,223
Protective Service	2.05%	0.87%	59,438
Sales and Related	-3.38%	-1.70%	43,471
Transportation and Material Moving	10.68%	7.03%	42,528

Sources: Maryland Department of Labor, Workforce Information and Performance

## ECONOMIC & WORKFORCE

Architecture and engineering occupations; community and social service occupations; educational instruction and library occupations; installation, maintenance, and repair occupations; and personal care and service occupations are also in the top ten project occupation categories for the next ten year period. This aligns closely with the many of the most frequently cited emerging academic and career programs identified in the stakeholder survey. On average, the ten fastest growing occupational categories had an average annual wage of \$66,974 on the Lower Shore in 2023. Eight of the ten occupational categories have annual wages that exceed the per capita income of all three counties.

In terms of industry, the private sector accounts for 81.0% of Lower Shore employment with service-providing industries accounting for 70% of the private sector employment. Within service-providing industries, trade, transportation, and utilities (19.1%); leisure and hospitality (18.4%); and education and health services (17.0%) account for the top industries by employment. Within goods-producing industries, which account for 11.0% of employment overall, the top industries by employment are manufacturing (5.4%) and construction (4.9%).

Lower Shore Employment by Industry, 2023		
Industry	Employment	Percent of Total Employment
<b>Total, all industries</b>	77,402	100.0%
<b>Total Government</b>	14,715	19.0%
<b>Private sector, Total</b>	62,687	81.0%
<i>Goods-Producing</i>	8,479	11.0%
Natural resources and mining	531	0.7%
Construction	3,799	4.9%
Manufacturing	4,149	5.4%
<i>Service-providing</i>	54,208	70.0%
Trade, transportation, and utilities	14,769	19.1%
Information	495	0.6%
Financial activities	2,796	3.6%
Professional and business services	6,293	8.1%
Education and health services	13,177	17.0%
Leisure and hospitality	14,215	18.4%
Other services (except public administration)	2,462	3.2%

Sources: Source: Maryland Department of Labor, Quarterly Census of Employment and Wages (QCEW)

## ECONOMIC & WORKFORCE

The following tables provide an overview of the top employers within each county, their main product or service line, and the employment count.

Somerset County Major Employers (2023-2024)		
Employer	Product/Service	Employment
University of Maryland Eastern Shore	Higher education	889
Sysco Eastern Maryland	Food products distribution	390
Somerset Community Services	Services for persons with disabilities	360
Tidal Health	Medical services	200
Sherwin Williams / Rubberset	Paint brushes	220
Chesapeake Health Care	Medical services	206
Aurora Senior Living of Manokin	Nursing care	175
Food Lion	Groceries	101
Southern Connection Seafood*	Seafood processing & wholesale distribution	100
Ihasn Farms/ HFC	Poultry processing	81
Handy International*	Seafood processing	70
Peraton	Space and missile defense	70
Eastern Shore Drywall	Drywall & insulation contractors	60
Mountaire Farms	Chicken egg hatchery	62
McDonald's / Baxter Enterprises	Restaurants	50
Metompinkin Bay Oyster*	Seafood processing & wholesale distribution	60
PNC Financial Services Group	Banking services	15
Baxter Enterprises	Restaurant	39
Tidewater Express	Trucking services	36
Hardee's	Restaurant	35
Millenium Microwave Corporation	Electronic sub system manufacturing	25
Process Integration	System integration manufacturing	25

Excludes post offices, state and local governments, national retail and national foodservice; includes higher education

\*Includes seasonal workers

Wicomico County Major Employers (2023-2024)		
Employer	Product/Service	Employment
Tidal Health	Medical services	3,300
Salisbury University	Higher education	1,800
Perdue Farms	HQ/poultry processing	1,600
Walmart / Sam's Club	Consumer goods	850
Wor-Wic Community College	Higher education	400
Food Lion	Groceries	379
Genesis HealthCare / Salisbury Rehabilitation and Nursing Center	Nursing care	340
SHORE UP!	Community development & social services	300
Delmarva Power	Energy products & services	300
Pohanka of Salisbury	Car dealers	270
Boscov's	Consumer goods	253
K&L Microwave	Electronics assembly	250
Dove Pointe	Services for persons with disabilities	250
Piedmont Airlines / American Airlines	HQ / airline	250
Three Lower Counties Community	Social services	246
Credit Plus	Credit reporting services	220
Deer's Head Hospital Center	Medical services	211
Harkins Concrete Construction	Construction	200
Tishcon	Vitamins	180

Excludes post offices, state and local governments, national retail and national foodservice; includes higher education

Worcester County Major Employers (2023-2024)		
Employer	Product/Service	Employment
Harrison Group*	Hotels & restaurants	975
Atlantic General Hospital Systems	Medical services	970
Blue Water Development/Blue Water Hospitality*	Hospitality management & real estate development	608
Bay Shore Development*	Amusements & hotels	600
Fagers Island*	Hotels & restuarants	600
O.C. Seacrets*	Restaurant, distillery, & liquor Store	487
Ocean Enterprise 589/ Ocean Downs Casino*	Casino gaming	349
Ashore Resort & Beach Club*	Hotels & restuarants	300
Dough Roller*	Restaurants	275
91st Street Joint Venture/Princess Royale*	Hotels & restuarants	250
Real Hospitality*	Hotel management	215
Ocean Pines Association	Nonprofit civic organization	190
Sunsations*	Beach wear/products & souvenirs	180
Bel-Art Products/SP	Scientific & lab products	164
Carousel Resort Hotel & Condominiums	Hotels & restuarants	150
Trimper Rides*	Amusements & hotels	145
Berlin Nursing & Rehabilitation Center	Nursing & rehabilitation	127
Harrison House Senior Living	Nursing & rehabilitation	85
Hardwire	Protective armour products	83

Excludes post offices, state and local governments, national retail and national foodservice;  
includes higher education

\*Includes seasonal workers



# WOR-WIC DATA

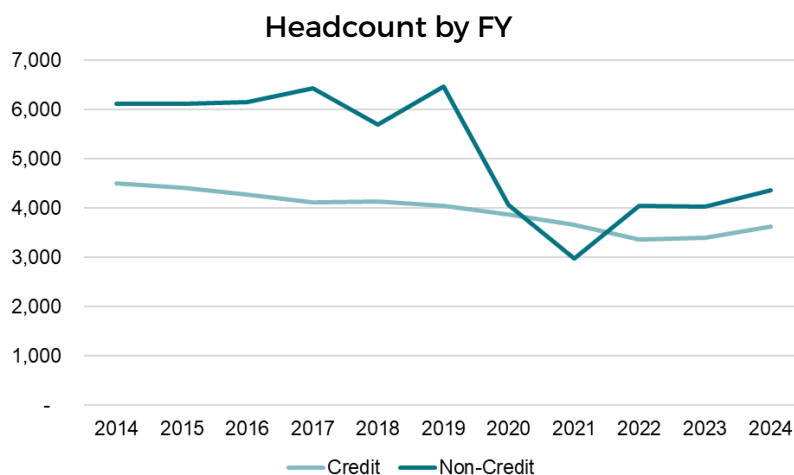
As part of the environmental scan, this report examines internal data and metrics to better understand the current environment and recent trends. Wor-Wic collects and tracks an expansive amount of internal data. This report contains a subset of the available data and is focused on metrics related to key organizational functions and thematic areas that arose in the stakeholder survey and focus groups. In most cases, the most recent data available is either 2023 or 2024, depending upon the indicator with years indicated for each data point.

## Enrollment

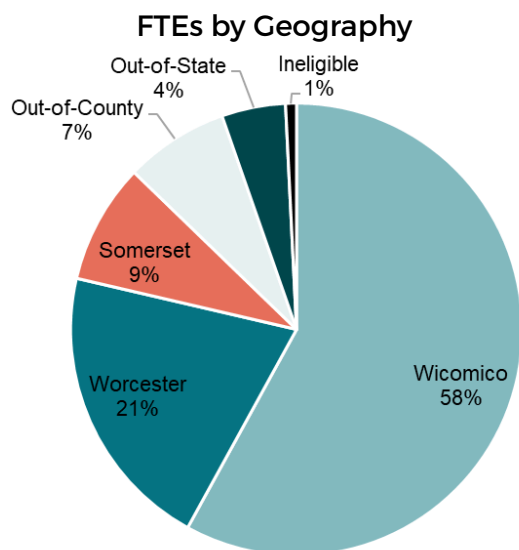
Total enrollment by headcount in FY24 was 7,617. This represents a 7% increase over FY23 enrollment. Non-credit enrollment grew by 8% between FY23 and FY24 while credit student enrollment grew by 6%. Wor-Wic experienced a drop in enrollment in 2020, during the COVID pandemic. In FY19 total enrollment was 10,105, in FY20 enrollment decreased to 7,628 and continued to fall through FY22 when it reached a low of 7,071.

Wor-Wic served 2,194 full-time equivalents (FTEs) in FY24 with credit students presenting 52% and non-credit students 27%. FTEs declined from FY15 to FY23, with FY24 marking the first year of growth. By geography, students within the service area made up 87% of the FTEs with out-of-county students comprising 7%, out-of-state students accounting for 4%, and ineligible students accounting for 1%. From FY23 to FY24 by FTEs, out-of-state students increased by 19%, students from Worcester increased by 19%, students from Wicomico increased by 11% and students from Somerset increased by 5%. At the same time, out-of-county students decreased by 10% and ineligible students decreased by 23%.

*Note: Percentages may not sum to 100 due to rounding.*



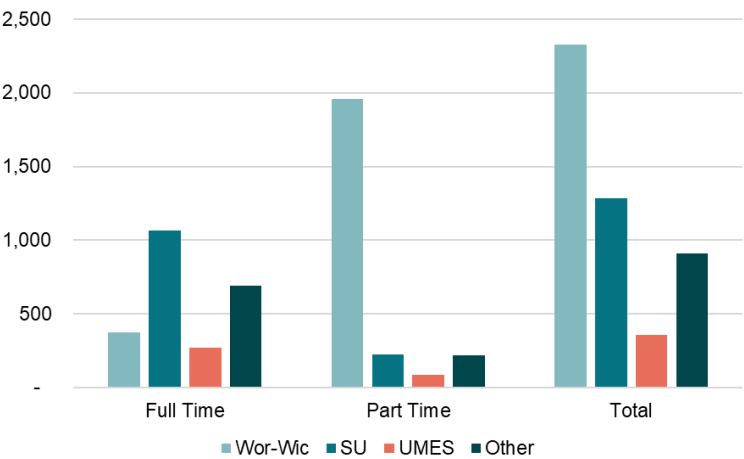
Source: Final student data



Source: Final student data

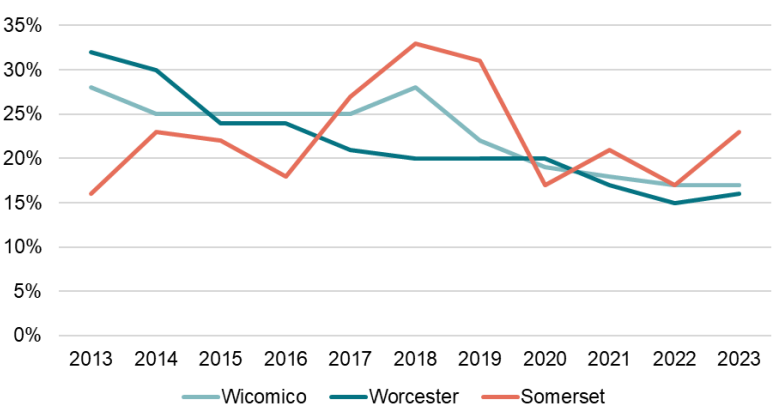
*Note: Wor-Wic offers credit programs that lead toward a career-oriented certificate or an associate degree, or fulfill the first two years of a baccalaureate degree for those who want to transfer to a four-year institution. Students in these programs are referred to as "credit" students throughout the data. Wor-Wic also offers continuing education and workforce development courses and seminars that help students prepare for a career, upgrade existing job skills and provide opportunities for self-improvement. Students in these programs are referred to as "non-credit" students throughout the data.*

Wor-Wic Service Area Residents Pursuing Undergraduate Education, Fall 2023



Source: MHEC, Enrollment by Place of Residence in Maryland Institutions of Higher Education

Public High School Graduates Who Attend Wor-Wic by Graduation Year



Sources: Wor-Wic student data frozen at the fall 20% date; MSE, Maryland Report Cards, 2013-2023  
Note: High school graduates include certificate and diploma completers. Wicomico Evening High School graduates are not included.

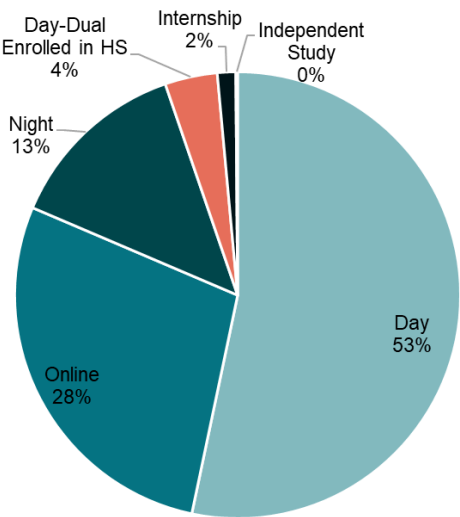
Over half (53%) of Fall 2024 students were enrolled in day time classes, 28% in online classes, and 13% in night classes. An additional 4% were dual enrolled high school students taking day time classes, 1% were in internships, and less than 1% were in independent study (source: student database).

More residents of Wicomico, Worcester and Somerset counties pursuing an undergraduate education in Maryland choose Wor-Wic than any other college or university in the state. Nearly half (48%) of all Lower Eastern Shore residents pursuing an undergraduate education in Maryland attended Wor-Wic in the fall of 2023. Wor-Wic attracted the largest percentage of part-time students (79%) while Salisbury University (SU) attracted the largest percentage of full-time students (44%).

Wor-Wic has attracted the largest percentage of students in Somerset, Wicomico and Worcester counties over the past ten years. In 2023, Wor-Wic captured 50% of Somerset residents pursuing an undergraduate degree in Somerset County, 49% in Wicomico County, and 45% in Worcester County.

Of all students graduating high school within the service area, Wor-Wic captured 17% of graduates in 2023. In Wicomico, Wor-Wic captured 17% of 2023 high school graduates, 16% of Worcester graduates, and 23% of Somerset graduates.

Fall 2024 Enrollments by Time of Day



Sources: Student database

Enrollment and Demographics

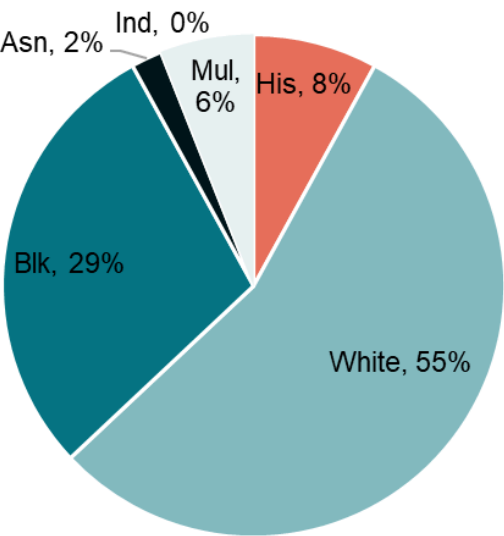
The total credit student headcount in Fall 2024 was 2,943, up 12% from 2023. Total FY24 enrollment by FTE was roughly 1,437, up 8% from 2023. Full time students represented 16% of Fall 2024 enrolled students with part time students accounting for 84%. There has been a shift toward more part time enrollment from 2014 to 2024 (up from 71% in 2014).

In Fall 2024, the average age of credit students was 25 years which has remained fairly stable over the past ten years. More than half (57%) of credit students are age 22 years or younger, 16% are between 23 and 27 years, 16% are between 28 and 37 years, 10% are between 38 and 59 years, and 1% are age 60 and older. The age of full time tends to be slightly younger than that of part time students, overall, with students age 27 and younger accounting for 80% of full time students compared to 72% of part time students.

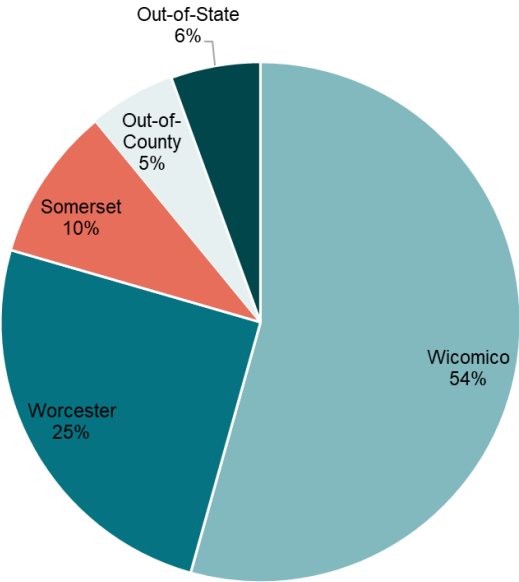
Females represented 68% of enrolled students in 2024 with males accounting for 32% and another/unknown accounting for 1%. Over the past 10 years the demographic breakdown has shifted slightly with the percentage of females increasing from 64%. In Fall 2024, over half of the credit student population were white (55%), 26% were black/African-American , 8% are Hispanic/Latino, 6% identified as multiple races, and 2% were Asian/Native Hawaiian/Other Pacific Islander.

Eighty nine percent (89%) of credit students reside within the tri-county service area.

Enrollment by Race, Fall 2024

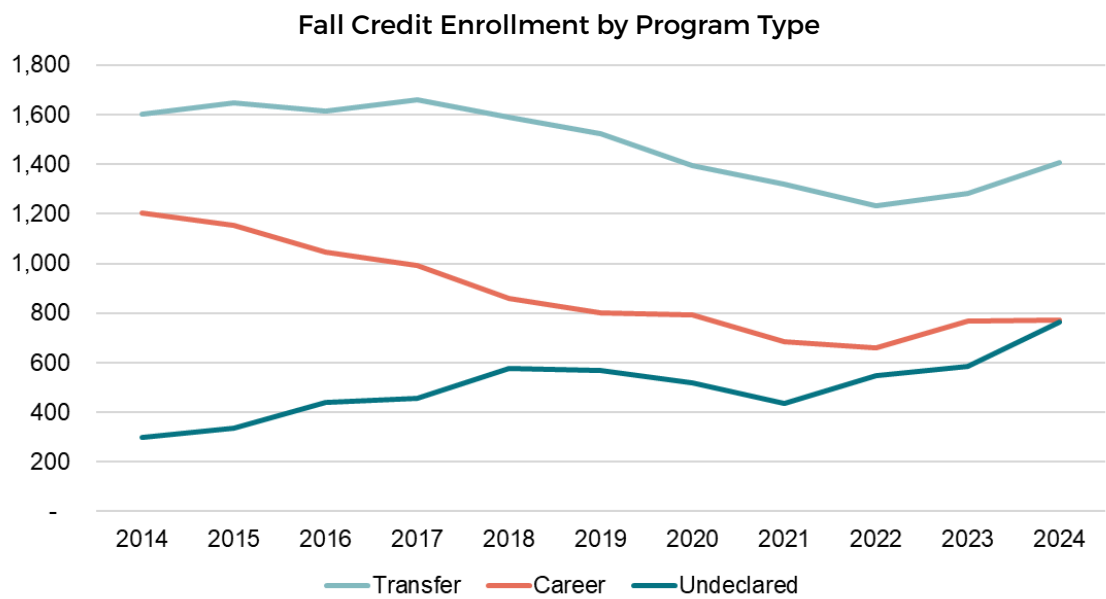


Credit Enrollment by Geography, Fall 2024



Note: those indicating Hispanic/Latino are counted only within this category and no other racial categories. The following abbreviations are used for graphics displaying races: His = Hispanic/Latino; White = White Only; Blk = Black/African-American Only; Asn = Asian/Native Hawaiian/Other Pacific Islander Only; Ind = American Indian/Alaska Native Only; Mul = Multiple Races. "International" and "unknown" race categories are excluded from "Enrollment Breakdown" calculations.

Program Type



Students seeking to fulfill the first two years of a baccalaureate degree and transfer to a four- year institution comprised 48% of credit enrollment while those in a career-oriented certificate or an associate degree program accounted for 26%. The remaining 26% of credit students were undeclared. Transfer and career program enrollment are both down over the past ten years from 52% and 39%, respectively, while undeclared student enrollment has grown, up from 10% in 2014.

The majority of credit students were enrolled in degree programs (89%) with 11% enrolled in certificate programs (excludes undeclared students) in Fall 2024. Enrollment in certificate programs has increased from a low of 7% in 2014.

Programs Enrollment Trends

The top ten programs by enrollment in Fall 2024 were (in descending order):

- Undeclared
- Nursing Track
- General Studies
- Radiologic Technology Track
- Nursing
- Criminal Justice
- Business
- Chemical Dependency Counseling
- STEM
- Business Transfer

Programs with the highest rate of growth over the past five years include (in descending order):

- Radiologic Technology Track (178%)
- Emergency Medical Services (115%)
- Undeclared (34%)
- STEM (33%)
- Nursing Track (28%)
- Nursing (13%)
- Physical Therapist Assistant Track (10%)
- Occupational Therapy Assistant (10%)
- Computer Studies Transfer (7%)

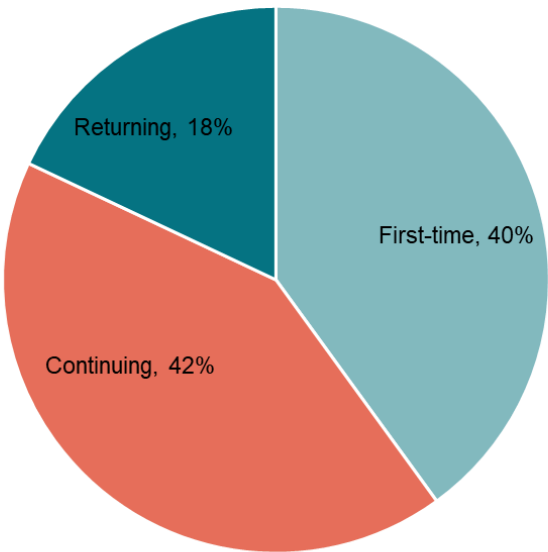
Source: Student data frozen at the fall 20% date

Select Enrollment Characteristics

First-time students, those enrolled at Wor-Wic for the first time in the fall or the preceding summer, accounted for 40% of Fall 2024 enrollment. Continuing students, those returning from a prior spring term, accounted for 42% of enrollment while returning students, those not enrolled in the prior spring term but previously enrolled, accounted for 18% of enrollment.

Seventeen percent (17%) of enrolled students were attending college (any college) for the first time in the fall or preceding summer (recent high school graduates entering with college credit are included and current high school students are excluded). Students who transferred to Wor-Wic from another institution accounted for 9% of enrollment.

Credit Enrollment by First Time at Wor-Wic, Continuing, and Returning, 2024



Retention

Retention rates are higher for full time students (60%) as compared to part time students (53%), for females (56%) as compared to males (51%), and for white students (58%) as compared to non-white students (51%).

Fall Retention Rate by Student Characteristics (Fall to Fall)		
	2013-2014	2023-2024
Enrollment Status		
FT	50%	60%
PT	44%	53%
Gender		
Male	42%	51%
Female	48%	56%
Race		
White	49%	58%
Note-White	40%	51%
Total	46%	54%

*Note: Students in "international" and "unknown" race categories are not included in "nonwhite."*  
*Students who graduated and returned are considered returning students.*  
*Students who are not seeking a degree at Wor-Wic (undeclared, letter of recognition and fall fusion/bridges program with Salisbury University) are not included.*

# Credit Programs

Credit Program Offerings		
Business	Degree	Business Management, A.A.S
		Business Management, Professional License Studies Concentration A.A.S.
		Business Management, Risk Management and Insurance Concentration, A.A.S
		Business Management, Social Media Specialist Concentration, A.A.S.
		Business Transfer, A.A.
	Certificate	Business Management, Financial Services, Certificate
		Business Management, General Business, Certificate
		Business Management, Payroll Specialist, Certificate
		Business Management, Social Media, Certificate
Chemical Dependency Counseling	Degree	Chemical Dependency Counseling, A.A.S
	Certificate	Chemical Dependency Counseling, Certificate
Computer Studies	Degree	Computer Studies Transfer, Cybersecurity Concentration, A.A.
		Computer Studies Transfer, Game Development Concentration, A.A.
		Computer Studies Transfer, Information Systems Concentration, A.A.
		Computer Technology, Computer and Network Support Technology Concentration, A.A.S.
		Computer Technology, Full Stack Web Development Concentration, A.A.S.
	Certificate	Computer Technology, Computer Information Security, Certificate
		Computer Technology, Desktop Support Technician, Certificate
		Computer Technology, Front-End Web Development, Certificate
		Computer Technology, Full Stack Web Development, Certificate
Criminal Justice	Degree	Criminal Justice, A.A.S.
		Criminal Justice, Forensic Science Technology Concentration, A.A.S.
	Certificate	Criminal Justice, Certificate
		Criminal Justice, Corrections Technology, Certificate
		Criminal Justice, Investigative Forensics Technology, Certificate
		Criminal Justice, Law Enforcement Technology, Certificate
Culinary Arts	Degree	Culinary Arts, A.A.S.
	Certificate	Culinary Arts, Certificate
Education	Degree	Early Childhood Education Transfer, A.A.T.
		Early Childhood Education, A.A.S.
		Elementary Education/Generic Special Education PreK-12 Transfer, A.A.T.
		Secondary Education Transfer, A.A.
	Certificate	Early Childhood Education, Certificate

# Credit Programs

Credit Program Offerings		
Emergency Medical Services	Degree	Emergency Medical Services, A.A.S.
	Certificate	Emergency Medical Services, Paramedic, Certificate
Fire Science Technology	Degree	Fire Science Technology, A.A.S.
General Studies	Degree	General Studies Transfer, A.A.
		General Studies Transfer, Communication Studies Concentration, A.A.
		General Studies Transfer, English Concentration, A.A. Certificate
		General Studies Transfer, Certificate
Hospitality Management	Degree	Hospitality Management, A.A.S.
	Certificate	Hospitality Management, Hotel-Motel Management, Certificate
Nursing	Degree	Nursing, Direct Progression Pathway, A.S.
		Nursing, LPN to ADN Pathway, A.S.
	Certificate	Practical Nursing Certificate
Occupational Therapy Assistant	Degree	Occupational Therapy Assistant, A.A.S.
Physical Therapist Assistant	Degree	Physical Therapist Assistant, A.A.S.
Radiologic Technology	Degree	Radiologic Technology, A.A.S.
STEM	Degree	STEM Transfer, A.S.
		STEM Transfer, Biology Concentration, A.S.
		STEM Transfer, Chemistry Concentration, A.S.
		STEM Transfer, Chemistry: Pre-Pharmacy Concentration, A.S.
		STEM Transfer, Engineering Concentration, A.S.
		STEM Transfer, Mathematics Concentration, A.S. S· TEM Transfer, Physics Concentration, A.S.
Trades	Degree	Electro-Mechanical Technologies, A.A.S.
		Welding, A.A.S.
	Certificate	Basic Welding, Certificate
		Heating, Air Conditioning and Refrigeration Technology, Certificate

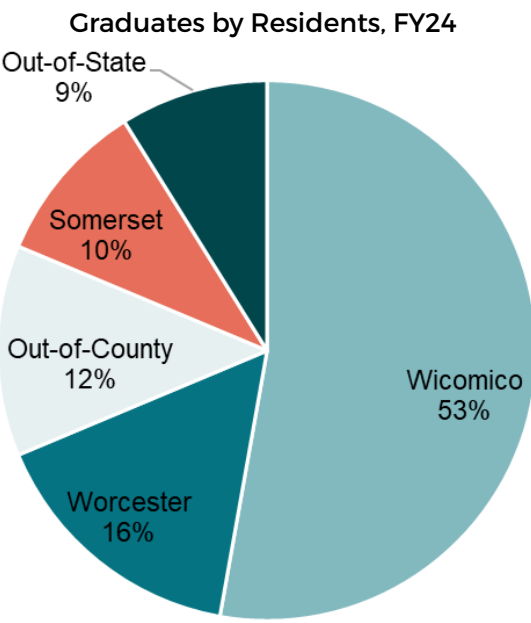
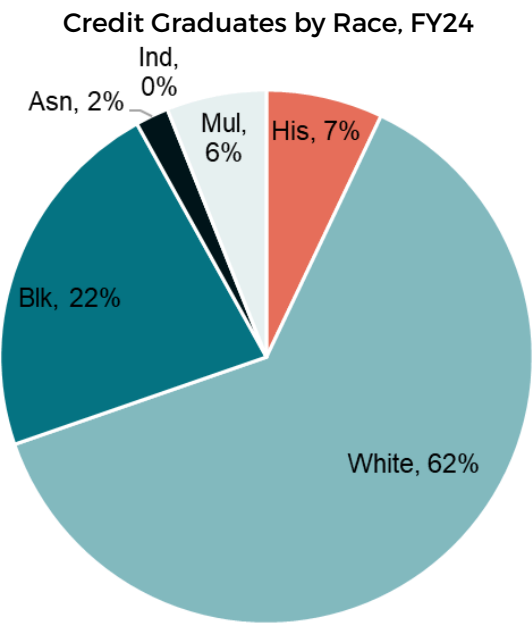
# Credit Awards and Graduates

In FY24, Wor-Wic awarded 460 total awards to 428 graduates (32 graduates earned more than one award), of which 284 (62%) were associate degrees and 176 (38%) were certificates.

## Graduate Demographics

Sixty percent of graduates were female and 40% were male. Sixty two percent of graduates were white, 22% were black/African-America, 7% were Hispanic/Latino, 6% identified as multiple races, and 2% Asian/Native Hawaiian/Other Pacific Islander. The average age of graduates is 30 with 30% of graduates 22 years or younger. About one-fourth of graduates were between 28 and 37 years (27%) and between 23 and 27 years (25%) while those age 38 years and older accounted for 18% of graduates.

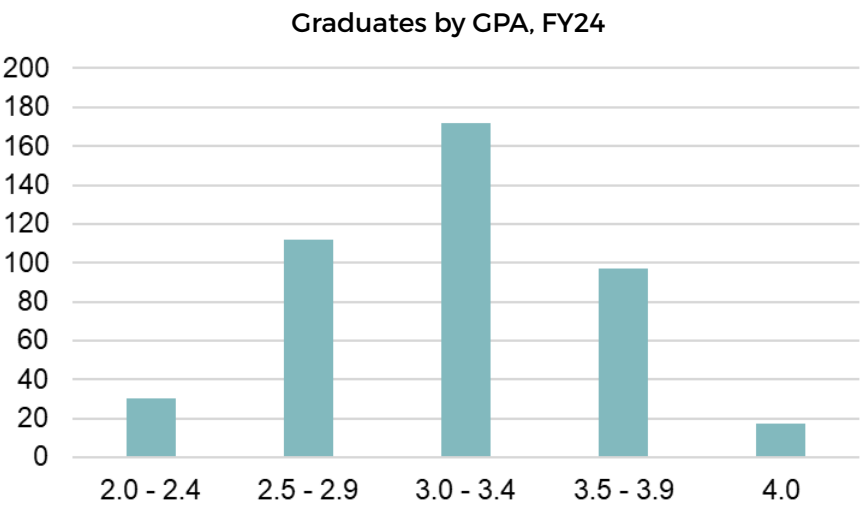
More than half (53%) of graduates were from Wicomico County, 16% were from Worcester County, and 10% were from Somerset County. Out-of-county and out-of-state graduates represented 13% and 9% of the total graduates, respectively.



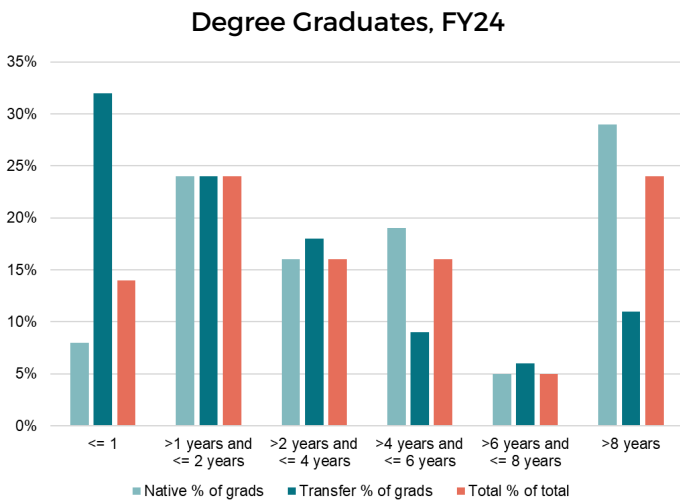
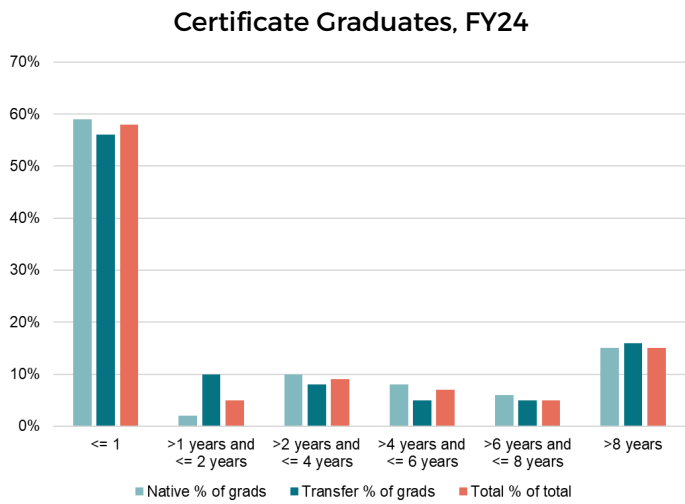


Academics

The average GPA of graduates was 3.16 in FY24. Two-thirds of graduates earned a GPA of 3.0 or higher.



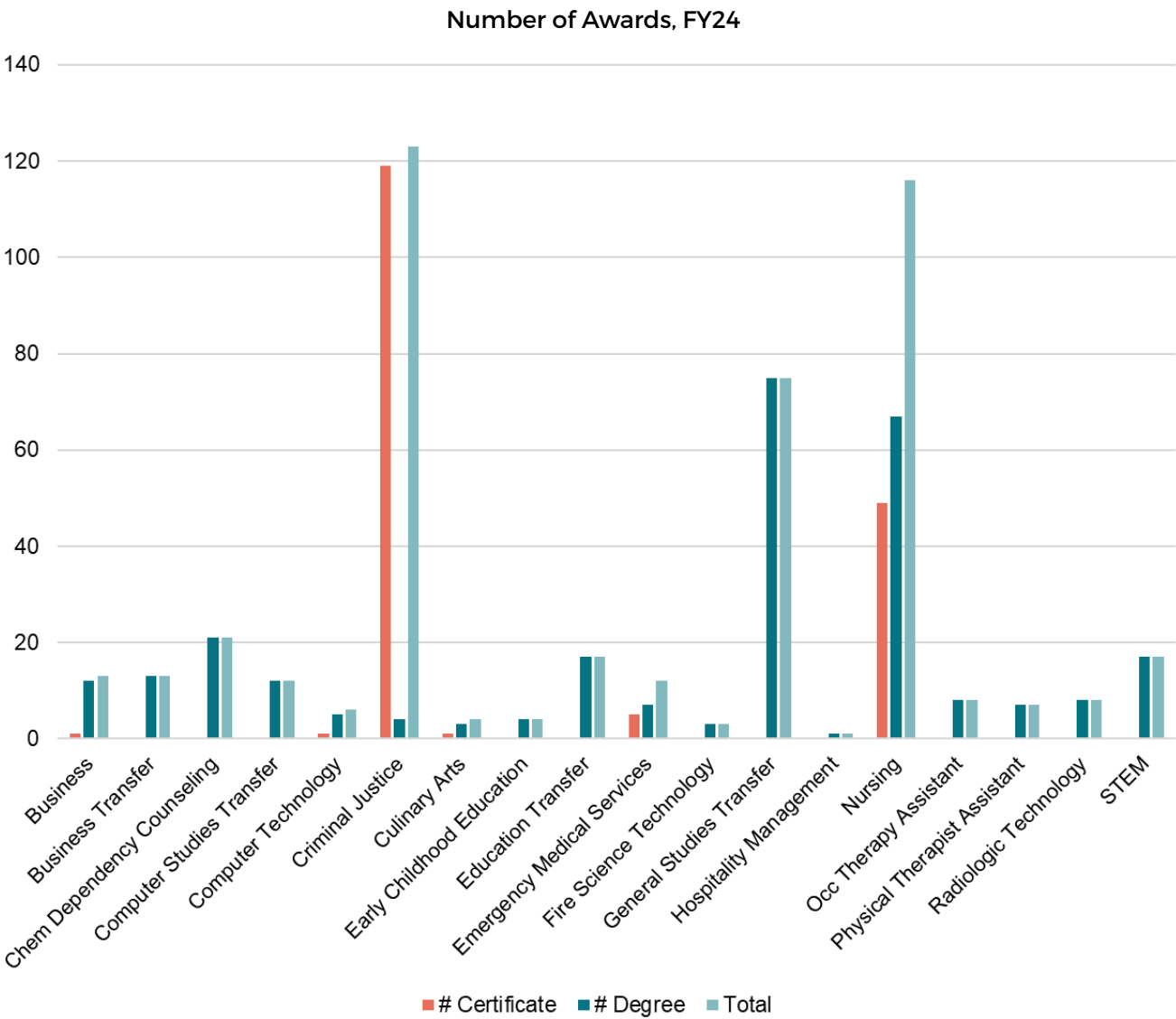
Fifty-nine percent of native certificate graduates earned a certificate within one year of entry. The percentage increased to 72% for within four years after entry. Eight percent of native degree graduates completed a degree within two years of entry. The percentage increased to 31% for three years after entry and 47% for four years after entry. Fifteen percent of native certificate graduates and 29% of native degree graduates took more than eight years to earn their awards.



Source: Student database

# Credit Awards and Graduates

The programs with the most awards were criminal justice (27%), nursing (25%) and general studies transfer (16%). Occupational awards made up 71% of the total awards and transfer awards made up 29%. For degrees only, 53% were occupational and 47% were transfer. The five programs that have seen the largest percentage increase in awards over the past five years are: Computer Studies Transfer (200%), Emergency Medical Services (71%), Radiological Technology (33%), Criminal Justice (32%), and Business (30%).



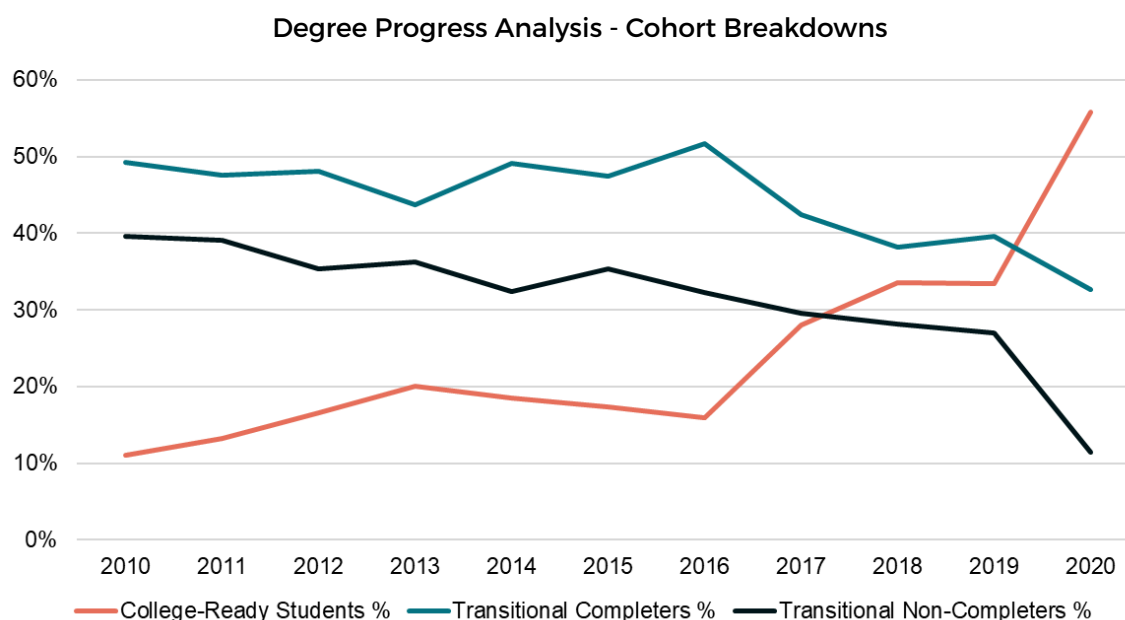
Source: Student database

## Degree Progress

The degree progress analysis examines the success of community college students by incorporating transitional studies, graduation, transfer and persistence over a four-year period. Full- and part-time students who enter college for the first time in the fall and attempt 18 or more credit hours within two years make up the analysis cohort. These students are considered degree- or certificate-seeking. Students who require transitional coursework are categorized separately from those who place directly into college-level coursework (college-ready students).

The 2020 cohort included 481 first-time students of which 312 exhibited enrollment behavior that indicates they are seeking a degree or certificate. Within the cohort, roughly 56% were college-ready students and 44% required transitional coursework. Almost three-fourths of transitional students completed their transitional coursework within four years. The larger portion of college-ready students compared to prior cohorts was most likely a result of the COVID-19 pandemic campus closure in March 2020. Student services staff assisted students in self-identifying English and mathematics placement until remote placement testing and proctoring were available. For the 2020 cohort overall, 73% of all students were successful/persisting within four years of entry. For college-ready students, 81% were successful/persisting compared to 77% of transitional completers and nearly 28% of transitional non-completers.

In general, the percentage of college-ready students has been on the rise since 2010 (11%), while the percentage of transitional non-completers has been on a downward trend from a high of roughly 40% in 2010.



*Note: Students who participated in dual enrollment are considered first-time students at the time of their first college attendance after high school graduation. Numbers may not sum to 100 due to rounding.*

*Source: Student data frozen at the fall census date*

# Degree Progress

Overall, college-ready students had a higher percentage of transfers within four years than transitional completers (47% and 32%, respectively); however, graduation rates were comparable between the two groups (41% and 37%, respectively). About two-thirds of college-ready students and almost half of transitional completers graduated and/or transferred. College-ready students and transitional completers have comparable successful or persisting student rates (81% and 77%, respectively). Overall, more than half of the students in the analysis (53%) graduated and/or transferred and almost three-fourths (73%) were successful or persisting, which are the highest rates that Wor-Wic has experienced since statewide adoption of the analysis in 2005. These rates were most likely influenced by the implementation of a new advising process, full-time academic advisors and student success technology in the spring of 2020 as part of the college's Title III grant.

## Definitions:

**First-time students** - full-time and part-time students entering college for the first time in the reported fall (does not include dual enrolled or transfer-in students)

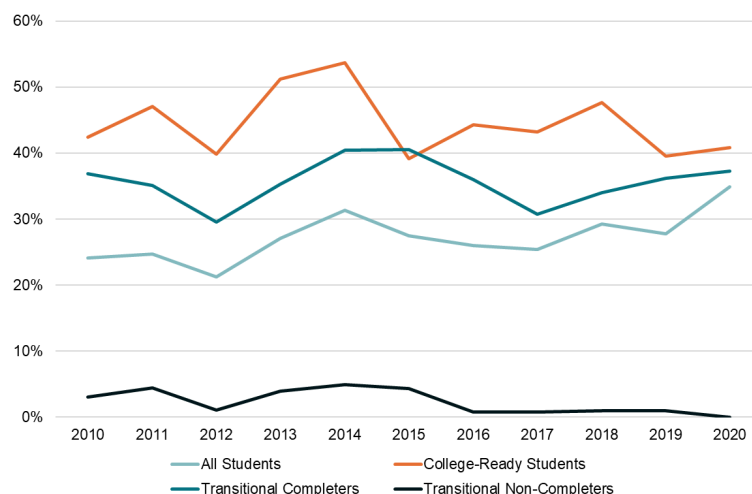
**Analysis cohort** - first-time students who attempted 18 or more credit hours (including transitional coursework) within two years of entry

**College-ready students** - students who did not require any transitional coursework, including those who did not require assessment for transitional placement

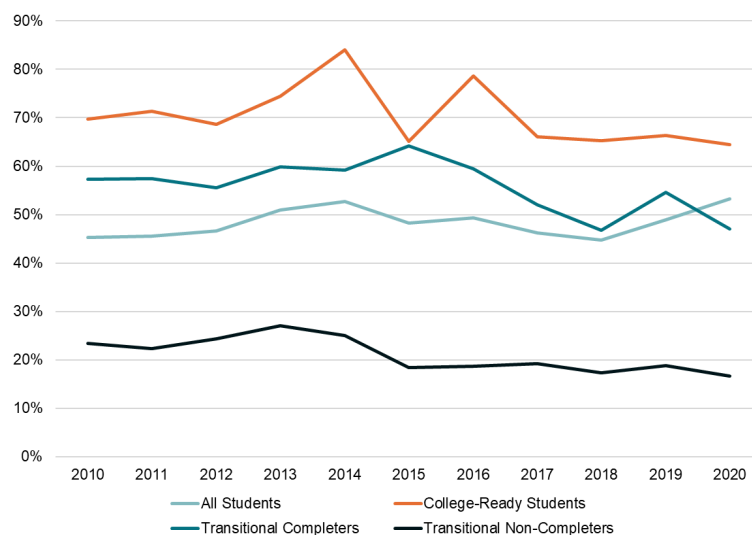
**Transitional completers** - students who completed all recommended transitional coursework and/or related college-level coursework within four years

**Transitional non-completers** - students who did not complete all recommended transitional coursework and/or related college-level coursework within four years

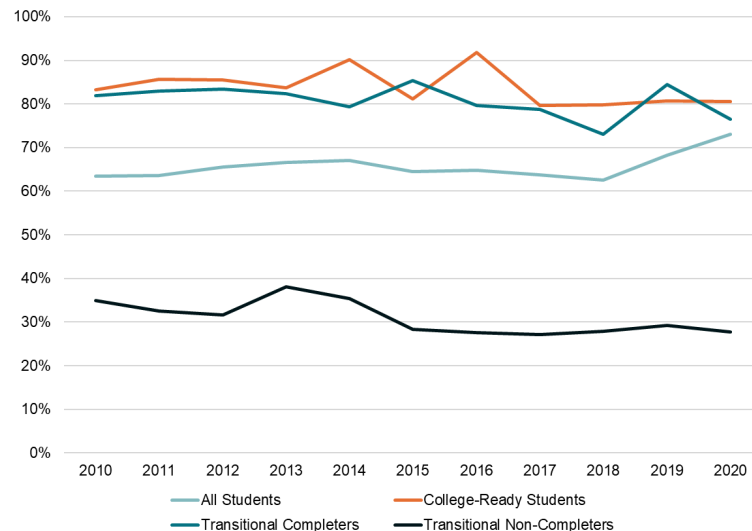
**Degree Progress Analysis - Graduates  
(%) within Four Years of Entry**



**Degree Progress Analysis - Graduates/Transfers  
(%) within Four Years of Entry**

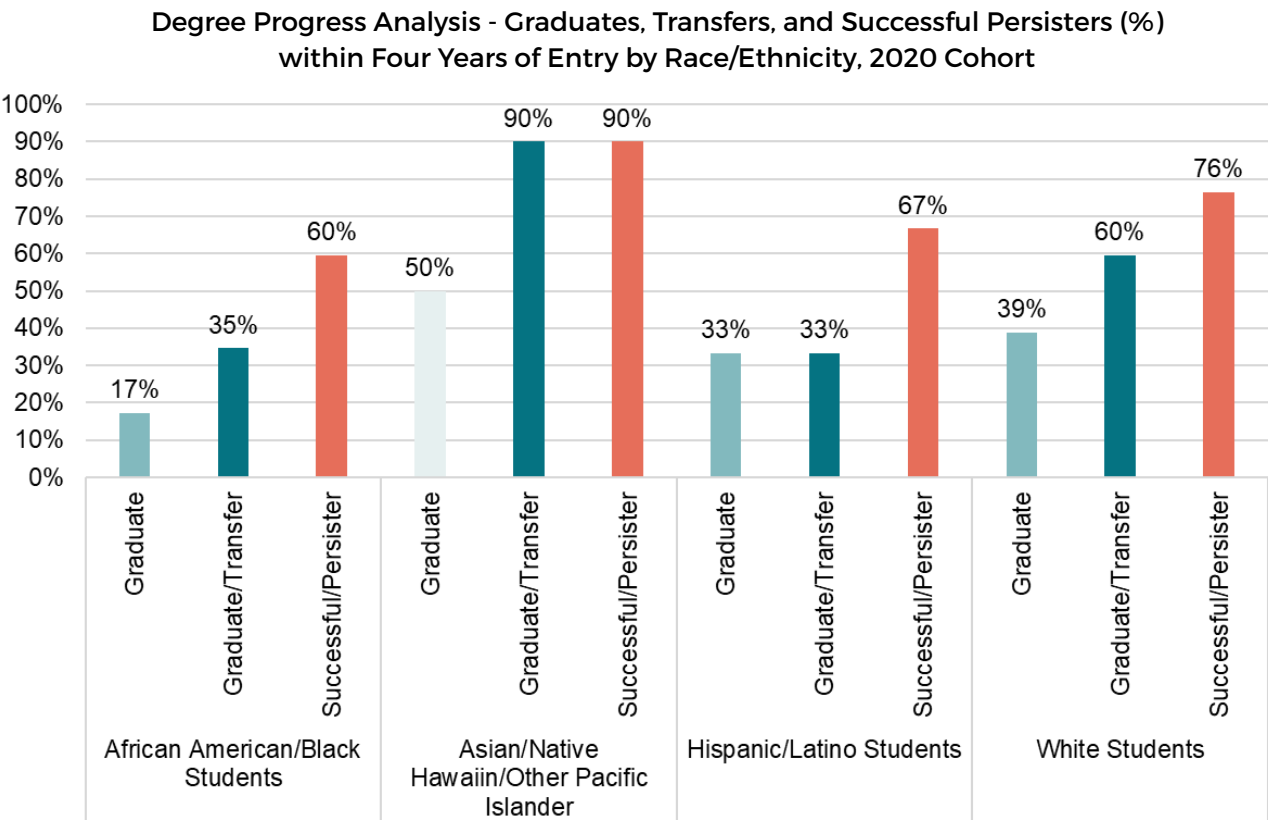


**Degree Progress Analysis - Successful Persisters (%)  
within Four Years of Entry**



Analysis by Race/Ethnicity

African American graduation and transfer rates (17% and 25%, respectively) were lower than those of white students (39% and 44 %, respectively) for the fall 2020 cohort. More than one-third (35%) of African American students graduated and/or transferred and more than half (60%) were successful or persisting. Comparatively, more than half (60%) of white students graduated and/or transferred and 76% were successful or persisting. The small numbers of students in the other race/ethnicity categories do not support reliable comparisons.



Source: Student data frozen at the fall census date

Enrollment and Demographics

The total non-credit student headcount in Fall 2024 was 2,273, up 22% from 2023. Total FY24 enrollment by FTE was roughly 757, up 14% from 2023.

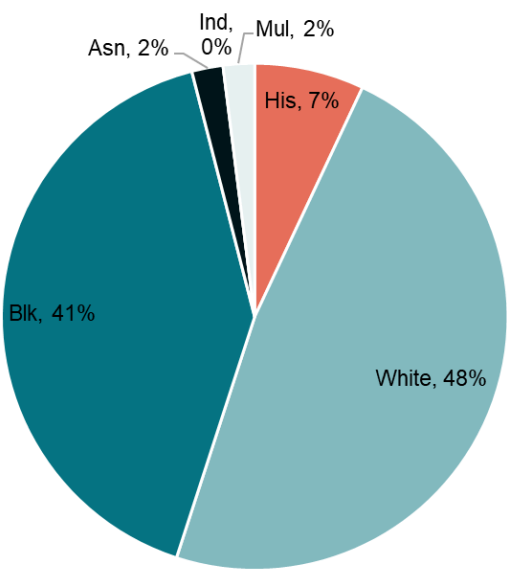
In Fall 2024, the average age of non-credit students was 32 years which has decreased from 38 years over the past decade. Students age 23 to 35 years represent the largest portion of non-credit students (37%) followed by those age 36 to 59 years (31%). Students age 16 to 22 years represent 17% of the non-credit population, those age 16 years and younger represent 10%, and those age 60 years and older represent the remaining 5%.

By age, the fastest growing segment of non-credit student is those age 23 to 35 years (34%). The number of students age 16 to 22 years and those age 36 to 59 years have also grown over the past five years by 7% and 5%, respectively. All other age segments have declined over the same time period.

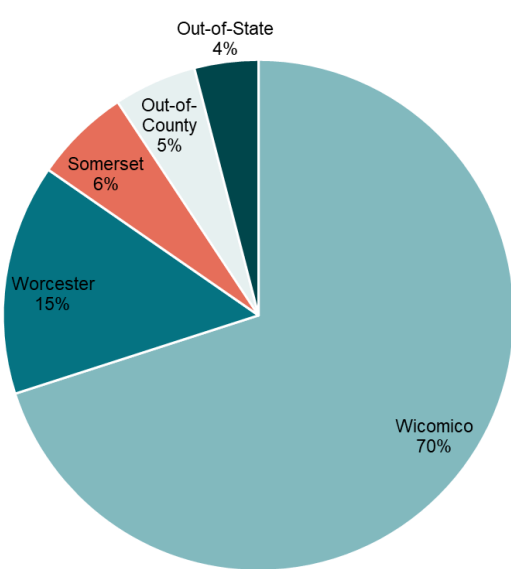
Females represented 48% of enrolled non-credit students for whom gender was known in 2024 with males accounting for 52%. Over the past 10 years the demographic breakdown has shifted slightly with the percentage of males up from 49% in 2014. In Fall 2024, just under half of the non-credit student population were white (48%), 41% were black/African-American , 7% were Hispanic/Latino, 2% identified as multiple races, and 2% were Asian/Native Hawaiian/Other Pacific Islander.

Ninety one percent (91%) of credit students reside within the tri-county service area.

Non-Credit Enrollment by Race, Fall 2024



Non-Credit Enrollment by Geography, Fall 2024



Non-credit FTEs = non-credit enrollments based on equated course hours divided by 30.

Source: Student data frozen at the fall 20% date

# Non-Credit Offerings

Non-Credit Offerings	
Academic Preparation	College Preparation
	College Preparation for English Language Learners
	Developmental English
Business & Leadership	Accounting
	Communication Studies
	Entrepreneurship
	Human Resources
	Insurance Licensure
	Leadership
	Nonprofit Management
	Operations
	Writing
Child Care	Child Care Courses
	Continuing Education Credential Booster Courses
	Educator Training
Computers and Technology	Accounting Software
	Artificial Intelligence
	Getting Started with Computers
	Desktop Publishing, Graphics & Imaging
	Internet & Mobile Technologies
	3D Printing
	Microsoft Office
	PC Hardware, Networking & Security
	Seniors Only Courses
	Social Media & Video
	Uncrewed Aircraft Systems
	Web Design
	Free Computer Training for Unemployed
Customized Training	Designed to meet employer needs
Health Care	Certified Nursing Assistant (CNA)
	Dental Assisting
	Dispensary Technician

# Non-Credit Offerings

Non-Credit Offerings	
Health Care (continued)	Emergency Training (American Heart Association)
	Medical Coding & Billing
	Medical Office
	Medicine Aide Recertification
	Nurse Refresher
	Personal Trainer
	Phlebotomy Technician
	Professional Development
Hospitality & Culinary	Culinary Skills
	Food & Beverage
	Pool Operators
Personal Enrichment	Art & Painting
	Languages
	Photography
Real Estate and Property Maintenance	Home Inspector
	Real Estate
	Septic
Skills Trades & Manufacturing	Autodesk
	Construction
	Electrical
	Heating, Air Conditioning and Refrigeration Technology (HVACR)
	Manufacturing
	Plumbing
	Water/Wastewater Treatment
	Welding, Machining, & Metal Fabrication
Summer Scholars	Courses available for students entering grades 3-4, 4-9, 5-7, & 7-10
Transportation	Automotive
	Driver Education
	Heavy Equipment Operator
	Materials Management
	Truck Driver
Veterinary Assistant	Veterinary Assistant Training Online

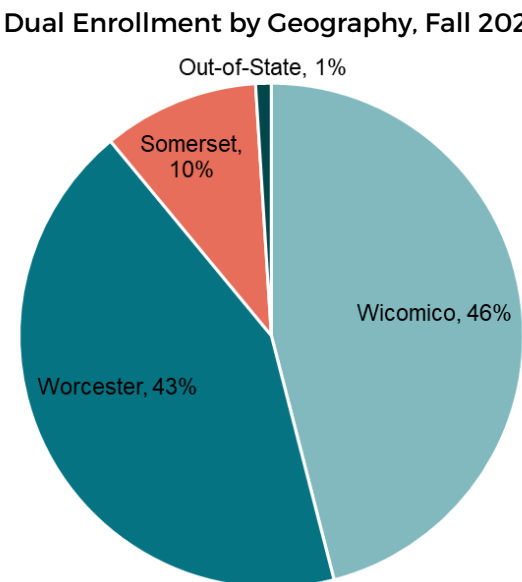
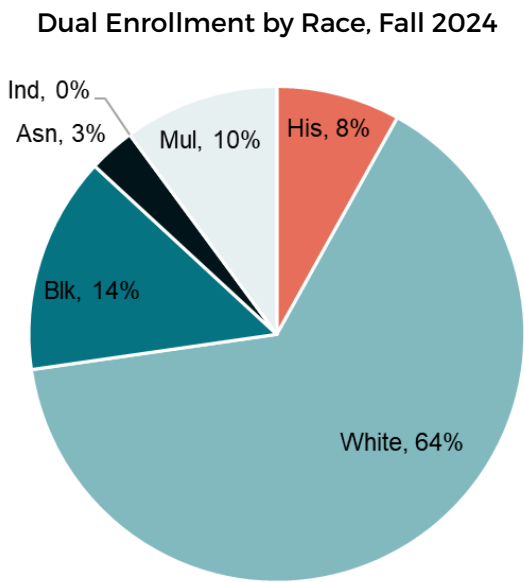


Fall 2024 Headcount and Demographics

The total dual enrolled student headcount in Fall 2024 was 656, up 29% from 2023. Public school students accounted for 90% of dual enrolled students in the Fall while private and out-of-state students accounted for 10%. Dual enrollment was up 37% from five years prior. Fiscal Year 2024 dual enrollment was 684 representing a 11% increase from FY23 and a 20% increase over five years.

Females represented 64% of dual enrolled students in Fall 2024 with males accounting for 35%. Over the past 10 years, female enrollment consistently outpaced male enrollment with the percent of female students increasing by six percentage points from 2014. In Fall 2024, White students accounted for the majority (64%) of dual enrolled students. Black/African-American students accounted for 16% of enrollment, , 8% were Hispanic/Latino, 10% identified as multiple races, and 3% were Asian/Native Hawaiian/Other Pacific Islander.

Students from Wicomico County accounted for 46% of Fall 2024 dual enrollment students while students from Worcester County accounted for 43% and students from Somerset County accounted for 10%. One percent of students were identified as out-of-state residents which represents students from Wicomico County attending Delmar High School. Over the past five years, Fall enrollment in Worcester County has grown by 106% while in Wicomico County it has grown by 19% and in Somerset County is has declined by 29%.



Total enrollment percentages may be affected by rounding. Students are reported by high school location. Starting in the fall of 2023, Wicomico County residents attending Delmar High School are reported as out-of-state (OS) rather than in the Wicomico figures. Dual enrollment students have met the eligibility requirements of their school's dual enrollment agreement with Wor-Wic.

Source: Student data frozen at the fall 20% date

## Dual Enrollment Classes

In FY24, 46 class sections were offered in 11 high schools, with 534 enrollments (351 unduplicated students).

FY 2024 Classes Taught at High School Locations												
Class	Bennett	Mardela	Salisbury Christian	CTE Center	Wi-Hi	Pocomoke	Snow Hill	Stephen Decatur	Worcester Tech	Crisfield	Washington	Enrollments
CMP-134	X											15
CMP-135	X											6
ENG-101		X	X		X	X	X		X	X	X	215
ENG-151		X	X								X	83
BIO-101			X							X		13
CHM-105			X									5
HIS-101			X				X					24
HIS-151			X				X				X	30
MTH-121								X				29
MTH-122								X				3
MTH-152			X				X			X		35
PSY-101			X				X		X	X	X	48
CMJ-104				X					X			22
COM-101										X		6
Enrollments	21	55	106	10	25	19	60	32	63	40	103	534

Employee Overview

Wor-Wic employed 431 people in Fall 2024 including 254 (59%) full-time employees and 177 (41%) part-time employees. Of all employees, 32% (136) were part-time instructors, 26% (113) were administrators, 26% (113) were support staff, and 16% (69) were full-time instructors.

Over the past five years, the number of support staff and full-time instructors have both decreased by 7% while the number of part-time instructors has decreased by 19%. Over the same time, the number of administrators has increased by 27%.

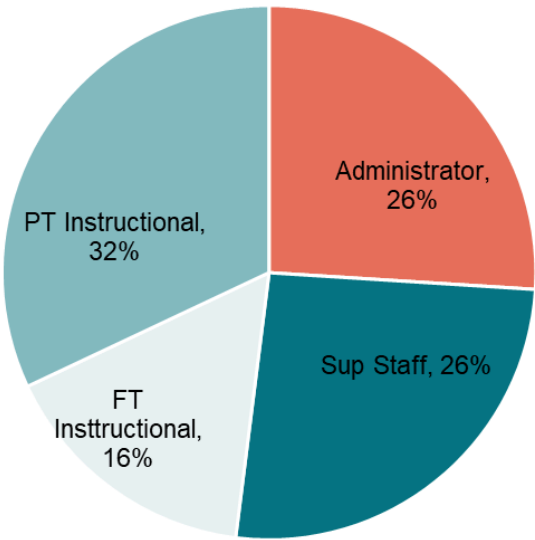
A total of 138 instructors were employed for credit programs and 67 for continuing education programs. Half of credit programs instructors were full-time and half were part-time. All continuing education instructors were part-time.

Employee Demographics

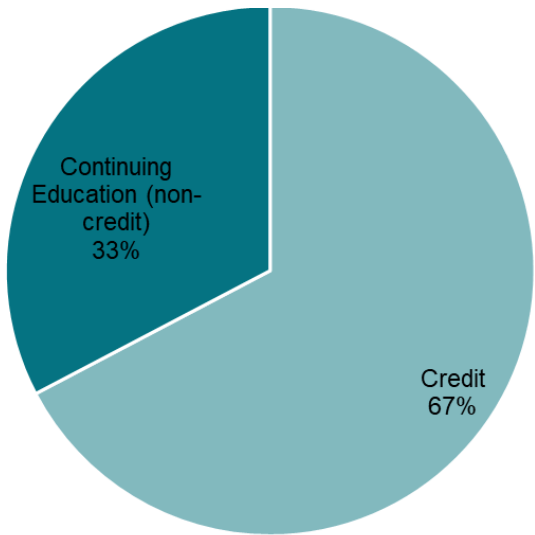
Females accounted for 64% of Fall 2024 employees while males accounted for 36%. A majority of the employees at Wor-Wic are white only (77%), 17% are Black/African-American only, 3% are multiple races, 2% are Hispanic/Latino, and 1% are Asian/Native Hawaiian/Other Pacific Islander.

The employee population is less diverse than the credit and non-credit student populations which both have higher percentages of Black/African-American and Hispanic/Latino individuals.

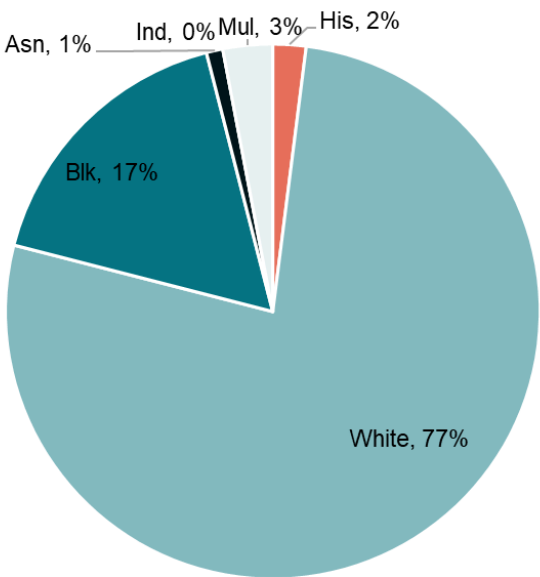
Employee Composition, Fall 2024



Instructor Composition by Program Type



Employment by Race, Fall 2024



Source: Student data frozen at the fall 20% date

# Institutional Efficiency

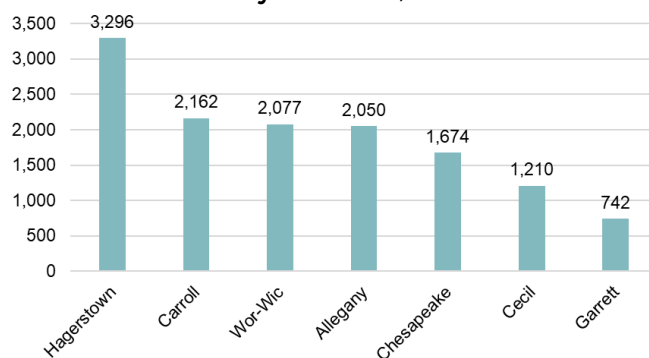
To better understand how efficiently Wor-Wic utilizes resources in serving students, comparisons are made between Wor-Wic and the other six small community colleges in the state of Maryland:

- Hagerstown Community College
- Carroll Community College
- Allegany College of Maryland
- Chesapeake College
- Cecil College
- Garrett College

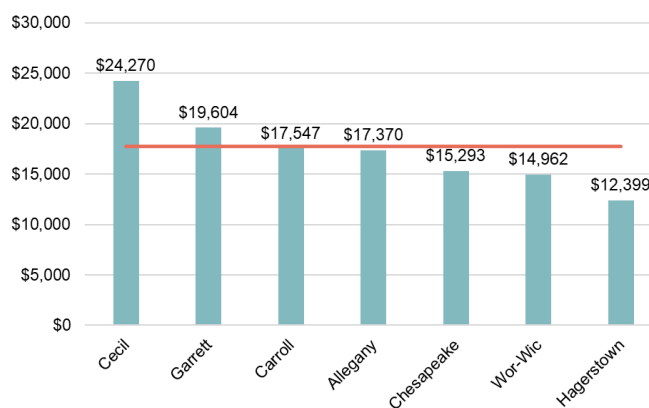
Of the small community colleges, Wor-Wic ranked third in Maryland FTEs at 2,707 in FY24. Wor-Wic ranked sixth in both cost per FTE and FTE employees per FTE student. Wor-Wic reported the lowest (7th) in net assignable square feet (NASF) per FTE (90 NASF/FTE) while the county contribution per FTE ranked fifth at \$4,343.05. Wor-Wic is serving the third largest population of FTE students with fewer physical, financial, and human resources than nearly all of the other small community colleges in Maryland.

Among all community colleges in Maryland, Wor-Wic has ranked in the top five lowest cost/FTE in the state for 26 out of the past 29 years. Wor-Wic ranked #1 (lowest cost) or #2 (second lowest cost) for 20 out of the 29 years.

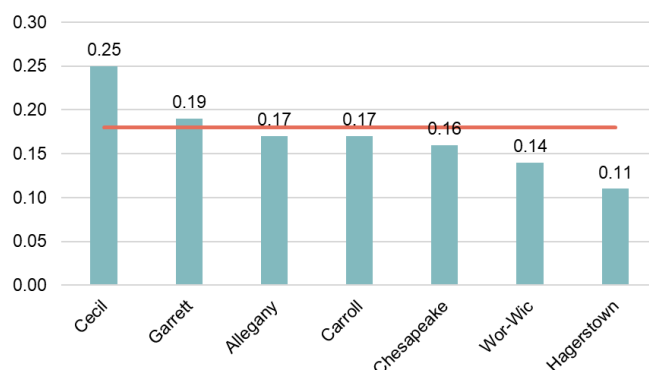
**Maryland FTEs, FY24**



**Cost per FTE, FY24**



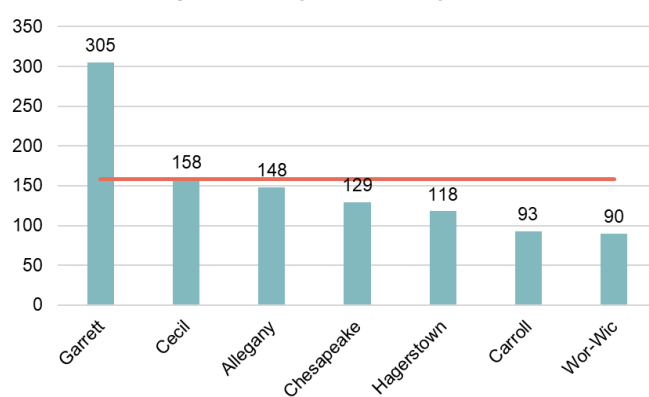
**FTE Employees per FTE Student, FY24**



**County Contribution per FTE, FY24**



**Net Assignable Square Feet per FTE, FY24**



# Financial Highlights

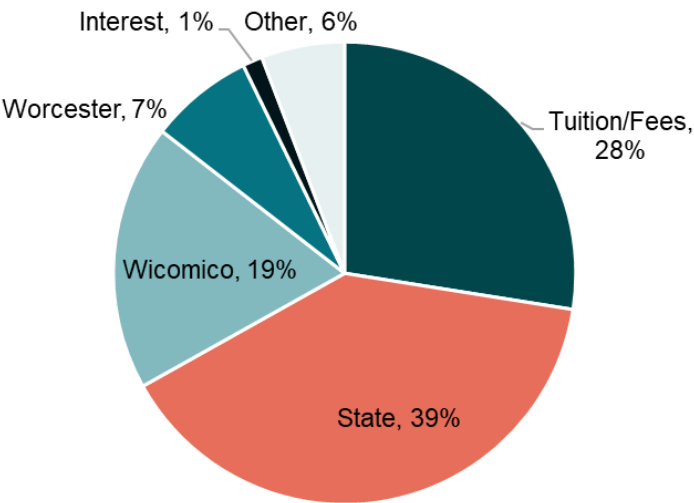
Wor-Wic's total revenue was just over \$34.8 million in FY24, up 56% from 2014. Wor-Wic receives about two thirds of its revenue from the state of Maryland (39%) and tuition and fees (28%) combined. County funding accounts for 26% of revenue with 19% from Wicomico County and 7% from Worcester County. The remaining 7% comes from interest and other sources. In 2024, the state funding per FTE was \$6,605 and county funding per FTE was \$4,343, up 139% and 119% respectively since 2014.

Credit programs account for nearly 83% of tuition and fee revenue while continuing education and workforce development accounts for nearly 15%. Tuition and fees from the Eastern Shore Criminal Justice Academy (ESCJA) program accounts for just under 3%.

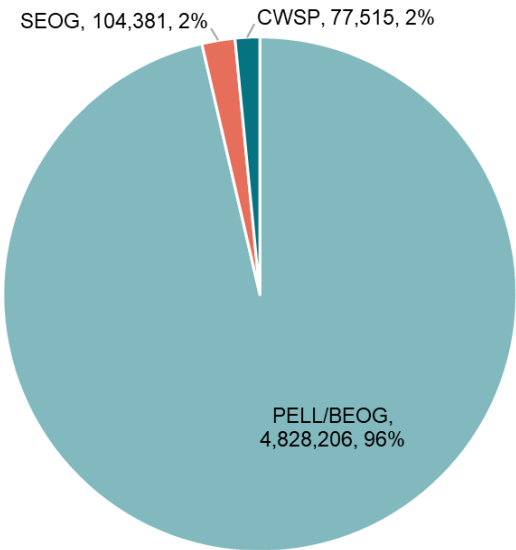
The 2025 tuition fee for in-county residents is \$133.00 per credit hour, up 33% from 2015. The tuition rate for out-of-county residents is \$266.00, up approximately 16% from 2015 with residents in bordering out-of-state counties (Accomack County, VA, and Sussex County, DE) paying an additional \$1.00 per credit hour. Out-of-state residents pay \$333.00 in 2025, up by about 22% over the last decade.

Total federal financial aid was just over \$5M in FY24. This represents a 24% increase over the prior fiscal year but a 7% decrease over the preceding five years. Over the past decade, federal financial aid is down 14%. The Pell Grant (previously known as the Basic Educational Opportunity Grant, BEOG) accounts for the largest percentage of federal aid (96%) while Supplemental Educational Opportunity Grant (SEOG) and the College Work Study Program (CWSP) each account for about 2%.

Sources of Revenue, 2024



Federal Financial Aid, FY24



# Performance Accountability Indicators

The annual Performance Accountability Report (PAR) provides an opportunity for the State, the Maryland Higher Education Commission (MHEC), colleges and universities, and individual governing boards to review and evaluate institutions' efforts to advance the goals of the State and fulfill their missions. Community colleges developed and refined the common set of 28 indicators across all 16 community colleges. Wor-Wic also tracks an additional seven campus-specific measures. For some indicators, Wor-Wic has established target benchmarks and reported data indicators progress toward the benchmark.

This report includes highlights of key Performance Accountability, sorted by goal area, indicators along with Wor-Wic's ranking among Maryland's seven small community colleges and among all 16 community colleges in the state. Wor-Wic data provided below is from the 2024 Performance Accountability Indicators. Rankings reference the 2023 PAR as the 2024 PAR with all community college data is still being finalized.

## Goal 1: Access

Wor-Wic's market share of first-time, full-time students was 24.1%, just over halfway toward the Fall 2025 benchmark of 45.0%. Of the seven small community colleges in Maryland, Wor-Wic ranked seventh in Fall 2022 on this indicator. For part-time students, Wor-Wic's market share was 79.8% in Fall 2023, nearing the Fall 2025 benchmark of 82.0% (96% progress). Wor-Wic ranked third in Fall 2022 among small community colleges for part-time student market share. Wor-Wic's market share of recent, college-bound high school graduates was 41.3% in Fall 2022 with a Fall 2024 benchmark of 56.0%. Wor-Wic ranked fifth on this indicator among the small community colleges in Fall 2021.

Market Share						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025	Benchmark Progress
Market share of first-time, full-time students	39.5%	28.4%	26.6%	24.1%	45.0%	54%
Market share of part-time students	80.0%	77.3%	78.2%	78.8%	82.0%	96%
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Benchmark Fall 2024	Benchmark Progress
Market share of recent, college-bound high school graduates	48.5%	48.6%	42.6%	41.3%	56.0%	74%

Source: First-time students = attending higher education for the first time, excludes attendance during high school

- Benchmark Progress:**
- Progress toward the benchmark should be reviewed. (< 80%)
  - Progress toward the benchmark is sufficient, but should be monitored. (80% - 90%)
  - Progress toward the benchmark is sufficient. (> 90%)
- \*\*Benchmark Progress for indicators where the benchmark is set at a maximum level not to be surpassed:**
- Progress toward the benchmark should be reviewed. (> 90%)
  - Progress toward the benchmark is sufficient, but should be monitored. (80% - 90%)
  - Progress toward the benchmark is sufficient. (< 80%)

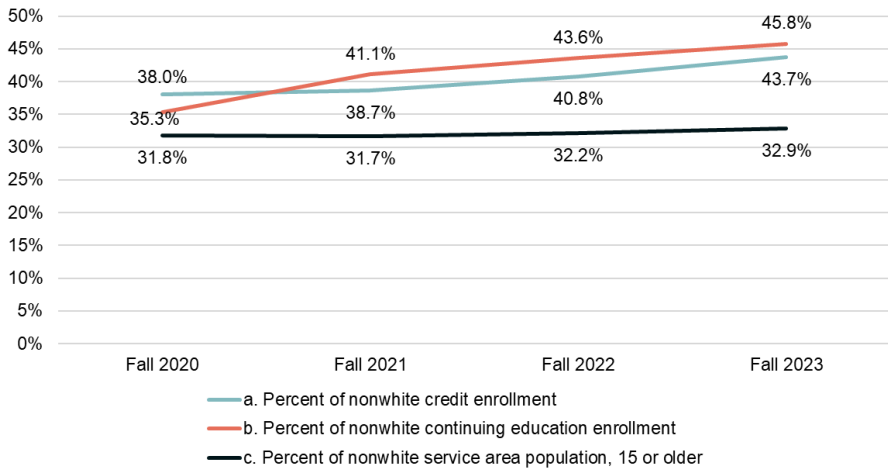
Source: Data provided by the Maryland community colleges

# Performance Accountability Indicators

In Fall 2023, minority (nonwhite) students accounted for 43.7% of credit enrollments and 45.8% of continuing education enrollments. Both enrollment indicators exceed the percent of the service area population age 15 and older that is nonwhite (32.9% in Fall 2023) and exceed the Fall 2025 benchmark of 32.0%.

Wor-Wic ranked first among Maryland’s small community college in Fall 2022 on both indicators.

Minority Student Enrollment Compared to Service Area Population



Minority student enrollment compared to service area population						
	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Benchmark Fall 2025	Benchmark Progress
a. Percent of nonwhite credit enrollment	38.0%	38.7%	40.8%	43.7%	32.0%	137.0%▲
b. Percent of nonwhite continuing education enrollment	35.3%	41.1%	43.6%	45.8%	32.0%	143.0%▲
c. Percent of nonwhite service area population, 15 or older	31.8%	31.7%	32.2%	32.9%	NA	NA
Minority faculty and staff						
Percent minorities (nonwhite) of full-time faculty	8.8%	10.3%	10.3%	6.1%	12.0%	51.0%▲
Percent minorities (nonwhite) of full-time administrative and professional staff	19.3%	17.9%	19.5%	16.1%	22.0%	73.0%▲

The percent of full-time minority faculty in Fall 2023 was 6.1%, just over half of the Fall 2025 benchmark of 12.0%. In Fall 2022, Wor-Wic ranked fourth on percent of minority full-time faculty compared to the small community colleges. For full-time administrative and professional staff 16.1% were minorities in Fall 2023. The Fall 2025 benchmark is 22.0% (73% progress). Among small community colleges in Maryland, Wor-Wic ranked first in Fall 2022 on this indicator.



# Performance Accountability Indicators

## Goal 2: Success

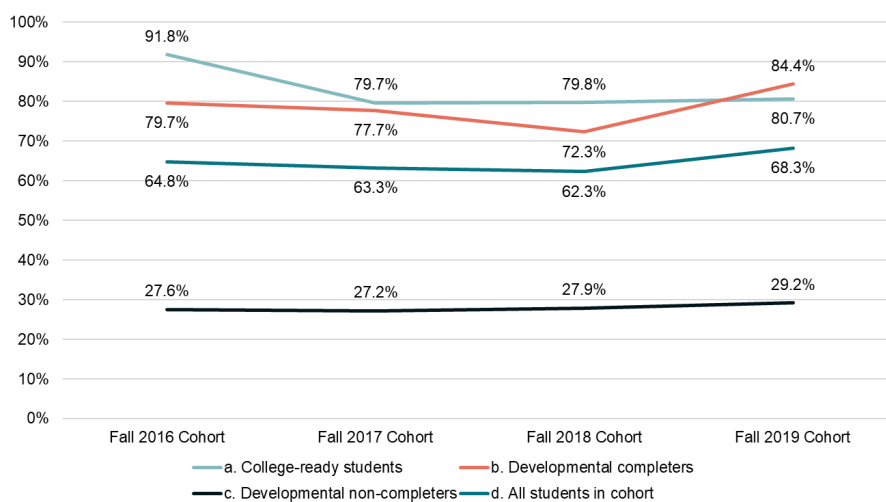
Based on first-time, degree-seeking, college-ready students in the fall of 2018, Wor-Wic ranked 10th (79.8%) among all Maryland community colleges and 5th among small community colleges in the percentage who graduated, transferred, earned at least 30 credits with a GPA of at least 2.0 or were still enrolled four years after entry. College-ready students are those who do not require any developmental coursework.

Wor-Wic ranked third (72.3%) among the small community colleges (eighth among all community colleges) in the percentage of first-time, degree-seeking, developmental completers who entered in the fall of 2018 and graduated, transferred, earned at least 30 credits with a GPA of at least 2.0 or were still enrolled after four years. Developmental completers are defined as students who successfully completed all of their recommended developmental coursework.

Ranking 4th among the seven small community colleges (13th among all 16 community colleges), 27.9% of Wor-Wic's first-time, degree-seeking, developmental non-completers who entered in the fall of 2018 had graduated, transferred, earned at least 30 credit hours with a GPA of at least 2.0 or were still enrolled after four years. Developmental non-completers are defined as students who did not successfully complete all of their recommended developmental coursework. This indicator is not benchmarked.

Wor-Wic ranked 7th (62.3%) among the seven small community colleges (14th among all 16 community colleges) in the percentage of all first-time, degree-seeking students who entered in the fall of 2018 and graduated, transferred, earned at least 30 credits with a GPA of at least 2.0 or were still enrolled after four years.

Successful-Persister Rate After Four Years, by Classification



Successful-persister rate after four years, by classification

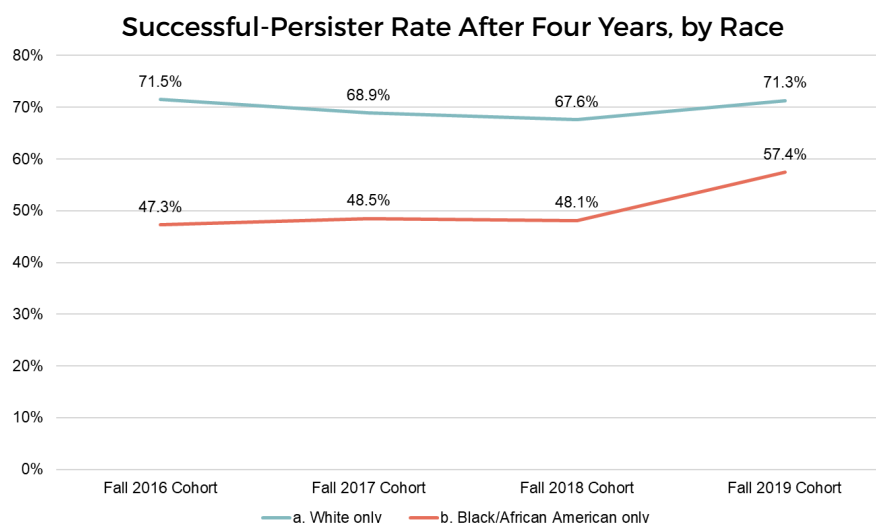
	Benchmark Fall 2021 Cohort	Benchmark Progress
a. College-ready students	90.0%	90.0% <span>▲</span>
b. Developmental completers	87.0%	97.0% <span>▲</span>
c. Developmental non-completers	NA	NA
d. All students in cohort	70.0%	98.0% <span>▲</span>

Note: Indicators for Asian and Hispanic/Latino students not reported due to cohort size < 50 students

Source: Data provided by the Maryland community colleges



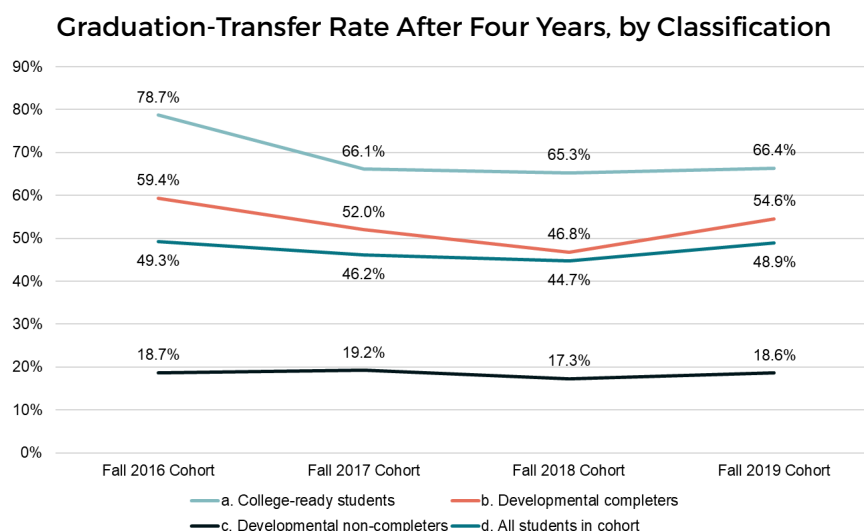
# Performance Accountability Indicators



*Note: Indicators for Asian and Hispanic/Latino students not reported due to cohort size < 50 students*

Ranking sixth among the small community colleges (13th among the 14 comparable community colleges), 67.6% of Wor-Wic's first-time, degree-seeking, white students in the fall of 2016 graduated, transferred, earned at least 30 credits with a GPA of at least 2.0 or were still enrolled four years later.

Nearly half (48.1%) of Wor-Wic's first-time, degree-seeking, African American students in the fall of 2016 graduated, transferred, earned at least 30 credits with a GPA of at least 2.0 or were still enrolled four years later. Wor-Wic ranked last among the 14 comparable community colleges statewide and fourth among the small community colleges. Successful-persister rates by race are not benchmarked.



Based on first-time, degree-seeking, college-ready students in the fall of 2018, Wor-Wic ranked 9th among all Maryland community colleges (5th among small community colleges) in the percentage who graduated or transferred within four years of enrolling at the college.

# Performance Accountability Indicators

Ranking fourth among the seven small community colleges (11th among the 16 community colleges statewide), 46.8% of Wor-Wic's first-time, degree-seeking, developmental completers graduated or transferred within four years after enrolling at the college in the fall of 2018.

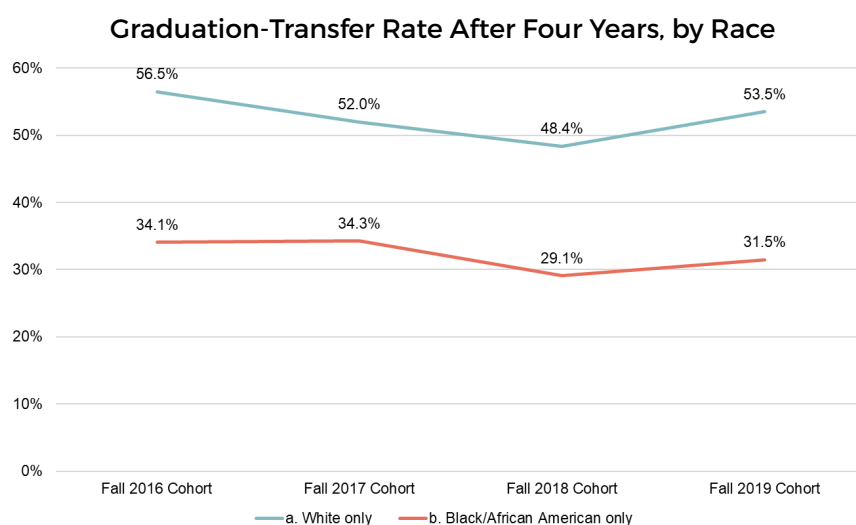
Ranking seventh among the seven small community colleges (14th among all Maryland community colleges), 17.3% of Wor-Wic's first-time, degree-seeking, developmental non-completers graduated or transferred within four years of entering in the fall of 2018. This indicator is not benchmarked.

Of all first-time, degree-seeking students enrolled at Wor-Wic in the fall of 2018, 44.7% graduated or transferred within four years. Wor-Wic ranked seventh among the small community colleges and 13th among all 16 community colleges.

Ranking sixth among small community colleges and 13th among the 14 comparable community colleges statewide, almost half (48.4%) of Wor-Wic's first-time, degree-seeking white students graduated or transferred within four years of enrolling in the fall of 2018.

Ranking last among the four comparable small community colleges and 13 comparable community colleges statewide, 29.1% of Wor-Wic's first-time, degree-seeking African American students graduated or transferred within four years of enrolling in the fall of 2018. Graduation-transfer rates by race are not benchmarked.

Graduation-transfer rate after four years, by classification		
	Benchmark Fall 2021 Cohort	Benchmark Progress
a. College-ready students	85.0%	78.0% <span style="color: red;">▼</span>
b. Developmental completers	65.0%	84.0% <span style="color: orange;">▼</span>
c. Developmental non-completers	NA	NA
d. All students in cohort	53.0%	92.0% <span style="color: green;">▼</span>

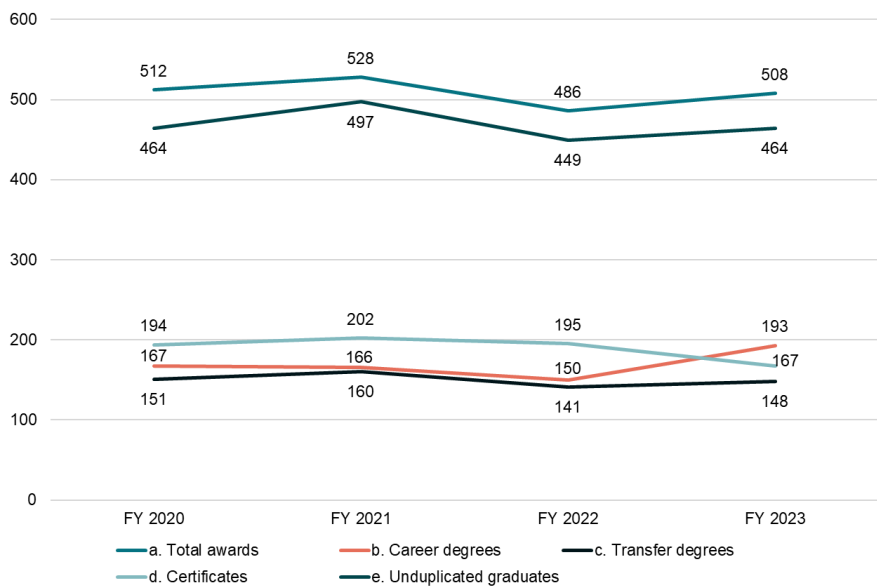


*Note: Indicators for Asian and Hispanic/Latino students not reported due to cohort size < 50 students*

# Performance Accountability Indicators

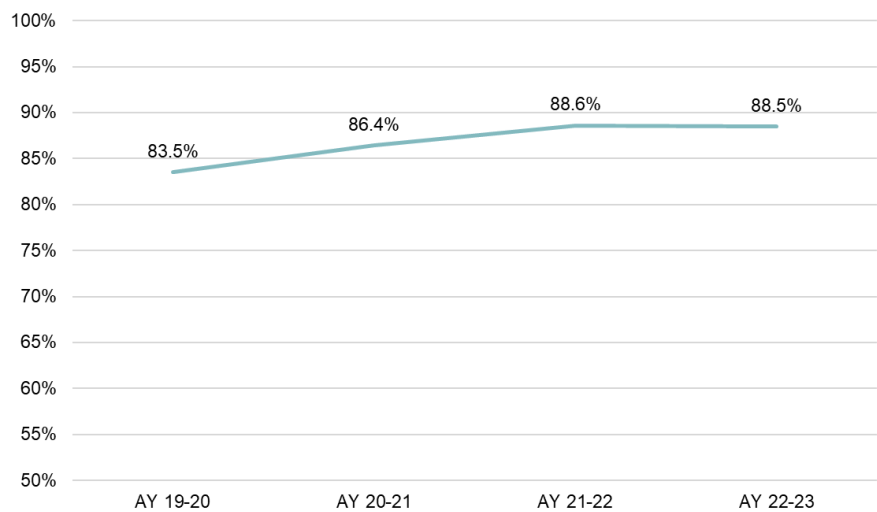
In FY 2022, Wor-Wic ranked fourth among Maryland’s small community colleges in total associate degrees and credit certificates awarded, career degrees awarded, and unduplicated graduates. Wor-Wic ranked first in the number of credit certificates awarded and fifth in transfer degrees awarded. The FY 2025 benchmark for total awards is 600 and Wor-Wic is 85% of the way to meeting this benchmark in FY 2023(◀). The other award indicators are not benchmarked.

Associate Degrees and Credit Certificates Awarded



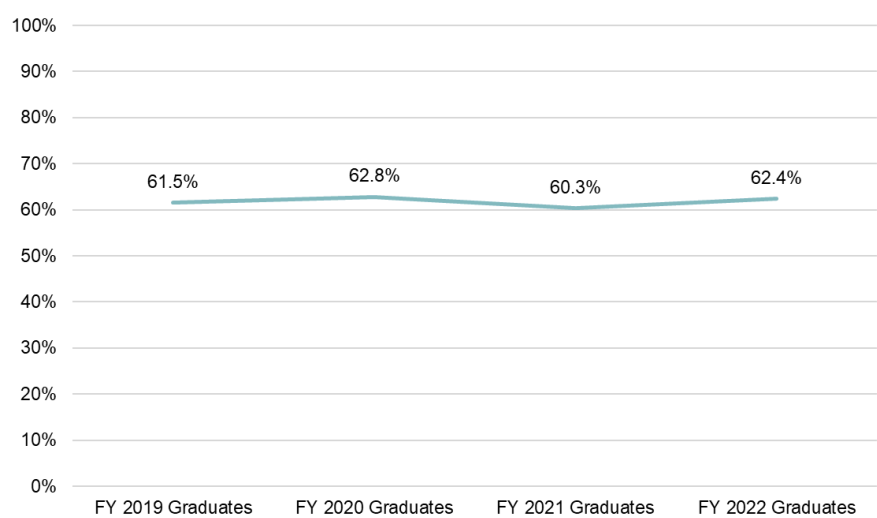
The percentage of students with first-year GPA of 2.0 or above the transfer institution was 88.5% in academic year (AY) 22-23, reaching 104% of the AY 2024-2025 benchmark of 85.0%. Wor-Wic ranked fifth on this indicator among small community colleges in AY 2021-2022.

First-Year GPA of 2.0 or Above at Transfer Institution



Sixty-two percent of FY 2022 graduates transferred within one year. The FY 2024 benchmark is 75.0% of graduates transferring within one year (83% progress toward benchmark ◀). In FY 2021, Wor-Wic ranked fourth among small community college in one-year transfer rates.

Graduate Transfers within One Year

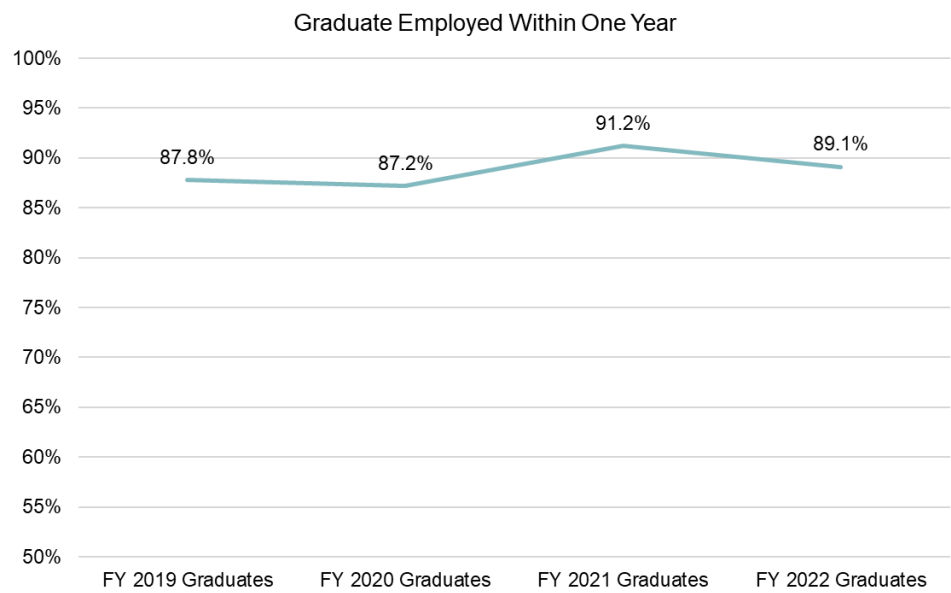


Source: Data provided by the Maryland community colleges

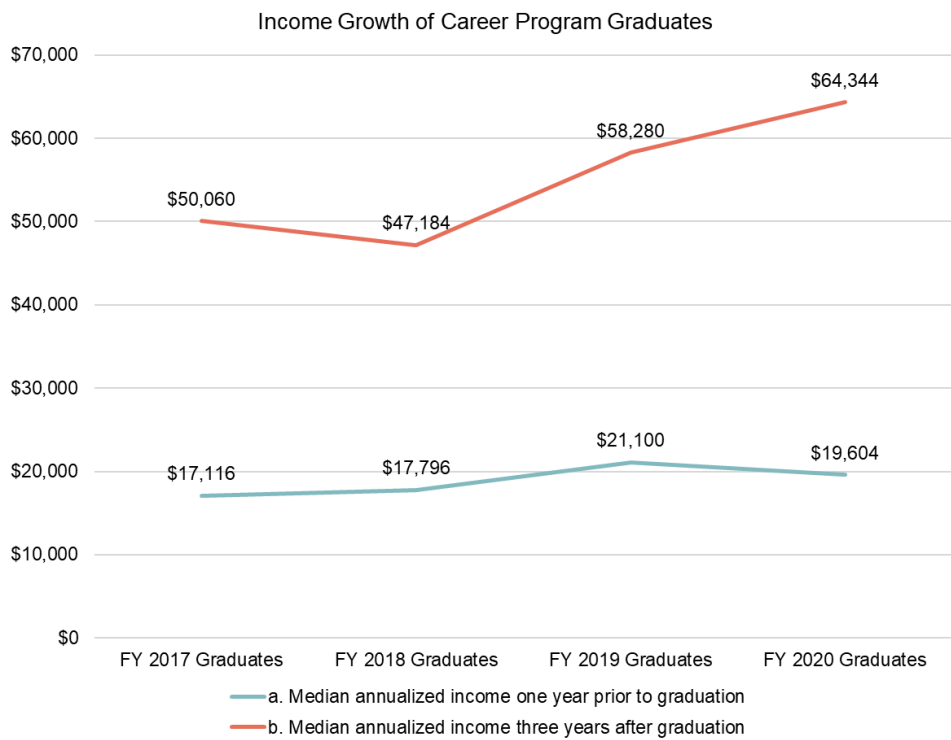
# Performance Accountability Indicators

## Goal 3: Innovation

Wor-Wic ranked first among all Maryland community colleges for the percent of graduates employed within one year (91.2%)



Graduates in FY 2020 reported median annualized income of \$19,604 one year prior to graduation. Median annualized income for these graduates increased to \$64,344 three years after graduation, a difference of \$44,740. Among FY 2020 graduates, Wor-Wic had the second largest differential in median annualized income between one year prior to graduation and three years after graduation among Maryland's small community colleges (sixth among all Maryland community colleges).



Source: Data provided by the Maryland community colleges