Washington County Community College
Calais, Maine
Discover Choices • Create Success

2019

NECHE SELF-STUDY

Table of Contents

Institutional Characteristics Form i
Table of NECHE Actions, Items of Special Attention, or Concerns ix
Introduction to the Self-Study x
Institutional Overview xiii

Narrative

Standard One: Mission and Purposes 18
Standard Two: Planning and Evaluation 25
Standard Three: Organization and Governance 35
Standard Four: The Academic Program 50
Standard Five: Students 68
Standard Six: Teaching, Learning, and Scholarship 89
Standard Seven: Institutional Resources 106
Standard Eight: Educational Effectiveness 138
Standard Nine: Integrity, Transparency, and Public Disclosure 156

Appendix

Affirmation of Compliance with Federal Requirements of Title IV 166
E-Series Forms: Making Assessment More Explicit 167
Audited Financial Statements 175
Auditor's Management Letter 182
List of Work Room Documents 190

Institutional Characteristics Form

Date: February 2019

1. Corporate name of institution: Washington County Community College
2. Date institution was chartered or authorized: August 1969
3. Date institution enrolled first students in degree programs: Fall 1993
4. Date institution awarded first degrees: May 1994
5. Type of control:

Public

- ☒ State
- ☐ City
- ☐ Other

(Specify) _____

Private

- ☐ Independent, not-for-profit
- ☐ Religious Group

(Name of Church) _____

- ☐ Proprietary
- ☐ Other: (Specify) _____

6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? Maine Community College System Board of Trustees grants authorization to Washington County Community College for awarding Associate in Arts, Associate in Science, and Associate in Applied Science.

7. Level of postsecondary offering (check all that apply)

- ☒ Less than one year of work
- ☒ At least one but less than two years
- ☒ Diploma or certificate programs of at least two but less than four years
- ☒ Associate degree granting program of at least two years
- ☐ Four- or five-year baccalaureate program
- ☐ First professional degree
- ☐ Master's and/or work beyond the first professional degree
- ☐ Work beyond the master's level but not at the doctoral level (e.g., Specialist in Education)
- ☐ A doctor of philosophy or equivalent degree
- ☐ Other doctoral programs degree granting
- ☐ Other (Specify)

8. Type of undergraduate programs (check all that apply)

- ☒ Occupational training at the crafts/clerical level (certificate or diploma)
- ☒ Occupational training at the technical or semi-professional level (degree)
- ☒ Two-year programs designed for full transfer to a baccalaureate degree
- ☒ Liberal arts and general
- ☐ Teacher preparatory
- ☐ Professional
- ☐ Other_____

9. The calendar system at the institution is:

☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

a) Undergraduate 15 credit hours

b) Graduate _____ credit hours

c) Professional _____ credit hours

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	212	0	212
Part-time student headcount	66	0	66
FTE	249	0	249

b) Number of students (headcount) in non-credit, short-term courses: 44

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review
Automotive	National Automotive Technicians Education Foundation	April 2005	June 2016	February 2019
Engine Specialist	National Automotive Technicians Education Foundation	April 2005	June 2016	February 2019
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	September 2011	July 2016	May 2019
Powersports	Engine & Equipment Training Council (EETC)	January 2016	January 2016	January 2021

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year. Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
University of Maine at Machias	No	No	10
Indian Township, Peter Dana Point	No	No	6
B. Out-of-state Locations			

n/a			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as "any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally online program." **Do not include study abroad locations**.

Name of program(s)	Location	Headcount
n/a		

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate's, baccalaureate, master's, professional, doctoral), the percentage of credits that may be completed online, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% online	FTE
n/a			

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits
Northern Maine Community College	WCCC	Nursing	Degree	60-61

History of the Institution:

Washington County Community College, one of seven community colleges in the Maine Community College System, has its campus in Downeast Maine. The College was created by the State legislature in 1969 as Washington County Vocational Technical Institute. The College opened in August 1969 in the Calais Armory, and five students were enrolled in a two-year program in automotive technology. In September 1970, two-year diploma programs in boatbuilding and hotel-resort management were added, and the College moved to its present location in Calais on 400 acres overlooking the St. Croix River. For the school year 1972-73, residential home construction, marine electronics, and wood harvesting programs were created as the first one-year certificate program. In addition, the boatbuilding programs moved to larger facilities at Quoddy Head, Lubec.

During the 1970s and '80s, new programs and facilities were added, and the first residence hall completed. The College now has two residence halls that can provide housing for 145 students. The College's boatbuilding program moved from Lubec with the purchase of the Marine Trade Center in Eastport in 1978. The facility allowed for the expansion of marine programs in commercial fishing, marine finishing, and marine mechanics.

In April 1986, the Maine Technical College System, under the auspices of a Board of Trustees, was established by the legislature; and in 1989, the College's name was changed to Washington County Technical College (WCTC). With the approval of a bond issue, St. Croix Hall for Calais campus was completed in May 1993.

In 1993, the New England Association of Schools and Colleges, through the Commission of Technical and Career Institutions, extended the accreditation status of WCTC from certificate and diploma-granting institution to an associate degree-granting institution. In the 1993-94 academic year, the College awarded its first associate in applied science degree in office information systems.

In 2003, Governor John Baldacci signed into law the legislative bill renaming the Maine Technical College System to the Maine Community College System. On July 1, 2003, WCTC became Washington County Community College (WCCC). Now WCCC is a fully accredited community college. Students may enroll in associate degree, diploma, or certificate programs in various occupational and career programs, as well as an associate in arts transfer liberal studies program.

CHIEF INSTITUTIONAL OFFICERS

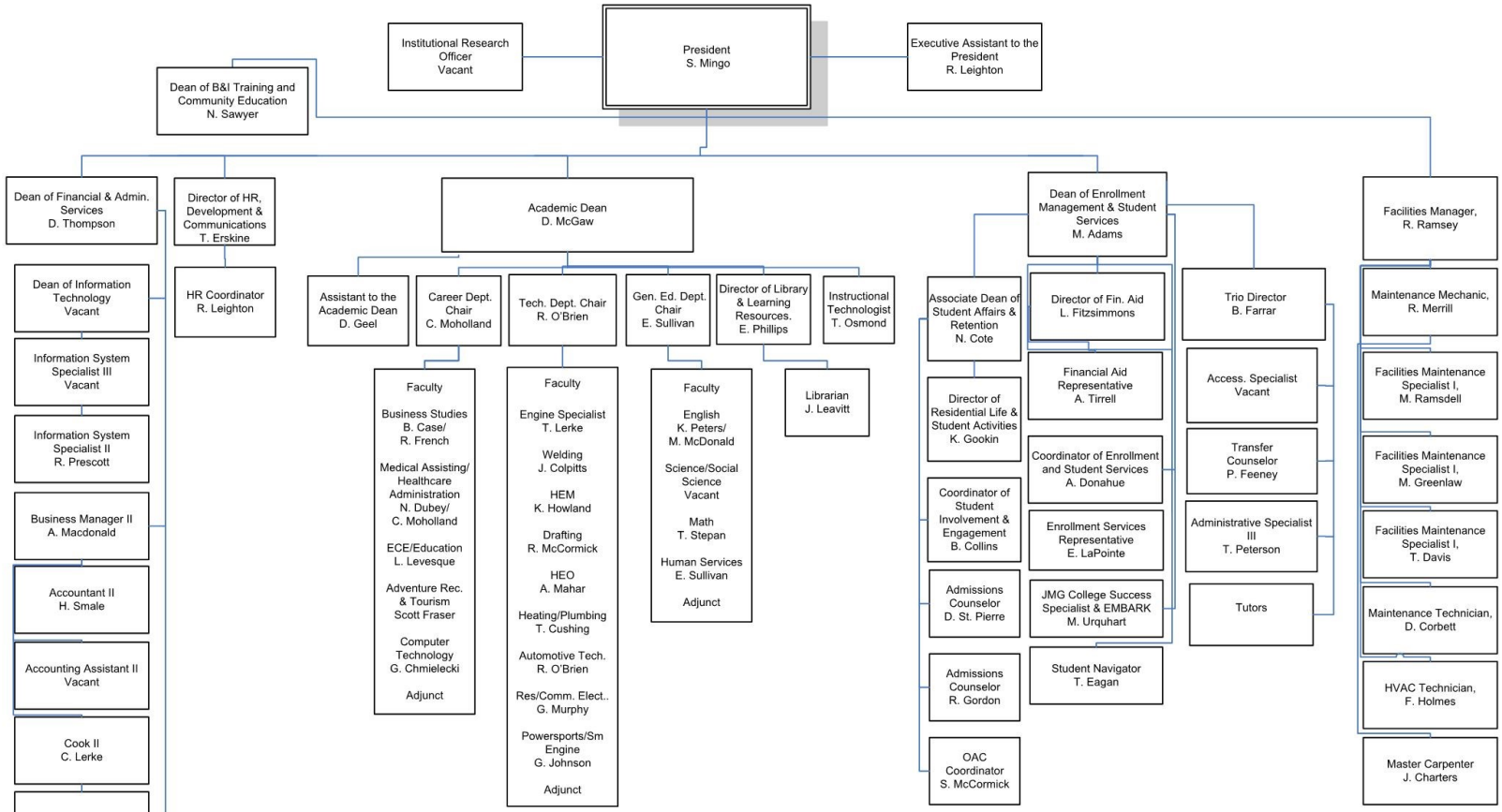
Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Jean Ginn Marvin	Chair	2016
System President	Dave Daigler	President, MCCS	2019
President/CEO	Susan Mingo	President	2018
Chief Academic Officer	Darin McGaw	Dean of Academic Affairs	2018
Deans of Schools and Colleges			
Chief Financial Officer	Desiree Thompson	Dean of Finance and Administrative Services	2006
Chief Student Services Officer	Dr. Melvin Adams, III	Dean of Enrollment Management and Student Services	2018
Institutional Research	Darin McGaw	Dean of Academic Affairs	2011
Assessment	Tatiana Osmond	Instructional Technologist	2013
Development	Tina Erskine	Director of HR, Development, and Communication	2014
Library	Elizabeth Phillips	Director of Library and Learning Resources	2014
Chief Information Officer	Vacant	Dean of Information Technology	
Continuing Education	Nichole Sawyer	Dean of Business & Industry and Community Education	2018
Admissions	Dr. Melvin Adams, III	Dean of Enrollment Management and Student Services	2018
Registrar	Anne Donahue	Coordinator of Enrollment Management & Student Services	2006
Financial Aid	Linda Fitzsimmons	Director of Financial Aid	2015
Public Relations	Tina Erskine	Director of HR, Development, and Communication	2010
Human Resources	Tina Erskine	Director of HR, Development, and Communication	2007
Alumni Association	Heather Smale	Accountant II	2018

Washington County Community College

Organizational Chart

WCCC Reporting Schedule

February 1, 2019



Maine Community College System

Organizational and Governance Structure

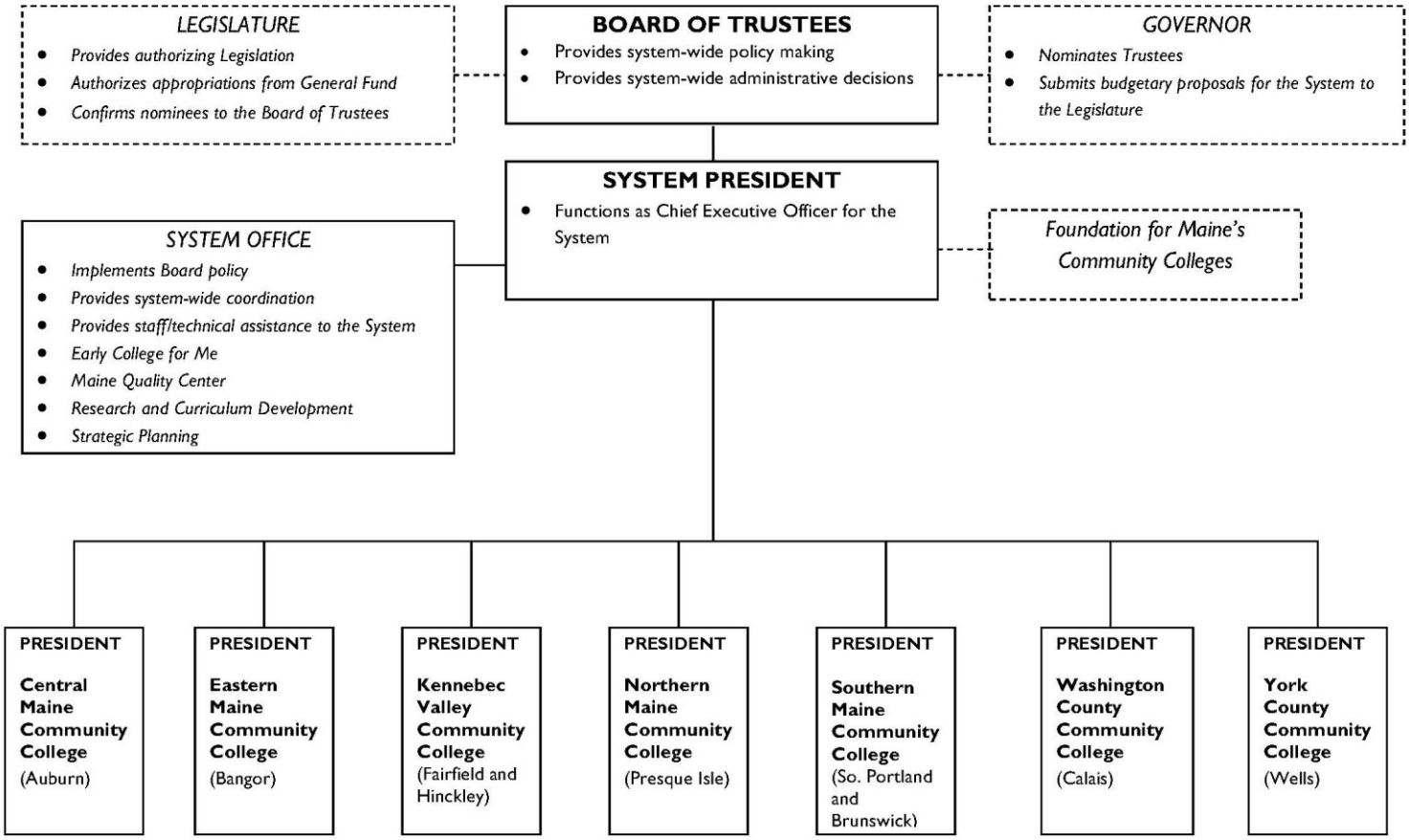


Table of NECHE Actions, Items of Special Attention, or Concerns

Date of CIHE Letter	Detailed Actions, Items of Special Attention, or Concerns	CIHE Standards cited in Letter	Self-Study Page Number
June 25, 2014	Emphasize the institution's success in implementing its plans for the assessment of student learning, including the use of Institutional Learning Outcomes to assess learning in the general education and Liberal Studies programs.	4.48; 4.49	28, 30-31, 52, 80, 93, 138, 139, 143, 159, 167

*Standards cited are prior to the newly adopted Standards effective 2016.

Introduction to the Self-Study

In October 2016, former President Joseph Cassidy selected Alex Clifford, the Academic Dean at the time, and Molly McDonald, English faculty, to serve as the chairs of the Washington County Community College (WCCC) 2019 Self-Study Committee. Clifford provided administrative oversight until he left the College in September 2017. Darin McGaw, the current Academic Dean, assumed that role in Spring 2018. McDonald served as the coordinator of the self-study process, as well as the primary editor of the document.

On October 13-14, 2016, Clifford and McDonald attended the 2016 Self-Study Workshop sponsored by the Commission on Institutions of Higher Education, where they gained valuable insight into the self-study process. Following the Self-Study Workshop, they established a committee structure to serve as the framework for writing the self-study.

Four committees were established to facilitate the development of the standards narrative. The members of these committees represented all campus constituencies, including Academic Affairs, Student Services, Finance, Human Resources, Students and Facilities/Maintenance. This dispersed the workload and provided opportunities for collaboration among faculty, staff, students, and management. Each committee was assigned multiple standards, grouped according to institutional focus. Members of the Executive Team chaired the committees.

Using materials and information provided in the CIHE Workshop, the self-study chair met with each committee to present an overview of the process and answer any questions. The committees also reviewed WCCC's 2009 Self-Study and the 2014 Fifth-Year Interim Report, which provided valuable context, particularly for more recently hired employees and those new to the accreditation process.

On October 12-13, 2017, several WCCC employees attended the 2017 Self-Study Workshop. This group included former President Joseph Cassidy; President Susan Mingo, former Dean of Enrollment Management & Student Services; Desiree Thompson, Dean of Finance; Robyn Leighton, Executive Assistant to the President and Human Resources Coordinator; and Molly McDonald. Attending this workshop helped to solidify the College's framework and timelines for writing the self-study.

Throughout the Fall 2017 and Spring 2018 semesters, the Standards committees convened to draft descriptions, appraisals, and projections for their assigned standards. These were then submitted to the Executive Team for further development and modification. The self-study co-chair also reviewed the drafts and provided feedback. During the 2018-2019 academic year, the standards committees provided updates at multiple community meetings and forums, which provided opportunities for feedback at all stages of the self-study process.

In Fall 2018, both Dr. Barbara Brittingham, President of the Commission on Institutions of Higher Education, and Dr. Carol Anderson, Vice President of the Commission on Institutions of

Higher Education, visited WCCC's campus. They each met with the Executive Team and the self-study chair to answer questions and offer suggestions as the College navigated the final stages of the self-study process. Following these helpful conversations, management had a firmer understanding of NECHE's expectations for the standards narrative and supporting documents.

In October 2018, the College submitted a draft of the self-study to the NECHE Office for review. Their suggestions were used to guide the final revision process.

In January 2019, a Public Notification of an Evaluation Visit and Opportunity for Public Comment was posted on our website and in local newspapers.

Upon completion on February 1, 2019, the self-study was submitted electronically to the campus community for review and comment. Following these suggestions, the core team made final edits to the document.

STANDARDS COMMITTEE COMPOSITION

Standards Committee	Chair	Members
<u>Committee A</u> - One: Mission & Purposes - Two: Planning & Evaluation - Three: Organization & Governance	Susan Mingo, President	- Darin McGaw, Academic Dean - Desiree Thompson, Dean of Finance - Melvin Adams, Dean of Enrollment Management & Student Services - Tina Erskine, Director of HR, Development, and Communications - Robyn Leighton, Executive Assistant to the President & HR Coordinator
<u>Committee B</u> - Four: The Academic Program - Six: Teaching, Learning, and Scholarship - Eight: Educational Effectiveness	Darin McGaw, Academic Dean	- Elizabeth Phillips, Direct of Library & Learning Resources - Gilbert Murphy, Residential and Commercial Electricity Instructor - Bob Merrill, Maintenance Mechanic - Donna Geel, Assistant to the Academic Dean - Linda Levesque, Early Childhood Education/Education Instructor - Tatiana Osmond, Instructional Technologist - Robyn Leighton, Executive Assistant to the President & HR Coordinator

<u>Committee C</u> - Five: Students	Susan Mingo, President Melvin Adams, Dean of Enrollment Management & Student Services	- Carol Lerke, Snackbar Manager - Skye Green, Computer Technology Student - John Leavitt, Librarian II - Kelly Peters, English & Communications Instructor - Elizabeth Sullivan, Human Services Instructor - Nichole Cote, Associate Dean of Student Affairs & Retention - Tatiana Osmond, Instructional Technologist - Tiffany Peterson, Accessibility and Administrative Specialist - Todd Cushing, Plumbing & Heating Instructor
<u>Committee D</u> - Seven: Institutional Resources - Nine: Integrity, Transparency, and Public Disclosure	Desiree Thompson, Dean of Finance	- Dan Corbett, Maintenance Mechanic - Greg Johnson, Powersports Instructor - Heather Smale, Student Accounts - Travis Stepan, Mathematics Instructor - William Cody, former Director of IT & Safety and Security Officer - Robyn Leighton, Executive Assistant to the President & HR Coordinator

Institutional Overview

Washington County Community College, one of seven community colleges in the Maine Community College System, has its campus in Downeast Maine. The College was created by the State legislature in 1969 as Washington County Vocational Technical Institute. The College opened in August 1969 in the Calais Armory, and five students were enrolled in a two-year program in automotive technology. In September 1970, two-year diploma programs in boatbuilding and hotel-resort management were added, and the College moved to its present location in Calais. For the 1972-73 academic year, the institution offered its first one-year certificate programs in residential home construction, marine electronics, and wood harvesting. In addition, the boatbuilding programs moved to larger facilities at Quoddy Head, Lubec.

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The College operates primarily at its Calais, Maine, campus location. The campus occupies a 400-acre site overlooking the St. Croix River, the international border between the United States and Canada. Of the total campus acreage, 41 acres are maintained and used to house the seven campus buildings, including residence halls, administrative offices, classrooms, labs, and shops.

Today there are approximately 480 students enrolled in WCCC courses. In addition, many community members participate each year in courses and programs offered through the Workforce and Professional Development Division of the College. The students are served by approximately twenty-one full-time faculty members and approximately twenty-two adjunct faculty.

Females represent 56% of our undergraduate population and males represent 44%. Fifty-six percent of our students are full-time, and our first-time, full-time student retention rate is 62%. Our graduation rate cohort as a percent of total entering students is 55%. The majority of our student population was age twenty-four or below, while 33% was twenty-five or over. In Fall 2018, 80% of the student body was White and 10% were American Indian, reflecting the demographics of Washington County, Maine.

Student success and retention indicators have always been strong at WCCC compared with the national data; however, since its 2009 self-study, the College has worked diligently to improve our persistence and completion rates. To facilitate this work, and to increase our understanding of our attrition and retention rates, the College purchased the Jenzabar retention module. From this module, we built a customized retention model that utilized three years of WCCC data. This system provides the College with insight into why our students are not retained, offers predictive analytics to assist the College with managing our students at risk for not persisting, provides an early alert system tool for improved response and intervention times, and enhances our data capabilities for analysis and continuous improvement of services.

Through data analysis, the College recognizes that a large proportion of our student population who do not persist from fall-to-spring are academically strong. Students often leave the College because of external barriers. Therefore, the College has significantly increased its student supports to address these external barriers to persistence. Our services have expanded to address food insecurity, provide access to mental health and counseling services, and establish programming to destigmatize mental health. We have provided training for staff and faculty around issues of poverty, substance use, and the impacts of trauma, as well as safe space training to improve inclusivity. In addition, we have added a student navigator to the Student Affairs staff and are currently piloting a case management advising model. These efforts have led to increased retention as a result.

Since the 2014 Interim Review, WCCC has made strides to enhance our evaluation and assessment of student learning. Increased collaboration between the College and the System's Office has enhanced our capacity around data collection and analysis. MCCS staffing levels have expanded to include institutional researchers whose oversight has been instrumental in advancing the capabilities of our campus-based, institutional research department. At the campus, we presently have a part-time IR officer whose previous primary focus was on providing data to meet state and federal regulatory requests. With the System's Office oversight, the College now has access to key performance indicators for student persistence and success, which include leading and lagging indicators. The College is presently moving from a focus on required state and federal measures to a more internal, inquisitive approach that

incorporates campus institutional measures and analysis of programming both in and out of the classroom. Our data capacity building is aligned with our Achieving the Dream (ATD) Action Plan and our established goals for improving student success. ATD provided the framework for our heightened awareness around student success measures within the College community, as well as a mechanism to advance a shared knowledge base regarding the necessity of utilizing data for decision-making, enhancing services to improve retention, and strengthening academic programming.

The College now assesses its co-curricular programming. Student Services staff develop student learning outcomes for the programming offered through the department. These outcomes are aligned with the overarching institutional learning outcomes in an effort to support the learning that occurs within the classrooms at WCCC. Following programs and activities, staff evaluate the learning outcomes and utilize their findings to enhance future programming for students. The College recognizes the importance of co-curricular programming and the impact it has on student learning and success.

The College created a structure for which to assess liberal studies and general education coursework as part of a block transfer agreement between the MCCS and the University of Maine System for the Associate of Arts in Liberal Studies. Liberal Studies faculty have defined learning outcomes in eight specified learning domains, using our institutional learning outcomes as a starting point. They are currently developing assessment rubrics for each domain. As outlined in Standard 8, these rubrics will be used to evaluate artifacts from courses in which the specified learning domain is introduced, assessed, or reinforced. The Block Transfer Agreement will expand to include Associate of Science and Associate of Applied Science degrees. The College's process of assessing learning outcomes for the general education and liberal studies programming will be scaled to encompass programs within the Associate of Science and Associate of Applied Science degrees.

The College understands we are not where we would like to be at this juncture with advancing our assessment of our established ILOs. Much of the interruption to the advancement of this work at the College was due to the turnover in the Academic Dean's office. Since the 2014 fifth-year interim report, the College's Academic Dean resigned. He was replaced by an interim Dean for a one-year appointment. We conducted a search that did not materialize in a permanent replacement. For the current academic year, we appointed a longtime faculty member with institutional knowledge on an interim basis. Within this timeframe, our President was transferred to a sister campus, and we appointed our Dean of Enrollment Management and Student Affairs to the Presidency. This left the Dean of Enrollment Management and Student Affairs position vacant for a few months. We've now filled that position and will be advertising for a permanent Academic Dean this spring. These leadership fluctuations have unfortunately stalled the College's work around institutional learning outcomes. We recognize there is still substantial work to be done in this area to continue to develop assessment rubrics and tools, and we feel the College is positioned to advance this work under the present leadership.

An area where the College has done significant work is in our general education curricula. Over the past five years, the College has developed an English and math co-requisite model for our gateway English and math courses. We've piloted this project with a small sample size. This initial pilot showed to be promising, and we are continuing to offer a co-requisite English course model. English faculty has also revised the outcomes in our developmental English course, ENG 098, to better reflect its integration of remedial reading and writing skills. In addition, the College is working with the Dana Center on a math pathways project. This system initiative responds to the need to raise the success rate of MCCS students in their mathematics courses. The math pathways effort has become a major goal of WCCC's ATD Action Plan for the next three years.

In Spring 2019, the College implemented a multiple measures approach to assessing placement into our developmental coursework. In the past, the College exclusively utilized the Accuplacer as an assessment tool to determine placement. We now use SAT, NextGen Accuplacer, high school success, and prior college success to determine appropriate placement into our gateway math and English coursework.

Our information management system (IMS), Jenzabar EX, has undergone many iterations of advancement since our 2014 Interim Review. We've continued to install upgrades in a timely manner and have made several improvements to the system, creating efficiencies and enhanced capacity. The College expanded its use of the IMS and learning management system (LMS) to improve technology for our faculty, staff, and students. An enhanced student portal now incorporates all faculty onto our e-learning LMS system, which includes attendance functionality, grade book, and improved advising capacity. We installed Jenzabar Retention Module software, as well as our Business Office Jenzabar Module. The College will continue to make advancements and improvements to our IMS. We will install Jenzabar Higher Reach within the next year to improve registration, tracking, assessment, and billing for our Business & Industry division. In addition, we are exploring a mobile version of our IMS.

A challenge that we're facing at the College is a declining high school demographic in our region, which is having a significant impact on our enrollment. We are addressing this challenge with the following strategies, which are outlined in the College's Strategic Enrollment Management Plan: attracting and retaining adult learners due to decreases in traditional-aged students; hiring of a full-time Dean of Business & Industry in our Workforce Development division to build stronger connections with regional businesses and develop customized training and programming with pathways to matriculation; focusing on creating student services supports that align with our student body needs to strengthen our enrollment through retention efforts; and specifically addressing strategies to mitigate our recent declines in enrollment in our Native American and adult learner student populations.

The College revisited its mission statement in an effort to ensure all the constituencies that count on the institution are appropriately served. This recent analysis of our mission strongly indicated that the College's mission is still aligned with the needs of our internal and external constituencies. We made some minor language changes to our vision statement, but the

College consensus was that our mission was still representative of the work the College strives to do to support current goals.

Since the 2009 self-study, through the hard work, dedication, and thoughtfulness of faculty, staff, and administrators, the College has continued to move ahead in serving its students and meeting its mission and purposes. Fiscal restraints are still present, but strong financial management under the previous and current Presidents and the current Dean of Finance has left the College in a stable financial position.

Standard One: Mission and Purposes

DESCRIPTION

Washington County Community College began as a trade school offering a limited number of programs in 1969 at the Calais Armory. Over the years, the College evolved in size and scope and became Washington County Vocational Technical Institute, Washington County Technical College, and, finally, Washington County Community College.

WCCC's mission statement has evolved along with the College. In 2003 the Maine Community College System was established, and our mission statement was formally expanded to reflect our new institutional identity as a comprehensive community college, supporting a more diverse student population with a broader range of services. As the College has continued to evolve, WCCC has maintained its focus on technical, occupational, and career education while expanding its mission to provide associate degrees in professional programs and liberal studies, leading to opportunities for transfer to four-year institutions. The College has continually sought to expand the general education curriculum by increasing its offerings in math, English, science, social science, arts, and humanities. While WCCC's mission has evolved, its essence has remained constant: to provide high-quality education that leads to degrees, certificates, diplomas, and training for the citizens of Washington County and the State of Maine.

The Maine Community College System Mission Statement is *to provide associate degree, diploma and certificate programs directed at the educational, occupational and technical needs of the State's citizens and the workforce needs of the State's employers. The primary goals of the System are to create an educated, skilled an adaptable labor force that is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development.* The MCCS mission, goals structure, and governance is clearly defined in Title 20-A, Part 5, Chapter 431 of the State of Maine Revised Statute.

The Washington County Community College Mission Statement: is to *serve as an educational, community, and economic development resource for Washington County and beyond by providing educational and workforce training opportunities with individualized attention to all who desire to gain technical skills, develop career specializations, engage in self-improvement, and/or prepare for transfer.*

The WCCC mission statement complements the MCCS Mission Statement, while capturing the essence of the College and the community in which the College operates. WCCC's mission provides the framework for the College's goals and activities and sets the guiding principles utilized by management in our decision-making process. Our mission clearly articulates the purpose of WCCC and the importance of the institution in providing educational opportunities to our region as well as the entire State. The mission statement identifies many roles that the College seeks to serve, including being "an educational, community, and economic development resource" for the area. It expresses a balance inherent in being a comprehensive

community college. It identifies technical skills and career specializations, but also transfer to other institutions of higher education as goals. These characteristics are hallmarks of community colleges. Beyond the mission statement, the College holds a vision that expands how it defines its purpose as a community college.

The vision of Washington County Community College is:

- To foster the development of academic, technical, and leadership skills of students seeking degrees in career and technical fields;
- To provide students with the academic foundation to transfer to 4-year colleges;
- To instill an appreciation for individual responsibility for citizenship and leadership in a multicultural society;
- To provide lifelong-educational experiences and skills for individuals;
- To provide out-of-class learning and developmental experiences in the environment of a quality campus community; and
- To develop strategic alliances and partnerships with government, business, and industry with which to enhance the economic development of the region and the state.

WCCC serves an area of Maine that is currently and historically economically challenged. The county is demographically notable for its aging population and the decreasing number of young people and families with school-aged children living in the County. Washington County's population has achieved among the lowest level of educational attainment in the state. The county leads the state in the percentage of people receiving SNAP assistance (nearly one-quarter of the population) and in subsidized school lunches. Additionally, Washington County consistently has among the highest levels of unemployment and the highest percentage of people living in poverty in all of Maine. All of this points to the importance of WCCC to its service area. If the region and the individuals living here are to gain economic stability through education and employment, WCCC will be central to those efforts.

WCCC publishes its mission statement widely in its publications. The mission is on our website, in the student handbook, the faculty and adjunct faculty handbooks, and the catalog. The mission is posted in various buildings around campus.

APPRAISAL

WCCC's Mission and Vision Statements are in full accordance with those of Maine Community College System and are consistent with the enabling legislation (MRSA section 12703) that created and continues to define the Maine Community College System. The Mission and Vision

Statements are featured prominently in the College's catalog, on its website, in its strategic plan, and on other printed and electronic materials produced by WCCC.

When WCCC reflected on its mission in the 2009 self-study, we indicated that the College was wrestling with its identity. With the switch to becoming a comprehensive community college still fresh in its experience, WCCC struggled to balance its identity as a technical/vocational school and a liberal studies college. As the College has grown into its role as a comprehensive community college and has delivered on the promises outlined in its mission and vision statements, the crisis of identity has abated. The College is comfortably both an outstanding trade and technical college and a challenging professional and liberal studies institution. The key to this balance is that the College serves the needs of the individuals living throughout Washington County and the State of Maine, whether those needs be technical, career-focused, or require a general education appropriate for professional work or transfer to a university.

The mission and vision of WCCC are widely understood inside our community. During the process of preparing our last self-study, WCCC recognized that its mission statement needed to be updated and pledged to undertake that work. Since that time, the College has revised and updated its mission on two different occasions. The most recent update was a result of work on the College's strategic plan in 2017. Our mission continues to provide the framework for all college planning and activities including the development and implementation of our strategic plan. We recognize that reviewing the College's mission must be ongoing in order to plan for capital improvements effectively, facilitate the budgeting process, support our student success and retention plans, and evolve our academic programs to meet the needs of our region, promote economic development, and close identified workforce skills gaps.

As the basis for strategic planning, the mission statement guides administrative and academic decision-making, for planning for the future, and for resource allocation. As the College recognizes the importance of frequent reflection upon the institution's mission and vision and its critical importance in planning, the mission and vision statements were presented for community feedback at our October 2018 campus-wide Community Meeting to ensure that they are relevant to our current and future institutional advancements. It was the consensus of the group that the current mission and vision continue to reflect the true mission of the College. Some minor language changes were suggested, which were approved by the Community Council in February 2019. Ongoing discussions of this nature reinforce the widespread understanding of the mission and vision within our internal community and bring focus on how this statement shapes the strategic planning and decision-making process at the College.

Although there are significant challenges for Washington County and WCCC, the economic and social conditions here illustrate the importance of WCCC playing a proactive role in the economic development of the county. The communities served by the College highly value the institution for its long and proud tradition within the community and the vital economic role it plays within the region. An increased focus for WCCC, as stated in its mission statement, as well as in the Maine Community College System mission statement, is the support of business and

industry through workforce training for current and potential employees. Washington County has been slow to recover from the recession of the last decade. However, recent mission-driven work to support economic development within our region is evidenced by WCCC's critical role in the training of a workforce to support the establishment of a new tissue paper mill in Baileyville, Maine. St. Croix Tissue is the first new paper plant to open in Maine in decades. The College collaborated with this industry partner to train potential employees and then, later, actual employees for the new paper mill. This example highlights the College's work carrying out its mission. WCCC supported a new business and strengthened our collaboration with the largest employer in the County, helped individuals attain well-paying jobs through offering an upskill training opportunity focused on hiring individuals in the low-income quartile from within our County, and enrolled a number of those employees in an associate degree program at the conclusion of their industry training. In addition, the College continues to offer management level training workshops to improve leadership, communication and various soft skills for the mill as they build a high-performance work team.

Our mission and vision are central to the direction for building and developing partnerships of collaboration within Washington County and the State of Maine. The external community continues to have a clear understanding of our mission and vision through our program Advisory Council committees, the President's Advisory Council, well-established relationships with educational partners and economic development leaders within the region and around the State, the community stewardship and involvement of faculty and staff in community-based organizations, and our well-publicized mission and vision statements.

Evidence of the College utilizing our mission and vision for decision making would be the creation of a full-time Dean of Business and Industry position to advance our workforce development opportunities and to strengthen partnerships within Washington County and the State of Maine. As the College continues to expand our business and industry outreach and training with a renewed focus on workforce and economic development, these partnerships will be the impetus for campus transformation. The College continually seeks opportunities to deliver short-term, work-related programming and training certifications to build pathways to program matriculation.

One example of this is the Fall 2018 Manufacturing Skills Standard Council, Maine Quality Center Project, which offers online modularized, short-term training needed within the production industry in the County and beyond. This training leads to a national certification upon completion of a six-month training program. The five courses within this certification are components of our one-year certificate and two-year associate degree in Production Technology. Upon completion of the national certification, individuals have the opportunity to enroll in our matriculated programs. We will be working on a substantive change with NECHE to make our current programs in manufacturing/production available as online offerings in the future. The partnerships we build today with businesses in our area have the potential to be the catalyst for transformation. The College recognizes the central role that workforce preparation plays in the completion agenda at WCCC.

Another example of a collaboration between the College and external partners is our Family Futures Downeast (FFD) program. Recognizing that many students have young children and may face significant external barriers to higher education, WCCC is fortunate to be one of two FFD sites in Washington County, Maine. Family Futures Downeast is a two-generational educational approach; it provides academic advisors and life coaches who work with the students and their families to provide wraparound supports. While parents are attending College classes, their children are also on campus attending Early Childhood Educational programming with the Downeast Community Partners Head Start program. This program is at no cost to the students and their families and is supported by generous grants from the Annie E. Casey Foundation, the John T. Gorman Foundation, and a State of Maine SNAP E&T/TANF contract. FFD is one of ten national White House Rural Impact Initiatives, and it is supported by multiple partner agencies and funders. This program collaboration is evidence of the strong partner relationships established within the region to provide access to higher educational opportunities, build strong community connections, and advance the economic future of the citizens of Washington County while providing individualized supports to under-resourced students and families who might otherwise not have an opportunity.

These aforementioned workforce development trainings in partnership with external organizations and agencies have helped to inform and reinforce the College's mission and vision within Washington County. Our continued focus on building and maintaining programming and workforce development opportunities that align with industry needs and trends will continue to strengthen the external communities understanding of the College's complexity and broad range of educational, social and economic functions.

The College continues to employ several assessment strategies to evaluate the institutional effectiveness of the mission statement, as well as awareness of it among faculty, staff, students, and administration. These strategies include the Noel Levitz Student Satisfaction Survey, the Community College Survey of Student Engagement (CCSSE), Institutional Capacity Assessment Tool (ICAT), semester course evaluations, focus groups, key performance indicators, and our graduate survey.

PROJECTIONS

The College will continue to reevaluate the content and appropriateness of its mission and vision statements on an annual basis to ensure the relevance of and our adherence to the mission and to make necessary recommendations for change. This work will be conducted through the Community Council, which provides a forum for feedback from faculty, staff, students, and administration.

The Community Council will regularly review and assess the visibility and effectiveness of communication of the College's mission and vision statements and provide recommendations to the President and senior staff. The review and assessment will be reflective of various college constituencies including students, faculty, staff, and public.

The senior management team will utilize a mission management process as the framework to advance the institution and to guide our decisions to ensure mission alignment. The team will monitor their respective departments and ensure the mission and vision statements of the College are used and incorporated to direct activities, undertake initiatives, guide policies, support decision-making, and align the overall direction of the College.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document		Website location		Date Approved by the Governing Board
Institutional Mission Statement	?	https://www.wccc.me.edu/about-wccc/	?	September 28, 2011

Mission Statement published		Website location		Print Publication
? WCCC Catalog	?	https://www.wccc.me.edu/wp-content/uploads/WCCC-Catalog-2018-2019.pdf		Course Catalog, Page 7
WCCC Website		https://www.wccc.me.edu/about-wccc/		
Student Handbook		https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf		Student Handbook, Page 4
Faculty Handbook		https://www.wccc.me.edu/wp-content/uploads/Faculty-Handbook-Final.pdf		Faculty Handbook, Page 6
Adjunct Faculty Handbook		https://www.wccc.me.edu/wp-content/uploads/Adjunct-Faculty-Handbook-Final.pdf		Adjunct Handbook, Page 4
Strategic Enrollment Management Plan		https://www.wccc.me.edu/wp-content/uploads/WCCC-Enrollment-Plan.docx		SEM Plan, Page 3

Related statements		Website location		Print Publication
? Vision Statement	?	https://www.wccc.me.edu/about-wccc/		Course Catalog, Page 7
Library Mission		https://www.wccc.me.edu/wp-content/uploads/WCCC-LIBRARY-HANDBOOK-2018-1.pdf		Library Handbook, Page 2
Student Affairs Mission		https://www.wccc.me.edu/wp-content/uploads/Office-of-Student-Affairs-Mission.pdf		

Washington County Community College Mission Statement

Washington County Community College serves as an educational, community, and economic development resource for Washington County and beyond by providing educational and workforce training opportunities with individualized attention to all who desire to gain technical skills, develop career specializations, engage in self-improvement, and/or prepare for transfer.

Standard Two: Planning and Evaluation

DESCRIPTION

Under the direction of the Maine Community College System (MCCS), WCCC completed the process of developing a five-year (2019-2024) Strategic Plan. The Strategic Plan is part of the broad MCCS institutional planning process that includes an Envision the Future process, strategic priority development, and goals and measures identification. The planning process also includes the model of analyzing strengths, weaknesses, opportunities, and threats (SWOT), as well as environmental scanning. At the MCCS level, the strategic priorities have associated goals and measures in the areas of enhancing quality at all system colleges; increasing enrollment; increasing student success; expanding transfer opportunities for students into and out of colleges of the MCCS; maintaining a strong higher education presence in rural areas of Maine; and supporting economic development. The evaluation of effectiveness in meeting the goals of the Strategic Plan is done on an annual basis, through reflection and analysis within each College department.

WCCC follows the MCCS model for program planning and evaluation. Each major at WCCC is reviewed by the MCCS Board of Trustees on a rotating five-year basis. We also have a dedicated process to create new programming options and to discontinue programs. Our review of programs follows a system process (Policy 306.1) and is approved by our System President or MCCS Board of Trustees. On campus, we utilize both a Community Council and an Academic & Curriculum Committee that has broad representation from the campus community; these entities oversee campus planning, policy-making, and evaluation and ensure the integrity of those processes. Program Advisory Boards meet annually and the President's Advisory Council meets biannually to elicit external feedback; this is in accordance with WCCC's mission and vision.

WCCC currently has a part-time Institutional Research office staffed by one individual, who is a member of the Mathematics faculty and is currently serving as the Academic Dean through the 2019 academic year. This office works with the System's Office IR office to produce the necessary data for Federal, State and local needs. The College recognizes the need for additional resources at the campus level to enhance efforts for improved data collection useful to the pursuit of institutional effectiveness. To help fill this gap, the MCCS has created a systematic data dashboard, which houses key performance indicators utilized for planning on all seven campuses. With the increased need for data, the System's Office has taken on a larger role in data mining for the campus, which has proven to be extremely beneficial. We are fortunate that the MCCS utilizes a common database management system (Jenzabar EX); we can rely on colleagues from other MCCS campuses to provide report scripts and to pull data sets WCCC needs for planning purposes. Through our Achieving the Dream (ATD) work, we have identified data capacity as an area needing improvement. We have a newly formed data team that is working collaboratively with our IR department and ATD data coach to identify the data we need for enhancing data capacity at the College. The College is entering into a special

services contract with our instructional technologist to advance efforts to develop an internal executive dashboard and a data repository. The dashboard and data repository will foster and enhance a culture of assessment across constituencies and assist faculty and staff with expansion of alternative assessment methods. It will create opportunities on campus for the advancement of data analysis capabilities, capacity for assessment, continuous improvement, and institutional effectiveness.

WCCC utilizes its Strategic Plan (revised 2018), the MCCS Strategic Plan, the Master Plan (2017), the ATD Action Plan (2018), Program Reviews, and input from the Program Advisory Councils and President's Advisory Council to guide our planning for future institutional advancements. These plans and advisory committees provide the framework that supports the goals and objectives of the College.

WCCC has experienced declining enrollments in recent years. According to our 2019-2024 WCCC Strategic Enrollment Management Plan (SEM), traditional-age college students will continue to decline in Maine and the Northeast. This trend is particularly evident in Washington County. The 18 to 24-year-old demographic will continue to decline at a faster pace in Washington County. Washington County's population of 32,856, was the third smallest in Maine in 2017-2018. Compared with the State of Maine, Washington County's higher education degree attainment is 25.4% while the state average is 39% for individuals 25 and above. With high school graduation rates continuing to decline and the direct impact of these declines on our WCCC enrollment trends, there remains significant promise in recruitment and retention of the adult learner population. Recruitment efforts will focus on this adult population in an attempt to attract Washington County adults with some college but no degree. In Washington County, there are presently 13,800 individuals over the age of 25 that have a high school credential and statewide approximately 150,000 Mainers with some college but no degree. Specific attraction and retention efforts focused on these individuals will assist WCCC in our efforts to secure enrollments at the institution while contributing to the MCCS 2025 enrollment goals, the Strategic Plan and our SEM plan goals.

APPRAISAL

WCCC currently has a five-year Strategic Plan that encompasses 2019 to 2024. We are continually working on updating this Strategic Plan called Envision the Future. The plan covers the institutional aspects of financial, academic, and enrollment issues as well as student services, facilities, technology, and economic development. The overarching Strategic plan at MCCS and WCCC's plan are aligned and provide the guiding tenants for our future work at the College level. Those aligned items include securing and strengthening enrollment; improving our completion and persistence rates by creating strategies that enhance and support student success; renewing and strengthening our focus on workforce development; and closing the skills gap that exists in Maine to provide a well-trained workforce with up to date skills that align with business needs and technological advancements.

The College has a proven record of implementing the strategic goals of our plan as evidenced in the following areas:

Access

The College has undertaken significant work to extend our reach by securing a WCCC Mobile Application, which enables us to reach a broader market and close the communication gap that exists between the College and our potential students.

The College continues to engage with high schools, career and technical education centers, adult education facilities, and community partners within the region, the State and New England to recruit students.

The College developed a new online orientation for students who are unable to attend our live orientation; this enables us to provide them with pertinent, foundational information about the institutional resources necessary for success.

The College developed an intake survey, which will be implemented for the Fall 2019 Cohort. The survey is an admissions tool to assist with predetermination of students' self-identified areas of concern upon entry to the institution. This instrument will allow the College to conduct targeted outreach to students to mitigate identified barriers to success.

Persistence/Retention

The College purchased and installed a new Jenzabar Retention product, which includes an early alert system as well as predictive analytics to assist in retention intervention work that will help improve the success rate of WCCC students.

The College offers a First-Year Experience course that is a requirement across the curriculum and a component of the graduation requirements for all programs.

The College is currently working to create an Advocacy and Resource Center (ARC) to work with students in a case management model for mitigating external barriers. We began piloting this concept in Fall 2018 with our Human Services instructor on a contracted basis for 2 hours weekly. This program is designed to provide a resource to students to assist them with making connections to external partner agencies to secure available resources that they are eligible for to support their educational and personal needs while in College. The plan is to scale this model once it is a successfully proven concept. WCCC plans to do this by redesigning our soft money funded, Navigator position into a college-funded position to oversee the ARC.

Academic Advancements

- Collaborated with the other MCCS colleges to create a block transfer agreement with the University of Maine System for the Associate of Arts degree in Liberal Studies.

Participated in Rubric Rumbles to assess artifacts for learning outcomes.

- Developed a New Criminal Justice Program with a concentration in Conservation Law added for Fall 2018 matriculation.

- Established a certificate program in Phlebotomy.

- Established a Powersports/Small Engine Repair program.

- Achieved external accreditation through the Medical Assisting Education Review Board's Commission on Accreditation of Allied Health Education Programs (MAERB, CAAHEP) for our Medical Assisting program.

- Established a Human Services program with Muskie School approval for Mental Health Rehabilitation Technician/Community (MHRT/C) certification and eligibility for students to test for the Certified Drug Abuse Counselor (CDAC) certification upon graduation.

- Created the option for Production Technician with Manufacturing Skill Standard Council National Certification.

- Awarded a TAACCT Grant, which allowed for re-establishment of our Computer Technology program. Upon grant expiry, the College reallocated funds to sustain this important program as part of our academic inventory.

Data-Driven Decision Making

- Incorporated use of the MCCS dashboard utilizing tableau to assist with data mining and expand Institutional Research capacity at the College. Collaborated with sister MCCS campuses to share expertise around scriptwriting and reporting to enhance our ability to access data for decision-making purposes. The College sent key personnel to SQL training and Jenzabar Infomaker trainings to improve our campus knowledge.

- Formed a campus data team to create a data fact book and to strategize on building data capacity at the institution.

- Created assessment workshops beginning in October 2018 to build a community of knowledge in this area. The first workshop was conducted by our ATD Data Coach, on the topic of tying course-level assessment to institutional outcomes. Assessment workshops will be ongoing professional development opportunities for faculty and student services staff who wish to expand their assessment and evaluation knowledge.

Workforce Development

- Conducted organizational planning to create a new full-time, permanent position of Dean of Business & Industry, which serves as a member of the Senior Management

Team and reports directly to the President. Before the creation of this position, the Associate Dean of Student Affairs and Community Education was doing this work on a part-time basis, and duties from the student affairs work often made it extremely difficult to create new relationships with industry and to advance initiatives.

- Developed and trained the workforce for the largest employer in Washington County and continue to do ongoing training for this organization.

- Secured Maine Quality Center funding to advance a project to offer Manufacturing Skill Standard Council national certification to several production-based organizations in an online, modularized, short-term format to meet the needs of industry. Also secured Maine Quality Center funding to offer Commercial Driver License training at the College.

- Secured funding through the Maine Community College Foundation to develop and offer a customized training program at St. Croix Tissue in electromechanical Instrumentation. Presently, training incumbent workers to meet an identified industry skill gap that exists in the County.

Financial

- Upgraded our database management system to include new and improved Jenzabar financial management system with online budgeting capability with analytical capacity. Plans to upgrade and incorporate Jenzabar Higher Reach software for the Business & Industry division.

- Completed a major capital improvement renovation project to expand classroom and shop space in Harold Howland Hall, which benefited our Powersports, Heavy Equipment Operation and Maintenance programming, and enabled us to develop of a state-of-the-art Computer Aided Drafting computer lab complete with 3-D printers.

- Maintained financial reserve contingencies that allow for enrollment fluctuations and emergency preparedness if an unexpected event occurs that requires financial outlay.

- Developed an enhanced system for prioritizing expenditures for capital equipment at the College.

Technology

- Maintained continuous upgrades to the Jenzabar system as they became available to the College.

- Installed a new phone system that is integrated with MCCS and three other Colleges within the system.

- Installed new hardware and software to improve our security notification system, Vigilance. This system is integrated with the Washington County Regional Communications Center (RCC) for dispatch and includes a loudspeaker, desktop takeover, integration with internal speaker systems, and a one-button click for emergency response.

- Completed plans for an upgraded Wireless Access Point and infrastructure installation, which is scheduled for Summer 2019.

- Enhanced instructional technology to include new computer systems, Smart Board technology, eLearning system upgrade, and media technology for video production, among others.

- Implemented an electronic course evaluation system.

WCCC has had and will continue to have good support from the Maine Community College System, as well as from the State of Maine. A statewide downturn in enrollment puts us in a position to establish feasible priorities and develop a plan of action. WCCC has worked with the campus community on a new financial plan of action. Part of the financial planning is to prioritize our workforce development arm by hiring a new Dean of Business & Industry. This hire will allow us to grow enrollment by creating matriculation pathways from industry to developed courses and programming. We will expand the business and industry offerings at the college and work on creating stronger partnerships with external partners within Washington County and beyond. It has become increasingly apparent that this area needs more directed attention to obtain and sustain the enrollment and economic development of our region.

WCCC has enjoyed a strong level of success in the past several years, both in the financial as well as academic arenas. We have had consistently strong outcomes as evidenced by our analytics, which exceed the national averages, some by double digits. We have also had a strong financial position and good budget planning that only recently has needed to be tightened due to declining enrollment. This statewide drop in enrollment is attributed in part to the low unemployment rate in the state and the economic stability in the workforce. Maine and Washington County have seen some of the lowest rates of unemployment in recent history. As individuals are able to find employment, they are opting to work versus retrain and invest in skill upgrades through educational attainment. Therefore, strategic investments into business and industry offerings will expand our reach and and enable us to upskill the workforce by providing employer professional development opportunities and incumbent worker trainings.

WCCC utilizes qualitative and quantitative means of evaluation to ensure institutional effectiveness. Examples of these evaluative tools include focus groups, observational and case study assessments, course and program success rates, fall-to-spring and fall-to-fall retention and persistence rates, developmental course success rates, Bridge to Academic Success rates, graduation rates (both institutional and program level), State licensure pass rates, national exam pass rates, and competency success rates in the Medical Assisting program.

Additionally, our educational objectives are evaluated through a newly implemented tool for online course evaluations at the end of each semester, which allows for real-time feedback for course level continuous improvement based on student feedback to faculty and the Academic Dean's Office. Faculty member evaluations are conducted by the Academic Dean with a focus on continuous improvement and professional development opportunities in mind. Adjunct faculty are also evaluated regularly.

Institutional research is conducted on an ongoing basis and includes external tools such as CCSSE and Noel-Levitz surveys done biennially; results from these surveys are discussed in Standards 4, 6 and 8. ATD's Institutional Capacity Assessment Tool (ICAT) is used to evaluate the seven areas of data and technology, teaching and learning, leadership and vision, equity, policies and practices, engagement and communication, strategy and planning. WCCC scored high in the areas of policies and practices (3.3 out of 4), leadership and vision (3.1 out of 4), and strategy and planning (2.9 out of 4) which signifies a strong level of capacity in place for these areas. Other external mechanisms of review and evaluation are our national accreditation standard reviews for Medical Assisting (CAAHEP) and Mechanical Technology (ASA & NATEF). The Engine and Equipment Training Council (EETC)accredits our Powersports program. In addition, all programs without an external accrediting process, are subjected to program reviews as required by MCCS Policy 306. These program reviews are completed on a rotation and are approved by the MCCS Board of Trustees every five years.

Financial planning and evaluation are conducted in accordance with Generally Accepted Accounting Principles and an annual audit of the books by an external CPA firm. Our financial aid department is also audited on an annual basis by an external agency to ensure compliance with Federal regulations.

Examples of how the results of our evaluations utilized have impacted strategic planning, influenced programmatic enhancements, and directed our resource allocations at WCCC include the following:

The College is focusing on the supports necessary to mitigate external barriers impeding the success rates of our students. In reviewing attrition data from the past five years, we discovered that 40% or more of our students who were not persisting from fall-to-spring had obtained a GPA of 2.0 or higher. Due to high poverty rates in Washington County and our 2016 CCSSE key findings report, which identified that only 42% of students polled felt the College helped them cope with their non-academic responsibilities (work, family, etc.), the College is in the process of establishing an Advocacy and Resource Center (ARC). The ARC will implement a case management model centered on building partnerships with external agencies that can support students' non-academic needs while they are attending college. This model will include pop-up clinics on campus to facilitate knowledge acquisition about available resources. The students who use these services at the ARC will be tracked to determine whether or not their

persistence and retention rates are higher than that of similarly situated students who do not access the ARC.

Understanding that many of our students are not academically prepared to enter directly into the math and English gateway courses for their programs of study, the College provides a summer bridge to academic success accelerated developmental program. In Fall 2017, the College piloted co-requisite accelerated learning courses for students who scored within a defined range from our cutoff scores on their Accuplacer assessments. These students were registered directly into their math and English gateway courses and concurrently enrolled in a one-credit developmental course to work on their identified skill deficits with the academic supports needed for success. Standards Four, Five, and Eight elaborate on this student success initiative.

The College hired a part-time Financial Aid Representative to work on our Cohort Default Rate (CDR), as we were in a situation where our CDR was increasing, and we had two-consecutive years at or above 30%. Decreasing the CDR became a priority for the institution, and with this strategic focus, we reduced our third-year rate below 30%, which reset the department. In the subsequent year, our efforts resulted in a current official rate of 17.6%.

PROJECTIONS

The College recognizes the need to implement an evaluative tool that informs the College's committee work and is used to improve institutional effectiveness in the areas of planning, programming, services, and resource allocation. A Committee Performance Evaluation Tool has been suggested to the Senior Management Team; once it is vetted, it will be submitted to the Community Council for feedback. We plan to implement this tool during Spring 2019 and conduct annual evaluations of our governance committees.

The College is presently working to create a Review Board that will determine capital expenditures based on priorities that align with our mission and vision. In the past, the President and Dean of Finance have met to make these decisions. Moving forward, prior to the approval of capital expenditure allocations, Department Chairs and/or program faculty will make a presentation about the importance of their requests and how they relate to institutional advancements and program development. The new process will provide an enhanced mechanism for valuable feedback to occur among management, department chairs, and program faculty.

Continued improvements to data integrity and data entry across all seven MCCS campuses will facilitate a comprehensive and unified system for assessment and evaulation. WCCC will use this system to enhance knowledge and data capacity at the institutional level, and the College will continue to pursue professional development opportunities in the area of assessment and evaluation for faculty and staff.

The College will also provide professional development opportunities that foster a culture of shared knowledge around issues impeding the success of our student success, particularly as they relate to the geographic region we serve (i.e., high poverty rates, substance use and recovery supports, and lack of resources to support educational attainment).

Standard 2: Planning and Evaluation

PLANNING	Year approved by governing board	Effective Dates	Website location
Strategic Plans			
Immediately prior Strategic Plan	2006	2007-2012	https://www.wccc.me.edu/wp-content/uploads/Envsion-the-Future-Strategic-Plan.pdf
Current Strategic Plan	2012	2013-2018	https://www.wccc.me.edu/wp-content/uploads/FINAL-Envision-The-Future-plan-WCCC13-18.doc
Next Strategic Plan	2018	2019-2024	https://www.wccc.me.edu/wp-content/uploads/WCCC-Envision-the-Future-Final-2019-2024.doc
	Year completed	**Effective Dates**	**Website location**
Other institution-wide plans*			
Master plan	2017		https://www.wccc.me.edu/wp-content/uploads/Master-Plan-Final-Draft.pdf
Academic plan	2018	2018	
Financial plan	2018	2019-2024	
Technology plan	2018	2019-2024	
Enrollment plan	2018	2019-2024	https://www.wccc.me.edu/wp-content/uploads/WCCC-Enrollment-Plan.docx
Development plan			
Plans for major units (e.g., departments, library)*			
TRiO	2015	2015-2020	

EVALUATION	Website location
Academic program review	
Program review system (colleges and departments). System last updated:	September 28, 2011
Program review schedule (e.g., every 5 years)	Every 5 years
Sample program review reports (name of unit or program)*	
Residential and Commercial Electricity	https://www.wccc.me.edu/program-reviews/
Human Services	https://www.wccc.me.edu/program-reviews/
Early Childhood Education	https://www.wccc.me.edu/program-reviews/
System to review other functions and units	
Program review schedule (every X years or website location of schedule)	https://www.wccc.me.edu/program-reviews/
Sample program review reports (name of unit or program)*	

Other significant institutional studies (Name and web location)*	Date
MCCS Strategic Plan: https://www.wccc.me.edu/wp-content/uploads/MCCS-Strategic-Plan.pdf	2018

*Insert additional rows, as appropriate.

Standard Three: Organization and Governance

DESCRIPTION

Washington County Community College is one of seven colleges that comprise the Maine Community College System. Since 1986, when the state legislature established the Maine Vocational Technical Institute (MVTI) System as an autonomous body, separate from the Maine Department of Education, the System has been governed by its own Board of Trustees. (In 1989, the MVTIs were recognized as technical colleges and in 2003 as community colleges.) WCCC operates under the auspices of the Maine Community College System (MCCS) and is governed by the MCCS Board of Trustees.

Washington County Community College's systems of organization and governance support the accomplishment of the College's mission and vision. The College has both an external and internal system of governance. External organizations include the State of Maine, the Maine Community College System, the Board of Trustees, and accrediting agencies. Internal organization and governance include program advisory committees, the Student Senate, the faculty-led Academic and Curriculum Committee, Community Council, and various ad hoc project-driven committees. The organizational chart identifies the structure and divisions within the College that support the organization and governance.

Governing Board

The Maine Community College System's Board of Trustees is the policy-making authority for the System. Under Maine statute, the MCCS Board of Trustees consists of 13 appointed voting members (including a trustee appointed from among the MCCS student body), one ex-officio voting member (the commissioner of the Maine Department of Education), and one ex-officio non-voting member (the commissioner of the Maine Department of Labor). Trustees are nominated by the governor and confirmed by the legislature. The Trustees include members representing a variety of fields in business, industry, labor, education, and the general public. Trustees serve four-year terms of office, except the student member, who is appointed to a two-year term. No classified or unclassified employee of the state or person who holds elected state office may serve on the Board of Trustees, with the exception of the ex-officio members. From among the appointed members, the board elects a chairperson and vice-chairperson to serve annual terms of office. The chairperson appoints all committee members. The president of the MCCS serves as secretary of the Board of Trustees and is responsible for a Trustee orientation program. The Board of Trustees, as the policy-making authority of the system, has three standing committees: the Executive Committee, the Educational Policy Committee, and the Finance and Facilities Committee. All Maine Community College System policies must be approved by the Board of Trustees.

The Board is the legally established body responsible, through the exercise of the powers and performance of the duties set forth by the law, for the establishment, control, and administration of the system of publicly supported community colleges in Maine.

The Board of Trustees appoints the System President of the MCCS. MCCS Policy 106 System President: Powers and Duties and MCCS Policy 108: Presidents of the Colleges govern the powers and duties of the MCCS President and the College Presidents. The System President implements the policies of the Board, reports directly to the Board through the Board chairperson and with the Board of Trustees en banc, and is responsible for the operation of the system. The System President meets regularly (typically monthly) with the Presidents Council, made up of all seven college presidents, to implement policies and goals. Each of the seven MCCS college presidents meets with the Board of Trustees at committee meetings. The Board meets in full session five to six times each year. Its standing committees (Education, Finance, and Strategic Planning) meet during full Board sessions and at other times as needed. The Board sets and regularly reviews progress on the MCCS Strategic Plan. The previous five-year plan, with its focus on student success, was adopted and implemented in 2015, and an updated 2018 plan with a focus on access, success and workforce development was presented and approved by the Board in November 2018.

The Board of Trustees meeting schedule and related announcements are found on the MCCS website. The announcements and agenda are sent to the president of each college in advance of the meetings. Relative to the finance and academic areas, the board committees meet with respective representatives in committee meetings on the same day the Board of Trustees meet. The MCCS Board of Trustees meeting agendas and minutes are available on the MCCS website.

The President of the Maine Community College System is appointed by the Board of Trustees and serves at its pleasure. The President oversees the System Office, which exists to provide statewide coordination and leadership to the seven colleges in the areas of finance, academic and student affairs, human resources, legal counsel, information technology, institutional research, government relations, and public affairs. The System Office also serves as staff to the Board, and the MCCS president and staff work in close collaboration with the Trustees in setting and overseeing academic policies and offerings, the MCCS budget, and the biennial budget request to the state.

In accordance with its policies and procedures, the Trustees regularly conduct a program of self-assessment of Board effectiveness. In addition, MCCS Policy 107 outlines the annual evaluation process for the System President, a detailed process conducted by a three-member committee from the Board, appointed by the Board Chair.

The president of each college within the system is a member of the MCCS Presidents Council, which meets approximately eight times a year with the System president to ensure consistency in academic programming and System policies and procedures, to discuss operational goals, to set the strategic direction, and ensure alignment with the overarching MCCS Strategic Plan. The Presidents Council also attends all full meetings of the Board to ensure clear communication between the Board and colleges.

The System President, who is appointed by the Board of Trustees, implements the policies of the Board and is responsible for leadership of the system. The Presidents Council, which

consists of all of the MCCS seven college presidents and system office staff, meets regularly to develop policies and goals. The Board of Trustees' executive committee conducts an annual performance appraisal of the System President. With the input from the full board, the Board of Trustees chairperson conducts a review and discussion of the president's job performance annually with the System President.

A clear protocol is in place for proposing and implementing policy within the MCCS. The Presidents Council reviews policies originating from the Board of Trustees as appropriate. The college presidents submit policies proposed at the institutional level to the System President for review and approval. If a specific policy is not in conflict with Board policies or MCCS operational guidelines, colleges may adopt it at its discretion. The policies, including contracts negotiated with each bargaining unit, the MCCS strategic plan, as approved and adopted by the MCCS board of trustees, and procedures approved and adopted by the Presidents Council and approved by the System President, are distributed to each college. These documents delineate the authority, responsibility, and relationships among the governing Board of Trustees, MCCS and college administration, staff and faculty. The MCCS makes its policies and procedures available to all employees of the system on the MCCS Portal. Concerning college operations, the MCCS office, under the direction of the System President, offers guidance in developing policies, setting goals, and establishing objectives. The academic affairs council, consisting of the Chief Academic Officer of the MCCS and the academic deans from each college, provides leadership in reviewing, assessing and recommending policies and actions, which ensure the academic integrity of each of the colleges.

The System President and the College Presidents are responsible for ensuring all policies and procedures comply with the Board policies set. New policies are developed in collaboration with the President at the College. These policies are developed with input from various constituencies across the institution and are reviewed by senior staff. The proposed policy is vetted by the academic deans, deans of students, directors of finance, etc. The Board has final review and approval authority prior to the implementation of any policy. Locally, each college President has the authority for approving policies and assuring they are in compliance with the Board policies and/or directives. At WCCC, all policies are vetted by the Senior Management Team and then presented and vetted at Community Council, which has approval authority prior to Presidential approval.

Regular collaborative system-wide meetings of the Executive Teams from each college occur on an ongoing basis. These meetings comprise groups based on responsibility areas at each of the colleges. The Deans of Finance and Directors of Financial Aid meet monthly with the Chief Financial Officer/Vice President of MCCS; the Academic Deans and Deans of Students meet monthly with MCCS's Chief Academic Officer; the Deans of Students meet quarterly with MCCS Chief Legal Counsel; the Deans of Business and Industry/Workforce Development meet regularly with the MCCS Director of Workforce Development; Deans and/or Directors of Information Technology meet with the MCCS Chief Information Officer; the Public Affairs representatives from each campus meet with the MCCS Director of Public Affairs; and the Directors of Human Resources meet regularly with the MCCS Human Resource Manager. These

meetings are opportunities to discuss current policies, procedures, and projects that are common across our System. The Deans from each respective area review, assess, and make recommendations for proposed policy changes and additions and discuss the impacts of policy and procedural changes upon the daily operations of their departments. This process provides a substantive voice from each of the colleges and invaluable input. The pertinent feedback from these meetings is incorporated into edits to the policies and procedures, which are then submitted to the Presidents and the Board.

The Program Review Process is outlined in the MCCS Academic Affairs Procedures Manual, Section 306.1. See standards 4 & 6.

Internal Governance

Each of the seven colleges in the MCCS has a president who has been nominated by the MCCS President and appointed by the Board of Trustees. The College president implements the policies of the Board of Trustees and is responsible for the day-to-day operation of the College. Susan Mingo, the current President of WCCC, has served in this role since August 2018.

The powers and duties of the College president are established by statute and include administration of the College with the support of six senior administrative staff members. At the College, the senior staff includes the Dean of Academics; the Dean of Finance and Administration; the Dean of Enrollment Management and Student Services; the Director of Human Relations, Development, and Communication; the Dean of Business and Industry, a newly appointed faculty representative, and the Manager of Facilities. The President's senior staff meets twice per month as a group. In addition, beginning Spring 2019 the President and Deans began weekly meetings to discuss institutional advancements and strategic planning. The small size of the campus allows the President the opportunity to meet with each member of the senior staff daily, as necessary. Meetings include updates, priority agenda items, and strategic planning sessions, and they allow for opportunities to have varied input before administrative decisions are made. The President encourages and benefits from the free exchange of ideas. The President and the senior staff make decisions, with feedback solicited from the Academic & Curriculum Committee (ACC) and the Community Council, about the direction of the College and how to allocate its resources to best meet the mission. Collectively, the President, Senior Team, and the ACC ensure the educational quality of courses and programming in accordance with program and institutional accreditation standards. The President appoints college personnel, is responsible for personnel oversight; preparation and administration of the College budget; facilities capital investments and maintenance; the appointment of advisory councils and committees; and other duties as delegated by the Board. There is a clearly defined evaluative process for College Presidents, including WCCC's, which is conducted in accordance with MCCS Policy 108.

WCCC's administration benefits from active community involvement in college planning. The President maintains a President's Advisory Council comprised of business, civic, and educational leaders from around Washington County. The Council meets biannually and is a robust group, offering honest and sometimes challenging advice regarding the direction of the College.

Additionally, each program at the College meets annually with a program advisory board. Each program advisory board is comprised of leaders from business, civic organizations, and educational institutions from around Washington County and the State of Maine, representing the occupational areas and higher education entities covered by the program.

Committee transparency is essential to the governance process. The College utilizes an electronic master calendar for all governance related committees, governance meetings, and general scheduling requirements. The master calendar streamlines planning of college meeting schedules and reduces time conflicts within the community to encourage better participation. Committee minutes are disseminated throughout the college community in a timely fashion via e-mail and in some instances on the MyWCCC portal. WCCC will continue to utilize this approach to provide optimum opportunities for all constituencies to be aware of meetings well in advance for planning and attendance purposes.

The various College governance committees and their responsibilities are as follows:

- Academic and Curriculum Committee—Development, improvement, and elimination of academic courses and programs. Ensure all academic courses and programs align with policies, maintain rigor and integrity, and include learning outcomes that adhere to our mission and vision. Responsible for initiating, vetting, and recommending edits to academic policies and procedures for the College. The ACC meets monthly.

- Community Council—Conveys recommendations to the College President and his/her administration in the process of shared governance. The Council has representation from all stakeholder constituencies throughout the College, including administration, faculty, staff, and students. The Community Council approves campus policies and disseminates campus-wide communication updates. The Community Council meets monthly.

- Student Assistance Team—Serves two primary roles: 1) as the hearing board on student appeals for determinations on allowing dismissed students to return to the College based on the Satisfactory Academic Progress policy; 2) as an academic intervention team tasked with solving issues that are impeding a student's academic success and assisting with the development of an individual educational success plan. Meets on an as-needed basis by referral from faculty or staff members and prior to new semester startups.

- Retention Committee—Oversight of Jenzabar Retention Module, student intervention program planning and development, retention data analysis, and retention activity planning, with campus acclimation and connectivity in mind.

- Safety and Security Committee—Development and improvement of campus safety and security policies and procedures, recommend safety and security technological enhancements, facility upgrades and improvements to ensure a safe working, learning

and living environment for employees, students and the public, recommend and plan for safety and security related professional development training programs.

- Information Technology Committee—Plan current and future technology needs for the institution.

- Academic Planning Committee (Established Fall 2018)—Assist the President with creating an annual, biennial, and long-term plan for new program expansion aligned with regional and the State of Maine workforce needs and the mission and vision of the College.

- Achieving the Dream Core Team and Data Team—Develop the strategic plan for improving student success measures at WCCC and work on data enhancements, including developing a data bank, a data fact book, and opportunities for improving data-driven decision-making at the College.

The Academic & Curriculum Committee and the Community Council review instructional and institutional policy changes and make appropriate recommendations to the President for final approval. The Academic Affairs Office manages assessment, program development, curriculum design, academic performance, course scheduling, faculty evaluation, academic budgets, the student probation/dismissal process, grade appeals and student complaints related to academics. The Academic Dean is a member of the Senior Executive Team at the College and reports directly to the President. As the Chief Academic Officer for the College, the Dean of Academic Affairs works collaboratively with institutional committees, department chairs, program advisory committees, faculty, and students to manage the academic matters of WCCC. The Dean is the lead for working with individuals in developing new programs, evaluating existing programs and implementing pedagogical improvements. The Dean works closely with the Chief Academic Officer of the Maine Community College System and is a leader within the academic community in Washington County. The Dean of Academic Affairs is tasked with oversight of assessment of student learning outcomes for all academic programs (see Standard Four for more detail). Academic Affairs is governed by Maine Community College academic policies and procedures Section 300 as published on the MCCS intranet.

The faculty plays an integral role in creating, developing, adapting, and modifying the College's programs and curricula. Individual program faculty members have direct responsibility for their program curriculum, working collaboratively with the Dean of Academics to ensure quality, rigor, and relevance of programming. Faculty members maintain a voting majority on the Academic and Curriculum Committee (ACC), and only a faculty member may hold the positions of chairperson and vice-chairperson of the ACC. The ACC is charged with adapting and upholding the academic rigor and integrity of the College's academic programs; monitoring, reviewing, and recommending action on proposals for new catalog programs; reviewing and recommending action on proposals for program discontinuation or suspension; vetting

academic policy changes; and monitoring adherence to MCCS academic standards as well as the Commission's standards.

The College strives for faculty representation on all standing committees, ad hoc committees, and hiring committees. As WCCC is a small college, it maintains a relatively small faculty and staff. As a result, individual faculty and staff members are often called upon to serve on multiple committees and in a number of leadership roles simultaneously. Committee membership is voluntary and is always encouraged for all community members. This practice has resulted in clear and effective communication among and between committees and campus constituencies, but it has also led to some community members being more involved with committee memberships and leadership roles than others are.

As outlined in the collective bargaining agreements, WCCC maintains a Faculty/Management Committee, which meets regularly to address faculty concerns and challenges facing the College. Members of the Faculty Management Committee work collaboratively with management to bring forth collective bargaining agreement concerns in an effort to troubleshoot and rectify issues that arise in a mutually agreed upon manner between the two parties. Similar committees exist to represent the voice of all other bargaining units of employees within the College.

The WCCC Student Senate represents the WCCC student body, the membership of which is elected annually by the entire student body. Overseen by the Director of Student and Residential Life and the Associate Dean of Student Affairs and Retention, the Student Senate's primary purpose is to represent the needs and best interests of the student body. It also seeks to encourage and provide for the participation of students in considering the issues and policies that affect their rights and responsibilities as members of the campus community. Students participate in academic governance through participation on the College's Community Council, the Achieving the Dream Core Team, the Graduation Committee, the Safety and Security Committee, and select ad hoc committees, as well as through their Member of the Board of Trustees. The college President meets directly with the Student Senate twice per year in the fall and spring, and on an as-needed basis with the Student Senate President throughout the academic year. Student Resident Assistants are also included in the planning process for initiatives concerning residential life. The Deans of Academics, Student Affairs, and Finance hold regular meetings (dinners, focus groups, etc.) with groups of students to listen to their needs and concerns.

APPRAISAL

The System President and staff at the MCCS provide significant support and guidance for the seven colleges of the system. Under the leadership of the current System President that support continues to increase. In recent years, the MCCS has added the position of Chief Academic Officer for the system, a position designed to support the work of the Academic

Affairs Council and the individual Deans of Academics. This past year, the system added a new Executive Director of Workforce training, a position designed to support the credit and non-credit work offered by each of the seven colleges. The Board and system office also support the work of all seven campuses through a variety of actions, including implementing a common strategic plan, maintaining a presence in the State Legislature, and fostering open communication among the leadership on the various campuses of the MCCS. Periodically, the System President visits each of the seven educational institutions. Similarly, the Board of Trustees alternates its meetings among the colleges. The system office distributes press releases and periodic newsletters to employees at each of the system campuses.

Regular system-wide meetings between MCCS personnel and College management are part of the organizational design and governance structure and both support and strengthen the vision, mission, and guiding principles described in the MCCS strategic plan. The plan serves as a guide for decision-making and focuses the energies of the MCCS on shared goals and priorities. These meetings serve to strengthen shared governance between and among the MCCS and each of the campuses to ensure the fiscal management and control systems are in compliance with appropriate regulatory bodies; to discuss adherence to collective bargaining agreements; to communicate regarding recent legislative updates and changes impacting higher education and the institution; to seek counsel on legal issues and ensure oversight of such; to provide leadership for academic integrity and maintain quality assurance of our academic standards; and to cultivate relationships across campuses for enhancing shared levels of expertise upon which to rely when necessary.

As mentioned above, because WCCC is a small institution, we often find that certain members of our faculty or staff are assigned to multiple committees, leadership roles, or tasks that advance the work of WCCC. This can lead to the most active faculty and staff members sometimes feeling overwhelmed with responsibilities beyond their core job requirements. The College has sought to expand the number of faculty and staff members participating in campus leadership roles. There are natural limits set by our small numbers to how much we can expand the number of committees and the pool of participants before individuals experience committee fatigue. This continues to be a focus and a challenge at the College.

Both the President's Advisory Council and the program-specific advisory boards provide overall guidance and support to the College and effectively bring a community perspective and statewide perspective to the College's planning and decision-making processes. Subject matter experts from industry help the College in maintaining course and program relevance and support program advancements, ensuring they are aligned with current business and industry trends, the latest technology updates, and best practices in the field of study.

As with many institutions, there are times at WCCC when communication does not flow as well as the organization would like. In recent years, the College administration has received constructive criticism from some members of the faculty and staff regarding breakdowns in communication. As a result of this feedback, the prior President engaged a professional communication coach to work with members of the administration and its maintenance

department, as well as to do some communication facilitation between the administration and the Liberal Studies academic department. Additionally, the Dean of Academics has revisited how the academic department chairpersons communicate with their respective departments. This academic year, in an effort to be more transparent and to improve communication, the new President has begun conducting monthly topical breakfast meetings (i.e., accreditation, business and industry initiatives, bond projects) open to the campus community, has met with individual staff members, and is holding two faculty listening sessions. In addition, the Senior Team has begun professional development sessions around enhancing our communication skills. The College continues to be committed to improving communication with all segments of the campus community.

The Academic and Curriculum Committee has undertaken a review of its bylaws, procedures, and forms. This work started at the beginning of the 17/18 academic year and will last through at least the current academic year. The ACC is seeking to streamline its procedures while codifying its high standards for academic review. This faculty-led committee takes its work seriously and is central to the success of the College and its students.

Program faculty ensures the academic integrity of their program in concert with the Dean of Academic Affairs, Department Chairs, and the oversight of the ACC. Three Faculty Department Chairpersons meet monthly with the Dean of Academics to share information, to receive information, to cultivate excellence in the teaching and learning process, to promote opportunities for faculty professional development, to budget for their respective programs, and to participate in making decisions about college governance. Department Chairs are the lead faculty members overseeing their respective areas of the academic inventory. There is a department chair for each area of academics at the College: trade and technical programming, career and occupational programming, and academic/liberal studies programming. Each Department Chair works closely with their program faculty to improve teaching and learning at the College. They provide leadership to the faculty to promote and maintain quality academic standards within programs, they facilitate enhanced communication between faculty and management related to academic and instructional concerns, and they work closely with the Dean of Academic Affairs to improve their department's curricula.

The WCCC Student Senate has historically been an active participant in the College's governance structure. In recent years, due in part to the focus of Senate Leadership, the group had lost its way. It continued to be an important part of the College community, engaging in community fundraisers and student activities, but it had ceased being a vibrant voice for student needs on campus. During the 17/18 academic year, the College President challenged the Senate president and other student leaders to re-engage more substantially with the governance of the College. The challenge was well received, and the Student Senate has begun to reorient itself to serve its important role as a voice for students at WCCC. The Student Senate is working on updating its by-laws during the current academic year to reflect the good work they continue to engage in and to ensure a strong voice in college governance remains a focus.

The College monitors institutional effectiveness in the area of organization and governance by

having the Community Council oversee the work of all College committees, and by fostering an employee-inclusive approach to governance. WCCC has a system of organization and governance that facilitates the successful accomplishment of its mission and vision. Through organizational design and the governance structures in place, WCCC encourages teaching and learning with a student-centric approach.

PROJECTIONS

The College administration will continue to encourage participation on committees by faculty and staff members, including those who have not historically participated, bringing any necessary assistance to bear to support this work.

The College will continue to examine the effectiveness of communication across the community and will develop a communication plan. The College will continue to address the communication challenges facing the institution, recognizing that strong, clear, and inclusive communication begins at the top. The president and senior staff will maintain open lines of communication conducive to shared governance at WCCC.

The Academic and Curriculum Committee will continue to examine and update its by-laws, procedures, and forms to ensure that it safeguards academic integrity and supports academic progress at the College.

During the fall of 2019, the Student Senate will complete a strategic planning process that includes an evaluation of their goals, objectives, representation structure, and by-laws. Student Senate will make revisions, as necessary, to the constitution.

In 2019, the College will establish a Strategic Enrollment Management Advisory Council (SEMAC). SEMAC will provide feedback and guidance on WCCC's enrollment, including recruitment and retention. SEMAC's focus will be on developing and implementing enrollment plans, goals, and objectives, along with the implementation of programs that will lead to sustained growth in enrollment, retention, and student completion (graduation). SEMAC will focus on the quality of services to prospective, admitted and confirmed students; students who stopped out from WCCC; and current students. SEMAC will play an active role in guiding strategic enrollment directions, defining activities, creating key performance indicators and measurable outcomes, and engaging in the continuous improvement of recruitment and retention services through the strategic use of data.

The College will establish a Residence Hall Council during the 2019 academic year to provide a systematic method of voicing student concerns for students living in residence halls. The Associate Dean of Student Affairs and Retention will advise this council.

The College will continue to review and monitor the work of all its committees and the bylaws and procedures under which they operate.

Standard 3: Organization and Governance
(Board and Internal Governance)

Please attach to this form:

1) A copy of the institution's organization chart(s).

2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity	Maine Community College System
Website location of documentation of relationship	http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec12714.html

Governing Board	**Website location**
By-laws	https://mymccs.me.edu/ICS/icsfs/Policy_105.pdf?target=dc65f59f-c8e9-4313-9dd2-d70078114278
Board members' names and affiliations	https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership-2/

Board committees *	**Website location or document name for meeting minutes**
? Executive Committee	https://www.mccs.me.edu/bot-agendas-minutes/
Educational Policy Committee	https://www.mccs.me.edu/bot-agendas-minutes/
Finance and Facilities Committee	https://www.mccs.me.edu/bot-agendas-minutes/

Major institutional faculty committees or governance groups*	**Website location or document name for meeting minutes**
Academic and Curriculum Committee	https://portal.wccc.me.edu/ICS/Committees/Academic_and_Curriculum_Committee_201819.jnz
Faculty Management Committee	https://portal.wccc.me.edu/ICS/Committees/Faculty_Management_Committee.jnz
Community Council	https://portal.wccc.me.edu/ICS/Committees/Handouts.jnz
Academic Planning Committee	https://portal.wccc.me.edu/ICS/Committees/Academic_Planning_Committee.jnz
Program Advisory Councils	https://portal.wccc.me.edu/ICS/Committees/All_College_Advisory.jnz

Major institutional student committees or governance groups*	**Website location or document name for meeting minutes**
Student Senate	Meeting minutes sent via campus e-mail

Other major institutional committees or governance groups*	**Website location or document name for meeting minutes**
President's Advisory Council	https://portal.wccc.me.edu/ICS/Committees/President%27s_Advisory_Board.jnz
Achieving the Dream Core Team and Data Team	https://portal.wccc.me.edu/ICS/Committees/Achieving_the_Dream_Core_Team.jnz
Information Technology Committee	https://portal.wccc.me.edu/ICS/Committees/Information_Technology.jnz
Retention Committee	https://portal.wccc.me.edu/ICS/Committees/Retention_Committee.jnz
Student Assistance Team	https://portal.wccc.me.edu/ICS/Committees/Student_Assistance_Team.jnz
Safety and Security Committee	https://portal.wccc.me.edu/ICS/Committees/Safety__Security_Committee.jnz

*Insert additional rows as appropriate.

Title 20-A: EDUCATION
Part 5: POST-SECONDARY EDUCATION
Chapter 431: MAINE COMMUNITY COLLEGE SYSTEM

§12706. Powers and duties of the board of trustees

The powers and duties of the board of trustees shall include the following: [1985, c. 695, §11 (NEW).]

1. Policies. To develop and adopt policies for the operation of the system, the Maine Community College System Office and the colleges; establish the presidents' council; and approve programs and policies recommended by the president of the system and the presidents' council;

[2017, c. 179, §4 (AMD) .]

2. Administration. To oversee the administration of the system;

[1985, c. 695, §11 (NEW) .]

3. Bylaws and seal. To develop and adopt bylaws for the regulation of its affairs and the conduct of its business and develop and adopt an official seal and alter it as necessary or convenient;

[1985, c. 695, §11 (NEW) .]

4. Budget development. To prepare and adopt a biennial, line-category, operating budget for presentation to the Governor and the Legislature, incorporating all projected expenditures and all resources expected or proposed to be made available to fund the operations of the system. The budget is to be used in support of any requests to the Legislature for General Fund appropriations that the board of trustees may deem appropriate and necessary to supplement other resources available to the system and shall also serve as the foundation for an annual fiscal management plan for the system;

[1985, c. 695, §11 (NEW) .]

4-A. Public improvements budgetary submission. To prepare and adopt a biennial capital improvements budget for presentation to the Governor and the Legislature, incorporating all projected expenditures and all resources expected or proposed to be made available to fund public improvements, as defined by Title 5, section 1741, for the system. In accordance with Title 5, section 1742-C, subsection 3, the system's public improvements budget must be developed with the advice and assistance of the Bureau of General Services and must represent the capital improvement priorities within the system;

[2013, c. 368, Pt. R, §4 (AMD) .]

5. Fiscal management. To receive, expend, allocate and transfer funds within the system, as necessary to fulfill the purposes of this chapter, in accordance with the biennial, line-category, operating budget;

[1991, c. 376, §34 (AMD) .]

6. Loans and grants. To receive and accept, from any source, loans, aid or contributions of money, property, labor or other things of value to be held, used or applied to carry out the purposes of this chapter, subject to the conditions upon which the loans, grants and contributions may be made, including, but not limited to, loans, grants or gifts from any federal agency or governmental subdivision or the State and its agencies;

[1985, c. 695, §11 (NEW) .]

7. Fees and charges. To establish and collect room and board fees and tuition and to set policies relating to other charges, including fees for the reasonable use of the colleges' facilities by others, as determined necessary by the board of trustees for the efficient administration of this chapter, to be credited to a separate fund and used for the purposes of this chapter;

[1991, c. 376, §35 (AMD) .]

8. Investments. Except as otherwise provided in this chapter, to invest any funds not needed for immediate use, including any funds held in reserve, in property and securities in which fiduciaries in the State may legally invest funds;

[1985, c. 695, §11 (NEW) .]

9. Contracts and agreements. To enter into any contracts, leases and agreements and any other instruments and arrangements that are necessary, incidental or convenient to the performance of its duties and the execution of its powers under this chapter, except that in any such agreement other than an employment agreement the following provisions against the system are void:

A. Any requirement that the system must waive its governmental immunity or limited liability; [2017, c. 179, §5 (NEW).]

B. Any requirement that the system must carry insurance in addition to or in excess of its existing insurance; [2017, c. 179, §5 (NEW).]

C. Any requirement that the system must defend, indemnify or hold harmless any other party; [2017, c. 179, §5 (NEW).]

D. Any requirement that the system must submit to the law of a state other than this State; [2017, c. 179, §5 (NEW).]

E. Any requirement that the system must waive its insurer's rights of subrogation; [2017, c. 179, §5 (NEW).]

F. Any requirement that the system must pay another party's attorney's fees; and [2017, c. 179, §5 (NEW).]

G. Any requirement that the agreement is subject to an automatic renewal other than month to month; [2017, c. 179, §5 (NEW).]

[2017, c. 288, Pt. C, §2 (AMD); 2017, c. 288, Pt. C, §4 (AFF) .]

10. Legal affairs. To sue and be sued in its own name. Services of process in any action shall be made by service upon the president of the system, either in hand or by leaving a copy of the process at the Maine Community College System Office;

[1989, c. 878, Pt. I, §5 (AMD); 2003, c. 20, Pt. OO, §2 (AMD); 2003, c. 20, Pt. OO, §4 (AFF) .]

11. Personnel policies. To develop and adopt personnel policies and procedures for the system. The board of trustees, subject to applicable collective bargaining agreements, shall determine the qualifications, duties and compensation of its employees and shall allocate and transfer personnel within the system as necessary to fulfill the purposes of this chapter. The board of trustees shall appoint the president of the system and the presidents of the colleges. The provisions of the Civil Service Law, as defined by Title 5, section 7039, do not apply to the system, except that the same protections for personnel records provided in Title 5, section 7070 to state employees apply to the personnel records of system employees;

[2007, c. 67, §2 (AMD) .]

12. Purchasing. To acquire consumable supplies, materials and incidental services, through cash purchase, sole-source purchase orders, bids or contract, as necessary or convenient to fulfill the purposes of this chapter;

[1985, c. 695, §11 (NEW) .]

13. Property management. To acquire by purchase, gift, lease or rent any property, lands, buildings, structures, facilities or equipment necessary to fulfill the purposes of this chapter. The board of trustees shall manage, rent, lease, sell and dispose of property, including lands, buildings, structures, equipment and facilities, and license dormitory rooms for occupancy by students. The purchase and installation of faucets, shower heads, toilets and urinals is subject to Title 5, section 1762-A;

[2017, c. 179, §6 (AMD) .]

14. Facilities management; construction and renovation. To authorize the construction, maintenance, renovation, reconstruction or other necessary improvements of buildings, structures and facilities and promote the regular use of facility master planning in order to coordinate efficient long-term facilities planning;

[2017, c. 179, §7 (AMD) .]

15. Courses of study and degrees. To offer courses of study, grant diplomas and certificates on completion of courses of study, confer associate degrees based on 2 years of instruction and establish qualifications for admission; to offer short-term and on-site training, to meet the needs of the private and public sectors and economic development and employment training programs; to offer adult education and continuing educational opportunities to meet the needs of nontraditional students and of adults who need training or retraining in response to changes in technology or the needs of the economy; and to encourage the development of innovative delivery methods, course schedules, student support services and prior learning assessments that help expand access to both credit and noncredit programming;

[2017, c. 179, §8 (AMD) .]

16. Employment training coordination.

[1991, c. 376, §37 (RP) .]

17. Apprenticeship education.

[1997, c. 522, §1 (RP) .]

18. Delegation; other powers. To delegate duties and responsibilities as necessary for the efficient operation of this chapter and to do any other acts or things necessary or convenient to carry out the powers expressly granted or reasonably implied in this chapter;

[2001, c. 590, §1 (AMD) .]

19. Advisory committees. To appoint or identify advisory committees to advise the board of trustees with respect to career and technical education and training policies and programs, to procedures for modifying the programs of the colleges to meet the needs of the State's economy and the changing job market and to the efficient operation of the colleges and the Maine Community College System Office. These committees may include, but need not be limited to, the Maine Council on Vocational Education, authorized under the United States Carl D. Perkins Vocational Education Act, Section 112, Public Law 98-524, or its successor;

[2017, c. 179, §9 (AMD) .]

20. Debt. To borrow funds, issue bonds and negotiate notes and other evidences of indebtedness or obligations of the system for renovation, public improvements, land acquisition and construction purposes to pay for costs as defined in Title 22, section 2053, subsection 3. The board of trustees may issue temporary notes and renewal notes to pay for those costs. Bonds, notes or other evidences of indebtedness or obligations of the system are legal obligations of the system on behalf of the State and are payable solely from the system's revenues and other sources of funds, including funds obtained pursuant to Title 22, section 2053, subsection 4-B, paragraph A. These borrowings by the system do not constitute debts or liabilities of, and are not includable in, any debt obligation of the State. The board of trustees has the discretion to fix the date, maturities, denomination, interest rate, place of payment, form and other details of the bonds or notes of the system. Unless otherwise provided in the vote authorizing their issuance, bonds or notes of the system must be signed by the president of the system and countersigned by the chair of the board of trustees. The aggregate principal amount of outstanding bonds, notes or other evidences of indebtedness of the system may not exceed $35,000,000 at any one time, excluding temporary notes and renewal notes. The bonds may be issued through the Maine Health and Higher Education Facilities Authority. The board of trustees may pledge or assign its revenues, including any funds that have been or may be appropriated to the system, and the proceeds of those revenues and its other property as security toward its bonds, notes, other evidences of indebtedness or other obligations of the system. The proceeds of bonds, notes or other evidences of indebtedness may be invested in accordance with subsection 8. Bonds, notes and other evidences of indebtedness issued under this subsection are not debts of the State, nor a pledge of the credit of the State, but are payable solely from the funds of the system. Indebtedness incurred and evidences of indebtedness issued under this chapter constitute a proper public purpose, and all income derived is exempt from taxation in the State. The net earnings of the system may not inure to the benefit of any private person, and no borrowing may be effected pursuant to this chapter unless the amount of the borrowing and the project or projects are submitted to the Office of Fiscal and Program Review for review by the joint standing committee of the Legislature having jurisdiction over appropriations and financial affairs at least 60 days before closing on such borrowing for the project or projects is to be initiated; and

[2017, c. 179, §10 (AMD) .]

21. Campus security. To support the development of campus security plans and policy, including the assessment of how persons qualified and designated by law enforcement or system policy may exercise the powers of Title 17-A, sections 107 and 108.

[2017, c. 179, §11 (NEW) .]

SECTION HISTORY

1985, c. 695, §11 (NEW). 1987, c. 402, §A127 (AMD). 1987, c. 532, §3 (AMD). 1989, c. 443, §§37-39 (AMD). 1989, c. 761, (AMD). 1989, c. 878, §§I4-6 (AMD). 1991, c. 246, §10 (AMD). 1991, c. 376, §§33-37 (AMD). 1995, c. 96, §1 (AMD). 1997, c. 522, §1 (AMD). 2001, c. 590, §§1-3 (AMD). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF). 2005, c. 397, §D3 (REV). 2007, c. 67, §§2, 3 (AMD). 2011, c. 691, Pt. B, §20 (AMD). 2013, c. 368, Pt. R, §4 (AMD). 2017, c. 179, §§4-11 (AMD). 2017, c. 288, Pt. C, §2 (AMD). 2017, c. 288, Pt. C, §4 (AFF).

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

		Location (City, State/Country)	Date Initiated	Enrollment* 2 years prior (FY2017)	1 year prior (FY2018)	Current year (FY2019)
?	Main campus	Calais, ME/USA	August 1969	519	476	458
?	Other principal campuses					
?	Branch campuses (US)					
?	Other instructional locations (US)	Machias, ME/USA	September 2008	0	10	10
	Other instructional locations (US)	Indian Township, ME/USA	Long-standing arrangement	12	6	6
?	Branch campuses (overseas)					
?	Other instructional locations (overseas)					

Educational modalities

		Number of programs	Date First Initiated	Enrollment* 2 years prior (FY2017)	1 year prior (FY2018)	Current year (FY2019)
	Distance Learning Programs					
	Programs 50-99% on-line					
	Programs 100% on-line					
?	Correspondence Education					
	Low-Residency Programs					
	Competency-based Programs					
	Dual Enrollment Programs					
	Contractual Arrangements involving the award of credit					

*Enter the annual unduplicated headcount for each of the years specified below.

Standard Four: The Academic Program

DESCRIPTION

Assuring Academic Quality

Washington County Community College assures the academic quality of its programs through a governance process that is based around our Academic & Curriculum Committee (ACC). This committee reviews and approves all course and program curriculum changes through a formal application and review process. Once the committee approves a curriculum change, that change is sent forward to the campus President for final approval. The ACC is also involved in reviewing the College's academic policies. The ACC, with the leadership of the Academic Policy Subcommittee, reviews and researches proposed academic policy changes. It then presents its recommendations for policy changes to the Community Council. If approved, the policy is then forwarded to the campus President for final approval.

Committee membership consists of a majority of faculty members, including the three department chairs and two permanent faculty members from each department. In addition, the Academic Dean, Dean of Enrollment and Student Services, and the Coordinator of Enrollment and Student Services are standing voting members on the committee. One at-large staff member also serves on the committee.

Every five years, the Maine Community College System Board of Trustees Education Policy Committee subjects each certificate, diploma and associate degree program offered by Washington County Community College to a Program Review process. Program faculty, the Department Chair, and the Academic Dean establish program descriptors and 5-year cohort data outlined by the Program Review policy and submit them to the system's Education Policy Committee. The President, Academic Dean and faculty member are invited to present the Program Review to the MCCS Board of Trustees Education Committee and to answer clarifying questions. Each of our programs holds an annual Advisory Committee meeting. Advisors include local experts in the industries served by those programs. Advisory Committee members serve a term of two years. They provide data on the necessary hard and soft skills students should gain in their program coursework, and they answer questions related to employment in the area. Advisory Committee membership also provides opportunities for professional growth and development. These committee members review the instructional areas and curriculum of each program and provide updated industry feedback to keep the College's offerings current and vital.

WCCC's programs are organized within three academic departments. Each department is comprised of programs considered comparable in the areas of Liberal Studies, Career Studies, and Technical Studies. Each department is assigned a Chair. The Department Chairs solicit the views of all members of their department and vet curriculum changes brought forward when

making important decisions about curricular requirements, course offerings and major academic, instructional, or resource allocations.

WCCC and the Maine Community College System (MCCS) are currently working with the University of Maine System on Block Transfer. The Associate in Arts in Liberal Studies transfers to any University of Maine campus as a 34-35 credit block. The remaining credits in a student's Associate in Arts degree will transfer as electives according to a system-to-system transfer matrix. The next step in this process will be to expand the agreement to include Associate in Science degrees. That agreement will include our Associate in Science in Education degree.

The Block Transfer agreement and the individual program accreditations provide examples of the College's efforts in assuring academic quality in all its offerings.

Four of the programs at WCCC have national accreditation. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits the Medical Assisting program; the National Automotive Technicians Education Foundation (NATEF) accredits the Automotive Technology and Engine Specialist programs. The Engine and Equipment Training Council (EETC) accredits Powersports. In each instance, the national accrediting agency provides required competencies students must achieve in their program area. The College provides learning experiences that not only expose students to the required competencies but also allows them to master the competencies. The Medical Assisting program, for example, is required by CAAHEP to provide the students with the experience to achieve over three hundred competencies.

The College has created online and hybrid offerings for some of its general education offerings as well as its program offerings. Courses in Human Services, Medical Assisting, Early Childhood Education, and Business are available as either online or hybrid courses. Science offerings, as well as several courses in the Liberal Studies department, are available as online or hybrid courses. Faculty members can develop their assigned courses into either hybrid or online offerings if they determine that alternative modes of delivery will provide a benefit to their students. Faculty consults the Department Chair and Academic Dean for approval of their course development plans. The College ensures that its delivery of online courses does not exceed the fifty percent online delivery threshold required by NECHE.

Our online and hybrid courses are delivered through our Learning Management System. Each student has a unique login and password to the system portal, which they are required to keep confidential. Students log onto the portal to participate in their distance education courses. Coursework is submitted to the instructor through this secure process, which protects student privacy.

Washington County Community College has had to suspend and eliminate several programs due to low enrollment since our last ten-year visit. We have discontinued the Building Construction, Culinary Arts, Computer Support Specialist, and Healthcare Administration programs. The College endeavors to always "teach out" students who have not finished their

degree requirements when a program is suspended or eliminated. Students are afforded the opportunity, within a reasonable timeframe, to complete their degree requirements. Before program elimination occurs, new enrollment is suspended while students complete their requirements for graduation.

WCCC has been fortunate in being able to expand our campus offerings by bringing up several new programs. We have added Criminal Justice, Computer Technology, and Criminal Justice with a concentration in Conservation Law Enforcement, Graphic Information Systems (a joint offering with the University of Maine at Machias), Powersports Equipment, Production Technology, and Pulp & Paper Technology. We have also changed the name of our General Technology program to Career Studies. The Career Studies program leads to an Associate in Applied Science and provides an individualized and flexible program to meet the needs of students with significant work experience and/or learning experiences whose educational goals cannot be met by other technical programs at the College. This new title better describes the purpose and outcomes of the program.

In our fifth-year interim report, we highlighted the establishment of institutional learning outcomes (ILOs), which reflect the knowledge, skills, abilities, and attitudes that WCCC students are expected to develop as a result of their experiences at the College. These ILOs inform the learning outcomes for our general education curricula as well as our Liberal Studies program outcomes. Due to significant turnover in the Academic Dean's Office, the process of integrating the ILOs across our programs has not advanced to the degree we anticipated in our 2014 fifth-year report. To facilitate our integration of ILOs across the curriculum, we plan to map programmatic learning outcomes to institutional learning outcomes. Following this, we will map program learning outcomes to course-level outcomes. The Block Transfer Agreement between the MCCS and the University of Maine System, which currently focuses on the Associate of Arts degree, will expand to include Associate in Science and Associate in Applied Science degrees. This will help facilitate administrative oversight as the College moves forward with this process.

The Block Transfer Agreement between the MCCS and UMS has provided the College with a structured starting point for this work. In accordance with the Block Transfer Agreement, WCCC's Liberal Studies faculty has defined learning outcomes in eight specified learning domains and are currently developing assessment rubrics for each domain. As outlined in Standard 8, these rubrics will be used to assess artifacts from courses in which the specified learning domain is introduced or reinforced.

Math across the Curriculum is an initiative in the Maine Community College System, and all campuses are working with the Dana Center of the University of Texas on Math Pathways. The Math Pathways effort has become a major goal of WCCC's Achieving the Dream (ATD) work plan for the next three years. This system initiative responds to the need to raise the success rate of MCCS students in their mathematics courses. Lack of success in math coursework is one major reason why MCCS students fail to graduate or persist, which is in keeping with national statistics.

We hope to lessen the time it takes to get to the gateway course by redesigning developmental courses and developing co-requisite developmental courses that are taken concurrently with gateway courses. We also are reviewing gateway courses to ensure that they have the appropriate topical areas for their major. The MCCS Math Pathways team will redesign five courses that will be available for adoption system-wide in the areas of College Algebra, Statistics, Technical Mathematics, Education Mathematics, and Quantitative Reasoning. Algebra may no longer be what all students enrolled at a Maine Community College are required to master. In addition, we are in the early stages of conversation around a Writing Across the Curriculum initiative and will be working on pilot projects in that area.

Undergraduate Degree Program

All catalog programs at Washington County Community College are subject to the Maine Community College System Policy 302: Criteria for Academic Credentials. This policy outlines the makeup of each of our Certificate and Associate Degree programs, including the required number of credits of program coursework as well as general education coursework. The policy defines these requirements for our Certificate, Associate in Applied Science, Associate in Science, and Associate in Arts degrees. Recent changes to MCCS policy regarding program credit limits prompted WCCC to examine each of its catalog programs to ensure compliance. Two programs are out of compliance; their credit load will be revised by May 2019 to adhere to system policy.

Integrity in the Award of Academic Credit

A certificate is awarded upon the successful completion of a prescribed program of vocational and/or technical courses that leads to an occupational skill and includes the following:

1. 16 to 36 credit hours of coursework, including appropriate related and/or general education courses as specified by the program;

2. Demonstrated competence in mathematics and communication skills at a level consistent with the requirements of the program. This competency may be demonstrated either by satisfactory performance on prescribed academic assessment tests or by completing required communications and mathematics courses; and

3. Achievement of a minimum cumulative grade point average of 2.0.

4. Includes in the core curriculum a minimum of 25% of the credits that differentiate the program and build knowledge depth in an area of focus of the program.

An Associate in Applied Science credential is awarded upon the successful completion of a program designed for employment in a specific occupation or to upgrade skills to improve the opportunity for advancement within an existing position. Starting in Spring 2019, the maximum allowable credits for all new associate degree programs will be 64, in keeping with MCCS policy.

The only exception to that rule will be credentials that have specialized accreditation and must adhere to specific accreditation standards.

Certificate and Associate Degree General Education Requirements
Maine Community College System Policy

	Writing	Quantitative Literacy/ Natural Science	Creative Arts/Humanities /Social Science	Diversity/ Ethical Reasoning	General Education Elective	Program Core	Total Credits
Associate in Arts	6	3 to 4	18	6		up to 29	60 to 64
Associate in Science	6	12 to 15	6	3	3	up to 34	60 to 64
Asssociate in Applied Science	6	6 to 7	6		3	up to 34	60 to 64

All Washington County Community College programs operate on semester hours during a 15- or 16-week semester, with the exceptions of Welding and Residential & Commercial Electricity. Welding requires an initial early start semester that begins in July and operates for six weeks prior to the Fall semester. Residential & Commercial Electricity requires a six-week follow-up semester after the Spring semester. In order to cover all the necessary curricular areas required by the state of Maine for graduates to sit for state licensure, it is necessary for these programs to have an extra semester.

Each program at WCCC is defined in the catalog with the purpose of the program, the career opportunities in each program area, the educational learning outcomes, and the specific course requirements for graduation. The College requires that a syllabus is created and made available to students for every course delivered for credit. A course syllabus template is used by all faculty and includes information and policies deemed necessary by the College for the orderly delivery of the course and the organizational needs of our students. The College delivers both 100- and 200-level courses as program requirements. Courses are designated at each level according to whether they are a first-year or second-year course and whether they are introductory or have a pre-requisite course required. All pre-requisites, whether course- or assessment-related, are defined in the catalog either on the program page or in the course description section and are adhered to by the student advisor or Registrar's office when registering students. Instructor permission may be given to supersede a pre-requisite but is rarely granted.

WCCC has been testing students with the College Board's Accuplacer assessment to properly place students in their academic requirements for mathematics and English. Starting in Spring 2019, the College will be using SAT scores to place students into developmental or transfer level courses. System-wide pre-requisite scores have been developed and will be used for placement. NextGen, the new Accuplacer assessment, will be used to place students who have not taken the SAT. The College will continue to use two levels of developmental math and one level of developmental English, but we will also work on creating co-requisite developmental coursework for students who score close to the cutoff scores for gateway mathematics and English courses. A multiple measures process will be in place by Spring 2019.

Students have the opportunity for academic counseling services at the College in several areas. Students are assigned an Academic Advisor, who is usually their program instructor. Students meet regularly with their advisor to review their program progress and select courses for the upcoming semester. Each incoming student who is enrolled for the first time is required to take a First Year Experience (FYE) course. This course meets once a week for fifty minutes and provides advising and college success training. Some students are assigned a College Navigator who provides additional academic advising and helps keep students on track with their studies. Students who qualify for a Navigator are first-generation and/or academically high-risk.

The College currently maintains fourteen articulation agreements with eleven secondary Career and Technical Education (CTE) centers throughout the state of Maine. Students who qualify through the tenets of the agreement receive prior learning credit during their first year on campus. WCCC also participates in two statewide articulation agreements in Residential/Commercial Electricity and Automotive Technology, which are maintained with all twenty-three CTEs in the state of Maine. These agreements are on file in the Academic Affairs office as well as the Student Services office, which maintains their currency and develops new agreements.

The College accepts academic credits by transfer from institutions or programs of post-secondary education accredited by organizations that are recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education based upon the equivalency of course content to program requirements and the equivalency of academic credit hours. Courses satisfying these criteria are accepted if grades of C (2.0 on a 4.0 scale) or above have been awarded by the issuing institution within the last ten years. Transfer credit is not figured in a student's grade point average. Graduation requirements dictate a 25% residency of coursework at WCCC.

Over the past five years, WCCC has granted transfer credit to 383 students, or an average of 76 students per year. Those students receive various amounts of transfer credit applicable to their program at WCCC, but the average transfer award has ranged from 11 to 15 credits. WCCC has therefore awarded nearly 5000 credits in the past five years and will most likely surpass that number by the Spring 2019 semester.

WCCC recognizes and awards academic credit for college-level prior learning acquired by students through life, work, and educational experiences outside of MCCS credit courses. These standards reflect the College’s commitment to the academic and administrative standards proposed by the National Council for Adult and Experiential Learning and are designed to eliminate barriers for students and encourage their wide participation. These standards are also intended to support the transparent transfer of prior learning credit between the seven colleges of the MCCS as well as other institutions of higher education.

WCCC offers opportunities for both dual and concurrent enrollment for secondary students as well as articulated credit. The College currently maintains 17 articulation agreements with universities and four-year colleges throughout the state of Maine and New England. Under the

tenets of these agreements, WCCC graduates will automatically be granted prior learning credits when transferring to these institutions. These agreements are housed in the Academic Affairs office as well as in the Transfer Counsellor office and are published on the WCCC webpage. WCCC's academic standards are recognized by each of these institutions as appropriately rigorous and academically sound, such that students may use the WCCC credit they attain as part of their graduation requirements.

Prior Learning Assessment (PLA) credits can be used to satisfy any degree/program requirements, provided that a student may receive credit one time only for a course that has been awarded through Prior Learning Assessment. To be eligible for PLA credit at WCCC, a student must be matriculated in a degree program with one or more requirements for which prior learning credits could apply.

Credit for prior learning will be awarded based on an assessment of documented learning that demonstrates achievement (at a grade level of C or better) of learning outcomes for a specific requirement/discipline area elective, i.e., credit by course equivalency. The College has a written course description, objectives and learning outcomes for each catalog course, available for use by students seeking prior learning assessment. Students may earn prior learning credit for any graduation requirement, at any point in their program, for which they demonstrate equivalent learning, unless there is a unique program accreditation requirement that restricts or prohibits the award of such credit. The award of prior learning credit is subject to the New England Commission of Higher Education (NECHE) Standards for Accreditation. NECHE standards limit the number of PLA credits that may be used for certificate programs of 30 or fewer credits to 25 percent. WCCC maintains a residency requirement of 25%, which aligns with the NECHE requirement that 25% of associate degree credits must be taken at the college from which the degree will be awarded.

The College accepts credit from nationally standardized testing entities and credit recommendation services, such as Advanced Placement, International Baccalaureate, and the College Level Examination Program. Students initiate the process of transferring these credits directly with the testing entity or credit recommendation service.

The campus PLA process was updated in 2014 and 2015. The current process and policy reside on the campus portal. WCCC accepts PLA credit awarded by other MCCS colleges, evidenced by an MCCS transcript, as transfer credit applicable to the relevant academic program at WCCC. The reciprocity extends to students and transcripts from the University of Maine System. The College advises but does not guarantee the transfer of PLA credits to non-MCCS or UMS colleges or universities or the applicability of credits to a student's future degree requirements at such institutions.

Academic credits obtained at another accredited higher education institution will be transferred with MCCS Policy 307.

During their time at WCCC, a student who is experiencing academic difficulties may be placed on Academic Probation or Suspension/Dismissal from the College if they are not maintaining Satisfactory Academic Progress.

Academic probation signifies that a student is in serious academic jeopardy. Students on probation must correct grade deficiencies during the subsequent semester or summer session. Failure to do so may result in academic dismissal from the college. Students on probation are required to carry a reduced class load (fewer than 15 credit hours). Extended probation may be granted at the discretion of the Dean of Enrollment Management and Student Services if the student does not remove the deficiencies in their cumulative grade point average after the completion of the subsequent semester but has attained a minimum of 2.0 grade point average in the subsequent semester. Students who have been academically dismissed may request re-admittance to the College by completing a satisfactory academic progress appeal form. The Student Assistance Team will review the appeal to recommend future enrollment and financial aid eligibility. Appeals must be received at least one month prior to the semester the student plans to enroll. At the time of appeal, the student must show positive evidence that they are ready to complete a program of study. Some examples of this evidence include the successful completion of college courses or holding a job for a semester or more.

Honesty and integrity in all academic work is expected at WCCC. The Academic Misconduct policy is included in every course syllabus, the student handbook, the catalog, and the College portal. Any student who is suspected of academic misconduct will face investigation and possible disciplinary action. Academic misconduct includes, but is not limited to, using unauthorized aids; copying another person's work on exams, quizzes and assignments; and taking language, information or ideas from another person or source without providing appropriate citation. Students found to be in violation of the academic misconduct policy, either directly or indirectly through participation or assistance, are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign an F or zero for an activity or to assign an F for the course. Additional possible disciplinary sanctions may include dismissal from the College.

The Academic and Curriculum Committee revised the appeal process for students who may have violated the Academic Misconduct policy. While this change provided for Department Chairs to be part of the appeal process, they are not a formal level of the appeal process. The College varied from the MCCS policy because of the size of our campus and the scope of the duties of our Department Chairs, which are non-supervisory.

APPRAISAL

Assuring Academic Quality

The Academic & Curriculum Committee will continue to be central to Washington County Community College's academic quality assurance. Work will continue to be undertaken to

affect positive changes when needed to the courses and programs, as well as the academic policies of the College. Some examples of recent work by the ACC are course changes in our Education program to reflect current practice and theory in the field; the approval of a new concentration for our Criminal Justice program called Conservation Law Enforcement, which satisfies a regional and statewide need; course description changes in our electronics course to accurately reflect the current course curriculum and the latest needs in the industry; and credit hour requirement adjustments in programs to reflect the most recent Academic Credential Policy of the Maine Community College System.

The Academic Dean currently sits on a multi-system, multi-campus committee charged with forging block transfer agreements between the University of Maine System and the Maine Community College System. An agreement exists to transfer Associate in Arts degrees between the two systems with the assurance of educational outcomes and academic rigor in the transfer of blocks of credit. The next step will be to work on Associate in Science and Associate in Applied Science block transfer agreements. The committee is currently connecting MCCS and UMS majors into meta-major categories and will then work with those meta-majors to form reasonable connections between programs and similar blocks of credits for transfer. The meta-majors the committee is working with are STEM; Public Safety, Transportation and Consumer Service; Liberal Arts, Humanities and Education; Health Sciences; Construction Industry and Manufacturing; Business; Art and Design; and Social and Behavior Sciences. More work is necessary to connect all majors in each system through meta-majors.

Both members of the mathematics department of our Liberal Studies program are participating in a system-wide Math Pathways process aided by the University of Texas Dana Center. The Maine Community College System is leading the development of five system-wide courses in the areas of Algebra, Statistics, Quantitative Reasoning, Technical Mathematics, and Education Mathematics. This effort is intended to improve gateway course completion rates among MCCS students. For example, in Fall 2017 the completion rate in math gateway courses at WCCC was 59 students out of a cohort of 145, or 41%. This trend is consistent over a four-year period, ranging from 39-41%. WCCC will have the opportunity to review and accept these courses through our Academic & Curriculum Committee. Each program major will then be surveyed to line up with the most appropriate math course that is in the WCCC offerings. A Fall 2017 pilot of a math co-requisite remediation model course was found not to have a significant impact on student success. We are in the process of reevaluation.

In Fall 2017 the completion rate in the English gateway course at WCCC was 82 students out of a cohort of 145, or 57%. This trend is consistent over a four-year period, ranging from 55-64%. The English department piloted a co-requisite remediation model for students who were assessed close to the cut off scores for College Composition (ENG 101). Rather than being placed in a three-credit developmental English course (ENG 098), these students were concurrently enrolled in College Composition and Foundations of College Reading and Writing (ENG 097), a one-credit accelerated developmental course designed to reinforce the basic reading and writing skills necessary for success in ENG 101. This co-requisite model is based on the Accelerated Learning Program (ALP) model at the Community College of Baltimore County

and national best practices by Complete College America. The first pilot group was small, nine students, but the success rate for this group in completing ENG 101 with a C or better was 67% compared with an overall success rate in ENG 101 of 64%. We will attempt to replicate this pilot in the Fall 2019 semester with lessons learned and continuous improvement in mind.

For the past five years, WCCC has used educational funding from Maine's Casino law to provide early preparation for college-level work in the form of summer bridge courses. The students who qualify by assessment for this program can take developmental courses in both math and English during the summer before they matriculate into a program. This program has served 177 students in the previous four years and shows a 59% success rate for successful course completion in the summer and 68% success in the gateway course taken the following year.

Forty percent of the program majors at WCCC currently require a clinical or practicum experience as part of the required curriculum. Those programs are Business Management, Early Childhood Education, Education, Human Services, Medical Assisting, Phlebotomy, and Residential & Commercial Electricity. Academic policy and practice at both the College and system exist around the delivery of and placement into these practicums. WCCC closely monitors the procedures around these placements and adjusts the process when necessary. Some areas of review are issues related to attendance and to the professionalism students exhibit while in the practicum or internship. A new student internship agreement in our Medical Assisting program helps to address these areas of concern. Each program that has a student internship experience has an evaluation tool that is used to assess the student and their experience. That evaluation tool provides assessment of areas in the internship that equate back to program level educational outcomes.

Five programs at WCCC are currently accredited or certified by a nationally recognized organization. These accreditations will continue to be maintained by the College. The Medical Assisting Program is undergoing a ten-year review for accreditation by the Commission on Accreditation of Allied Health Programs (CAAHEP). To fulfill graduation requirements, students in this program are required to maintain an 80% success rate in all competencies required in the major, over 300. Program success data is published on the College's website. The Automotive Technology and Engine Specialist programs were re-accredited by the National Automotive Technicians Education Foundation – Automotive Service Excellence (NATEF-ASE) organization in 2016. The College will continue to maintain this important distinction for those two program areas. The American Welding Society certifies our Welding Technology program; students can sit for certification exams that provide recognized credentials nationwide in this area. The Engine and Equipment Training Council (EETC), a certified program providing training excellence in Two and Four-Stroke Engine instruction, has recently accredited the Powersports program.

PROGRAM CERTIFICATIONS

Automotive – National Automotive Technicians Education Foundation – Automotive Service Excellence (NATEF-ASE), 101 Blue Seal Drive, SE, Suite 101 · Leesburg, VA 20175
Engine Specialist - National Automotive Technicians Education Foundation – Automotive Service Excellence (NATEF-ASE), 101 Blue Seal Drive, SE, Suite 101 · Leesburg, VA 20175
Medical Assisting - Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763
Powersports – Engine & Equipment Training Council (EETC), Two Stroke Engines & Four Stroke Engines, 3880 Press Wallace Drive, York, SC 29745
Welding – American Welding Society, 8669 NW 36 Street, #130, Miami, Florida 33166-6672

The State of Maine recognizes several of WCCC's technology programs as providing the necessary training and qualifications for students to take state certification assessments for state licensure. These programs include Residential/Commercial Electricity, Heating Technology, Plumbing Technology, and Welding Technology. The data first forms for Standard Eight provide specifics related to pass rates for these programs.

As indicated earlier in this section, WCCC has to make a few changes to bring all of its programs in line with the Maine Community College System Academic Credentials policy. Our deadline is May 2019, and we will meet that deadline. Currently under review are Heating Technology, Welding Technology, Career Studies, and Trade and Technical Occupations to bring their credit loads into alignment with the policy. Certificate credentials must be no more than 36 credits, and Associate in Applied Science degrees must be between 60 and 64 credits.

A formal process for the awarding of life experience credit has been developed and refined over time at WCCC. It is backed up by MCCS policy and WCCC policy. The College is able to award life experience credits and can assure the academic integrity of the process. The Academic and Curriculum Committee and the WCCC faculty will continue to be heavily involved in the process and records will be maintained on all actions taken in the awarding of this credit. The eight steps students follow to produce a portfolio to apply for life experience credit are as follows:

□ Step 1	Review the portfolio assessment policy and guidelines
□ Step 2	Meet with your advisor to determine which course (s) would be appropriate for you to develop a portfolio for review
□ Step 3	Meet with the primary instructor of the course you would like to develop a portfolio for. Obtain a copy of the syllabus and course objectives
□ Step 4	Begin to draft a narrative for the courses(s) that you are most confident in articulating your prior relevant life experiences, and applies this learning toward a Degree
□ Step 5	Begin to develop proof paragraphs
□ Step 6	Organize and assemble the portfolio. **See required portfolio components below.**
□ Step 7	Schedule an appointment with your advisor or instructor to review the project before submission, for request feedback
□ Step 8	Edit and proofread the portfolio
□ Step 9	Submit two copies of the portfolio to the registrar's office for review

WCCC provides opportunities for both dual and concurrent enrollment of high school students in college-level courses. Concurrent enrollment agreements exist with three area high schools and courses are delivered on-site at those schools by appropriately credentialed faculty, using WCCC-approved syllabi, learning outcomes, and textbooks. Challenges to concurrent enrollment agreements include the changing faculty at the high schools, as well as the budgetary constraints of small rural schools to purchase text materials. WCCC has been able to review and approve substitute texts that are relatively equivalent to current texts utilized on campus. The rapid change of text material by publishers and the evolving change of curriculum in WCCC courses provide concern for the need to update the requirements of these small rural schools on a semester-by-semester basis. Oversite of concurrent enrollment coursework is very time-intensive. Dual enrolled students are much smaller in number on the WCCC campus, but they do exist most semesters. They are afforded the opportunity to participate in a learning experience that provides them with advanced college credit while they are still in high school, and they can also receive high school credit for completing college coursework.

Jenzabar's JICS and E-Learning, the current Learning Management Software suite employed by the College, was first installed in 2010. With many upgrades and expansions to this package over the past eight years, WCCC has a new level of expertise with its capabilities and usages. Many of the College's faculty utilize the Learning Management System in their classes for a variety of uses, from attendance and grade posting to electronic assignments and testing. On occasions of faculty being ill or the campus being closed for inclement weather, students can receive work and participate in class without missing time. Our IT staff, as well as our Instructional Technologist, have aided us in this process. The Instructional Technologist position provides invaluable support to faculty and students in the areas of curriculum development, online learning environment and functionality, assessment development and delivery, and professional development training.

Over the past three years, the College has attempted to offer and deliver late start/compressed schedule courses as part of its evening offerings. The thought was that compressed courses would attract community members to the College by providing them with a flexible course schedule, enabling them to pursue college without having to commit to a fifteen-week semester. Enrollment numbers were not high enough to run most of the courses that were offered. The courses that did run were populated mostly with currently matriculated students. These offerings did not attract new students or interested community members and have therefore been discontinued since the initial pilot project.

The data in the Data First forms indicate that we generally have higher enrollment numbers in our associate degree programs compared to our certificate programs. Since our certificate programs are for the most part "stackable" credentials that students can apply to the requirements of our associate degrees, we will continue to market our certificate programs as much as our associate degree programs, since they provide the training for state or federal licensure or certification and serve as feeders and pathways to our associate degrees.

Our overall enrollment has declined by 10% over the past three years. The largest decline in credits sold has been in our career programs. This is attributed to several factors, including a decline in our traditional-aged high school student pool, a transition to more day courses versus night courses for adult learners, the implementation of tuition-competitive programs from the University of Maine System, and an enrollment decline in Adventure Recreation and Tourism, Computer Technology, Early Childhood Education, and Liberal Studies. Adult learners are oriented towards education and liberal studies programs, while our traditional population tends to gravitate toward our technical programs. This is illustrated by the increase in the number of credits sold in the College's technical programs during the past three years.

The College, under a new President and a new Dean of Business and Industry, is reassessing ways to attract the community members to the campus by working with local businesses to design and deliver curriculum that can provide for the businesses' needs as well as become potential credit offerings for the community and the student body in the future. The new Dean of Business & Industry is working on local industry training partnerships that will have a positive effect on the adult learning population on campus in the evenings and on weekends. A recent example of this is our Associate of Applied Science degree in Electromechanical Instrumentation Technology. This new program is currently being reviewed by our Academic & Curriculum Committee and will go on to our Board of Trustees for final approval. This program started as customized course offerings delivered to a local papermaking company through our Business & Industry division.

PROJECTIONS

The College will submit a substantive change application to NECHE this spring. The application will detail the intent to develop and deliver our Production Technology certificate and Associate in Applied Science degree as a 100% online program. We are also considering taking one or two more programs completely online and may choose to add those offerings to the application.

Future programming will undertake a planning and development process under the guidance of a new Program Planning Committee. This committee has just been established and will undertake the work of analyzing the local, state, and national trends and needs in education and make well researched decisions on new programming that is added to the College's inventory. We will pursue an evidence-based, proactive development model to bring up new programs at WCCC.

We will greatly expand our Business and Industry division. Fulfilling the training needs of industry within the region and the state provides the College with an opportunity to generate data that the Program Planning Committee can use to make sound, data-driven decisions on new catalog programs.

The Liberal Studies department will continue its assessment of general education learning outcomes. The next step will be to connect program learning outcomes with the College's

institutional learning outcomes, which will facilitate multiple forms of assessment. This work will broaden into other departments and will aid our curriculum evaluation process. This process will necessitate the development of a new committee to formalize this work as we go forward. This work will also help the College as it moves forward on the block transfer process with the University of Maine System, expanding agreements to include Associate in Science and Associate in Applied Science degrees.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	149							149
Main Campus PT	57							57
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations FT								0
Distance education FT								0
Distance education PT	16							16
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	222	0	0	0	0	0	0	222
Total FTE	178.10							178.10
Enter FTE definition:	total count/15							
Degrees Awarded, Most Recent Year								0

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	82	1		83		83
Main Campus PT	5	115		120		120
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	87	116	0	203		203
Total FTE	97.20	33.40		131		130.60
Enter FTE definition:	total credits/15					
Certificates Awarded, Most Recent Year						

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

?	For Fall Term, as of Census Date	Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Next Year Forward (goal) (Fall 2019)
	Certificate (add more rows as needed)						
?	Automotive	34	5	9	7	10	9
	Culinary & Baking (suspended)	37	6	1	-	-	-
	Engine Specialist	30	5	1	3	7	9
	Heating	38	-	5	7	4	-
	Heavy Equipment Operation	28	16	16	9	12	12
?	Heavy Equipment Maintenance	30	3	5	7	5	12
	Medical Office Technology	32	2	2	1	-	-
	Phlebotomy	25	7	5	10	3	6
	Plumbing	36	7	0	4	-	12
	Powersports	29	13	8	6	12	12
	Residential/Commercial Electricity	45	13	16	14	18	15
	Welding	37.5	15	19	12	15	15
	Building Construction (suspended)	38	6	-	-	-	-
?							
	Total		98	87	80	86	102
	Associate (add more rows as needed)						
?	Adventure Recreation	66	15	9	11	8	12
	Business Management	61	14	9	15	14	15
	International Commerce	64	1	2	1	1	-
	Career Studies (formerly General Tech.)	70	12	1	4	1	6
	Computer Technology	61	17	22	9	11	12
	Criminal Justice	62	0	7	8	7	10
	Early Childhood Education	62	30	34	26	20	24
	Education	62	14	16	10	14	15
	Healthcare Administration	62	7	2	-	-	-
	Human Services	62	21	16	16	16	16
	Liberal Studies	62	32	32	35	27	30
	Liberal Studies Family Futures Downeast	0	0	11	12	11	12
	G.I.S.	62	1	-	-	-	-
	Passenger Vehicle Service	66	8	8	7	8	9
	Mechanical Technology	61	7	12	17	16	15
	Medical Assisting	64	47	34	26	36	35
	Production Technology	61	2	1	-	2	12
	Pulp and Paper Technology	61	18	6	1	-	-
		Total	246	222	198	192	223
	Total Undergraduate		344	309	278	278	325

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated by Department or Comparable Academic Unit

? ?	3 Years Prior (FY 2015)	2 Years Prior (FY2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Next Year Forward (goal) (FY 2019)
Undergraduate (add more rows as needed)					
? General Studies	3,728	3,828	3,269	3,029	3,200
Technical	3,253	2,727	2,961	3,454	3,500
Career	3,468	2,619	1,885	1,900	2,000
Total	10,449	9,174	8,115	8,383	8,700
Graduate (add more rows as needed)					
Total	0	0	0	0	0

Information Literacy Sessions

Main campus					
Sessions embedded in a class	14	16	24	pending	25
Free-standing sessions	6	6	6	pending	6
Branch/other locations					
Sessions embedded in a class					
Free-standing sessions					
Online sessions			1	pending	2
URL of Information Literacy Reports:					

Standard Five: Students

DESCRIPTION

Consistent with our mission, Washington County Community College (WCCC) "serves as an educational, community, and economic development resource for Washington County and beyond by providing educational opportunities with individualized attention to all who desire to gain technical skills, develop career specializations, engage in self-improvement, and/or prepare for transfer." WCCC believes in and practices a student-centered approach to providing comprehensive student support that encompasses the entire student lifecycle, from onboarding to graduation and transfer. WCCC is proud of our ability to focus on the needs and supports necessary to support under-resourced students within our population and to assist students to create positive outcomes and experiences that lead to persistence and success.

Admissions

WCCC maintains a rolling open admissions policy that creates an academically diverse campus, fostering the intellectual and personal development and growth of the student body and the greater community. The College has well-articulated program requirements and admissions criteria, which are readily available in print publications and on the WCCC website. We strive to admit students with varying backgrounds and experiences in an effort to promote diversity, equity, and inclusivity. In so doing, we recognize the importance of enhanced services to support under-resourced students and are continually developing and improving academic and student affairs educational programming to foster persistence, retention, and graduation. The student body reflects our geographic area served and is diverse in age, gender, education, ethnicity, socioeconomics, religion, sexual orientations, and capabilities and disabilities. WCCC developed a Diversity Plan in 2016 to examine and increase the diversity of the College's campus.

Target marketing via print, television, radio, social media, and online is an integral component of our enrollment recruitment plan. All materials developed for promotion of the College are reflective of our diverse student population and showcase student success in an effort to motivate and inspire other potential students. The diversity of our student body for Fall 2018 was 80% White, 10% American Indian or Alaska Native, 5% race unknown, 2% Hispanic/Latino and 2% two or more races. The majority of our student population was age twenty-four or below, while 33% were twenty-five or over. Females represent 56% of our undergraduate population and males represent 44%. Fifty-six percent of our students are full-time, and our first-time, full-time student retention rate is 62%. Our graduation rate cohort as a percent of total entering students is 55%.

The College's student-centered approach to services remains our main objective in serving the students from within our region and beyond. We remain dedicated to providing supports that reflect the population we serve and continually improve services focused on low income, first-generation college students in an effort to improve our college persistence and completion

rates. With these populations in mind, Enrollment and Student Services has maintained our one-stop-shop model of providing services. This creates a level of support needed for our student population to assist with navigating college. With the changing economic status of the region improving and unemployment decreasing over the last couple of years, we have seen a reduction in our FTE enrollment at the institution. This is particularly so for our non-traditional age adult learners who are opting for employment instead of retraining and retooling their skills.

Academic supports are in place to support students who arrive at the College underprepared for the academic rigors of college. WCCC has a summer bridge program: Bridge to Academic Success. This program offers students who do not assess directly into college-level math and/or English an accelerated summer learning opportunity to improve their skills and be ready to take program-specific math and English in the Fall. We also have a TRiO Academic Support Services Program and a campus-wide study center. We also piloted co-requisite model math and English courses during the Fall 2017 semester. These services and courses are designed to support learning, to assist students with building self-efficacy, and to improve overall college completion rates.

Because a large segment of our population (29%) are first-generation college students with developmental needs, the College has secured a grant through the John T. Gorman Foundation for three years to hire a student Navigator. This is the Navigating Success Grant, which is part of a system-wide initiative. This employee works with the abovementioned demographic to assist them with creating an enhanced understanding of college, guide them through college policies and procedures, and assist with helping them to understand the intricacies of navigating barriers as they arise. In addition, we are also fortunate to have a partnership with the Jobs for Maine Graduates (JMG) program to have a part-time JMG College and Career coach co-located on our campus to advise and mentor students coming from a JMG high school program directly to college. This same individual also works part-time for the MCCS Embark program, which supports high school and college students who have shown potential for college success to raise their aspirations, attend college, and succeed once they matriculate.

The College has a well-established admissions procedure to ensure consistent and equitable treatment of all candidates for admission to the institution. The National Association for College Admission Counseling (NACAC) statement of principles of good practice governs our admissions and enrollment processes and procedures. The College maintains an ethical process of admitting students to the institution and values our community college open door policy, which provides an access point to higher education for all who seek the opportunity. Admissions policies and procedures are well-articulated in our catalog, on our website, and in all our print materials. They outline the steps in the acceptance decision-making process. Prospective students must show evidence of high school completion by submitting official high school transcripts or documentation of successful completion of the HiSET or GED directly from DiplomaSender.com. In order to qualify for Federal Financial Aid, homeschool students must abide by the Maine Homeschool Statute and provide official documentation to support that they were a recognized Homeschool entity by the State Department of Education. This

documentation includes the original Intent to Homeschool and the most recent Subsequent Year letter filed with the student's school district or the DOE. Applicants for admission must also submit official transcripts for any prior colleges they have attended.

As part of a comprehensive recruitment plan, recruitment and admissions efforts focus predominantly on Washington County; however, they also span the State of Maine, parts of New England, as well as Charlotte County, New Brunswick, Canada. Recruitment events the College participates in include National Association for College Admission Counseling College Fairs, high school and career & technical education site visits, postsecondary fairs, individual one-on-one campus appointments, drop in inquiries, open houses, job fairs, regional festivals, adult education centers, Native American career and college fairs, and on-the-spot admissions at local high schools. We have a longstanding relationship of collaboration with the Maine Department of Labor (MDOL) Career Center, which is co-located on campus. The College hosts weekly test and tour days, semiannual admitted student days, an annual Totally Trades event designed to expose young women to non-traditional career pathways, and various youth college exposure events on campus. The College has provided personnel support for enhanced department staffing over the last decade to include for a Dean of Enrollment Management and Student Services, Associate Dean of Student Affairs and Retention, an Enrollment Representative, Coordinator of Enrollment and Student Services, and two full-time admissions counselors. The College also employs student ambassador work-study positions as a means for imparting a student perspective into the admissions process. These ambassadors assist admissions counselors with recruitment events on campus and occasionally off campus at their former high schools.

A strong relationship has been cultivated between the WCCC Student Services Office and the Maine Indian Education student liaison officers. WCCC provides programs at Indian Township and Pleasant Point, including financial aid and admissions awareness nights, and course offerings at Indian Township. The Coordinator for Student Engagement and Leadership is charged with developing, in collaboration with the tribes, ongoing cultural awareness and cultural celebration programming. In partnership with Community Caring Collaborative, the College hosts and participates in Native American cultural competency trainings.

WCCC is also committed to supporting strong partnerships with the local Passamaquoddy tribe to create a pipeline for Native American students to attend WCCC. The first program, facilitated by the WCCC Outdoor Adventure Center, reaches out to 5th- 8th grade classes in the Pleasant Point and Indian Township elementary schools and provides students with hands-on, skills-based outdoor learning opportunities through two day-long field trips. These field trips promote outdoor, human-powered physical activity and emphasize stewardship of the land. The second program is called Rising Eagles. Rising Eagles is a grant-funded, collaborative program with the Pleasant Point Health Center, Beatrice Rafferty School teachers, elders within the Passamaquoddy community and other tribal volunteers. This program seeks to develop a culture-based outdoor recreation pilot program to deepen cultural identification and build resilience revolving around substance abuse prevention. The WCCC Outdoor Adventure Center provides the 6th grade class with three separate sessions.

The College currently utilizes the College Board's Accuplacer assessment for placement into transfer-level English and math courses. By the Spring 2019 semester, the College will be using SAT scores, paired with other measures such as high school and prior college GPA, to place students into transfer courses. We will continue using the Next Generation Accuplacer assessment for students who are not matriculating directly from high school. Students must meet minimum benchmarks to show evidence of college readiness for placement purposes only. This assessment is not factored into the acceptance process as we are an open enrollment institution.

To reduce developmental education placement and to support students who place into developmental courses, the College refers students to our specialized programming for intensive intervention. Students with identified academic deficiencies in math and English have an option to participate in a free summer bridge program to improve their skills in preparation for college readiness. Two one-week intensives, as well as a six-week option, are offered. These bridge programs are funded by scholarships and are free to students. The College also staffs multiple tutors in the Study Center to work with students taking developmental courses to mitigate any identified academic deficiencies and improve student success. In Fall 2017 we piloted co-requisite math and English courses. Based on a score range from the Accuplacer, students were placed directly into their college level math and/or English courses with a requirement that they register for a one-credit co-requisite course taught concurrently with the transfer course. We hope to make these courses permanent offerings in our academic inventory.

Students entering programs that require a clinical/field site placement for practicum, externships or field placements require a Student Disclosure of Criminal Convictions form. Disclosure does not preclude a student for admission into a program, but it is utilized to advise students of their potential ability to benefit from specific programs based on prior convictions.

WCCC disseminates its policies and procedures for nondiscrimination, affirmative action, and sexual harassment on our website, in our handbook, and in the course catalog. The College publishes a Student Handbook annually, which outlines all relevant policies and procedures for student awareness. This handbook is available in paper or online. All policies and procedures impacting students are available in many forms: on the campus website, in print in our campus catalog, and on the student portal with the option to download and print. The College clearly defines what constitutes satisfactory academic progress at the institution. These policies can also be found in the College Catalog and on our website. WCCC focuses a significant effort on tracking students during the semester to support effective enrollment management and student retention.

Student Affairs and Co-Curricular Activities

The Student Affairs mission aligns with the institutional mission and states that *the Office of Student Affairs provides a safe living and learning environment focused on fostering a community that supports intellectual and personal growth while encouraging students to take*

individual responsibility in a setting that is respectful and appreciative of diversity. The Student Services mission and values are published on the College website, as well as posted on the walls within the Student Services office suite for transparency and as a continual reminder of our guiding principles.

Student Affairs is committed to a students-first approach and always ensures students' needs are foremost in our decision-making. We are committed to promoting a student-centric approach in our services and programming, with a focus on academic and personal success. Student Services is committed to empowering students by providing high-quality programs that are evidence-based and promote excellence while balancing the academic and personal needs of the individuals. The department models integrity and works to develop mutual respect and ethical behavior through guidance, mentorship, programming, role modeling, and direct intervention. Our work focuses on the importance of student self-responsibility and setting high expectations that empower students to see themselves as the primary cause of their outcomes and experiences. We provide an educational and living environment which celebrates diversity and promotes an inclusive, civil, and respectful campus. We accomplish this by adhering to the golden rule of treating all with dignity, and in so doing, we are building credibility and trust through compassionate, respectful interactions and communications in a supportive environment based upon mutual respect and social responsibility. The department takes pride in the support we provide to the student body. We are instilling a sense of pride in self, school, and community through collaboration and community connectivity by creating and providing opportunities for students, faculty, and staff to collaborate and strengthen learning in the classroom and beyond. By forging partnerships and opportunities which enhance student learning and responsible citizenship while maintaining the welfare of the institution and community we are instilling a sense of stewardship and leadership in our student body. Our goal is to develop student leaders that demonstrate enthusiasm, mutual respect, integrity, professionalism, and self-confidence.

Student success is a priority at WCCC, and the College continues to monitor, assess, and improve its services to enhance the student experience. We offer support programs that meet students where they are and help mitigate barriers that can lead to attrition. The College continues to advance our goal of developing student services to better support the needs of our student body, which is predominantly first-generation, from low socioeconomic backgrounds, and underprepared for college. These characteristics are representative of the diversity of our surrounding communities and are utilized to inform our recruitment, admissions, and student affairs programming. The College is committed to creating an inclusive and enriched learning environment that embraces the diversity of our student population

Newly admitted student days and first-year student orientations are one of the College's earliest retention strategies. We have two admitted student days; one in mid-April and the other in mid-June. These days provide prospective students an opportunity to tour the campus, meet with faculty and staff at the institution, complete the necessary paperwork for enrollment, participate in advising sessions with their academic advisors, and register for fall semester courses. This event fosters a connection to the College and provides candidates for

admission an opportunity to engage with peers, meet student leaders during our student panels, and receive salient information about the College community as well as the geographic region. Students and families develop a better understanding of our policies and procedures, health and safety, recreational activities, and academic support programs offered. Students leave this event with their course schedules, a sense of belonging and fit with the institution, an understanding of the campus climate and culture of caring, and several contacts who can answer questions and provide help in navigating the college environment.

Our mandatory new student orientation begins during the first two days of the academic year. Students are divided into teams, and each team has a student or staff leader. These teams compete in events designed to build confidence and efficacy among the student body. The orientation is purposefully designed to build relationships and a sense of belonging, and to demystify and dispel common assumptions and concerns perceived by new college students, particularly those of low income, first-generation students. The orientation learning outcomes are designed to build a sense of academic and social capacity and to increase student-to-faculty and -staff engagement. WCCC also offers an online orientation to supplement our two-day in-person orientation. This program was created and delivered this past academic year for the first time. The purpose of this endeavor was to capture those students that do not typically come to the onsite orientation to ensure they have the essential information necessary for success. This program was administered through our e-learning LMS, and course completion was monitored by staff. The College recognizes this orientation module is a work in progress, and we will continue to adapt and improve this program each year to meet the needs of our students.

A first-year experience course is fully implemented and institutionalized and is a requirement for graduation within all degrees conferred at the College. This course is an integral part of the retention strategies at WCCC. The curriculum is Skip Downing's *On Course: Strategies for Creating Success in College and in Life.* Students learn the necessary skills for success through a curriculum that emphasizes self-responsibility, self-motivation, self-management, interdependence, self-awareness, the adoption of life-long learning, emotional intelligence, and self-belief. This course has assisted with creating a shared knowledge base among our incoming freshman. The course is designed to assist students with understanding their barriers to success, to create a life and college plan with specific goals, and to understand the available student support resources on campus to support retention.

WCCC purchased and installed a new Jenzabar Retention Module in Spring 2018. The retention model, which is based on three years of WCCC data, provides an electronic early alert system as well as predictive analytics on entering students. This system allows the College to intervene sooner with students who are at risk of leaving the institution. The Retention Module also provides much-needed data for the College to better understand our retention and attrition trends and provides data insights into how we can impact and improve our rate of persistence moving forward. This data will be key to developing and improving our retention plans at the College. Academic advising is another key retention strategy at WCCC.

The College has implemented a Jenzabar degree audit tool, an advising worksheet, and a program planning tool for advisors and students to utilize in planning degree completion and/or change of career pathways to better understand the impacts of their decisions on completion of a degree. This tool is available on the web-based student portal, MyWCCC. Although our advising model is faculty-led, Student Services also assists students with program-related advising for educational success. This system allows explorative inquiry based on program advising trees, allowing students to change programs by using the "What If?" tool functionality to determine potential completion impacts on their change of major. Our Jenzabar EX database system is an integrated data management program utilized across all departments at the College for program advising, degree audits, registration, financial aid, scheduling, retention, early alerts, grades, degree completion, and much more.

Student Services Staff are strategically located for easy access, with the Dean of Enrollment Management and Student Services, Associate Dean of Student Affairs and Retention, Registrar, Coordinator of Enrollment and Student Services, Enrollment Services Representative, Admissions Counselors, Student Navigator, and Financial Aid in close proximity. TRiO and the Study Center are also located in one office suite, providing students immediate access to tutoring, accessibility services, transfer and career counseling service, as well as a quiet place to study all in one locale. WCCC has an open-door policy and prides itself on student's ease of access to all faculty, staff, and administrative offices for just in time services.

WCCC provides various programs on issues impacting our students. Topics include but are not limited to healthy relationships, substance use, sexual assault and domestic violence awareness, and mental health destigmatization programs. Student Services also provides programs with an intentional focus on content areas which impact students' daily lives. Subjects include but are not limited to building relationships and community in the early weeks of the semester, food insecurity awareness, financial literacy, and honoring student diversity. Student Services is in the process of systematically assessing programs offered. In the last two years, the institution has created a new position, the Coordinator of Student Involvement and Engagement. This position creates a directed focus on program initiatives for the learning that occurs outside the classroom. With this focus, we can offer various opportunities for all members of our community. Student needs are identified on a monthly basis. A matrix to identify and align programming based on these needs was designed to mitigate student success barriers. This work is a concerted effort to be more intentional with our services and resources.

WCCC employs two full-time professional employees who live on campus to assist with any after hour student needs, a Resident Director and the Coordinator of Student Engagement and Involvement. The Coordinator of Student Engagement and Involvement creates programming and out of classroom experiences for the entire campus community. One such program is our annual Fall Festival, which is open to the entire campus and surrounding community. Faculty and staff are invited to prepare a dish to serve; faculty is invited to ask their students to participate in part of the program or just bring their families and join in the fun. Campus-wide events assist with creating community, connectivity and a sense of belonging, and they are an important part of our retention strategy and student services programming. Students are hired

to serve as Residential Assistants (RAs) for the residence hall population. The College provides a comprehensive training program for our student Resident Assistant staff before the start of the fall semester.

WCCC also has a Student Navigator whose focus is on serving first-generation, first-time in college students who are in developmental education. This program is a three-year, grant-funded position that provides support for under-resourced students from the identified demographic. These supports include mentoring, proactive advising and troubleshooting navigation of institutional systems to reduce barriers, external resource connections for barrier removal, activity coordination for campus connectivity, career development advising, connection to campus resources, and supplemental instruction. In order to provide resources to approximately 150 students, the Navigator now has two student peer mentors working for the program. To assist students further with reinforced learning opportunities, the Navigator provides supplemental instruction in English and Math for students in the program who choose to take advantage of the opportunity. There are designated times set up outside of class time to seek extra supports in these subject areas.

TRiO Student Support Services is a Federal grant administered by the Department of Education, which provides support to students who are first-generation, from low-income households and/or have a documented disability. TRiO offers a large array of student success services designed to assist these specific populations on campus. Services include tutoring, exam proctoring, learning and academic accommodations, a quiet study environment, computer lab, transfer counseling, career counseling, academic advising support, study skill development workshops, and one-on-one and group tutoring across the curricula. These services are free of charge and open to all students.

WCCC's Accessibility Specialist and the Office of Disability Services is located in the TRiO department. This office works with students to meet the needs of students with documented learning, physical and psychological disabilities. These services include coordination of accommodations, advocacy for College access, and consultation with faculty and staff to develop a success plan that meets the needs of both the student and the institution. Assistive technology is available for students with disabilities, as well as study-skills tutoring, testing accommodations, and a full spectrum of services tailored to close achievement gaps and improve success in courses.

WCCC has a Jobs for Maine Graduates (JMG) staff person on campus who provides one-on-one support for students who went through that program while in high school.

Recognizing that many students have families and may face external barriers, WCCC is fortunate to be one of two Family Futures Downeast sites in Washington County, Maine. Family Futures Downeast is a two-generational educational approach, providing college opportunities for parents and children to assist with finding their way out of poverty. This program is one of ten across the country as part of the White House Rural Impact Initiative and is supported by multiple partner agencies and funders. The program provides college and life coaches who

work with the students and their families to provide wraparound supports. While parents are attending college classes, their children are also on campus attending Early Childhood Educational programming with Downeast Community Partners Head Start program. This program is at no cost to the students and their families and is supported by generous grants from the Annie E. Casey Foundation, the John T. Gorman Foundation, and a State of Maine SNAP E&T/TANF contract.

WCCC offers an array of financial resources. These resources are available to all eligible students at the College with a focus on those from lower socioeconomic backgrounds who've shown evidence of unmet need. The College has in-house scholarships, including attraction and retention scholarships, discretionary fund scholarships, childcare scholarships, and an emergency loan fund. In the 2017/2018 academic year, the College expended approximately $110,000 in scholarships to students to assist with retention.

As more and more college students are faced with mental health concerns that are interfering with their persistence, we have provided ease of access to counseling services via a partnership agreement with a local agency, Aroostook Mental Health Center (AMHC). Although wait time in our region to see a counselor is typically up to a month at times, this contract provides students with preferential scheduling for appointments, which are scheduled within a week of the referral by the College. AMHC also provides immediate crisis response for the campus. Also, the contract provides professional development opportunities for faculty and staff as well as access to counselor supports assisting with relevant events occurring on campus. Examples of such events include Art with Impact, Violence Against Women Act (VAWA) and Campus Sexual Violence Elimination (SaVE) Act workshops, Substance Abuse Awareness Programming, One Love, and health and well-being seminars around topics like mental health destigmatization, suicide prevention, sexual assault, bystander training, conflict resolution, diversity and inclusivity, and stress reduction.

The College is a new member of the national Achieving the Dream (ATD) network. We are presently in our second year of three within the network. The College has developed and submitted an annual Action Plan, and we are presently implementing this plan for the coming academic year. The primary and secondary priorities we will be working on are around building capacity in teaching and learning with the academic and student affairs departments. These priorities include enhancing faculty and staff professional development, working with the Dana Center to build Math Pathways, implementing multiple measures for determining college readiness, making improvements to developmental education, implementation of our retention module with an early alert system, and working to create partnerships to provide barrier removal services via an Advocacy and Resource Center on campus. ATD is providing the College with a renewed focus on enhancing our collection and use of data and evidence-based resources and strengthening our capacity for data-driven decision-making.

Each student has a faculty advisor with whom they meet for guidance on course registration. Due to WCCC's small size, students can meet one-on-one with their faculty advisors. Advisors provide students with guidance on all academic matters. Many students have daily direct

access to their advisors as they are also their primary program faculty for their classes each day. The nature of our size allows for organic learning communities to form within the trade and technical and career departments at the College. Faculty members have insight into student matters and are quick to respond and, when warranted, encourage interventions to assist with student persistence. This individualized attention is a strength of the institution and reinforces our student-centric approach to living and learning at the College.

Students have the opportunity to gain leadership experience on College committees. Student Senate has elected officers, including President, Vice President, Secretary, and Treasurer. Phi Theta Kappa Honor Society and the Jobs for Maine Graduate Club have elected officers, as well. Students also participate in College governance and hold seats on the following committees: Community Council, Accreditation Committee, Information Technology committee, Achieving the Dream Core Team, and Diversity Committee.

The College does not participate in athletic leagues but rather has an intramural and recreational program that is managed by the Coordinator for Student Involvement and Engagement. This program consists of weekly dodgeball or volleyball games, open gym basketball, pool tournaments, and rock climbing on the Rock Wall. The Outdoor Adventure Center (OAC) provides free recreational equipment for student use.

The College employs qualified, experienced, and dedicated Student Services staff. Student Services employees take part in in-house professional development training, including training on utilizing specific components of retention software and trainings by the Community Caring Collaborative on topics related to trauma-informed Student Services, substance use and abuse, executive functioning, and poverty informed approaches to Student Services. We have collaborated with University of Maine Machias faculty and their 100% Society to provide Safe Zone training for staff. We have collaborated with Aroostook Mental Health Center on Understanding and Identifying Student Mental Health Illnesses in the Educational Environment, Breaking Down Stigma and Stereotypes, and De-escalation techniques. National Alliance on Mental Illness (NAMI) Maine provides Suicide Prevention Training, Youth and Adult Mental Health First Aid, and Gatekeeper Training. Bangor Public Health provides Substance Abuse Training. We partnered with One Love Train-the-Trainer in order to facilitate their program on campus for student awareness of relationship violence. Local Law Enforcement Agencies have provided training on drug & alcohol prevention and awareness. In addition, Student Services staff participate in various professional development training opportunities such as our annual National Jenzabar conference (JAM), Statewide Mini-JAM, MCCS Student Success Forums, ATD national conferences, Center of Educational Opportunity (CEO) trainings, New England Educational Opportunity Association (NEOA) conferences, and Maine Educational Opportunity Association (MEEOA) conferences and more.

The Student Services department adheres to the policies stated in the MCCS Student Code of Conduct. Policies on student rights and responsibilities are clearly stated in the Student Handbook, which is on the website and the portal. Students are directed to these electronic versions during the admissions process, through the online student orientation, during

mandatory in-house orientation, in their First-Year Experience course, and by faculty and Student Services staff. The Student Code of Conduct for WCCC follows the MCCS policy for Student Code of Conduct. It is available electronically on the WCCC website and portal. Portions of the code are reiterated in each course syllabus, including the attendance and academic ethics expectations for students. Throughout campus, posters and flyers inform and encourage students to adhere to their rights and responsibilities, which includes recognizing and reporting harassment, discrimination, and concerns related to equity.

Document Retention, which includes academic record retention, safety, security, and disposal policies, is clearly stated under the Maine Community College System's General Administration Section 200.1. This information is available to MCCS employees on the MCCS intranet. Student records are securely maintained and accessed on a need-to-know basis only with legitimate educational interest as outlined in FERPA. Many records are maintained electronically within our Jenzabar database as well as in paper version files. Paper versions are stored in locked and secured file cabinets with access granted only to specifically designated Student Services personnel. Files are never removed from the file cabinet location; however, files may be requested to be viewed by staff members with permission from the Dean of Enrollment and Student Services. A Privacy Statement is posted on the College website providing students with the Annual Notification of Rights under FERPA for Postsecondary Institutions to which the school adheres. This statement includes informing students how their student academic records are inspected and recorded, what the student's rights to disclosure are, and how their permanent academic record is maintained. The Student Handbook also provides students with the Notification of Rights under FERPA for Postsecondary Institutions.

The Student Services/Affairs office completes Programming Proposal forms that identify the program and purpose; the target audience; and the specific value the program or activity addresses. Learning objectives, which are aligned with developmental theories, are established prior to the implementation of the programming. The rationale for doing the program and the tool used to assess student learning are identified. This information is used to ensure the efficacy of the program. Anyone proposing a program completes the form and the Dean of Enrollment Management and Student Services, in collaboration with the program developer, determines the value of proceeding with the program.

APPRAISAL

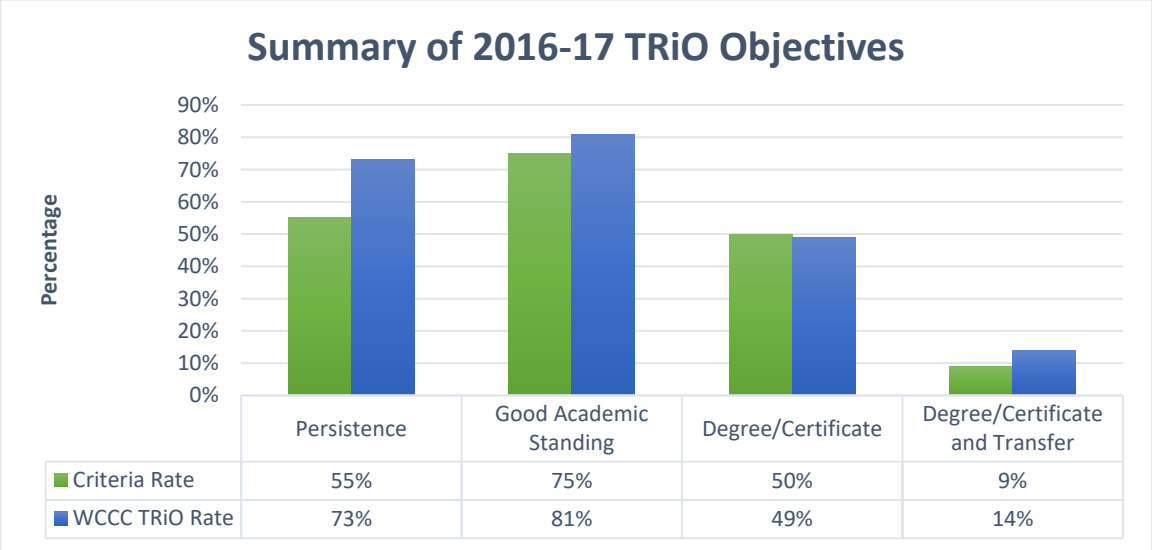
Pre- and post-surveys are conducted for Student Services events and programming. Qualitative evaluation is conducted in the form of student focus groups and dinners with the deans. Student Services staff facilitate conversations with students to determine needed improvements and adjustments.

The TRiO program completes an Annual Performance Report each autumn that is used to assess the efficacy of the services offered by the TRiO program, which includes monitoring the program's performance and determining whether program outcomes are being met. The

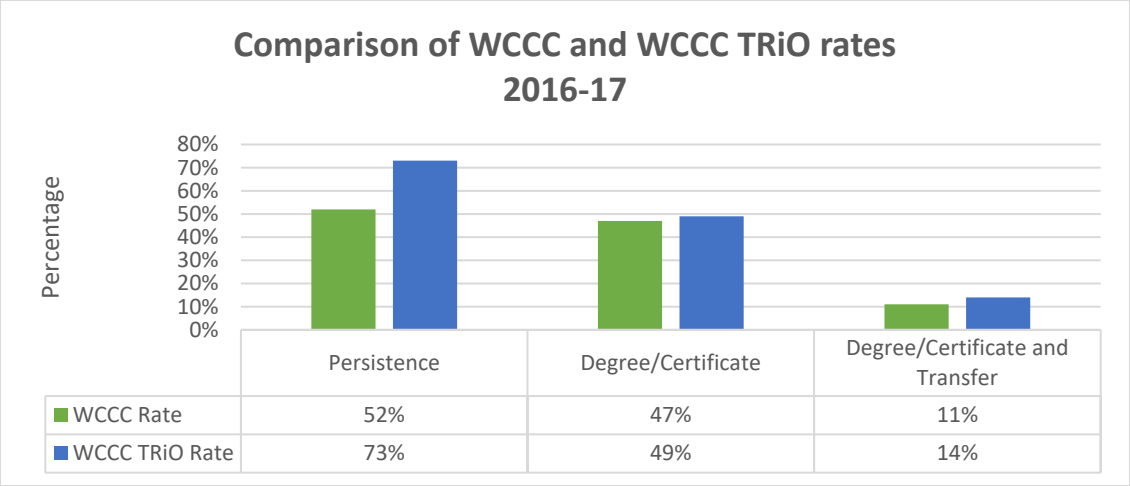
annual report measures five key objectives and criteria rates associated with TRiO students:

- Student persistence rate;
- Student maintenance of good academic standing;
- Student completion of a Certificate or Associate Degree;
- Student completion of a Certificate or Associate Degree and transfer to a four-year institution;
- The funded number of students being served is met (160 in WCCC's case).

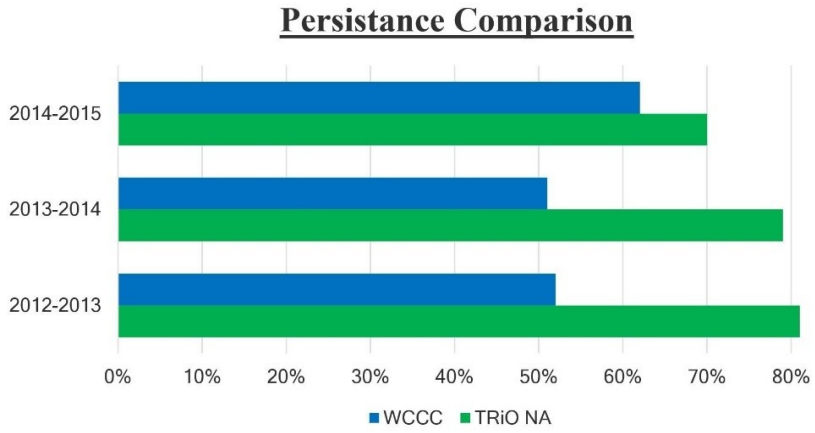
In the 2017-2018 academic year, students who participated in TRiO exceeded four out of five key areas. TRiO has been successful in assisting students and maintaining a success rate that exceeds the proposed TRiO objectives in the key areas of Persistence (73% vs. 55%), Degree and Certificate acquisition (50% vs. 49%) and Degree and Certificate acquisition combined with a transfer to a four-year institution (14% vs. 9%). The chart below illustrates the outcomes of TRiO.



The chart below illustrates the success of TRiO students as compared to students not participating in TRiO support services. TRiO students persisted 21% higher than non-TRiO students; 2% higher in degree/certificate completion; and 3% higher in degree/certificate completion and transfer.



When we compare Native American TRiO students to the general student population over three years (2012-2015), Native American students outperformed the general WCCC population by up to 30% in persistence and graduation rates.



FYE has pre- and post-assessments to determine student self-assessment based on eight successful student criteria: Accept personal responsibility, discover self-motivation, master self-management, employ interdependence, gain self-awareness, adopt lifelong learning, develop emotional intelligence, and believe in themselves. The FYE course success rate is consistently higher than the overall college course success rate for fall semesters with the most recent Fall 2018 rate at 73.9% and the institutional rate at 68%. FYE is a pass/fail course with the standard for passing set at C.

The Student Affairs Office is getting better at collecting evaluation data, but we still need work on managing, analyzing and assessing that data. Beginning in the summer of 2018 we are redesigning the Associate Dean of Student's position to include the following duties: creating and improving a student affairs assessment plan, serving as a retention specialist, and providing oversight for student life and admissions. The Dean of Enrollment Management and Student Services is working with staff to establish student learning outcomes, Key Performance

Indicators (KPIs), and an Enrollment Management and Student Services executive dashboard. The dashboard includes admissions and enrollment trends, housing capacity, and conduct statistics.

According to IPED data for November 2017, the College fall enrollment was 342 students with a student-to-faculty ratio of 12 to 1. The student body composition was 56% female and 44% male, 56% are full-time students. Percent by ethnicity of the student population is as follows: American Indian or Alaska Native, 10%; Hispanic/Latino, 2%; White, 80%; Two or More Races, 2%; and Race unknown, 5%. Age demographics of the student population are 73% 24 and under; 27% 25 and over.

Although the majority of students campus-wide are females, we have a high percentage of male students in our trade and technical programs, with the male composition of these programs being at 97% compared to females at 3%. Conversely, our ECE, HUS, MA & EDU programs are predominantly female at 98% with only 2% males. Therefore, the College developed a gender equity report to focus on increasing females and males enrolling in non-traditional career programs at the institution. We also have an annual Totally Trades Event each fall to provide young women from Washington County primary and secondary schools with exposure to trade and technology-related careers. They come to campus for a day to participate in hands-on, skills-based workshops. In the Spring of 2018, we planned our first annual event to provide a similar experience that exposes boys to traditionally female-dominated fields. Unfortunately, due to weather and scheduling constraints, this event had to be canceled, but we will proceed with the event this coming academic year.

Financial aid is vital for our students and to the operations of WCCC. According to our FY 2013 cohort data, 39% of defaulters had obtained a GPA of 2.0 or higher in their first semester at WCCC; however, external factors were such that they had to leave college. 74% of our defaulters did not graduate from the College. The Cohort Default Rate (CDR) for the institution was at 34.5% for FY12 and was at 24.8% for FY 14. Our most recent FY 15 official CDR was at 17.6%. This decrease is due to the restructuring of financial aid and a shift from an external loan default management company (SALT) to a more deliberate in-house, focused approach, which includes a new part-time position to manage loan default. By making this switch and implementing our CDR Prevention Plan, the College was able to meet and exceed our established goals in year one of the plan by reducing the CDR to below 30% and obtaining a rate of 26.8%. In year two, our goal was to be at or below 28%, and the official rate is at 17.6%. This was achieved by focusing on monthly review and management of the National Student Loan Data System (NSLDS) delinquency reports and improved outreach to all borrowers to assist with income-based repayment options, deferment and/or forbearance to help students understand their loans better and work toward bringing loans that were at or close to delinquency into good financial standing.

To reduce the federal student loan default rate and ensure that WCCC could continue to offer an accessible and affordable education to students, WCCC implemented initiatives to (1) decrease the student loan default rate and (2) provide additional financial education to

students. All first-time borrowers participate in mandatory entrance counseling and complete a Master Promissory Note online before receiving a student loan. WCCC utilizes the NSLDS to review a student's prior loan indebtedness before packaging loans, and the Financial Aid Director counsels students on indebtedness and wise borrowing prior to loans being disbursed. The College has hired a part-time Financial Aid Representative who is responsible for default prevention, financial literacy and loan counseling. This position has been instrumental in lowering the College's default rate, which was 29.5, 34.5, 30.8, and 26.8 for 2011-2014. Our 2015 official rate was 17.6, which is down from our last official rate by 9.2%.

This improvement is directly related to redirecting our efforts from an external agency managing our default prevention to an in-house model, the College's Default Prevention Plan. Loan exit counseling is provided face-to-face at the institution prior to graduation, transfer, or early withdrawal. Students are required to meet with the Director of Financial Aid when withdrawing from the College and provided with information on repayment options. This counseling is provided to students live, with online training being a last resort. All students meet with the Director of Financial Aid to discuss needs, alternatives to loans (scholarships), and the available repayment options. When loans are dispersed for students in a refund situation, the Business Office includes a statement about repayment and loan reduction, which informs students of their ability to apply their refund toward the current loan balance.

Financial literacy workshops are held at least once a semester. Workshop topics include the following: Responsible Borrowing, Building Credit, the Ins-and-Outs of FAFSA, and Mastering Your Money with FAME. The College hosts an annual Financial Literacy Week with workshops on these money management topics and more. The College has experienced a 32% decrease in loan dollars disbursed from $463,434 in FY 16 to $314,105 in FY 18. Some of this is due to a decline in the FTEs, but much is attributed to the financial literacy and counseling sessions. According to IPED's 2017 Feedback Report, WCCC has 43% of our students accessing Federal loans, compared with 24% in similarly situated colleges. Our average amount borrowed for Federal loans (N=22) is $4,108 compared to cohort rate of $5,402. The average amount of PELL grants (N=33) is $4,499 compared to $3,859 in the comparison cohort. According to the 2017 IPED's report, 80% of WCCC students received PELL compared with 60% within the comparison institutions.

PROJECTIONS

WCCC will continue to evaluate and implement onboarding initiatives (e.g., pre-orientation, orientation, First Year Experience course (FYE 100)) to determine barriers impacting student success and persistence to graduation. A new student intake survey will be launched in the summer of 2019 to capture student self-disclosure of external barriers. The survey will be provided each summer to new students—first time, transfer, and returners away for at least five years.

WCCC will continue to enhance co-curricular initiatives and programs that align with the College's current mission and support the learning outcomes of the academic programs; increase students' awareness of educational, cultural, social, financial, mental health, and community resources that reduce barriers to educational attainment; and increase students' information literacy skills, interpersonal skills, and mindset using grit and resiliency programming. During the spring of 2019, the Residence Life and Student Activities team will survey students to better understand their programming needs.

WCCC will monitor and improve upon the Student Services and Enrollment Management assessment plan; the assessment and evaluation process; and data collection and analysis for use within the Student Services and Enrollment Management division to make informed decisions about enrollment, programs, and services. A variety of qualitative and quantitative tools, including surveys, focus groups, interviews, and student segmentation analysis will be used to help us to gather information more effectively; define our problems and student learning gaps with more clarity; describe student's attitudes and beliefs regarding our services; and use the data samples to determine programs and initiatives that support the educational and co-curricular mission of the College. The Student Affairs Assessment Plan is located in the workroom.

Enhancements will continue to be made with integrated student support services (i.e., Navigator, TRiO, Advocacy Resources Center, JMG, and EMBARK) and the technology to support these enhancements will continue to be improved. All aspects of the Jenzabar Retention module will be fully implemented by Fall 2019 with additional exploration of Jenzabar training modules to support data capture. Training will result in a strengthened ability to analyze data to produce early interventions that increase student retention to graduation. The Retention Module formula will be evaluated every three years and revised, as needed, when it is necessary to address current student barriers, demographics, and trends.

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

						?
Credit Seeking Students Only - Including Continuing Education						
		3 Years Prior (FY 2015)	**2 Years Prior (FY 2016)**	**1 Year Prior (FY 2017)**	**Current Year (FY 2018)**	**Goal (specify year) (FY 2019)**
Freshmen - Undergraduate	?					
Completed Applications	?	187	157	176	171	180
Applications Accepted	?	183	148	169	159	170
Applicants Enrolled	?	116	106	116	120	125
% Accepted of Applied		97.9%	94.3%	96.0%	93.0%	94.4%
% Enrolled of Accepted		63.4%	71.6%	68.6%	75.5%	73.5%
Percent Change Year over Year						
Completed Applications		na	-16.0%	12.1%	-2.8%	5.3%
Applications Accepted		na	-19.1%	14.2%	-5.9%	6.9%
Applicants Enrolled		na	-8.6%	9.4%	3.4%	4.2%
Average of statistical indicator of aptitude of enrollees: (define below)	?					
Transfers - Undergraduate	?					
Completed Applications		66	41	38	51	55
Applications Accepted		61	35	34	41	50
Applications Enrolled		45	24	18	29	35
% Accepted of Applied		92.4%	85.4%	89.5%	80.4%	90.9%
% Enrolled of Accepted		73.8%	68.6%	52.9%	70.7%	70.0%

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2015)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Current Year (FY 2018)	Goal (specify year) (FY 2019)
UNDERGRADUATE	?					
First Year Full-Time Headcount	?	183	151	147	165	170
Part-Time Headcount	?	152	138	121	118	120
Total Headcount		335	289	268	283	290
Total FTE	?	245	206	194	211	216
Second Year Full-Time Headcount		85	81	60	48	55
Part-Time Headcount		69	55	44	49	55
Total Headcount		154	136	104	97	110
Total FTE		118	103	78	66	75
Third Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Fourth Year Full-Time Headcount						
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Unclassified Full-Time Headcount	?					
Part-Time Headcount						
Total Headcount		0	0	0	0	0
Total FTE						
Total Undergraduate Students						
Full-Time Headcount		268	232	207	213	225
Part-Time Headcount		221	193	165	167	175
Total Headcount		489	425	372	380	400
Total FTE		363	309	272	277	291
% Change FTE Undergraduate		na	-14.9%	-12.0%	1.8%	5.1%
GRADUATE	?					
Full-Time Headcount	?					
Part-Time Headcount	?					
Total Headcount		0	0	0	0	0
Total FTE	?					
% Change FTE Graduate		na	-	-	-	-
GRAND TOTAL						
Grand Total Headcount		489	425	372	380	400
Grand Total FTE		363	309	272	277	291
% Change Grand Total FTE		na	-14.9%	-12.0%	1.8%	5.1%

Standard 5: Students
(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

	(FY2013)	(FY2014)	(FY2015)
? **Three-year Cohort Default Rate**	30.8	26.8	17.6
? **Three-year Loan repayment rate**	59.5	64.8	43.6

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
? **Student Financial Aid**					
Total Federal Aid	$1,540,102	$1,428,883	$1,225,717	$1,318,713	$1,400,000
Grants	$1,058,684	$1,027,444	$893,002	$906,900	$975,000
Loans	$463,434	$381,653	$314,105	$401,603	$350,000
Work Study	$17,984	$19,786	$18,610	$10,210	$16,650
Total State Aid	$166,425	$192,817	$178,075	$83,925	$155,000
Total Institutional Aid	$300,090	$260,547	$347,717	$296,848	$300,000
Grants	$300,090	$260,547	$347,717	$296,848	$300,000
Loans	$0	$0	$0	$0	$0
Total Private Aid	$199,289	$337,574	$299,466	$220,015	$265,000
Grants	$191,066	$312,074	$234,422	$183,919	$230,000
Loans	$8,223	$25,500	$65,044	$36,096	$34,000
Student Debt					
Percent of students graduating with debt (include all students who graduated in this calculation)					
Undergraduates	48%	56%	56%		
Graduates	0%	0%	0%	0%	0%
First professional students	0%	0%	0%	0%	0%
For students with debt:					
Average amount of debt for students leaving the institution with a degree					
Undergraduates	$5,500	$5,500	$5,500		
Graduates	$0	$0	$0	$0	$0
First professional students	$0	$0	$0	$0	$0
Average amount of debt for students leaving the institution without a degree					
Undergraduates	$3,500	$4,565	$4,565		
Graduate Students	$0	$0	$0	$0	$0
First professional students	$0	$0	$0	$0	$0
Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)					

English as a Second/Other Language					
English (reading, writing, communication skills)					
Math					
Math and English combined	N/A	N/A	44	58	40

*Note: We started tracking students that are first-time and in developmental courses last year with our National Clearinghouse report. This tracking was initiated for our Achieving the Dream program.

Standard 5: Students
(Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

	Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled	FTE	Headcount Goal (1920)
?	**Category of Students (e.g., male/female); add more rows as needed**					
	Female	150	119	71		80
	Male	156	139	99		100
	First Generation	171	148	98		100
	Traditional age	196	170	125		130
	Non-traditional age	111	88	45		50
	Native American	23	20	11		20
	Career/Technical	259	216	146		150
	Liberal Studies	47	42	24		30
	Certificate	130	116	81		90
	Associate Degree	177	142	89		90
?	**Graduate Admissions information**	**Completed Applications**	**Applicants Accepted**	**Applicants Enrolled**	**FTE**	**Headcount Goal (specify year)**
	Category of Students (e.g., male/female); add more rows as needed					
	Undergraduate Enrollment information	**Full-time Students**	**Part-time Students**	**Total Headcount**	**FTE**	**Headcount Goal (specify year)**
	Category of Students (e.g., male/female); add more rows as needed					
	Female	79	46	125		135
	Male	126	17	143		155
?	First Generation	98	11	109		110
	Traditional age	154	31	185		190
	Non-traditional age	58	35	93		100
	Native American	10	11	21		30
	Career/Technical	195	45	240		240
	Liberal Studies	17	21	38		40
	Certificate	83	5	88		90
	Associate Degree	129	61	190		190

Standard Six: Teaching, Learning, and Scholarship

DESCRIPTION

Faculty and Academic Staff

The faculty at Washington County Community College is committed to preparing students to enter the workforce or transfer to four-year institutions through high-quality instruction. Effective pedagogical techniques and engagement with academic best practices enable instructors to support the diverse learning needs of the student body. This student-centered approach is in keeping with WCCC's mission and vision statements.

WCCC currently employs twenty-one full-time faculty members and approximately twenty adjunct faculty members per semester in three academic departments: Liberal Studies, Career Studies, and Mechanical and Construction Technologies. The College serves upwards of 500 students on the main campus, as well as secondary school students for dual and concurrent enrollment courses.

WCCC has qualified instructors with expertise and experience in their fields. Nine full-time faculty members teach in the Mechanical and Construction Technologies department. Seven full-time faculty members teach in the Career Studies department. Five full-time faculty members teach in the Liberal Studies department.

As outlined by the Data First forms, the academic credentials of a majority of our full-time and adjunct faculty members (73%) fall within the categories of one degree higher or more, with thirteen Master's degrees and five Bachelor's degrees this current year. The remainder of our faculty (27%) have highly specialized professional licenses in their area of expertise.

Faculty within each department nominate a Department Chair, who is then appointed by the President. The Academic Dean and Department Chairs meet monthly. Department Chair responsibilities are outlined in a Department Chair job description.

In addition to instruction, WCCC faculty contributes to the success of the College in a variety of ways. Faculty is responsible for reviewing and revising curricula, advising students, and serving on college committees. Department Chairs recruit and oversee adjunct instructors. Professional development funds are available through departmental budgets and Perkins funding. Faculty regularly partake in professional development activities to maintain currency in their field and to enhance their teaching methods. For example, in the past three years, eighteen faculty members participated in external professional development activities. Other faculty members participated in professional development activities independently for accreditation or certification requirements.

All faculty is encouraged to participate in professional development, with some financial support provided through administration or department budgets whenever resources are available. The College regularly budgets funds for professional development activities of faculty and staff, and individual departments may budget funds for specific external professional development opportunities. Standard Seven provides a chart that outlines budget amounts and expenditures for the previous three years. The College provides professional development on campus each semester by offering a variety of workshops during administrative days.

The recruitment and hiring of faculty are part of a thoughtful, engaged process with a key focus on locating individuals committed to fostering a positive educational experience for students. Faculty members are recruited through advertisements, electronic job sites, the College website, system-wide job postings, and word of mouth. The primary factors considered in the hiring process are the applicant's professional qualifications, academic and technical experience, and knowledge of the academic field. Guided by federal and MCCS policies, a search committee makes the final recommendation in the hiring process while the President makes the final hiring decision. The faculty is actively involved in the hiring process by serving on these search committees.

Much of our faculty, 60%, participate in professional practice and professional and community organizations. As part of the negotiated Faculty contract this current year, faculty develop a yearly work plan and provide a copy to the Academic Dean. That work plan outlines teaching goals, advising goals, anticipated committee work, professional student contact outside of the classroom, professional development activities planned, community involvement goals, and long-range goals for the year. Several faculty members own local businesses. They serve on town and city councils, school boards, and community-based projects. They also serve as code enforcement officers in local communities. The work plan information will be compiled in a spreadsheet and used to guide planning for future professional development activities on campus. It will also be used to showcase how the civic involvement of its employees strengthens WCCC's connection to its surrounding community.

The academic staff includes five positions, which are Academic Dean, Assistant to the Academic Dean, Director of Library and Learning Resources, Librarian, and Instructional Technologist. Our academic staff supports student success through a variety of roles, including teaching, advising, counseling, and information literacy instruction. The Student Services office plays a vital role in retention through academic advising, personal counseling, student advocacy, and assessment of student needs (e.g., financial aid, outside resources, and external barriers to success). Standard Five provides detailed information regarding these retention efforts. TRIO Student Support Services is a Federal grant administered by the Department of Education and provides support to students who are either first-generation, from low-income households, and/or have a documented disability. They offer a large array of student success services designed to assist these specific populations on campus. Services include tutoring, exam proctoring, learning and academic accommodations, a quiet study environment, computer lab, transfer counseling, career counseling, academic advising support, study skill development workshops, and one-on-one and group tutoring across the curricula.

WCCC ensures that all faculty members are aware of the MCCS policies and procedures. In addition to receiving a Faculty Handbook or Adjunct Faculty Handbook, which includes these policies and procedures, during orientation, full-time and adjunct faculty members are notified that this information is readily available online. The MCCS provides a generous pay and benefits package, and the College has a Human Resource/Payroll Coordinator and Human Resource Director to answer questions and provide additional information. Provisions in the Maine Community College Trustees Agreement with the Maine Education Association Faculty Unit protects academic freedom, which is seen by the College as essential to fostering an open, honest, and challenging learning environment.

Faculty contractual security, salary, and benefits are set via the collective bargaining process at the system level. The Department Chairs, in collaboration with the President and the Academic Division, prepare the academic schedule. Scheduling of courses keeps students' needs in mind. The campus maintains a Faculty Management Committee to address concerns about work conditions that may arise.

Per the faculty negotiated contract, WCCC calculates the faculty's workload as teaching load credit or contact hours. Depending on the area of specialization, teaching loads for some full-time faculty is fifteen to eighteen credits with a maximum of four course preparations. Some fluctuate based on previously negotiated contracts. Other faculty workloads are calculated by contact hours, currently ranging between 22 and 26 contact hours. Adjustments are made based on the number of different course preparations and lab time. Additional work assignments are compensated by a calculated hourly rate.

Faculty Evaluation

The Faculty collective bargaining agreement with the Maine Education Association outlines a faculty evaluation process, which is used in practice on campus. Each year full-time faculty in continuing contract status can be evaluated once. New full-time faculty members who are not yet in continuing contract status can be evaluated twice, once per semester. Faculty members enter continuing contract status after three years of successful teaching. The Academic Dean visits the faculty member's lab or classroom and observes their instruction, using an evaluation tool to facilitate focused and productive feedback. This tool was agreed upon by both management and faculty. Faculty who are not currently on continuing contract status are prioritized for evaluation. Faculty members on continuing contract are visited and evaluated as time allows during the semesters. We plan to develop a matrix that will become a rotating schedule for faculty evaluation and complete the process with each faculty member on a regular basis.

Each semester during the last three weeks of the semester, students are afforded the opportunity to provide feedback to their instructors through a course evaluation instrument. The College uses an online electronic survey called CourseEval. Students are encouraged, but not required, to answer questions and provide written feedback to each of their instructors in all courses in which they are registered. The results are compiled and tabulated by the online

system and are delivered to faculty members after all grades are submitted to the Registrar's office at the end of the semester. This process provides the opportunity for faculty to adapt and change the learning environments in their courses to meet the needs of our evolving student body.

Faculty is an integral part of the Program Evaluation process. Every five years the College is required to evaluate each of its programs and provide a summary of the evaluation to the Maine Community College System Board of Trustees Education Policy Committee. The summary details the outcomes of the program and identified areas for growth and improvement. Faculty members are valuable resources in every program at the College and are therefore highlighted in the summary, as well. The strengths and successes of our programs are directly related to the expertise of our faculty members and their commitment to our mission as a Maine Community College.

Teaching and Learning

WCCC offers a variety of programs and courses that serve the local area and the state of Maine. Each program is unique and has characteristics that are unique to Washington County Community College. With our small size, we can provide a student-to-faculty ratio that is twelve to one and a teaching and learning environment that is student-focused, friendly, and puts everyone on campus on a first name basis. We have resources that help create unity in how faculty members deliver the expected curriculum. One of these resources is our learning management system. Jenzabar EX provides a portal system that gives each course at WCCC an online presence. The system can be used to deliver online and hybrid courses with a variety of tools useful to both the faculty and the students. Courses that are delivered live also have a presence in the system; faculty can upload documents and multimedia items for student use or just track attendance and grading. When choosing which portal resources they will utilize in their courses, faculty consider how electronic access to course information and materials will enhance student success. The majority of faculty members choose to use the electronic grade book and the attendance functions in the portal. The College requires that all faculty file their final grades at the end of each semester electronically through the portal to the Registrar's office. Faculty members adhere to the Universal Design for Learning Principle (UDL) when applying assessment solutions to fulfill student academic accommodations.

A second resource that maintains unity across program curricula is a syllabus template, which all faculty use in each of their courses. This template is designed to provide relevant and pertinent information to students in an organized manner. Faculty members are free to add items to the template beyond the required information. Use of the template ensures consistency in how course information, policies, and practices are communicated to students. Students know what to expect, which enhances the teaching and learning process.

Faculty also have opportunities to incorporate information technology and literacy into their courses. Upon faculty request, the Director of Library & Learning Resources provides information literacy workshops to students, either in the classroom or in the library computer lab. Program-specific resources are posted on LibGuides, the library's main webpage. These

Program Guides were developed in collaboration with faculty members and can be linked to electronic syllabi by faculty request. Our librarian can also be embedded in any online, hybrid, or live course to provide information literacy services and enhance student learning.

The College employs an Instructional Technologist, a new position that was established following the fifth-year interim report. This position is focused on working with faculty to improve the teaching and learning environment of their courses. The Instructional Technologist oversees the portal environment and works with each faculty member to improve their online presence in each of their courses. Curriculum development is also a specialty of the Instructional Technologist. She is available to work with any faculty member who wishes to adapt or improve their curriculum. One example of this work would be curriculum changes in our Education and Early Childhood Education programs. The Instructional Technologist, along with our Director of Library & Learning Resources, coordinated a workshop using the ADDIE model of curriculum design and change. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate. Live courses have been redesigned to be delivered online through a collaboration between the program faculty member and the Instructional Technologist.

Forty-three percent of our programs provide a path to industry licensure or certification. These programs therefore provide valuable data for assessing our institutional learning outcomes. Plumbing, Heating, Welding, and Residential & Commercial Electricity each culminate in an opportunity to sit for a state licensing exam. Students enrolled in Automotive, Early Childhood Education, Education Technology, Engine Specialist, Computer Technology, Adventure Recreation, Medical Assisting, and Production Technician have the opportunity to gain national certifications. Four of our programs are nationally accredited, including Medical Assisting, Automotive Technology, Engine Specialist, and Powersports.

The College has established some unique partnerships with external organizations that add to the teaching and learning environment of our programs. One of those partnerships is with the Federal Department of the Interior at the Moosehorn National Wildlife Refuge. During the fall semester, the Heavy Equipment Operations program resides at the refuge doing earthmoving construction projects. Our students have the unique opportunity to gain experience working on a job site in the heavy equipment field, using a variety of earthmoving equipment as part of their learning environment. The Moosehorn provides funding for fueling the equipment and gains valuable road building and site maintenance for the upkeep of their property.

Another partnership is the symbiotic relationship between our Adventure Recreation & Tourism program and our Outdoor Adventure Center (OAC). The OAC provides experiences to the public like rock wall climbing, fresh water canoeing and kayaking, salt water kayaking, fly-fishing, ropes course, and frisbee golf. Students in Adventure Recreation work for the OAC, learning and practicing what they will be doing in their careers after graduation. The OAC is a vehicle through which the Adventure Recreation & Tourism students deliver place-based outdoor recreation activities that allow local school students to connect to resources in the area.

Through a partnership with Aroostook Mental Health Center (AMHC)—Calais, WCCC provides students with access to mental health services. The College provides three sessions with AMHC to students without insurance. The average wait time for an appointment is forty-eight hours. In addition to student appointments, AMHC consults with the College on individual cases and responds to mental health emergencies. AMHC also provides professional development for employees on an as-needed basis. Refer to Standard Five for more information.

The College partners with the two local hospitals in Washington County, Calais Regional Hospital and Downeast Community Hospital, to provide clinical internship experiences for our Medical Assisting and Phlebotomy students. Students complete a 165-hour clinical rotation in our Medical Assisting program or a clinical rotation that provides the opportunity for Phlebotomy students to do fifty blood draws. This excellent teaching and learning environment provides a well-rounded experience for our students and usually results in job connections for them after they graduate. Additionally, the Education and Early Childhood Education programs partner with local childcare facilities and school systems to provide several internship opportunities for students in these majors; these internships immerse students in the workings of the institutions for 100 to 260 hours of hands-on experiences. The Criminal Justice and Conservation Law Enforcement programs require students to be placed in a local, county, or federal law enforcement agency for 130 hours of experience in the criminal justice field.

APPRAISAL

WCCC has made significant strides in raising the credentials of its faculty over the past ten years. The majority of the faculty have academic credentials that are specific to their area of expertise. In some programs, the College has hired faculty who have considerable industry experience and certifications but don't have the necessary academic credentials. These faculty members are given financial support and a reasonable timeline for completing their credentials. These academic credentials can be pursued and achieved while the faculty member is mentored and supported by their colleagues, their Department Chair, a faculty mentor, and the professional development program of the College. Additionally, many faculty in technical programs pursue and maintain industry credentials, which ensures their currency as subject matter experts in their industry. Of the group of faculty whose credentials are specialized professional licenses, several are working on their Associate or Bachelor's degrees. The College strives to hire adjunct faculty with appropriate credentials, but it also offers to adjuncts with specialized professional licenses and experiences the opportunity for professional development.

The process for hiring new full-time faculty members is dictated by system policy and the MCCS Faculty Collective Bargaining Agreement. A formal screening process is employed, and a diverse group of employees is organized as the search committee. Adjunct Faculty members are hired under the MCCS Adjunct Faculty Collective Bargaining Agreement after an interview with a Department Chair or the Academic Dean. Adjuncts serve on a semester-by-semester basis but do gain seniority under the agreement. Adjuncts are evaluated by the Department Chairs and

are considered experienced after delivering 24 credits of instruction. Full-time faculty members are evaluated according to the collective bargaining agreement with an instrument and process that is mutually agreed upon by the Faculty Association and Management.

Current trends having a positive effect on the teaching and learning process at WCCC include the following:

- Expanded hybrid offerings, when appropriate. The data from Fall 2018 shows that 52% of students enrolled in hybrid courses were successful. During that same semester, 80% of students were successful in online courses. If we exclude hybrid science courses from the success calculation, the rate increases to 70%. Based on this data, the College will no longer offer science courses with labs as hybrids. We will continue to examine data to make sound educational decisions regarding the modality with which courses will be delivered.

- Focus on instructional technology using the current learning management system and the utilization of an Instructional Technologist to aid faculty, staff, and students in that process.

- Focus on consistency across courses. All similarly numbered courses (i.e., ENG 101) will continue to use the same textbook, the same course objectives, and a similar syllabus.

- First Year Experience (FYE) coursework. Students with no prior college experience are required to take and pass FYE, a course that provides students with a guide for the successful pursuit of a college education. Students follow a national curriculum created by Skip Downing, called “On Course for College.”

- A Student Navigator position. WCCC has employed a Student Navigator as an additional level of advising and counseling for qualified students. The role of our Navigator is outlined in more detail on page 56 of Standard 5.

- Additional funding allocated to the Business & Industry division of the College. This funding allowed for the addition of a Dean’s position to pursue workforce development training for local companies. This division serves as a proving ground for analysis of new and expanding programs that might be added to the College’s academic inventory.

- Creative programming to enhance students’ co-curricular experiences. The addition of a full-time Director has enhanced the offerings of the Outdoor Adventure Center.

- Becoming an Achieving the Dream college. With a three-year action plan focused on student success, the College will provide professional development opportunities for faculty in advanced teaching and learning topics. In the past two years, our focus on this effort has brought training to campus in the areas of Math Pathways, Equity, Multiple

Measures, Poverty and Trauma-Informed Practices, Information Literacy, and Affirmative Action. We also expect to have presentations on Assessment and Identifying Risks of Suicide. We have developed a list of topic areas that are continually reviewed and added to for future training opportunities. Faculty has also attended national conferences on best practices in teaching and learning.

- Providing special services contracts for faculty and staff that go above and beyond their regular workload. This effort compensates faculty and staff for project work that enhances the instructional offerings of the College. Currently, we have faculty working on developing online synchronous delivery options for catalog courses that are typically delivered live. We also have faculty members who serve as Program Directors and maintain national requirements for programs that hold special accreditation by national organizations.

- Having an embedded librarian presence in online and hybrid courses to aid students and enhance information literacy. The Director of Library & Learning Resources conducts information literacy modules and workshops at the library for individuals and classes and can customize a workshop to suit the needs of a specific class. The director can also collaborate with faculty on creating assignments that optimize usage of the online database subscriptions available to students.

As outlined in the Data First forms for this section, the College usually has between forty and fifty instructors working each semester with about half being full-time and half being adjunct. Full-time instructors usually spend between 15 and 20 hours per week in classrooms, labs or on location, and the rest of their time in office hours meeting with and advising students or planning for upcoming classes. Adjunct instructors primarily work the evening schedule, but some are scheduled during the day and/or online, for between 3 and 9 hours per week. We have low turnover in our full-time faculty ranks, and 90% are under continuing contract status. The average length of service for a full-time faculty member at this point is 15 years. Each department has a Department Chair who acts as a liaison with Academic Affairs. The Department Chairs meet monthly with the Academic Dean to discuss policy, procedure, and actions that need to be taken within the departments or campus-wide. Our data first forms also indicate that we have work to do in the area of diversity in our faculty ranks. We will be hiring several full-time and adjunct faculty members next year because of retirements, position changes, and schedule needs. The College will undertake an extra effort through our Affirmative Action and Gender Equity endeavors to recruit more diversity in our applicant pool for these positions.

The program requirements in each major are balanced semester-to-semester, and the course schedule is created around the concept that students should be exposed to at least four different faculty members. General Education courses, including English, mathematics, social science, science, arts, and humanities, are usually offered in multiple sections during different times of the day or evening. Students are exposed to multiple teaching styles and a variety of classroom experiences, which expands their learning capabilities.

The College has recently streamlined the process by which we establish and maintain Articulation Agreements in order to generate increased utilization of the agreements by our incoming students and their sending institutions. In the past, WCCC has forged articulation agreements with high schools and career and technical education centers (CTEs) that were upwards of twenty pages long. These agreements were underutilized and involved a lot of paperwork on the part of the student and sending institution to qualify for the transfer of credit. We have reduced all agreements down to two pages or less and now award advanced placement credit based on a student's grade on their high school transcript. That grade is required to be a B or above. Articulation agreements are only established after our faculty has met with the faculty from the sending institution, reviewed their curriculum, and agreed that it is substantially similar to the curriculum of the College course or courses for which transfer credit will be awarded.

The College generally has twenty or more adjuncts working in various courses on any given semester. The adjunct faculty now have a collective bargaining agreement, seniority in their area of specialization, and a pay scale that provides increases for experience gained. We have some adjunct faculty who, over a period of semesters, have become seasoned and are integrated into the teaching and learning environment of the College. Our challenge is to integrate all adjuncts into our teaching and learning environment to the benefit of our students and the College. Department Chairs place adjunct faculty on a semester-by-semester basis and participate in an Adjunct Faculty orientation at the beginning of each semester. An Adjunct Faculty Handbook is presented along with a Learning Technology Handbook and the policy and procedures pertinent to working with our students. We invite our adjunct faculty to professional development days to participate alongside our full-time faculty and encourage our adjunct faculty to apply for professional development funds to enhance their pedagogical knowledge.

It is our practice to expose students to at least four faculty members per semester. Because of the nature of our offerings, career, technical and liberal studies, the College has diverse scheduling needs that sometimes conflict. We offer half-day to day-long courses in our technical programs to provide for both lecture and hands-on lab experiences. Academic courses are scheduled efficiently to augment students' learning in their program areas. When we make schedule changes to better serve our student body, those changes can have a ripple effect in the schedule, which may cause conflicts. For instance, if students have spent all day on campus or on location pursuing their program coursework, we acknowledge that scheduling students for evening general education courses can impede academic success. We analyze schedule changes for these ripple effects and work to minimize their impact.

Information, media, and digital literacy skills should become part of every course we offer at WCCC. We have been working on incorporating these concepts into our liberal studies offerings and our online courses using the embedded librarian or by scheduling workshops in the Library computer lab with one of our librarians. This process needs to be expanded to incorporate coursework in our other two departments, Career Studies and Technical Studies. We are

starting to move in that direction in our Education and Early Childhood Education programs, and we will begin connecting with Medical Assisting, Adventure Recreation, and Business Management. Currently all students are required to take College Composition (ENG 101) as part of their program requirements, and each section of ENG 101 has multiple information literacy workshops in our library computer lab, facilitated by the Director of Library & Learning Resources.

PROJECTIONS

WCCC will continue to enhance the teaching and learning process on campus by improving the professional development opportunities on an on-going basis. We will pursue workshops on the following topics:

- Developing active and collaborative learning techniques;
- Establishing Communities of Practice;
- Improving and building capacity in our Learning Management System;
- Fostering high-impact teaching strategies;
- Encouraging Teaching Innovation;
- Teaching Generation Zero.

A new Teaching and Learning Center will be created on the second floor of Riverview Hall. This center will incorporate our Library, TRIO program, Study Center, and tutoring services, and it will house an innovative classroom where faculty and students can access a variety of teaching and learning services.

The College will submit a Substantive Change application to bring programs online at the 100% level. We will need to plan the expansion of several of our programs into the area over time and enhance online capabilities for providing student services, advising and tutoring.

We will expand the embedded librarian program and explore the potential of a writing across the curriculum project.

The Workforce Development division will continue to expand in areas that are needed by local and statewide companies, while the Academic Affairs continues to monitor the trainings that are provided and analyze how those trainings might fit into our program offerings. Current projects that are being followed and worked into the curriculum are Electromechanical Instrumentation Technology, Production Technology, and state licensed Truck Driving.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Number of Faculty by category				
Full-time	22	22	21	21
Part-time				
Adjunct	19	22	26	22
Clinical				
Research				
Visiting				
Other; specify below:				
Total	41	44	47	43
Percentage of Courses taught by full-time faculty				

Number of Faculty by rank, if applicable				
Professor				
Associate				
Assistant				
Instructor	41	44	47	43
Other; specify below:				
Total	41	44	47	43

Number of Academic Staff by category				
Librarians	2	2	2	2
Advisors				
Instructional Designers		1	1	1
Other; specify below:				

Total	2	3	3	3

Standard 6: Teaching, Learning, and Scholarship
(Highest Degrees, Fall Term)

?		3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)
Highest Degree Earned: Doctorate					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	2	2	2	0
	No rank				
	Other				
	Total	2	2	2	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Master's					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	14	13	13	13
	No rank				
	Other				
	Total	14	13	13	13
Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers	1	1	1	1
Other; specify*					
Highest Degree Earned: Bachelor's					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor	5	5	5	5
	No rank				
	Other				
	Total	5	5	5	5
Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				

	Instructor	9	7	7	7
	No rank				
	Other				
	Total	9	7	7	7
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

		3 Years Prior (FY 2016)		2 Years Prior (FY 2017)		1 Year Prior (FY 2018)		Current Year (FY 2019)	
		FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty Appointed									
Professor									
Associate									
Assistant									
Instructor		6	6	5	5	2	5	2	5
No rank									
Other									
Total		6	6	5	5	2	5	2	5
Number of Faculty in Tenured Positions									
Professor									
Associate									
Assistant									
Instructor		18		17		20		20	
No rank									
Other									
Total		18	0	17	0	20	0	20	0
Number of Faculty Departing									
Professor									
Associate									
Assistant									
Instructor		1		2					
No rank									
Other									
Total		1	0	2	0	0	0	0	0
Number of Faculty Retiring									
Professor									
Associate									
Assistant									
Instructor				1				2	
No rank									
Other									
Total		0	0	1	0	0	0	2	0
Fall Teaching Load, in credit hours									
Professor	Maximum								
	Median								
Associate	Maximum								
	Median								
Assistant	Maximum								
	Median								
Instructor	Maximum	18.00	9.00	18.00	9.00	18.00	9.00	18.00	9.00

	Median	15.00	6.00	15.00	6.00	15.00	6.00	15.00	6.00
No rank	Maximum								
	Median								
Other	Maximum								
	Median								

Standard 6: Teaching, Learning, and Scholarship
(Number of Faculty by Department or Comparable Unit, Fall Term)

	3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
	(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
	FT	PT	FT	PT	FT	PT	FT	PT
Number of Faculty by Department (or comparable academic unit); insert additional rows as needed								
Gen. Ed.	6	9	6	7	6	13	5	11
Career	8	5	7	1	7	3	7	7
Technical	10	1	9	8	9	1	9	1
Other		4		6		9		3

Standard 6: Teaching, Learning, and Scholarship
(Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (FY 2020)
Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
Female	8	12	20	18
Male	13	10	23	22
White	21	22	43	38
Non-white	0	0	0	2
			0	
			0	
			0	
Academic Staff	**Full-time**	**Part-time**	**Total Headcount**	**Headcount Goal (specify year)**
Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
Female	2	0	2	2
Male	1	0	1	1
White	2	0	2	2
Non-white	1	0	1	1
			0	
			0	
			0	

Standard Seven: Institutional Resources

DESCRIPTION

Human Resources

The faculty and staff of Washington County Community College (WCCC) are an experienced and diverse community of professionals. Of the full-time faculty and staff, over 45 percent have been employed at the College for over ten years. As evidenced in the Data First Forms (7.1), the College employs a total of 107 community members; this includes 58 full-time and 2 part-time faculty, professionals and staff, 17 contractual employees, 10 student employees, and 20 adjunct faculty sufficient to support and manage the academic pursuits of the College's students, in accordance with our mission.

The employees of the College are members of six separate collective bargaining units, represented by the Maine Education Association (Faculty and Administrators Units), Maine State Employees Association (Support Services, Supervisory Services, and Adjunct Faculty), and the American Federation of State, County, and Municipal Employees (AFSCME) (Institutional Services Unit). All contracts are negotiated separately with each bargaining unit by the Maine Community College System (MCCS) and representatives from the colleges.

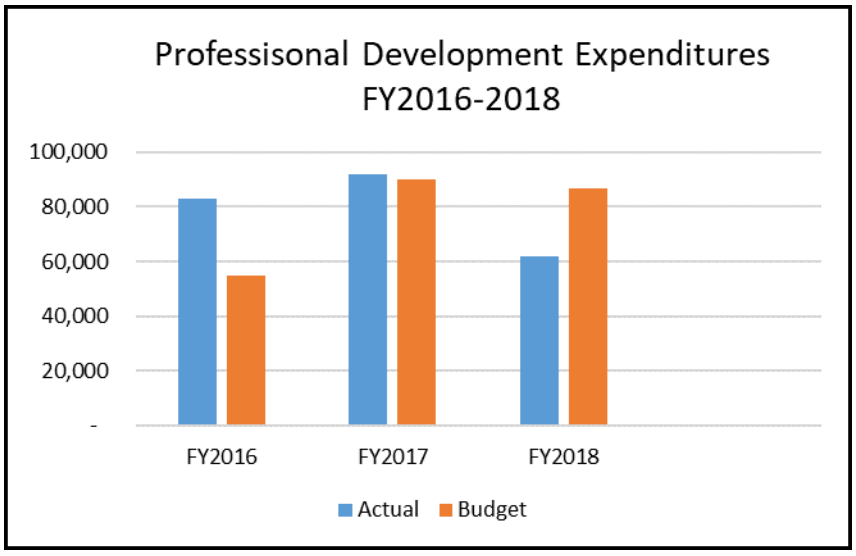
The WCCC Human Resources department policies and procedures are set by the MCCS Human Resources Department and administered by each college's President and Human Resources department. Policies and Procedures are readily available on the MCCS and MyWCCC information portals.

The College recruits and hires employees according to the aforementioned policies and collective bargaining agreements, and it attracts, compensates, and retains qualified administrators, faculty, and staff through the filling of position vacancies posted on the MCCS and college websites, JobsInMaine.com, and the local papers; other sources may be used depending on the position. The College endeavors to reach the most qualified pool of candidates. The terms of employment and compensation are made clear during the initial request for an interview, to ensure that the candidates are comfortable with what the College can offer according to collective bargaining agreements and budget restrictions. The terms of employment, reporting designation and compensation are further refined and offered in the appointment letter given to the candidate. All criteria for consideration, evaluation, and appointment are stated in the notice of position vacancy. In accordance with these hiring policies and guidelines, the College assembles and trains a search committee, which observes strict confidentiality rules and all state and federal legal requirements.

The College follows policies for employee evaluation that are part of collective bargaining agreements which can be found on the MCCS intranet site. The College has developed a system by which the payroll department sends administrators and support staff supervisors an email

reminder including the appropriate evaluation form approximately two months before a review is due. Faculty evaluations are tracked in the Academic Affairs office.

The College encourages and supports employees in their pursuit of relevant continuing education and training. For faculty and staff members to remain current in their fields, the College makes professional development funds available in accordance with MCCS collective bargaining agreements with the Maine Education Association's Faculty and Administrators Units, and the Maine State Employees Association Supervisors and Support Units. Employees may be granted flexible schedules, release time, or sabbaticals to pursue degrees, update certifications and licensing, or attend conferences. Faculty professional development activities are coordinated through the Dean of Academic Affairs, and activities for administrators and staff are coordinated through the Director of Human Resources. Traditionally the College has budgeted $50K for professional development activities. However, the actual need as faculty and staff pursue higher degrees and continuing education has grown. For FY2019 the budget from general operations is $66K; there are additional funds available through our Perkins funding of $36K. Perkins funds are dedicated exclusively to faulty educational pursuits. The chart below illustrates the rising trend in professional development funding.



A review of academic credentials currently held by WCCC employees revealed that, of the 24 full-time faculty members, five hold bachelor's degrees and thirteen hold master's degrees or higher. In addition to degrees, the College is fortunate that many faculty members possess experience in the fields in which they teach. Of the 38 professionals and staff, two hold doctoral degrees, ten hold master's degrees, nine hold baccalaureate degrees, and six hold associate degrees. We currently have two faculty members and six staff members who are pursuing higher degrees.

Appraisal of Human Resources

WCCC's dedicated faculty, administration, and support staff are focused and devoted to serving the students. As the College's financial situation has remained stable, the College has been able to employ a sufficient number of qualified personnel to fulfill its mission. To retain well-qualified faculty and staff, the College makes clear to prospective employees, prior to an interview, what the compensation, benefits, and expectations are; provides professional development funds; and facilitates periodic performance evaluations. There is an opportunity to improve the turnaround times on evaluations to ensure that they provide timely feedback.

Financial Resources

Washington County Community College (WCCC) is one of seven community colleges within the Maine Community College System (MCCS). MCCS is an instrumentality of the State of Maine and is included in the combined financial statements of the State. The combined financial statements of the MCCS are prepared on the accrual basis in accordance with the principles of fund accounting. Resources are segregated into funds, with limitations and restrictions placed on their use by the MCCS Board of Trustees and others. Each fund is a self-balancing set of accounts for recording assets, liabilities, fund balances, and changes in fund balances.

The Maine Community College System is audited annually. The site audit is currently conducted by the CPA firm of BerryDunn and consists of a full review of controls, procedures, and finances in accordance with generally accepted accounting principles (GAAP) and Government Accounting Standards Board (GASB). The external auditing firm produces the consolidated financial statements and supplemental information for the MCCS, which includes the independent auditor's report and government reports in accordance with the Uniform Guidance. College-specific financial statements are issued from the system office based on each college's financial information.

Fiscal control is exercised by the MCCS by way of a fully centralized finance/accounting/student information system (Jenzabar). MCCS Policy Manual, Section 700 Financial Affairs, contains policy statements in keeping with U.S. generally accepted accounting principles. In addition, the MCCS Accounting Procedures Manual contains details of approved accounting procedures and dictates how certain transactions are to be recorded. WCCC follows board-approved financial policies and procedures set forth by the MCCS.

The College maintains a staff of four professionals in the Business Office. Each member concentrates on different aspects of the department's day-to-day operations (student accounts, accounts receivable, accounts payable, purchasing, general ledger, fixed assets, and budgeting). They are supervised by the Business Manager who reports to the Dean of Finance and Administrative Services.

The efforts of the student accounts personnel are supported by a close working relationship with the College's Financial Aid office. The two offices work in conjunction to monitor student financial status and provide financial counseling within their respective areas.

Financial Management

The financial transactions of the College are managed through the Jenzabar System, which incorporates accounts payable, purchasing, fixed assets, budgeting, and general ledger functions. This system is centralized and resides at the MCCS in Augusta and communicates with the College's local Jenzabar system, which houses student accounts receivables and other student demographic information. Thus, real-time data is available locally depending on the timing of the College's posting of data to the MCCS system. There are certain transactions (inter-school transactions, endowment revenues/expenses, appropriations, federal grants, etc.) generated by the MCCS that are not posted until month end.

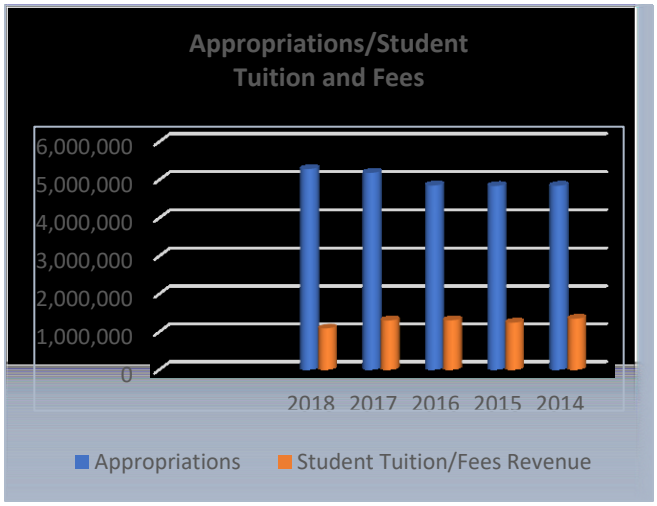
Internal requisitions are processed locally, as are bidding and blanket purchase orders. Invoices are processed weekly. Accounts payable are processed through an e-payable system, Nvoicepay, which electronically generates and submits payment to vendors via ACH. Prior to payment submission, the College reviews the final electronic payment accuracy. Student government and financial aid checks are processed locally.

Department managers are issued purchasing cards with single purchase limitations. No requisition/purchase order is necessary for purchasing card transactions at the time of purchase as long as the purchase does not exceed the single purchase limitation. There are built-in single transaction limitations placed on each credit card. Monthly, the department managers submit the purchase card statement along with a requisition and receipts. The purchasing card process is far less labor- and paper-intensive while providing adequate control and audit trail.

Budget-to-actual variance reports are distributed to the various department managers monthly, and general ledger detail is available upon request. Managers are expected to operate within budget; however, flexibility in budget categories is extended for unexpected expenditures and to accommodate enrollments greater than expected.

Revenues

The College's two main sources of revenue are the State appropriation and student tuition and fees. The State appropriation to the MCCS has increased a 9 percent over the past five years and is allocated to the seven sister colleges based on a historic funding formula, headcount growth, and future growth potential. The State appropriation generally constitutes approximately 65% of WCCC's total operating revenues. Tuition rates are established by the MCCS Board of Trustees, as are student fee parameters, although fees are college-specific. Revenues realized through net student tuition and fees account for approximately 20 percent of total operating revenues. This source of funds varies in accordance with changes in enrollment and tuition and fee rates.



While these two main sources compose the majority of WCCC's revenues several other funding sources contribute to the College's resources, including the following:

- Restricted Federal funds (primarily student aid and grant funds)
- Auxiliary Enterprises (college dining hall, residential life facilities, bookstore commissions, and space rental)
- Private Grant and Contracts (related to each specific purpose)
- MCCS Foundation and Endowment Funds (provides endowed scholarships for students)
- Periodic Bond Funding (normally used for major capital projects, deferred capital maintenance, academic program expansion, lab equipment, etc.)
- State of Maine Gaming Funds (used to support student success initiatives)
- Maine Quality Center (uses funds for specific projects)

Fundraising activities are dedicated to the fulfillment of the College's institutional/educational purposes, and distribution is in compliance with Section 203, Acceptance of Gifts, of the MCCS Finance Policies and Procedures manual.

Expenditures

The operations of the College have remained consistent over the past ten years with annual increases in line with increases in the cost of living. Other fluctuations in operational costs that the College may experience are typically due to enrollment growth or decline and are addressed when necessary through strategic reduction of operating expenses.

Salaries and benefits account for approximately 70 percent of unrestricted expenditures. In addition to typically providing an incremental annual increase in appropriation, the State legislature by law funds collective bargaining agreements. Five percent of the operating budget is allocated towards utilities (fuel, electricity, etc.). The remaining 25% is allocated towards individual department all other budgets and all other overhead costs.

The College Business Office staff work with college personnel to procure the supplies and

equipment needed to support the College's various departments. The Competitive Procurement Policy 803, found in the MCCS Financial Procedures Manual, requires competitive bidding for all items that exceed $1,000. For purchases under $10,000, quotes can be obtained and documented by telephone, email, or website. If a purchase is expected to exceed $10,000, a Request for Proposal or Bid is issued to solicit bids. The Business Manager and Accounts Payable Clerk assist college personnel with this documentation and then evaluate the bids received. Purchases in excess of $25,000 require a Request for Proposal that must be advertised in the newspaper and often include interviews of the highest-rated respondents.

Capital construction projects and big-ticket items are generally funded with State Bond Issues. Over the past five years, there have been two major bonds approved by the State of Maine voters. As illustrated on Data First Form 7.8, Physical Resources, WC primarily source of capital funding is through bond issues. To assure that the College's maintain a regular renewal of capital assets, the MCCS has implemented a new policy that each College create capital replacement budgets that represent 120% of depreciation over a 3-year cycle. WCCC average depreciation over a 3-year period (FY2016-2018) was $717K; this can result in a capital asset commitment of approximately $287K per year.

Budget Process

The College develops a budget based upon the strategic plans of both the College and the MCCS. The MCCS system office supplies the College with wage, benefit, and state appropriation forecasts. The College determines the enrollment, staffing levels, and use of the operating budget. To better allocate and manage College resources, WCCC uses a zero-based budget process. The detailed zero-based budgets are submitted to the Dean of Finance who reviews the submissions for consistency and reasonableness.

The annual budget process starts in February, at which time each department manager/team leader is requested to submit their departmental operational budgets. Budget submittals are created via JICS (Jenzabar Internet Campus Solution), a web-enabled budget module, by April of the current year. The JICS system provides the department with budget and detail general ledger information for the current and one prior year which enables comparative analysis. Budgets are categorized by month and expenditure classification. Managers are encouraged to solicit input from all employees reporting to them. Concurrently, Business office personnel begin to prepare salary and benefit detail by department.

All budget requests are expected to be justified in detail, and the finance office may request additional information or invite the department manager to justify the budget request. Capital equipment and professional development requests are also submitted with the operating budgets. On occasions when no new resources are available, managers are asked to simply "hold the line," however meetings are always encouraged.

Capital requests are considered during the budget process for inclusion in the College three-year Capital Plan. A projection of current year-end is prepared and reviewed after the start of the spring semester. This projection, when positive, has been used to determine if there are

strategic capital items requested during the budget process that can potentially be purchased and utilized early, during the current fiscal year. The process ensures that program and technology needs are properly addressed and included in planning efforts.

Once the department budgets are submitted, reviewed, and finalized, the Dean of Finance and Administrative Services submits the final balanced budget via JICS to the MCCS Office, who in turn submits to the MCCS Finance Committee and the Board of Trustees in time for their June meeting. The College is given the opportunity to amend the budget in September pending the resolution of any outstanding items (i.e., the settlement of bargaining contracts, the addition of grants, and adjustments in fall enrollment projections). Any amendments to the budget must be presented again to the Board of Trustees for review and approval, utilizing the Budget Amendment Form (MCCS Procedure 602). A consolidated MCCS budget is formally approved by the Board of Trustees and presented to the Maine State Legislature on a biennial basis.

Biennium budgets are prepared by the MCCS financial personnel, with assistance from the individual colleges. The Board of Trustees adopts a biennial operating budget for presentation to the governor and the Maine State legislature, incorporating all projected expenditures and all resources expected or proposed to be made available to fund the operations of the System. Such budget shall be used to support any requests to the legislature for General Fund appropriations that the trustees may deem appropriate and necessary to supplement other resources available to the System. The colleges work with the System Office to prepare for the Board's review and approval annual operating budgets for all fund groups, and such budgets shall limit spending to those resources conservatively projected to be available.

To maintain a balanced budget and contain possible cost overruns, the Dean of Finance reviews all budgets monthly and reports to the President any significant issues. Summarized variance reports are prepared for the MCCS Office, and variances of more than $10,000 and ten percent in any budget category are explained in detail. Projections for the fiscal year are prepared after the March month-end close. These projections, along with the monthly review of budget variances, allows the College and the MCCS to identify any potential budget issues prior to year-end close. MCCS Office personnel present system variances to the Finance Committee and the Board of Trustees.

The College has kept total operating expenses under budget every year since our last report to the accreditation committee in 2009. As a result, WCCC has been able to transfer funds to renewal and replacement fund balance and the standing reserves.

Reserves

College reserves are composed of components as dictated by MCCS policy and generally accepted accounting principles.

Standing Reserves

According to MCCS policy standing reserves shall be less than 10% of the College's annual operating expense. FY2017 operating expenditures were $7,099,438; therefore, a reserve of

$709,943 was established between fund 1 and fund 2. These funds require prior authorization from the MCCS Chief Financial Officer and Board of Trustees prior to spending.

Program Reserves
Contains unspent appropriation for a specific program.

Plant Reserves
Renewal and replacement reserves established for planned and unplanned costs of maintaining physical plant. Established reserve amount is one-half of depreciation. Depreciation for fiscal year 2018 was $645K; therefore, the minimum required reserve was $322K. The reserve is analyzed each year and adjusted accordingly.

Through careful financial planning, effective management, and program restructuring, the College has built an unrestricted reserve which represents 28 percent of the College's total liabilities and net assets, which further demonstrates the College's financial capability to graduate the entering class. WCCC's standing financial reserve, as well as its reserve for renewal and replacements, is well in excess of MCCS requirements. The College will continue to maintain a consistent and stable financial environment to mitigate any decline in our current reserve levels.

Fiscal Year	Unrestricted Fund Balance
2018	3,150,234
2017	4,067,833
2016	3,888,540
2015	4,249,535
2014	4,025,351

Appraisal of Financial Resources

WCCC is committed to maintaining the financial stability of the institution. Through various funding resources and sound fiscal management, the College continues to provide students with a high-quality, cost-effective education. WCCC is financially stable as evidenced by the College's unqualified audited financial statements, continued financial support from the State, and increasing reserve funds. Over the past five years, the College has strived to be true to its mission of providing quality, affordable education to the population in its service area while exercising managerial and fiscal responsibility.

The College relies on varied funding sources to underwrite the costs of operation. In addition to the tuition and fees collected from students, WCCC is also partially funded by sources such as state appropriations, grants, and financial aid, the Foundation for Maine Community Colleges (FMCC), the Maine Quality Center, and State of Maine bond packages.

Being part of the Maine Community College System affords WCCC deeper and broader resources and support. The Board of Trustees and the Board's Finance Committee provide oversight and guidance for the institution with regard to planning and monitoring control over financial resources. WCCC's comprehensive financial planning and budgeting are concurrent with the State of Maine's two-year budgeting cycle.

Through the appropriate allocation of resources, the College has demonstrated sound fiscal management that serves the institution's mission, vision, and values. As well as approving budgets, the WCCC's finance department produces monthly reports to approximately twenty cost centers and compiles a monthly budget variance analysis. Both of these monthly reports utilize Jenzabar EX, which provides a strong, integrated, stable reporting system. The addition of the JICS budgeting module has provided the College with a consistent electronic method of budget data collection from departments and consolidation of the College's overall budget. In addition, effective fiscal management is evidenced in the A-133 auditor reports, which offer clean opinions and no audit findings.

The President's Office monitors and takes corrective actions when fiscally necessary. By conducting an annual review of programs, the president can make such decisions in an informed and cost-effective way.

Although WCCC has been generally successful in securing and dispersing financial resources, the College is also faced with some identifiable challenges. Heavy reliance on state appropriations as the primary source of revenue puts the College in a vulnerable position in years of declining enrollment, as support provided by tuition and fee revenue declines.

Regional demographics remain a concern for the institution. Outward migration, lower high school enrollment, and an aging local population all pose a challenge to WCCC student recruitment efforts. Through an increased focus on student retention and recruitment as detailed in the Strategic Plan, the College will attempt to compensate for this regional demographic trend. Marketing and promotions can aid in a solution as well as improve retention. The College has experienced over a 65% decline in the adult learner population. There is a renewed focus on methods of recruiting through targeted marketing and enticement scholarships. The College is also considering modifying program offerings to accommodate this population.

Another challenge facing WCCC is capital needs and deferred maintenance costs. Additional financial support from State of Maine bonds and nontraditional funding sources will be required to achieve consistent maintenance of the College facilities. Recent projects funded with bond monies were:

- 2016 Renovation Bond ($1M): Used for the comprehensive mechanical, electrical, and exterior renovation of the Howland Hall Building.

- 2010 Weatherization and Energy Efficiency Bond ($435,000): Allowed the College to do a number of improvements that increased the energy efficiency of the campus.

- 2009 Mechanical and Construction Shop Renovations ($1.2M): Renovated classroom wing of Riverview Hall Building. Updated space after 40+ years. The facilities, while well maintained, needed comprehensive mechanical, electrical and exterior upgrades.

The implementation of the capital asset replacement of 120% of depreciation will place an additional strain on the College's finances; prudent use of funds will be required if the College is to adhere to this goal.

In 2018 the MCCS provided funding to support a Workforce Development position. This new position has the objective to expand and strengthen short-term training for both incumbent workers and those seeking to enter the workforce and to expand our current offerings with new program initiatives. The Dean of Business & Industry position will supplement and increase the College's revenue base in workforce development.

In 2016, the Financial Aid created a Default Loan process in which students were monitored and advised on the methods available to them to help reduce or mitigate their student loans. Refer to Section 5, Students, for additional information on this program.

The MCCS has retroactively adopted the provisions of Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting for Pensions, amended by Statement No. 71, Pension Transition for Contributions Made Subsequent to the Measurement Date, as July 1, 2014. The pension plan is administered by the Maine Public Employees Retirement System (PERS). The MCCS does not manage the defined benefit plan assets or directly control the benefits, but the MCCS is required to fund its share of the plan so that it can continue to honor the commitments made to retired employees. The MCCS recognizes the actuarially determined cost of retiree health and life insurance benefits in accordance with the GASB Statement No. 45. In 2009, the MCCS created the MCCS OPEB Trust. The trust agreement allows the trust to accept contributions from MCCS to fund future retiree health and life insurance benefits and limits the trustees to prudent investment of trust assets and payment of retiree health and life insurance benefit costs.

Information, Physical, and Technological Resources

Library

The Library at WCCC is centrally located on the second level in the main campus building occupying a 4000 square foot space. The library has a main room with ample and comfortable seating areas, work tables and individual study and computer carrels, one of which is ADA accessible, a computer lab, and a reading room. There is storage space for equipment and resources and an office for the director as well as an office/workroom for staff. The overall Library space is conducive to studying and learning as it proves a comfortable, bright area in

which students can study individually or in small groups, as well as, access to various study resources.

The resources in the College's library are available in both physical and digital form. These resources include books, magazines, periodicals, and electronic databases. The library currently utilizes a number of online partnerships for reference material. These partnerships are with EBSCO, Flipster, Credo Reference, Proquest, Kanopy Video Streaming, Noodletools, ProDemand, MINERVA/Maine Infonet Download, and LibGuides. Textbooks for all of the current semester's classes are on reserve in the library for student use. The library is staffed with two full-time employees as well as work-study students.

The library's Embedded Librarian program, initiated in 2015, embeds library resources and services into hybrid and online courses so that distance learning students have easy and ready access to our library resources and services. Approximately ten courses have utilized this service since its implementation.

Our TRiO services offer three full-time staff members as well as part-time tutors. The TRiO program has a designated space where students can study and receive tutoring assistance. The TRiO staff utilizes a variety of software to assist students with disabilities: Dragon Speaking, On-Board, PDF readers, E-Books, Word Books, Quizlet and Snag-it.

Appraisal of Library

The library has a professional, well-qualified staff who keep up to date with the latest in library principles and practices and technology applications, and who are open to change and professional development.

The library services and resources are aligned to the curriculum and focus on student success (e.g., we have an Embedded Librarian program for selected hybrid and online courses).

The library collaborates with faculty wherever possible to support their work. Some examples include conducting information literacy sessions, adding resources specific to their courses, and hosting events to showcase students work. The library also has a good working relationship with TRiO and other student support services and collaborates with a common goal towards academic success.

One of the challenges facing the library is how to increase faculty support to influence students' usage of the library resources and services (e.g., requiring usage of the library databases for assignments). Also, while the library provides an attractive and comfortable place for students, staff, and community members to utilize, the space requires some re-design to cater to the diverse needs of the students (e.g., individual study tables, small room for group work, etc.).

Information Technology

The Information Technology (IT) staff is responsible for all academic and administrative technology development, installation, and support. The College is reconfiguring the staff

composition of the IT office as part of a system-wide initiative. In collaboration with our sister college, Eastern Maine Community College, the Dean of Information Technology position will be a shared position between the two colleges. The Dean will provide strategic guidance to the WCCC on-campus staff. The WCCC on-campus staff will include two positions: one Information System Specialist III and one Information System Specialist II. The two Information System Specialists will handle the daily tactical planning and on-site help desk. Outside vendors will be contracted throughout the year as needed. The department also hires from one to two work-study students from the Information Technology program during the school year.

The new Dean of Information Technology will chair the Technology Committee and lead it through the planning process to shape and develop a broad-based three-year Technology Plan. The planning process is an opportunity for the College to identify its strategic direction, priorities, and needs related to infrastructure, capital expenditures, programs, and instruction.

The College has made continuous strategic investments in technology to ensure that the campus has robust information, physical, and technological resources. Our network infrastructure is comprised of 24 virtual and physical servers. The virtual servers, set on a VMware platform, consist of three EX host servers and one Network Storage device. The platform has been upgraded in the last two years for newer EX host servers as well as a redundant battery backup hooked into an automated generator in case of power failure.

Staff and faculty computers are set to a three- to four-year refresh rate; we provide a desktop or Laptop. Depending on the need of the program, some instructional staff will have both types of computers plus student computers set up in the labs.

The College has numerous computer labs available for student use. Three of the labs contain eighteen computers; each lab is dedicated to specific academic programs that require specific software. Other general-purpose labs equipped with the most commonly used software suites are provided in the following general areas: Library (7), Student Lounge (4), Study Center (5), Trio (12), Resident Halls (2), and St. Croix Hall (2). We also have four laptop carts of eighteen. The College strives to update the carts with the latest technology available at a refresh rate of four to five years.

For AV needs in the classrooms, we have set up teaching stations consisting of a computer and an overhead projector or TV, depending on the needs of the classroom and instructional use. We deployed five smartboards in various areas of the school as well. The lecture hall has a projection system along with wireless microphones to make the environment a usable teaching platform for students and faculty.

The College has a full wireless solution for staff, faculty and student use. The system is designed with two connections: one public and one private. This is to provide extra security to the private side for faculty and staff, while allowing students access to the internet on the public side. This wireless solution is sparse in some areas of the campus as use has tripled since the system was first installed.

WCCC also engages in a range of assessment and evaluation practices to monitor institutional effectiveness. These have included the Noel-Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), Accuplacer academic skills assessment, and Student Course Evaluations.

Since the last report, the College has installed and upgraded a security camera system on campus along with the Vigilance desktop alert software which operates in conjunction with our email, phones, texting, computers, speakers, and loudspeaker in the quad in case of emergency on campus. The Vigilance system provides a method to communicate campus-wide in case of emergency, as well as with external emergency management agencies (i.e., state, local, and federal law enforcement agencies and the Washington County Regional Communications Center).

Installation of the Vigilance desktop alert software, safety horns, alert system connection to the Voice Over Internet Protocol (VOIP) telephone system, and numerous changes to campus facilities (including the installation of blinds over doors, emergency exit signs in all rooms, and thumb locks on all doors, as well as the numbering of windows) have been put in place.

A new VOIP phone system was installed in 2018, which facilitates campus communications. The phone system provides voicemail and remote access for all faculty and staff. Likewise, an email system is available for all faculty and staff. Microsoft licensing agreements allow faculty and staff to have use of Microsoft products on home computers.

The Jenzabar EX Student Information System, which includes JICS, provides a robust, full-featured information portal that includes the Jenzabar eLearning learning management system, grades, unofficial transcripts, mobile website, class schedule, campus groups, etc. It also contains retention software that includes a predictive model.

All students, employees, and others using computing resources owned or operated by the MCCS are expected to adhere to the MCCS Computer and Network Use Policy. Residential housing students are informed to follow the policies set forth in the Computer Acceptable Use Policy, the details of which are provided in the Student Handbook.

In addition, the College began offering testing services. We are now a testing facility with Prometric, offering Microsoft testing, Automotive Service Excellence (ASE) testing to Automotive Students, and Pro-V testing. We also offer HiSet (High School Equivalency Test) for out-of-school youth and adults who are looking to earn a state-issued high school equivalency credential.

Appraisal of Information Technology

WCCC has done well providing study spaces and high-end computer/technological resources needed for each program. That being said, our physical wired infrastructure needs a complete overhaul. Presently the College primarily has Category 5 cabling installed; Category 6 is only

installed in two areas of the school. The current industry standard is Category 6. A campus-wide upgrade is needed to provide better throughput for the growing technology needs. The fiber backbone needs to be upgraded to a faster throughput. Presently there can be up to three connections until it returns to the Main Distribution Frame (MDF). An upgrade will make it easier to troubleshoot issues as well as giving us fiber connections.

An area of focus over the past three years has been planning around campus safety. The MCCS has supported this work by encouraging all seven Maine community colleges to work together in this area, and by providing MCCS staff members for participation and leadership in mutual work sessions conducted on several occasions. The goal for the College and its sister colleges in the MCCS is to have plans in place to react appropriately to any threat to campus safety that might develop.

One area that requires improvement is the integrity and security of our IT infrastructure and the corresponding documentation and publication of the material. The College will continue to work on this. The Information Technology Committee will be used to help create and distribute the documentation. The MCCS technology staff will also provide system-wide guidance on this issue.

Funding still seems to be an issue with our ability to try to stay upgraded in all areas of technology. The College recognizes the need to fund technology on a consistent basis to remain current. Our new collaboration with the MCCS and sister campuses will offer the ability to achieve some savings in equipment purchases and services.

Physical Resources

The College operates primarily at its Calais, Maine, campus location. The campus occupies a 400-acre site overlooking the St. Croix River, the international border between the United States and Canada. Of the total campus acreage, 41 acres are maintained and used to house the seven campus buildings, occupying approximately 163,440 square feet of interior space.

Building	Description	Area (Sq ft)	Originally Constructed
Riverview Hall	Administration, Classroom, Shops	80,130	1970
Quoddy Hall (Lower)	Residence Hall	23,275	1974
Downeast Hall (Upper)	Residence Hall	23,185	1978
Harold Howland Building	Classrooms and Shops	18,050	1975
St. Croix Hall	Assembly, Classroom, Recreation	18,800	1992
Barnes Property	Residence Property	1,500	2000*
Hovey Trailer Park	Equipment Housing	2,500	2002*

*Date acquired

- Riverview Hall was built in 1970 and renovated/expanded in 2002. It is a two-story metal and wood structure (80,130 GSF) and is considered the major anchor for the academic classes on campus. The building consists of staff/faculty offices, the president's suite of offices, classrooms, a lecture hall, computer rooms, the library, a café, program shop areas and student services.

- Quoddy Hall (Lower Dorm) was built in 1974 with the roof renovated in 1999. It is a two-story wood structure with a brick veneer (23,275 GSF) that consists of 9 apartment-style units, a daycare, the recreation office, a student center, and the Outdoor Adventure Center (OAC).

- Downeast Hall (Upper Dorm) was built in 1978 with the roof renovated in 1999. It is a two-story wood structure (23,185 GSF) that consists primarily of 18 apartment-style units.

- St. Croix Hall was built in 1992. It is a two-story brick multi-purpose building (18,800 GSF) consisting of staff/faculty offices, a lecture hall, a student center, a gymnasium, and an industry-grade kitchen.

- Howland Hall was built in 1975 and renovated/expanded in 2000 and 2016. It is a one-story metal and wood structure with multiple additions (18,050 GSF) and consists of the power sports, heavy equipment operations/maintenance program shops, staff/faculty offices and classrooms.

- The Barnes Property contains a home originally purchased to serve as the presidential residence has been utilized as a lab for the plumbing and heating programs, space for college campus visitors, and general college activities. The property was recently renovated with a new roof in 2010, and a new deck was added in the summer of 2017. The property is currently occupied by the Colleges' Dean of Enrollment Management and Student Services under a 3-year pilot program in which the Dean supplies additional support to Residence Hall personnel.

- The Hovey Trailer Park is used for storage of equipment for the Maintenance Department, Heavy Equipment Operations program, and the Adventure Recreation program.

Each of our trade and technical programs has a dedicated space that includes faculty office space, a classroom, and shop space for hands-on experience. The following career programs have dedicated lab space in addition to classrooms: Computer Technology, Medical Assisting and Phlebotomy (including off-site clinicals), Adventure Recreation (including off-site guided trips), and Computer Aided Drafting.

Parking lots are conveniently located around the existing buildings. Security lighting illuminates all 350 parking spaces, eleven disability parking spaces, and all walkways. Internal and external

campus signage was expanded and improved in 2017.

The facilities are subject to local, state, and federal regulations governing the routine inspection of fire extinguishers, emergency lighting, and elevators, as well as compliance with fire and building codes. The College buildings, grounds, and vehicles are insured by the State of Maine, Risk Management Division.

WCCC solicits the expertise of Risk Management and the Maine Occupational Safety and Health Department (MOSHA) to meet compliance, safety, and environmental standards. The College's Safety Committee also provides oversight in these areas. In January 2019, the Maine Department of Education conducted a Methods of Administration (MOA) of the campus. The College is considered in great shape overall with some areas of improvement needed.

Physical resource planning at WCCC is accomplished as part of the overall planning and evaluation process. Department managers prepare budgets and maintenance requests for their areas of responsibility. The Campus Master Plan was updated in March 2017.

Recent major renovations include:

- 2018 Riverview Hall Roofing Project, $197,500: Installed new roofing in the Mechanical/Classroom wing of the Riverview Hall building. The project included the installation of new roof membrane, roof insulation, and roof flashing. This area of the campus houses three of the College's most actively enrolled programs: Plumbing, Heating, Welding, and Engine Specialist. The roofing in this area had a number of leaks. Replacing the roof was necessary to provide continued shop and classroom experiences, maintain the integrity of the building, and assure the health and safety of the college community.

- The Harold Howland building was renovated in 2014 and again in 2016. This building houses classroom and shop areas for our Heavy Equipment Operations, Heavy Equipment Maintenance, Power Sports programs, and a drafting CAD lab, as well as office space for the instructors. The renovation in 2014 provided space for the new Power Sports program and cost approximately $106,000. In 2016, a complete renovation of the entire space was completed. This $1,500,000 project was a comprehensive mechanical, electrical, and exterior renovation of the building.

- The Riverview Hall Technology 500 Wing was updated after 40+ years in 2010. The $1,347,464 project renovated the classroom wing of the main building. The facilities, while well maintained, needed comprehensive mechanical, electrical and exterior upgrades.

- During 2010, utilizing a Weatherization and Energy Efficiency Bond of $435,000 the College completed a number of improvements, which increased the energy efficiency of the campus. Projects included replacing single pane windows with double pane

throughout the campus to improve heat retention in the Howland Hall Building and Riverview Hall, resolve heat control issues in the St. Croix Hall building and Residence Halls, and resolve various classroom ventilation issues.

- Heating system controls needed replacing due to constant blowing out of units ($114,021).

- Over the past three years, the College has made a significant investment in the campus residence halls. The roofing of each unit has been replaced and renovation on individual units is ongoing. The renovation of the unit consists of the installation of tile flooring; the replacement of kitchen cabinets, ceiling tiles, drywall, and windows, as needed; and painting. In addition, we have installed LED lighting in fourteen units. This is a continuing project that will be completed over the next few years until all lighting in all units has been replaced.

- In 2017, space was utilized to provide a small exercise space for faculty and staff in order to promote health and wellness among the employees.

Appraisal of Physical Resources

WCCC takes great pride in the beauty of its campus. This pride is reflected in the condition of the buildings and land. As the buildings continue to age, some deficiencies are encountered. When problems do emerge, the Maintenance Department responds by promptly taking care of the deficiencies with limited or no disruption to the day-to-day operation of the College.

The completion of the 2017 Campus Master Plan suggested seven potential projects designed to enhance the educational experience of WCCC students. Suggested projects include the creation of flexible classrooms with enhanced audio/visual technology, collaborative learning spaces, and a media center that will focus on distance learning and changing pedagogies; the renovation of student apartments; the implementation of a keyless campus for enhanced security; and various other site and building upgrades (i.e., parking lots, etc.). To create space for these ideas to flourish, the college community met to discuss which of the projects represents a priority for our campus. The College identified the creation of more flexible classrooms, the renovation of campus-wide building access via a keyless system, and the creation of a media center as our preferred projects. Available funding will determine which projects move forward.

The College has relied heavily on bond funds to keep classroom, laboratory and administrative areas up to date. As a technology-intensive institution, WCCC will always have pressure to upgrade and expand technology. While all priorities cannot be accomplished at once, the College has managed to maintain quality operations and facilities. In addition to upgrading labs in the technologies, the College continually upgrades classroom technology with modern, up-to-date equipment.

The College maintains clear and well thought out facilities planning and is forward thinking in its requests for future bond funds and utilization of reserve funds. In the current economy and with the limitations of State funding, the most critical projects that affect health, safety, or enhance the student living and learning environment, are projects that receive priority.

PROJECTIONS

Human Resources

The College will develop an enhanced process for consistent onboarding/off-boarding of employees. This may involve developing checklists that will be required to be completed by the various departments. The checklists will be maintained in each employee file and reviewed upon the employee's separation from the College. The inclusion of the checklist in the process will allow for a consistent approach to the employment process.

Finance

The newly created Dean of Business & Industry Training position will assist in expanding the College's programming and therefore open new revenue opportunities.

The College maintains financial stability despite declining enrollment (due to economic turnaround, low high school-to-college continuation rate, low birth rate, and decline in demographic population especially among traditional college-age individuals). Moving forward the College will address this decline by maintaining its focus on retention efforts, increasing enrollment among other populations (CED, seniors, adult learners), forming partnerships, and enhancing marketing modalities.

Physical Plant

In November 2018, the State of Maine Voters approved a $15M bond issue to improve educational programs at all seven of Maine's community colleges, as well as improvements in information technologies. WCCC's allocation will be $885,853. The funds will be used to renovate the 400 wing of Riverview Hall. Renovation projects will include the following: relocate and upgrade the Automotive classroom utilizing the space currently housing Trio and the Learning Lab; develop an Early Childhood Education classroom and lab; reconfigure the current library space into a Teaching Learning Center which will house the library, Trio, JMG/EMBARK, and Student Navigator personnel.

The College will replace deteriorating exterior brick veneer in the residence halls. The brick veneer of both residence halls needs to be repointed. The veneer has outlived its life expectancy, and the mortar is breaking down. Further failure in the veneer, without proper maintenance, will eventually lead to cracks that will provide the elements with access to the building's structural frame. The College's residence halls can house up to 150 students. This project is required to continue to provide a safe and healthy environment for our residence hall population. Further deterioration of the buildings can potentially reduce our housing population, which would represent a significant decline in the College's Fund 1 revenues.

FY2017 residence life revenues represent approximately 23% of the College's total operating revenues.

The College will retrofit and renovate the current culinary and baking kitchen and serving area for relocation of the Campus Dining Hall. The movement of the dining facilities is part of a package to provide a more modern, attractive environment for student activities. The renovation will allow the College to provide an enhanced dining service. Modern facilities with greater access to activities will boost student enrollment, thereby increasing credit hours sold and student tuition/fees revenues.

Library

The College will continue to utilize the embedded librarian program to provide easy and ready library support services to students. Expanding this program will ensure that online students who may not ever come to campus can engage with library resources and receive information literacy training.

Information Technology

The newly instituted collaboration with EMCC will provide the College with an additional level of expertise and support needed to expand our systems into the 21st-century environment. The plan shall allow the College to achieve a level of economies of scale in purchasing arrangements. The MCCS has designed a centralized cloud-based server system with increased internet capacity. This new centralized system will 1) increase the Metro E circuits to 1 Gbps and provide 10 Gbps internet service and 2) create a centralized server environment that will utilize a common nomenclature, common data processes, and a single data dictionary. It is estimated that this change over will occur over a 3-year period.

An Information Technology Plan was created in fiscal year 2015, but it has not been updated to reflect current technologies. The new Dean of Information Technology will be charged with the creation of a new plan.

The Information Technology Committee, along with MCCS leadership, will be instrumental in the construction and implementation of policies and procedures controlling the integrity and security of our IT infrastructure. The goal here will be to improve efficiency and achieve predictable and secure delivery to our students and other community users.

The College wireless system will be upgraded in the Summer of 2019 to achieve a system with expanded capacity and updated access points.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2016)			(FY 2017)			(FY 2018)			(FY 2019)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	22	19	41	22	22	44	21	26	47	21	22	43
Research Staff	0	0	0	0	0	0			0			0
Public Service Staff	0	0	0	0	0	0			0			0
Librarians		0	0		0	0		0	0	0	0	0
Library Technicians	1	0	1	1	0	1	1	0	1	1	0	1
Archivists, Curators, Museum staff	0	0	0	0	0	0			0			0
Student and Academic Affairs	6	0	6	6	0	6	6	1	7	8	1	9
Management Occupations	9	0	9	9	0	9	6		6	9	1	10
Business and Financial Operations	4	1	5	4	0	4	3	0	3	2	0	2
Computer, Engineering and Science	1	0	1	1	0	1	1		1	2	0	2
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	3	1	4	3	1	4	3	1	4	3	0	3
Healthcare Practitioners and Technical	0	0	0	0		0			0	0	0	0
Service Occupations	5	0	5	5	0	5	6		6	6	0	6
Sales and Related Occupations	0	0	0	0	0	0			0	0	0	0
Office and Administrative Support	4	1	5	4	1	5	3		3	4	0	4
Natural Resources, Construction, Maintenance	4	0	4	5	0	5	4		4	4	0	4
Production, Transportation, Material Moving	0	0	0	0	0	0			0	0	0	0
Total	59	22	81	60	24	84	54	28	82	60	24	84

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

	Fiscal Year ends - month & day: (06/30)	2 Years Prior (FY 2016)	1 Year Prior (FY 2017)	Most Recent Year	Percent Change 2 yrs-1 yr prior	Percent Change 1 yr-most recent
	ASSETS (in 000s)					
?	Cash and Short Term Investments	$4,649,132	$4,896,727	$5,210,552	5.3%	6.4%
?	Cash held by State Treasurer	$0	$0	$0	-	-
?	Deposits held by State Treasurer	$0	$0	$0	-	-
?	Accounts Receivable, Net	$116,670	$76,674	$71,168	-34.3%	-7.2%
?	Contributions Receivable, Net	$0	$0	$0	-	-
?	Inventory and Prepaid Expenses	$82,968	$1,617	$2,223	-98.1%	37.5%
?	Long-Term Investments	$326,722	$357,693	$366,373	9.5%	2.4%
?	Loans to Students	$9,814,898	$9,432,926	$9,145,988	-3.9%	-3.0%
?	Funds held under bond agreement	$0	$0	$0	-	-
?	Property, plants, and equipment, net	$0	$0	$0	-	-
?	Other Assets	($822)	$229	$229	-127.9%	0.0%
	Total Assets	**$14,989,568**	**$14,765,866**	**$14,796,533**	-1.5%	0.2%
	LIABILITIES (in 000s)					
?	Accounts payable and accrued liabilities	$733,411	$696,616	$785,506	-5.0%	12.8%
?	Deferred revenue & refundable advances	$63,037	$31,076	$33,428	-50.7%	7.6%
?	Due to state	$0	$0	$0	-	-
?	Due to affiliates	$0	$0	$0	-	-
?	Annuity and life income obligations	$0	$0	$0	-	-
?	Amounts held on behalf of others	$0	$0	$0	-	-
?	Long-term investments	$0	$0	$0	-	-
?	Refundable government advances	$0	$0	$0	-	-
?	Other long-term liabilities	$0	$0	$0	-	-
	Total Liabilities	**$796,448**	**$727,692**	**$818,934**	-8.6%	12.5%
	NET ASSETS (in 000s)					
	Unrestricted net assets					
	Institutional	**$13,703,438**	**$13,500,809**	**$13,398,178**	-1.5%	-0.8%
?	Foundation	**$0**	**$0**	**$0**	-	-
	Total	**$13,703,438**	**$13,500,809**	**$13,398,178**	-1.5%	-0.8%
	Temporarily restricted net assets					
	Institutional	**$154,950**	**$202,073**	**$243,609**	30.4%	20.6%

?	Foundation	**$0**	**$0**	**$0**	-	-
	Total	**$154,950**	**$202,073**	**$243,609**	30.4%	20.6%
	Permanently restricted net assets					
	Institutional	**$334,732**	**$335,292**	**$335,812**	0.2%	0.2%
?	Foundation	**$0**	**$0**	**$0**	-	-
	Total	**$334,732**	**$335,292**	**$335,812**	0.2%	0.2%
	Total Net Assets	**$14,193,120**	**$14,038,174**	**$13,977,599**	-1.1%	-0.4%
	TOTAL LIABILITIES and NET ASSETS	**$14,989,568**	**$14,765,866**	**$14,796,533**	-1.5%	0.2%

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$1,300,494	$1,294,364	$1,088,120	$1,209,055	$1,209,055
?	Room and board	$587,439	$620,964	$569,373	$521,115	$521,115
?	Less: Financial aid	-$1,447,062	-$1,275,637	-$1,223,688	-$1,314,137	-$1,340,985
	Net student fees	$440,871	$639,691	$433,805	$416,033	$389,185
?	Government grants and contracts	$1,743,631	$1,598,325	$1,452,049	$1,430,627	$1,430,627
?	Private gifts, grants and contracts	$48,207	$243,097	$137,185	$126,331	$126,331
?	Other auxiliary enterprises	$227,264	$218,824	$24,085	$22,000	$22,000
	Endowment income used in operations	$0	$0	$0	$0	$0
?	Other revenue (specify):	$841	$1,452	$277	$31,295	$31,295
	Other revenue (specify):	$42,181	$35,799	$25,975	$30,835	$30,835
	Net assets released from restrictions	$0	$0	$0	$0	$0
	Total Operating Revenues	**$2,502,995**	**$2,737,188**	**$2,073,376**	**$2,057,121**	**$2,030,273**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$2,781,071	$2,531,388	$2,411,026	$2,413,164	$2,413,164
?	Research	$0	$0	$0	$0	$0
?	Public Service	$36,077	$165,682	$12,373	$50	$0
?	Academic Support	$751,241	$840,858	$764,262	$938,481	$938,481
?	Student Services	$873,877	$1,011,135	$1,128,508	$1,255,859	$1,255,859
?	Institutional Support	$945,829	$952,856	$978,885	$1,039,187	$1,039,187
	Fundraising and alumni relations	$0	$0	$0	$0	$0
?	Operation, maintenance of plant (if not allocated)	$983,868	$1,119,441	$1,054,111	$1,155,915	$1,155,915
?	Scholarships and fellowships (cash refunded by public institution)	$20,761	$19,557	$13,970	$19,240	$19,240
?	Auxiliary enterprises	$645,303	$800,677	$505,785	$557,399	$557,399
?	Depreciation (if not allocated)	$786,409	$721,213	$644,984	$700,000	$750,000
?	Other expenses (specify):	$0	$0	$0	$0	$0
	Other expenses (specify):	$0	$0	$0	$0	$0
	Total operating expenditures	**$7,824,436**	**$8,162,807**	**$7,513,904**	**$8,079,295**	**$8,129,245**
	Change in net assets from operations	**-$5,321,441**	**-$5,425,619**	**-$5,440,528**	**-$6,022,174**	**-$6,098,972**

	NON OPERATING REVENUES (in 000s)					
?	State appropriations (net)	**$4,847,894**	**$5,180,115**	**$5,279,396**	**$5,470,352**	**$5,634,462**
?	Investment return	**-$6,836**	**$63,569**	**$36,103**	**$39,064**	**$39,064**
?	Interest expense (public institutions)	**$0**	**$0**	**$0**	**$0**	**$0**
	Gifts, bequests and contributions not used in operations	**$19,665**	**$22,140**	**$37,626**	**$10,154**	**$10,154**
?	Other (specify):	**$966,142**	**$0**	**$0**	**$250,000**	**$635,000**
	Other (specify):	**-$4,513**	**$400**	**-$910**	**$0**	**$0**
	Other (specify):	**$5,622**	**$4,449**	**$27,738**	**$91,170**	**$6,860**
	Net non-operating revenues	**$5,827,974**	**$5,270,673**	**$5,379,953**	**$5,860,740**	**$6,325,540**
	Income before other revenues, expenses, gains, or losses	**$506,533**	**-$154,946**	**-$60,575**	**-$161,434**	**$226,568**
?	Capital appropriations (public institutions)	**$0**	**$0**	**$0**	**$0**	**$0**
?	Other (specify):	**$0**	**$0**	**$0**	**$0**	**$0**
	TOTAL INCREASE/DECREASE IN NET ASSETS	**$506,533**	**-$154,946**	**-$60,575**	**-$161,434**	**$226,568**

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

	Fiscal Year ends - month& day: (06/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
	OPERATING REVENUES (in 000s)					
?	Tuition and fees	$1,300,494	$1,294,364	$1,088,120	$1,209,055	$1,209,055
?	Room and board	$587,439	$620,964	$569,373	$521,115	$521,115
?	Less: Financial aid	-$1,447,062	-$1,275,637	-$1,223,688	-$1,314,137	-$1,340,985
	Net student fees	$440,871	$639,691	$433,805	$416,033	$389,185
?	Government grants and contracts	$1,743,631	$1,598,325	$1,452,049	$1,430,627	$1,430,627
?	Private gifts, grants and contracts	$48,207	$243,097	$137,185	$126,331	$126,331
?	Other auxiliary enterprises	$227,264	$218,824	$24,085	$22,000	$22,000
	Endowment income used in operations	$0	$0	$0	$0	$0
?	Other revenue (specify):	$841	$1,452	$277	$31,295	$31,295
	Other revenue (specify):	$42,181	$35,799	$25,975	$30,835	$30,835
	Net assets released from restrictions	$0	$0	$0	$0	$0
	Total Operating Revenues	**$2,502,995**	**$2,737,188**	**$2,073,376**	**$2,057,121**	**$2,030,273**
	OPERATING EXPENSES (in 000s)					
?	Instruction	$2,781,071	$2,531,388	$2,411,026	$2,413,164	$2,413,164
?	Research	$0	$0	$0	$0	$0
?	Public Service	$36,077	$165,682	$12,373	$50	$0
?	Academic Support	$751,241	$840,858	$764,262	$938,481	$938,481
?	Student Services	$873,877	$1,011,135	$1,128,508	$1,255,859	$1,255,859
?	Institutional Support	$945,829	$952,856	$978,885	$1,039,187	$1,039,187
	Fundraising and alumni relations	$0	$0	$0	$0	$0
?	Operation, maintenance of plant (if not allocated)	$983,868	$1,119,441	$1,054,111	$1,155,915	$1,155,915
?	Scholarships and fellowships (cash refunded by public institution)	$20,761	$19,557	$13,970	$19,240	$19,240
?	Auxiliary enterprises	$645,303	$800,677	$505,785	$557,399	$557,399
?	Depreciation (if not allocated)	$786,409	$721,213	$644,984	$700,000	$750,000
?	Other expenses (specify):	$0	$0	$0	$0	$0
	Other expenses (specify):	$0	$0	$0	$0	$0
	Total operating expenditures	**$7,824,436**	**$8,162,807**	**$7,513,904**	**$8,079,295**	**$8,129,245**
	Change in net assets from operations	**-$5,321,441**	**-$5,425,619**	**-$5,440,528**	**-$6,022,174**	**-$6,098,972**
	NON OPERATING REVENUES (in 000s)					

?	State appropriations (net)	$4,847,894	$5,180,115	$5,279,396	$5,470,352	$5,634,462
?	Investment return	-$6,836	$63,569	$36,103	$39,064	$39,064
?	Interest expense (public institutions)	$0	$0	$0	$0	$0
	Gifts, bequests and contributions not used in operations	$19,665	$22,140	$37,626	$10,154	$10,154
?	Other (specify):	$966,142	$0	$0	$250,000	$635,000
	Other (specify):	-$4,513	$400	-$910	$0	$0
	Other (specify):	$5,622	$4,449	$27,738	$91,170	$6,860
	Net non-operating revenues	$5,827,974	$5,270,673	$5,379,953	$5,860,740	$6,325,540
	Income before other revenues, expenses, gains, or losses	$506,533	-$154,946	-$60,575	-$161,434	$226,568
?	Capital appropriations (public institutions)	$0	$0	$0	$0	$0
?	Other (specify):	$0	$0	$0	$0	$0
	TOTAL INCREASE/DECREASE IN NET ASSETS	$506,533	-$154,946	-$60,575	-$161,434	$226,568

Standard 7: Institutional Resources
(Statement of Debt)

		FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
		Debt					
		Beginning balance	$0	$0	$0	$0	$0
		Additions	$0	$0	$0	$0	$0
	?	Reductions	$0	$0	$0	$0	$0
		Ending balance	**$0**	**$0**	**$0**	**$0**	**$0**
		Interest paid during fiscal year	$0	$0	$0	$0	$0
		Current Portion	$0	$0	$0	$0	$0
		Bond Rating	0	0	0	0	0

Standard 7: Institutional Resources
(Supplemental Data)

	FISCAL YEAR ENDS month & day (06/30)	3 Years Prior (FY2016)	2 Years Prior (FY2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (FY 2020)
	NET ASSETS					
	Net assets beginning of year	$13,686,587	$14,193,120	$14,038,174	$13,977,599	$13,816,165
	Total increase/decrease in net assets	$506,533	($154,946)	($60,575)	($161,434)	$226,568
	Net assets end of year	**$14,193,120**	**$14,038,174**	**$13,977,599**	**$13,816,165**	**$14,042,733**
	FINANCIAL AID					
	Source of funds					
	Unrestricted institutional	$187,685	$165,487	$112,382	$180,433	$180,433
	Federal, state and private grants	**$1,228,313**	**$1,088,019**	**$1,085,608**	**$1,106,506**	**$1,106,506**
	Restricted funds	**$31,064**	**$22,131**	**$25,698**	**$27,198**	**$27,198**
	Total	**$1,447,062**	**$1,275,637**	**$1,223,688**	**$1,314,137**	**$1,314,137**
	% Discount of tuition and fees	10.0%	11.0%	17.0%	8.0%	8.0%
?	% Unrestricted discount	10.0%	11.0%	17.0%	8.0%	8.0%
?	**FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE**					N/A

Please indicate your institution's endowment spending policy:

Endowments are managed for a total return consistent with prudent care; do not assume any undue investment risks; and use acceptable spending rate guidelines over a normal market cycle. To assist in the long-term growth of both income and principal, a responsible and balanced asset allocation of income and growth funds is used. All endowment funds are managed on a pooled basis unless otherwise restricted. Refer to MCCS policy 706, Investments, at https://mymccs.me.edu/ICS/MCCS_Policies/

Standard 7: Institutional Resources
(Information Resources)

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	Most Recently Completed Year (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
Total Expenditures					
Materials	$24,838	$25,711	$24,646	$25,800	$26,574
Salaries & wages (permanent staff)	$133,921	$136,781	$142,575	$145,516	$148,200
Salaries & wages (student employees)	$4,350	$1,663	$1,140	$1,140	$1,140
Other operating expenses	$6,540	$10,763	$4,675	$11,640	$11,640
Expenditures/FTE student					
Materials	$80	$95	$89	$89	$91
Salaries & wages (permanent staff)	$433	$503	$515	$500	$509
Salaries & wages (student employees)	$14	$6	$4	$4	$4
Other operating expenses	$21	$40	$17	$40	$40
Collections					
Percent available physically	100%	100%	100%	100%	100%
Percent available electronically	0%	0%	0%	0%	0%
Number of digital repositories	6	6	6	4	4
Personnel (FTE)					
Librarians - main campus	1	1	1	1	1
Librarians - branch /other locations	0	0	0	0	0
Other library personnel - main campus	1	1	1	1	1
Other library personnel - branch/other locations	0	0	0	0	0
Availability/attendance					
Hours of operation/week main campus	53	53	53	53	53
Hours of operation/week branch/other locations	0	0	0	0	0

Consortia/Partnerships

Consortia: MARVEL! Including EBSCOhost database, MINERVA (incl. inter-library loans); Libguides,
Proquest Database and Noodletools (all 7 CC's).
Database Subscriptions: Credo Reference; ProDemand; Flipster digital magazines; Kanopy Video streaming

URL of most recent library annual report: N/A

Standard 7: Institutional Resources
(Technological Resources)

	3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	? Next Year Forward (goal)
	(FY 2016)	(FY 2017)	(FY 2018)	(FY 2019)	(FY 2020)
? **Course management system**	Jenzabar E-learning				
Number of classes using the system	110	104	96	113	113
Bandwidth					
On-campus network	10 Meg	10 Meg	10 Meg	10 Meg	10 Meg
Off-campus access					
? commodity internet (Mbps)	10 Meg	10 Meg	10 Meg	10 Meg	10 Meg
? high-performance networks (Mbps)	100 meg	100 meg	100 meg	100 meg	100 meg
? Wireless protocol(s)	802.11	802.11	802.11	802.11	802.11
Typical classroom technology					
Main campus	Teaching Station with either overhead projection or TV				
Branch/other locations	N/A				
Software systems and versions					
Students	Windows 10, Office 2016				
Finances	Jenzabar, Version 6.5				
Human Resources	ADP, Payforce				
Advancement					
Library	LibGuides				
Website Management	Hosted Wordpress				
Portfolio Management					
Interactive Video Conferencing	One poly com and 7 Zoom Lic.				
Digital Object Management					
Website locations of technology policies/plans					
Integrity and security of data	https://mymccs.me.edu/ICS/MCCS_Policies/				
Privacy of individuals	https://mymccs.me.edu/ICS/MCCS_Policies/				
Appropriate use	http://www.wccc.me.edu/academics/support/information-technology/				
Disaster and recovery plan					
Technology replacement					

Standard 7: Institutional Resources
(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus	7	163,440
Other U.S. locations	n/a	n/a
International locations	n/a	n/a

	3 Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
Revenue ($000)					
Capital appropriations (public institutions)	$1,450,000	$255,068	$247,845	$350,000	$700,000
Operating budget	$457,894	$518,071	$267,141	$318,316	$70,000
Gifts and grants	$9,928	$93,080	$113,362	$46,972	$50,000
Debt	$0	$0	$0	$0	$0
Total	$1,917,822	$866,219	$628,348	$715,288	$820,000
Expenditures ($000)					
New Construction	$1,444,463	$49,109	$0	$0	$0
Renovations, maintenance and equipment	$436,068	$594,677	$541,145	$595,288	$700,000
Technology	$87,291	$222,433	$87,203	$120,000	$120,000
Total	$1,967,822	$866,219	$628,348	$715,288	$820,000

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	22,393	0	22,393
Laboratory	27,276	0	27,276
Office	13,433	0	13,433
Study	4,040	0	4,040
Special	0	0	0
General	0	0	0
Support	14,380	0	14,380
Residential	36,893	0	36,893
Other	28,405	0	28,405

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year
N/A	N/A	N/A	N/A	N/A

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
N/A	N/A	N/a	N/A	N/A

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 1,000,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Harold Howland Building	Building Renovation	13,127.00	$1,110,301	2016
Riverview Hall	Mechanical Trade Reno	18,000.00	$1,164,790	2009
Harold Howland Building	HEO Lab Renovation	3,706.00	$313,458	2016
Riverview Hall	Welding Shop Reno	3,000.00	$100,462	2013

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing 250,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Riverview Hall	Automotive/ECE Reno	8,000.00	$885,853	2019/2020

Please enter any explanatory notes in the box below

Standard Eight: Educational Effectiveness

DESCRIPTION

Washington County Community College has endeavored to pursue, develop and enhance the thirteen promising practices for Community Colleges put forward by the Community College Survey for Student Engagement (CCSSE). These practices have been our focus since 2014, following the Commission's response to our fifth-year interim report. We have made significant progress in many of the thirteen areas and continue to expand upon those initiatives; we are focusing on some as part of our three-year Achieve the Dream Action Plan.

A further step to improve the WCCC's educational effectiveness has been the creation of a statewide Institutional Research Office with representatives for institutional research on each of the Maine Community College campuses. The state IR office uses a system separate from our Management Information System (MIS) called SAS and draws information from each of the seven campuses' databases into a central location at their office on the SMCC campus. The state IR office has brought further consistency and accuracy to data collection capabilities at WCCC as well as the six other campuses in the Maine Community College System. IPEDS collections and peer comparison data are regularly generated by the state office and sent to the campuses. Unique data needs can also be handled by the state office; they create polling scripts in SQL that can be edited and used by each campus to draw needed data out of the databases. The new IPEDS requirement for Educational Outcomes, for example, a difficult data report to create and generate at the campus level, is being created at the system level for each campus.

As part of the Block Transfer Agreement between the MCCS and UMS, our Liberal Studies faculty defined learning outcomes in eight learning domains: Creative Arts, Written Communications, Ethical Reasoning, Diversity, Natural Science, Social Science, Humanities and Quantitative Literacy. They then identified where each of these learning outcomes is introduced, reinforced, and assessed within the course offerings for the Associate in Arts degree. With a goal of creating evidence-based learning outcomes assessment in each of these learning domains, an ad hoc committee comprised of Liberal Studies, Early Childhood Education, and Education faculty has been formed. The committee has been working to develop a process for the systematic collection, review, and assessment of student-created artifacts. Utilizing the AAC&U VALUE rubrics as models, the committee developed rubrics to assess Written Communication, Quantitative Literacy, and Ethical Reasoning, and during Spring 2019 it will be reviewing drafts of rubrics in the areas of Creative Arts, Natural Sciences, Diversity and Cultural Knowledge, and Humanities. English faculty collected artifacts in Fall 2018; in Spring 2019, the committee will use the Written Communications rubric to assess our students' proficiency in that learning domain. The committee is also exploring a writing across the curriculum project on campus and bringing more faculty members in other program areas to the table for that work.

Each year WCCC convenes meetings of its program advisory committees, and those members are then polled for feedback on what the College and program are working on to strengthen outcomes and incorporate current and innovative trends into the curricula. That feedback is incorporated into each committee's minutes and shared with the administration of the campus. The directives of the committees are taken seriously and are used to initiate improvements; they are also reported in the Program Review process.s

Every five years, each program area at WCCC goes through a program review process, and the review is presented to the Maine Community College System Board of Trustees Education Committee. Data on the job and wage growth of program career areas is compiled, along with an assessment of the uniqueness of the program, its strengths, its challenges, and its plan for improvement. During the program review, feedback from the program Advisory Committee, Administration, Department Chair, program instructor, and students is incorporated into the improvement plan. After its review process is completed, a program takes steps to heighten the educational effectiveness of the program and improve the learning outcomes for the students and their ability to thrive when entering the career area of their choice after completing the program. Recently, our Residential & Commercial Electricity program completed a five-year review. The program has initiated curriculum changes that include the use of a new line of textbook material that is used more widely in the industry with upgraded industry concepts. The three-year Electricity Code course required in the program has not only been updated with current code changes, but the delivery method and schedule of the course has also changed so students may be more engaged.

APPRAISAL

The following topical areas outline the work the College has undertaken and accomplishments it has made within the thirteen promising practices areas. These were an important part of our fifth-year accreditation update and will continue to be areas in which the College strives for improvement.

Assessment and Placement

The College has relied primarily on the Accuplacer assessment from the College Board to provide incoming assessment and accurately place students in the most appropriate level of English and mathematics courses as they pursue their program of choice. We have historically had one level of developmental English and two levels of developmental mathematics for students to prepare for success in the gateway courses needed to satisfy their graduation requirements. Recent changes to Accuplacer and SAT at the College Board have dictated a move toward use of the SAT as the primary assessment instrument for the Maine Community College System and use of the NextGen Accuplacer as a secondary assessment tool used when students have not taken the SAT. Along with expanding the assessment possibilities, WCCC and MCCS have pursued a multiple-measures approach to assessment, where an incoming student's initial English and Math levels can be accurately judged from SAT scores, Accuplacer scores, ACT scores, successful courses taken at the high school level, and suggestions from the student's

high school guidance counselor. This spring semester, the College will pilot use of the SAT as the primary assessment tool for academic course placement. WCCC is correlating the placement of students into English and mathematics courses with the SAT and the NextGen Accuplacer. We do not have sufficient sample size at this point to make statistical inferences, but early indication analysis suggests that SAT places more students into gateway courses using the present scoring rubric than does the NextGen Accuplacer.

Orientation

The College has spent several years honing its New Student Orientation. We provide, at this point, a one and one-half day orientation program for incoming students each fall semester. The program is designed to acquaint students with the layout of the campus, build relationships, and create connectivity to the campus. The College confirms that the students have completed the assessment process for their general education program requirements, registered for the start of the semester, and become familiar with all the support services available to them on the WCCC campus and in the community. We offer an abbreviated informational session for the small number of students who start their program in the spring semester. After a student attends Admitted Student Day and before they come to New Student Orientation, they are required to participate in an online orientation program. The online orientation is focused on providing students with a pre-orientation; for students who are not able to attend the on-campus orientation, the online orientation provides them with the opportunity to learn more about the WCCC campus and the services that support students in their transition.

Academic Goal Setting and Planning

In unison with the Academic Advising module of the Information Management System (IMS), faculty, who are also academic advisors, meet with students for the first time either during Admitted Student Day or New Student Orientation. Admitted Student Day is held twice each year, once in April and once in June as a precursor to the New Student Orientation program. Students meet with their Academic Advisor during that day to start the process of their academic goal setting and planning. The Advising Module produces a program audit for each student and serves as a menu for their advising and course registration process. The audit is useful for academic planning and goal setting but falls short when students want to know how their plan is affected by changing majors. Our current system requires enhancements. In the interim, students are being advised in the Registrar's Office. The system needs to be reprogrammed to allow a "wish list" approach if a student is thinking about changing majors but has not officially made that change in the system.

Registration Before Classes Begin

Students newly accepted to WCCC have two opportunities to register for courses before the start of their first semester. They are invited to Admitted Student day to tour the campus, take educational assessments if needed, meet with their advisor, and register for courses. The second opportunity for new students comes during New Student Orientation, which is usually scheduled for two days just before the start of the Fall semester. Current students on campus

have an opportunity to schedule their next semester course during our pre-registration weeks. The Fall registration week takes place in November for the Spring semester (starting in January), and the Spring registration week takes place in March for both the Summer semesters (starting in June and July) and the Fall semester (starting in September).

According to our 2018 Freshman Retention Module Results Report, the closer to a course start a student registers, the greater the chance the student is retained. Students registering two weeks prior to course start were retained at 41.6%, and students registering within two months of a course start were retained at 44.2%. Students who register five to six months from a course start are retained at only 21.5%. Our focus on registration will continue to be the two-week to three-month range. We will develop a communication plan for students who register three months or more from a course start in an effort to reduce registration melt.

Accelerated or Fast-Track Developmental Education

WCCC's one developmental English course, ENG 098, is an integrated reading and writing course; it reinforces the skills that students need for success in the gateway English course, ENG 101 (College Composition). We have two developmental mathematics courses. The primary course is MAT 091 (Algebra 1). This course provides development work for students who then go on to the gateway courses of MAT 106 (Mathematics for Technologies) and MAT 112 (Business Mathematics). Students required to take MAT 127 (College Algebra) or MAT 115 (Statistics) may have to take an additional developmental course, MAT 092 (Intermediate Algebra). We are currently reviewing the need for this course as a developmental pre-requisite for Statistics.

The English department piloted a co-requisite remediation model for students who were assessed close to the cutoff scores for ENG 101, our gateway English course. Rather than being placed in the three-credit developmental course (ENG 098), these students were concurrently enrolled in ENG 101 and ENG 097 (Foundations of College Reading and Writing), a one-credit accelerated developmental course designed to reinforce the basic reading and writing skills necessary for success in ENG 101. This co-requisite model is based on the Accelerated Learning Program (ALP) model at the Community College of Baltimore County and national best practices by Complete College America. The first pilot group was small, nine students, but the success rate for this group in completing ENG 101 with a C or better was 67% compared with an overall success rate in ENG 101 of 64% that semester. Our attempt at delivering a Math co-requisite, which was a one-credit lab taken with MAT 106 was found to have the same success rate, 60%, as our standard delivery of MAT 091 and MAT 106. Another attempt will be made with this accelerated math offering in the future.

First Year Experience/Student Success Course

WCCC requires all students to attend a course called First Year Experience during their first semester in college. This course is designed around continuing the process of acclimatizing the student to the college experience after they have attended Student Admitted Day and New Student Orientation. The course is fifteen hours in length and follows the "On Course for

College" national curriculum developed by Skip Downing. The FYE course success rate is consistently higher than the overall college course success rate for fall semesters. In Fall 2017 the FYE success rate was 74.1%, and the institutional success rate was 66.1%. The Fall 2018 FYE success rate was 73.9%, and the institutional rate was 68%.

Learning Community

WCCC does not assign students to a formal learning community; however, the design and scheduling of programming and the structuring of residential life provides for a natural inclusion of students into groups of like-minded colleagues. Students are assigned academic advisors according to their program major. For example, all Engine Specialist students have the same advisor. They spend a minimum of twenty hours per week in classroom and lab settings with all the students in their major. They are housed in five-person apartments with either students from their same major or their cluster area. A student might have roommates that are all in the Engine Specialist program together, or they might all be in the Mechanical cluster together, which includes Automotive Technology, Engine Specialist, Heavy Equipment Maintenance, Heavy Equipment Operation, and Welding.

Class Attendance

WCCC has an attendance policy that requires students to attend a minimum of 90% of their scheduled classes in career and general education areas, which normally meet 3 hours per week, and 93.5% in trade areas, which meet during a 20 hour per week block of time. One missed class in a trade-related class is a much larger amount of time than in a career or general education course.

This policy outlines the attendance requirements of the College, but the faculty has professional discretion in how they choose to enforce the attendance policy. There are instances where exceptions can be made due to extraordinary circumstances or because of an accessibility accommodation. In Fall 2018, 399 attendance notices were submitted by faculty. From these notifications, 48 administrative withdrawals took place. WCCC is exploring the addition of attendance notifications to strengthen our electronic retention system.

Alert and Intervention

WCCC has been using an Early Alert System for the past two years. That system is a component of the campus MIS and is currently deployed for use by all full-time and adjunct faculty, as well as all Academic and Student Services staff. This early alert process is one of the main items in our Achieving the Dream Action Plan and is a useful tool in the campus intervention process. Any faculty or staff member may initiate an early alert on any student they perceive has having difficulties. Immediate action will take place through our campus portal. Faculty and staff with concerns about a student can send an alert. The appropriate staff member is then notified via email, and they follow up with the student. With the system, we are also able to log interventions, send follow-ups and communicate directly with the student via email. Once follow up with the student has been done, the alert can be closed. Not only does this allow an

efficient way for faculty and staff to communicate their concerns, but it also allows us to track what types of concerns are brought forth so that we can better assist our students.

A review of the Early Alert System for the Fall of 2018 showed that we had thirty-seven alerts. Of these, thirty-three were unduplicated, with fifty interventions for the students and thirty follow-ups. Fourteen of the thirty-three students returned for the Spring semester, and nineteen did not. Of the nineteen students not retained, seven had holds on their accounts, five were academically dismissed, and two had holds and were academically dismissed. The top concerns logged for these students were Academic; Attendance; Grades; Financial; Personal, Health; and Behavior.

Experiential Learning beyond the Classroom

Forty-three percent of the majors at Washington County Community College require an experiential learning component in the program curriculum. That component is usually in the form of a required internship, practicum, or capstone project. Outplacement in the community or an extracurricular project for the campus provides valuable career experience for the students as they get ready to move into the workforce after graduation. The program majors that require such learning experiences include Adventure Recreation & Tourism, Business Management, Computer Technology, International Commerce, Criminal Justice, Conservation Law Enforcement, Early Childhood Education, Education, Human Services, Medical Assisting, Phlebotomy, Residential & Commercial Electricity, and Trade & Technical Occupations. Students have an on-site internship supervisor who produces a final report on their completed experience, and that report is incorporated into the assessment process. In some of our Internship courses, faculty visit the internship site and perform an evaluation. This evaluation is also incorporated into the assessment outcome of the student. Due to the large number of students participating in experiential learning opportunities, these reports and evaluations also provide the College with meaningful tools for assessing our students' achievement of institutional learning outcomes.

Tutoring/Supplemental Instruction

By the tenets of the federal grant, our TRiO program is required to collect and generate student success data. TRiO students, a subgroup of the entire student body, have a year-to-year persistence rate of 74% as compared to the overall year-to-year persistence rate of the entire student-body of 45%. Over a similar period, 2013 to 2016, 36% of WCCC students completed their program within 200% of normal time, while TRiO students completed at a rate of 49%. During that same period, students transferred from WCCC at an average rate of 8% while TRiO students transferred at an average rate of 14%. Standard Five examines these statistics more closely.

The TRiO/Study Center has been in operation over the life of four five-year grants. In that time, the center had several transitions. We have just hired a new director with prior institutional experience. The center has also had much changeover in its staff, but it continues to be a foundational service for providing academic support to students on campus.

Aside from the thirteen promising practices, Washington County Community College has for many years had goals that were set in unison with the Maine Community College System and involved statewide benchmarks, some of which were connected to the outcomes of the Noel Levitz Student Satisfaction survey. WCCC was successful in meeting those benchmarks historically. The new benchmarking process for the Maine Community College System does not include Noel Levitz outcomes, and the system is dropping Noel Levitz as an assessment of student satisfaction. The Community College Survey of Student Engagement is now our primary systemwide student assessment and will be delivered again next year on each campus. Not only has the data collected from the CCSSE been useful, but it has also called national attention to several of the MCCS campuses, WCCC included, for our student survey data.

We delivered the CCSSE two years in a row, 2015 and 2016; the second administration was off our regular schedule. The decision to deliver the survey a second year was to see if we could replicate the feedback from the previous year. The 2015 administration showed that WCCC exceeded the Top-Performing Colleges in the areas of Student-Faculty Interaction and Support for Learners and exceeded the 2015 cohort in Student Effort and Academic Challenge. Our area for improvement is Active and Collaborative Learning where we were 1.6 points below the cohort and 10.8 points below the Top-Performing Colleges. In 2016 we exceeded the CCSSE cohort in the areas of Student Effort, Student-Faculty Interaction, and Support for Learners. Our areas for improvement are Active and Collaborative Learning and Academic Challenge. To address these areas for improvement, faculty have incorporated the use of the learning management system into their live courses and have pursued professional development in educational best practices for twenty-first-century learners.

The sample size cannot equate for the outcome difference between the two years as the 2015 n=175 and the 2016 n=159. While the 2015 and 2016 CCSSE Cohort outcomes and the 2015 and 2016 Top-Performing outcomes are relatively similar, WCCC's outcomes over those two years differ as much as 5% and a little as 2.3%. The next delivery of the Community College Survey of Student Engagement will be in 2020 and the outcomes will be studied at length with the outcomes of the 2015 and 2016 cohorts. The current data and what we will receive next year will be important to the outcome measures of our Achieving the Dream Action Plan.

Figure 2

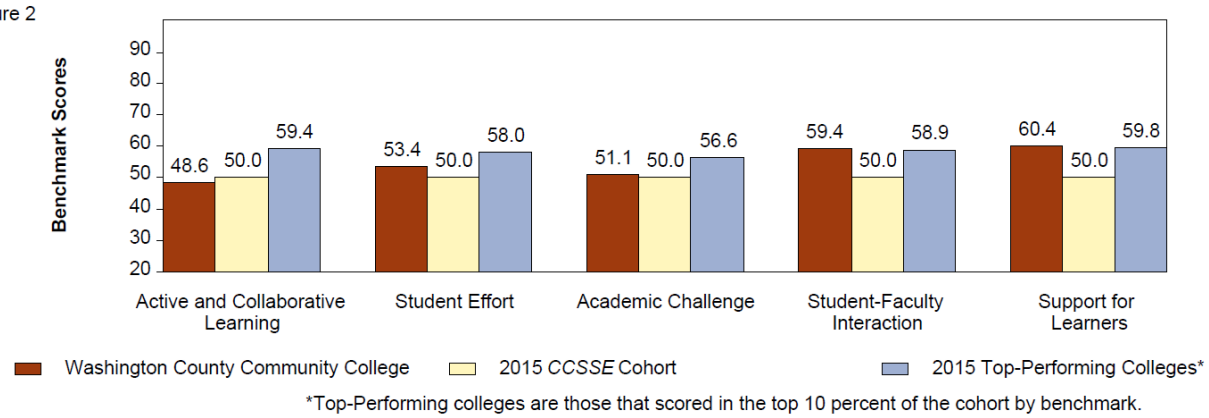
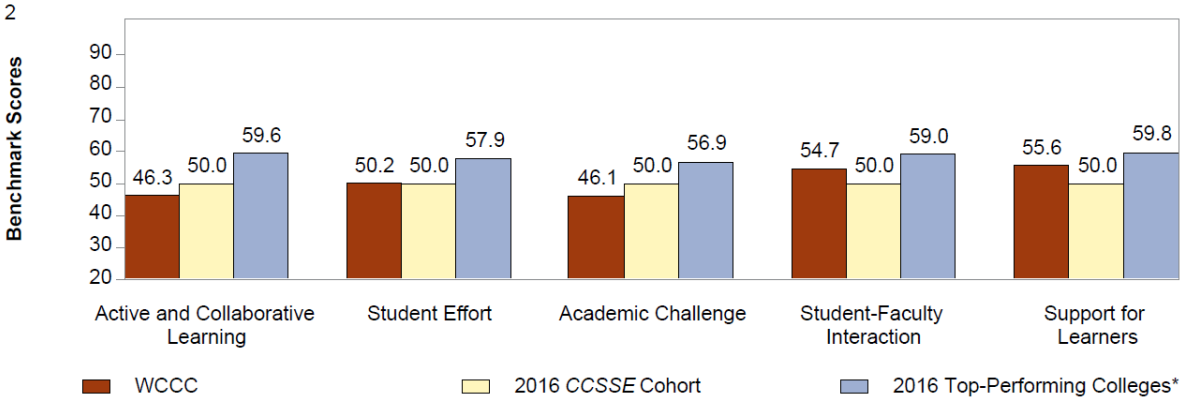


Figure 2



The Action Plan for WCCC's Achieving the Dream establishes the College's focus on Teaching and Learning initiatives and aligns student success strategies to improve educational effectiveness. The plan outlines the following goals and benchmarks:

Teaching & Learning -- Academic Capacity Building

- Increase fall-to-fall retention from 37% in 2016-2017 to 46% in 2020-2021.
- Increase degree and diploma completion from 40% in 2017 to 46% in 2020.
- Create an enhanced student success knowledge-based community.
- Reduce the percentage of students entering with the need for developmental education placement from our current two-year average of 50% to a two-year average of 40%.
- Reduce the time to completion for those with developmental education needs.

Teaching & Learning -- Student Services Capacity Building

- Increase fall-to-fall retention from 37% in 2017 to 46% in 2021.
- Increase degree and diploma completion from 40% in 2017 to 46% in 2020.
- Redesign student supports to facilitate increased retention and utilization of services (i.e., tutoring utilization increased by 5%).
- Expand staff capacity via professional development to effectively meet students where they are at with more insight into common issues students face when living in poverty.

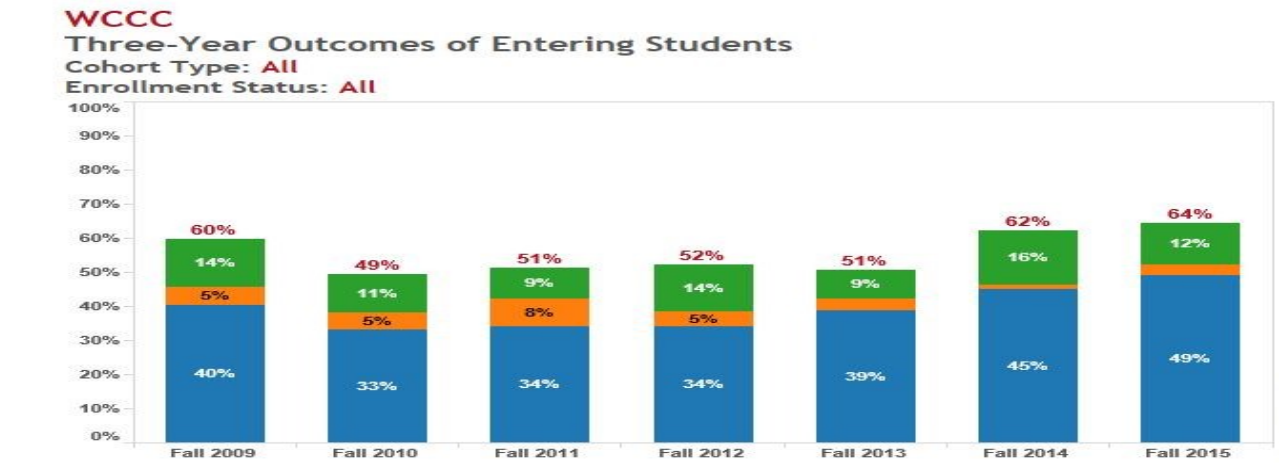
Review of Policies & Practices

- Review and edit policies that create unintended barriers to student success.
- Create systemic change through a student success lens.
- Require that data be disseminated to all stakeholders to support future decision-making at the institution and create a culture of evidence.

These goals and benchmarks in the ATD Action Plan echo some of the areas of focus identified on the response to our fifth-year report regarding student success, retention, remediation, and students' academic and co-curricular needs. The goals emphasize the participation of faculty and staff in planning for and implementing expanded student success and improvements in educational effectiveness. The current success measures are compiled from data collected on our census dates of October 15 and March 15. Our Achieving the Dream retention and

persistence data is generated at the beginning of each semester and represents a three-year average. A discrepancy between these retention success measures exists because of the data collection periods on which they are based.

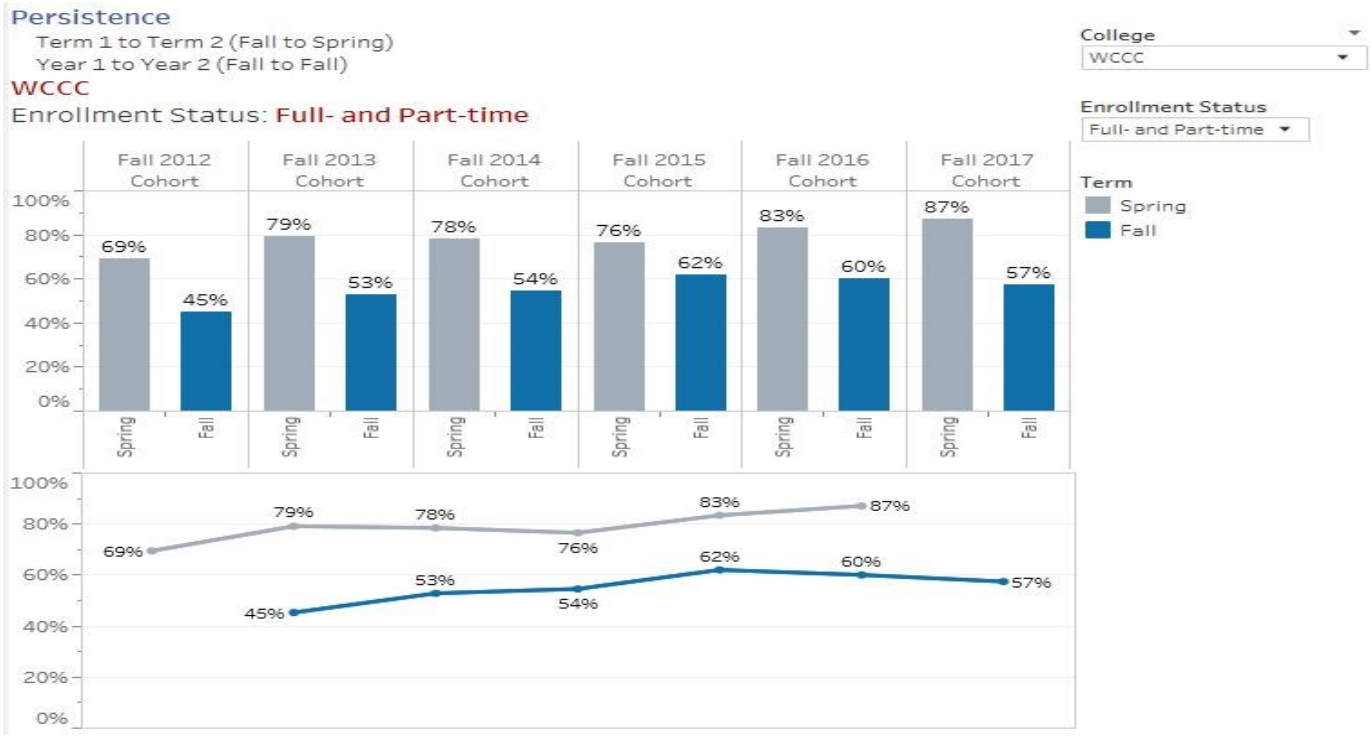
Our measures are as follows:



	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Status	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Graduated	77	40%	59	33%	57	34%	52	34%	59	39%	62	45%	81	49%
Still Enrolled	10	5%	9	5%	14	8%	7	5%	5	3%	2	1%	5	3%
Transferred	27	14%	20	11%	15	9%	21	14%	13	9%	22	16%	20	12%
Not Attending	77	40%	90	51%	82	49%	73	48%	75	49%	52	38%	59	36%
Grand Total	191	100%	178	100%	168	100%	153	100%	152	100%	138	100%	165	100%

This chart shows some indicators of student success by way of graduation, persistence, and transfer. Over a seven-year period, graduation rates at three years after start are shown by the blue bars, percent of students still enrolled by the orange bars, and percent of students transferred by the green bars. Overall success rates, combined bar, for 2010 to 2013 are very consistent ranging from 49% to 51%. Students entering WCCC in the Fall of 2014 and Fall of 2015 had a much greater rate of success, 62% to 64%, because at that point the College had begun a concerted effort to increase retention and graduation as a campus-wide initiative. These rates do not account for students who drop in and out of their program, in effect shifting cohorts from year-to-year, as is evidenced in our Welding Technology Program. A Welding student can complete the first semester of the program, sit for the state exam, become a certified structural welder in the state of Maine, and leave to start their career. They are not a graduate and do not persist from semester-to-semester. They are, however, a success in that WCCC has put them on a career path to succeed in life. This is a positive educational outcome that is not recognized in the data.

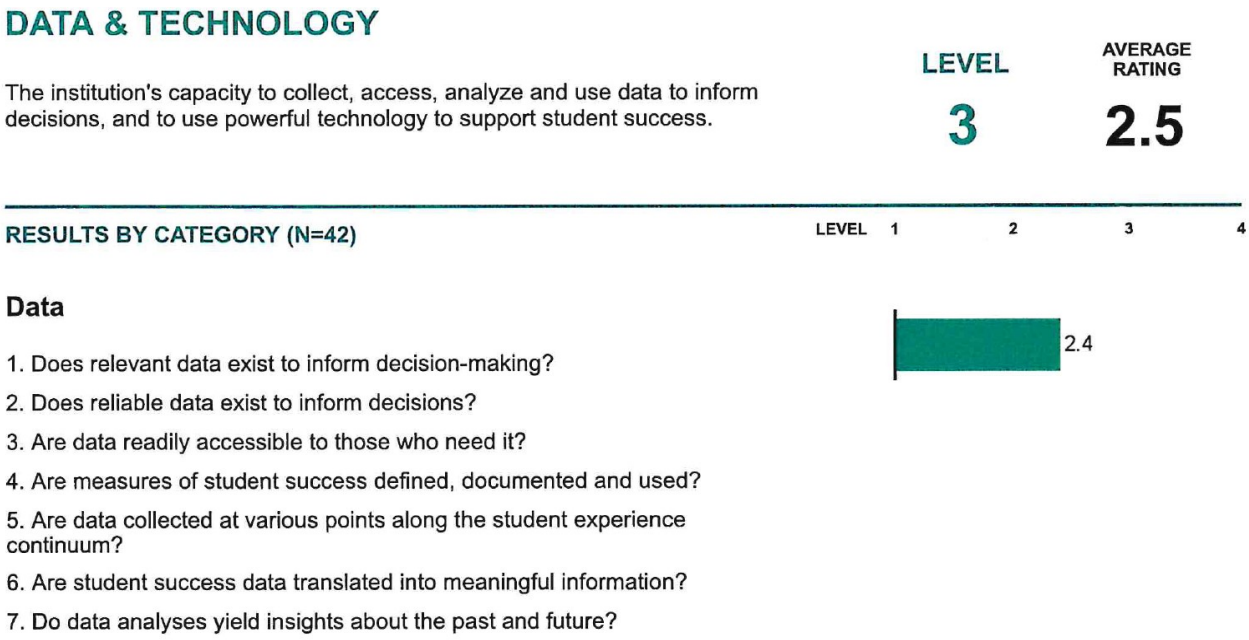
As evidenced by this chart, the retention rate for first-time students has fluctuated dramatically. It ranges from 42% to 63% over an eleven-year period. The most dramatic shifts are early on from 2007 to 2013. The spike in the retention rate in 2009-2010 is in part due to the fact that layoffs from the largest employer in the region caused an enrollment increase among displaced workers dedicated to increasing skills. The last four years of data show our retention rates increasing to where they were during that period, which is directly correlated to the College's heightened retention efforts and expanded services around student success.



The overall student body persistence rate from year-to-year fluctuates slightly less dramatically as compared to the first-time students, but still ranges from 45% to 62% over a six-year period. The fall-to-fall persistence of the entire student body is quite similar to the first-year full-time students during the 2014 to 2017 years. Those rates also range from the mid-50s to low-60s. There are certainly different contributing variables in play that cause student attrition in first-time students as compared to returning or second-year students. However, the retention efforts during this time have caused a similar effect in both groups, which supports and reinforces our retention and persistence strategies and provides evidence to continue our present models.

The need to analyze these variables became apparent and is a goal in the third section of WCCC's Action plan. The College will review and edit policies that create unintended barriers to student success, create systemic change through a student success lens, and require the dissemination of data to all stakeholders to support future decision-making at the institution and to create a culture of evidence.

During the fall of 2017, WCCC administered the Institutional Capacity Assessment Tool (ICAT) survey to employees as part of our Achieving the Dream program. One of the outcomes of that survey showed that WCCC has between a moderate and a strong level of capability when it comes to collecting and using data in its decision-making process.



Technology

8. Have student success technologies been adopted to improve student outcomes?

Culture of Evidence

9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?

10. Does the college use benchmarking to identify strategies for improvement and innovation?

11. Does the college use data to examine and improve student outcomes?

12. Does the college evaluate student success initiatives to inform decision-making?

The scale of scores on this ICAT survey range from 1 to 4, where one is minimal, two is moderate, three is strong, and four is exceptional. WCCC scored between 2 and 3 in areas of data, technology, and culture of evidence. The ICAT will be administered again this spring and compared to this first administration to see what progress we have made in not only the data areas but also in all areas of its assessment range. Our current average scores are as follows:

RESULTS SUMMARY (N=44)

LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3
AVERAGE RATING 3.1	AVERAGE RATING 2.5	AVERAGE RATING 2.7	AVERAGE RATING 2.9	AVERAGE RATING 2.9	AVERAGE RATING 2.9	AVERAGE RATING 3.3

PROJECTIONS

The College will continue to develop, deliver, and expand upon best practices related to student success while building teaching and learning capacity through faculty and staff development and training.

We will provide training in analyzing and using data as an example in management decision-making. Create an executive data dashboard with key performance indicators and work with the Instructional Technologist to expand data capacity and use across the institution.

We will create a Data repository that can be used internally; it will also have a section of the repository that can be showcased to the public.

We will continue the work of the Liberal Studies department on outcomes assessment and promote writing across the curriculum to include other programs and departments on campus.

We will continue work on block transfer with the University of Maine System, expanding to incorporate transfer of Associate in Science and Associate in Applied Science degrees using the current Associate of Arts model agreement.

The College will acquire and use Blumen software in our TRiO program. Blumen is an integrated student data management software designed for tracking services in TRiO programs. It will be used to provide required annual performance reports to the Federal Department of Education, but it will also be utilized to track all tutoring efforts with the entire student body.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

	Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2016)	2 Years Prior (FY2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
	IPEDS Retention Data					
	Associate degree students	61%	54%	pending		60%
	Bachelors degree students					
?	**IPEDS Graduation Data (150% of time)**					
	Associate degree students	37%	40%	43%		45%
	Bachelors degree students					
?	**IPEDS Outcomes Measures Data**					
	First-time, full time students					
	Awarded a degree within six years	51%	42%	40%		42%
	Awarded a degree within eight years	51%	42%	66%		60%
	Not awarded within eight years but still enrolled	1%	1%	0%		0%
	First-time, part-time students					
	Awarded a degree within six years	26%	10%	13%		15%
	Awarded a degree within eight years	32%	11%	17%		19%
	Not awarded within eight years but still enrolled	0%	0%	3%		1%
	Non-first-time, full-time students					
	Awarded a degree within six years	60%	50%	71%		60%
	Awarded a degree within eight years	60%	50%	36%		50%
	Not awarded within eight years but still enrolled	0%	25%	0%		15%
	Non-first-time, part-time students					
	Awarded a degree within six years	100%	50%	36%		50%
	Awarded a degree within eight years	100%	50%	36%		50%
	Not awarded within eight years but still enrolled	0%	0%	9%		5%
?	**Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)**					
1						
2						
3						
4						
5						
?	**Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)**					
1						
2						
3						
4						
5						

Definition and Methodology Explanations

1. Our Outcome Measures data is generated by our System IR office for IPEDS. We only have available what has been produced according to the IPEDS schedule. Current year data will not be available until next year.
2. Projections for the 2020 fiscal year are very difficult to make because of our small student body. For example in FY 2017 the difference between 0% and 25% might be 1 student.

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

?	Category of Student/Outcome Measure	Bachelor Cohort Entering: 6 years ago	Bachelor Cohort Entering: 4 years ago	Associate Cohort Entering: 6 years ago	Associate Cohort Entering: 4 years ago
?	**First-time, Full-time Students**				
	Degree from original institution			43%	41%
	Not graduated, still enrolled at original institution			1%	1%
	Degree from a different institution				
	Transferred to a different institution			19%	19%
	Not graduated, never transferred, no longer enrolled			36%	39%
?	**First-time, Part-time Students**				
	Degree from original institution			11%	11%
	Not graduated, still enrolled at original institution			0%	0%
	Degree from a different institution				
	Transferred to a different institution			44%	44%
	Not graduated, never transferred, no longer enrolled			45%	45%
?	**Non-first-time, Full-time Students**				
	Degree from original institution			43%	43%
	Not graduated, still enrolled at original institution			0%	0%
	Degree from a different institution				
	Transferred to a different institution			29%	29%
	Not graduated, never transferred, no longer enrolled			28%	28%
?	**Non-first-time, Part-time Students**				
	Degree from original institution			33%	33%
	Not graduated, still enrolled at original institution			20%	20%
	Degree from a different institution				
	Transferred to a different institution			0%	0%
	Not graduated, never transferred, no longer enrolled			47%	47%

Measures of Student Achievement and Success/Institutional Performance and Goals

		3 Years Prior (FY 2)	2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
	Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	n/a					
2						
3						
4						
	Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1	n/a					

2						
3						
4						

Definition and Methodology Explanations

1	
2	

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates for Short-Term Vocational Training Programs)

		3-Years Prior		2 Years Prior		1 Year Prior		Most Recent Year	
		(FY 2016)		(FY 2017)		(FY 2018)		(FY 2019)	
?	**State Licensure Examination Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	MHRT/C	1	1	5	4				
2	Maine Jouneyman Electrician	4	3	4	4				
3	Maine Oil Burner			2	2				
4	Propane & Natural Gas			3	3				
5	Fork Lift Certification	13	13	11	11				
?	**National Licensure Passage Rates**								
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Microsoft Certification	6	5	4	4				
2	Automotive Service Excellence			17	17				
3	American Welding Society	5	5	16	16				
4	Certified Medication Assistant	16	15	13	12				
5	Stihl/Briggs & Stratton Certification	5	5	5	5				
?	**Job Placement Rates**								
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
		(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)
?	**Completion Rates**					
1						
2						
3						
4						

5						

Placement Rates

1						
2						
3						
4						
5						

Please enter any explanatory notes in the box below

The state of Maine allows students one year to complete their licensure exam upon graduating from their perspective program. The college compiles statistics on licensure pass rates the fall semester after the year after graduation. Students who graduated in 2018 have until May of 2019 to complete their testing and then the results will be tabulated the following semester Fall 2019.

Standard Nine: Integrity, Transparency, and Public Disclosure

DESCRIPTION

Integrity

WCCC derives its authority through the Legislature of the State of Maine and operates by the State statute under the direction of the Maine Community College System (MCCS) which is governed by the Board of Trustees of the MCCS. Each member of the Board of Trustees is nominated by the Governor of the State of Maine and confirmed by the Maine State Legislature. The College has been accredited by the New England Commission of Higher Education (NECHE), either by the Commission on Technical and Career Institutions or the Commission on Institutions of Higher Education, since December 9, 1976, and complies with the Commission's standards and policies.

The MCCS has an established code of ethics outlining core values that guide all MCCS employees. These values are practiced and supported on our campus. This code enumerates twelve core values, which provide guidance for all employees at the institution. In addition, many faculty and staff belong to professional organizations with detailed ethical policies and procedures relevant to their discipline or area of expertise.

In accordance with the expectations of faculty and staff conduct, the College seeks to protect the rights of its employees honestly and consistently. In the collective bargaining agreement with the MCCS board of trustees and the MEA: Faculty Unit 2017-2019, the academic freedom and privacy rights of faculty members are established and defined. Administrative and support personnel rights are assured and supported through individual collective bargaining agreements as detailed in Standard 7, Human Resources. These documents include statements of professional ethics and the terms and conditions of employment. In the recruiting and hiring of employees, WCCC strives to enact a non-biased and equitable process in keeping with MCCS policies.

Policies and procedures relating to academic honesty, privacy rights, and fairness dealing with students have also been put into place to ensure the rights of students and are published in the College catalog and are available of the College website and in the student handbook. The Academic Policies section, page 38 of the 2018-2019 College catalog, clearly outlines the College's position on academic integrity, defines plagiarism and explains the consequences of policy violation. Students' academic records are safeguarded by the College. This guarantee of confidentiality is codified in the Family Educational Rights and Privacy Act of 1974 (FERPA). New adjunct faculty members receive FERPA training at their orientation. Faculty and staff regularly receive FERPA training during professional development sessions. Student records are not released to third parties without the student's written authorization.
Academic programs on campus are regularly reviewed both internally and externally. Program Advisory Committees meet on a regular schedule as detailed further in Standard 4, The Academic Program.

The College recognizes the benefits, both inside and outside of the classroom, of a diverse and representative student body throughout the institution's academic programs. WCCC takes a variety of approaches to ensure gender equity and adherence to the spirit of affirmative action at the institutional level. For example, a Gender Equity Coordinator was contracted to develop a report on the population of the College as part of an initiative designed to increase the participation of male and female students in non-traditional classes and programs. It provides suggestions for those students enrolling in programs not generally considered traditional for their gender. Likewise, the College hosts the Totally Trades program in an effort to encourage middle school and high school girls to consider a nontraditional career/trades program. A similar program has been developed for high school boys. Gender inclusivity is utilized in promotional materials, including electronic media and catalogs, as a means of promoting nontraditional career paths for prospective students. Student recruitment efforts strive for regional demographic diversity as well.

The College catalog and Student Handbook provide information about WCCC's policies and procedures in a comprehensive and coherent way. These publications ensure that students are aware of their rights and responsibilities. Attendance, probation and dismissal, the grading system, midterm warnings, the add-drop policy, withdrawal, and several other academic policies are clarified within these documents. The WCCC Student Code of Conduct explains that students are expected to behave in a manner respectful of the College and members of its community and the penalties for failure to follow the code. The Code also specifies the procedure to be followed by the disciplinary officer. The appeal process, which ensures students their due process rights, is outlined as well. Policies and procedures relating to harassment, sexual harassment, non-discrimination, and affirmative action are explained in the catalog and student handbook. The guidelines spell out the process for filing a complaint. This information is provided in brochures to students during orientation.

Similarly, the grievance procedures for instructors and staff members are detailed in writing and readily available. These procedures are outlined in the union contract between that employee's bargaining unit and the MCCS. Three associations cover six bargaining agreements for WCCC employees: Maine Educators Association (MEA) Administrators Unit, MEA Faculty Unit, Maine State Employees Association (MSEA) Support Services, MSEA Supervisory Services, MSEA Adjunct Faculty and American Federation of State, County, and Municipal Employees (AFSCME). Articles in each contract detail procedures for filing grievances and complaints and conducting investigations. These contracts are legally binding, endorsed by WCCC and the MCCS, and are supported by system policy and procedures. Those employees who choose not to join their respective bargaining units are still covered by the provisions of these contracts and are entitled to the services upon payment to the respective Association for reasonable expenses during the grievance procedure.

WCCC adheres to the MCCS Non-Discrimination, Equal Opportunity and Affirmative Action policy during recruitment, admissions, employment, evaluation, disciplinary action, and

advancement. In addition, the College posts this notice in our catalog and on the College's website.

Policies are made openly with input from appropriate personnel, and every attempt is made to administer policies equitably. The WCCC Community Council meets on a regular basis and is populated with faculty and staff from various departments and a student representative selected by the student senate. This forum is an opportunity for the President and the campus community to discuss current issues and happenings on campus, as well as develop and approve new campus policies and procedures.

The Student Senate is elected each year from the student body. It meets weekly to discuss ideas and concerns and to plan campus activities. The President meets regularly with the Student Senate. In addition, a wide variety of standing and ad hoc committees exist to provide information flow, feedback, and policy creation for the good of the College. Those committees include Affirmative Action, Alumni, Academic and Curriculum, Diversity, Employee Recognition, Graduation, Health and Safety, Scholarship, and Technology. The committees meet to review policy and set plans for implementing policies and procedures.

Appraisal of Integrity

The assessment and evaluation processes are comprehensive and ongoing. Student satisfaction and engagement have been measured two out of every three years through the CCSSE or Noel Levitz surveys. Academic programs are reviewed regularly on a scheduled rotation. All of the programs have advisory committees that meet at least once a year. The President's advisory committee meets twice a year. Students have the opportunity to evaluate their classes and instructors every semester using the CourseEval software.

During the last accreditation cycle, a comprehensive policy review was initiated and completed. Committees continue to regularly create and review policy with membership from all departments on campus. Senior staff ensures that the review process continues to be ongoing.

The mechanisms in place for employee grievances are agreed to by each bargaining unit's contract. Additionally, some units utilize Faculty Management or Labor Management teams to resolve issues.

There are faculty and adjunct faculty handbooks as well as an adjunct faculty orientation. A new faculty evaluation process was developed two years ago but needs to be regularly conducted. Turnover in the President and Academic Dean positions has slowed this process.

Transparency & Public Disclosure

WCCC strives to ensure that all college-related materials and publications, both print and digital, are timely, useful, accurate, comprehensive, and readily available. For prospective students, the College's Catalog and Viewbook is distributed by our Admissions counselors and includes information on programs offered, admissions procedures, tuition costs, financial aid,

support services, and campus life. The College website which was fully updated in Fall 2014 and undergoes continuous departmental review, also provides a wealth of information. Detailed explanations of admission policies and procedures, financial aid policies and procedures, financial aid resources, curriculum requirements for academic programs, course descriptions, campus facilities and resources, and residential life are featured on the website. The site also gives information on WCCC's continuing education division to business leaders and community members interested in taking a non-credit course, obtaining customized training for their company, or signing up for an online course.

Another resource on the college website for prospective students is a list of contact information for all college personnel. By visiting the "Contact" or "About WCCC", section of the site, members of the general public can easily access the campus directory listing, which is organized by personnel type and lists departments, names, email addresses, and phone numbers of college personnel who can respond to any inquiries in a timely manner. The College catalog also provides a listing of all college personnel with information relating to any credentials they may hold as well as the schools granting the credentials. The MCCS website contains a member list of the Board of Trustees, as well as, contact information (listing name, department, email addresses, and phone numbers) for MCCS personnel. Minutes of Board of Trustee meetings are also located on the MCCS website.

The College provides prospective and current students with necessary information concerning admissions, curriculum, grading, assessment, discipline, and consideration of complaints and appeals via the course catalog and the student handbook. The catalog, published annually, clearly outlines the institution's mission and guiding principles. Policies and procedures relating to admission, financial aid, attendance, and continued enrollment are articulated in this publication. All programs provide program sheets detailing supplementary admission requirements for specific programs at the College. These sheets describe the program, credentials available, expected outcomes as well as the approximate cost for one year of the program and the list of required courses with the expected timeframe. The Student Handbook is available on the College's website and student portal. The student handbooks contain much of the same information as the Catalog, but with added information on the Student Code of Conduct, residential housing agreement, procedures for conflict resolution, and students' right to privacy via the Family Educational Rights & Privacy Act (FERPA), Save Act, and resources available for students.

Through print and digital communications, WCCC documents and publicizes program excellence, learning outcomes, faculty achievements, and the success and accomplishments of graduates. Graduates are surveyed six months after graduation and information about employment in their field of study is published in brochures and on the college website. This information is compiled through the Department of Labor for graduate information. Although not typically used in college publications, information regarding student outcomes (i.e., student retention, graduation and licensure passage rates) are available on the Consumer Information page of the WCCC website. Institutional Information such as the price of attendance, net price

calculator, financial aid and scholarship information, and student loan information are also available on the website on the Consumer Information page.

Relevant, timely information is also accessible to students on the College's online portal. This password-protected website targeted at internal audiences is available to all students, faculty, and staff. The portal provides current students with necessary forms, the ability to add or drop classes, and up-to-date information on their assignments, grades, and attendance.

The Dean of Enrollment Management and Student Services and the department staff review all print and electronic materials related to enrollment services prior to their distribution. The Academic Affairs Office is responsible for the review and publication of the college catalog annually. Department heads are asked to review their segments of the catalog and website annually for accuracy and content.

The college catalog and individual program brochures are also on an annual cycle. The viewbook is updated and reprinted as needed. The College's semester course schedule is available to the public on the MyWCCC information portal. Archival editions of the College's course catalog are available in the library. In addition, the College increasingly utilizes social media and mobile applications as communication tools.

The catalog and website information indicate programs, courses, services and personnel available during any given year. The College has a dedicated process to create new programming options and to discontinue programs. Refer to Standard 4, The Academic Process for further information on this process. Updating the catalog annually ensures that the College does not publish outdated information.

Appraisal of Transparency & Public Disclosure

The College website is "one-stop shopping." Prospective students can access forms required for the admissions process, including application materials and information about financial aid. The College's portal provides an additional layer of information for current students that is readily accessible and easy to navigate. Via the portal students have access to coursework, grades, account balances, and forms. Faculty members can utilize the portal in a variety of ways, including sharing course information, maintaining an online grade book, tracking student attendance, and responding to student questions and concerns. Staff members may use the portal to track student progress, place any necessary holds on student accounts and records, and manage retention module early alerts. The College is presently working to initiate online course registration.

Each department (Enrollment Services, President's Office, Human Resources, Business Office, Financial Aid, and Academic Office) is responsible for updating the website and student portal to reflect current information. Due to this decentralized approach, some information is not updated in a timely manner. The assignment of a centralized webmaster to check for overall consistency and accuracy may alleviate this issue. WCCC's website is the primary "window" to

the College's constituents and should present a consistent and accurate picture of the College and its assets.

PROJECTIONS

Improved and enhanced communication is a top priority for the College. The College has identified several ways to enhance internal and external communications:

- Faculty and staff meetings occur more frequently and consistently. A faculty member has been incorporated in the College's senior administrative staff group. Several listening sessions with various members of the college community have occurred and have proven to be fruitful and spirited exchanges of ideas; brainstorming sessions with the College community occur twice a semester. This flow of information among community members will evolve going forward. The College will consistently post meeting minutes so that the entire community is aware of evolving discussions and potential changes.

- We will continue to develop additional marketing efforts such as utilizing social media for advertising and infographics that compare our tuition, fee, and housing costs to other comparable colleges.

- An Alumni Committee has been formed with the objective of increasing communications with the College's graduates. The College believes that our best resource is the success of students who have attended the College. They are our best advertisement.

The website and student portal are currently maintained by individual departments, the need for a centralized method of reviewing our web presence on a consistent basis is needed. Going forward, the College will investigate methods and possible processes to assure that main information centers are updated. The utilization of a centralized webmaster is a possible solution that will be reviewed.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

?	Policies	Last Updated	?	Website location where policy is posted		Responsible Office or Committee
	Academic honesty	2017		https://www.wccc.me.edu/wp-content/uploads/WCCC-Catalog-2017-2018-Corrected.pdf		Academic Dean
	Intellectual property rights					
	Conflict of interest	2009		https://mymccs.me.edu/ICS/icsfs/Policy_410.pdf?target=76229781-6c75-477f-8687-9ca89ffbc2e5		Human Relations
	Privacy rights	2016		https://www.wccc.me.edu/wp-content/uploads/Notification-of-Rights-under-FERPA-for-Postsecondary-Institutions.pdf		Student Services
	Fairness for students	2017		MCCS Policy 501 Student Code of Conduct		Student Services
	Fairness for faculty	2017		https://mymccs.me.edu/ICS/HR/Collective_Bargaining_Contracts.jnz		Human Relations
	Fairness for staff	2017		https://mymccs.me.edu/ICS/HR/Collective_Bargaining_Contracts.jnz		Human Relations
	Academic freedom	2017		https://mymccs.me.edu/ICS/HR/Collective_Bargaining_Contracts.jnz		Human Relations
	Research					
	Title IX	2017		https://www.wccc.me.edu/non-discrimination-statement/		Student Services
	Other; specify					

Non-discrimination policies				
Recruitment and admissions	2017	https://mymccs.me.edu/ICS/icsfs/Policy_201.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f		Student Services
Employment	2017	https://mymccs.me.edu/ICS/icsfs/Policy_201.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f		Human Relations
Evaluation	2017	https://mymccs.me.edu/ICS/icsfs/Policy_201.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f		Human Relations
Disciplinary action	2017	https://mymccs.me.edu/ICS/icsfs/Policy_201.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f		Human Relations
Advancement	2017	https://mymccs.me.edu/ICS/icsfs/Policy_201.pdf?target=e1ea570a-2038-4dc9-99c2-2aa1ec68085f		Human Relations
Other; specify				

Resolution of grievances

Students	2018	https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf	Student Services
Faculty	2017	https://mymccs.me.edu/ICS/HR/Collective_Bargaining_Contracts.jnz	Human Relations
Staff	2017	https://mymccs.me.edu/ICS/HR/Collective_Bargaining_Contracts.jnz	Human Relations
Other; specify			

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.wccc.me.edu/
Notice of availability of publications and of audited financial statement or fair summary	
Processes for admissions	http://www.wccc.me.edu/admissions-aid/admissions/apply-wccc/
Processes for employment	http://www.wccc.me.edu/about-wccc/news-info/employment/
Processes for grading	https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf
Processes for assessment	https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf
Processes for student discipline	https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf
Processes for consideration of complaints and appeals	https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
Statement/Promise	**Website location and/or publication where valid documentation can be found**
In 2015 WCCC was been recognized as one of the top 10% of community colleges in the United States by the Aspen Institute.	http://highered.aspeninstitute.org/aspen-prize-program/2017-aspen-prize-finalists-past-winners/

Standard 9: Integrity, Transparency, and Public Disclosure
(Public Disclosure)

Information	Website location
Institutional catalog	https://drive.google.com/file/d/1T_HqwSOxLwa-l6SfFxE5FkYjVIlKKVVg/view
Obligations and responsibilities of students and the institution	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Information on admission and attendance	http://www.wccc.me.edu/admissions-aid/
Institutional mission and objectives	http://www.wccc.me.edu/about-wccc/
Expected educational outcomes	http://www.wccc.me.edu/academics/programs/programs-study/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.wccc.me.edu/about-wccc/ https://www.wccc.**me.edu/academics/programs/course-schedule/**
Requirements, procedures and policies re: admissions	http://www.wccc.me.edu/admissions-aid/admissions/apply-wccc/
Requirements, procedures and policies re: transfer credit	http://www.wccc.me.edu/admissions-aid/admissions/transfer-wccc/
A list of institutions with which the institution has an articulation agreement	http://www.wccc.me.edu/beyond-wccc/articulation-agreements/
Student fees, charges and refund policies	https://www.wccc.**me.edu/academics/programs/course-schedule/**
Rules and regulations for student conduct	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Procedures for student appeals and complaints	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Other information re: attending or withdrawing from the institution	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Academic programs	http://www.wccc.me.edu/academics/programs/programs-study/
Courses currently offered	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Other available educational opportunities	**http://www.wccc.me.edu/professional-development/continuing-education/**
Other academic policies and procedures	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Requirements for degrees and other forms of academic recognition	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**
Names and positions of administrative officers	http://www.wccc.me.edu/about-wccc/campus/campus-directory/administration/
Names, principal affiliations of governing board members	**https://www.mccs.me.edu/about-mccs/system-office/board-of-trustees/board-membership/**
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	**N/A**
Programs, courses, services, and personnel not available in any given academic year.	**N/A**
Size and characteristics of the student body	**https://nces.ed.gov/collegenavigator/?s=ME&zc=04619&zd=0&of=3&id=161581**
Description of the campus setting	http://www.wccc.me.edu/about-wccc/campus/the-campus/
Availability of academic and other support services	http://www.wccc.me.edu/academics/support/academic-support-2/
Range of co-curricular and non-academic opportunities available to students	**https://www.wccc.me.edu/wp-content/uploads/Student-Handbook-2018-2019.pdf**

Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://www.wccc.me.edu/academics/ https://www.wccc.**me.edu/about-wccc/news-info/consumer-info/**
Institutional goals for students' education	**http://www.wccc.me.edu/about-wccc/**
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://www.wccc.**me.edu/about-wccc/news-info/consumer-info/**
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.wccc.me.edu/notice-availability-institutional-financial-aid-information/
Expected amount of student debt upon graduation and loan payment rates	http://www.wccc.me.edu/notice-availability-institutional-financial-aid-information/ **https://studentloans.gov/myDirectLoan/index.action**
Statement about accreditation	http://www.wccc.me.edu/accreditation-approval-licensure-wccc-programs/

Affirmation of Compliance with Federal Requirements of Title IV

NECHE

New England Commission of Higher Education
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
Tel: 781-425-7785 I Fax: 781-425-1001 I cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. **Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://mymccs.me.edu/ICS/icsfs/policy_301.pdf?target=7f170972-6ac1-4321-973f-8d52159cdb2e
Print Publications	MCCS Policy Manual, Policy 301
Self-study/Fifth-year report Page Reference	33

2. **Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://www.wccc.me.edu/admissions-aid/admissions/transfer-wccc/
Print Publications	WCCC Catalog 2018-2019, page 38 (articulation) and page 41 (transfer)
Self-study/Fifth-year Report Page Reference	35,36

3. **Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://www.wccc.me.edu/academics/programs/course-schedule/
Print Publications	Student Handbook and WCCC Catalog
Self-study/Fifth-year Report Page Reference	36,37,134,136

4. **Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	User name and password
Self-study/Fifth-year Report Page Reference	31

5. **FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://www.wccc.me.edu/press_release/washington-county-community-college-will-undergo-a-comprehensive-evaluation-visit-on-april-7-10-2019/
Print Publications	Jan/Feb 2019 issues of Calais Advertiser, Machias Valley News, and Quoddy Tides
Self-study Page Reference	Introduction to the Self-Study (Page x)

The undersigned affirms that Washington County Community College (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: Joshua L. Murzo Date: 02/15/19

E-Series Forms: Making Assessment More Explicit

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	Who interprets the evidence? What is the process?	What changes have been made as a result of using the data/evidence?	Date of most recent program review
At the institutional level:	Yes	These outcomes were created and have been used for the past five years in the outcome and assessment work that has been done. We failed to add them to our catalog. This will be rectified in our next printing in July 2019. They are available at https://www.wccc.me.edu/wpcontent/uploads/INSTITUTIONAL-LEARNING-OUTCOME.pdf	Graduation rates, licensure achievement, competencies achieved, program reviews	MCCS, Senior Management, Faculty	Program review process, changes in state or federal licensure requirements, Advisory Committee input may cause mandated changes	N/A
General Education/Liberal Studies	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Individual program success rates, student persistence rates	Faculty, Registrar, Advisory Committee, Academic Dean	Math pathways process that is underway, Piloting co-requisite courses	Currently working on alternative assessment in our general education offerings
1. Adventure Recreation & Tourism	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Capstone Course, state and national licensures	Faculty, Registrar, Advisory Committee, licensing agencies	Split the Wilderness First Responder course into two parts delivered now during the second and fourth semesters. Created a new second-year option in Conservation Law Enforcement.	January 2012

2. Automotive Technology Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	ASE certification results, state licensure	Faculty, Registrar, Advisory Committee, NATEF	The curriculum is reviewed and adjusted to meet NATEF certification requirements. Added a new curriculum for Chrysler Motor's technician certification.	February 2003
3. Business Management AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Capstone and Internship results	Faculty, Registrar, Advisory Committee, Internship Supervisors	We are currently working to make this program available as 100% online and will be submitting a request for a substantive change soon.	September 2014
4. International Commerce AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Capstone and Internship results	Faculty, Registrar, Advisory Committee, Internship Supervisors	As a concentration of our Business program, changes in Business management will translate to changes in the program	September 2014
5. Career Studies AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	N/A	N/A	This program is designed around combining certificate programs and/or life experience into an Associate Degree.	not reviewable
6. Computer Technology AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Microsoft Certifications	Faculty, Registrar, Advisory Committee, Certification Authority	We are currently working on curriculum changes to CTT 250 so that students may be eligible to sit for more Microsoft certification exams at the completion of the course.	next year for the first time

7. Criminal Justice AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship results	Faculty, Registrar, Advisory Committee, Internship Supervisors	We have added a concentration in Conservation Law Enforcement that combines elements of this program with our Adventure Recreation & tourism program.	to be scheduled; this program has not yet been through a 5-year cycle
8. Early Childhood Education AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship results, state certifications	Faculty, Registrar, Advisory Committee, Internship Supervisors, Certification Authority	We have made changes to the course offerings as suggested by our Advisory Committee and have incorporated curriculum that provides training for BHP certification.	January 2018
9. Education AS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship results, state certifications	Faculty, Registrar, Advisory Committee, Internship Supervisors, Certification Authority	We have made changes to the course offerings as suggested by our Advisory Committee and have incorporated curriculum that provides training for BHP certification.	June 2008
10. Engine Specialist Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	ASE certification results	Faculty, Registrar, Advisory Committee, NATEF	The curriculum is reviewed and adjusted to meet NATEF certification requirements.	February 2003

11. Entrepreneurship Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Outcome assessment for business plan development	Faculty, Registrar, Advisory Committee	Because this program is closely aligned with our Business program, changes taking place in that program will necessitate changes in this program	September 2014
12. Geographic Information Systems AS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	This is a jointly delivered degree through a partnership with the University of Maine Machias. All technical courses are delivered by the University.	Faculty, Registrar, program partner - University of Maine Machias	Technical curriculum is reviewed and updated by the University of Maine Machias.	April 2015
13. Heating Technology Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	State licensure results	Faculty, Registrar, Advisory Committee, State of Maine Solid Fuel Board	We are currently reviewing the curriculum in this area to potentially add more Propane and Natural Gas training as well as Heat Pumps and Air Conditioning.	September 2015
14. Heavy Equipment Maintenance Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	OSHA Certification results, Forklift certification results, job-site competency achievement	Faculty, Registrar, Advisory Committee	Adding an option of class A or B truck driving was identified during the program review process. The College is currently pursuing that possibility.	March 2017
15. Heavy Equipment Operation Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	OSHA Certification results, Forklift certification results, job-site competency achievement	Faculty, Registrar, Advisory Committee	Adding an option of class A or B truck driving is an anticipated need. The College is currently pursuing that possibility.	March 2019

16. Human Services AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship results, state certifications	Faculty, Registrar, Advisory Committee, Internship Supervisors, State Certification Authority	The addition of Drug and Alcohol Counselling certification and Behavior Health Professional certification is currently underway as a result of Advisory Committee input and the past program review.	September 2018
17. Liberal Studies AA	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	The tenets of a state-wide block transfer agreement with the University of Maine System and review of artifacts in an alternative assessment process.	Faculty, Registrar, Advisory Committee	The pursuit of block transfer agreements necessitates curriculum enhancements that generate the creation of artifacts by students that can be assessed using rubrics.	November 2016
18. Mechanical Technology AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	ASE certification results, state licensure	Faculty, Registrar, Advisory Committee, NATEF	This associate degree is a result of combining certificate programs in our Mechanical Technology programs. The curriculum changes made are a result of changes in our various certificate offerings.	March 2017
19. Passenger Vehicle Service AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	ASE certification results, state licensure	Faculty, Registrar, Advisory Committee, NATEF	The curriculum is reviewed and adjusted to meet NATEF certification requirements. Added a new curriculum for Chrysler Motor's technician certification.	March 2017

20. Medical Assisting AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship results, national accreditation review	Faculty, Registrar, Advisory Committee, MAERB, CAAHEP	This program is currently conducting a ten-year accreditation review for CAAHEP. The results of the review will dictate the necessary curriculum adjustments.	December 2009
21. Medical Office Technology Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	This program is the first year of our Medical Assisting program and therefore must also follow the guidelines of national accreditation.	Faculty, Registrar, Advisory Committee	This program is the first year of our Medical Assisting, and it will have adjustments to curriculum depending on the outcome of the review.	June 2015
22. Phlebotomy Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship results, national certification results	Faculty, Registrar, Advisory Committee, National Certification Authority	Currently changing National Certification Authority and aligning curriculum.	April 2017
23. Plumbing Technology Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	State licensure results	Faculty, Registrar, Advisory Committee, State of Maine Plumbing Board	This program is under review for curriculum changes but also continues to be updated to reflect changes in the Maine Uniform Plumbing Code.	November 2015
24. Powersports Equipment/Small Engine Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	National Certification results	Faculty, Registrar, Advisory Committee, EETC	This program recently achieved certification by the Engine Equipment Training Council. We now make curriculum changes as advised by that organization in unison with our Advisory Committee.	March 2017

25. Production Technician AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	National Certification results	Faculty, Registrar, Advisory Committee, MCCM	The program is slated to become a 100% online program and will be part of a substantive change application.	to be scheduled
26. Pulp and Paper Technician AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/		Faculty, Registrar, Advisory Committee, Local Industry representatives	This program is currently being reviewed for discontinuance.	to be scheduled
27. Residential & Commercial Electricity Diploma	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	Internship and State Licensure results	Faculty, Registrar, Advisory Committee, State of Maine Electrical Board	New Maine State Electrical Code changes are incorporated every three years	June 2018
28. Trade and Technical Occupations AAS	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	N/A	N/A	This program is adapted each time a newly registered apprenticeship program is created locally.	not reviewable
29. Welding Technology Certificate	Yes	College Catalog and Syllabi, https://www.wccc.me.edu/academics/programs/course-schedule/	AWS certification exams and State Licensure results	Faculty, Registrar, Advisory Committee, State of Maine Welding Board, American Welding Society	Our new instructor is currently reviewing the program curriculum for potential changes.	January 2011

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	**Date of most recent accreditation action by each listed agency.**	**List key issues for continuing accreditation identified in accreditation action letter or report.**	**Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.).**	**Date and nature of next scheduled review.**
National Automotive Technicians Education Foundation	June 2016	Provide 20 hours or more of specific training in NATEF certification areas for all faculty members attached to accredited programs.	Students follow a prescribed curriculum and pass national exams.	February 2019
Commission on Accreditation of Allied Health Education Programs	July 2016, currently in review	Pending	Students achieve mastery of over 300 competencies with scores of 80% or higher.	Currently underway, results due May 2019
Engine & Equipment Training Council	January 2016 for the first time	Program curriculum was adapted to meet the requirements of certification	Students follow a prescribed curriculum.	January 2021
American Welding Society	Our former instructor was an AWS approved instructor.	The program curriculum is designed to meet the requirements of certification	Students follow a prescribed curriculum approved by AWS and the State of Maine. They qualify to take two national exams and earn two state certifications.	Our new instructor will pursue both AWS and NCCER certification

Audited Financial Statements

- FY2016 – Balance Sheet
- FY2016 – Statement of Revenues
- FY2017 – Balance Sheet
- FY2017 – Statement of Revenues
- FY2018 – Balance Sheet
- FY2018 – Statement of Revenues

Washington County Community College

Balance Sheets

June 30, 2016 and 2015

Assets	2016	2015
Current assets:		
Cash and cash equivalents	4,553,229	4,898,797
Short-term investments	95,903	99,225
Accounts receivable, net	116,670	163,739
Inventories	82,968	97,163
Due from state - Other		4,911
Other assets	(822)	1,519
Total current assets	4,847,948	5,265,354
Noncurrent assets:		
Prepaid post employment		
Restricted cash		
Deferred finanacing costs		
Deposit with bond trustee		
Endowment investments	326,722	359,630
Captital assets, net	9,814,898	8,929,118
Total noncurrent assets	10,141,620	9,288,748
Total assets	14,989,568	14,554,102
Liabilities		
Current liabilities:		
Accounts payable	194,609	202,394
Accrued Liabilities	538,802	621,452
Deferred revenue	63,037	43,669
Long-term liabilities - current		
Total current liabilities	796,448	867,515
Noncurrent liabilities:		
Long-term liabilities		
Total noncurrent liabilities	0	0
Total liabilities	796,448	867,515
Net Assets		
Invested in capital assets, net	9,814,898	8,929,118
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	360,290	359,750
Expendable:		
Scholarships and fellowships	128,880	161,955
Instructional department uses	512	1,139
Other	(14,910)	(14,910)
Unrestricted	3,903,450	4,249,535
Total net assets	14,193,120	13,686,587
Total liabilities & net assets	14,989,568	14,554,102

Washington County Community College
Statement of Revenues, Expenses, and Changes in Net Assets
Years Ended June 30, 2016 and 2015

Revenues	2016	2015
Operating revenues:		
Student tuition and fees	1,300,494	1,238,606
Residential life	587,439	473,768
Less: scholarship allowances	(1,447,062)	(1,441,040)
Net tuition and residential life fees	440,871	271,334
Federal grants and contracts	1,550,814	1,646,980
State and local grants and contracts	192,817	166,426
Nongovernmental grants and contracts	48,207	121,820
Sales and services of educational	841	2,394
Auxiliary enterprises:		
Bookstore	227,264	228,093
Other operating revenues	42,181	30,134
Total operating revenues	2,502,995	2,467,181
Expenses		
Operating expenses:		
Instruction	2,781,071	2,656,595
Public service	36,077	111
Academic support	751,241	707,971
Student services	873,877	891,283
Institutional support	945,829	956,020
Operations & maintenance	983,868	929,863
Student aid	20,761	26,353
Auxiliary enterprises	645,303	640,485
Depreciation and amortization	786,409	776,662
Total operating expenses	7,824,436	7,585,343
Operating income (loss)	(5,321,441)	(5,118,162)
Nonoperating revenues (expenses)		
State appropriations	4,847,894	4,835,095
Other state revenue		59,495
Gifts	19,665	25,865
Investment income	(6,836)	(5,813)
Interest on capital asset debt		
Net nonoperating revenues	4,860,723	4,914,642
Loss before other revenues,	(460,718)	(203,520)
Capital grants and gifts		21,500
Proceeds from state for capital asset acquisition	966,142	99,971
Post employment benefit adjustment		
Loss on disposals of fixed assets	(4,513)	22,989
Additions to permanent endowments	540	520
Inter-campus transfers	5,082	(5,794)
Increase in net assets	506,533	(64,334)
Net assets		
Net assets-beginning of year	13,686,587	13,750,921
Net assets-end of year	14,193,120	13,686,587

Washington County Community College

Balance Sheets

June 30, 2017 and 2016

Assets	2017	2016
Current assets:		
Cash and cash equivalents	4,799,519	4,553,229
Short-term investments	97,208	95,903
Accounts receivable, net	76,674	116,670
Inventories	1,617	82,968
Due from state - Other		
Other assets	229	(822)
Total current assets	4,975,247	4,847,948
Noncurrent assets:		
Prepaid post employment		
Restricted cash		
Deferred finanacing costs		
Deposit with bond trustee		
Endowment investments	357,693	326,722
Captital assets, net	9,432,926	9,814,898
Total noncurrent assets	9,790,619	10,141,620
Total assets	14,765,866	14,989,568
Liabilities		
Current liabilities:		
Accounts payable	142,768	194,609
Accrued Liabilities	553,848	538,802
Deferred revenue	31,076	63,037
Long-term liabilities - current		
Total current liabilities	727,692	796,448
Noncurrent liabilities:		
Long-term liabilities		
Total noncurrent liabilities	0	0
Total liabilities	727,692	796,448
Net Assets		
Invested in capital assets, net	9,432,926	9,814,898
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	335,292	334,732
Expendable:		
Scholarships and fellowships	201,992	154,438
Instructional department uses	81	512
Other		0
Unrestricted	4,067,883	3,888,540
Total net assets	14,038,174	14,193,120
Total liabilities & net assets	14,765,866	14,989,568
	14,038,174	14,193,120

Washington County Community College
Statement of Revenues, Expenses, and Changes in Net Assets
Years Ended June 30, 2017 and 2016

Revenues	2017	2016
Operating revenues:		
Student tuition and fees	1,294,364	1,300,494
Residential life	620,964	587,439
Less: scholarship allowances	(1,275,637)	(1,447,062)
Net tuition and residential life fees	639,691	440,871
Federal grants and contracts	1,420,250	1,550,814
State and local grants and contracts	178,075	192,817
Nongovernmental grants and contracts	243,097	48,207
Sales and services of educational departments	1,452	841
Auxiliary enterprises:		
Bookstore	218,824	227,264
Other operating revenues	35,799	42,181
Total operating revenues	2,737,188	2,502,995
Expenses		
Operating expenses:		
Instruction	2,531,388	2,781,071
Public service	165,682	36,077
Academic support	840,858	751,241
Student services	1,011,135	873,877
Institutional support	952,856	945,829
Operations & maintenance	1,119,441	983,868
Student aid	19,557	20,761
Auxiliary enterprises	800,677	645,303
Depreciation and amortization	721,213	786,409
Total operating expenses	8,162,807	7,824,436
Operating income (loss)	(5,425,619)	(5,321,441)
Nonoperating revenues (expenses)		
State appropriations	5,180,115	4,847,894
Other state revenue		
Gifts	22,140	19,665
Investment income	63,569	(6,836)
Interest on capital asset debt		
Net nonoperating revenues	5,265,824	4,860,723
Loss before other revenues, expenses, gains, or losses	(159,795)	(460,718)
Capital grants and gifts		
Proceeds from state for capital asset acquisition		966,142
Post employment benefit adjustment		
Loss on disposals of fixed assets	400	(4,513)
Additions to permanent endowments	560	540
Inter-campus transfers	3,889	5,082
Increase in net assets	(154,946)	506,533
Net assets		
Net assets-beginning of year	14,193,120	13,686,587
Net assets-end of year	14,038,174	14,193,120

Washington County Community College

Balance Sheets

June 30, 2018 and 2017

Assets	2018	2017
Current assets:		
Cash and cash equivalents	5,108,644	4,799,519
Short-term investments	101,908	97,208
Accounts receivable, net	71,168	76,674
Inventories	2,223	1,617
Due from state - Other		
Other assets	229	229
Total current assets	5,284,172	4,975,247
Noncurrent assets:		
Prepaid post employment		
Restricted cash		
Deferred finanacing costs		
Deposit with bond trustee		
Endowment investments	366,373	357,693
Captital assets, net	9,145,988	9,432,926
Total noncurrent assets	9,512,361	9,790,619
Total assets	14,796,533	14,765,866
Liabilities		
Current liabilities:		
Accounts payable	218,358	142,768
Accrued Liabilities	567,148	553,848
Deferred revenue	33,428	31,076
Long-term liabilities - current		
Total current liabilities	818,934	727,692
Noncurrent liabilities:		
Long-term liabilities		
Total noncurrent liabilities	0	0
Total liabilities	818,934	727,692
Net Assets		
Invested in capital assets, net	9,145,988	9,432,926
Restricted for:		
Nonexpendable:		
Scholarships and fellowships	335,812	335,292
Expendable:		
Scholarships and fellowships	233,569	201,992
Instructional department uses	81	81
Other	9,959	
Unrestricted	4,252,190	4,067,883
Total net assets	13,977,599	14,038,174
Total liabilities & net assets	14,796,533	14,765,866

Washington County Community College
Statement of Revenues, Expenses, and Changes in Net Assets
Years Ended June 30, 2017 and 2016

Revenues	2018	2017
Operating revenues:		
Student tuition and fees	1,088,120	1,294,364
Residential life	569,373	620,964
Less: scholarship allowances	(1,223,688)	(1,275,637)
Net tuition and residential life fees	433,805	639,691
Federal grants and contracts	1,297,549	1,420,250
State and local grants and contracts	154,500	178,075
Nongovernmental grants and contracts	137,185	243,097
Sales and services of educational departments	277	1,452
Auxiliary enterprises:		
Bookstore	24,085	218,824
Other operating revenues	25,975	35,799
Total operating revenues	2,073,376	2,737,188
Expenses		
Operating expenses:		
Instruction	2,411,026	2,531,388
Public service	12,373	165,682
Academic support	764,262	840,858
Student services	1,128,508	1,011,135
Institutional support	978,885	952,856
Operations & maintenance	1,054,111	1,119,441
Student aid	13,970	19,557
Auxiliary enterprises	505,785	800,677
Depreciation and amortization	644,984	721,213
Total operating expenses	7,513,904	8,162,807
Operating income (loss)	(5,440,528)	(5,425,619)
Nonoperating revenues (expenses)		
State appropriations	5,279,396	5,180,115
Other state revenue		
Gifts	37,626	22,140
Investment income	36,103	63,569
Interest on capital asset debt		
Net nonoperating revenues	5,353,125	5,265,824
Loss before other revenues, expenses, gains, or losses	(87,403)	(159,795)
Capital grants and gifts	6,500	
Proceeds from state for capital asset acquisition		
Post employment benefit adjustment		
Gain (Loss) on disposals of fixed assets	(7,410)	400
Additions to permanent endowments	520	560
Inter-campus transfers	27,218	3,889
Increase in net assets	(60,575)	(154,946)
Net assets		
Net assets-beginning of year	14,038,174	14,193,120
Net assets-end of year	13,977,599	14,038,174

Auditor's Management Letter

BerryDunn

MEMORANDUM

To: Members of Management
Maine Community

College System From:

BerryDunn

Date: October 16, 2017

Re: Other matters related to our audit

In connection with our audit of the financial statements of the Maine Community College System (the System) as of and for the year ended June 30, 2017, we noted certain matters for your consideration. Our observations were formed as a by-product of our audit procedures, which did not include a comprehensive review for the purpose of submitting detailed recommendations. They are offered in hope they will lead to a creative exchange of ideas that will result in meaningful actions to enhance the System's operations.

ADVISORY COMMENT

Review of Payroll Reports

During our testing of the census report provided to the actuary for the other postretirement employment benefit plan valuation, we noted that information for 27 out of 881 active employees was missing from the census listing. This resulted in the necessity of a new actuarial valuation report and a late adjustment to the activity recorded in the 2017 financial statements. We understand the error resulted because a "work around" that is necessary to incorporate a small, discrete segment of the population into the ADP reports was not communicated to a new employee. Although not likely this could result in a material variance, it is important that such information sent to a third-party be reviewed by someone other than the preparer to ensure the information is complete and accurate. We recommend the process be revised to include a review prior to submission of the report.

EMERGING ISSUES

Recent Accounting Pronouncements

Fiduciary Activities

In January 2017, GASB Statement No. 84, *Fiduciary* Activities (GASB No. 84) was issued to provide guidance on identifying fiduciary activities for accounting and financial reporting

purposes and how those should be reported. The focus will be on who controls the assets and who the beneficiaries are in the relationship. The statement describes 4 fiduciary funds that should be reported, if applicable:

- Pension trust fund,
- Investment trust fund,
- Private purpose trust funds, and
- Custodial funds (if held for more than 3 months).

The requirements of GASB 84 are effective for financial statement periods beginning after June 15, 2018.

Omnibus 2017

In March 2017, GASS Statement No. 85, *Omnibus 2017* (GASS No. 85) was issued to address issues related to blending component units, goodwill, fair value measurement and application, and postemployment benefits (pensions and OPES). Specific to MCCS, under GASS No. 85:

- Payroll measures included in the financial statements required supplementary information should be covered payroll (payroll on which contributions are based) otherwise, total payroll for employees covered by the plan should be included.

- Employer contributions made to cover amounts which the Plan document specifies should be the responsibility to contribute, these should be reported as employee contributions.

The requirements of GASS No. 85 are effective for financial statement periods beginning after June 15, 2017.

Leases

In June 2017, GASS Statement No. 87, Leases (GASS No. 87) was issued to improve accounting and financial reporting for leases by governments. GASS No. 87 requires recognition of certain lease assets and liabilities that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. Under GASS No. 87, a lessee is required to recognize a lease liability and an intangible right-to-use asset. The requirements of GASS No. 87 are effective for financial statement periods beginning after December 15, 2019.

BerryDunn's 2017 Top Ten Information Technology (IT) Security Risks

Our 2017 list of IT security risks stems from observations and conversations with our clients and networks in business and government environments, making this list relevant to entities and individuals responsible for IT security.

1. ***The Internet of Things (IoT)*** - Much of the equipment we use for business, healthcare, and manufacturing is remotely monitored and managed through IT systems via the internet. Consequently, more risk is present in our lives, and the conveniences we rely on have the potential to fail or introduce vulnerabilities not found in closed systems. This can result in data breaches, loss of use or control,

potential financial impacts through ransomware attacks (#10 on this list), and associated loss of business and production time and, for many, serious reputational damage.

To protect your business systems, separate and secure wireless networks strictly dedicated to IoT devices. Monitor these networks with Intrusion Detection Systems (IDS) and tools that detect malicious activity or software. Keep IoT devices current with patches and updates to keep them secure as manufacturers discover and address new vulnerabilities. If your organization uses a third party (managed IT services, manufacturer support, etc.) to support networks and IoT devices, require all third-party personnel to use separate usernames and passwords unique to your organization. This will help "lock down" your networks and devices. Enable those accounts only when needed for access.

2. ***The Network is Secured at the Perimeter*** - Those of us who work in a classic IT environment need to reject the notion that the network is secure at the point of connection to outside sources (i.e., the internet). Today, an industry standard firewall at the perimeter of your network is not sufficient by itself to protect networks and connected devices. It is just the beginning. Let's not understate the importance of your network firewalls and perimeter security - they are critical. However, you need additional protective measures, as today's environments provide more opportunities for hackers to gain access to systems.

   Network risk increases as more employees work remotely. Using secure connections with dual authentication methods is crucial to protecting your networks. Require remote employees to use the same security measures as on-site employees. If remote employees use personal devices to connect to business networks, secure, update and scan the devices (to verify security protocols such as anti-virus software are in place) before permitting connection to business systems.

   Security Information and Event Management (SIEM) software, which allows those monitoring your networks to identify and monitor suspicious traffic, changes to configurations, and patching/antivirus statuses, has shown incredible growth and reliability over the past few years. SIEMs can provide monitoring and alerting services for your entire network and devices. As more organizations use SIEMs, understanding the entirety of your network becomes critical since you must configure them to communicate with devices to work most effectively.

3. ***The World of Fakes*** - In a world of constant information, where a simple Google search yields thousands of results, the risk of stumbling upon false, misleading, and deceitful information is increasing. How is false information an IT security risk? Consider what happens when your employees encounter, and take action on any of the following:

   - Fake ransomware or virus warnings. These fake pop-up advertisements state the user's computer is infected with a virus or ransomware - and the only solution is to pay money to a company to fix the problem, or to download a patch. Oftentimes, the patch will contain malware, such as a keylogger program or actual ransomware.

   - Fake IT support attacks. During this type of attack, someone contacts employees

via social media or the phone, pretending to be from the company's IT support desk, asking for settings and login credentials. Symantec estimates that, in 2015, over 100 million such attacks were detected.

4. ***Smartphone Hacking*** - A Pew study estimated 72% of Americans owned a smartphone. Because smartphones contain valuable data, hackers target them with multiple techniques, including:

    - Finding and/or stealing smartphones. The easiest way for a hacker to gain access to smartphone information is to either find or steal one. Because many Americans don't take basic precautions - various studies estimate between 30% and 34% of smartphone owners do not use passcodes to lock their devices - this information is often easy to access.

    - Text phishing scams. Hackers send out texts promoting fake contests or fake offers, hoping people will respond and share personal information. In one notable instance, a hacker disguised a text message to look like a notification from a particular bank. The text asked customers to verify account information via a link to a website identical to the bank. Thankfully, more and more people today refrain from replying to texts from unknown numbers.

5. ***Mergers and Acquisitions*** - A common approach to strategic business growth is the acquisition of, or merger with, a similar organization or competitor. This occurs frequently in the healthcare industry.

   Mergers present many IT security challenges:

   - Lack of role clarity
   - Management/staff changes
   - Integration of two distinct IT systems, (including employee benefits, policies, and compliance requirements)

   All pose significant risk for IT security and infrastructure functionality. Take, for example, the merger-related IT failures that affected certain airlines over the past several years. Multiple technical failures that grounded entire fleets can be sourced back to failed IT systems. Failed systems pose an even larger risk for data breaches and attacks.

   To successfully merge two IT systems it is critical to develop comprehensive and detailed understanding of the acquired organization's networks, hardware, and data through system and data inventories. Understanding and analyzing different data types through inventories and classification projects (e.g., electronic health records, Social Security numbers, and credit card numbers) are vital to meet requirements for data protection - and to comply with regulations.

6. ***The Revolution of Government Hacking*** - Although a tricky subject, it's an important area to understand in context of cybersecurity. Talk of a new "cyber Cold War" is hyperbolic and late to the party.

   Zero-day vulnerabilities are holes in software yet unknown to software providers and allow access to software, data, and systems. Government hackers discover zero-day vulnerabilities within common systems and applications, then continuously exploit a specific target until the vulnerability is discovered by the software vendor or hardware manufacturer, and fixed.

   Simple precautions to reduce the risk of leaks within your organization include:

   - Full criminal background checks for all employees and contractors who may have access to confidential and private information. Employment verification and reference checking help you understand the new hires who will have access to sensitive information.

   - Controlled access only provides access to applications and documents the employee/contractor needs. Consider providing read-only access permissions to prevent a user from altering or moving files.

   - Inventory scans scan your systems to identify where data is and what level of classification it may be. Secure folders and servers with strictly confidential information at a much higher level than general information folders.

   - Prevent users from saving locally. Maintaining files on servers and accessing through secure remote connections allows the governmental agency or business to protect data and to ensure the integrity of it. Prevent highly sensitive documents from being printed.

   Disclosure of these vulnerabilities can be impactful to businesses as hackers discover these vulnerabilities they are able to develop new ways to infiltrate systems and networks.

7. ***Cyber Insurance: Often Misunderstood*** - There are three ways to manage risk. Mitigate it through internal controls, accept it, or transfer it. The most common approach to transferring risk is to buy insurance. Many organizations take out expensive cyber insurance policies to protect the company and employees from fiscal loss in the event of a breach.

   Just because a business has purchased an insurance policy does not mean the business should lessen IT security. Similar to other types of insurance contracts, cyber insurance contracts outline very specific requirements in order for coverage to remain in force. In many cases, the insured party must practice due care in their information security practices. This begs the question: What exactly is due care? And when does an insurance company determine if the insured did not practice due care?

   The answers vary. Some cyber insurance requires installation of antivirus software on all user computers. If a business with this insurance suffers a breach - and the insurance company discovers just one corporate laptop without the antivirus software - the insurance company may decline the claim. While this is an extreme example of claim denial, a company that buys cyber insurance needs to understand its responsibilities.

   The best approach to cyber insurance is to make sure you adopt and adhere to an IT security framework. Businesses falling under requirements of the Payment Card Industry Date Security Standard (PCI DSS), the Health Insurance Portability and Accountability Act (HIPAA), or other security regulations, should make sure they are in compliance and run continuous security operations to maintain good standing. Consider cyber insurance as a reactive tool in the event of a breach - not as a proactive method for protecting your business. No amount of insurance can protect your reputation and brand name.

8. ***Advanced Phishing Scams*** - Related to risk #3, The World of Fakes, is using advanced phishing scams to get information. Hackers use these phishing scams because, frankly, they work.

   The tactic of "whaling" is emerging more frequently. It is the practice of attacking executive-level employees with access to more information, and the authority to access corporate bank accounts. Hackers know executives are busy and may use emails or texts to approve transactions and perform other financial tasks online. After conducting some research, hackers send a seemingly normal email to their target, in hopes of getting a bite.

   Executives should be on the alert for these red flags in an email:

   - Spelling errors and shallow banter ("How are you tday?")
   - Text indicating the email was sent from a mobile device, not a corporate email address ("Sent from my iPhone")
   - Incorrect domain addresses (Joe@gmail.com versus "Joe@mycompany.com")
   - Requests for information the sender should already know

IT administrators should:

- Never provide non-IT employees with administrative permissions on workstations; this will prevent them from installing any unapproved software.
- Provide extensive security awareness training, so employees can easily identify suspicious emails.
- Educate staff that verifying an email is easy - just call the sender to verify its authenticity.
- Train them to never give account and password information via email; most legitimate websites allow users to manually reset their passwords in a secure fashion.

9. ***Lack of IT Security Risk Assessment -*** In 2016, the U.S. Office for Civil Rights (OCR) began conducting desk audits of covered entities of the HIPAA Privacy, Security, and Breach Notification Rules. The results were startling: 75% of the audited entities did not conduct internal security risk assessments (SRAs). The OCR announced they would again audit the entities that did not conduct SRAs in 2016. The message is clear: fix the issue.

   An IT security risk assessment is the core of a company's IT security program, as it is very difficult to protect your company from risks if you don't know what the risks are. Separate from the company's overall risk assessment, an IT security risk assessment should identify and address specific weaknesses within, or threats to, IT systems - including vulnerabilities and potential gaps.

   Conduct IT security risk assessments at least annually. There are many organizations that offer excellent guidance on IT security risk assessments, including ISACA, which utilizes the COBIT 5 "good practice" framework. If an event occurs, your organization should adopt a specific risk assessment framework to standardize your IT security.

10. ***Advanced Ransomware*** - This type of software locks users out of their system until the users pay a fee. There are several ways they can infect a system:

    - Some ransomware will lock a company out of their website - a disaster for small businesses, online retailers and other internet-based companies.
    - Other ransomware infects a company's entire website or network and collects customer and other data to send back to the hacker.
    - Some ransomware takes the form of worms, which can infect an entire network. The user downloads something sent from a hacker via a phishing scam and unknowingly activates the malware.

    Attacks often aim to humiliate the victim or business - pay the money, or be prepared for the negative publicity and resulting reputational damage. When this happens, consumers may lose confidence in the business, which affects revenue and brand value. We predict that - in the near future - ransomware attacks will focus on everyday systems like ATMs and self-serve kiosks. These hacking events will trigger massive media coverage, and have the potential to devastate corporate reputations.

We recommend a layered approach to protect against ransomware. Standard defenses include:

- Backups. If your organization suffers a ransomware attack, you can rebuild your systems from your data backups, and start over with minimal data loss. Test data backups regularly to make sure that in the event of an attack, the systems will be cleanly restored without any issues.

- Patches. Install the most recent patches to all applications, operating systems, and firmware.

- Antivirus software. Protect all servers and workstations with reputable antivirus software. Avoid freeware, as it is often coded using open source code, which may have known vulnerabilities the hacker can attack. If you have a virtual server for your system, make sure you install antivirus software on each tenant, not just on the host.

- Incident response plan. Having an incident response plan and written policy will reduce confusion during what can be a chaotic and stressful time, and will allow your company to practice procedures, reducing resolution time.

Understanding and assessing risk is vital to your IT security. We ask clients who do not have a risk program in place "How do you know your controls are effective if you don't know what your risks are?" Consider these risks and ask what you are doing to address them. We predict these risks will be around for many years. By creating a corporate culture that mitigates risks and educates employees, you can make your IT security better now, and in the future.

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This memo is intended solely for the information and use of management of the Maine Community College System and is not intended to be, and should not be, used by anyone other than this specified party.

List of Work Room Documents

STANDARD/SUPPORTING DOCUMENTS	ALSO LOCATED IN STANDARDS
Standard 1: Mission and Purposes	
Achieving the Dream Action Plan	5
Adjunct Faculty Handbook	3,6
Faculty Handbook	3,6
Master Plan	2
MCCS Mission	
MCCS Strategic Plan	2,3
Mission and Vision Statements	
Student Affairs Mission/Philosophy	
Student Handbook	3,4,9
WCCC Catalog	3,4,5,9
WCCC Envision the Future	2
Standard 2: Planning and Evaluation	
CAAHEP Accreditation Report	
CCSSE Data	8
Data Fact Book	
Default Prevention Plan	
Early Childhood Education Program Review	4
Human Services Program Review	4
ICAT Data	
Internal Audit Reports	7
IPEDS Data	
Master Plan	1
MCCS Policy 306: Program Review	4
MCCS Strategic Plan	1,3
NATEF Accreditation Report	
Residential & Commercial Electricity Program Review	4
Strategic Enrollment Management Plan	5
TRiO Grant	
WCCC Envision the Future	1
Standard 3: Organization and Governance	
ACC Bylaws	
Adjunct Faculty Handbook	1,6
All College Advisory Council Memberships	
Collective Bargaining Contracts (MEA Admin, MEA Faculty, MSEA Supervisory, MSEA Support, MSEA Adjunct, AFSCME)	7
Community Council By-laws	
Faculty Handbook	1,6
MCCS Strategic Plan	1,2
Policies & Procedures: Section 300 (Academic Affairs)	
Policy 106: System President: Powers and Duties	

Policy 107: System President: Annual Evaluation	
Policy 108: Presidents of the College	
Policy 553: Satisfactory Academic Progress	4
President's Advisory Council Membership	
Safety Policies – Draft	
Student Handbook	1,4,9
Student Senate By-laws	
WCCC Catalog	1,4,5,9
WCCC Organizational Chart	

Standard 4: The Academic Program

Academic Credit for Prior Learning	
Clinical Affiliation Agreements	
Credit Hour Policy	
Early Childhood Education Program Review	2
Grade Policy	
Graduation Degree Audit Process & Procedure	
Human Services Program Review	2
Institutional Learning Outcomes	
Policy 302: Academic Ethics	
Policy 306: Program Review	2
Policy 306.1: Program Review	
Policy 307: Transfer Policy	
Policy 308: Use of Experiential Education in Program Curricula	
Policy 309: Grade Appeals and Academic Misconduct – Draft	
Policy 309: Student Grade Appeals and Academic Misconduct	
Policy 317: Experiential Education for Students	
Policy 553: Satisfactory Academic Progress	3
Program Proposals Form (ACC)	5
Program Review Schedule	
Residential & Commercial Electricity Program Review	2
Student Handbook	1,3,9
Syllabus Template	6
WCCC Catalog	1,3,5,9

Standard 5: Students and Co-Curricular Experiences

Achieving the Dream Action Plan	1,8
Cohort Default Prevention Plan	
Disclosure of Criminal Convictions	
Financial Aid Policies Manual	
NACAC Statement of Principles of Good Practice	
Policy 200.1: Document Retention	
Policy 201: Non-Discrimination, Equal Opportunity and Affirmative Action	9
Policy 202: Sexual Harassment, Sexual Assault and Consensual Relations	
Policy 557: Student Code of Conduct	
Program Proposal Form	4
Resident Assistant Training	

Strategic Enrollment Management Plan	2
WCCC Catalog	1,3,4,9
Standard 6: Teaching, Learning, and Scholarship	
Adjunct Faculty Handbook	1,3
Department Chair Agreement	
Faculty Handbook	1,3
Faculty Workload Agreements	
Full-time Faculty CVs	
FY19 Adjunct Faculty Pay Scale	
MEA Faculty CBA	3,7
MSEA Adjunct Faculty CBA	3,7
Policy 414.1: Recruitment and Hiring	7
Syllabus Template	4
Teaching and Learning Handbook	
Standard 7: Institutional Resources	
Collective Bargaining Contracts (MEA Admin/ Faculty, MSEA Supervisory/ Support/Adjunct, AFSCME)	3
MCCS Management Letter FY18	
MCCS Finance Policy and Procedures Manual	
MCCS FY16 Financials	
MCCS FY17 Financials	
MCCS FY18 Financials	
Policy 203: Computer and Network Use	
Policy 414.1: Recruitment and Hiring	6
Policy 706: Investments	
Policy 902: Information Security	
Policy 904: Red Flag Rule and Identity Theft	
Policy 905: Security Breach Management and Notification	
Policy 907: Technology Service Providers	
Policy 908: European Union General Data Protection Regulation Compliance	
WCCC FY16 Financials	2
WCCC FY17 Financials	2
WCCC FY18 Financials	2
WCCC Insurance Coverages	
Standard 8: Educational Effectiveness	
3 years Retention Data Report	
Achieving the Dream Action Plan	1,5
Assessment of Experiential Learning (Clinicals)	
CCSSE Data	2
CoursEval Data	
Licensure Pass Rate Data	
Noel Levitz Data	
Policy 569: Attendance	

Standard 9: Integrity, Transparency, Public Disclosure

Collective Bargaining Contracts (MEA Admin/Faculty, MSEA Supervisory/Support/Adjunct, AFSCME)	
MEA Faculty CBA	3,6,7
Policy 201: Non-Discrimination, Equal Opportunity and Affirmative Action (MCCS)	5
Policy 410: Conflict of Interest and Outside Commitments (MCCS)	
Policy 416: Code of Ethics	
Policy 501: Student Code of Conduct (MCCS)	
Policy 557: Student Code of Conduct	
Student Handbook	1,3,4
WCCC Catalog	1,3,4,5