

Institutional Effectiveness Plan



An Educational Blueprint

*for Wilkes Community College
for the 2013 – 2015 Academic Years*

July 2013

Wilkes Community College
Wilkesboro, NC

July 2013

Wilkes Community College

Less than 200 copies printed

**AFFIRMATIVE ACTION/EQUAL OPPORTUNITY INSTITUTION
OF HIGHER EDUCATION**

Preface

Over the past two years, Wilkes Community College has begun implementation of Vision 2020, begun construction of the new Automotive Technology Complex and acquired a 40,000 square foot office building in the Brushy Mountain Business Park for conversion to a new health technologies facility and new academic programs including Radiography and various curriculum as part of the Career and College Promise initiative. In the coming biennium, the college is faced with challenges and opportunities, including completing renovations to the health technologies facility, providing service to address the changing demographics of the region, addressing programmatic and facility needs for emerging employment opportunities and changes in the educational marketplace, and enhancing the partnership with service area public schools.

SECTION 1

Institutional Purpose

(Purpose Statement)

Wilkes Community College

Purpose

Wilkes Community College, a member of the North Carolina Community College System, is a public, two-year, open-door institution serving the people of Wilkes, Ashe, and Alleghany counties and beyond.

Wilkes Community College enhances the quality of life through

- quality education and workforce development, including basic skills, occupational, technical and pre-baccalaureate programs;
- economic development services to business and industry, both public and private; and
- community development through a variety of services, cultural activities and recreational opportunities.

Review of Purpose Statement

Annually, the planning committee of the college, the Administrative Council, confirms the college's purpose and objectives. The Administrative Council is composed of senior administrators of the college and includes the college President. The council reviews the Purpose Statement to affirm that the statement accurately describes the institution and its official posture and practices.

During 1995-96, Wilkes Community College's planning staff reviewed the Mission Statement, and a Purpose Statement was created similar to the system mission statement. Since that time, the Purpose Statement has been regularly reviewed and updated, with the most recent update coming in 2007. The college continues to operate under the present purpose statement, which has become an integral part of Vision 2020 and guides planning throughout the institution.

In 2007, the Administrative Council agreed that a more thorough review of the purpose statement was warranted. Input was received from faculty and staff as well as members of the community regarding the currency of the purpose statement. After reviewing this input, a committee was formed to revise the purpose statement. The committee and the Administrative Council worked through several revisions to the document submitted these revisions to the greater college community for input. The revised purpose statement was approved by the board of trustees at their October 2008 meeting.

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SECTION 2

State of Educational Needs

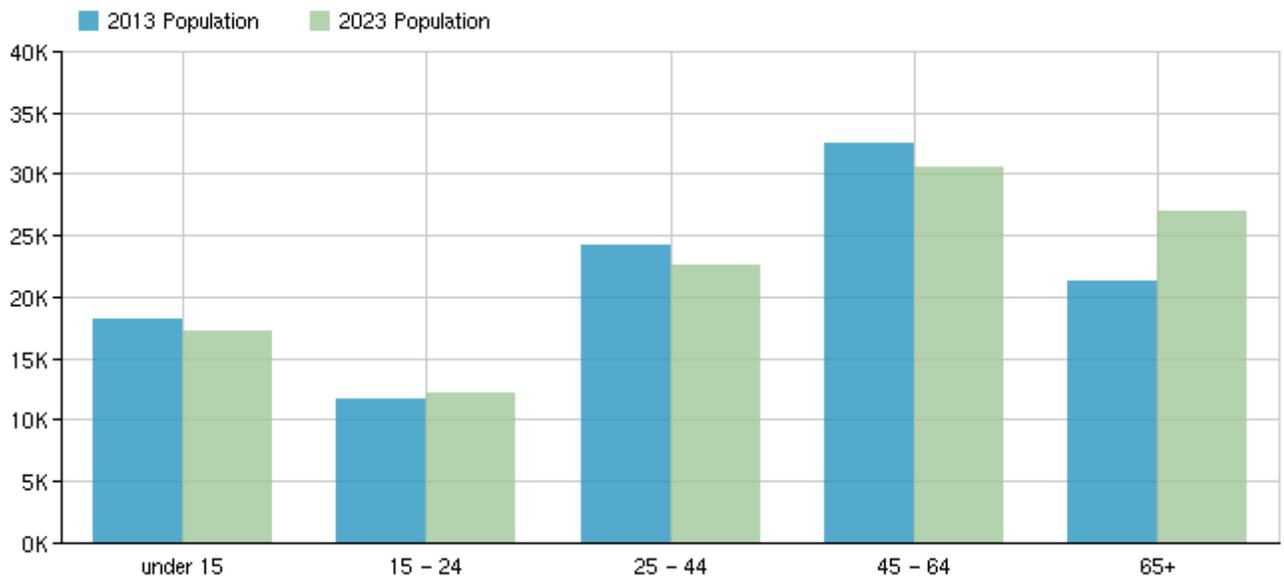
This section outlines the educational needs of the immediate geographic area of North Carolina served by Wilkes Community College (WCC).

Population

Wilkes Community College is situated in Wilkesboro, North Carolina. The college's service area is located in the northwest corner of the state and includes Wilkes, Ashe, and Alleghany counties. The area is largely rural, with a total population, based upon 2013 data from Economic Modeling Specialists Inc. (EMSI), of 108,033. Of the total, 69,343 are from Wilkes County; 27,576 are from Ashe County; and 11,113 are from Alleghany County. The population has remained relatively unchanged, proportionally, during the last decade.

Graph 2-A shows the Wilkes Community College service area will grow by about two percent (2%) over the next 10 years. Data shows a slight (4%) increase in the 15 to 24 age category and a large (27%) increase in the 65 and over population. However, the population under 15 and those 25 to 64 are all expected to decrease over the coming decade. (Table 2-A).

2013 - 2023 Age Size and Growth (Graph 2A)



Population by Age Category Table 2A

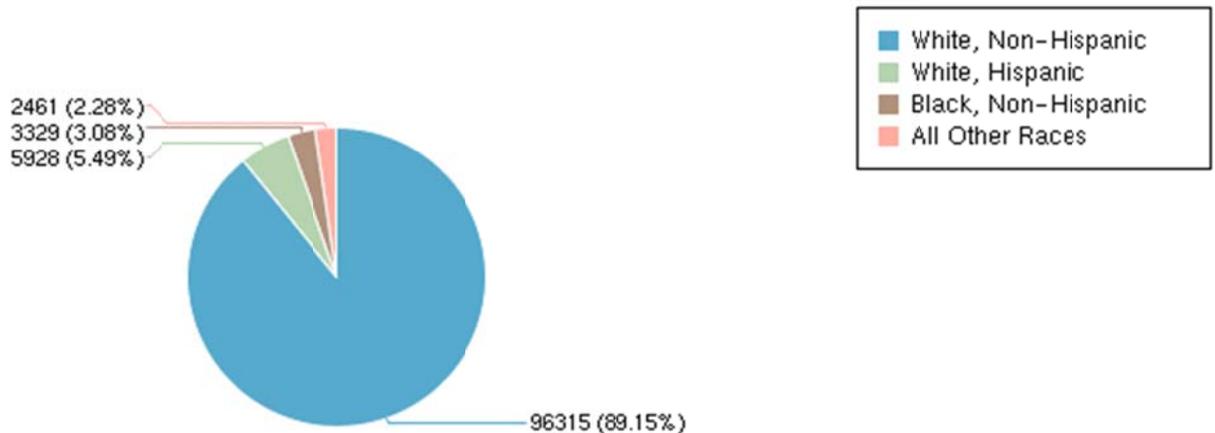
Age	2013 Population	2023 Population	Change	% Change
under 15	18,280	17,277	-1,003	-5%
15 - 24	11,758	12,225	467	4%
25 - 44	24,189	22,672	-1,517	-6%
45 - 64	32,525	30,590	-1,935	-6%
65+	21,280	27,067	5,787	27%
Total	108,033	109,831	1,798	2%

Source: EMSI Complete Employment - 2013.2

Ethnicity

The population of the Wilkes Community College three-county service area is predominately White Non-Hispanic, with an 89.5% of the population in that category as of 2013. (Graph 2B) However this category is only expected to grow by 279 individuals over the next decade. (Graph 2C) The Hispanic population is projected to increase in a greater proportion to the Non-Hispanic population. Table 2-C shows the percentage increases in growth for Hispanic and Non-Hispanic populations of all categories through 2023. The ethnicity with the greatest overall anticipated growth is White Hispanic with a 14% growth rate and an increase of 837 individuals over the next decade.

2013 Race/Ethnicity Breakdown (Graph 2B)

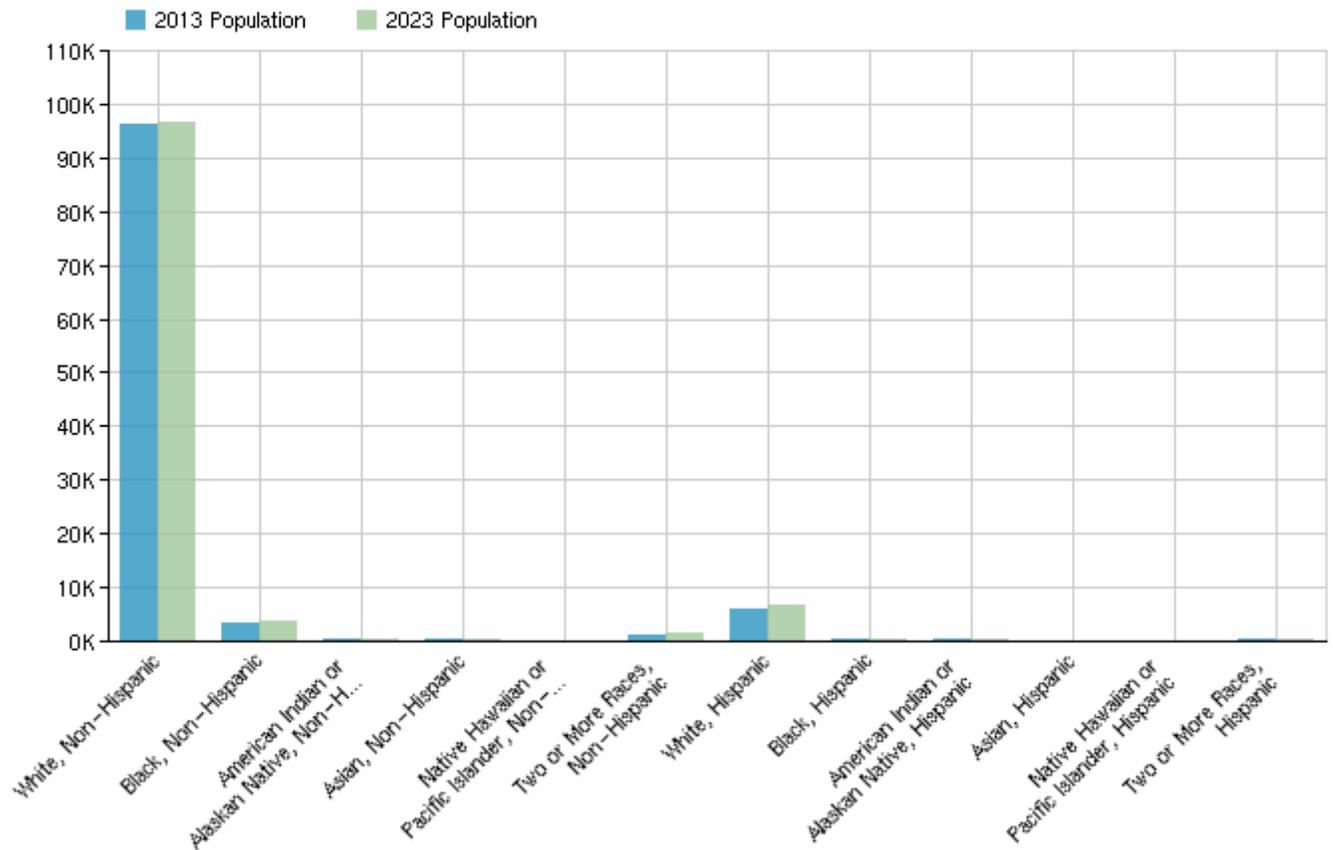


2013 Race/Ethnicity Breakdown (Table 2B)

Ethnicity	2013 Population	% of Region
White, Non-Hispanic	96,315	89.15%
Black, Non-Hispanic	3,329	3.08%
American Indian or Alaskan Native, Non-Hispanic	212	0.20%
Asian, Non-Hispanic	440	0.41%
Native Hawaiian or Pacific Islander, Non-Hispanic	25	0.02%
Two or More Races, Non-Hispanic	1,094	1.01%
White, Hispanic	5,928	5.49%
Black, Hispanic	231	0.21%
American Indian or Alaskan Native, Hispanic	188	0.17%
Asian, Hispanic	23	0.02%
Native Hawaiian or Pacific Islander, Hispanic	32	0.03%
Two or More Races, Hispanic	216	0.20%

Source: EMSI Complete Employment - 2013.2

2013 - 2023 Race/Ethnicity Size and Growth (Graph 2C)



2013 - 2023 Race/Ethnicity Size and Growth (Table 2C)

Race/Ethnicity	2013 Population	2023 Population	Change	% Change
White, Non-Hispanic	96,315	96,594	279	0%
Black, Non-Hispanic	3,329	3,585	256	8%
American Indian or Alaskan Native, Non-Hispanic	212	246	34	16%
Asian, Non-Hispanic	440	435	-5	-1%
Native Hawaiian or Pacific Islander, Non-Hispanic	25	28	3	12%
Two or More Races, Non-Hispanic	1,094	1,312	218	20%
White, Hispanic	5,928	6,765	837	14%
Black, Hispanic	231	289	58	25%
American Indian or Alaskan Native, Hispanic	188	231	43	23%
Asian, Hispanic	23	35	12	52%
Native Hawaiian or Pacific Islander, Hispanic	32	39	7	22%
Two or More Races, Hispanic	216	272	56	26%
Total	108,033	109,831	1,798	2%

Source: EMSI Complete Employment - 2013.2

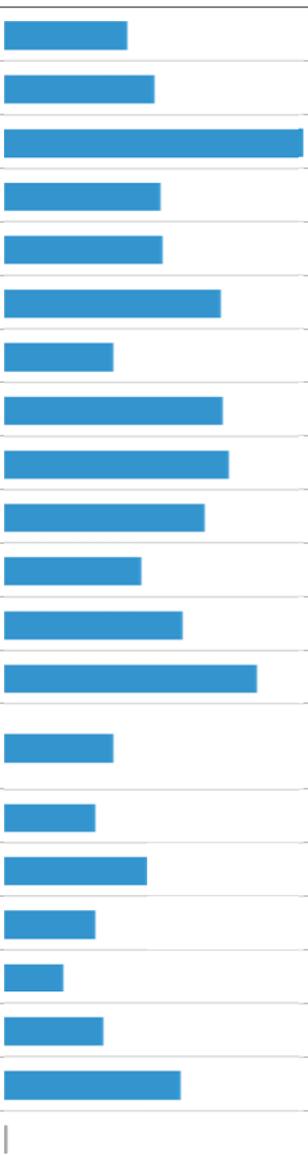
Earnings

The estimated overall earnings in 2013 per person by gender is shown in Table 2-D. This table also shows how these earnings compare to the national average, which overall is only 63% of the national average. Men earn on 60% of the national average while women fared better and earned 68% of the national average, though women’s overall earnings were still \$12,000 less annually than men in the 3 county area. Graph 2-D shows the average earnings by industry for the WCC service area with Utilities having the highest average earnings at \$73,893 and accommodations and food service having the lowest at \$14,437.

WCC Area | Average Earnings by Industry (Table 2D)

\$37,675	\$43,917	\$31,993
Avg. Earnings (2013)	Male Avg. Earnings (2013)	Female Avg. Earnings (2013)
63% of Nation Avg.	60% of Nation Avg.	68% of Nation Avg.

Graph 2D

NAICS	Industry	Avg. Earnings (2013)	
11	Agriculture, Forestry, Fishing and Hunting	\$30,103	
21	Mining, Quarrying, and Oil and Gas Extraction	\$37,072	
22	Utilities	\$73,893	
23	Construction	\$38,852	
31	Manufacturing	\$39,198	
42	Wholesale Trade	\$53,496	
44	Retail Trade	\$26,669	
48	Transportation and Warehousing	\$53,722	
51	Information	\$55,228	
52	Finance and Insurance	\$49,588	
53	Real Estate and Rental and Leasing	\$33,888	
54	Professional, Scientific, and Technical Services	\$43,915	
55	Management of Companies and Enterprises	\$62,311	
56	Administrative and Support and Waste Management and Remediation Services	\$26,686	
61	Educational Services (Private)	\$22,232	
62	Health Care and Social Assistance	\$35,326	
71	Arts, Entertainment, and Recreation	\$22,579	
72	Accommodation and Food Services	\$14,437	
81	Other Services (except Public Administration)	\$24,198	
90	Government	\$43,761	
99	Unclassified Industry		

Source: This report uses state data from the following agencies: North Carolina Department of Commerce, Labor and Economic Analysis Division

Employment

Industry in the area consists of a variety of operations, including agriculture, furniture manufacturing, textile manufacturing, siding, millwork, aircraft engine parts and assembly of emergency vehicles. Wilkes County is home to a Tyson Foods, Inc. processing facility and substantial Lowe's Companies back office operations. Wilkes County produces more hardwood saw timber than any county in North Carolina and ranks third in the state in beef cattle

production. Ashe and Alleghany counties produce a significant number of Christmas trees for the nation.

Table 2-E shows projected employment for Wilkes, Ashe and Alleghany counties in 2013 and 2023 along with the change and percent change for each of the major industry categories. The industry expected to increase the most over the coming decade Healthcare and Social Assistance with a 19% increase in employment which translates to an additional 691 jobs over the time period. The industry with the largest overall decrease in employment is Management of Companies and Enterprises which is expected to decline by 451 jobs or 22%.

Other industries expected increase in employment include, Construction, Retail Trade and Real Estate. Other industries expected to decline in employment include Manufacturing, Transportation and Information. Overall, the 3 county WCC service area is expected to increase in employment over the next decade by 3% or 847 total jobs.

All three counties have an economic development council or advisory board. These entities work closely with local chambers of commerce and the North Carolina Department of Commerce to attract new industry and to expand existing industry in their counties.

Employment Projections by Industry (Table 2E)

<u>NAICS Code</u>	<u>Description</u>	<u>2013 Jobs</u>	<u>2023 Jobs</u>	<u>Change</u>	<u>% Change</u>	<u>2012 Establishments</u>
11	Agriculture, Forestry, Fishing and Hunting	668	666	-2	0%	87
21	Mining, Quarrying, and Oil and Gas Extraction	16	14	-2	-13%	7
22	Utilities	106	106	0	0%	9
23	Construction	1,362	1,609	247	18%	303
31	Manufacturing	5,792	5,419	-373	-6%	117
42	Wholesale Trade	1,153	1,141	-12	-1%	116
44	Retail Trade	4,034	4,292	258	6%	383
48	Transportation and Warehousing	547	514	-33	-6%	44
51	Information	238	206	-32	-13%	24
52	Finance and Insurance	650	585	-65	-10%	127
53	Real Estate and Rental and Leasing	339	488	149	44%	72
54	Professional, Scientific, and Technical Services	449	544	95	21%	146
55	Management of Companies and Enterprises	2,040	1,589	-451	-22%	14
56	Administrative and Support and Waste Management and Remediation Services	716	738	22	3%	110
61	Educational Services (Private)	166	230	64	39%	13
62	Health Care and Social Assistance	3,614	4,295	681	19%	210
71	Arts, Entertainment, and Recreation	322	378	56	17%	28
72	Accommodation and Food Services	2,519	2,575	56	2%	180
81	Other Services (except Public Administration)	758	837	79	10%	175
90	Government	6,083	6,192	109	2%	158
99	Unclassified Industry	0	0	0	0%	0
	Total	31,573	32,420	847	3%	2,321

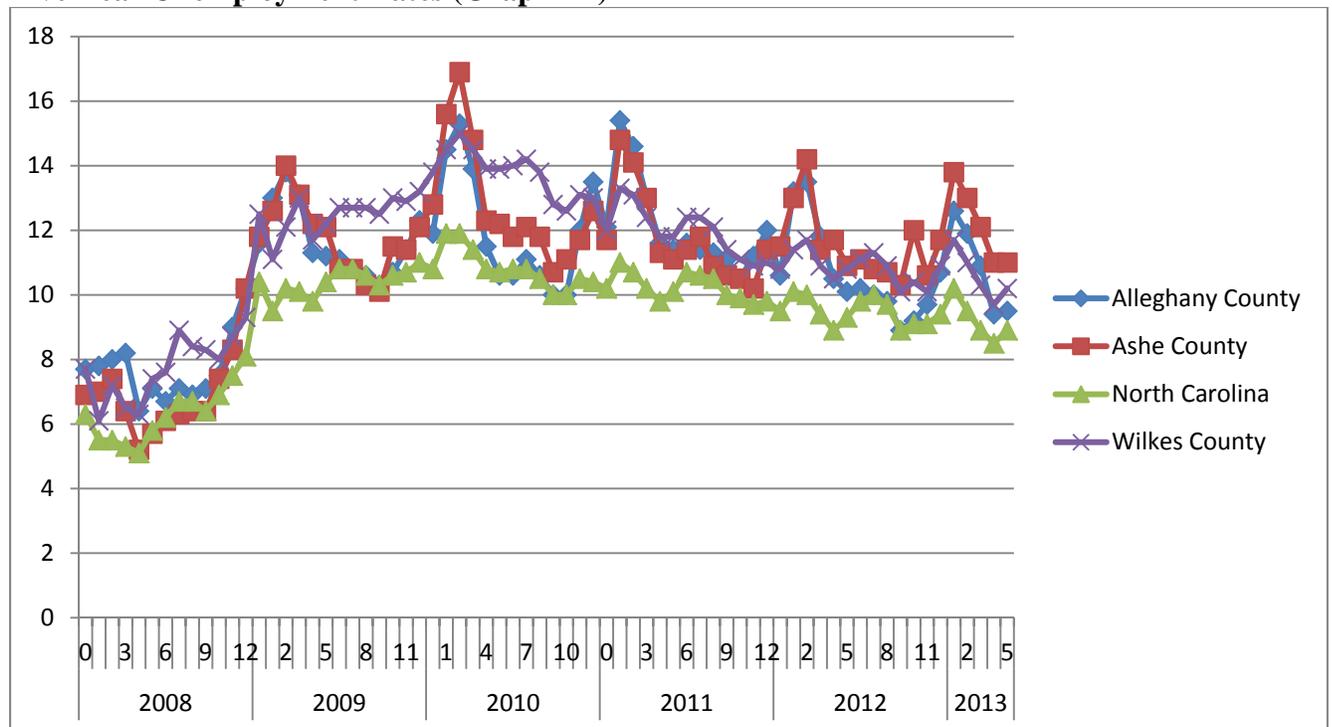
Source: QCEW Employees - EMSI 2013.2 Class of Worker

The unemployment rate of Wilkes County has historically been lower than the state average, while Alleghany and Ashe have tend to be above. Since 2007, the loss of manufacturing jobs and the movement out of the region by local industries has pushed Wilkes County’s unemployment rate above the state average and often above the average of the other two counties. Unemployment rates for the three counties remain stubbornly higher than they were 5 years ago but they also are significantly lower than 3 years ago.

The most recent available unemployment rate data, May 2013, shows Wilkes County with an unemployment rate of 10.2%, Ashe county with a rate of 11% and Alleghany County with a rate of 9.5%. All the counties had a higher unemployment rate than the state average of 8.9%. Graph 2-D shows the monthly unemployment rates for North Carolina, Ashe, Alleghany, and Wilkes counties over the past three years.

For May 2012, employment for Wilkes County was 26,763 out of a labor force of 29,789 leaving 3,026 unemployed. May 2012 employment for Ashe County was 10,777 out of a workforce of 12,108, leaving 1,331 unemployed. May employment for Alleghany County was 4,073 out of a labor force of 4,500, leaving 427 unemployed.

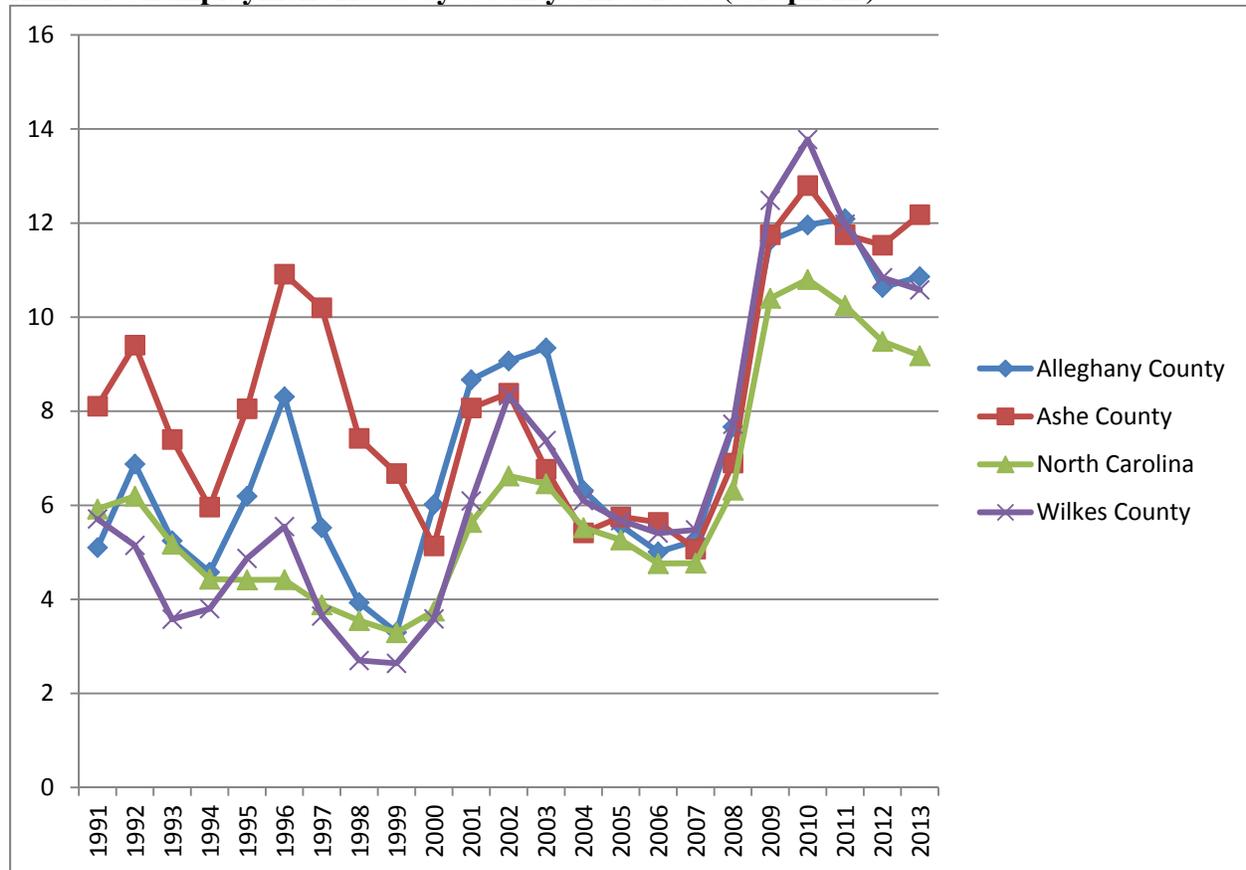
Five Year Unemployment Rates (Graph 2E)



Source: North Carolina Employment Security Commission

Graph 2F shows unemployment rates for the service area and the state annually back to 1990. This graph demonstrates that all 3 counties of the service area as well as the state have over the last 5 years experienced their highest annual unemployment rates in recent memory.

Annual Unemployment Rates by County Since 1990 (Graph 2F)



Source: North Carolina Employment Security Commission

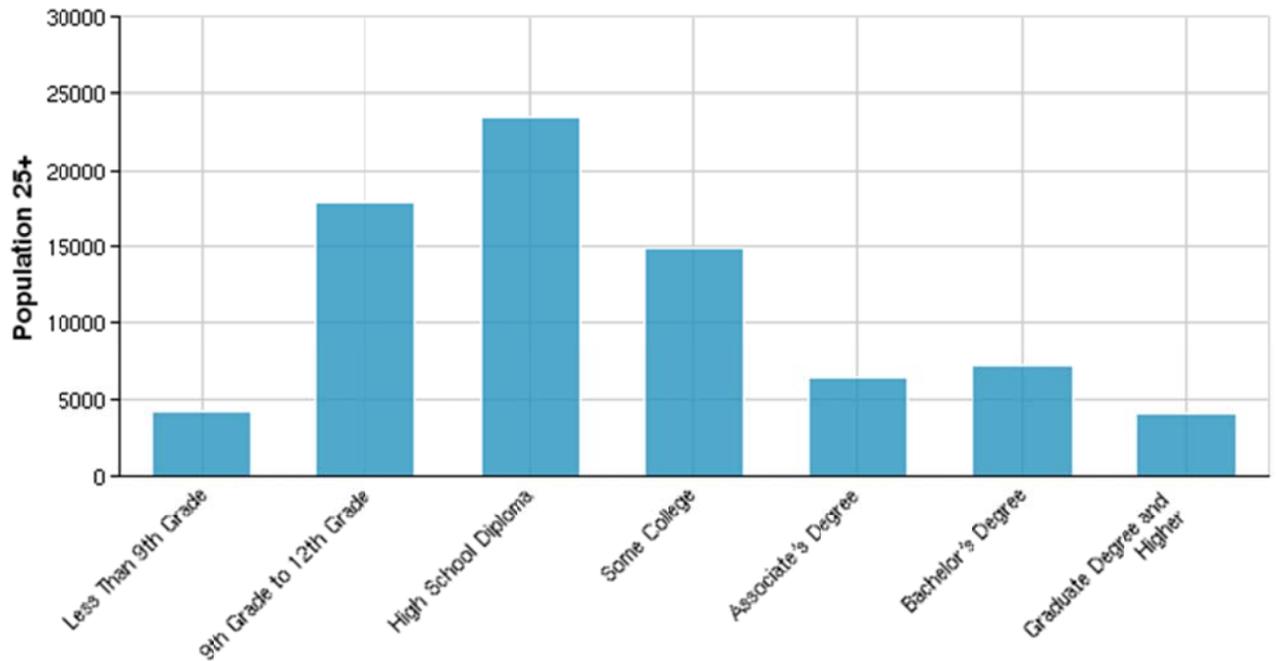
Education

Seven public high schools are located in the area. Table 2-H shows the number of high school graduates, by county, for the past 10 years. The number of high school graduates in 2012 was 945, and this number is expected to increase to 1,226 in 2018 but decline again to 916 by 2023. (Table 2-I).

According to Economic Modeling Specialists Inc, as of 2013, the WCC service area population 25 and older without a 12th grade education was approximately 28%. This percentage is significantly greater than that of the state (17%) or the nation (16%) Across the service area, these estimates indicate 22,013 adults had less than a 12th grade education.

Table 2G also shows that the service area percentage of adults 25 and over with a Bachelor’s Degree or higher (14%) is significantly lower than that of the state (26%) and the nation (28%). A lower overall educational attainment is somewhat expected due the rural and agrarian nature of the WCC service area. However, the college continues to participate in partnerships with other higher education entities such as Appalachian State University and Gardner Webb to deliver Bachelor level and higher educational offerings within the service area.

Educational Attainment Demographics (Graph 2G)



Educational Attainment Comparison (Table 2G)

Education Level	2013 Population	% of Population	State % Population	Nat. % Population
Less Than 9th Grade	4,180	5%	4%	5%
9th Grade to 12th Grade	17,833	23%	13%	11%
High School Diploma	23,518	30%	27%	28%
Some College	14,831	19%	21%	21%
Associate's Degree	6,331	8%	8%	7%
Bachelor's Degree	7,219	9%	17%	18%
Graduate Degree and Higher	4,082	5%	9%	10%
Total	77,995	100%	100%	100%

Source: EMSI Complete Employment - 2013.2

Area High School Graduates (Table 2-H)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Alleghany	96	97	74	84	98	113	90	118	105	105
Ashe	200	192	190	178	260	200	220	196	216	193
Wilkes	561	588	564	550	552	607	542	579	619	647
Total	857	877	828	812	910	920	852	893	940	945

Source: North Carolina Department of Public Instruction & Local High Schools

Projections of High School Graduates (Table 2-I)

Ashe, Alleghany & Wilkes Counties

	2023-2024	2022-2023	2021-2022	2020-2021	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Alleghany	99	99	110	132	107	128	124	107	117	98
Ashe	235	209	244	240	241	230	271	303	237	207
Wilkes	746	653	810	787	850	849	790	816	807	707
Total	1,080	961	1,164	1,159	1,198	1,207	1,185	1,226	1,161	1,012

Source: North Carolina Department of Public Instruction

According to the NC Public Schools Statistical Profile for 2013, the 2011-12 dropout rates in the WCC service area decreased significantly in all 3 counties over the previous 2 years (Table 2-J). In Ashe County, the rate decreased to 2.02 in 2011-12 from 3.36 in 2009-10. In Wilkes County, the rate decreased from 2.49% in 2009-10 to 1.63% in 2011-12. In Alleghany County, for the same period, the rate decreased from 3.12% to 1.04%. The rates in all 3 counties were the lowest in at least a decade.

School Drop-Outs Grades 7 - 12 (Table 2-J)																
Wilkes Community College Service Area																
School System	2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12	
	#	Rate														
Alleghany County Schools	25	3.44	13	1.77	16	2.15	21	2.86	15	2.10	22	3.12	19	2.76	7	1.04
Ashe County Schools	44	2.86	40	2.57	65	4.21	63	4.22	40	2.73	50	3.36	34	2.28	30	2.02
Wilkes County Schools	223	4.74	190	4.07	190	4.07	214	4.60	171	3.72	114	2.49	80	1.76	75	1.63

Source: North Carolina Department of Public Instruction

Characteristics of WCC Students

Typically, 53% of the college's total students (curriculum and continuing ed.) are male, though a greater percentage of curriculum students are female. Over 30% are under the age of 25. Twelve percent of students taking curriculum courses are enrolled in a transfer curriculum, 46% are enrolled in a technical program, and 25% are in a general education program. Approximately 89% of the student body is white, 5% is black, and 5% is Hispanic. Fifty-one percent are considered full-time students.

During the 2011-12 year, the college's financial aid office assisted 59% of curriculum students in obtaining financial aid for their education. Twenty-eight percent of curriculum

students were married, 35% had dependent children, 47% were enrolled in at least one online course and 95% stated that they would recommend WCC to others.

Trends, Population and Economy

Based upon a review of the characteristics of the area, the following trends are predicted for the next five years:

- Population in the area will grow modestly, with Hispanic populations increasing at a rate and number greater than Non-Hispanic.
- The number of high school graduates should increase through 2016, after which it should remain relatively level until it begins to decline in 2023.
- With public school dropouts at historic lows it is as of yet undetermined whether those levels can be maintained and seems unlikely.
- The need for services to the unemployed will remain relatively stable. The largest growth for the area will be in healthcare and construction. The projected decline in employment for management of companies and enterprises is a concern.
- Employers will have an increased need for better trained and higher skilled employees. More emphasis will be placed by the employer upon literacy.

Educational Needs

In developing Vision 2020, WCC conducted a comprehensive assessment of community needs. Students, area businesses and industries, a sample of community members, and WCC faculty and staff were involved in focus group meetings to determine the greatest changes and challenges facing WCC in the coming 10 years. The college plans to address these challenges in conjunction with Vision 2020 and is preparing to embark upon the following initiatives derived from the Vision process.

1. Engage all facets of the WCC community in fostering a learner-centered environment that offers opportunities to acquire the knowledge and skills necessary to live, work, and serve effectively in a world of rapid economic, social, and technological change.
2. Emphasize assessment to guide the continuous improvement of WCC's learner-centered programs and services.
3. Encourage and support the ongoing growth and development of faculty and staff for the purpose of refining and extending their abilities.
4. Build and sustain a learning, teaching and working environment that models WCC's core values of caring, collaboration, creativity, engagement, and responsibility.
5. Continue to foster partnerships and collaborations that support and add value to our region's economic development efforts.

6. Continue WCC's commitment to community development through a variety of services, cultural activities, and recreational opportunities.
7. Provide the facilities, technology, and human resources necessary to achieve the mission of the college and our learner-centered vision.

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SECTION 3

Long-Range Plan, 2007-2012

The purpose of the Wilkes Community College 2007-2012 Long-Range Plan (LRP) is to look at data of multiple types and from multiple perspectives in order to provide an accurate projection of how much the college will grow over the next five years and also, which of the college's programs will experience the greatest amount of growth. To develop this plan, the college administration appointed a 24-member committee from across the college and followed the guidelines and recommended procedures set out by the North Carolina Community College System (NCCCS).

The first data source used in developing the LRP is a set of service area data projections for the 2007 to 2012 period. These projections include information on changes to the regions demographic makeup over this period, including shifts in overall population, ethnic groups, age categories, educational attainment, occupations, and industry. Key points from this data includes a 9% increase in the overall population, an increase in the population 55 and over of 18%, and an increase in the Hispanic population of 27%.

In developing the LRP, the second data source used was enrollment projections. These projections were developed using a formula provided by the NCCCS. Over the five-year period, the projections showed that the college's overall enrollment would increase a total of 404 FTE or 14%. The enrollment increases in the individual programs break down to 298 FTE or 14% in curriculum, 22 FTE or 8% in basic skills and 84 FTE or 15% in occupational extension.

The third data source used in the LRP is an internal faculty and staff survey. This survey was administered online to all full-time faculty and professional staff of the college. The top three anticipated new programs identified by faculty and staff were respiratory therapy, medical programs in general, and massage therapy, all of which are medical related. For existing programs, associate in arts received the greatest number of mentions followed by nursing and respiratory therapy.

The final LRP data source used was an external listening forum. Attendees at the listening forum consisted of representatives from the various program advisory committees of the college. The committees received a presentation about the three other data sources of the LRP and then were asked to give feedback about their opinions regarding the data as well as which programs would grow at the college. Generally, the attendees agreed with the data and the college's analysis of the data. Growing programs identified by the attendees included medical programs, basic skills, and English as a Second Language.

From the data gathered and analyzed, the Long-Range Planning Committee identified three key implications. The first key implication is the significant increase in the regional population of individuals aged 55 and over. The second key implication is the

educational deficit in the region for those individuals 25 and over. The final key implication is the large increase in the percentage of the Hispanic population in the region. From these three key implications, the programs identified to experience the greatest amount of growth over the next five years are health technologies and basic skills.

The ultimate purpose of the Long-Range Plan was to utilize data from multiple sources to identify key issues that would change the college and its environment in the coming five years and also identify which programs would grow over that time period. Through triangulation of data, the committee was able to determine that the population of the college service area will grow significantly and with it the college and its various programs should also continue to experience growth.

The college has begun the task of updating its Long Range Plan for 2013 to 2018 which it plans to complete during the 2013 calendar year.

SECTION 4

Planning Goals, Long-Range Goals and Short-Range Objectives 2013-2015

Institutional Planning Goals

As part of Wilkes Community College's strategic plan, it is the policy of the college to relate goals and objectives to the North Carolina Community College System (NCCCS) Plan. Currently, the NCCCS is operating under the 2007–2009 plan (Appendix B). The Wilkes CC goals can be found in the Vision 2020 document (Appendix G). The college approved its vision document in the summer of 2010 to respond to the changing international, national and local environment.

North Carolina Community College System 2007–2009 System Plan Goals and Initiatives

The mission of the North Carolina Community College System is to open the door to high quality, accessible educational opportunities that minimize barriers to post-secondary education, maximize student success, develop a globally and multi-culturally competent workforce, and improve the lives and well-being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre-baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry and in collaboration with the University of North Carolina System and private colleges and universities.
- Services to communities and individuals which improve the quality of life.

Revised and adopted September 2006 by the State Board of Community Colleges

NC Community College System Strategic Plan, 2007-09

1. Critical Issue: Changing Demographics, as associated with:

- NC population increase fueled by legal & illegal immigrant population, particularly in the Latino/Hispanic segment
- Baby Boomers aging out of the NC workforce
- Shift in NC population from rural to primarily urban or resort/retirement communities

Goal 1: Increase participation and completion rates of underserved and underachieving population segments.

1. Objective A: Using the NCCCS Achieving the Dream (AtD) methodology to identify and define underserved & underachieving population segments at each NCCCS college, appoint a task force of NCCCS constituent groups [Senior level administrators for instruction, continuing education, student services, career

services, admissions, counseling, recruiting, basic skills, & planning & research] to define and determine baseline participation and completion rates for these segments.

2. Objective B: Engage the task force in developing a list of best practices to address participation and completion rate issues.

Goal 2: Identify occupations in which workforce shortages are anticipated and develop programs to recruit new workers and retain and upgrade older workers to meet identified needs.

- Objective A: Identify and contract with a consultant or consulting group to (1) perform a supplementary gap analysis to validate educational gap areas identified in the HB1264 Report, *Staying a Step Ahead: Higher Education Transforming NC's Economy*, and (2) develop a gap analysis system that can be maintained by NCCCS staff long term.
- Objective B: Appoint a joint NCCCS-UNC task force comprised of college presidents, instructional deans, workforce development directors (to include UNC's SBTDC), private business representatives, regional economic development representatives, and other appropriate groups to address the findings of the gap analysis.

2. Critical Issue: Fiscal Resources, necessary for:

- Integrating technology into infrastructure, programs, services
- Meeting the Knowledge Economy's increased demand for higher education
- Recruiting & retaining quality faculty, staff & administrators
- Replacing, repairing, and upgrading aging facilities & buildings
- Meeting demand for increased accountability

Goal 1: Enhance student access and affordability by establishing regular enrollment growth funding and an enrollment reserve to accommodate large increases in enrollment; by keeping student tuition rates as low as is reasonable, and by supporting funding for multi-campus colleges and off-campus centers.

- Objective A: Research and develop funding models and strategies that provide adequate resources for enrollment (regular term, enrollment spikes, multiple locations); academic and student services support; and high cost – high demand programs for the enhancement of economic development.
- Objective B: Validate the relationships between the cost of attendance, financial aid, and student success.
- Objective C: Research and develop the infrastructure, support and maintenance costs of a comprehensive distance education program.
- Objective D: Engage the NCACCP Finance Committee and Current Chair of the NC Association of Community College Presidents in the evaluation of funding models, critique of strategies, and discussion of cost/benefit analyses.
- Objective E: Produce a well-documented and defensible request for additional resources.

Goal 2: Continue to raise compensation levels for faculty and staff to the national average and beyond.

- Objective A: Research and develop cost estimates, using multiple data sources and comparative analyses, for a multi-year plan for elevating faculty and professional staff salaries to peer national averages.
- Objective B: Reward, with budget flexibility, those colleges that make measurable movements to the national average salaries.
- Objective C: Evaluate and re-evaluate the plan adopted in 2005 to increase the compensation of adjunct faculty salaries.

3. Critical Issue: Human Resources, necessary for:

- Responding to the aging out and impending retirements of large groups of faculty, staff & leaders
- Responding to the anticipated leadership “brain drain” associated with Baby Boomers aging out

- Goal 1: Develop and implement a succession plan model that allows colleges (and the system office) to identify, prepare for, and manage the effects of impending and future retirements. Objective A: Appoint a task force of NCCCS constituent groups [Representatives of trustees association, State Board of Community Colleges, community college presidents association, and HR directors association, etc.] to research, identify & select an existing succession plan model that can be adjusted to fit the needs of the NCCCS environment.
- Objective B: Engage the Task Force in adjusting the identified model to fit the NCCCS institutional and system office environments.

- Goal 2: Inventory and review all current leadership development programs before developing and implementing an enhanced system-wide leadership development program. Objective A: Appoint a task force of NCCCS constituent groups [Representatives of NC Community College Leadership Program, NCSU’s Leila Gonzales Sullivan, Fuqua School, community college presidents association, HR directors association, etc.] to inventory & review all current leadership development programs being utilized and supported by NCCCS.
- Objective B: Engage the task force in developing an enhanced system-wide leadership development program tailored to NCCCS needs.

4. Critical Issue: **Technology**: In order to:

- Make a successful transition in the Knowledge Economy
- Keep pace with constant technological advancements
- Meet the growing technical & instructional expectations of Gen-X & Gen-Y students

Goal 1: Establish regional technology resource centers that promote student learning through effective integration of technology resources and systems with curriculum development to establish effective instructional methods that can be implemented on campus and in distance learning offerings throughout the community college system.

- Objective A: Involve a task force of NCCCS constituent groups [Representative from trustees association, state board, community college president’s association, business officers association, IT managers, instructional administrators association, Council of Community College Library Administrators, NCCC Adult Educators Association, Continuing Education Administrators Association, Student Services Administrators Association, etc.] to define the role, scope, & responsibility of the centers.
- Objective B: Engage the task force in developing the organizational structure, rules of operation, and other operational center details.
- Objective C: Using the criteria established, engage the task force in developing an objective, RFP-based procedure – keeping geography and economic conditions in mind – to award the centers to the most effective proposals.

Goal 2: Develop a five-year technology plan for the system that includes a technology needs assessment for the system, including infrastructure; the priority for addressing those needs; and funding strategies, both public and private.

- Objective A: Engage an inclusive, representative group of college technologists, IT staff, administrators, Council of Community College Library Administrators, NCCC Adult Educators Association, & faculty to work with the system office to determine the scope and methodology for developing the plan that clearly defines “technology and the scope of technology to be addressed within the plan (e.g. infrastructure, support services, distance education).
- Objective B: Engage the technology group in developing the needs assessment instrument, determining a process for prioritizing needs, & identifying funding strategies.

5. Critical Issue: Increasingly competitive market, as associated with:

- Increased demand for higher education attracting competition
- Changing customer needs & expectations
- Challenges: fiscal & human resources (brain drain)
- Danger: Not recognizing & adjusting to market changes

Goal: Develop, design, and implement a multi-phased study to accurately define the nature of the higher education market in the current environment.

- Objective A: Engage a UNC System graduate school of business program to conduct a multi-phased study to accurately define the nature of the higher education market in the current environment.
- Objective B: Engage student researchers with input from NCCCS constituent groups [Representatives from NC Association of Community College Presidents, faculty aAssociation, Continuing Education Administrators Association, NC4SGA, trustees association, state board, NCCC Adult Educators Association, etc.] in determining the scope of the study.

Long-Range Goals

During the 1993-94 year, the college outlined its first strategic plan designed to carry the college into the 21st Century. The plan, called Vision 2000, was developed by a broad cross-section of community and college representatives. The Vision 2000 plan was reviewed and updated during the 1996-97 year and served as the planning document for Wilkes Community College through 2001. In 1999, the college began work on a new vision and the result of this study produced Vision 2010, which was the strategic plan under which the college operated until 2010.

In 2009 the college began work on its current strategic plan, Vision 2020. In developing this plan the college conducted an in-depth study, gathering information from businesses and industries, college representatives and various other resources. This new document, approved by the board of trustees in July 2010, lays out a learner-centered focus for the college for the coming decade.

Wilkes Community College Vision 2020 Goals and Initiatives

Purpose Statement

Wilkes Community College, a member of the North Carolina Community College System, is a public, two-year, open-door institution serving the people of Wilkes, Ashe and Alleghany counties and beyond.

Wilkes Community College enhances the quality of life through the following:

- quality education and workforce development, including basic skills, occupational, technical and pre-baccalaureate programs.
- economic development services to business and industry, both public and private.
- community development through a variety of services, cultural activities, and recreational opportunities.

Our Initiatives

To achieve our mission and learner-centered vision, we will

1. Engage all facets of the WCC community in fostering a learner-centered environment that offers opportunities to acquire the knowledge and skills necessary to live, work, and serve effectively in a world of rapid economic, social, and technological change.
2. Emphasize assessment to guide the continuous improvement of WCC's learner-centered programs and services.
3. Encourage and support the ongoing growth and development of faculty and staff for the purpose of refining and extending their abilities.

4. Build and sustain a learning, teaching and working environment that models WCC's core values of caring, collaboration, creativity, engagement, and responsibility.
5. Continue to foster partnerships and collaborations that support and add value to our region's economic development efforts.
6. Continue WCC's commitment to community development through a variety of services, cultural activities, and recreational opportunities.
7. Provide the facilities, technology, and human resources necessary to achieve the mission of the college and our learner-centered vision.

Budget Flexibility

The 1996-97 NC General Assembly provided funding flexibility to each institution to meet local requirements and community needs. Each year, Wilkes Community College develops a budget that addresses community needs. The budget is directed by the planning process, which is overseen by the Quality Council and the Administrative Council, has campus-wide involvement, and administrative board of trustees approval. The budget maintains a presence in all previously funded programs. The planning process takes into account the state priorities and ensures that a balanced program is offered.

The board of trustees and the college family is indebted to the general assembly for granting this flexibility in the appropriations. Each year, the community and the college will work together to fund the greatest adult educational needs in Wilkes Community College's service area, and adheres to guidelines allowing the budget flexibility.

Institutional Short-Range Objectives, 2013-14

The Administrative Council and Academic & Support Services Council, in concurrence with the goals of Vision 2020, have established the following short-range objectives for the 2012-2014 academic years. These short-range objectives were developed with input from all areas of the college.

All Goals

Goal

Grouping Accounting

Title

Enhance student advisement through increased awareness of local and state resources
Professional Development

Business Administration

Enhance student advisement through increased awareness of local and state resources
Professional Development in program/teaching content

Culinary

Develop an accounting system for program activities
Engage in professional development offerings related to classroom training and also in student learning outcome assessments
Enhance student advisement through increased awareness of local and state resources

Human Resources Management

Enhance student advisement through increased awareness of local and state resources
Market program to potential students in high schools and opportunities for double majors in related programs

Office Administration

Attend Great Teachers Workshop and implement ideas into instruction
Enhance student advisement through increased awareness of local and state resources

Advertising & Graphic Design

Attend a design-related conference "PRIMA"
Enhance student advisement through increased awareness of local and state resources

Baking & Pastry Arts

Attend training sessions on assessment
Enhance student advisement through increased awareness of local and state resources

Computer Information Technology

Enhance student advisement through increased awareness of local and state resources
Incorporate new Office 2013 into course content

Early Childhood Associate/School Age Education

	<p>Continue to work on NAEYC accreditation</p> <p>Enhance student advisement through increased awareness of local and state resources</p> <p>Market new CDA certificates to gain enrollment</p>
Networking Technology	<p>Develop a program that earns Networking Coned credit for curriculum course credit</p> <p>Enhance student advisement through increased awareness of local and state resources</p>
Simulation & Game Development	<p>Continue to evaluate the structure of the curriculum</p> <p>Enhance student advisement through increased awareness of local and state resources</p> <p>Showcase Program/Student Work</p>
Basic Law Enforcement Training	<p>Attend conferences and workshops for the purpose of maintaining current information and creating new course offerings</p> <p>Enhance student advisement through increased awareness of local and state resources</p>
Criminal Justice Technology	<p>Enhance student advisement through increased awareness of local and state resources</p> <p>Justify a full-time position for a CCP instructor who would also teach WCC courses</p>
Basic Skills	<p>Develop a class on main campus "COMPASS" for AHS/GED, career exploration, and Accuplacer prep.</p> <p>Develop a new "orientation" process for students</p> <p>Develop second year part of Project College.</p> <p>Enhance "transitioning" efforts. Implement a transitioning coach/adviser position.</p> <p>Implement new LEIS forms</p> <p>Quality Instruction - observe all instructors</p> <p>Redesign "managed enrollment" process</p>
Developmental Math	<p>Implement new Developmental Math modules. Developed and will be fully implemented Fall 2013</p>
Developmental Reading/English	<p>Design and equip 2 rooms in Thompson Hall for the new DREs.</p> <p>Implement new Developmental Reading and English curriculum changes.</p> <p>Train all Developmental Reading and English instructors and adjuncts on the new DREs.</p>
Institutional Effectiveness	<p>Complete a cycle using the compliance-assist credentials software</p>

	Implement a new follow-up system for academic program review.
Facilities Services	
	Renovate Oakwoods Complex
Grounds	
	Renovate Garden of the Senses
	Renovate Woodland Garden (Along stairway to Randolph)
Maintenance	
	Caulk cement joints of Lovette, Hayes and Thompson Hall
	Power Mechanics Renovations - paint exterior, building classrooms
	Renovate parking lots around Beacon, Power Mechanics and the bus lot above the Walker Center.
	Replace Heating and Cooling in Gym
Financial Services	
	Convert submission of outstanding debts to department of revenue to an electronic transmission.
	Implement the Docescan imaging/workflow system.
Information Technology	
	Create Backup Documentation
	Help Desk System
	Student AD accounts
Marketing and College and Community Relations	
	Assess college and event publications to streamline production and improve quality. (Specifically: MerleFest Program, Continuing Ed Schedules, Walker Center Program)
Printing Services	
	Train backup operator from each division to operate printer and other equipment in print shop to ensure adequate service during vacations and sick leave.
Safety & Security	
	Update WCC Emergency Response Plan
Instructional Support and Student Services	
	Integrate academic support into the learning environment
	Monitor progress of students admitted under Multiple Measures
	SACS Reaffirmation: assign Core Requirements, Comprehensive Standards and Federal Requirements to appropriate directors; begin process of data collection and developing responses; develop timeline
	WECHS: Develop plan with Super Seniors who will have earned college credit but not a degree by end of 5th year
Cooperative Education/Service Learning	
	Develop a list of potential international projects to share with Rotaract Club members
	Implement electronic portfolio documentation to Ashe/Alleghany Early Childhood students
Early College High School	

Create and present to WECHS students, "Pack Time" workshops and learning sessions on additional college and academic success skills topics

In cooperation with the Wilkes Early College Dean of Students, schedule and hold conferences with high-risk students and their parents.

Learning Technologies & Distance Education

Chair the Distance Learning Task Force
DL Course Standards
Lead in the Transition of Moodle Host
State Authorization Compliance

Quality Enhancement Plan

Adoption by all ACA instructors of the more rigorous study skill component in ACA (relevance, rigor and relatedness)
Move toward curriculum mapping so program outcomes align with courses
Selection of data-driven QEP Topic

Registration & Records

Graduation Process Improvement

Registration and Records will work to improve the automation of the graduation process for WCC students by further implementing the use of Degree EVAL as well as providing additional training on Degree EVAL to faculty.

Student Financial Aid

Do job blue print for financial aid processes on Datatel

Action Item

**Grouping
Wilkes Community College**

Title

Form Task Force to make a recommendation on continuing education scholarships including, financial aid, development office, instruction (CE and CU), business office and WIA

Continue to consider recommendation regarding athletics

Recommend strategies to increase percent of high school grads enrolling at WCC

Monitor and report activities of the General Assembly in the 2011-12 short session

Academic Instruction

Review options for ceramics within the community.

Review the top 5 programs of the 11-12 high school survey

Convene meeting with Kelly and John do discuss how to review AET.

Review the list of Part-Time faculty who are eligible for the affordable Care Act and make adjustments for Fall 2013.

Review procedure for simultaneous continuing education and curriculum offerings

Develop and implement programs for the prison

Work with Robin to develop and manage a balanced budget for the culinary program inclusive of fundraisers and other items
Guide the follow up development required by the 5th year report
Make recommendation on what programs and services will be moving to the Oakwoods facility
Review program/course/instructor data to determine cost effectiveness and viability in curriculum and CE programs
Explore professional development opportunities with Wild Acres
Develop a strategy to prepare continuing education & curriculum faculty to provide certification/licensure training rather than contracting with individuals from outside the service area.
Meet with Culinary and BPST leadership about Café options
Review options for grants going forward

Ashe Campus and Alleghany Center

Develop a plan for Ashe Campus expansion or research a potential alternative location for programming currently at Ashe Campus and Ashe Family Central

Industrial and Workforce Development

Evaluate a fee structure for IWD programs. (I.e, materials, consumables.)
Consult with Barbara Boyce about faculty credential requirements for articulated Con Ed. Classes
Make recommendation on BLET placement in curriculum or continuing education
Form committee to review Continuing Education Planning/Evaluation Process
Continue to explore construction of “green home”
Evaluate vacated space in Lovette Hall and Headhouse
Review Continuing Ed Credit proposal with ASSC

Institutional Effectiveness

Ensure that all goals entered into Compliance Assist relate to one of the 7 strategic initiatives.
Add language to IE Plan regarding Continuing Ed assessment/review of selected
Review tracking the ultimate college destination of the area HS students
Identify the colleges near the WCC FTE ranking
Manage compliance assist software to translate and document implementation of the vision.
Develop a procedure to fulfill data requests across the college
Revisit the Long Range Plan
Reaffirm planning and budgeting procedures and timetables
Enter AC Action Items into Compliance Assist under a new category
Convene Long Range Planning Committee
Gather data on athletics

Administrative Services

Compile a full list of pros, cons and costs of having a campus police department or contracting security services.
Review and revise hiring process and provide orientation for committee chair.
By February develop a more detailed capital improvement project listing and a source of funds to address them.

Update and reaffirm the Affirmative Action Plan.
Formulate a recommendation on the elevator
Explore further the energy saving options
Determine if security will be allowed to use pepper spray and if so, develop a draft policy
Make a recommendation on the 1.2% salary increase
Finalize Thompson Hall flood control plan
Research technology fee for multiple CE courses in a semester
Study options to reduce costs of the dental insurance program
Formulate a recommendation on the tennis courts
Lead planning for Automotive Technology Complex
Revisit the master facilities plan
Research options for health science center
Monitor flood abatement grant application and implement, if funded
Update directional signs
Develop a process where part-time employment hours are monitored centrally

Information Technology

Identify personnel options to meet IT needs
Recommend final mobile devices guidelines
Explore marketing strategies via technology or other methods to currently enrolled high school students who have expressed interest in WCC and participants in the proposed college & career promise programs
Develop a long term IT plan
Implement next phase of mass communication system

Instructional Support and Student Services

Meet with Deans about description of the marketing and enrollment management position.
Develop a plan for student and other services at the Oakwoods facility.
Develop a strategy for follow up one on one with personal contact with high school seniors who have expressed interest in WCC.

Lead review of the intercollegiate athletics program

Propose how to compensate for reduction in Perkins funds
Research alternative uses of bookstore, student activity and vending machine funds

Explore options for development and coordination of C&CP
Prioritize financial aid, including crisis assistance, unspent fund balances, scholarships and work study options (Includes both CE and CU)

Research call box grant to determine WCC obligations

SECTION 5

ACCOMPLISHMENTS

This section highlights the college's accomplishments during the 2012-2013 year, reporting the accomplishments attained through short-range objectives derived from the Vision 2020.

Performance Measures/Indicators of Effectiveness

In 2007, the North Carolina State Board of Community Colleges adopted eight performance measures for accountability and then revised and updated those in 2012. Data from the draft *2013 Critical Success Factors Report* indicates that Wilkes Community College (WCC) is above the baseline in all 8 categories. The college was below the mean but above the baseline in 2 categories, below the goal and above the mean in 4 categories and met or exceeded the goal in 2 categories. Of the 57 NCCCS institutions there were only 6 that met or exceeded more goals than WCC.

Institutional Short-Range Objectives, 2012-14

The Administrative Council has utilized the *Vision 2020 Statement* (Appendix G). as a guide in defining short-range objectives, annually, since 2011. All college personnel are involved in the process of developing short-range objectives for each year. These short-range objectives are reviewed and considered by the college's administration in deliberation on the distribution of equipment and other cost funds, annually, after each planning cycle.

Accomplishments from each year's objectives related to Vision 2020

Wilkes Community College Annual Accomplishments 2012-13

1. Engage all facets of the WCC community in fostering a learner-centered environment that offers opportunities to acquire the knowledge and skills necessary to live, work, and serve effectively in a world of rapid economic, social, and technological change.
 - a. Initiate Career & College Promise for Ashe and Alleghany.
 - b. Piloted a class for students to PASS (Preparing to Achieve Student Success) out of developmental classes.
 - c. Implemented Engineering Technology CIP Project.
 - d. Advanced the rigor, relevance and content of the Transportation Technology programs of study by incorporating new technologies into classroom and lab environments.
 - e. Implemented new CIP approved Collision Refinishing and Repair two-year associated degree.
 - f. Established and became an AWS Certified Welding site.
 - g. Converted all communication to financial aid students to Gmail and Web Advisor.
 - h. Developed a new placement test score guide/handout that will be provided to students during their placement test interpretation meeting with a Student Services representative.
 - i. Student Services collaborated with the academic divisions and Wilkes County Schools to offer a recruiting event for high school sophomores and juniors and emphasize Career and College Promise opportunities.
 - j. Enhanced the job placement resource information available through Moodle.
 - k. The revised "Academic Progress and Standards" policy was fully implemented.
 - l. Increased Pardue Library's collection of global education materials.
 - m. The Pardue Library created 8 research guides, 3 for courses that don't traditionally use the library.
 - n. Skills USA – 36 first place winners.
 - o. Made preparations for Radiography which will be offered beginning fall, 2013.
 - p. Submitted a Substantive Change prospectus to SACSCOC for Career and College promise, required for programs of study leading to a credential for which 50% or more can be obtained off-campus.
 - q. Began transitioning to multiple measures for student placement.

2. Emphasize assessment to guide the continuous improvement of WCC's learner-centered programs and services.
 - a. Based upon assessment data developed a Continuing Ed. marketing plan to include new format for tabloid, billboard signs and TV ads.
 - b. Fully implemented Compliance Assist software for planning and assessment documentation in all departments.
 - c. Assessed, reorganized, and relocated the James Larkin Pearson Collection
 - d. Successful in addressing the issues requiring follow up from the SACSCOC Fifth-year Report

3. Encourage and support the ongoing growth and development of faculty and staff for the purpose of refining and extending their abilities.
 - a. Trained and certified all WCC security staff in basic first aid and CPR.
 - b. Hosted the great teachers retreat with approximately 30 WCC faculty attending.
 - c. Initiatives committee has identified a list of orientation topics that will be further developed and a quickstart kit/survival guide for new faculty is in development.
 - d. WCC College Readiness faculty participated in professional development targeted for the revised developmental courses in reading, English and mathematics.
 - e. The first year leadership program participants held a “read and lead” series to discuss Colin Powell’s book “It Worked for Me: In life and Leadership.”

4. Build and sustain a learning, teaching and working environment that models WCC’s core values of caring, collaboration, creativity, engagement, and responsibility.
 - a. Successful annual fund drive with 50.21% of the college family participating
 - b. Greatly increased public awareness via news releases, added billboards and commercials, and Facebook hits topping the 30K mark

5. Continue to foster partnerships and collaborations that support and add value to our region’s economic development efforts.
 - a. Developed industry specific Occupational Extension academies, institutes, and programs to address skill upgrade performance of the service area.
 - b. Increased industry training programs for Occupational Extension by 20%.
 - c. Enhanced the visibility and program offerings of Occupational Extension through chambers of commerce, economic development offices, and speaking engagements.
 - d. Successful MerleFest 2013 with 77,000 participants and an economic impact of \$10.7 million on the region.
 - e. Small Business Center delivered 46 classes to 476 clients with 132 hours of classroom instruction and also counseled 76 clients.

6. Continue WCC’s commitment to community development through a variety of services, cultural activities, and recreational opportunities.
 - a. Purchased a Foosball Table and Ping Pong Table for the Student Game Room.
 - b. Trained 337 people for 13 local industries through business and industry support funds.
 - c. Held a successful Walker Center season with a total of 4,522 participants at 6 shows.

7. Provide the facilities, technology, and human resources necessary to achieve the mission of the college and our learner-centered vision.
 - a. Began construction of the Automotive Technology Complex.
 - b. Capital campaign for Automotive Tech. Complex – with the support of F/S, the endowment corp. has exceeded its \$700,000 community goal and is on target to complete the \$2.3 million project.
 - c. Updated Nursing Lab in Ashe.
 - d. Updated the entrance and sign at Ashe Campus.
 - e. Converted Blackboard Courses to Moodle platform.

- f. Redesigned and renovated Continuing Ed. building/office to create 2 new classrooms and increase efficiencies for operations and renovated office space in Lovette Hall.
- g. Converted the former drama space to classroom and computer lab space for developmental math.
- h. Built better infrastructure for MerleFest by enhancing soil substructure in tented areas.
- i. Renovated Japanese Garden and Evergreen Garden and gardens around Beacon Building.
- j. Installed new chiller for Alumni Hall.
- k. Renovated parking lots for Daniel Hall, Alumni Hall, Lowes Hall, Horticulture, and Building 7 and striped roads around campus.
- l. Repainted first floor of Alumni, renovated classrooms in Hayes, painted second floor of Randolph, renovated second floor of Beacon Building.
- m. Repaired and coated roofs on Walker Center, Daniel Hall and Pole Shed, Watson Stage, Building 7 and Power Mechanics.
- n. Implemented E-Commerce so credit cards can be run through datatel
- o. Implement On-line Payments for Students through Webadvisor
- p. Implementing live receipting into the college's cashiering system from Alleghany
- q. Implemented SoftDocs imaging and workflow was for Admissions and Finance office.
- r. Installed Digital Signage in Beacon.
- s. Implemented online instant enrollment and payment options for Con Ed.
- t. Streamed graduation online for the first time to 254 total connections.
- u. Information Technology staff closed 2,413 help desk tickets.
- v. Available recorded class lectures totaled 677.
- w. Updated the Core Network Layer
- x. Degree audit was implemented to allow students and academic advisors to easily identify what courses need to be completed in order to fulfill degree requirements.
- y. Installed data and phone upgrade for Joblink and a phone upgrade for the North Wilkesboro Center.

Wilkes Community College Annual Accomplishments 2011-12

1. Engage all facets of the WCC community in fostering a learner-centered environment that offers opportunities to acquire the knowledge and skills necessary to live, work, and serve effectively in a world of rapid economic, social, and technological change.
 - a. Implemented a pilot of Career & College Promise in the high schools in Spring 2012.
 - b. Wilkes Early College High School is completing its third year of operation. During the coming year it will have 240 students in grades 9 – 12. A few students are on track to graduate early at the end of their 4th year of high school instead of at the end of year five, and then go on to a 4-year college to complete their education.
 - c. Wilkes Community College was the first college in NC to switch from the TABE test to the GAIN test, a federally approved test for Adult Education. It is a computerized exam similar to Accuplacer and has many benefits over the TABE.
 - d. Wilkes Community College was the first program in the US to initiate a program called “Workforce Connects” as a transition for Basic Skills students
 - e. News release submissions by the college to the media increased by 68%
 - f. The cooperative effort of College Readiness and the Academic Support Center to create the new PASS (Preparing to Achieve Student Success) summer program to assist developmental students and improve retention.

- g. Began new curriculum Emergency Medical Science program.
 - h. Initiated Basic Skills Plus (BS+) and Accelerating Opportunity (AO) programs, which are similar programs that allow students to dual enroll with Basic Skills and curriculum or Continuing Education classes while earning stackable credentials/certificates/transfer credits towards a specific career pathway.
 - i. Initiated Project College, which is a two-year certificate program for students with intellectual disabilities who have earned their occupational diploma. It allows students focus on career exploration and workplace skills for college transfer studies or occupational pathways and community and independent living.
 - j. Completed 2 Sessions of Regional Training for Partnerships with FBI & NC ISAAC – Anti-Terrorism.
2. Emphasize assessment to guide the continuous improvement of WCC’s learner-centered programs and services.
 - a. Implemented Compliance Assist college-wide for documentation of all program outcomes and planning objectives.
 - b. Submitted the college’s first ever fifth year report to the SACS commission on college.
 - c. SAGE exceeded all objectives set by the Department of Education for 2010-2011.
 3. Encourage and support the ongoing growth and development of faculty and staff for the purpose of refining and extending their abilities.
 - a. Reorganized for greater efficiencies and synergies.
 - b. Began the transition from the Blackboard course management system to the Moodle learning management system with 34 instructors teaching 99 courses during the Spring 2012 Moodle pilot semester.
 - c. WCC Leadership Development Program had 20 Graduates in Cohort II.
 4. Build and sustain a learning, teaching and working environment that models WCC’s core values of caring, collaboration, creativity, engagement, and responsibility.
 - a. SIFE Club students and advisors participated in the Campbell’s Soup Let’s Can Hunger Campaign and raised 6,101 pounds. Donations went to Wilkes Samaritan’s Kitchen to provide food for weekly clients and for the 700+ Wilkes County Schools Back Packs that are given to children every weekend.
 - b. Fall semester ACA 115 classes conducted a peanut butter drive for their service learning project.
 5. Continue to foster partnerships and collaborations that support and add value to our region’s economic development efforts.
 - a. Partnered with Vocational Rehabilitation to provide services to our students from our office; this results in more support for our students with disabilities through free psycho-educational evaluations, onsite meetings with case-managers, easier referral process, and a sharing of the cost of equipment for accommodations.
 - b. Held the 28th Annual Northwest Fire College with 370 attendees an estimated regional economic impact of \$113,000.
 - c. Trained 267 people for 13 local industries through business and industry support funds.
 - d. Small Business Center delivered 33 classes to 351 clients and 117 hours of classroom instruction. Also counseled 53 clients in 119 sessions for a total of 90 hours.

6. Continue WCC's commitment to community development through a variety of services, cultural activities, and recreational opportunities.
 - a. Launched new web site for Walker Center hospitality.
 - b. Endowment Corporation fundraiser Valentine's Dinner & Dance raised \$16,000.
 - c. Held the 25th anniversary MerleFest with over 77,000 participants and a regional economic impact of over \$10 Million.
 - d. Held a Sharlyn McCrumb book signing event on campus.

7. Provide the facilities, technology, and human resources necessary to achieve the mission of the college and our learner-centered vision.
 - a. Fully implemented Web Advisor online registration.
 - b. Conducted successful annual fund and capital campaigns for the Automotive Technology Complex.
 - c. Repaved of the parking lots and streets in front of Thompson and Hayes Halls.
 - d. Replaced the water line servicing lower campus.
 - e. Fitness room addition to Randolph Hall/Bumgarner Gymnasium.
 - f. Converted the former BLET mat room to a computer classroom and conference room at N. Wilkesboro Center.
 - g. Began converting the former drama space to classroom and computer lab space for developmental math.
 - h. Began replacing doors and windows in Thompson, Hayes, and Lovette Halls.
 - i. Replaced Hayes Hall elevator.
 - j. Renovated the game room in Alumni Hall.
 - k. Readied the site for construction of Automotive Technology Complex.
 - l. Completed the drainage abatement project at the Ashe Campus .
 - m. Installed a concrete slab to be used as foundation for an outdoor seating area for students at Ashe Campus.
 - n. Designed new entrance for Ashe Campus.
 - o. Re-painting and replacing the flooring for the halls in the 200 wing of the Ashe Campus.
 - p. Installed curb and gutter and repaved of the parking lots and streets adjacent to the Diesel Technology Center (Power Mech Bldg) and new Automotive Technology Center.
 - q. Began renovations to Beacon Hall 2nd Floor.
 - r. Began renovations to Continuing Education building and Lovette Hall.
 - s. Revamped the Assistive Technology Lab.
 - t. Partnered with ASU's Department of Social Work to provide internships for BSW and MSW interns resulting in 700 hours of free paraprofessional hours for WCC and savings to the college of over \$2,000 per semester.
 - u. Introduced LiveScribe Pens for students with disabilities at WCC to help students with Dyslexia and ADD who are struggling to keep up with note-taking.
 - v. Learning Resources Center acquired EZ Proxy, which will allow faculty, staff, and students to log into all library databases using their WebAdvisor IDs and a password. (Beginning in June). This allows access from on and off campus; a major improvement.
 - w. Opened the mini Academic Support Center at Ashe Campus, offering math and computer tutoring and instruction.
 - x. Learning Resources Center launched new service, Research Guides, that direct students and faculty to the best information available for their research projects.
 - y. NCCCS Health Initiatives Grant awarded to the Nursing Program.
 - z. Received the following grants in the College Readiness Program: Accelerating Opportunities (Gates Foundation) – amount TBD, Comprehensive Family Literacy -

\$107,702, Pathways to Employment - \$35,000, English Literacy/Civics Education - \$91,387, Parenting Education - \$38,304.

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SECTION 6

Planning and Evaluation Procedure

Introduction

Wilkes Community College's first planning and assessment plan was developed during the 1989-90 academic year. The plan was developed by the college's Planning and Assessment Committee in response to the growing need to provide better planning and assessment for the college. Emphasis was placed on responding to institutional needs, as well as requirements from the State Board of Community Colleges and the Southern Association of Colleges and Schools - Commission on Colleges (SACS-COC).

During the 1992-93 and 1994-95 academic years, the college took part in a pilot project to test a new reaffirmation process developed by SACS-COC. The process required, among other things, the selection of initiatives that would, if completed, improve one or more aspects of the operation of the college. One initiative selected was the "design of a college-wide strategic planning and assessment process."

The Planning and Assessment Committee, subsequently called the Quality Council, was asked to undertake the task of redesigning the planning and assessment process. The committee's work culminated in a new planning and assessment process called the Quality Improvement Plan. This plan is outlined in Appendix F.

The administrative council is now responsible for the year to year oversight of the planning process. The process is continuously under review and will continue to be refined to best meet the needs of the college. The entire IE process is formally reviewed biennially by the administrative council and approved by the WCC Board of Trustees. In addition, a more thorough review is conducted in years ending in 01 and 06.

In 2012 WCC began using an online planning software to document, track and compile planning data from departmental goals, administrative outcomes and student learning outcomes. . . Data from the planning software is compiled and reviewed by the administrative council in a summative form each June at an annual planning retreat. Priorities and budgets are established based upon this process. The timeline for planning, budgeting and performance enhancement plans is displayed in Table I.

INSTITUTION EFFECTIVENESS PLAN WILKES COMMUNITY COLLEGE

Institutional Effectiveness Process

Functional Units - Assessment and Evaluation

The assessment and evaluation plan addresses expected outcomes for all functional areas of the college. Functional units encompass instructional/educational programs and services, educational support services and administrative support services that support the purpose of the college. Outcomes are identified by the functional units representative of the educational, workforce development/service to business and industry, and recreation activities reflected in the college purpose statement and within the purpose of the specific functional unit. All functional units, identified and described below evaluate at least one outcome annually and all outcomes are evaluated at least once every five years.

Functional Units – Instructional Programs

Instructional/Educational Programs and Services include evaluation for Curriculum programs and services, and aspects of the General Institution.

- Arts and Sciences
 - Associate in Arts
 - Associate in Science
- Business and Public Services Technologies
 - Accounting
 - Advertising & Graphic Design
 - Baking and Pastry Arts
 - Business Administration
 - Criminal Justice Technology
 - Culinary Technology
 - Early Childhood Associate
 - Computer Information Technology
 - Networking Technology
 - Office Administration
 - Simulation and Game Development
- Health Sciences
 - Associate Degree Nursing
 - Dental Assisting
 - Human Services Technology
 - Medical Assisting
 - Respiratory Therapy
 - Emergency Medical Science
- Industrial and Workforce Development
 - Applied Engineering Technology
 - Architectural Technology

- Collision Repair & Refinishing Technology
- Automotive Systems Technology
- Building Construction Technology
- Computer Engineering Technology
- Electrical/Electronic Technology
- Electronics Engineering Technology
- Heavy Equipment and Transport Technology
- Horticulture Technology
- Industrial Systems Technology
- Welding Technology
- College Readiness
 - Developmental Studies

Functional Units - Educational Support Services

Within Educational Support Services in Student Services, admissions; financial aid, placement testing, advising, registration services, career, transfer and personal counseling, student activities and job placement are evaluated.

- Student Services
 - Enrollment Management and Student Life
 - Counseling Services
 - Financial Aid
 - Registration Services
- Instructional Services
 - Cooperative Education
 - AccessAbility Services
 - Learning Technologies and Distance Education
 - High School Programs
 - Learning Resources Center
 - Quality Enhancement Plan
 - Supporting Academic Goals for Education
 - Academic Support Center

Functional Units - Administrative Support Services

The business office, facilities, security, information technology services, food services as well as aspects of the general institution are evaluated within Administrative Support Services.

Functional Areas for Administrative Assessment

- Administrative Services
 - Bookstore
 - Purchasing/Shipping and Receiving
 - Human Resources
 - Business Office

- Safety and Security
- Walker Events
- Hospitality
- Printing Services
- Information Technology
- Facilities
 - Gardens/Grounds/ Custodial Services
 - Maintenance/Construction
- President
 - Public Information
 - Marketing
- WCC Endowment Corp.Instruction
 - Institutional Effectiveness

Schedule of Assessment and Sources of Data

All functional units are evaluated annually. Each functional area evaluates at least one outcome annually and all outcomes are evaluated at least once every five years. Sources of data can include the Student Satisfaction Inventory, Freshman Survey, The Community College Survey of Student Engagement, the Faculty and Staff Survey, the North Carolina Community College Critical Success Factors Report, various program specific surveys, student coursework, capstones and various other types of information and data.

The Student Satisfaction Inventory is administered every other spring to a representative sample of students who are in the last term of their program of study. The Freshman Survey is administered each fall, usually in early December, to incoming students. The Faculty Staff Survey is administered annually in the fall to all faculty and staff. Critical Success Factor (CSF) data are collected by the North Carolina Community College System (NCCCS) office throughout the year and published annually in the summer.

Evaluation of Outcomes

Expected outcomes for the functional units are established on a case by case basis by the administrator of each program area. Each functional unit assesses at least one outcome each year and all outcomes are assessed within a five year cycle. In the case of academic programs, a review of the outcomes assessment is made during the annual program review cycle. Administrative functions are reviewed annually by the administrative council.

Use of Assessment Data

The annual evaluation of data for outcomes assessment is completed by July of each calendar year. An action plan is required of any unit or sub-unit in which assessment data indicate an identified need. The senior administration works with faculty and staff in respective areas to address areas of identified need.

Additional Assessment and Evaluation to Complement Institutional Effectiveness and Annual Planning

In addition to the assessment and evaluation of core functional units at WCC, a number of other assessment and evaluation activities are scheduled throughout the year that complement the institutional effectiveness process and facilitate the planning process. Table I provides an annual schedule of planning, budgeting and evaluation activities. Table II provides a schedule of assessment and evaluation, noting review cycle and most recent assessment date.

Additional Evaluation Processes

The additional evaluation processes are described below.

Disaggregate Data

Data elements on full-time and part-time faculty, student retention, and class size are reviewed at the spring mid-year Administrative Council Retreat (beginning 2013). Data are disaggregated by program; discipline; campus, center or location; modality (online, traditional and mixed); and traditional vs. high school (Career and College Promise).

Personnel Evaluation

In addition to evaluation of programs and services, all personnel are evaluated annually using the college's Performance Enhancement Plan form. This process begins in February and concludes in May. Faculty and staff review their performance with their supervisor and evaluate outcomes from objectives established from the prior year through the Performance Enhancement Plan review process. From the Performance Enhancement Plan review, new objectives are established for the coming year. Observation of instructors, in addition to the Performance Enhancement Plan, is a part of the faculty evaluation.

The board of trustees conducts an annual evaluation of the president that is to be completed by June 30 annually.

Course Evaluation

Course evaluation is conducted semi-annually, with evaluations occurring during fall and spring terms. The evaluation includes a classroom observation. These evaluations typically are scheduled in May and November, but may vary slightly due to the academic calendar.

Institutional Data and Reports

Enrollment reports, FTE and headcount, are generated for quarterly board meetings as well as for annual and mid-year planning retreats. Other ad hoc reports are generated as requested. The institution has bi-annual financial audits. The financial audits have typically occurred in the spring, but can occur anytime during the year following submission of reports in the fall.

Surveys and Reviews

The college conducts a number of annual surveys, including the *Freshman Survey*, *Faculty and Staff Survey* and *Needs Assessment Survey* (program needs assessment, administered as needed). Conducted biennially are the *Community College Survey of Student Engagement* and the *Student Satisfaction Inventory*.

Program Review and Program Advisory Committees

All curriculum programs are reviewed on a five year cycle or less. The program review provides a more in-depth evaluation to complement annual monitoring of performance. All academic programs are on a minimum of a five year review cycle. New programs are reviewed in the year following the graduation of its first cohort. A schedule of program reviews is included in Appendix A.

Program Advisory Committees meet a minimum of once annually. A joint advisory committee meeting is normally held each October. Advisory Committee minutes are on file in the Office of Instruction.

Review of Purpose and Vision

The college reviews its purpose statement every five years to ensure that educational opportunities and community needs are consistent with the institutional purpose. Reviews occur in years ending in five and zero, or more frequently at the discretion of the president. The college's vision statement (Vision 2020), derived from the institutional purpose statement, is reviewed every ten years or updated more often at the direction of the president. The vision statement translates the statement of institutional purpose into actionable goals and provides a "roadmap" for the college to fulfill its mission.

Critical Success Factors Report

Additional sources of data include the *Annual Critical Success Factors Report* which provides comparative data for all colleges within the North Carolina Community College System, annual enrollment data, full-time/part-time faculty ratio as well as other customized data reports and/or other local, state or national reports as relevant.

Continuing Education and Occupational Extension Assessment and Evaluation

Continuing education and occupational extension programs undergo evaluation and assessment processes annually. All continuing education programs are evaluated

through course evaluations, by licensure passage rates when applicable, and other criteria as appropriate to the program. Continuing education programs will undergo program review on an as-needed basis.

Integration of the Planning and Evaluation Process

Planning and evaluation are integrated into a cyclical process at the college (Table I). The faculty and staff review/evaluation process (Performance Enhancement Plan) culminates in May. Individual goals generated through the PEP process are compiled and summarized at the departmental and division levels before being presented at the Administrative Council Retreat in June. These objectives for the year are integrated into budget requests for the respective divisions of the college.

Priorities are established using the goals from the outcomes assessment of functional units, the college's Vision 2020 document, objectives identified in the Performance Enhancement Plans, evaluation data from surveys, program needs assessments (to determine the need for new programs) and other local, state and/or national data sources as relevant. The college budget is finalized in or around September to reflect established priorities and to address identified performance issues. A mid-year retreat is held in early February to monitor progress on objectives set in June and to review the budget status. The mid-year retreat lays the ground work for the beginning of the review of outcomes and assessment data in preparation for the new planning cycle.

Table I
WILKES COMMUNITY CALENDAR OF
ANNUAL SCHEDULE OF PLANNING, BUDGETING AND EVALUATION

<u>Schedule</u>	<u>Event</u>
June	Administrative Planning Retreat Budget Development Begins
July	Critical Success Factors Report Quarterly Board of Trustees Enrollment Report
August	New Program Needs Survey Curriculum Program Review (Scheduled throughout the year as needed)
September	Budget Finalization
October	New Program Employer Survey (<i>As needed</i>) Curriculum Program Advisory Committee Meetings Quarterly Board of Trustees Enrollment Report Evaluation of the President – Instrument Distribution
November	Course/Instructor Evaluation Classroom Observations of Instructors Freshman Survey
December	Faculty and Staff Survey Course/Instructor Evaluations Results Disseminated
January	Non-Completers Survey Quarterly Board of Trustees Enrollment Report Board of Trustees Evaluation of the President
February	Mid-year Administrative Planning Retreat Performance Enhancement Planning (Begins)
March	Student Satisfaction Inventory (<i>Biennially</i>) Community College Survey of Student Engagement (<i>Biennially</i>) Compliance Assist Planning Module (Begin /Outcomes/Assessment Data/Update of Current Goals/Submit Goals and Budget Requests for Coming Year)
April	Quarterly Board of Trustees Enrollment Report Course/Instructor Evaluation Classroom Observations of Instructors
May	Completers Survey Course/Instructor Evaluations Results Disseminated Performance Enhancement Planning (Ends) Compliance Assist Planning Module (Conclusion)

Table II
WILKES COMMUNITY COLLEGE
SCHEDULE OF ASSESSMENT AND EVALUATION – REVIEW CYCLE

Unit/Area	Evaluation	Review Cycle
<i>Instruction/Educational Programs and Services</i> Office of Instruction Arts and Sciences Division Business and Public Services Technologies Division Health Sciences Division Industrial and Workforce Division	Course/Instructor Evaluation Classroom Observations of Instructors Performance Enhancement Plan Completer/Non-Completer Survey Critical Success Factors Report Program Review Student Satisfaction Inventory Community College Survey of Student Engagement Faculty and Staff Survey Compliance Assist Planning Module Documentation	Semi-annually (Fall and Spring semesters) Annually (Fall or Spring semesters) Annually (Spring) Annually Annually (Summer) 5 year Biennially (March) Biennially (March) Annually Annually
Unit/Area	Evaluation	Review Cycle
<i>Educational Support Services</i> Student Services Learning Resource Center Student Support Services	Student Satisfaction Inventory Freshman Survey Performance Enhancement Plan Compliance Assist Planning Module Documentation	Every Other Year Annually Annually (Spring) Annually
Unit/Area	Evaluation	Review Cycle
<i>Administrative Support Services</i> Office of the President Business Office Bookstore Facilities Information Systems Food Services Institutional Effectiveness	Vision Review of Purpose Statement Performance Enhancement Plan Evaluation of President Faculty and Staff Survey Compliance Assist Planning Module Documentation	Decennial Semi-Decennial, or more often at the discretion of the President Annually (Spring) Annually Annually

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SECTION 7 SERVICES REVIEW

WCC uses survey data to monitor student satisfaction with services and to identify the need to update and revise services. The information regarding services at WCC has in the past been derived from responses to the ACT Student Opinion Survey (SOS), with the most recent administration occurring during spring semester, 2011. The survey is administered to a cross-section of students and is designed to provide a representative sample from all program areas. The survey was administered to forty-eight sophomore level classes, representing each functional area of the college and generated three-hundred and fifty-six responses. In future years the college will be transitioning to the Noel Levitz Student Satisfaction Inventory, but the results from its first administration were not yet available as of development of this IE Plan.

Additional data from the freshman survey (fall, 2012), is provided when available. Four hundred and forty-one students were administered the freshman survey. For both surveys, unless otherwise indicated, "satisfied" includes respondents who gave a response of either "very satisfied" or "satisfied." For specific services, the percentages are based upon the number of respondents indicating they have used the service.

The college also annually conducts a faculty and staff survey by which a number of administrative program outcomes are assessed. The results of the 2013-13 faculty and staff survey are included below.

SOS Survey Summary

The following sections report results from the 2011 Student Opinion Survey. The survey was administered to forty-eight sophomore level classes, representing each functional area of the college and generated three-hundred and fifty-six responses.

Results from the survey were positive, with most areas exceeding national norms. Additionally, there were numerous positive comments from students expressing their appreciation for the college and the services the faculty and staff provide as well as a few mixed comments and comments expressing concerns.

Demographics:

Demographic characteristics of the student body were somewhat representative of previous years. Age groupings of students showed that a majority (59%) of respondents were less than thirty years of age. Additionally, 52% of the student body is female, 87% are Caucasian or white, 52% are unemployed and 90% are considered full-time students.

Advising:

Information concerning advising at WCC was generally positive both from the responses on the survey and on comments by students. Student satisfaction with advising

increased 1% from the previous survey to 84% though satisfaction with availability of advisor decreased by 10%, this mark still exceeded the national average by 3%.

Curriculum:

There were a few comments concerning curriculum issues ranging from concerns about the growth of online course offerings to the programs and courses offered at the Ashe Campus. There were a number of students concerned about the lack of a “house” project for students in the building construction program. Satisfaction with course content within the respondents major was 84%, down 1% from the previous survey but 5% higher than the national average.

Facilities:

Comments about facilities were overall positive, though particular concern was expressed about the availability of parking. In addition, parking during MerleFest was mentioned as a concern by multiple respondents and of particular concern was parking at the Ashe Campus. There were a handful of requests for facility improvements such as a concrete floor in the greenhouses and library facilities at the Ashe Campus, but no specific pattern could be identified. Student satisfaction with parking was 50% which was down from 62% in the last survey and below the 3 year average of 63%.

Student Services:

Comments in the area of student services were sparse. There were a few comments regarding placement testing, registration, the attendance policy and financial aid but no overall theme could be determined. Satisfaction with registration procedures increased 1% to 82% and satisfaction with admissions/entry procedures decreased by 8% to 75%. There were also a number of comments from students expressing dissatisfaction with the college’s tobacco free policy.

Technology:

Responses related to technology were few but included a request for a color printer for the horticulture program and requests to move to online registration. Satisfaction with computer services was 89%, which was up 3% from the previous survey and commensurate with the national average.

2012-13 Freshman Survey Summary

The 2012-13 Freshman survey was administered in ACA courses during the latter part of the fall 2012 semester. Four hundred and thirty-one students participated in the survey.

Areas with the strongest agreement by students were “I understand my math, reading and math course placement as a result of the placement test,” with ninety-four

percent (94%) of respondents agreeing and “I am pleased with the quality of instruction I have received at WCC,” with ninety-five percent (95%) agreement.

Areas with the least amount of agreement by students were “I am pleased with the veterans services I have received,” with seventy-seven percent (77%) agreement, and “I am aware of job placement services on campus,” with eighty-one percent (81%) agreement.

Students were also asked to rate the helpfulness of various resources and WCC faculty were rated as the most helpful resource with ninety-four percent (94%) stating that faculty were either helpful or very helpful. The resource identified as least helpful was the college liaison in the high schools which seventy-two percent (72%) rated as helpful or very helpful.

Comments:

Comments were sparse on the 2012-13 Freshman Survey with only twenty-five students choosing to include additional comments on this year’s survey. Because of the low number of responses a theme is difficult to gather. However there were comments about the need for additional resources in financial aid, 3 comments that ACA should not be required, concerns expressed about advising and concerns about the new student orientation.

2012-13 WCC Faculty and Staff Survey Summary

In the spring of 2013 Wilkes Community College conducted a survey of its faculty and staff to gauge satisfaction and effectiveness of various college programs and services. The survey was conducted online using Zoomerang software, with notification via direct email and a posting on the WCC Insider. The questions contained in the survey were developed by heads of the separate administrative units of the college as part of the assessment of administrative outcomes as well as the QEP Director in an effort to provide information to the college on potential QEP topics.

One hundred ninety-three (193) WCC personnel participated in the survey and of that number thirty percent (30%) of respondents were faculty, fifty-seven percent (57%) were staff and thirteen percent (13%) were both faculty and staff. Responses were received from all divisions and locations of Wilkes Community College. Eighty-one percent (81%) of respondents were primarily located at the Wilkes Campus, ten percent (10%) at the Ashe Campus, three percent (3%) at the Alleghany Center, three percent (3%) at the North Wilkesboro Center and three percent (3%) listed another location. Ninety percent (90%) of respondents were full-time employees of the college.

Maintenance:

For the WCC Maintenance Department the area which received the highest agreement was “College Buildings are well maintained,” in which ninety-three percent

(93%) of respondents reported that they either strongly agreed, or agreed. The statement receiving the least agreement was “heating and cooling of college buildings is at an acceptable level,” in which twelve percent (12%) of respondents either disagreed or strongly disagreed. Comments regarding maintenance related primarily to cold temperatures and in some cases overly warm temperatures in the various buildings used by WCC personnel.

Custodial:

For the WCC Custodial Department the area which received the highest agreement was “Custodial staff is helpful and courteous” in which ninety-seven percent (97%) of respondents reported that they either strongly agreed or agree, which was up 4% from the previous survey. The statement receiving the least agreement on the survey was “Restrooms are clean and stocked with soap, paper towels and toilet paper.” in which eighty-three percent (83%) of respondents agreed with the statement. The percentage of agreement with this statement was also down four percent (4%) from the previous survey. Comments regarding the custodial department were mostly related to concerns about cleanliness of restrooms and the degree to which they were stocked with soap and paper supplies.

Grounds:

The statement for the WCC Grounds Department that received the highest amount of agreement was “Lawn areas are mowed, weeded and edged on a regular basis” to which ninety-two percent (92%) either agreed or agreed strongly. The statement that received the least amount of agreement was “The walking trail is kept clean of debris and maintained adequately,” to which only seventy-five percent (75%) either agreed or strongly agreed, though 24% were neutral. Comments regarding the grounds department were few and no particular theme could be derived from them.

Printing:

The statement for the WCC Printing Department that received the least agreement was “WCC Printing Services provides adequate services and materials to meet needs when operator is unavailable through backup operators” to which 88% of respondents either agreed or strongly agreed. All other statements related to printing received either ninety-six percent or (96%) or higher agreement. Comments relating to printing were few, many of which were positive but also included a request for a better backup operator system.

Safety and Security:

Of those responding to the survey, ninety-six percent (96%) stated that they agreed with the statement “I feel safe on campus” and ninety-five percent (95%) agreed that they were aware of emergency procedures. The question with the least agreement was “Exterior lighting is adequate on campus” with eighty-seven percent (87%) of

respondents agreeing. Comments were diverse and included concerns about lighting, responses to requests and enforcement of smoking and parking rules.

Information Technology:

The statement for the Information Technology Department that was mostly highly agreed with was “The college e-mail and phone system are supportive of the faculty/staff functions” which was agreed with by ninety-six percent (96%) of respondents. The statement “The IT department help desk is intuitive and provides helpful information relating to support request status” receive the lowest amount of agreement at eighty-four percent (84%). Eighteen (18) survey respondents chose to comment on the Information Technology Department. Comments were mixed and at times contradictory, some of which related to the time taken to resolve helpdesk tickets and there were some comments related to specific technology requests.

Endowment Corporation:

Ninety-four percent (94%) of survey respondents agreed to the statement “I have sufficient opportunity to support the fund raising efforts of the WCC Endowment Corporation” which was up 5% from the previous survey. Eighty percent (80%) of survey respondents agreed that the statement “I am familiar with our college’s development office functions and duties,” which was up ten percent (10%) from the previous survey. Seventy-four percent (74%) of respondents stated that they had contributed to either the capital campaign, annual fund drive or both. Comments regarding the WCC Endowment Corporation reaffirmed the survey responses that a number of faculty and staff are still unfamiliar with the corporation’s purpose and function.

Marketing:

The statement with which faculty and staff most agreed, at eighty-seven percent (87%) was “WCC website effectively promotes programs and events.” The statement that received the least amount of agreement at eighty-two percent (82%) was “Information on the WCC, MerleFest and Walker Center websites is current and appropriate.” Thirty-eight percent (38%) of respondents reported that the WCC Insider was set as their homepage. There were numerous comments, some of which related to the need for additional program specific marketing, a need for more website updates and, the need for more press releases and complements on the updated continuing education tabloid.

Walker Center:

The statement which faculty and staff most agreed was “Walker Center staff are courteous and competent” at sixty-five percent (65%), with thirty-two percent (32%) having no opinion. The statement with the least agreement was “Rental rates are a good value” at thirty-three percent (33%) with sixty percent (60%) having no opinion. Fifty-

seven percent (57%) of respondents reported they had attended at least one Walker Center event in the previous year and twenty-five percent (25%) had previously booked an event at the Walker Center, which was up six percent (6%) from the previous year. Only eleven respondents chose to comment on the Walker Center with most of the comments relating concerns about the perceived high cost for food and rent.

Bookstore:

Only five percent (5%) of respondents expressed dissatisfaction with the textbook ordering process and only seven percent (7%) of respondents reported that they never visited the bookstore and forty-seven percent (47%) visited at least weekly. Satisfaction with the availability of various bookstore items ranged from eighty percent (80%) for college supplies to seventy-one percent (71%) for clothing and food. Eighty-one percent (81%) of respondents reported satisfaction with the bookstore hours and only two percent (2%) expressed dissatisfaction with the hours. There were also a number of suggestions for additional items for the bookstore to carry particularly additional selections of food, clothing and caffeine free diet drinks.

Administrative Services:

In the administrative services area, respondents expressed their greatest satisfaction with the service at the cashier's window with seventy-five percent (75%) satisfaction. The area with the least satisfaction was Webadvisor budget reporting with forty-seven (47%) satisfaction, but thirty-six percent (36%) of respondents reported no experience. Very few responses expressed dissatisfaction with departments within administrative services. Only seven respondents chose to comment on administrative services and no discernible pattern could be derived from the comments.