



Annual Implementation Plan 2018-2019

Executive Summary
August 2018



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Introduction

The following executive summary provides the basic what, why, who, and when of SMART Strategies that will be implemented during the 2018-2019 academic year to advance Wilkes Community College's 5-Year Strategic Plan.

Approach

We define "SMART Strategies" as Specific, Measurable, Achievable, Relevant, Time-bound initiatives that are supported by data and analysis in their alignment with the college's long-term goals and objectives. Each academic year over the strategic plan's five-year period, the college will review progress made, lessons learned, resources available, and evolving circumstances in order to adjust or add SMART Strategies for implementation that best accomplish the goals and objectives set forth to benefit students and communities it serves.

While this document contains only a brief summary of detail for each SMART Strategy, more detailed activities, assignments, budgets, timelines, success metrics, and other critical elements will be managed by Implementation Teams as working documents throughout the year. For more information about Strategic Planning at Wilkes Community College, go to www.wilkescc.edu/strategicplanning.

SMART Strategies 2018-2019

- Data-Driven Analyses & Decision-Making
- Embedded Tutoring & Support System
- Enrichment Offerings for Aging Adults
- Enrichment Programs for Youth
- Expanded 4-Year Institution Presence
- Expanded Online Offerings
- Financial Aid & Development Personnel Expansion & Restructure
- Financial Aid & Scholarship Management Software
- Full Cost of Education Assessment
- Guided Pathways to Success Program
- High School Career Coach Program
- Labor Market Alignment System
- Scholarship & Fund Portfolio Analysis
- Soft Skills Training, Modeling, & Messaging
- Staff & Faculty Professional Development Program
- Student & Alumni Feedback System
- Student Computer Access / Bring Your Own Device Initiative
- Targeted Outreach & Communications
- WCC Community & Civic Engagement Policy
- Work-Based Learning

SMART Strategy: Data-Driven Analyses & Decision-Making

Strategy Element	Description
Overview	Develop and publish business intelligence reports and dashboards to improve decision-making related to funding equipment, technology, facility and personnel requests as well as making program and policy changes.
Rationale	This will increase the availability of data to faculty, staff, and other college constituencies to make better-informed decisions.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Institutional Effectiveness
Lead Person	Kelly Pipes
Implementation Team	Morgan Francis, Michael Wingler, Michael Ward, Blair Hancock, Sherry Cox, Chris Robinson, Zach Barricklow
Overall Timeframe	August 2018 – June 2019
Instructor Action Required	None
Key Resources Required	Funding for fulltime Data Analyst position
Key Success Measures by Next Spring	Program reports available (count) Program reports accessed (count)

SMART Strategy: Embedded Tutoring & Support System

Strategy Element	Description
Overview	Develop an integrated, comprehensive system of tutoring and support that incorporates instructor, tutor, and student connections and coordination to enhance overall academic success.
Rationale	Research has shown that more integrated methods of tutoring and supporting students results in higher course and program completion rates. The basic idea is to bring academic support to the student in the classroom and build in requirements that students seek tutoring in or outside of class when grades or performance suggest they are at risk of not completing or succeeding in the course. Among other interventions, this includes tutoring that is embedded in classrooms for courses quantitatively identified as having higher risk of non-completion.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students; 4. Other Support for Learning
Lead Division(s)	Instructional Support
Lead Person	Angela Roten
Implementation Team	Bruce Hollar, Cinnamon Martin, Kristen Macemore, Ronald Dollyhite, Billy Woods, Kim Faw, Kendra Perkins, Susan Nilo, Zach Barricklow
Overall Timeframe	Academic year 2018 – 2019; Ongoing at beginning at start of each semester
Instructor Action Required	Instructors of selected courses will partner with the embedded support tutor and may require moderate planning Basic awareness of embedded tutoring and support strategy will be shared with all instructors
Key Resources Required	Hiring of additional part-time tutors Supplying textbooks to tutors as needed
Key Success Measures by Next Spring	Post-semester surveys by instructors, embedded support tutors, and students (survey results) Completion rates in courses served increased (percent change) Average grades in courses served improved (change in averages)

SMART Strategy: Enrichment Offerings for Aging Adults

Strategy Element	Description
Overview	Assess needs, opportunities, and resources for enrichment program offerings that supplement (not supplant) those offered by other agencies in the community targeted at aging adults.
Rationale	As our service area greys, programming for senior adults becomes increasingly important to ensure engagement with the college and the community for a growing number of our citizens. This offers the college an opportunity to engage senior students in programs that are both enriching and educational, providing a continuum of services across all adults in our service area.
Relevant Strategic Plan Goals & Objectives	Learning: 2. WCC Support of Faculty & Staff Completion & Transfer: 2. High Impact Practices & Support Structures Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development Community Enhancement: 1. Community & Civic Engagement; 2. Personal Enrichment Courses & Training Equity: 2. Student Engagement
Lead Division(s)	Workforce Development & Community Education
Lead Person	Becky Greer
Implementation Team	Alan Wyatt, Jeff Shore, Chris Robinson, Agency Partners, Zach Barricklow
Overall Timeframe	Ongoing, with a pilot to start in summer of 2019
Instructor Action Required	Minimal
Key Resources Required	Funding for personnel resources to support the program
Key Success Measures by Next Spring	Gap analysis (completion of analysis) Funding and partnerships (completion of identification) Pilot program (commencement of implementation)

SMART Strategy: Enrichment Programs for Youth

Strategy Element	Description
Overview	Refine and build upon the current Kids College/STEAM Academy program to promote early awareness of WCC and expose middle and high school students to career and academic opportunities that promote post-secondary education.
Rationale	Career and college exploration for middle and high school students provides for better career choices and encourages post-secondary education for all students, particularly for prospective first-generation college students. Engaging kids early and effectively is the key.
Relevant Strategic Plan Goals & Objectives	Completion & Transfer: 1. Guided Pathways; 4. Partnerships & Transfer Support Community Enhancement: 1. Community & Civic Engagement; 2. Personal Enrichment Courses & Training Equity: 4. Outreach & Education
Lead Division(s)	TBD
Lead Person	Kim Faw, Chris Robinson
Implementation Team	Britt Church, Bekah Gardner, Jeff Shore, Becky Greer, Alan Wyatt, Career Coaches, Zach Barricklow
Overall Timeframe	TBD
Instructor Action Required	Minimal
Key Resources Required	Funding for scholarships Funding for partial salaries to support operational activities
Key Success Measures by Next Spring	Vision and mission of program (assessment of clarity of definition) Recruitment measures (completion of definition) New offerings based on six-year mission and goals – extending from rising seventh graders to college (count)

SMART Strategy: Expanded 4-Year Institution Presence

Strategy Element	Description
Overview	Implement a pilot initiative with Appalachian State University (“App State”) to increase on-campus presence, availability, and support to students looking to eventually transfer to pursue their bachelor’s degree. App State’s Office of Transfer Services would maintain an office one day per week during Fall semester on the Wilkes Campus. We will investigate expanding this option to additional 4-year institutions.
Rationale	The establishment of a University Transfer Office on the Wilkes campus in Wilkesboro, NC will provide students, faculty, and staff a dedicated space to meet with representatives from 4-year institutions concerning college transfer, transfer admissions, academic advising, academic programs, and financial aid. WCC recognizes that the college transfer process can be challenging for many students. The University Transfer Office will create opportunities for students, faculty, and staff to receive meaningful information concerning college transfer directly from 4-year college representatives. The University Transfer Office will also create an opportunity for college representatives to have a consistent, visible profile on campus and directly engage with the WCC campus community.
Relevant Strategic Plan Goals & Objectives	Learning: 2. WCC Support of Faculty & Staff; 3. WCC Support of Students Completion & Transfer: 4. Partnerships & Transfer Support Equity: 4. Outreach & Education
Lead Division(s)	Arts and Sciences
Lead Person	Cinnamon Martin
Implementation Team	TBD
Overall Timeframe	Academic Year 2018 – 2019
Instructor Action Required	Minimal
Key Resources Required	Office space, computer, phone and copier access; 4-year university personnel
Key Success Measures by Next Spring	App State participation increased (percent change)

SMART Strategy: Expanded Online Offerings

Strategy Element	Description
Overview	Expand online offerings by increasing the number of full credentials (degree, diploma, certificate) available online and develop courses when full credential is not realistic.
Rationale	Online enrollment has been growing. Many students prefer online courses because of ease of scheduling. Some employers may support employee enrollment when it does not impact their working hours. Other community colleges are increasing online programs and courses, creating competition for students beyond their service areas. If WCC offers additional programs and courses, we will better serve the students in our service area who want online programs and may bring in others.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff; 4. Other Support for Learning Completion & Transfer: 2. High Impact Practices & Support Structure; 3. Expanded Options for Credentials Labor Market Outcomes: 4. Workforce Development Equity: 4. Outreach & Education
Lead Division(s)	Instruction
Lead Person	Blair Hancock
Implementation Team	Deans in Curriculum and Workforce Development & Community Education, Chris Robinson, Zach Barricklow
Overall Timeframe	Ongoing, begin planning in September 2018
Instructor Action Required	Course development, College Opportunities for Readiness Education (CORE) participation
Key Resources Required	Training and technical support for Moodle use Stipend for faculty training via CORE program (\$500 per instructor)
Key Success Measures by Next Spring	Readiness assessment of offering one or more additional full degree programs online in Fall 2019 Readiness assessment of offering two or more certificates, diplomas, or specialties online beginning Fall 2019

SMART Strategy: Financial Aid & Development Personnel Expansion & Restructure

Strategy Element	Description
Overview	Expand and reorganize financial aid and development personnel.
Rationale	Adding additional personnel and redefining current job duties in the financial aid department allow for better service to students through financial aid and scholarships. The changes support compliance with federal regulations regarding the awarding and distribution of scholarship and financial aid dollars. For the Office of Institutional Advancement, hiring administrative support staff allows development officers to create and implement funding plans for additional scholarship dollars as well as a donor service's program for events, and intentional communications designed to move donors through a giving cycle with a feeling of engagement and goodwill toward the college.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance
Lead Division(s)	Financial Aid
Lead Person	Roberta Harless
Implementation Team	Allison Phillips, Zach Barricklow
Overall Timeframe	May 2018 – December 2018
Instructor Action Required	None
Key Resources Required	Funding for positions
Key Success Measures by Next Spring	Effectiveness of each key team member in Development and Financial Aid (assessment of maximum effectiveness) Adjusted job descriptions and PEP to optimize use of time (assessment of time optimization)

SMART Strategy: Financial Aid & Scholarship Management Software

Strategy Element	Description
Overview	Implement new Academic Works software meant to improve student access to scholarships, enhance donor engagement, and maximize fund utilization.
Rationale	Remove barriers to students in navigating, applying for, and accessing scholarships by simplifying and streamlining process, communications, and scholarship matching on the part of Financial Aid personnel will improve student access to scholarships, enhance donor engagement, and maximize fund utilization.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance
Lead Division(s)	Financial Aid
Lead Person	Doug Eller
Implementation Team	Lee K Cornett, Roberta Harless, Allison Phillips, Zach Barricklow
Overall Timeframe	May 2018 – May 2019
Instructor Action Required	None
Key Resources Required	Funding is in current college budget
Key Success Measures by Next Spring	Scholarships awarded through Academic Works (count)

SMART Strategy: Full Cost of Education Assessment

Strategy Element	Description
Overview	Conduct a comprehensive assessment of direct and indirect costs faced by under-resourced students and may present financial barriers to completing their post-secondary degree, diploma, or certificate. Evaluate community partnerships to establish wrap-around services addressing non-traditional financial needs, such as child care, transportation, and housing that fall beyond the scope of services and resources the college can provide.
Rationale	Many WCC students lack the resources and support network to address basic needs – nutrition, transportation, housing, child care – which become barriers to completion and success in pursuit of their post-secondary degree, diploma, or certificate. WCC partnerships with local community-based organizations to systematically analyze these unmet needs will facilitate the design of methods of connecting students with resources and support beyond what the college can provide directly.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance
Lead Division(s)	Financial Aid
Lead Person	Roberta Harless
Implementation Team	Doug Eller, Lee K Cornett, Allison Phillips, Zach Barricklow
Overall Timeframe	July 2018 – April 2019
Instructor Action Required	None
Key Resources Required	Outside community members
Key Success Measures by Next Spring	Assessment document (completion of document) Community partners aligned with assessment conclusions (assessment of alignment) Partnership discussions with community partners underway (commencement of discussions)

SMART Strategy: Guided Pathways to Success Program

Strategy Element	Description
Overview	Participate as a cohort college in the NC Community College System Guided Pathways to Success (GPS) initiative. GPS is a research-supported approach to enhancing student outcomes. The four essential practices of GPS are 1. Clarify paths to student end goals, 2. Help students choose and enter a pathway, 3. Help students stay on path, and 4. Ensure that students are learning.
Rationale	The guided pathways reforms address a fundamental problem with how community colleges are organized, in what is known as the “cafeteria style” of student decision-making. Colleges need to fundamentally redesign their programs and support services in ways that create clearer, more educationally coherent pathways to credentials that, in turn, prepare students for success in the workforce and further education in fields of economic importance to their regions.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff; 3. WCC Support of Students Completion & Transfer: 1. Guided Pathways; 2. High Impact Practices & Support Structures; 3. Expanded Options for Credentials; 4. Partnerships & Transfer Support Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 4. Workforce Development Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach & Education
Lead Division(s)	Instruction, Instructional Support & Student Services
Lead Person	Kim Faw, Blair Hancock, Hardin Kennedy
Implementation Team	Jeff Cox, Neal Triplett, Renee Macemore, Kelly Pipes, Elisabeth Blevins, Kendra Perkins, Becky Greer, Zach Barricklow
Overall Timeframe	May 2018 – August 2019
Instructor Action Required	Some – two instructors on Team; instructor participation in professional development activities; instructor participation in implementation
Key Resources Required	Jeff Cox, Neal Triplett, Renee Macemore, Kelly Pipes, Elisabeth Blevins, Kendra Perkins, Becky Greer, Zach Barricklow
Key Success Measures by Next Spring	Implementation-at-scale plan (development of plan)

SMART Strategy: High School Career Coach Program

Strategy Element	Description
Overview	Career Coaches will assist high school students with determining career goals and identifying community college programs that enable students to achieve these goals.
Rationale	Students who receive career advising leading to researched, informed decisions, will select the correct program and be more likely to graduate from college with a degree leading to a career with a living wage.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students Completion & Transfer: 1. Guided Pathways; 2. High Impact Practices & Support Structures; 3. Expanded Options for Credentials; 4. Partnerships & Transfer Support Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 4. Workforce Development Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach & Education
Lead Division(s)	Instructional Support & Student Services
Lead Person	Bekah Gardner
Implementation Team	Kim Faw, Teresa Duncan, Phillip Wogatskze, Jennifer Glass, Talina Pipes, Jon Hutchins, Britt Billings, Zach Barricklow
Overall Timeframe	June 2018 – August 2019
Instructor Action Required	Minimal
Key Resources Required	Data management system Career Coach professional development

Strategy Element	Description
Key Success Measures by Next Spring	<p>Target students to develop an individual plan, including relevant WCC courses matching their long-term career goals, as recorded in student log (count and percent)</p> <p>Partnership engagement activities, including community partner visits with industries, economic development commissions, workforce development boards, chambers of commerce (count)</p> <p>High school student awareness of Career Coach Program compared against baseline in early years (percent)</p> <p>Classroom or group activities (i.e., presentations, SMART Lunch programming, career assessments administered, career and college fairs, registration advising, parent programming, etc.) (count)</p> <p>Individual Career Coach meetings with students (count)</p> <p>High school juniors and seniors enrolling in Career & College Promise (CCP) pathways (count and percent)</p> <p>Feedback system designed and launched to students, parents, school administrators, and teachers (completion)</p> <p>Feedback system from perspective of students, parents, school administrators, and teachers (qualitative assessment)</p>

SMART Strategy: Labor Market Alignment System

Strategy Element	Description
Overview	WCC will develop a system for ongoing alignment of current and projected labor market data and employer input to ensure students are prepared success in the emerging workforce.
Rationale	WCC students are best set up for success in the labor market when their knowledge, skills, and credentials align to existing and emerging opportunities with employers. Successful alignment of labor market data, employer input, and program development, coupled with embracing research-based best practices for student success (such as short-term career track programs) will ultimately advance our vision for empowering more students with credentials that support workforce needs and provide a family-sustaining income.
Relevant Strategic Plan Goals & Objectives	Completion & Transfer: 3. Expanded Options for Credentials Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 2. Soft Skills Development; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development Equity: 3. Donor Engagement
Lead Division(s)	Instruction, Workforce Development & Community Education (WDCE)
Lead Person	Blair Hancock, Chris Robinson
Implementation Team	Division Deans (Instruction and WDCE), Beth Foster, Zach Barricklow
Overall Timeframe	TBD
Instructor Action Required	Modest initially
Key Resources Required	Support for data gathering, mining, and analysis via fulltime Data Analyst Support for CRM to enhance communication with employers
Key Success Measures by Next Spring	Understanding of labor market success factors (assessment of understanding) Career tracks and certifications (completion of identification)

SMART Strategy: Scholarship & Fund Portfolio Analysis

Strategy Element	Description
Overview	Update portfolio of existing institutional scholarships and funds. A special focus will be given to institutional scholarships that are under the \$10,000 endowment threshold. For these scholarships, donors must be contacted to recategorize scholarship as a “general scholarship” or increase to the minimum endowment requirement.
Rationale	This enables the scholarship committee to award more scholarship dollars and streamline the scholarship process.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 3. Donor Engagement; 4. Outreach & Education
Lead Division(s)	Development
Lead Person	Lee K Cornett
Implementation Team	Doug Eller, Roberta Harless, Allison Phillips, Zach Barricklow
Overall Timeframe	July 2018 – April 2019
Instructor Action Required	May 2018 – April 2019
Key Resources Required	Employee Time
Key Success Measures by Next Spring	Portfolio (completion of portfolio update) Donors contacted (completion of contacts) Appropriate institutional scholarships converted to general scholarships (completion of conversions)

SMART Strategy: Soft Skills Training, Modeling, & Messaging

Strategy Element	Description
Overview	Incorporate high-value soft skills into existing best-in-class curricula and incorporate soft skills training into online, in-person, and standalone courses. Establish a consistency among faculty and staff as to how soft skills should be modeled and messaged to students.
Rationale	Soft skill deficiencies are consistently noted by local and regional employers as a skills gap of the workforce, including graduates from local colleges. In support of WCC's goal to increase student employability, the college must integrate soft skills development into every aspect of student engagement – in and outside the classroom. This will equip students with the knowledge, adaptability, analytics, and mindset essential to success in academia and the workplace.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment Completion & Transfer: 3. Expanded Options for Credentials Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Workforce Development & Community Education
Lead Person	TBD
Implementation Team	Curt Miller, Chris Robinson, Chris Bare, Hardin Kennedy, Kristen Macemore, Dr. Larry Taylor, Robin Keller, Debbie Woodard, Misty Marshburn, Billy Woods, Zach Barricklow
Overall Timeframe	August 2018 – June 2021
Instructor Action Required	Commitment to modeling and messaging soft skills throughout day-to-day interaction with students
Key Resources Required	No major resources needed in first year
Key Success Measures by Next Spring	Faculty modeling appropriate interpersonal exchange with students (assessment of behaviors modeled) Faculty syllabi template that address policy placeholders related to basic professional norms (count)

SMART Strategy: Staff & Faculty Professional Development Program

Strategy Element	Description
Overview	Continue, expand, and connect current professional development programs and Center for Excellence in Teaching (CET) initiatives to create a comprehensive professional development program that fosters instructional and professional excellence among all faculty and staff across all divisions and locations of WCC.
Rationale	Instructional and professional excellence is foundational to WCC's mission and strategic plan. Taking proactive steps to foster continuous improvement among faculty and staff will support the institution's success.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff; 4. Other Support for Learning Completion & Transfer: Guided Pathways; 2. High Impact Practices & Support Structures Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Instruction
Lead Person	Jonathan Howle
Implementation Team	Blair Hancock, Meret Burke, Jan Huggins, Cinnamon Martin, Neal Triplett, Jeff Cox, Jason Sitek, Greg Minton, Melonie Kilby, Zach Barricklow
Overall Timeframe	Ongoing, begin in June 2018.
Instructor Action Required	Summer/Fall Semesters: Basic Awareness & Minimal Action Spring Semester: Extensive
Key Resources Required	Fulltime Director of Professional Development & CET Professional development stipends for 9-month faculty and staff
Key Success Measures by Next Spring	Director position (filling of position) Collaborative Exchange Program (launch of program) Guided Pathways to Success campaign (completion of campaign) Performance Enhancement Plan (PEP) alignment to professional development (assessment of alignment)

SMART Strategy: Student & Alumni Feedback System

Strategy Element	Description
Overview	Establish student and alumni feedback systems that enable WCC to better understand the student journey and experience from initial high school engagement through to career. This includes identifying and targeting recent area high school graduates who did not enroll at WCC or any other college or university. This includes developing strategies and methods of outreach to alumni post-graduation. This includes refining surveys to current WCC students and conducting focus groups to gain insight into students' perception of the college experience and address needs and concerns where feasible.
Rationale	To paraphrase Dr. Bob Templin, of the Aspen Institute, "what the college designs for students is not what the students experience." WCC must keep the journey of the student and the voice of the student at the forefront of every system, program, or intervention it develops. This student and alumni feedback system will inform the college's strategic decisions and investments for improving program completion, college transfer, labor market outcomes, and equitable access and outcomes as per the college's stated 5-Year Strategic Plan.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Institutional Effectiveness
Lead Person	Kelly Pipes
Implementation Team	Scott Johnson, Donna Brooks, Jeff Cox, Britt Church, Andrea Gimlin, Zach Barricklow
Overall Timeframe	August 2018 – June 2019
Instructor Action Required	Alumni outreach support Survey administration during classes Focus group promotion and support during or after classes
Key Resources Required	Funding for Data Analyst position Funding to supplement additional Marketing expenses

Strategy Element	Description
Key Success Measures by Next Spring	Updated student surveys and course evaluations (completion of updates) Student survey response (percent) Developed alumni survey (completion development) Alumni survey response (percent) Developed student focus Group structure & promotion (completion of development) Focus groups and student participants (count)

SMART Strategy: Student Computer Access / Bring Your Own Device Initiative

Strategy Element	Description
Overview	Provide easy access to purchase a quality laptop using Financial Aid from the WCC Absher Bookstore. Partner with the community to provide student access to internet at a reduced or free cost.
Rationale	Access to appropriate technology is a key ingredient to student success. Not all students have the resources to acquire a decent computer or maintain an internet contract in their home. This strategy will fill a gap in access to technology for WCC students.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students; 4. Other Support for Learning Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 4. Workforce Development Equity: 2. Student Engagement; 4. Outreach & Education
Lead Division(s)	IT Department
Lead Person	Michael Wingle
Implementation Team	IT Department, WCC Absher Bookstore
Overall Timeframe	Complete by October 1, 2018
Instructor Action Required	None
Key Resources Required	Marketing Materials and Bookstore Personnel Resources
Key Success Measures by Next Spring	Sale of 50 laptops with financial aid (count) Partnership to provide reduced internet service costs (percent and dollars saved)

SMART Strategy: Targeted Outreach & Communications

Strategy Element	Description
Overview	Targeted outreach and communications are a part of several SMART Strategies developed in the Annual Implementation Plan 2018-2019 in support of WCC's 5-Year Strategic Plan. Specific communications efforts have been prioritized for: promotion of underutilized existing scholarships, promotion of credential options, and promotion of programs with low enrollment and high career promise.
Rationale	WCC will bolster its communication of scholarship opportunities often under-accessed so fewer students miss out on scholarships. WCC will bolster communications and outreach to raise awareness of credential options, as well as specific under-enrolled programs that are likely to result in a livable wage so that students, families, and K-12 mentors increase their understanding of the diversity of credential options beyond 2-year associate degrees.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students Completion & Transfer: 1. Guided Pathways, 3. Expanded Options for Credentials, 4. Partnerships & Transfer Support Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 3. Donor Engagement; 4. Outreach & Education
Lead Division(s)	Marketing
Lead Person	Andrea Gimlin
Implementation Team	Andrea Gimlin, Roberta Harless, Allison Phillips, Michael Wingle, Scholarship Committee, VP of Instruction, Patty Parsons, Britt Church, Deans (Curriculum and Workforce Development & Community Education), Zach Barricklow
Overall Timeframe	May 2018 – June 2019
Instructor Action Required	None
Key Resources Required	Funding for materials and associated expenses of marketing campaign
Key Success Measures by Next Spring	Ease of scholarship application and notification to students, counselors, career coaches that funds are available (assessment of ease) At least one marketing plan per division implemented and plans in progress for continuation in 2019 (count of plans, assessment of progress)

SMART Strategy: WCC Community & Civic Engagement Policy

Strategy Element	Description
Overview	WCC will encourage and enable community and civic engagement among employees through an update to its leave policy, which accounts for a certain number of paid hours of community service.
Rationale	By getting out in the community to serve and to lead, WCC faculty and staff model the skills and practices they are encouraging and evaluating in students; they naturally build community partnerships, which may translate to opportunity for WCC students; and the service they engage in may be direct mentoring and support of WCC students, which has obvious benefits to the mission of the college. Moreover, national data suggests that employer support for employee community service increases employee satisfaction and retention.
Relevant Strategic Plan Goals & Objectives	Learning: 2. WCC Support of Faculty & Staff Labor Market Outcomes: 5. Small Business Support & Entrepreneurial Development Community Enhancement 1. Community & Civic Engagement
Lead Division(s)	Human Resources
Lead Person	Morgan Francis
Implementation Team	Sherry Cox, Zach Barricklow
Overall Timeframe	Policy revision will be approved by the WCC Trustees by the October 2018 meeting
Instructor Action Required	Community and civic engagement
Key Resources Required	None
Key Success Measures by Next Spring	Employees engaged in community and civic groups and activities (count) Employees engaged in community and civic groups and activities (percent) Employee hours dedicated to community and civic groups and activities (count)

SMART Strategy: Work-Based Learning

Strategy Element	Description
Overview	WCC will develop a comprehensive, integrated approach to work-based learning that allows for expansion of work-based learning offerings and deepened alignment and engagement with employers.
Rationale	Work-based learning is a critical ingredient to accomplishing labor market alignment and increasing earnings potential of WCC graduates. Work-based learning sits at the intersection of coursework, career readiness, and employer engagement. Among other developmental milestones, it addresses soft skill development, which is a major concern of employers across sectors and industries. Some elements of a comprehensive work-based learning strategy may include: guest speakers, workplace tours, career fairs, informational interviews, job shadowing, virtual exchanges, service learning, internships, apprenticeships, clinical practicums, and student-run enterprise.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff Completion & Transfer: 1. Guided Pathways; 3. Expanded Options for Credentials; 4. Partnerships & Transfer Support Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 2. Soft Skills Development; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Instruction, Workforce Development & Community Education
Lead Person	Blair Hancock, Chris Robinson
Implementation Team	Beth Foster, Zach Barricklow
Overall Timeframe	Academic Year 2018 – 2019
Instructor Action Required	Commitment to pursue connections and opportunities between students and employers in collaboration with Work-Based Learning leaders within WCC
Key Resources Required	None in first year
Key Success Measures by Next Spring	Mapping completed for work-based learning offerings and key characteristics Staffing strategy completed for centralized coordination of future comprehensive work-based learning program Growth strategy completed for expanded, diversified work-based learning offerings

Wilkes Community College provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, or genetics. In addition to federal law requirements, Wilkes Community College complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities.

Wilkes Community College prohibits any form of workplace harassment based on race, color, religion, gender, sexual orientation, gender identity or expression, national origin, age, genetic information, disability, or veteran status. Improper interference with the ability of Wilkes Community College's employees to perform their job duties may result in discipline up to and including discharge.

