



Annual Implementation Plan 2018-2019

Status Report

March 2019



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Introduction

It has been a busy and productive 2018-2019 academic year at Wilkes Community College!

21 Implementation Teams formed and worked to advance the 21 SMART Strategies identified as priorities for the year. SMART Strategies were based on our 5-Year Strategic Plan, available here: www.wilkescc.edu/strategicplanning.

This Status Report shares some highlights from the year-to-date. It is organized around our SMART Strategies for the year.

2018-2019 SMART Strategies

1. Student & Alumni Feedback System
2. Data-Driven Analyses & Decision-Making
3. Labor Market Alignment System
4. Guided Pathways to Success Program
5. Enrichment Programs for Youth
6. High School Career Coach Program
7. Student Advising Program
8. Expanded 4-Year Institution Presence
9. Embedded Tutoring & Support System
10. Expanded Online Offerings
11. Soft Skills Training, Modeling, & Messaging
12. Expanded Work-Based Learning
13. Student Computer Access / Bring Your Own Device Initiative
14. Financial Aid & Development Personnel Expansion & Restructure
15. Financial Aid & Scholarship Management Software
16. Scholarship & Fund Portfolio Analysis
17. Full Cost of Education Assessment
18. WCC Community & Civic Engagement Policy
19. Enrichment Offerings for Aging Adults
20. Staff & Faculty Professional Development Program
21. Targeted Outreach & Communications

SMART Strategy: Student & Alumni Feedback System

Strategy Element	Description
Basic Concept	Establish student and alumni feedback systems that enable better understanding of the student journey and experience from initial engagement in K-12 schools through to careers.
Overview	A cross-functional team is a) developing and refining methods of gathering student and alumni feedback, b) analyzing results, and c) developing and refining methods of sharing results and conclusions with appropriate stakeholders. This includes identifying and targeting recent area high school graduates who did not enroll at WCC or any other college or university. This also includes developing strategies and methods of outreach to alumni post-graduation. This additionally includes refining surveys of current WCC students and conducting focus groups to gain insight into students' perception of the college experience, and to 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 5-Year Strategic Plan.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Institutional Effectiveness
Lead Person(s)	Kelly Pipes
Implementation Team	Zach Barricklow, Donna Brooks, Jeff Cox, Britt Church, Andrea Gimlin, Blair Hancock, Scott Johnson, Adam Parsons, Angela Roten, Mike Wingler
Instructor Role(s)	<ul style="list-style-type: none"> • Support in alumni outreach efforts • Administration of surveys during classes • Promotion and support of student focus groups during or after classes

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Hired fulltime data analyst to assist in conducting and interpreting student and alumni feedback system • Developed and conducted graduate survey • Developed and conducted student focus groups • Developed and conducted Ashe Early College High School focus groups • Updated and mandated students and faculty course withdrawal survey for students who drop a course to verify causes • Conducted direct outreach to students who discontinued between fall and spring semesters
Lessons Learned	<ul style="list-style-type: none"> • Need to map all points of feedback along the student journey to identify gaps and opportunities • Need unique feedback mechanisms for CCP and Early College students • Need to evaluate non-email, non-voice call methods of conducting surveys and outreach • Need to determine best way(s) to engage student clubs and organizations for periodic and/or ongoing feedback • Need to identify best practices for outreach to community college alumni
Next Steps	<ul style="list-style-type: none"> • Continue with SMART Strategy in 2019-2020 academic year

SMART Strategy: Data-Driven Analyses & Decision-Making

Strategy Element	Description
Basic Concept	Improve the quality, availability, and engagement with relevant data of faculty, staff, and other college constituents to foster informed analysis, decision-making, and continuous improvement.
Overview	A cross-functional team is working to a) identify gaps in needed data, b) evaluate optional sources of data, c) determine optimal organization and presentation of data (e.g., reports, dashboards, charts, presentations), d) develop and refine methods of sharing data and interpretations of data with appropriate stakeholders, and e) explore strategies for strengthening a data-informed culture at Wilkes Community College.
Rationale	Improving student success metrics and accomplishing the long-range goals and objectives of WCC requires better use of data, better engagement with college stakeholders to prioritize resources, and focused change efforts on the right things. Becoming a “data-driven institution” requires more than a moment-in-time analysis of data; it requires an ongoing system for gathering, analyzing, sharing, and acting upon data that helps us learn and improve as an institution.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Office of the President
Lead Person(s)	Adam Parsons, Zach Barricklow
Implementation Team	Jeff Cox, Sherry Cox, Morgan Francis, Blair Hancock, Kelly Pipes, Chris Robinson, Michael Ward, Michael Wingle
Instructor Role(s)	<ul style="list-style-type: none"> • Administration of surveys during classes • Review program-specific data reports, looking for completion, retention, and equity trends that inform analysis and/or change • Other roles to be determined as system for gathering, analyzing, and utilizing data evolves

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Hired fulltime data analyst to assist in conducting and interpreting student and alumni feedback system • Established cross-functional team and frequent meeting routine to advance this SMART Strategy as quickly as possible • Established, reviewed, and refined Power BI business intelligence reports, including: <ul style="list-style-type: none"> ○ 20+ custom business intelligence reports for identified areas of interest (e.g., Student Drop Form Data) ○ 24 program-specific reports to identify trends in completion and equity (e.g., FTE, headcount, demographics, etc.) • Prepared additional reports, such as: <ul style="list-style-type: none"> ○ Analysis of college enrollment of 2018 high school graduates from Wilkes, Ashe, and Alleghany counties ○ Analysis of ACA “Success and Study Skills” course completion, timing, and correlation with degree completion rate
Lessons Learned	<ul style="list-style-type: none"> • Making great reports available does not guarantee that faculty or staff will view, engage, and use the data • Need to research methods of decreasing the intimidation factor of data and increasing practical engagement and use of data • Much of our data is historical and difficult to translate into real-time action (“lagging indicators”) • Need to identify and prepare stronger real-time data that can be more proactively acted upon (“leading indicators”)
Next Steps	<ul style="list-style-type: none"> • Continue with SMART Strategy in 2019-2020 academic year

SMART Strategy: Labor Market Alignment System

Strategy Element	Description
Basic Concept	Develop a system for ongoing alignment of current and projected labor market data and employer input to ensure students are prepared for success in the emerging workforce.
Overview	A cross-functional team is developing a) employer input methods, b) customized labor market data reports and usage thereof, and c) return-to-industry strategies to foster greater connection between faculty and relevant non-WCC stakeholders.
Rationale	There is a disconnect between employers and educators in the United States. According to polling by Gallup, 96 percent of chief academic officers at postsecondary institutions were extremely or somewhat confident in the ability of their institutions to prepare students for the workforce, while only 11 percent of business leaders strongly agreed that college graduates have the skills needed by employers (Brandon Busteded, "America's 'No Confidence' Vote on College Grads' Work Readiness," Gallup Blog, April 24, 2015). 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(s)	Blair Hancock, Chris Robinson
Implementation Team	Chris Bare, Zach Barricklow, Jeff Cox, Ronald Dollyhite, Beth Foster, Kristen Macemore, Adam Parsons, Kelly Pipes, Chris Robinson, Debbie Woodard, Billy Woods
Instructor Role(s)	<ul style="list-style-type: none"> • Modest initially

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Worked with High Country Workforce Development Board (WDB) to develop a unique labor-market analysis related to our service area in comparison to state and national trends, including the 3-county service area, each of the counties individually, and the commuting area • Employed data analyst to enhance internal data collection, assessment of programs, and assessment of how we are meeting the needs of local employers • Programmatic advisory committees focused on actionable changes and enhancement of programs from an employer standpoint • Workplace Connections/Back-to-Industry program being developed that would encourage and facilitate WCC faculty attaining direct experience in relevant professional settings and operations
Lessons Learned	<ul style="list-style-type: none"> • Tremendous amount of data available, but determining which is most useful, consistently collected, and current poses challenges to using data for programmatic decisions • A local, periodic data set that can be kept current is a necessity • Focused program advisory committees are an essential component of market alignment • Fostering ongoing connections between faculty and industry is essential to ensuring our students are instructed with current insight and trends
Next Steps	<ul style="list-style-type: none"> • Determine how best to share custom labor market data reports with programmatic decision makers • Develop more specific, measurable matrices for use of data in program evaluation (effectiveness, program enhancement, new program development, and program continuation at strategic intervals) • Continue fine-tuning advisory committee roles and more broadly sharing information gleaned from meetings • Identify system for sharing of anecdotal and specific employer information across the college (CRM) • Develop Workplace Connections/Back-to-Industry program

SMART Strategy: Guided Pathways to Success Program

Strategy Element	Description
Basic Concept	Implement policies, practices, and programs aligned with Guided Pathways model to 1. clarify paths to student end goals, 2. help students choose and enter a pathway, 3. help students stay on path, and 4. ensure students are learning.
Overview	A cross-functional team is participating on behalf of WCC as a cohort college in the NC Community College System Guided Pathways to Success (GPS) initiative. This entails working through the phases of development and integration of policies, practices, and programs that systematically operationalize the four pillars of the GPS evidence-based model.
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(s)	Kim Faw, Blair Hancock, Hardin Kennedy
Implementation Team	Zach Barricklow, Elisabeth Blevins, Jeff Cox, Becky Greer, Renee Macemore, Kendra Perkins Kelly Pipes, Neal Triplett
Instructor Role(s)	<ul style="list-style-type: none"> • Some – two instructors on Team; instructor participation in professional development activities; instructor participation in implementation
Progress Milestones	<ul style="list-style-type: none"> • Implementation Team participated in several NCCCS-hosted “GPS Institutes” focused on providing training and resources to pilot cohort community colleges • Implementation Team Lead, Hardin Kennedy, met with Deans/Chairs/Campus Leads to explain GPS, mapping considerations, and mapping task • Discussion guide developed for Deans/Chairs related to first pillar of guided pathways to facilitate program-specific analyses • Deans/Chairs met with Program Leads to explain GPS process • Program Leads currently meeting to complete program mapping task (the first step in the GPS process)

Strategy Element	Description
Lessons Learned	<ul style="list-style-type: none"> • GPS is a very comprehensive model to fully understand – not just conceptually, but operationally – which requires time and effort to explain and clarify to WCC stakeholders tasked with implementing it • Program mapping requires difficult questions and analysis of the relative value and necessity of courses historically required of students in a program. This thought process takes time, good facilitation, and awareness of the sensitivity these questions can rouse • As a participant in the pilot cohort of NCCCS GPS initiative, WCC must understand its own unique situation, desired pace, and best approach to moving the initiative along
Next Steps	<ul style="list-style-type: none"> • GPS Implementation Team to review draft program maps • GPS Implementation Team to discuss feedback and edits for draft program maps with Deans/Chairs/Program Leads • Deans/Chairs/Program Leads to finalize program maps • Final program maps to be integrated into website, catalogue, enrollment, advising, and other student-facing channels • Separate, but interrelated with this Implementation Team, is a team working on the development of an Advising Program, which fits into the next phase(s) of the GPS model

SMART Strategy: Enrichment Programs for Youth

Strategy Element	Description
Basic Concept	Refine and build upon current youth programs to promote early awareness of WCC and expose middle and high school students to career and academic opportunities that promote post-secondary education.
Overview	A cross-functional team convened to assess current offerings, brainstorm changes and additions, and coordinate scheduling of summer youth enrichment programs hosted by WCC.
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(s)	Kim Faw, Chris Robinson
Implementation Team	Zach Barricklow, Britt Church, Bekah Gardner, Andrea Gimlin, Becky Greer, Susan Nilo, Jeff Shore
Instructor Role(s)	<ul style="list-style-type: none"> • Minimal
Progress Milestones	<ul style="list-style-type: none"> • 6 separate youth enrichment programs developed for ages ranging from rising 6th graders to recent high school graduates • 13 separate weeks of youth enrichment programming planned and scheduled for Summer 2019 • Promotional branding and materials developed, including verification of ADA accessibility of materials • Promotion timeline and activities developed • Youth offerings have become more intentional—linking program options back to careers and WCC programs of study
Lessons Learned	<ul style="list-style-type: none"> • These programs require strong cross-functional collaboration and communication. As such, it is critical to have all parties (including Marketing) at the table on the front end, even if it makes the committee large • Meetings, communications, and deadlines should be shared with everyone identified in the above point

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Next Steps	<ul style="list-style-type: none"> • A pilot gateway booklet showcasing pre-college activities in Ashe/Alleghany will go out, followed by a press release, and then electronic flyers to schools with online and onsite registration in Alleghany 5/14 and Ashe 5/16 • Survey of parents regarding most effective communication medium for advising them of opportunities for their children to inform next Gateway booklet and promotion campaign -- Is the Gateway booklet helpful? Is it effective? Does the format of material need to be changed? Are there others items we should have included? Do we stick with just a flyer specific to the offerings? • Make sure that marketing materials are getting into the right hands to be distributed to families and students • Continue researching future funding streams to keep participation high and cost low for students and families • Implement Summer 2019 programming: <table border="1" data-bbox="709 695 1738 1328"> <thead> <tr> <th>Program</th> <th>Age Group</th> <th>Held In</th> <th>2019 Dates</th> </tr> </thead> <tbody> <tr> <td>STEAM Academy</td> <td>Rising 6th – 8th Grades</td> <td>Alleghany Ashe Wilkes</td> <td>June 17-21 June 17-21 June 10-21</td> </tr> <tr> <td>Novel Engineering Experience</td> <td>Rising 9th Grade</td> <td>Wilkes</td> <td>Early June</td> </tr> <tr> <td>College and Career Leadership Academy</td> <td>Rising 9th and 10th Grades</td> <td>Alleghany Ashe Wilkes</td> <td>July 15-19 June 10-13 June 10-13</td> </tr> <tr> <td>Coding Academy</td> <td>Rising 9th and 10th Grades</td> <td>Wilkes</td> <td>June 3-6</td> </tr> <tr> <td>CCP Summer Courses</td> <td>Rising 11th and 12th Grades</td> <td>Alleghany Ashe Wilkes</td> <td>June 3-Aug 2</td> </tr> <tr> <td>Summer Bridge</td> <td>High School Graduates</td> <td>Wilkes Ashe</td> <td>June 18-July 18</td> </tr> </tbody> </table> 	Program	Age Group	Held In	2019 Dates	STEAM Academy	Rising 6 th – 8 th Grades	Alleghany Ashe Wilkes	June 17-21 June 17-21 June 10-21	Novel Engineering Experience	Rising 9 th Grade	Wilkes	Early June	College and Career Leadership Academy	Rising 9 th and 10 th Grades	Alleghany Ashe Wilkes	July 15-19 June 10-13 June 10-13	Coding Academy	Rising 9 th and 10 th Grades	Wilkes	June 3-6	CCP Summer Courses	Rising 11 th and 12 th Grades	Alleghany Ashe Wilkes	June 3-Aug 2	Summer Bridge	High School Graduates	Wilkes Ashe	June 18-July 18
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SMART Strategy: High School Career Coach Program

Strategy Element	Description
Basic Concept	WCC-employed Career Coaches assist high school students in developing a career and academic plan including intentional and relevant post-secondary education which will lead to a self-sustaining career.
Overview	This academic year, WCC accessed matching state funds and a significant private donation from Bob and Betty Strickland to support the expanded implementation of the Robert L. Strickland Career Coach Program in the six traditional high schools within WCC's service area of Wilkes, Ashe, and Alleghany counties to 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 certificate, credential, or 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(s)	Bekah Gardner, Kim Faw
Implementation Team	Britt Church, Teresa Duncan, Jennifer Glass, Jon Hutchins, Tathel Miller, Talina Pipes, Phillip Wogatskze
Instructor Role(s)	<ul style="list-style-type: none"> • Minimal
Progress Milestones	<ul style="list-style-type: none"> • Relationships enhanced with school system staff/teachers. Examples: Career Coaches attend school faculty meetings and/or student services related departmental meetings, invited to conduct Wilkes County Schools professional development sessions, Career Coaches now incorporated into the high school registration process • Relationships built with students and parents/guardians. Examples: multitudes of students showing up to meet or request help without being summoned/called; recognition of Career Coaches inside and outside of school by students; seniors following up for assistance with Residence Determination Service (RDS), applications, and/or financial aid; majority of current Career and College Promise (CCP) students have a career/academic plan • Additional connections for student exposure to WCC programs either through campus visits or guest speakers/instructors presenting at schools

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	<ul style="list-style-type: none"> Other key indicators of success included below: <table border="1" data-bbox="478 383 1969 1502"> <thead> <tr> <th data-bbox="478 383 1360 427">Robert L. Strickland Career Coach Program Success Indicator</th> <th data-bbox="1360 383 1969 427">Status as of December 2019</th> </tr> </thead> <tbody> <tr> <td data-bbox="478 427 1360 477"># and % Career Coaches hired/employed</td> <td data-bbox="1360 427 1969 477">100%: 6 Career Coaches, 1 Lead Career Coach Hired</td> </tr> <tr> <td data-bbox="478 477 1360 527"># and % Career Coaches onboarded and trained by WCC</td> <td data-bbox="1360 477 1969 527">100%: 6 Career Coaches Onboarded & Trained</td> </tr> <tr> <td data-bbox="478 527 1360 578"># and % Career Coaches certified as Facilitator of Career Development (FCD)</td> <td data-bbox="1360 527 1969 578">83%: 5 of 6 Career Coaches Certified</td> </tr> <tr> <td data-bbox="478 578 1360 628">MOU in place with all area school districts for Career Coach Program</td> <td data-bbox="1360 578 1969 628">100%: Complete</td> </tr> <tr> <td data-bbox="478 628 1360 678"># and % High Schools with assigned Career Coach</td> <td data-bbox="1360 628 1969 678">100%: 6 Traditional High Schools Assigned a Career Coach</td> </tr> <tr> <td data-bbox="478 678 1360 729">Career Coaches have participated in school orientation</td> <td data-bbox="1360 678 1969 729">100%: Complete</td> </tr> <tr> <td data-bbox="478 729 1360 779">Identified initial students targeted</td> <td data-bbox="1360 729 1969 779">Complete: Target is High School Students Enrolled in WCC Courses through Career & College Promise (CCP) Program</td> </tr> <tr> <td data-bbox="478 779 1360 829">Identified tracking mechanisms</td> <td data-bbox="1360 779 1969 829">Temporary System in Place, Permanent System in Design</td> </tr> <tr> <td data-bbox="478 829 1360 880">Career Coaches are regularly attending high school staff meetings</td> <td data-bbox="1360 829 1969 880">Ongoing</td> </tr> <tr> <td data-bbox="478 880 1360 930">Mapped career development activities, resources, and stakeholders per high school</td> <td data-bbox="1360 880 1969 930">In Progress</td> </tr> <tr> <td data-bbox="478 930 1360 980">Begin identifying needs and activities to implement beyond current activities of school counselors, career development coordinators, teachers, and administrators</td> <td data-bbox="1360 930 1969 980">In Progress</td> </tr> <tr> <td data-bbox="478 980 1360 1031">Determine whether separate or combined tools best achieve alignment and simplicity for use in each individual students' academic and career planning</td> <td data-bbox="1360 980 1969 1031">In Progress: Schools Purchased "Major Clarity" Platform -- Evaluation of Platform by Schools is Ongoing</td> </tr> <tr> <td data-bbox="478 1031 1360 1081"># and % of targeted students who have developed an individual plan, including relevant WCC courses matching their long-term career goals, as recorded in student log</td> <td data-bbox="1360 1031 1969 1081">203 of 418 CCP Students (28%) Developed Individual Plan in Fall Semester</td> </tr> <tr> <td data-bbox="478 1081 1360 1131"># Employer and community partner site visits conducted by Career Coaches (such as employers, economic development commissions, workforce development boards, chambers of commerce)</td> <td data-bbox="1360 1081 1969 1131">16 Employer Site Visits Conducted 100% of Chambers of Commerce</td> </tr> <tr> <td data-bbox="478 1131 1360 1182">% high school student awareness of Career Coach Program, as measured through surveys, compared against baseline in early years</td> <td data-bbox="1360 1131 1969 1182">Survey Not Yet Created</td> </tr> <tr> <td data-bbox="478 1182 1360 1232"># classroom or group activities (i.e., presentations, SMART Lunch programming, career assessments administered, career and college fairs, registration advising, parent programming, etc.)</td> <td data-bbox="1360 1182 1969 1232">120 Sessions Conducted 3,657 of 3,898 Area High School Students (94%) Reached</td> </tr> <tr> <td data-bbox="478 1232 1360 1282"># individual Career Coach meetings</td> <td data-bbox="1360 1232 1969 1282">481 Individual Career Coach Meetings Conducted</td> </tr> <tr> <td data-bbox="478 1282 1360 1333"># students counseled by Career Coaches</td> <td data-bbox="1360 1282 1969 1333">418 Unduplicated Students Counseled</td> </tr> </tbody> </table> 	Robert L. 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Determine whether separate or combined tools best achieve alignment and simplicity for use in each individual students' academic and career planning	In Progress: Schools Purchased "Major Clarity" Platform -- Evaluation of Platform by Schools is Ongoing																																						
# and % of targeted students who have developed an individual plan, including relevant WCC courses matching their long-term career goals, as recorded in student log	203 of 418 CCP Students (28%) Developed Individual Plan in Fall Semester																																						
# Employer and community partner site visits conducted by Career Coaches (such as employers, economic development commissions, workforce development boards, chambers of commerce)	16 Employer Site Visits Conducted 100% of Chambers of Commerce																																						
% high school student awareness of Career Coach Program, as measured through surveys, compared against baseline in early years	Survey Not Yet Created																																						
# classroom or group activities (i.e., presentations, SMART Lunch programming, career assessments administered, career and college fairs, registration advising, parent programming, etc.)	120 Sessions Conducted 3,657 of 3,898 Area High School Students (94%) Reached																																						
# individual Career Coach meetings	481 Individual Career Coach Meetings Conducted																																						
# students counseled by Career Coaches	418 Unduplicated Students Counseled																																						

Strategy Element	Description
Lessons Learned	<ul style="list-style-type: none"> • Focused objectives and priorities for the program each year are critical given the broad scope of possible activities/efforts • Ebb, flow, and integration of Career Coach and high school operations is an ongoing learning curve and area of refinement • Identification of resources, partners, and non-duplicative efforts in career development and college planning varies by WCC campus and situation, which requires ongoing communication; there is plenty of work to be done without duplication • Location of Career Coach offices in area high schools makes a difference • Work site visits are primarily conducted during the summer and non-student school days • Ongoing development of employer/business connections during the school year is challenging • Need to clarify the distinct role of Career Coaches in exposing students to opportunities versus program recruitment • Career and College Promise (CCP) and WCC onboarding process is complex and requires experts that are easily accessible to continually educate students and school system partners on intricacies • Meeting with students already enrolled in CCP, or even in 10th grade spring semester, is too late. Students in 9th grade need to be advised about the importance of GPA and options available
Next Steps	<ul style="list-style-type: none"> • Ensure all current and incoming CCP students have academic/career plans and relevant coursework in alignment with their current interests/goals • Update CCP student plans continually as students' progress and interests change each semester • Increase integration of Career Coaches into the high school landscape • 2019-2020 target population expanding to include all 10th -12th grade students, ensuring they have academic and career plans including post-secondary education • Continue to meet with students and families to address their needs • Strengthen Career Coach team by sharing ideas, processes, and ongoing professional development • Continue to gather data using formal and informal measures, seeking feedback from Career Coaches and those involved (including students and families), assessing data, reporting each semester and annually, and engaging in continuous improvement

SMART Strategy: Student Advising Program

Strategy Element	Description
Basic Concept	Develop a research-supported, sustainable system of advising that helps students choose, enter, track progress, and complete a program of study that aligns with their academic, career, and life goals.
Overview	A cross-functional team is researching, analyzing, and designing an advising program that supports students earlier to explore academic and career options, choose a program of study, and develop a full program plan based on the program maps developed as part of the Guided Pathways to Success model. This team's target is to complete tier 1 and tier 2 advising models for WCC by early Summer 2019 to enable implementation of one of the models (pending funding level and availability) in Fall 2019.
Rationale	As community colleges experiment with and engage in promising and high impact practices to improve and expand the student success pathway to completion, academic advising is emerging as one of the most important programs in a student's experience. To quote Terry O'Banion, who is considered the father of advising, " <i>Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college, instruction, will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion. The purpose of academic advising is to help students select a program of study to meet their life and vocational goals. As such, academic advising is a central and important activity in the process of education.</i> "
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(s)	Kim Faw
Implementation Team	Zach Barricklow, Elisabeth Blevins, Dr. Jeff Cox, Ronald Dollyhite, Bekah Gardner, Blair Hancock, Scott Johnson, Becky Kennedy, Kristen Macemore, Cinnamon Martin, Susan Nilo, Kendra Perkins, Angela Roten, Michael Wingler, Billy Woods
Instructor Role(s)	<ul style="list-style-type: none"> • Survey input

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Secured significant in-kind private donation to fund initial launch of advising program • Formed and convened a cross-functional team in December 2019 to research, analyze, and design an advising program • Brainstormed the definition of advising and the skills, knowledge, and attributes required of those who do so • Researched models and best practices (including NACADA, CCSSEE, CCRC, Terry O’Banion, Education Advisory Board, and other research-based articles) • Researched software programs to assist the college with advising, early alerts, tracking, and data analytics • Interviewed successful community colleges around the state and nation, recording and presenting insights gleaned • Solicited and reviewed WCC faculty input via survey • Currently developing tier 1 and tier 2 advising models for WCC
Lessons Learned	<ul style="list-style-type: none"> • Advising is all about relationships; relationships are all about personnel; personnel is costly and needs to be sustained • Professional Advisors will allow for the time needed to build relationships, track student progress, provide holistic student support, and develop academic and career plans for all students • Advising must begin early and must be sustained throughout students’ journeys • Advising and support does not look the same for all students • In addition to academic and career planning, much of advising is about connecting students to the right supports; it is holistic and intrusive • Technology is costly; college must identify how technology can enhance the process before selecting a new tool • Advising must consider the “One College” concept: helping students determine what is the best path for them, whether from curriculum or workforce programs
Next Steps	<ul style="list-style-type: none"> • Prepare recommendations for design of program • Develop implementation plan • Secure Administrative Council approval of advising program launch • Conduct job postings and hiring process • Onboard advisors and launch program

SMART Strategy: Expanded 4-Year Institution Presence

Strategy Element	Description
Basic Concept	Provide a dedicated space for students, faculty, and staff to meet directly with representatives from 4-year institutions concerning college transfer, transfer admissions, academic advising, academic programs, and financial aid.
Overview	Implement a pilot initiative with Appalachian State University (“App State”) to increase on-campus presence, availability, and support for students looking to eventually transfer to pursue their bachelor’s degrees. App State’s Office of Transfer Services would maintain an office one day per week during the Fall semester on the Wilkes main 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 provides 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 creates 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(s)	Cinnamon Martin
Implementation Team	Matt Huntanar – ASU, Beth Watts – ASU
Instructor Role(s)	• Minimal

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • A new University Transfer Office (UTO) established on Wilkes Main Campus, Hayes Hall, Room 314, equipped with a computer, phone, ASU information materials, and a student check-in system • App State personnel staff the office on Thursdays 11:00am-3:00pm in Fall 2018, and 9:00am-1:00pm in Spring 2019 • Promotional methods began in September included: press release (9/27/18), student text notifications, Student Government Association newsletter, student activities announcement, Moodle announcements, static digital ad, instructor promotion in classroom, posters in classroom, on campus, and in Wilkes Early College High School • Promotional methods added in October included: video-based digital ad, scrolling announcements on campus screens, WCC social media, and ViaMedia geofencing and geotargeting on WCC Wilkes, Ashe, and Alleghany campuses • Promotional methods considered but not confirmed: print card mailed to home of all transfer students, contest to incentivize every student to visit UTO • 37 students made 43 visits to the UTO in fall 2018. ASU staff also served several WCC faculty and staff
Lessons Learned	<ul style="list-style-type: none"> • ASU staff were pleased with Fall 2018 semester pilot and decided to continue their visits in the Spring 2019 semester; they felt there were adequate resources available to them to work with students and that students were very appreciative of their help • Optimal location of the UTO is under discussion; UTO is currently located on the first floor of Hayes Hall, the building where Arts & Sciences (the college transfer division) is housed, and most college transfer classes (ENG, MAT, HUM, SPA, PSY, HEA, COM, HIS, etc.) are taught • Optimal promotional strategies are under discussion. Additional promotional efforts beginning in October did not affect student traffic to the UTO, which remained consistent throughout the Fall 2018 semester
Next Steps	<ul style="list-style-type: none"> • Work through ideas for improvement from ASU and WCC partners: <ul style="list-style-type: none"> ○ More professional signage on door (implemented) ○ Adjust hours of operations (implemented, switched to 9am-1pm in Spring 2019) ○ Allow students to schedule a time to meet via sign-up sheet every half hour (assessing method and logistics) ○ Use sandwich boards to advertise on day of visit (assessing cost and necessary arrangements) ○ Provide ASU a list of all college transfer students (consulting FERPA limitations) ○ Copy ASU on college transfer student e-mails (consulting FERPA limitations) ○ Both WCC and ASU communicate with students over the summer (consulting FERPA limitations) ○ Adjust room setup to encourage students to take materials (considering change during summer months) ○ Assess communication with Student Services (needs further discussion and clarification) • Continue UTO operation during Spring 2019 and assess continuation to Fall semester by May 2019

SMART Strategy: Embedded Tutoring & Academic Support

Strategy Element	Description
Basic Concept	Develop an integrated, comprehensive system of tutoring and support that incorporates instructor, tutor, and student connections and coordination to enhance overall academic success.
Overview	A cross-functional team is focused on piloting and evaluating embedded tutoring methods, as well as identifying and experimenting with other methods of tutoring and academic support that align to the course, nature of coursework, student needs, and instructor insights on what works best.
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 inside 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(s)	Angela Roten
Implementation Team	Zach Barricklow, Ronald Dollyhite, Kim Faw, Bruce Hollar, Jon Howle, Kristen Macemore, Cinnamon Martin, Susan Nilo, Kendra Perkins, Billy Woods
Instructor Role(s)	<ul style="list-style-type: none"> • Instructors of selected courses partner with the embedded support tutor and may require moderate planning • Basic awareness of embedded tutoring and support strategy and other academic support methods shared with all instructors
Progress Milestones	<ul style="list-style-type: none"> • Positive feedback and helpful insights gleaned from interviews of Division Chairs and Program Leads • Positive feedback and helpful insights gleaned from student and faculty focus groups assessing students' needs • 34 responses received to survey on 4 tutoring options • Procedure implemented to capture FTEs' tutoring time during instructors' office hours and procedure in process to capture Skype sessions • ThinkingStorm opened additional tutoring services in response to instructor requests

Strategy Element	Description
Lessons Learned	<ul style="list-style-type: none"> • Comprehensive design is critical to success of implementation and impact • Stakeholder input is invaluable • Each program requires individual design; there's no effective "one-size-fits-all" approach • Recruiting professional tutors is challenging • The viability of peer tutors is challenging given the high turnover at 2-year institutions
Next Steps	<ul style="list-style-type: none"> • Need to determine which interventions help most, and in which situations • Need to continue to engage instructors as partners in providing customized academic support • Need to analyze structure of ASC: <ul style="list-style-type: none"> ○ How do we best utilize peer tutors? ○ Is the current staffing appropriate (how many tutors are needed in each subject at a given hour)? ○ Are we meeting the needs of our various locations with the staff provided?

SMART Strategy: Expanded Online Offerings

Strategy Element	Description
Basic Concept	Expand online offerings by increasing the number of full credentials (degree, diploma, certificate) available online and develop courses when full credential is not realistic.
Overview	Deans/Chairs/Program Leads are continuously evaluating which courses can be converted to online, hybrid or web-based formats and taking necessary steps to incorporate these offerings into upcoming curriculum schedules.
Rationale	Online enrollment has been growing. Five years ago, online enrollment was approximately 3,350 students (this includes duplicates). In 2018-2019, enrollment had risen to 5,171 students (also includes duplicates). That means overall enrollment has risen 54%. 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(s)	Blair Hancock
Implementation Team	Zach Barricklow, Chris Robinson, and Deans in Curriculum and Workforce Development & Community Education
Instructor Role(s)	<ul style="list-style-type: none"> • Course development • College Opportunities for Readiness Education (CORE) participation

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Developing an online Criminal Justice diploma and certificate offering; will begin Fall 2019; AAS projected to begin Fall 2020 • 14 new online or hybrid (51-99% online) courses in 2018-2019 • 8 new web-based courses with up to 50% online hours in 2018-2019 • 158 total courses offered online or hybrid in Fall 2017 through Spring 2019 • 62 total subjects offered online or hybrid in Fall 2017 through Spring 2019 • 10 faculty completed one or two semester CORE training in Fall 2018 • 12 faculty currently in CORE training in Spring 2019 • 12 faculty and staff received new online certification in last 12 months
Lessons Learned	<ul style="list-style-type: none"> • Most of the faculty in ACT, Health Sciences, and BPST do not feel their full programs can be delivered online. So, our emphasis will be on getting more individual courses online, as appropriate, and increasing use of online components of courses (e.g. online lecture hours with seated lab/shop hours) for added web-based and/or hybrid courses to aid in student scheduling • Some programs do not have enough students to make offering both seated and online courses cost-effective; need evidence that online courses would increase enrollment, especially when lab/shop hours necessitate significant on-campus hours
Next Steps	<ul style="list-style-type: none"> • Determine how many CORE participants will be offering new/expanded online courses next year • Offer more professional development to new-to-Moodle instructors • Work with deans to target more credentials that can be offered online

SMART Strategy: Soft Skills Training, Modeling, & Messaging

Strategy Element	Description
Basic Concept	Incorporate high-value soft skills into existing best-in-class curricula and incorporate soft skills training into online, in-person, and standalone courses. Establish consistency among faculty and staff as to how soft skills should be modeled, messaged, and reinforced to students.
Overview	A cross-functional team is working to develop and integrate high-value soft skills into the fabric of a WCC student's educational experience. This involves defining a framework and common language for soft skills, identifying where these soft skills are already being integrated at WCC, determining new and adapted methods of integrating them, outlining programs, practices, policies, and professional development needed to implement them, and setting action items and a timeline for implementation.
Rationale	Soft skill deficiencies are consistently noted by local, regional, and national employers as a concerning 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 – inside and outside the classroom. This will equip students with the knowledge, adaptability, analytical skills, and mindset essential to succeed 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(s)	Chris Bare
Implementation Team	Zach Barricklow, Robin Keller, Hardin Kennedy, Kristen Macemore, Misty Marshburn, Curt Miller, Chris Robinson, Dr. Larry Taylor, Debbie Woodard, Billy Woods
Instructor Role(s)	<ul style="list-style-type: none"> • Commitment to modeling and messaging soft skills throughout day-to-day interactions with students
Progress Milestones	<ul style="list-style-type: none"> • Adopted and in process of adapting Employability Skills Alignment Project (ESAP) model for WCC • Identified current WCC courses and practices that touch upon soft skills
Lessons Learned	<ul style="list-style-type: none"> • Teams need focus and meetings require greater structure given breadth and variability of soft skills definitions and resources • ACA courses are critical to students' introductions to the soft skills model • This initiative must be aligned with other WCC soft skills efforts

Next Steps	<ul style="list-style-type: none">• Finish adapting ESAP model into a common, concise, WCC language and focus• Finish identifying current WCC courses and practices in which soft skills are already incorporated• Determine new or adapted methods of integrating soft skills• Outline programs, practices, policies and professional development needs to implement soft skills• Set action items and a timeline for implementation
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SMART Strategy: Expanded Work-Based Learning

Strategy Element	Description
Basic Concept	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.
Overview	The focus of WCC and partners in the 2018-2019 academic year is piloting and promoting pre-apprenticeships and apprenticeships, primarily in Wilkes County. Other avenues for work-based learning and the expansion thereof are being gathered and will be considered for piloting and implementing in subsequent academic years.
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 enterprises.
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(s)	Blair Hancock, Chris Robinson
Implementation Team	Zach Barricklow, Beth Foster
Instructor Role(s)	<ul style="list-style-type: none"> • Commitment to pursue connections and opportunities between students and employers in collaboration with work-based learning leaders within WCC
Progress Milestones	<ul style="list-style-type: none"> • Apprenticeship employers as of Spring 2019 included Gardner Glass, EMCD, Infusion Points, Interflex, Wilkes Communication, and Samaritan's Purse* (<i>*pending approval from Department of Labor</i>) • 6 pre-apprentices participated in Summer 2018 • 3 signed apprenticeships • Work-based learning course for Building Construction was added to the list of 13 programs that have the course as a requirement or an elective

Strategy Element	Description
Lessons Learned	<ul style="list-style-type: none"> • Employers are sometimes hesitant to commit to formal apprenticeships due to state regulations • First two apprenticeship employers with signed apprenticeships were highly satisfied • Some employers are not supportive of degree completion • Alleghany County interested in joining with Wilkes, which, due to small number, poses logistical challenges we must work out
Next Steps	<ul style="list-style-type: none"> • Next year, we will work more with Ashe and Alleghany, and consider WDCE role • We will develop support materials for employers and students, possibly linking them to soft skills • ~ 7 new pre-apprenticeships anticipated for Summer 2019

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

Strategy Element	Description
Basic Concept	Improve ease of student access to quality, affordable computer and internet access that enables coursework, online course participation, job search and pursuit, and general student success.
Overview	Provide easy access to purchase a quality laptop using financial aid. 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 reliable computer or maintain an internet contract at 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(s)	Michael Wingler
Implementation Team	IT Department, WCC Absher Bookstore
Instructor Role(s)	<ul style="list-style-type: none"> • None
Progress Milestones	<ul style="list-style-type: none"> • Partnered with DellEMC • E-commerce options added to WCC Absher Bookstore website with product comparisons • Students can apply financial aid funds to purchase of laptop on the website with a few clicks • A pilot was started with Dr. Belk to encourage BYOD in ENG 111 • A draft of the affordable access document is complete, and discussions with the local ISPs have begun
Lessons Learned	<ul style="list-style-type: none"> • Students need another entry point for laptop cost; IT team is testing entry-level laptop options while continuing to offer 2-year pro support • Faculty involvement needs to be ramped up to increase understanding and promotion of the BYOD purpose

Strategy Element	Description
Next Steps	<ul style="list-style-type: none"> • BYOD will evolve into less of a student laptop access initiative with the tasks completed from year one • Instructional Technologies will begin awareness and training on how to accommodate BYOD in the classroom • BYOD team will begin facilities discussions to accommodate BYOD hardware in the classroom

SMART Strategy: Financial Aid & Development Personnel Expansion & Restructure

Strategy Element	Description
Basic Concept	Expand and reorganize financial aid and development personnel to comply with federal standards, improve financial aid service to students, support fundraising for scholarships, and improve donor engagement.
Overview	Appropriate steps were taken to analyze which new or adjusted positions were needed and beneficial for the reasons enumerated below.
Rationale	Adding additional personnel and redefining current job duties in the financial aid department allow 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 services program for events, and intentional communications designed to move donors through a giving cycle and fostering feelings of engagement and goodwill toward the college.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance
Lead Division(s)	Financial Aid
Lead Person(s)	Roberta Harless
Implementation Team	Zach Barricklow, Allison Phillips
Instructor Role(s)	• None

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Hiring of Stacey Whitley for the Office of Institutional Advancement <ul style="list-style-type: none"> ○ Administrative Assistant ○ Position allowed Lee K to work with Doug on implementing Blackbaud Award Management (BAM) system ○ Position allowed Lee K to focus on SMART Strategy: Scholarship & Fund Portfolio Analysis • Moving Kelly Huffman to a full-time Financial Aid Coordinator <ul style="list-style-type: none"> ○ Federal Direct Loans ○ Awards for Pell Grant and state funds were divided between (by alphabet) the 2 Financial Aid Coordinators and Assistant Director ○ Position allowed Doug to focus on scholarships and implementing Blackbaud Award Management (BAM) system
Lessons Learned	<ul style="list-style-type: none"> • Should have built in more time for the hiring and onboarding process for the new position • The transition of moving Federal Direct Loans from one staff person to another takes time <ul style="list-style-type: none"> ○ Lots of scenarios to consider ○ Process will take more than one year to complete
Next Steps	<ul style="list-style-type: none"> • The process continues in the OIA, but it is going in the right direction to reach goals • The Financial Aid office will continue training Kelly to handle loans and other aspects of financial aid • Will use BAM for the first time to award for Fall 2019 -- process will begin in Spring 2019

SMART Strategy: Financial Aid & Scholarship Management Software

Strategy Element	Description
Basic Concept	Implement new software that simplifies and streamlines scholarship application, communications, and matching process for students; enhances donor engagement; and maximizes scholarship fund utilization.
Overview	The Financial Aid and Development team is focused on implementing Blackbaud Award Management (BAM; formerly Academic Works) software, which includes features not previously in place or available to consolidate and streamline scholarship and donor-related tasks.
Rationale	Simplifying and streamlining the process and communications that Financial Aid personnel manage to help students navigate, apply for, and be matched with scholarships will improve student access to scholarships and scholarship fund utilization. Integrating this with donor reporting and communications tools will enhance donor engagement.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance
Lead Division(s)	Financial Aid
Lead Person(s)	Doug Eller
Implementation Team	Zach Barricklow, Lee K Cornett, Roberta Harless, Allison Phillips
Instructor Role(s)	<ul style="list-style-type: none"> • None
Progress Milestones	<ul style="list-style-type: none"> • BAM set up with current WCC endowed scholarships • Scholarship criteria entered in the system • Single scholarship application developed for students to apply once and (potentially) be matched with multiple scholarships
Lessons Learned	<ul style="list-style-type: none"> • Initial BAM setup took longer than expected, entails a steep learning curve, and training was helpful for preparation and configuration, but not for implementation because WCC didn't have applications to review and award immediately • Communication with students, counselors, faculty, and staff is key for scholarship applications in the new system - especially for new students who will use their WCC student login to access the application
Next Steps	<ul style="list-style-type: none"> • Will begin awarding through BAM in Spring 2019 for Fall 2019 semester

SMART Strategy: Scholarship & Fund Portfolio Analysis

Strategy Element	Description
Basic Concept	Update WCC's portfolio of institutional scholarships to optimize use of available funds, identify gaps in available scholarships, and inform fundraising efforts to address unmet scholarship needs of students.
Overview	A special focus is being given to institutional scholarship funds that fall under the \$10,000 endowment threshold, which does not generate enough annual interest to fund a practical scholarship amount. For these scholarships, donors are contacted to increase to the minimum endowment requirement or to combine and recategorize scholarships into a "general scholarship".
Rationale	Requiring endowed scholarship funds to have a principle amount of more than \$10,000 ensures annual interest earned on a given fund is enough to issue a practical amount of scholarship dollars to support a WCC student. Combining smaller endowments into one larger "general scholarship" fund would create a larger total annual interest earned, and thus a larger amount of scholarship dollars that could be issued to support qualifying WCC students. Overall, 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(s)	Lee K Cornett
Implementation Team	Zach Barricklow, Doug Eller, Roberta Harless, Allison Phillips
Instructor Role(s)	None
Progress Milestones	<ul style="list-style-type: none"> • Focus on impractical scholarships will enable more scholarship dollars to be awarded and process to be streamlined for students • Identified 45 current endowed scholarships with principal balance of \$10,000 or less • Began contacting 20 donors to discuss combining funds into one "general scholarship"
Lessons Learned	<ul style="list-style-type: none"> • Time-intensive project • More detailed research is needed for each scholarship that has been identified to be targeted
Next Steps	<ul style="list-style-type: none"> • Contacting donors and submitting scholarships to Attorney General by June 30, 2019

SMART Strategy: Full Cost of Education Assessment

Strategy Element	Description
Basic Concept	Assess direct and indirect costs faced by under-resourced students that pose financial barriers to completing a post-secondary credential and evaluate community partnerships to establish wrap-around services addressing non-traditional financial needs beyond the scope of WCC's support.
Overview	Financial Aid team is focused on a) identifying and quantifying indirect costs that prevent students from beginning or continuing their post-secondary degree, diploma, or certificate and b) beginning to identify community resources, partners, and referral methods that can be made available to students in some organized method, creating wrap-around services for non-traditional financial needs, such as childcare, transportation, and housing that fall beyond the scope of services and resources WCC can provide.
Rationale	Many WCC students lack the resources and support network to address basic needs (nutrition, transportation, housing, and childcare) 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 to connect students with resources and support beyond what WCC can provide directly.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance
Lead Division(s)	Financial Aid
Lead Person(s)	Roberta Harless
Implementation Team	Zach Barricklow, Lee K Cornett, Doug Eller, Allison Phillips
Instructor Role(s)	<ul style="list-style-type: none"> • None
Progress Milestones	<ul style="list-style-type: none"> • The 2018 Cost of Attendance (COA), developed annually by the financial aid office as required for receipt of Federal Title IV aid, is researched and documented, and the 2019 COA determination is underway • NC Community College System purchased AuntBertha.com, a referral platform for people in need to access existing resources, and various college employees virtually attended an initial webinar in March 2019
Lessons Learned	<ul style="list-style-type: none"> • As WCC cannot meet all financial needs of students, working with outside agencies is critical to this strategy
Next Steps	<ul style="list-style-type: none"> • Schedule partner meetings to explore support services in the counties WCC serves • Evolve this into new SMART Strategy focused on Wrap-Around Services

SMART Strategy: WCC Community & Civic Engagement Policy

Strategy Element	Description
Basic Concept	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.
Overview	WCC will update, adopt, and communicate a policy which allows WCC fulltime employees 24 hours per calendar year to volunteer in schools, communities, institutions of higher education, state agencies, and not-for-profit organizations.
Rationale	By getting out in the community to serve and lead, WCC faculty and staff model the skills and practices they are encouraging and evaluating in students; WCC faculty and staff naturally build community partnerships, which may translate to opportunity for WCC students; and the service WCC faculty and staff 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(s)	Morgan Francis
Implementation Team	Zach Barricklow, Sherry Cox
Instructor Role(s)	<ul style="list-style-type: none"> Participate in community and civic engagement as supported by the new WCC policy
Progress Milestones	<ul style="list-style-type: none"> Adopted WCC Policy 3.2.14 allows WCC fulltime employees 24 hours per calendar year to volunteer in schools, communities, institutions of higher education, state agencies, and not-for-profit organizations
Lessons Learned	<ul style="list-style-type: none"> Policy updates can take more time to accomplish than anticipated
Next Steps	<ul style="list-style-type: none"> Communicate new policy to WCC faculty and staff

SMART Strategy: Enrichment Offerings for Aging Adults

Strategy Element	Description
Basic Concept	Assess needs, opportunities, and resources for enrichment programs that supplement (not supplant) those offered by other agencies in the community targeted at aging adults, aligned with WCC's mission to provide a continuum of educational services to all adults in our service area.
Overview	A pilot group formed in Ashe County to explore this concept and experiment with a collaborative approach to identifying, scheduling, promoting offerings relevant to aging adults in the area. The intent is to learn from this pilot and later consider applications in Alleghany and Wilkes Counties.
Rationale	As our service area greys, programming for aging 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 seniors 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(s)	Becky Greer
Implementation Team	Zach Barricklow, Chris Robinson, Jeff Shore, Alan Wyatt, Susan Nilo, and Agency Partners
Instructor Role(s)	<ul style="list-style-type: none"> • Minimal
Progress Milestones	<ul style="list-style-type: none"> • Ashe County consortium formed with Ashe County Library, Ashe Services for Aging, Ashe County Arts Council, and WCC • Marketing plan in development to create a clearinghouse of information to market opportunities on a seasonal basis
Lessons Learned	<ul style="list-style-type: none"> • There are several agencies that serve the aging population in our service area, each with unique insights, offerings, resources, and constraints • Collaborative planning and cross-promotion maximize resources and reach to the target population
Next Steps	<ul style="list-style-type: none"> • Implement Ashe County pilot for Summer 2019 offerings and assess success • Consider applications in Wilkes and Alleghany Counties

SMART Strategy: Staff & Faculty Professional Development Program

Strategy Element	Description
Basic Concept	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.
Overview	The new Director of Faculty & Staff Development, Jon Howle, is leading a cross-functional team and continually engaging staff, fulltime, and adjunct faculty in identifying professional development needs and opportunities.
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: 1. 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(s)	Jon Howle
Implementation Team	Zach Barricklow, Meret Burke, Jeff Cox, Blair Hancock, Natasha Harris, Melonie Kilby, Cinnamon Martin, Greg Minton, Jason Sitek, Neal Triplett
Instructor Role(s)	<ul style="list-style-type: none"> • Provide input on professional development needs and opportunities • Participation in professional development offerings • On-the-job application of professional development takeaways
Progress Milestones	<ul style="list-style-type: none"> • Redesigned structure of Professional Development (PD) day as full day of concurrently running workshops from which participants could choose, and was very well received • 85% response rate to college-wide faculty and staff survey of PD Day led to development of PD Events and Workshops offered between February and April 2019

Strategy Element	Description
Lessons Learned	<ul style="list-style-type: none"> • Assessing PD events is critical to an implementation team’s learning and growth • The more diversity that you can have in an implementation team – the better • While there was some initial hesitation to change the format of PD Day, the tone for professional development has now changed, and our decision to “go bold” paid off • We must not lose sight of staff members’ desire for professional development as well
Next Steps	<ul style="list-style-type: none"> • Continue to evolve as we provide faculty and staff more PD opportunities that serve the WCC 5-year Strategic Plan • Evaluate partnership with the Franklin Covey Institute and/or others • Assess responses from college-wide faculty and staff survey on PD Day to shape upcoming offerings • Hold first PD event for WCC tutors in April 2019 • Investigate future PD initiatives for WCC including Health & Wellness and Leadership • Study Early Course Check-in Learning Community’s funding regarding how gathering input from students between the 4th and 6th weeks of semesters can help instructor make positive changes to courses in progress

SMART Strategy: Targeted Outreach & Communications

Strategy Element	Description
Basic Concept	Enhance marketing and promotion through re-branding of college, application of marketing technologies, and selective focus on year-to-year priorities of strategic plan, beginning with promotion of underutilized existing scholarships, promotion of credential options, and promotion of programs with low enrollment and high career promise.
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 often under-accessed scholarship opportunities 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(s)	Andrea Gimlin
Implementation Team	Britt Church, Ronald Dollyhite, Blair Hancock, Roberta Harless. Kristen Macemore. Cinnamon Martin, Patty Parsons, Allison Phillips, Chris Robinson, Michael Wingler, Billy Woods
Instructor Role(s)	• None

Strategy Element	Description
Progress Milestones	<ul style="list-style-type: none"> • Updated signage and retractable banners at Wilkes, Ashe, and Alleghany campuses, and street pole banners and graduation gonfalons at Wilkes campus • Implemented web-based marketing campaign including a general WCC video, and digital ads including “Easy Transfer” and “WCC is Affordable,” pieces, and programmatic promotions for Horticulture, Adult High School, Applied Engineering, and Construction geotargeting Wilkes, Ashe, and Alleghany counties resulting in a combined 446,957 impressions and 1,277 clicks with a click-through rate (CTR) of 0.28% (<i>note Google Ads mobile benchmark CTR for USA is 0.10%</i>) • Developed and launched Adult High School and WCC General and Adult High School 30-second commercials to air at 4 theaters in Wilkes and Ashe counties expected to result in 373,648 total annual views • Developed and launched a series of 30-second television ad commercials to air in 3,255 spots across HGTV, History Channel, CNN, Fox, and ESPN days and times in the Wilkes, Yadtel, Surry, and Skyline broadcast service areas
Lessons Learned	<ul style="list-style-type: none"> • Gathering program-specific content for marketing pieces can be challenging • Finding the relevant WCC numbers, analytics, and data to use in campaigns can be challenging • For multi-area or large campaigns, having one clear and empowered point-of-contact for the Marketing team is critical • Prioritization of requests and strong collaboration from stakeholders is critical, given Marketing team’s limited resources and already stretched staff capacity
Next Steps	<ul style="list-style-type: none"> • Work with local industry on joint marketing campaigns, highlighting living wage jobs and offering pathways to those jobs • Build a commercial library focusing on low-enrollment/high demand jobs • Utilize the virtual tour for recruiting • Incorporate 2019-2020 communication and outreach priorities from strategic planning process

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