WILKES
COMMUNITY COLLEGE
Wilkes • Ashe • Alleghany

2019 ANNUAL
PROGRESS REPORT

5-YEAR STRATEGIC PLAN
2018-2023

> "The small- and large-scale changes we're making will enhance and expand the impact WCC has on our students and the communities we serve."
>
> —Dr. Jeff Cox

Contents

MISSION

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

Wilkes Community College enhances the quality of life through

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

VISION

WCC aspires to be an effective learner-centered educational institution and a dynamic learning organization, preparing learners for success in a rapidly changing world.

VALUES

The college's vision is grounded in the mission statement and is guided by the institutional values of caring, community, education, excellence, innovation, integrity, and responsibility.

WCC Facts

Other 4%
Latino 8%
African-American 3%
Caucasian 85%

24.6 AVERAGE AGE

21 MEDIAN AGE

59% FEMALE **41%** MALE

40 ACADEMIC PROGRAMS

65% FULL-TIME STUDENTS
35% PART-TIME STUDENTS

166 ONLINE COURSES

44 WORKFORCE DEVELOPMENT NON-DEGREE CREDENTIAL PROGRAMS

11-1 FACULTY TO STUDENT RATIO
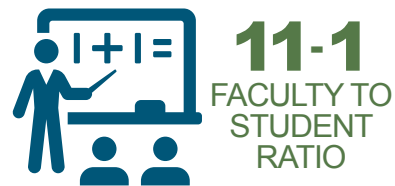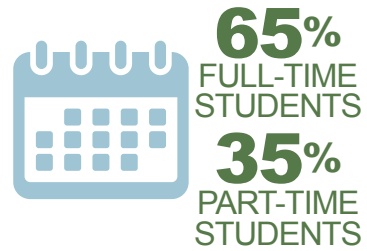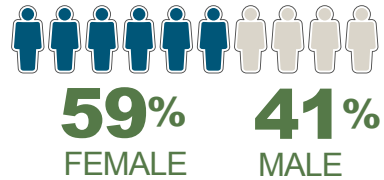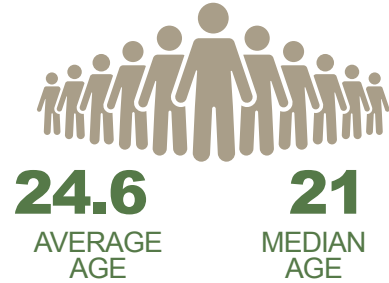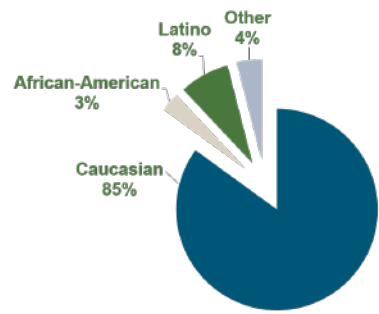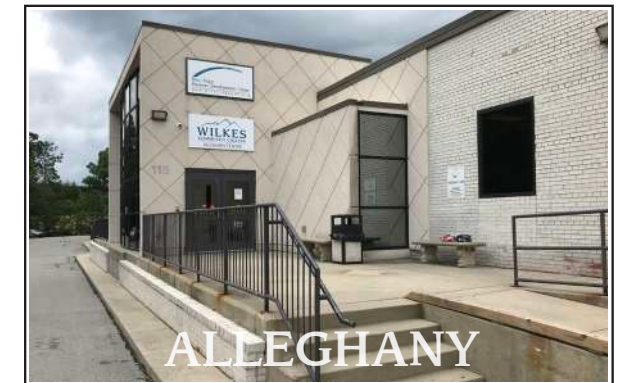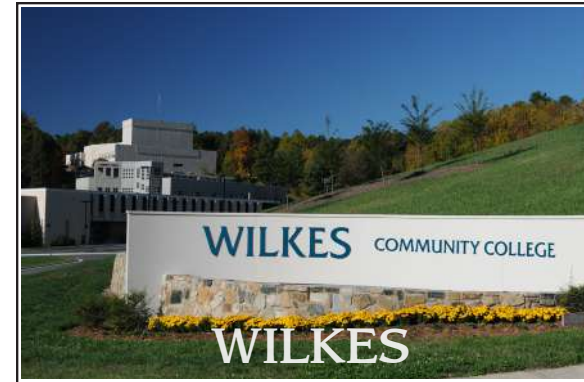
ENROLLMENT
Academic Programs: 3,322 Total Students
    - Dually-Enrolled High School Students: 1,285 Students
    - Traditional Students: 2,037 Students
Workforce Development & Community Education: 7,309 Total Students
Basic Skills: 915 Total Students

WCC Locations

WILKES

ASHE

HERRING HALL

ALLEGHANY

A Message From Dr. Cox

Hard work is the yeast that raises the dough.

This adage seems appropriate not only because we recently dedicated the Stone Culinary Center, a new home to our culinary arts program, but also because it describes well the immense effort put in by our faculty and staff this past year to support WCC students. This was the first year of our five-year strategic plan. Twenty-one different teams worked tirelessly on SMART Strategies ranging from streamlining the scholarship process to bringing tutors into the classroom to help students. Just as yeast permeates the flour and causes it to expand, these small- and large-scale changes we are working on expand and enhance the impact Wilkes Community College has on our students and our service area of Wilkes, Ashe, and Alleghany counties.

This Annual Progress Report for 2018-2019 represents a portion of what was endeavored and what was accomplished. Our guiding vision remains focused on equipping more students with credentials that meet workforce needs and provide a family-sustaining income to WCC graduates. We know that to accomplish this, we need to reach students earlier, we need to help them plan, and we need to support them from college admission to job placement. Here are four significant ways we advanced this vision during the 2018-2019 academic year:
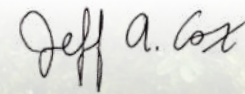
1.We provided career coaches to area high schoolers. The Robert L. Strickland Career Coach Program was officially launched in all six traditional high schools of Wilkes, Ashe, and Alleghany Counties. In its first full year, over 2,500 one-on-one coaching sessions were conducted with area high schoolers. We know these planning sessions are critical, particularly for juniors and seniors, amid major life decisions prior to beginning their adult lives.

2.We designed a better approach to student advising. The Petro Kulynych Student Advising Program was inspired by the best models from around the United States and will provide support from admission to graduation. Advisors will assist students with career and academic planning, monitor student progress, and refer students to support services as needed. The program was meticulously designed and, we believe, will be a game changer for WCC students in terms of retention, completion and job placement.

3.We bolstered our tutoring and academic support. WCC students received 5,447 total hours of tutoring this past year. We "embedded" 705 hours of tutoring directly into classrooms to make accessing this support easier on students. These embedded tutors were allocated to courses with historically high levels of drop-out rates or low grades. We are looking for every way possible to get the right support to students before they fall behind or stop out.

4.We simplified our scholarship application. What was once numerous application forms was consolidated to ONE form that matches eligible students with multiple scholarships. We believe this will ultimately empower more students with the basic financial support they need to pursue a postsecondary credential that sets them up for a career and family-sustaining income.

Our work continues! The year ahead is already chock-full of projects that further advance this vision of more citizens in our service area obtaining the family-sustaining incomes and fulfilling careers available to them. I want to offer my sincere thanks to the team here at Wilkes Community College and the steadfast support of the communities we serve in Wilkes, Ashe, and Alleghany as we all work together for a bright future.

Jeff A. Cox

President
Wilkes Community College

5-Year Strategic Plan
SUCCESS METRICS

The following are key success metrics for the five-year term of this Strategic Plan. These were determined to be critical end points that represent achievement of the college's long-term vision. When possible, the Planning Taskforce selected metrics consistent with other state and national performance measures, in order to have external benchmarks of comparison and best practice. This first year of metrics represents the baseline figures to be compared year-over-year beginning next year.

LEARNING

Goal: Enhance the learning experiences of students to prepare them for educational, career, and personal success.

53.7%	Credit Math Success	Definition: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing math course with a "C" or better within two years of their first term of enrollment. Source: NC Community College System Performance Measures Timeframe of Data: 2015 Cohort
64.5%	Credit Englilsh Sucess	Definition: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment. Source: NC Community College System Performance Measures Timeframe of Data: 2015 Cohort
52.5%	Basic Skills Progress	Definition: Percentage of Basic Skills students who achieve a Measurable Skills Gain (MSG) during the program year (July 1-June 30). The state average for this measure is 41.8%. Source: NC Community College System Performance Measures Timeframe of Data: 2017-18
.93	Licensure Passing Rates Index Score	Definition: Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Source: NC Community College System Performance Measures Timeframe of Data: 2017-18

For comparison, NC Community College State Performance Measures can be accessed here: https://www.nccommunitycolleges.edu/analytics/state-and-federal-reports

COMPLETION & TRANSFER
Goal: Increase the percentage of students earning credentials that will prepare them for employment and/or transfer.

67%	First Year Progression	Definition: Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer). Source: NC Community College System Performance Measures Timeframe of Data: 2017 Cohort
49.4%	4-Year Graduation & Transfer Rate	Definition: Percentage of first-time fall curriculum students who, within four years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 42 non-developmental credit hours. Source: NC Community College System Performance Measures Timeframe of Data: 2014 Cohort
26.3%	150% Degree Completion Rate	Definition: The percentage of first-time, full-time degree or certificate-seeking students who complete their program of study within 150% of normal time for that program. Source: NC Community College System Performance Measures Timeframe of Data: 2014 Cohort
14.9%	150% Transfer Out Rate	Definition: The percentage of first-time, full-time degree seeking students who transfer to another institution within 150% (3 years) of normal time for their enrolled program. Source: Integrated Postsecondary Education Data System Timeframe of Data: 2014 Cohort
83.1%	College Transfer Success Rate	Definition: The percentage of students who exited NCCCS after having completed an Associate Degree and/or at least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution. Source: NC Community College System Performance Measures Timeframe of Data: 2014 Cohort
1,342	Academic Credentials Earned	Definition: Total number of credentials earned by curriculum students, including associate degrees, diplomas and certificates, during an academic year. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
58%	Adult High School/ H.S. Equivalency Diploma Completion Rate	Definition: The percentage of students who are performing at a high school academic level and complete their credential. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
3,483	Students Enrolled in Non-Degree Credential Programs	Definition: Number of continuing education students enrolled during the calendar year in courses associated (attached to; linked to) with state or industry-recognized certifications Source: Manual Internal Data Collection Timeframe of Data: Calendar Year 2018

5-Year Strategic Plan
SUCCESS METRICS

LABOR MARKET OUTCOMES

Goal: Increase student employability in career tracks aligned with local and regional workforce needs that offer growth opportunities and family-sustaining income.

84%	% of Associate Degree graduates employed within a year of graduation	Definition: The total number of graduates from associate degree programs at WCC for a given year, divided by the total number of those graduates who were employed in North Carolina within a year after graduation. Source: NCTOWER Data Timeframe of Data: 2016-17
84%	% of Associate Degree graduates employed 5 years after graduation	Definition: The total number of graduates from associate degree programs at WCC for a given year, divided by the total number of those graduates who were employed in North Carolina five years after graduation. Source: NCTOWER Data Timeframe of Data: 2012-13
86%	% of Associate Degree graduates with the potential to earn at least a living wage of $30,000	Definition: The percentage of associate degree graduates who have the potential to earn at or above a living wage of $30,000; based on an average family size per US Census, living wage calculation per MIT Living Wage Calculator for service area, wage data weighted per program per Jobs EQ custom report provided by the High Country Council of Governments (HCCOG). Sources: US Census; MIT for Living Wage Calculator; Jobs EQ Custom Report HCCOG Timeframe of Data: 2018-19 Graduates, 2018 Q4 Wages
40%	% of Associate Degree graduates with the potential to earn the median household income for our area of $38,203	Definition: The percentage of associate degree graduates who have the potential to earn at or above the median household income for Ashe, Alleghany, and Wilkes provided as determined by the US Census. Wage data is collected from a custom report provided by the High Country Council of Governments and incorporated in a weighted average for each program Source: JobsEQ Custom Report Timeframe of Data: 2018Q4 Wages/2018-19 Graduates
100%	Employer satisfaction with customized training courses	Definition: Percentage of employers who participated in customized training courses and report via survey that they are satisfied or very satisfied with the training received. Source: Survey Data Timeframe of Data: 2018-19

COMMUNITY ENHANCEMENT

Goal: Enhance the communities we serve through cultural and enrichment activities, event services and venues, community and civic engagement of students, faculty, and staff, and publicly-available recreational facilities.

$13,504,814 MerleFest Economic Impact		Definition: Total regional economic impact of MerleFest as calculated using the MerleFest Economic Impact Survey, ticket sales, festival local expenditures and civic club donations. Source: Manual Internal Data Collection Timeframe of Data: 2019
141,058	Total number of Walker Center attendees	Definition: Total number of attendees at Walker Center events for a fiscal year. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
230	Total number of Walker Center events	Definition: Total number of events held at the Walker Center for a fiscal year. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
37%	Faculty & staff volunteer rate	Definition: Percentage of WCC employees who volunteer for or serve on a Board of Directors or Advisory Board for a nonprofit organization, faith-based organization, or other civic/community organizations. Source: Survey Data Timeframe of Data: 2018-19

5-Year Strategic Plan
SUCCESS METRICS

EQUITY

Goal: Increase equitable access and outcomes for all students across program participation and completion, college transfer, labor market outcomes, learning, and community enhancement.

$5,114,701	Total financial aid dollars distributed	Definition: Total amount of financial aid dollars distributed to curriculum students during an academic year. Source: Datatel/Datawarehouse Data Timeframe of Data: 2018-19
$176,221	Total scholarship dollars awarded	Definition: Total amount of WCC scholarship dollars distributed to curriculum students during an academic year. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
13.8%	% of students receiving scholarships*	Definition: Percentage of enrolled, non-high school, curriculum students who receive a WCC scholarship during an academic year. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
65%	% of students completing FAFSA*	Definition: Percentage of enrolled, non-high school, curriculum students who complete the Free Application for Federal Student Aid for the year. Manual Internal Data Collection Timeframe of Data: 2018-19
49%	% of students receiving Pell Grant	Definition: 998 students received Pell Grant among 2037 traditional students who can apply for Pell Grant. This denominator excludes Workforce Development and Community Education as well as high school students enrolled in college courses through Career & College Promise or early college high schools. Source: Manual Internal Data Collection Timeframe of Data: 2018-19
-6%	Performance gap of 150% completion rate of Pell vs non-Pell students	Definition: Difference between the percentage of students who receive a Pell grant and the percentage of those who do not receive a Pell grant who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Timeframe of Data: 2014 Cohort

-14%	Performance gap of 150% completion rate of minority vs non-minority	Definition: Difference between the percentage of students who are minority and the percentage of those who are non-minority who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Timeframe of Data: 2014 Cohort
-11%	Performance gap of 150% completion rate of male vs female students	Definition: Difference between the percentage of students who are male and the percentage of those who are female who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Timeframe of Data: 2014 Cohort
169	Continuing Education Students Receiving Scholarships	Definition: Number of continuing education students enrolled during the calendar year who receive scholarships. Source: Manual Internal Data Collection Timeframe of Data: Calendar Year 2018

2018-2019 Implementation Plan • 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. Robert L. Strickland Career Coach Program

7. Petro Kulynych 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 #1

STUDENT & ALUMNI FEEDBACK SYSTEM

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.

PROGRESS MILESTONES:
- Established or defined 12 unique channels for student and alumni feedback to engage students and garner insights at every point along the student journey
- 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
- Hired full-time 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
- Established a virtual team on Microsoft Team's App to work virtually between meetings
- Identified two key actions to take with the Graduate Survey to improve the survey's response rates: (1) graduates will complete an abbreviated survey during key times when graduates will be a captive audience, and (2) a QR Code will be provided to graduates as a mobile option

TEAM

Kelly Pipes (Lead)	Andrea Gimlin
Nicole Fogle (Lead)	Blair Hancock
Zach Barricklow	Scott Johnson
Donna Brooks	Adam Parsons
Dr. Jeff Cox	Angela Roten
Britt Church	Mike Wingler

SMART Strategy #2

DATA-DRIVEN ANALYSES & DECISION-MAKING

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.

PROGRESS MILESTONES:
- 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:
  - 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:
  - 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
  - Analysis in Fall 2018 showing that students who received tutoring were 34% more likely to complete the course and nearly 30% more likely to receive an "A" in ENG 111

TEAM

|	
Adam Parsons (Lead)	Blair Hancock
Zach Barricklow (Lead)	Kelly Pipes
Dr. Jeff Cox	Chris Robinson
Sherry Cox	Michael Ward
Morgan Francis	Michael Wingler

SMART Strategy #3

LABOR MARKET ALIGNMENT SYSTEM

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.
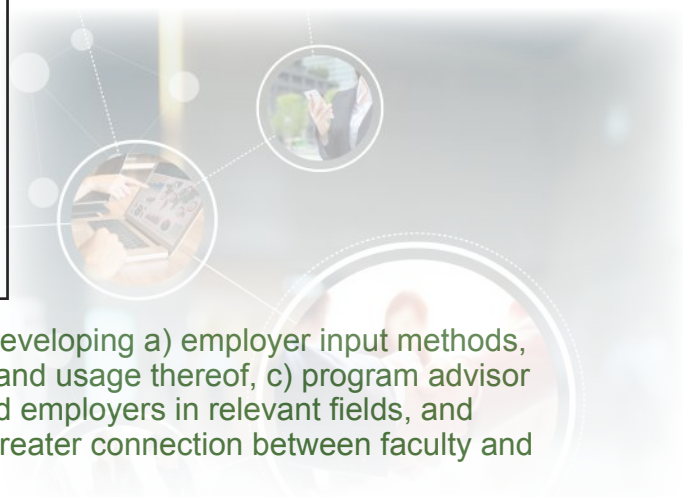
OVERVIEW: A cross-functional team is developing a) employer input methods, b) customized labor market data reports and usage thereof, c) program advisor committees made up of professionals and employers in relevant fields, and d) return-to-industry strategies to foster greater connection between faculty and relevant non-WCC stakeholders.

PROGRESS MILESTONES:
- 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
- Four WCC career technology instructors attended industry-sponsored training in 2018-2019

TEAM
Blair Hancock (Lead)	Kristen Macemore
Chris Robinson (Lead)	Adam Parsons
Chris Bare	Kelly Pipes
Zach Barricklow	Chris Robinson
Dr. Jeff Cox	Debbie Woodard
Ronald Dollyhite	Billy Woods
Beth Foster	

SMART Strategy #4

GUIDED PATHWAYS TO SUCCESS PROGRAM

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.

PROGRESS MILESTONES:
- Hardin Kennedy trained as Networked Improvement Community Facilitator and was appointed WCC GPS Facilitator
- Participated in several NCCCS-hosted "GPS Institutes" for training and resources provided to pilot cohort community colleges
- Completed "Scale of Adoption" assessment and developed key performance indicators action plan
- Conducted information and planning sessions with deans, chairs, and lead instructors focused on GPS
- Completed initial program mapping process; maps reviewed by GPS Team
- SMART Strategies supporting the Guided Pathways pillars:
  - Clarify paths to student end goals – supported by Program Mapping
  - Help students choose and enter a pathway – supported by Career Coach Program; Advising Program
  - Help students stay on path – supported by Tutoring Support
  - Ensure students are learning – supported by Professional Development
- Attended Equity & Holistic Support Workshops; led to adoption of Aunt Bertha community resource and referral platform as part of Wrap Around Services Strategy for 2019-2020

TEAM
Kim Faw (Lead)	Becky Greer
Blair Hancock (Lead)	Renee Macemore
Hardin Kennedy (Lead)	Kendra Perkins
Zach Barricklow	Kelly Pipes
Elisabeth Blevins	Neal Triplett
Dr. Jeff Cox	

SMART Strategy #5

ENRICHMENT PROGRAMS FOR YOUTH

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 postsecondary 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.

PROGRESS MILESTONES:
- 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
- Over 197 youth attended WCC summer enrichment programs during Summer 2019 in Wilkes, Ashe, and Alleghany counties
- 100% of parents surveyed said they would "recommend the WCC Academies to other parents"
- 97% of parents surveyed said their student would "recommend the WCC Academies to other students"

TEAM

Kim Faw (Lead)	Andrea Gimlin
Chris Robinson (Lead)	Becky Greer
Zach Barricklow	Susan Nilo
Britt Church	Jeff Shore
Bekah Gardner	

SMART Strategy #6

ROBERT L. STRICKLAND CAREER COACH PROGRAM

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.

PROGRESS MILESTONES:
- 6 Career Coaches serving 6 high schools with 3,657 total students
- 2,501 individual meetings with students
- 1,692 students reached through individual meetings
- 218 classroom presentations
- 6,747 students reached (duplicated count) through group and classroom presentations
- 32 site visits to local businesses conducted by Career Coaches
- 20+ meetings with Wilkes Community College Deans, Program of Study Instructors, and Student Support Staff

TEAM

Kim Faw (Lead)	Jennifer Glass
Bekah Gardner (Lead)	Tathel Miller
Britt Church	Talina Pipes
Teresa Duncan	Phillip Wogatskze

SMART Strategy #7

PETRO KULYNYCH STUDENT ADVISING PROGRAM

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 was to develop tier 1 and tier 2 advising models for WCC by early Summer 2019 to enable implementation in Fall 2019.

PROGRESS MILESTONES:
- Formed and convened a cross-functional team in December 2018 to research, analyze, and design an advising program
- Interviewed successful community colleges around the state and nation, recording and presenting insights gleaned
- Developed recommendations for program design, centered on a hybrid instructor/advisor model that pairs students with ACA instructor as their advisor from admission through to graduation and layers on faculty mentors in the student's second year
- Received $1,000,000 donation from Kulynych Family Foundation I and Kulynych Family Foundation II
- Developed 10-year budget and funding strategy for program
- Established the "Petro Kulynych Student Advising Program" to launch Fall 2019
- Hired two advisors in Ashe, two advisors in Alleghany, and five advisors (including the dean) in Wilkes to kick off the program
- Created a comprehensive training program in collaboration with divisions delivered July/August 2019
- Researched software programs to assist the college with advising, early alerts, tracking, and data analytics

TEAM

Kim Faw (Lead)	Bekah Gardner	Susan Nilo
Cinnamon Martin (Lead)	Blair Hancock	Kendra Perkins
Zach Barricklow	Scott Johnson	Angela Roten
Elisabeth Blevins	Becky Kennedy	Michael Wingler
Dr. Jeff Cox	Kristen Macemore	Billy Woods
Ronald Dollyhite	Cinnamon Martin	

SMART Strategy #8

EXPANDED 4-YEAR INSTITUTION PRESENCE

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.

PROGRESS MILESTONES:
- A new University Transfer Office (UTO) was established on Wilkes Main Campus, Hayes Hall, Room 314, equipped with a computer, phone, App State informational materials, and a student check-in system
- App State personnel staffed the office on Thursdays 11:00 a.m.-3:00 p.m. in Fall 2018, and 9:00 a.m.-1:00 p.m. in Spring 2019
- 56 students made 65 visits to the University Transfer Office throughout the year
- Promotional methods, which 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
- As a result of the efforts of ASU and WCC, it was determined that a "Transfer Week" concept might work better than a one day per week availability; Appalachian Transfer Week is planned for October 7-10, 2019.
- This SMART Strategy is complete

TEAM

Cinnamon Martin (Lead)
Matt Huntana (Appalachian State University)
Beth Watts (Appalachian State University)

SMART Strategy #9

EMBEDDED TUTORING & ACADEMIC SUPPORT

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.

PROGRESS MILESTONES:
- 5,447.5 total hours of tutoring provided to students (2,849.15 hours in Fall 2018; 2,598.35 hours in Spring 2019)
- 705 total hours of embedded (in classroom) tutoring provided to students (356 hours in Fall 2018; 349 hours in Spring 2019)
- Embedded tutoring provided in courses with historically low completion rates by students, such as developmental math, developmental reading/writing, psychology, English, biology, accounting, and math for applied engineering
- Conducted pilot tutoring program:
  - English (ENG 111), in Fall 2018, students who received tutoring were 34% more likely to complete the course and nearly 30% more likely to receive an "A"
  - Accounting (ACC 120), in Fall 2018, hybrid embedded tutoring and follow-up appointments resulted in two students moving from failing to passing, and another student improving a full letter grade
  - Psychology (PSY 150), in Fall and Spring 2018, targeted outreach by the tutor early in the semester resulted in improved exam scores
- Collaborated with Health Sciences/Nursing to create facilitated student group tutoring (Learning Circles), which resulted in overall improvement of average scores for Nursing courses (NUR 112, 212, 114) from 2018 to 2019
- Conducted multiple faculty focus groups and interviews with students, faculty, division chairs and program leads to assess student needs and optimum tutoring approaches
- Developed broad menu of tutoring approaches, informed by focus groups and interviews
- Conducted faculty survey to quantify interest in tutoring approaches
- Implemented procedure to capture FTEs' tutoring time during instructors' office hours
- Implemented procedure to capture Skype tutoring sessions
- Expanded ThinkingStorm tutoring services in response to instructor requests

TEAM
Angela Roten (Lead)	Jon Howle
Zach Barricklow	Kristen Macemore
Stephanie Darnell	Cinnamon Martin
Ronald Dollyhite	Susan Nilo
Kim Faw	Adam Parsons
Darrell Finney	Kendra Perkins
Bruce Hollar	Billy Woods

SMART Strategy #10

EXPANDED ONLINE OFFERINGS

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. This aligns with student (and some employer) preference to provide online course offerings to allow for ease of scheduling around work and family needs.

PROGRESS MILESTONES:
- 54% increase in enrollment in online courses from 5 years ago, reflecting a steady trend and basis for expanding offerings
- 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 1 or 2 semesters of 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
- Added 3 WDCE online health courses December 2018
- Developed an online criminal justice diploma and certificate offering, will begin Fall 2019; AAS projected to begin Fall 2020

TEAM
Blair Hancock (Lead)	Cinnamon Martin
Zach Barricklow	Chris Robinson
Ronald Dollyhite	Billy Woods
Kristen Macemore	

SMART Strategy #11

SOFT SKILLS TRAINING, MODELING, & MESSAGING

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.

PROGRESS MILESTONES:
- 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
- Obtained access to ESAP modules – both NCCCS instance and local Moodle download
- Assessment rubrics created to be used for all 8 modules and made available to pilots
- Recommended adding Work Ethic/Professionalism section to PEP to assess faculty and staff soft skills
- Pilot planned for NCCCS instance of ESAP modules in ACA 115 with Jon Howle and Dayna Brower FA19
- Pilot planned for local Moodle instance of ESAP modules in BUS 270 with Matt Baldwin

TEAM
Chris Bare (Lead)	Chris Robinson
Zach Barricklow	Dr. Larry Taylor
Robin Keller	Debbie Furr
Kristen Macemore	Billy Woods
Misty Marshburn	

SMART Strategy #12

EXPANDED WORK-BASED LEARNING

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.

PROGRESS MILESTONES:
- Apprenticeship employers as of Spring 2019 include Gardner Glass, EMCD, Infusion Points, Interflex, and Wilkes Communication
- 6 pre-apprenticeships completed in Summer 2018
- 3 of 6 signed full apprenticeships in Fall 2018
- 3 pre-apprenticeships completed in Summer 2019
- Apprentices come from WCC programs such as information technology, graphic design, and industrial systems
- 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

TEAM
Blair Hancock (Lead)
Chris Robinson (Lead)
Zach Barricklow
Beth Foster

SMART Strategy #13

STUDENT COMPUTER ACCESS / BRING YOUR OWN DEVICE INITIATIVE

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 students with internet access at a reduced or free cost.

PROGRESS MILESTONES:
- Established partnership with Dell EMC
- 156 Dell computers sold at partner discount rate to better equip WCC students with quality tech and multiyear pro support
- E-commerce options added to WCC Absher Bookstore website with computer product comparisons
- Feature added that allows students to apply financial aid funds to purchase of laptop on the website with a few clicks
- Conducted (ongoing) BYOD pilot in English 111 course with instructor Dr. Nolan Belk, which initiated analysis of how to support students without devices who did not opt to purchase a computer; also conducted as an assessment of facilities to upgrade electrical outlets
- BYOD pilots are underway in ACA Student Success courses, BYOD discussions are being incorporated into the new Student Advising model, and BYOD analysis is being incorporated into new Career Coach program
- A draft of the affordable access document is complete, and discussions with the local Internet Service Providers have begun

TEAM

Michael Wingler (Lead)	Cinnamon Martin
Nolan Belk	Debi McGuire
Kelly Church	Gregory Minton
Joe Exposito	Kendra Perkins
Morgan Francis	Allison Phillips
Blair Hancock	Kelly Pipes
Roberta Harless	Neal Triplett
Hardin Kennedy	

SMART Strategy #14

FINANCIAL AID & DEVELOPMENT PERSONNEL EXPANSION & RESTRUCTURE

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.

PROGRESS MILESTONES:
- Hiring of Stacee Whitley for the Office of Institutional Advancement
  - Position allowed for greater focus on implementing Blackbaud Award Management (BAM) system
  - Position allowed for greater focus on SMART Strategy: Scholarship & Fund Portfolio Analysis
- Moving Kelly Huffman to a full-time Financial Aid Coordinator
  - Assists with Federal Direct Loans
  - Awards for Pell Grant and state funds were divided between (by alphabet) the two Financial Aid Coordinators and Assistant Director
  - Position allowed for greater focus on scholarships and set up of Blackbaud Award Management (BAM) system
  - Kelly Huffman assisting with FATR processing

TEAM

Roberta Harless (Lead)

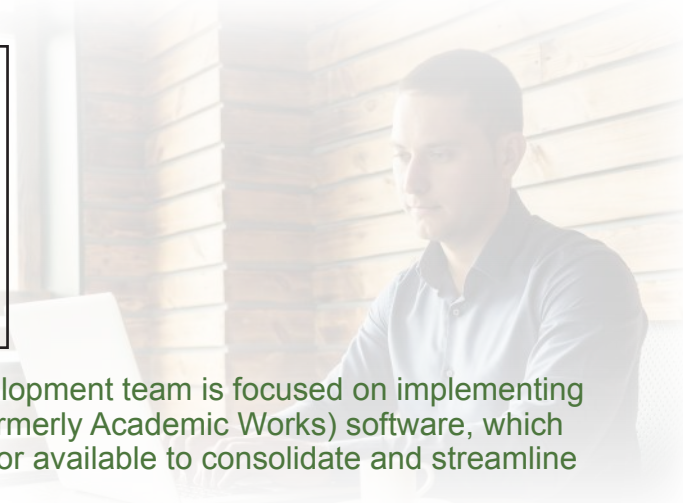Zach Barricklow

Allison Phillips

SMART Strategy #15

FINANCIAL AID & SCHOLARSHIP MANAGEMENT SOFTWARE

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.

PROGRESS MILESTONES:
- Multiple scholarship applications condensed to 1 central application that matches eligible students to WCC institutional scholarship options
- BAM software set up with current WCC endowed scholarships
- Scholarship criteria entered in the system
- 2019-2020 endowed scholarships awarded through BAM for new and returning students

TEAM
Doug Eller (Lead)

Zach Barricklow

Lee K Cornet

Roberta Harless

Allison Phillips

SMART Strategy #16

SCHOLARSHIP & FUND PORTFOLIO ANALYSIS

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 the amount to the minimum endowment requirement or to combine and recategorize scholarships into a "general scholarship."

PROGRESS MILESTONES:
- 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"

TEAM
Lee K Cornett (Lead)

Zach Barricklow

Doug Eller
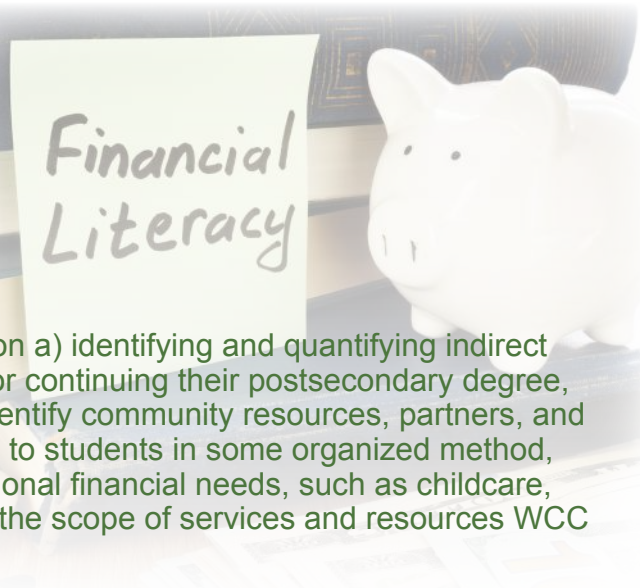
Roberta Harless

Allison Phillips

FULL COST OF EDUCATION ASSESSMENT

WCC COMMUNITY & CIVIC ENGAGEMENT POLICY

BASIC CONCEPT

Assess direct and indirect costs faced by under-resourced students that pose financial barriers to completing a postsecondary credential and evaluate community partnerships to establish wrap-around services addressing non-traditional financial needs beyond the scope of WCC's support.

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: Financial Aid team is focused on a) identifying and quantifying indirect costs that prevent students from beginning or continuing their postsecondary 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.

PROGRESS MILESTONES:
- 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; the 2019 COA is complete and being used for current financial aid awards
- NC Community College System purchased AuntBertha.com, a referral platform for people in need to access existing resources; various college employees virtually attended an initial webinar in March 2019

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.

PROGRESS MILESTONES:
- 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

TEAM

Roberta Harless (Lead)

Zach Barricklow

Lee K Cornett

Doug Eller

Allison Phillips

TEAM

Morgan Francis (Lead)

Zach Barricklow

Sherry Cox

Administrative Council

ENRICHMENT OFFERINGS FOR AGING ADULTS

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 has formed in Ashe County to explore this concept and experiment with a collaborative approach to identifying, scheduling, and 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.

PROGRESS MILESTONES:
- 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
- Spring, summer, and fall editions of the "LIFE in Ashe: Season Activity Guide" produced and distributed
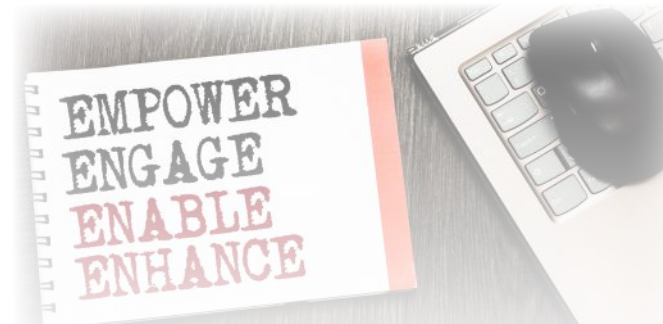
TEAM

Blair Hancock (Lead)	Cinnamon Martin
Zach Barricklow	Chris Robinson
Ronald Dollyhite	Billy Woods
Kristen Macemore	

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STAFF & FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

BASIC CONCEPT

Continue, expand, and connect current professional development programs and Center for Faculty and Staff Development (CFSD) 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, full-time faculty, and adjunct faculty in identifying professional development needs and opportunities.

PROGRESS MILESTONES:
- 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
- Expanded Implementation Team to include more diverse representation from all three campuses
- Created a new framework to guide the design of PD Offerings: Employee PIE (Productivity, Impact, and Enrichment); Teaching and Learning Enhancement; Student Support and Enhancement; Special Initiatives; and Strategic Planning
- During the Spring 2019 semester, 114 WCC employees attended at least one PD workshop
- A Spring 2019 PD Learning Community examined the impact of Early Course Check-Ins. There is a 2nd pilot during the Fall 2019 semester. From Spring to Fall 2019, the number of participants increased from 6 to 30. Participants now represent all divisions and campuses. A committee is also exploring the possibility of making this a college-wide initiative in the semesters to come
- Joined NISOD (National Institute for Staff and Organizational Development).19 other NC Community Colleges are members of this organization. This organization provides national and regional PD opportunities as well as opportunities for faculty and students to win national awards and scholarships. On October 23, 2019, WCC faculty and staff will participated in the annual NISOD Virtual PD Conference
- Launched a New Faculty Onboarding program in Fall 2019 and will be offered every fall to new full-time faculty

TEAM

Jon Howle (Lead)	Melonie Kilby
Zach Barricklow	Cinnamon Martin
Meret Burke	Greg Minton
Dr. Jeff Cox	Jason Sitek
Blair Hancock	Neal Triplett
Natasha Harris	

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SMART Strategy #21

TARGETED OUTREACH & COMMUNICATIONS

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.

PROGRESS MILESTONES:

- 1.5 million advertising impressions through digital marketing
- Developed and launched a series of 30-second television ad commercials
- Commercials aired in 12,800 spots across HGTV, History Channel, CNN, Fox, and ESPN in the Wilkes, Yadtel, Surry, and Skyline broadcast service areas
- Updated signage and retractable banners on Wilkes, Ashe, and Alleghany campuses, and street pole banners and graduation gonfalons on Wilkes campus
- Implemented web-based marketing campaign, video and digital ads, pieces focused on "Easy Transfer" and "WCC is Affordable," as well as programmatic promotions
- Developed and launched Adult High School and WCC General 30-second commercials to air at 4 theaters in Wilkes and Ashe counties expected to result in 373,648 total annual views
- Developed "Keys to Success" campaign for high-demand careers and associated WCC programs
- Developed "LIFE in Ashe: Seasonal Activity Guide" as a pilot for enhancing enrichment offerings for aging adults
- Received 950 requests via new ticketing system to track internal WCC requests for marketing support

TEAM

Andrea Gimlin (Lead)	Cinnamon Martin
Britt Church	Patty Parsons
Ronald Dollyhite	Allison Phillips
Blair Hancock	Chris Robinson
Roberta Harless	Michael Wingler
Kristen Macemore	Billy Woods

> "Our guiding vision remains focused on equipping more students with credentials that meet workforce needs and provide a family sustaining income to WCC graduates."
>
> —Dr. Jeff Cox

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WILKES
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