



Annual Implementation Plan: 2019-2020

Executive Summary
Prepared Summer 2019



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Introduction

The following executive summary provides the basic what, why, who, and when of SMART Strategies that will be implemented during the 2019-2020 academic year to advance Wilkes Community College's 5-Year Strategic Plan.

Approach

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

While this document contains only a brief summary of detail for each SMART Strategy, more detailed activities, assignments, budgets, timelines, success metrics, and other critical elements will be managed by Implementation Teams as working documents throughout the year.

SMART Strategies 2019-2020

1. Data-Driven Analyses & Decision-Making
2. Student & Alumni Feedback System
3. Labor Market Alignment System
4. Faculty & Staff Professional Development
5. Guided Pathways to Success Program
6. Robert L. Strickland Career Coach Program
7. Scholarship Development
8. Petro Kulynych Student Advising Program
9. a. Wrap-Around Services: Aunt Bertha Platform Setup
9. b. Wrap-Around Services: Rural Transportation
10. Tutoring Support Systems
11. Expanded Online Offerings
12. Soft Skills Training, Modeling, & Messaging
13. Work-Based Learning
14. Enrichment Offerings for Aging Adults
15. Entrepreneurship Collaborative
16. Targeted Outreach & Communications

SMART Strategy: Data-Driven Analyses & Decision-Making

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Develop and publish business intelligence reports and dashboards to improve decision-making related to funding equipment, technology, facility, and personnel requests, as well as making program and policy changes.
Rationale	This will increase the availability of data to faculty, staff, and other college constituencies to make better-informed decisions.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Information Technology
Lead Person	Adam Parsons
Implementation Team	Zach Barricklow, Dr. Jeff Cox, Sherry Cox, Morgan Francis, Nicole Fogle, Blair Hancock, Chris Robinson, Michael Ward, Michael Wingler
Instructor Action Required	Engage with data and reports provided to understand realities, identify trends, explore causes, and experiment with improvements

What do you want to accomplish next year with this SMART Strategy?

- **Establish an organizational system** (single repository) for dashboards, reports, and raw data that maximizes access to view reports for appropriate users.
- **Safeguard data and report accuracy** by establishing a single source of data reports, integrating data owners, and limiting access to report modification/creation.
- **Create data/report inventory with timing of refresh** (e.g., ongoing, once a semester, once a year), location, source, and user routing protocol.
- **Foster the integration of data into meetings across campus** through professional development, optimized data curation and access, and commitment of team leaders.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # new data tracking platforms created/integrated
- # new or improved dashboards
- # new or improved custom reports
- % Divisions provided a training/orientation to relevant dashboards and reports that should be incorporated into meetings
- Inventory of reports created, noting appropriate users, due dates, and frequency of data refresh
- Organizational system up and running that houses reports and grants access to appropriate users

By early-March (for Spring Planning Progress Analysis)

- % Division meeting minutes showing discussion of data (e.g., through dashboards and reports) relevant to a Division issue

By late-August (for Annual Progress Report)

- # new data tracking platforms created/integrated
- % Divisions provided a training/orientation to relevant dashboards and reports that should be incorporated into meetings
- % Division meeting minutes showing discussion of data (e.g., through dashboards and reports) relevant to a division issue
- Inventory of reports created, noting appropriate users, due dates, and frequency of data refresh
- Organizational system up and running that houses reports and grants access to appropriate users

SMART Strategy: Student & Alumni Feedback System

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Establish student and alumni feedback systems that enable WCC to better understand the student journey and experience from initial high school engagement through to career. This includes 1) identifying and targeting recent area high school graduates who did not enroll at WCC or any other college or university; 2) developing strategies and methods of outreach to alumni post-graduation; 3) refining surveys to current WCC students and conducting focus groups to gain insight into students' perception of the college experience and addressing 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 in improving program completion, college transfer, labor market outcomes, and equitable access and outcomes as per the college's stated 5-Year Strategic Plan.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Institutional Effectiveness
Lead Person	Nicole Fogle
Implementation Team	Zach Barricklow, Donna Brooks, Dr. Jeff Cox, Britt Church, Andrea Gimlin, Scott Johnson, Blair Hancock, Adam Parsons, Angela Roten, Mike Wingler
Instructor Action Required	Help administer student surveys Promote student focus group opportunities Support alumni outreach

What do you want to accomplish next year with this SMART Strategy?

- **Implement System:** Execute student and alumni feedback loops, strengthening the consistent circulation, analysis, and actionable conclusions from results.
- **Increase Response Rates:** Develop strategies to increase student and alumni response rates to surveys.
- **Pilot and Refine Intake Form:** Implement new student intake form tied to Advising Program.
- **Develop Alumni Survey:** Develop new alumni survey for 1-2 years into career.
- **Refine Focus Groups:** Develop creative, consistent approaches to student focus groups.
- **Revise Course Evaluations:** Conduct revision process for both seated and online course evaluations.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # new feedback loops created
- # old feedback loops revised
- # and % responses

By early-March (for Spring Planning Progress Analysis)

- # referrals generated from feedback loops (especially intake form)
- # high-risk student flags

By late-August (for Annual Progress Report)

- PEP and Compliance Assist responses indicating changes made based on student or alumni feedback
- # and % increase in student engagement with support/service areas connected with intake form &/or feedback loops

SMART Strategy: Labor Market Alignment Systems

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Develop systems of ongoing alignment between degree and non-degree programs with current and projected labor market needs and opportunities to ensure students are prepared for success in the emerging workforce. This includes four key elements: 1) labor market data curation, dissemination, and analysis, 2) Advisory Committee development and meaningful ongoing engagement, 3) Workplace Connections professional development opportunities for faculty, and 4) short-term training programs developed in response to real-time needs of employers.
Rationale	WCC students are best set up for success in the labor market when their knowledge, skills, and credentials align to existing and emerging opportunities with employers. Successful alignment of labor market data, employer input, and program development, coupled with embracing research-based best practices for student success (such as short-term career track programs) will ultimately advance our vision of 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)	Workforce Development & Community Education (WDCE), Instruction
Lead Person	Blair Hancock, Chris Robinson
Implementation Team	Chris Bare, Zach Barricklow, Marina Brannock, Dr. Jeff Cox, Ronald Dollyhite, Nicole Fogle, Beth Foster, Jon Howle, Kristen Macemore, Adam Parsons, Debbie Woodard, Billy Woods
Instructor Action Required	Engagement with labor market data Engagement with advisory committees Engagement with workplace connections program opportunities

What do you want to accomplish next year with this SMART Strategy?

- **Employer Communication:** Acquire or develop a Customer Relationship Manager (CRM) to ensure a single, dynamic, and up-to-date system for information gathered, interactions, and programs offered to businesses and industries.
- **Labor Market Data:** Refine data reports and dashboards from High County CoG and develop a regular schedule for updates.
- **Labor Market Data:** Widely share data report within the college as a primary source for decision-making in academic programming, facilities, and other budgetary discussions, including grants and resource development.
- **Advisory Committees:** Synthesize and share best practices for ongoing, proactive engagement with Advisory Committees.
- **Workplace Connections:** Pilot and share opportunities for faculty to engage with the workplaces their students will enter upon completion of their credentials.
- **Short-Term Training Programs:** Continue to develop short-term training programs mapped to technical skills and industry-recognized or national certifications for skilled trades needed in the service area.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # data reports and dashboards shared throughout the college for use by faculty and staff
- # surveys completed with major employers across the service area, focused on three-year and five-year skills and employment trends and training needs
- CRM purchase or development decision
- HVAC certification program implementation (in response to skilled trade demands)

By early-March (for Spring Planning Progress Analysis)

- CRM setup and utilization by college leadership
- Planning for next wave of trade certifications
- Analysis and report of employment trends from surveys to college and academic leadership
- Plan for using data report in planning for annual AC retreat

By late-August (for Annual Progress Report)

- Analysis of implementation of data report and its impact on college decision making
- Analysis of data and report on implementation of new programs/certifications based on workforce demand
- Full implementation of CRM and utilization by college for collection of key, real-time data and sharing of information

SMART Strategy: Faculty & Staff Professional Development

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Continue, expand, and connect current professional development programs and initiatives to create a comprehensive professional development program that fosters instructional and professional excellence among all faculty and staff across all divisions and locations of WCC.
Rationale	Instructional and professional excellence is foundational to WCC's mission and strategic plan. Taking proactive steps to foster continuous improvement among faculty and staff will support the institution's success.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff; 4. Other Support for Learning Completion & Transfer: Guided Pathways; 2. High Impact Practices & Support Structures Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Instruction
Lead Person	Jon Howle
Implementation Team	Zach Barricklow, Meret Burke, Dr. Jeff Cox, Darrell Finney, Nicole Fogle, Blair Hancock, Natasha Harris, Melonie Kilby, Cinnamon Martin, Greg Minton, Jason Sitek, Neal Triplett, Lisa Wilmoth
Instructor Action Required	Participate in professional development offerings Provide input and feedback related to professional development offerings

What do you want to accomplish next year with this SMART Strategy?

- Add new members to this SMART team who represent Staff, Adjuncts, Health Sciences, and Student Services.
- Use the data from January 2019 Professional Development (PD) Day to inform the 2019-2020 planning for college-wide PD Day and semester offerings.
- Create a robust and thorough onboarding program for new faculty that is comprised of both face-to-face and virtual components.
- Create a new WCC Professional Development podcast featuring interviews with administration, faculty, and staff as well as PD workshops.
- Create a PD library of podcasts and videos that can be accessed by faculty and staff anywhere.
- Plan a PD Day that brings various community colleges in the area together on the WCC Campus for collaborative programming and idea sharing.
- Maintain an ongoing calendar of 10-15 workshops during each semester.
- Create a Health & Wellness Program open to faculty and staff on all three campuses.
- Maintain an ongoing reading circle comprised of faculty and staff from across all three campuses.
- Provide more PD and outreach to WCC's adjuncts.
- Create an institute/series of workshops to provide pedagogy for any instructors who may need it.
- Continue the Learning Community on Early Course Check-Ins.
- Join other community colleges in NC as a member of NISOD.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- % improvement in faculty and staff satisfaction with September 2019 PD Day over January 2019 PD Day results
- # new faculty for Fall 2019 offered new training program, rating of their satisfaction, and # improvements made based on findings
- 10% increase in attendance at semester PD workshops over Spring 2019 semester
- Completion of first phase of Health and Wellness Initiative for faculty and staff
- Acquisition of space and resources to develop PD podcasts and completion of initial programming plan completed by Summer 2020
- 10% increase in early course check-in participation
- ≥ 30 members of the WCC faculty take part in NISOD offerings.
- 4 new SMART Team members.

By early-March (for Spring Planning Progress Analysis)

- Creation of ≥ 25 videos and 10 podcasts for PD library



- ≥ 1 event “Adjunct Appreciation Night” hosted on campus
- Collaborative PD event hosting planned with other colleges in the area
- Part 2 follow-up cohort to Health and Wellness Initiative underway.
- Ongoing calendar of PD events and initiatives such as WCC Reads, the institute, and the learning circle created
- 20% increase in participation in NISOD events/offerings.

By late-August (for Annual Progress Report)

- Library of podcasts and videos for internal and external promotion unveiled
- Schedule collaborative WCC-hosted PD Day for colleges in the area
- Offer a refined, data-driven new faculty onboarding program
- Frequency of SMART CET Classroom utilization for PD for all three campuses and # WCC faculty and staff connected with virtual opportunities
- # curricula integrating Early Course Check-Ins
- ≥ 50% of full-time faculty and ≥ 10% of adjuncts take part in NISOD offerings

SMART Strategy: Guided Pathways to Success Program

What are the basics of this SMART Strategy?

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

What do you want to accomplish next year with this SMART Strategy?

In accordance with the implementation team's prioritization of pillar one: clarifying pathways for students, we will:

- finalize program maps,
- vet program maps with Advisory Committees, and
- publish student and public-facing website and promotional materials.

Pillar two implementation, focused on helping students choose and enter a pathway, is being accomplished on other fronts via the Robert L. Strickland Career Coach Program, the Petro Kulynych Student Advising Program, and RISE initiative, among others.

Pillar three and four implementation, focused on helping students stay on their path and ensuring that students are learning, are being advanced on other fronts via embedded tutoring and support systems and professional development for staff and faculty development, among others.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # and % Program Pathways completed
- # and % Advisory Committees who reviewed Program Pathway

By early-March (for Spring Planning Progress Analysis)

- % completion of WCC website redesign
- # Program Pathway resources created for students, advisors, coaches, instructors, and general public

By late-August (for Annual Progress Report)

- # and % Program Pathways completed
- # and % Advisory Committees who reviewed Program Pathway
- % completion of WCC website redesign
- # Program Pathway resources created for students, advisors, coaches, instructors, and general public

SMART Strategy: Robert L. Strickland Career Coach Program

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Career Coaches will assist high school students with determining career goals and identifying community college programs that enable students to achieve these goals.
Rationale	Students who receive career advising leading to researched, informed decisions, will select the correct program and be more likely to graduate from college with a degree leading to a career with a living wage.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students Completion & Transfer: 1. Guided Pathways; 2. High Impact Practices & Support Structures; 3. Expanded Options for Credentials; 4. Partnerships & Transfer Support Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 4. Workforce Development Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach & Education
Lead Division(s)	Instructional Support & Student Services
Lead Person	Bekah Gardner
Implementation Team	Zach Barricklow, Britt Billings, Teresa Duncan, Kim Faw, Jennifer Glass, Tathel Miller, Talina Pipes, Phillip Wogatskze
Instructor Action Required	None

What do you want to accomplish next year with this SMART Strategy?

Every 10th-12th grade student will have an academic/career plan in our service area. This will be in addition to all Career and College Promise students.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- 100% Career and College Promise (CCP) students have an individual academic/career plan
- Student survey conducted about the awareness and experience with career coach services

By early-March (for Spring Planning Progress Analysis)

- 50% of all 10th-12th grade non-CCP students have a plan
- Student survey results produced by late-August (for Annual Progress Report)

By late-August (for Annual Progress Report)

- 100% 10th-12th grade students in our service area have an academic/career plan

SMART Strategy: Scholarship Development

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Develop high-impact scholarship programs that go beyond covering tuition and fees, fully engaging and supporting students through programming and wrap-around services such as mentoring, tutoring, enrichment activities, and professional networking.
Rationale	WCC serves predominantly low-income, first-generation college students who face financial barriers to accessing a post-secondary education. Well-designed scholarships are a critical component to increasing the proportion of current and potential students who attend, persist, and complete a credential at WCC.
Relevant Strategic Plan Goals & Objectives	Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 3. Donor Engagement; 4. Outreach & Education
Lead Division(s)	Development
Lead Person	Lee K Cornett
Implementation Team	Zach Barricklow, Sabrina Bowman, Doug Eller, Bekah Gardner, Andrea Gimlin, Roberta Harless, Jon Hutchins, Scott Johnson, Cinnamon Martin, Curt Miller, Susan Nilo, Kendra Perkins, Kim Perkins, Allison Phillips, Jim Smoak, Michael Wingle
Instructor Action Required	Promote scholarship opportunities to students Refer students to Financial Aid or WCC website for details

What do you want to accomplish next year with this SMART Strategy?

- Implement Step Up Leadership Scholarship.
- Develop, fundraise, and implement Presidential Scholarship.
- Develop, fundraise, and implement Freedom to Lead Scholarship.
- Develop, fundraise, and implement Founders Scholarship.
- Conduct gap analysis of scholarship offerings, including scholarships for part-time, con ed, and shorter-term credential students.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- Presidential Scholarship developed with marketing assets produced, initial funding secured, and long-term funding plan in place
- Freedom to Lead Scholarship developed with marketing assets produced, initial funding secured, and long-term funding plan in place
- Founders Scholarship developed with marketing assets produced, initial funding secured, and long-term funding plan in place
- Step Up Scholarship pilot half-way complete and learnings synthesized

By early-March (for Spring Planning Progress Analysis)

- Presidential Scholarship promotion and student selection process underway
- Freedom to Lead Scholarship promotion and student selection process underway
- Founders Scholarship promotion and student selection process underway
- Step Up Scholarship promotion and student selection process underway

By late-August (for Annual Progress Report)

- Presidential Scholarship first cohort beginning first semester at WCC
- Freedom to Lead Scholarship first cohort beginning first semester at WCC
- Founders Scholarship first cohort beginning first semester at WCC
- Step Up Scholarship second cohort beginning first semester at WCC

SMART Strategy: Petro Kulynych Student Advising Program

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Implement a research-supported, sustainable system of student advising that helps students choose, enter, track progress, and complete a program of study that aligns to their life and career goals.
Rationale	“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.” – Terry O’Banion, “The Father of Advising”
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	Cinnamon Martin
Implementation Team	Elisabeth Blevins, Donna Brooks, Lora Davis, Kim Faw, Cary Gardner, Bekah Gardner, Scott Johnson, Becky Kennedy, Callie McCraw, Wendy Nichols, Kim Perkins, Talina Pipes, Elizabeth Simons, Sheneele Wagoner, Renee Macemore
Instructor Action Required	Faculty will support the Student Advising Program by providing relevant advisor training materials related to academic programs and serving as references for advisors. They will ensure curriculum information is current and updated. Faculty will collaborate with advisors regarding student success courses and student progress in curriculum courses. As students progress through their academic program, faculty members will support students as Faculty Mentors. The role of Faculty Mentors is to provide information about job opportunities within a student’s chosen career or assist transfer students as they navigate their best path to a university.

What do you want to accomplish next year with this SMART Strategy?

- Implement the Petro Kulynych Student Advising Program in Wilkes, Ashe and Alleghany Counties.

What are some measurable indicators of success?

By late-December (for mid-year Progress Presentation):

- 100% Advisors hired
- 100% Advisors onboarded and trained
- 100% Advisors attend NACADA Conference
- 100% of students who complete ACA develop individual academic plans
- Increased # of contact hours/individual meetings with students
- 50% Advising Program Database creation completion; utilization of spreadsheet to track students until full completion
- New Student Intake Form used with all entering spring 2020 students during improved new student orientation process

By early-March (for Spring Planning Progress Analysis)

- Assess student risk factors using new Student Intake Form and ACA success rate
- 100% Advising Program Database completion and in use
- Use spring 2020 data to refine new student orientation process for use with fall 2020 entering students

By late-August (for Annual Progress Report)

- All admitted students engaged in one-on-one advising meetings
- Increased number of students taking ACA in the first semester
- Increased number of students succeeding in ACA 115 or 122 and progressing to second year
- Decreased number of students on academic probation
- Full implementation of new program, including Advisors using new Student Intake Form and Advising Program Database
- # of Referrals to Support Programs
- Decreased # of students changing programs after participating in new process

SMART Strategy: Wrap-Around Services: Aunt Bertha Platform Setup

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Convene, connect, and inventory community agencies and resources available to students who face financial, transportation, housing, health or other barriers that WCC does not have resources to address directly. Establish and implement a referral platform and system shared by WCC and local agencies to connect students with resources.
Rationale	Many WCC students lack the resources and support network to address basic needs like 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 and address these unmet needs will facilitate the design of methods connecting students with resources and support beyond what the college can provide directly.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Student Services
Lead Person	Scott Johnson
Implementation Team	Zach Barricklow, Lynda Black, Andrea Gimlin, Roberta Harless, Erica Harper, Cinnamon Martin, Susan Nilo, Kendra Perkins, Jon Hutchins
Instructor Action Required	Participate in professional development sessions in 2019-2020, which explain wrap-around services and Aunt Bertha platform. Proactively identify and refer students to the support they need.

What do you want to accomplish next year with this SMART Strategy?

The Aunt Bertha platform will be implemented as a resource to assist with connecting students in need to various local organizations. Aunt Bertha is a search, referral and application software platform developed to connect people in need with programs that serve them with dignity and ease. This platform makes it easy for people facing social needs, and those who serve them, to find and make referrals to appropriate programs and services for food, shelter, healthcare, employment, financial assistance and more.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # of agency profiles that were updated/corrected
- # of agencies added to the Aunt Bertha platform
- Work-Based Learning student selected/assisting with start-up activities
- Faculty, staff, and agencies identified for 2019-2020 pilot

By early-March (for Spring Planning Progress Analysis)

- Faculty, staff, and agencies oriented to the Aunt Bertha platform
- # of referrals generated by WCC users
- # of interagency meetings/training sessions completed in Wilkes, Ashe, and Alleghany counties

By late-August (for Annual Progress Report)

- # of WCC users registered with the Aunt Bertha platform
- # of referrals generated by WCC users
- # of new agency registrations with the Aunt Bertha platform
- Marketing campaign developed

SMART Strategy: Wrap-Around Services: Rural Transportation

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Leverage NC Governor's Innovation Grant to study rural transportation needs and best practices for Wilkes County and develop a comprehensive plan of action that allows citizens to access educational and workforce opportunities.
Rationale	Reliable, affordable transportation is a significant barrier for many past, current, and prospective students of Wilkes Community College. Having quality educational opportunities on campus does not have the intended impact if students or prospective students cannot access them due to transportation barriers. This grant allows for interagency research and planning to address rural transportation barriers that keep citizens from pursuing post-secondary education or workforce opportunities.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Workforce Development & Community Education
Lead Person	Debbie Woodard
Implementation Team	Zach Barricklow, Elisabeth Blevins, Andrea Gimlin, Tammy Griffin-Garcia, Robin Keller, Debbie Furr, Renee Macemore, Angela Roten, Debbie Woodard,
Instructor Action Required	None

What do you want to accomplish next year with this SMART Strategy?

Develop an innovative plan of action that will address the need for transportation in our rural service area to facilitate local citizens' access to educational and workforce opportunities.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- Consultant and Project Coordinator hired and onboarded
- Asset Inventory complete
- Prior local research and plans compiled
- New research on best practices and benchmark designs for rural transportation compiled
- Focus groups with employers, community stakeholders, current/potential public transportation users, and general public
- Survey(s) completed with employers, community stakeholders, current/potential public transportation users, and general public
- Survey notes and summary completed
- # monthly status reports completed

By early-March (for Spring Planning Progress Analysis)

- Focus groups continued
- Focus group notes and summary completed
- # focus groups
- # focus group participants
- # surveys
- # survey respondents
- # organizations engaged
- # monthly status reports completed
- Plan of Action completed

By late-August (for Annual Progress Report)

- Capacity Grant report submitted
- Implementation Grant preparation/application

SMART Strategy: Tutoring Support Systems

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Develop an integrated, comprehensive system of tutoring and support that incorporates instructor, tutor, and student connections and coordination to enhance overall academic success.
Rationale	Research has shown that more integrated methods of tutoring and supporting students result 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 during or outside of class when grades or performance suggest they are at risk of not completing or succeeding in the course. Among other interventions, this includes tutoring that is embedded in classrooms for courses quantitatively identified as having higher risk of non-completion.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students; 4. Other Support for Learning
Lead Division(s)	Instructional Support
Lead Person	Angela Roten
Implementation Team	Zach Barricklow, Ronald Dollyhite, Kim Faw, Darrell Finney, Bruce Hollar, Jon Howle, Kristen Macemore, Cinnamon Martin, Susan Nilo, Kendra Perkins, Angela Roten, Jenny Webb, Billy Woods
Instructor Action Required	Partner with Academic Support Center (ASC) staff and tutors to refer students, integrate tutoring into course, propose/experiment alternate tutoring formats, and provide constructive feedback to ASC

What do you want to accomplish next year with this SMART Strategy?

- Increase student, faculty, and staff knowledge of and access to tutoring options and opportunities.
- Integrate professional tutors through multiple tutoring options to provide support to students to assist them with gaining knowledge to complete coursework and work toward program completion. Expanded options will include additional resources (peer tutors), tutoring services (Skype), and student populations (CCP, WDCE).
- Increase training and support for tutors and instructors through WCC and other partners.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # of instructors attending Moodle training
- Marketing materials used to promote tutoring

By early-March (for Spring Planning Progress Analysis)

- % of students booking appointments through portal
- # of students receiving tutoring for fall semester

By late-August (for Annual Progress Report)

- Feedback from division/program meetings
- # of peer tutors onboarded
- # of Skype sessions conducted
- # of CCP students utilizing tutoring for 2019-2020
- # of WDCE students utilizing tutoring for 2019-2020

SMART Strategy: Expanded Online Offerings

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Expand online offerings by increasing the number of full credentials (degree, diploma, certificate) available online and developing courses when full credential is not realistic.
Rationale	Online enrollment has been growing. Many students prefer online courses because of ease of scheduling. Some employers may support employee enrollment when it does not impact their working hours. Other community colleges are increasing online programs and courses, creating competition for students beyond their service areas. If WCC offers additional programs and courses, we will better serve the students in our service area who want online programs and may bring in others.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff; 4. Other Support for Learning Completion & Transfer: 2. High Impact Practices & Support Structure; 3. Expanded Options for Credentials Labor Market Outcomes: 4. Workforce Development Equity: 4. Outreach & Education
Lead Division(s)	Instruction
Lead Person	Blair Hancock
Implementation Team	Zach Barricklow, Ronald Dollyhite, Darrell Finney, Kristen Macemore, Chris Robinson, Billy Woods, Deans of Workforce Development & Community Education
Instructor Action Required	Course development, College Opportunities for Readiness Education (CORE) participation

What do you want to accomplish next year with this SMART Strategy?

- Ensure the implementation of Criminal Justice Technology (CJC) as a fully online Associate in Applied Science (AAS) program.
- Develop at least three new online course components (web-based and hybrid) in Applied Career Technology, Business and Public Service Technologies, and Health Sciences programs, particularly for course lecture hours.
- Increase number of Online Certifications for instructors of AAS/Career Technical Education (CTE) programs, by 1 per area, minimum.
- Select and begin development of two additional programs to develop as online programs (certificate, diploma, and/or associate degree and WDCE).

What are some measurable indicators of success?

By late-December 2019 (for Mid-Year Progress Presentation)

- Curriculum Committee recommends courses and programs for development
- One new online certified instructor from CTE divisions acknowledged at faculty-staff luncheon in December 2019

By early-March 2020 (for Spring Planning Progress Analysis)

- Fall 2020 schedule includes third-semester courses of the AAS in Criminal Justice Technology (CJC)
- WCC 2020-2021 catalog and recruiting documents updated to show online AAS in CJC
- Timeline set for developing and offering new programs/credentials

By late-August 2020 (for Annual Progress Report)

- Spring 2021 draft schedule includes fourth-semester courses of the AAS in Criminal Justice Technology (CJC)
- New online program credentials added to catalog, web page, and recruiting materials
- Two new online certified instructors from CTE divisions acknowledged at faculty-staff luncheon in May 2020

SMART Strategy: Soft Skills Training, Modeling, & Messaging

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Incorporate high-value soft skills into existing best-in-class curricula and incorporate soft skills training into online, in-person, and standalone courses. Establish a consistency among faculty and staff in modeling and messaging soft skills to students.
Rationale	Soft skill deficiencies are consistently noted by local and regional employers as a skills gap of the workforce, including graduates from local colleges. In support of WCC's goal to increase student employability, the college must integrate soft skills development into every aspect of student engagement inside and outside the classroom. This will equip students with the knowledge, adaptability, and mindset essential to success in academia and the workplace.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment Completion & Transfer: 3. Expanded Options for Credentials Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Workforce Development & Community Education, Business & Public Services Technologies, Center for Faculty and Staff Development
Lead Persons	Chris Bare, Jon Howle, Kristen Macemore,
Implementation Team	Zach Barricklow, Robin Keller, Hardin Kennedy, Curt Miller, Misty Marshburn, Chris Robinson, Dr. Larry Taylor, Debbie Woodard, Billy Woods
Instructor Action Required	Commitment to modeling and messaging soft skills throughout day-to-day interaction with students

What do you want to accomplish next year with this SMART Strategy?

- Obtain access to the first two completed ESAP modules by June 6th.
- Obtain access to all 8 ESAP modules by June 30th.
- Unveil assessment rubric to measure 3 of the 8 ESAP strategies to be implemented in Fall and Spring Pilot courses (online and face-to-face).
- Recommend adding Work Ethic/Professionalism section to PEP that assess faculty and staff soft skills.
- August 2020 professional development day: roll out ESAP objectives to all faculty & staff.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- Full access to all 8 ESAP modules

By early-March (for Spring Planning Progress Analysis)

- Pilot PEP work ethic/professionalism soft skills with faculty & staff
- Develop PD plan for May 2020 focusing on soft skill implementation/ESAP strategies

By late-August (for Annual Progress Report)

- Assess feedback from PD day and conduct follow up PD discussions
- Roll out revised rubric based on pilots and PD discussions for Fall 2020
- Incorporate soft skills in the Gen. Ed. learning outcomes

SMART Strategy: Work-Based Learning

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	WCC will develop a comprehensive, integrated approach to work-based learning that allows for expansion of work-based learning offerings and deepened alignment and engagement with employers.
Rationale	Work-based learning is critical to labor market alignment and increasing earnings potential of WCC graduates. Work-based learning sits at the intersection of coursework, career readiness, and employer engagement. Among other developmental milestones, it addresses soft skill development, which is a major concern of employers across sectors and industries. Some elements of a comprehensive work-based learning strategy may include guest speakers, workplace tours, career fairs, informational interviews, job shadowing, virtual exchanges, service learning, internships, apprenticeships, clinical practicums, and student-run enterprise.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment; 2. WCC Support of Faculty & Staff Completion & Transfer: 1. Guided Pathways; 3. Expanded Options for Credentials; 4. Partnerships & Transfer Support Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 2. Soft Skills Development; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Instruction, Workforce Development & Community Education
Lead Person	Blair Hancock, Chris Robinson
Implementation Team	Zach Barricklow, Beth Foster
Instructor Action Required	Commitment to pursue connections and opportunities between students and employers in collaboration with Work-Based Learning leaders within WCC

What do you want to accomplish next year with this SMART Strategy?

- Fund and hire a part-time assistant to Beth Foster to assist with WBL and apprenticeship records.
- Promote expanded, diversified work-based learning offerings in curriculum programs.
- Increase number of pre-apprentices in Summer 2020 to five or more.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- WBL/Apprenticeship Assistant hired (Perkins Funds)
- Assess growth in WBL courses available in curriculum programs

By early-March (for Spring Planning Progress Analysis)

- Plan for Summer 2020 Pre-Apprenticeships and Fall 2020 Apprenticeships (anticipate transfer questions)

By late-August (for Annual Progress Report)

- Analyze data and create report illustrating status and progress in increasing use of WBL courses and apprenticeships
- Evaluate performance and accomplishments of WBL/Apprenticeship assistant

SMART Strategy: Enrichment Offerings for Aging Adults

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Assess needs, opportunities, and resources for enrichment program offerings that supplement (not supplant) those offered by other agencies in the community targeted at aging adults.
Rationale	As our service area greys, programming for our growing number of senior adults becomes increasingly important to ensure engagement with the college. This offers the college an opportunity to engage senior students in programs that are both enriching and educational, providing a continuum of services across all adults in our service area.
Relevant Strategic Plan Goals & Objectives	Learning: 2. WCC Support of Faculty & Staff Completion & Transfer: 2. High Impact Practices & Support Structures Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development Community Enhancement: 1. Community & Civic Engagement; 2. Personal Enrichment Courses & Training Equity: 2. Student Engagement
Lead Division(s)	Workforce Development & Community Education
Lead Person	Becky Greer
Implementation Team	Zach Barricklow, Patricia Calloway (Ashe Services for Aging), Becky Greer, Kitty Honeycutt (Ashe County Chamber of Commerce), Suzanne Moore (Ashe County Public Library), Susan Nilo, Chris Robinson, Jeff Shore, Rebecca Williams (Ashe County Arts Council),
Instructor Action Required	None, unless delivering enrichment offering on behalf of WCC

What do you want to accomplish next year with this SMART Strategy?

- Complete one full year of a successful pilot LIFE program in Ashe County, with strong core agency participation, alignment, buy-in, and smooth evolution of concept.
- Document best practices and helpful templates for adaptation in Alleghany and Wilkes Counties.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- 4x Seasonal LIFE Guide Booklet Templates
- LIFE Guide production schedule developed
- LIFE Guide production budget & core agency contributions established
- LIFE Guide website landing page developed
- Focus group session plan with questions created
- Survey Questions printed and posted online
- Barriers to participation identified (such as transportation)
- Needed scheduling changes identified
- Unmet needs and interests in program offerings identified (for diverse population)
- # survey respondents
- # focus groups conducted
- # focus group participants
- # new consortium agencies or contributors to consortium
- # new consortium agencies or contributors to LIFE Guide
- Increased participation in core agency events and programs attributed to LIFE Guide
- Changes, additions, or enhancements of core agency programming attributed to consortium participation

By early-March (for Spring Planning Progress Analysis)

- Tentative recommendation for adapting Ashe County pilot to Alleghany County
- # survey respondents
- # focus groups conducted
- # focus group participants
- # new consortium agencies or contributors to consortium



- # new consortium agencies or contributors to LIFE Guide
- Increased participation in core agency events and programs attributed to LIFE Guide
- Changes, additions, or enhancements of core agency programing attributed to consortium participation

By late-August (for Annual Progress Report)

- Long-term sustainability plan for Ashe consortium
- Short-term kickoff plan for Alleghany consortium
- # survey respondents
- # focus groups conducted
- # focus group participants
- # new consortium agencies or contributors to consortium
- # new consortium agencies or contributors to LIFE Guide
- Increased participation in core agency events and programs attributed to LIFE Guide
- Changes, additions, or enhancements of core agency programing attributed to consortium participation

SMART Strategy: Entrepreneurship Collaborative

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Convene and collaborate with agencies and key stakeholders of Wilkes, Ashe, and Alleghany counties involved with fostering entrepreneurship to identify a unified vision, objectives, resources, roles, and complementary efforts.
Rationale	Entrepreneurs and the small and mid-sized companies they lead form the backbone of our local economies. Their success in starting and growing companies represents opportunity for our local workforce and WCC students. WCC's Small Business Center is dedicated to this mission, which perfectly complements the efforts of WCC's academic and continuing education programs to prepare a capable workforce.
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)	Small Business Center, Workforce Development & Community Education
Lead Person	Laurie Brintle-Jarvis
Implementation Team	Zach Barricklow, Jeff Cox, Chris Robinson, Melonie Kilby, Matt Greene, Chris Bare, Gia and Greg Galifianakis, Felisha Daemer (InfusionPoints), Gary Daemer (Infusion Points), Kate Irwin, Donny McCall (Perrycraft, Inc.) George Smith (Copper Barrel Distillery), Andria Keith (Global Manufacturing); Ashe, Alleghany, Wilkes Chamber Directors; Ashe, Alleghany, Wilkes EDC Directors; Ashe, Alleghany, Wilkes CTE Directors; Ashe, Alleghany, Wilkes Superintendents
Instructor Action Required	None

What do you want to accomplish next year with this SMART Strategy?

Convene, align, and partner with agencies and key stakeholders in Wilkes, Ashe, and Alleghany Counties to develop a shared vision for how best to foster an ecosystem of entrepreneurship in the region.

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- Completed asset map
- Central platform and program for fostering entrepreneurship identified
- Stakeholder support and funding secured to invest in unified platform
- Buildout of platform initiated

By early-March (for Spring Planning Progress Analysis)

- # promotional videos completed
- # promotional vignettes completed
- # other marketing and outreach assets completed
- # marketing and outreach campaigns implemented

By late-August (for Annual Progress Report)

- Data related to platform usage by agencies and entrepreneurs (to be defined with Supportedly input)

SMART Strategy: Targeted Outreach & Communications

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Targeted outreach and communications are a key part of several SMART Strategies developed in the Annual Implementation Plan 2019-2020 in support of WCC's 5-Year Strategic Plan. Each year, a set of priority focus areas will be determined and pursued by the Marketing team, in collaboration with key internal and external stakeholders.
Rationale	WCC is investing time and resources in a variety of enhancements to its operation that will benefit students. However, if these enhancements are not communicated to students and stakeholders in our service area, they will not have the impact they seek. Investing in communications and outreach is critical to achieving the goals set out in WCC's 5-Year Strategic Plan.
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students Completion & Transfer: 1. Guided Pathways, 3. Expanded Options for Credentials, 4. Partnerships & Transfer Support Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 3. Donor Engagement; 4. Outreach & Education
Lead Division(s)	Marketing
Lead Person	Andrea Gimlin
Implementation Team	Zach Barricklow, Morgan Barnette, Lee K Cornett, Ronald Dollyhite, Darrell Finney, Morgan Francis, Blair Hancock, Roberta Harless, Kristen Macemore, Cinnamon Martin, Patty Parsons, Allison Phillips, Chris Robinson, Michael Wingler, Billy Woods
Instructor Action Required	None

What do you want to accomplish next year with this SMART Strategy?

Design and orchestrate multi-platform promotional campaigns focused on increasing student awareness and engagement with

- high-demand career programs,
- diverse credential options,
- scholarships,
- wrap-around services,
- guided pathways to success, and
- enrichment offerings for aging adults

What are some measurable indicators of success?

By late-December (for Mid-Year Progress Presentation)

- # social media videos
- # impressions generated via web-based marketing
- # click-throughs generated via web-based marketing
- # rack cards
- # banners
- # commercial views and commercial expansion to WXII

By early-March (for Spring Planning Progress Analysis)

- As above

By late-August (for Annual Progress Report)

- Web analytics
- Commercial views

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