Mid-Year Progress Presentation

January 2020

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ALUMNI HALL

2019-2020 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. High School Career Coach Program
6. Petro Kulynych Student Advising Program
7. Embedded Tutoring & Support System
8. Expanded Online Offerings
9. Soft Skills Training, Modeling, & Messaging
10. Expanded Work-Based Learning
11. Scholarship & Leadership Development Program(s)
12. Wrap-Around Services
13. Enrichment Offerings for Aging Adults
14. Staff & Faculty Professional Development Program
15. Targeted Outreach & Communications
16. Entrepreneurship Collaborative

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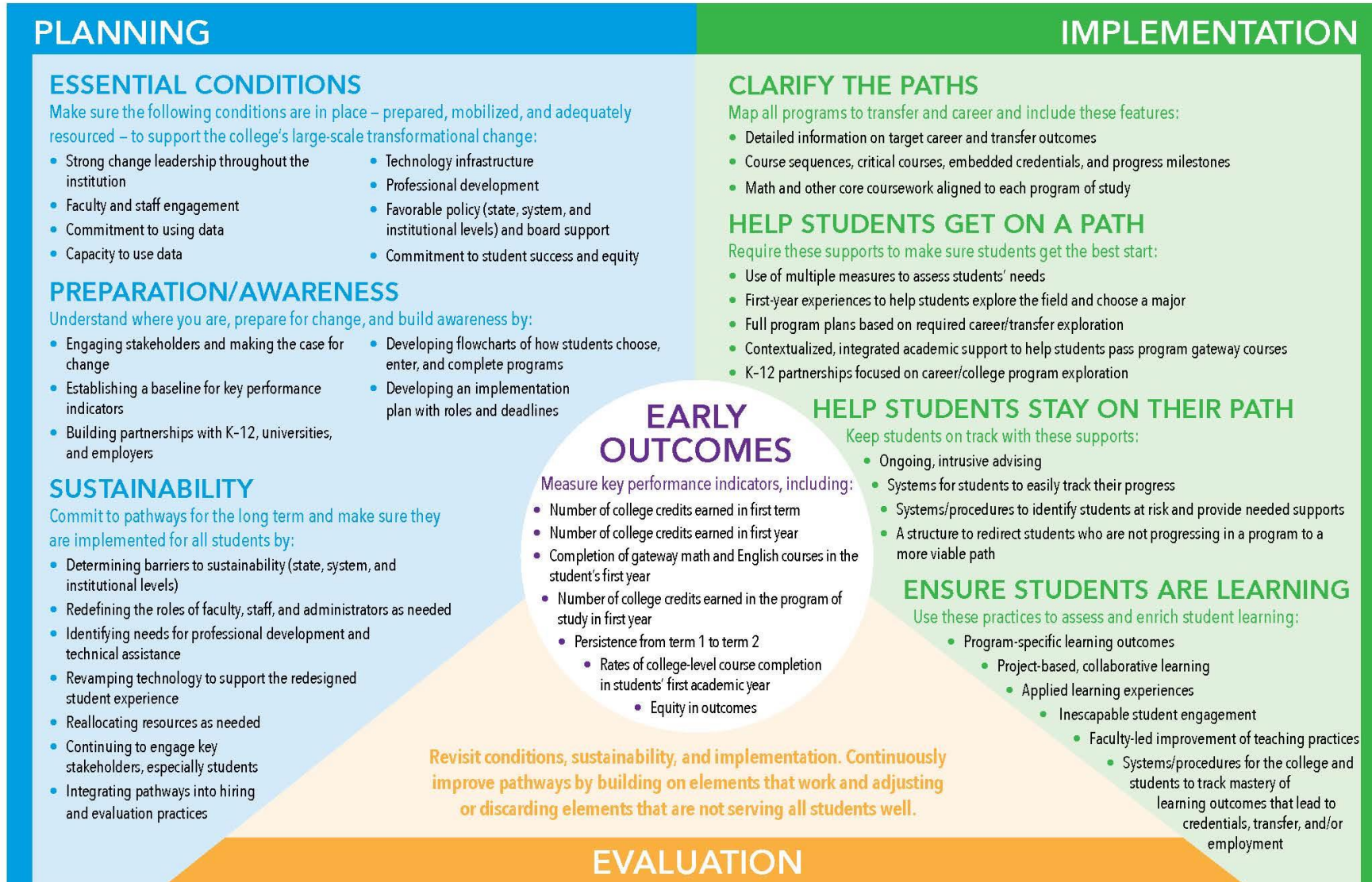
Guided Pathways to Success (GPS)

What is the SMART Strategy, in brief?

Implement policies, practices, and programs aligned to 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**

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Guided Pathways: Planning, Implementation, Evaluation

Creating guided pathways requires managing and sustaining large-scale transformational change. The work begins with thorough planning, continues through consistent implementation, and depends on ongoing evaluation. **The goals are to improve rates of college completion, transfer, and attainment of jobs with value in the labor market — and to achieve equity in those outcomes.**

Pathways

PLANNING

ESSENTIAL CONDITIONS
Make sure the following conditions are in place – prepared, mobilized, and adequately resourced – to support the college's large-scale transformational change:

- Strong change leadership throughout the institution
- Faculty and staff engagement
- Commitment to using data
- Capacity to use data
- Technology infrastructure
- Professional development
- Favorable policy (state, system, and institutional levels) and board support
- Commitment to student success and equity

PREPARATION/AWARENESS
Understand where you are, prepare for change, and build awareness by:

- Engaging stakeholders and making the case for change
- Establishing a baseline for key performance indicators
- Building partnerships with K-12, universities, and employers
- Developing flowcharts of how students choose, enter, and complete programs
- Developing an implementation plan with roles and deadlines

SUSTAINABILITY
Commit to pathways for the long term and make sure they are implemented for all students by:

- Determining barriers to sustainability (state, system, and institutional levels)
- Redefining the roles of faculty, staff, and administrators as needed
- Identifying needs for professional development and technical assistance
- Revamping technology to support the redesigned student experience
- Reallocating resources as needed
- Continuing to engage key stakeholders, especially students
- Integrating pathways into hiring and evaluation practices

IMPLEMENTATION

CLARIFY THE PATHS
Map all programs to transfer and career and include these features:

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

HELP STUDENTS GET ON A PATH
Require these supports to make sure students get the best start:

- Use of multiple measures to assess students' needs
- First-year experiences to help students explore the field and choose a major
- Full program plans based on required career/transfer exploration
- Contextualized, integrated academic support to help students pass program gateway courses
- K-12 partnerships focused on career/college program exploration

HELP STUDENTS STAY ON THEIR PATH
Keep students on track with these supports:

- Ongoing, intrusive advising
- Systems for students to easily track their progress
- Systems/procedures to identify students at risk and provide needed supports
- A structure to redirect students who are not progressing in a program to a more viable path

ENSURE STUDENTS ARE LEARNING
Use these practices to assess and enrich student learning:

- Program-specific learning outcomes
- Project-based, collaborative learning
- Applied learning experiences
- Inescapable student engagement
- Faculty-led improvement of teaching practices
- Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, and/or employment

EARLY OUTCOMES
Measure key performance indicators, including:

- Number of college credits earned in first term
- Number of college credits earned in first year
- Completion of gateway math and English courses in the student's first year
- Number of college credits earned in the program of study in first year
- Persistence from term 1 to term 2
- Rates of college-level course completion in students' first academic year
- Equity in outcomes

Revisit conditions, sustainability, and implementation. Continuously improve pathways by building on elements that work and adjusting or discarding elements that are not serving all students well.

EVALUATION

Guided Pathways to Success (GPS)

Why is important for our students' success?

The Guided Pathways reform allows colleges 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.

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Guided Pathways to Success (GPS)

Why is important for our students' success?

Guided Pathways connects much of the WCC Strategic Plan in an evidence-based model for enhancing student success.

Clarify Paths to Student End Goals	Help Students Choose and Enter a Pathway	Help Students Stay on a Path	Ensure Students are Learning
Data-Driven Analysis & Decision-Making	Data-Driven Analysis & Decision-Making	Data-Driven Analysis & Decision-Making	Data-Driven Analysis & Decision-Making
Guided Pathways Program Mapping	Robert L. Strickland Career Coach Program	Wrap-Around Services	Faculty & Staff Professional Development
Labor Market Alignment System	Petro Kulynych Student Advising Program	Tutoring Support Systems	Soft Skills Training
Student & Alumni Feedback System	Targeted Outreach & Communication	Expanded Online Offerings	Work-Based Learning
	Entrepreneurship Collaborative	Scholarship Development	

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Guided Pathways to Success (GPS)

What are some highlights of implementation progress?

Clarify Paths to Student End Goals

- ✓ All Program Maps Completed
- ✓ Advisory Committees Surveyed
- ❑ In Progress:
  - ❑ - Meta Majors & Website Development
  - ❑ Wage, Employment & Day in Life Data

Help Students Choose and Enter a Pathway

- ✓ Career Coach Program Operational
- ✓ Advising Program Operational

Help Students Stay on a Path

- ✓ Embedded Tutoring Pilot Implemented
- ✓ Advising Intake Form Operational
- ❑ In Progress:
  - ❑ Wrap-Around Services: Aunt Bertha Referral & Resource Platform Pilot
  - ❑ Wrap-Around Services: Transportation Study Underway
  - ❑ New Scholarship Programs being Launched

Ensure Students are Learning

- ✓ Faculty Professional Development Increased & Enhanced
- ❑ In Progress:
  - ❑ Teaching & Learning Initiative Underway

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Strickland Career Coach Program

What is the SMART Strategy, in brief?

Assist high school students with **determing career goals and identifying community college programs** that would enable students to achieve these goals. Students are advised on legitimate education pathways that lead to certificates, diplomas and degrees.

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Strickland Career Coach Program

Why is important for our students' success?

1. Students have a clear academic plan incorporating WCC courses as both a CCP student and a future traditional student
2. Students are more likely to complete credentials when they understand the program pathway
3. Coaches provide daily support to keep students on track

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Strickland Career Coach Program
What are some highlights of implementation progress?

- Qualitative data captured: coaches monthly reports, identifying a CCP student of the month, principal,counselor, and partnership meetings

- Quantitative data captured: database platform, Power Bi reports

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777

Unduplicated students met with from 7/1/2019-1/13/2020

1,367 total student meetings

379 Academic/Career plans developed

4,471

Students attended a **group session** conducted by a WCC Career Coach since 7/1/2019.

"Open door policy"
"drop by any time"

"Students rely on me and the resources I have access to."

"walked down to visit Auto, Welding, and Architecture classes"

"Student who planned to graduate early....after providing information he decided to stay in school and take CCP classes on the WCC campus. He is in ACA too."

"Student settled on CCP as the best option, it was more cost effective and a smoother transition to college life."

—WCC Career Coaches

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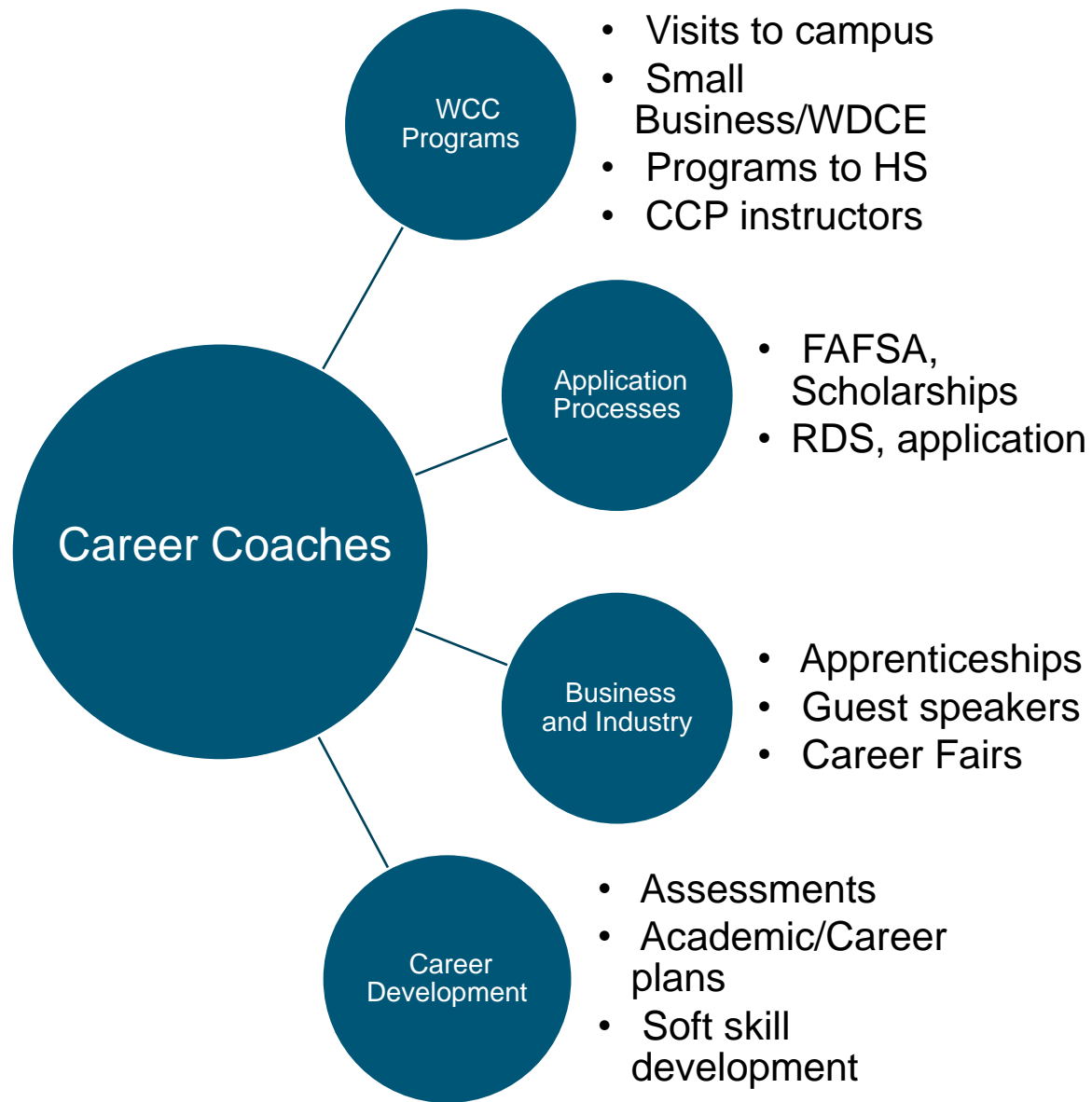
Strickland Career Coach Program

For your viewing pleasure at a later time:

https://www.youtube.com/watch?v=kA92PrsWvls

Scholarship & Leadership Development

What is the SMART Strategy, in brief?

Create scholarship opportunities that go beyond covering tuition and fees that fully engage and support students at Wilkes Community College including mentoring and many leadership engaging opportunities.

Scholarship & Leadership Development

Why is important for our students' success?

1. Aligns scholarships with student needs with the end goal of everyone working as a team until the student's completion.

2. Two new scholarships were developed for those students who face financial barriers and are specially designed to guide students on a successful path toward graduation and career opportunities.

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Scholarship & Leadership Development
What are some highlights of implementation progress?

- ✓ Scholarship committee provided framework that led to the development of the Presidential scholarship and the SAGE Fellows scholarship
- ✓ WCC Foundation and Financial Aid office worked together with SAGE
- ✓ Administrative Council and WCC Foundation Board unanimously approved
- ✓ Presentation will be given to the Board of Trustees in January

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Scholarship & Leadership Development
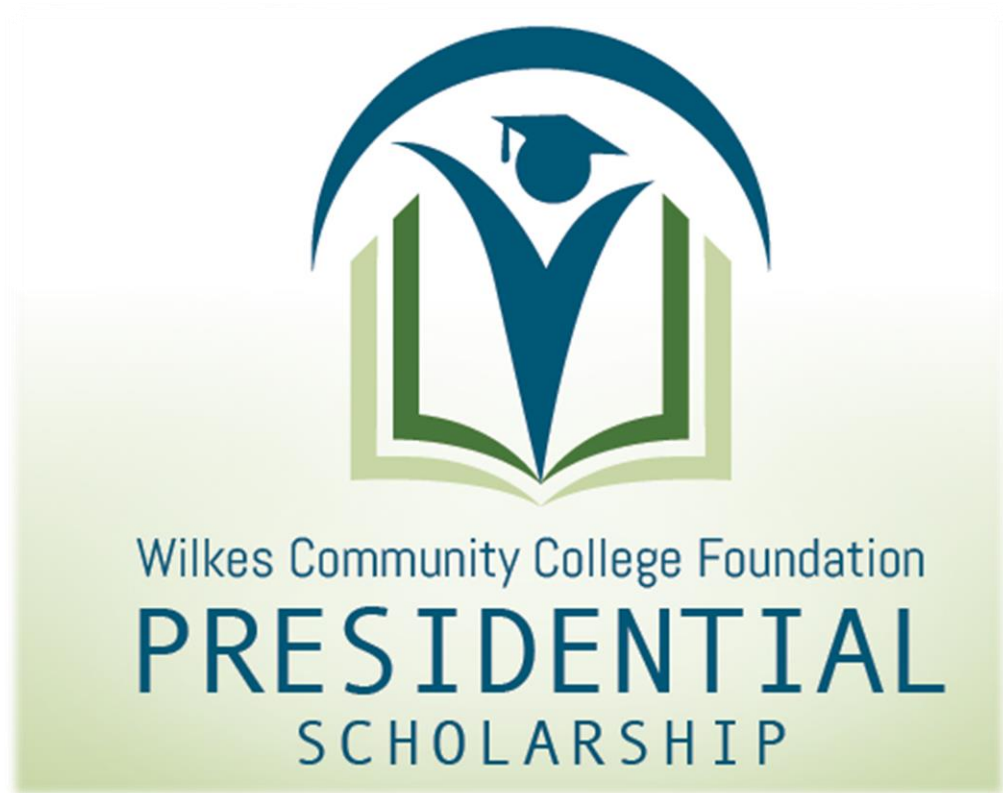
SAGE
Supporting Academic Goals for Education

Modeled After The Accelerated Study in Associate Programs (ASAP)

"ASAP is a comprehensive program designed to **remove financial barriers** to full-time college study and address **low graduation rates** among community college students."

Results of Six-Year Study of the ASAP Program conducted by MDRC using a randomized controlled trial

	ASAP Students	Cohort Students
Earned Associate Degree	69.9%	37.3%
Time to Earn Associate Degree	5.1 semesters 47.5% earned AA in 4 semesters	6.7 semesters
Transferred to baccalaureate programs	59.3%	49.7%
Earned bachelor's degree	26.9%	18.1%

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ELIGIBILITY for SAGE FELLOWS

- First Generation College, Limited Income, or Students with documented disabilities

- Full-time enrollment

- Commitment to participate in program requirements

- Complete the SAGE Fellows Application & FAFSA

- Live in Wilkes, Ashe or Alleghany

BENEFITS of SAGE FELLOWS

- $2000 scholarship per academic year for two years
- Dell Laptop Rental; ownership upon graduation
- A dedicated advisor and peer mentor
- A cohorted ACA class taught by SAGE staff
- Access to all SAGE services, including tutoring
- Leadership development

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SAGE FELLOWS PROGRAM REQUIREMENTS

- Enroll **full-time** in an **associate degree** program
- Attend the **Summer Transition** Program
- Enroll in the **SAGE** Program
- Register for a **SAGE-dedicated ACA course**
- Complete **English and Math** during the first year
- Meet regularly with your **advisor and peer mentor**
- Participate in **leadership** development activities
- Participate in **tutoring**, as needed
- Maintain **good academic standing**

Petro Kulynych Student Advising Program

What is the SMART Strategy, in brief?

WCC students are paired with an advisor who teaches their college success class, helps them build a plan for completion, and supports them on the journey. Advisors and students build relationships and connections so that a student always knows "their person".

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Petro Kulynych Student Advising Program

Why is important for our students' success?

" Academic advisors offer students the personal connection to the institution that the research indicates is vital to student retention and student success. "

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Source: Nutt, Charlie L. (2003). Academic advising and student retention and persistence from the *NACADA Clearinghouse of Academic Advising Resources* Web site http://www.nacada.ksu.edu/tabid/3318/articleType/ArticleView/articleId/636/article.aspx

114

more students were retained

from **fall 2019 to spring 2020**

representing a **4.2% increase** from the previous year

Petro Kulynych Student Advising Program

What are some highlights of implementation progress?

- ✓ Advising Team Hired/Trained
- ✓ Created Intake Process and Risk Assessment
- ✓ First Cohort of Students Engaged with Advising Program via Enrollment in Fall 2019 ACA 115/122

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191

incoming WCC Students were **advised and assessed** through the new **intake and risk assessment**

83%

of **ACA Students** participating in the new advising program fall **2019** developed an **academic plan for completion**

Tutoring Support Systems

Angela Roten, Dean of Instructional Support Services

Tutoring Support Systems

What is the SMART Strategy, in brief?

Increase student, faculty, and staff knowledge of and access to tutoring options and opportunities. Through multiple tutoring options, professional tutors provide support to students in order to assist with gaining knowledge to complete coursework and work toward program completion.

Tutoring Support Systems

Why is important for our students' success?

"

Studies on the effects of tutoring on student success demonstrate a significant trend: the more academic support students receive, the more likely they are to pass their courses and stay enrolled.

"

Source: Casazza, M. & Silverman, S. (2013). The Path to College Completion – Meaningful Access and Support. Council of Learning Assistance and Developmental Education Associations, p. 15.

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Tutoring Support Systems

What are some highlights of implementation progress?

- Visible and easy access in each Moodle course for students to book in-person tutoring appointments and access online tutoring.
- Learning Circles – Tutors meet with instructors, attend class sessions as needed, and then work as facilitators for group study sessions. Successful and growing in popularity; students have requested Learning Circles for additional subjects.
- Embedded tutoring for additional courses – Tutors attended class as requested by instructors (tutors do not attend all class meetings.) Have received praise from instructors regarding success.
- Embedded online tutoring for Spring 2019 for HIS. Tutor will upload videos, participate in forums, and provide additional contact to assist online students.

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Tutoring Support Systems

What are some highlights of implementation progress?

- Professional development offered for tutors in August, and Moodle course created for tutors as ongoing training.
- Meetings with faculty to determine tutoring needs.
- WCC PaperReviewTutoring – changing WCC's asynchronous tutoring to best meet the needs of students. Moving to use of Turnitin, a submission system already familiar to students.
- Advising Partnerships – WCC's New Student Intake form indicates student interest in tutoring/academic coaching. Students are contacted with information about services.

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What students are saying about tutoring:

" I just had to share that in my last ENG 111 class this a.m. who presented their Reflection PowerPoints, a clear runaway majority of students hailed the ASC for being one of the most helpful resources from this past semester…. They spoke warmly and authentically during their presentations of the kind, excellent, professional support they have received from our wonderful ASC professionals. "

— Sharon Mitchell, English Instructor

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What students are saying about tutoring:

"I used Joan as a 'sounding board'. She was super helpful and welcoming."

"Extremely helpful; I learned how to plug in x into the formula for a binomial distribution."

"The ASC writing tutors have been very helpful in helping me to focus my ideas for papers."

"Very helpful, very nice, and willing to help me better understand."

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707

unique **WCC Students tutored**
in **Fall 2019**

in multiple and varied **course concepts.**

3,024

Hours of tutoring

in **Fall 2019**

Showing a **6% increase** from the previous fall semester.

Wrap-Around Services: Aunt Bertha Platform Setup

What is the SMART Strategy, in brief?

Aunt Bertha picks up where Uncle Sam leaves off. That's the thinking behind the development of the Aunt Bertha platform. The main purpose of Aunt Bertha is to help build a bridge between people who need assistance and the community-based agencies that provide assistance (low-cost or free). Fortunately there are lots of community-based agencies (non-profits, public services, and private services) in the WCC service area and the goal is to utilize the Aunt Bertha platform to help make it easier than ever for students to connect with social services (food pantries, housing, transportation, nutrition, education & much more).
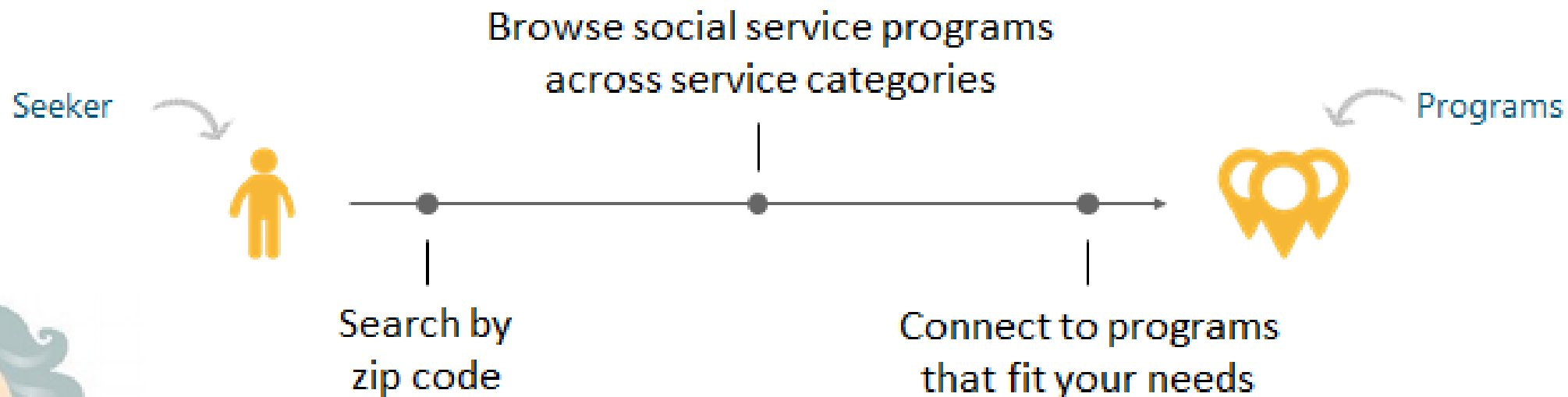
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Aunt BERTHA

Wrap-Around Services: Aunt Bertha Platform Setup

Why is important for our students' success?

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. Aunt Bertha can assist with these needs by serving as an easy way to facilitate connections with various resources and support beyond what the college can provide directly.
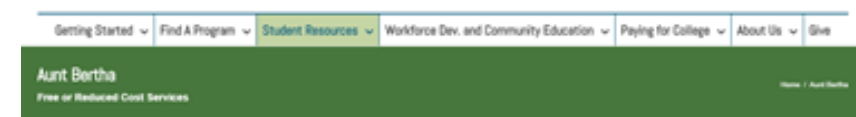
www.wilkescc.edu/auntbertha

Wrap-Around Services: Aunt Bertha Platform Setup

What are some highlights of implementation progress?

Activity	Dates
Work Based Learning Intern from WCC Human Services Program assisted with Agency Review Project & Information Sessions	August – December 2019
Aunt Bertha and NC 2-1-1 links added to WCC website	October 2019
Community Agency Review Project completed. Information for 152 agencies (from Wilkes, Ashe, Alleghany counties) submitted to Aunt Bertha.	October 2019
Information Session conducted for representatives from 5 Wilkes County Agencies (Blue Ridge Opportunity Commission (BROC), Jody Province Counseling Services, Northwest Housing Authority, Recovery Revolution, and SAFE.	November 7
Information Session conducted for 22 WCC faculty/staff	November 7
Information Session conducted for representatives from 3 Alleghany County Agencies (Alleghany Cares, Alleghany DSS, and Solid Rock Food Closet)	November 15

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Wrap-Around Services: Transportation

Debbie Woodard, Dean of College Readiness and Basic Skills

Wrap-Around Services: Transportation

What is the SMART Strategy, in brief?

Transportation can be a barrier for equitable access to opportunities for education. WCC secured the Governor's NCWorks Local Innovation Fund Grant to develop an innovative plan of action that will address the issues of rural transportation in Wilkes County.

Wrap-Around Services: Transportation

Why is important for our students' success?

The availability of dependable, economical transportation represents a factor that determines equitable access to opportunities for education and skills training, employment, and economic stability.

Wrap-Around Services: Transportation

What are some highlights of implementation progress?

How do you get to class and work in a typical week?

Class

- Drive Alone, 77.8%
- Carpool/Vanpool, 13.8%
- Public Transportation (WTA), 2.5%
- Walk, 1.6%
- Bike, 0.0%
- Taxi/Uber/Lyft, 0.3%
- Other, 4.1%
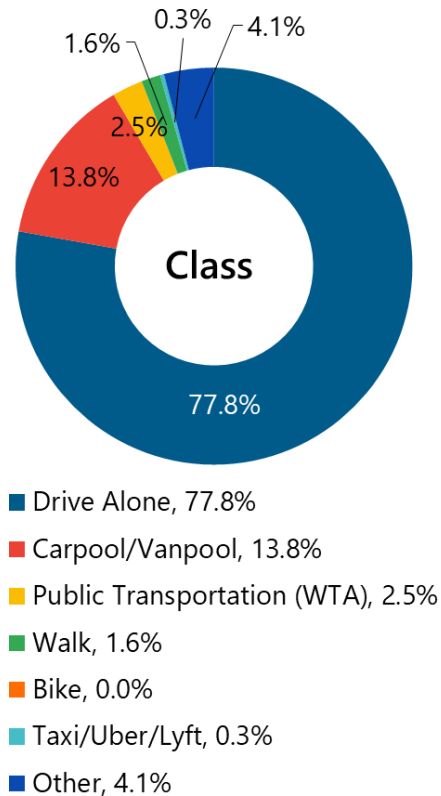
What are your transportation barriers?

Barrier	Count
No Vehicle	31
Vehicle not reliable	32
Depend on others for transportation	48
No driver's license	20
Cost of gas/maintenance	116
No access to public transportation (WTA)	25
Childcare concerns	21
No barriers	115
Other	3
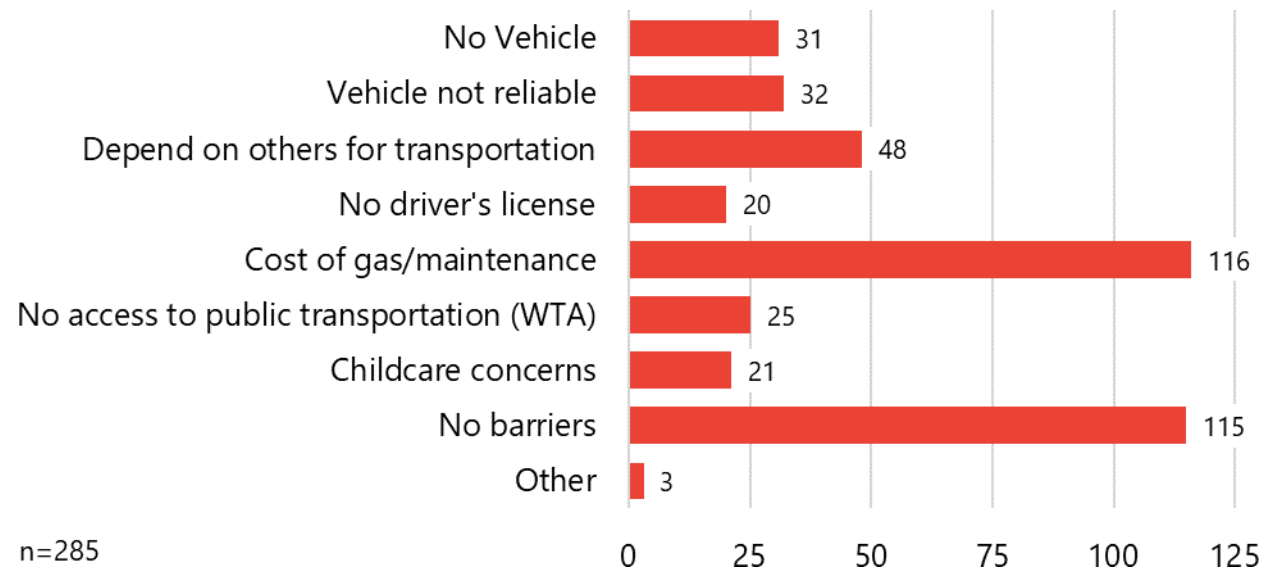
n=285

66%

of **WCC Students** responding to the survey reported that if **public transportation** were **available** and more **affordable** than driving, **they would use it**

Wrap-Around Services: Transportation

Actionable Recommendations for WCC

❑ Partner with Share the Ride NC (STRNC)

❑ Information sharing - develop an information sheet for student awareness of WTA's Express shuttle schedule, Share the Ride, and other options

❑ Work with automotive businesses to offer discounted rates to students for auto repairs

❑ Meet with employers to request gas cards

❑ Investigate the use of Amendment 1E SBCCC 700.4 – College Access & Security (CAPS) fees to provide emergency transportation funds through student fees.

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Student & Alumni Feedback System

Nicole Fogle, Executive Director of Institutional Research, Planning & Effectiveness

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Student Alumni and Feedback System

What is the SMART Strategy?

➢ **Student and Alumni Feedback System is a set of newly implemented practices developed to engage students, graduates and alumni about the student journey and experience from initial high school engagement through to career.**

➢ **Recent area high school graduates, who did not enroll into WCC or any other university are engaged to gain more knowledge and understanding about their decision.**

➢ **Members refined surveys to current WCC students and conducting focus groups to gain insight into students' perception of the college experience and address needs and concerns where feasible.**

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Student & Alumni Feedback System

Why is important for our students' success?

> " What the college designs for students is not what the students experience. Check your assumptions. Ask and engage the students! "

— Dr. Robert Templin, Aspen Institute

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Student Alumni and Feedback System

Student Surveys & Feedback Opportunities

➤ **Intake Form – Advisors complete this form when meeting with a new students for the first time to collect initial data and information about their plan to enroll into WCC.**

➤ **Student Course Reflection – Students will complete this survey at the end of each semester. Survey will be administered in electronic format.**

➤ **Students have several opportunities to provide feedback to WCC on instruction and support services: Intake Form, Freshmen Survey, Student Course Evaluation, and Graduate Initial and Follow-Up Surveys, etc.**

Student Alumni and Feedback System

Graduate Survey - New Process

➢ **Student and Alumni Feedback System team members met several times in 2019 to revise the WCC 2018 Graduate Survey before sending to recent graduates.**

➢ **In efforts to increase response rates, members implemented a new two-step process for collecting graduate and alumni feedback.**

    I.   **WCC Initial Graduate Survey – Administered during the spring semester. Student will be asked questions regarding their "plans" for employment and continuing their education.**

    II.   **WCC Follow-Up Graduate Survey – Administered in late fall semester after graduation. Students will be asked questions regarding "actual" current employment and current enrollment information.**

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Student Alumni and Feedback System
Initial Results of WCC Graduate Follow-Up Survey

36 Responses = 6% Response Rate

75% of Respondents earned at least one Associate Degree
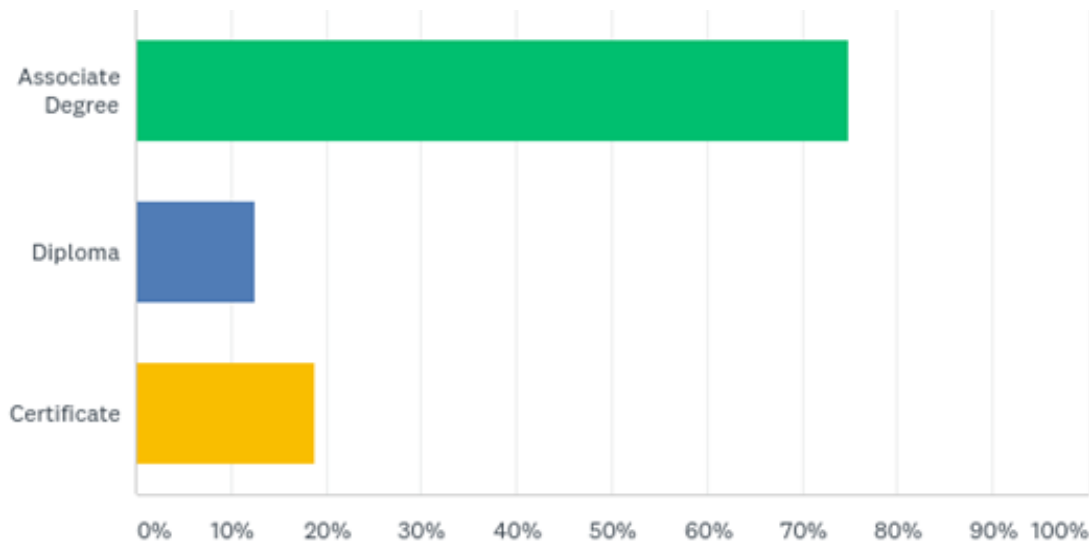
ANSWER CHOICES	RESPONSES	
Associate Degree	75.00%	24
Diploma	12.50%	4
Certificate	18.75%	6
Total Respondents: 32		

⭐ On Track to increase the 10% Response Rate

Preparing Local Citizens to Meet Business and Industry Demands

Soft Skills Training, Modeling & Messaging

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.

Employability Skills Alignment Project (ESAP)

Local, regional and national employers consistently and constantly cite the lack of soft skills as a primary deficit in entry-level employees, particularly appropriate communication (written and oral), interpersonal skills and teamwork, initiative and dependability, integrity and professionalism, and problem-solving. This strategy will expose students to

consistent behavioral modeling of these skills and provide appropriate training across the curriculum in these vital skills for academic and workplace success.

The ESAP program, in conjunction with ACA courses, can lead to a state recognized credential recognizing the students understanding of the soft skills objectives and concepts.

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Employability Skills Alignment Project (ESAP)

Gain Essential Skills for Career Growth

In the 2018 Employability Skills Alignment Project Survey, more than half of employers who responded indicated a lack of employability skills among prospective employees when hiring. The North Carolina Community College System is committed to closing the gap between training and employer needs.

Using curriculum designed through the Employability Skills Alignment Project, the 58 North Carolina Community Colleges are offering employability skills training in the eight topics outlined in this brochure, as identified by surveyed employers.

The training is non-industry specific and recommended for current and prospective employees in any sector.

The employability skills training curriculum is designed to promote the development and improvement of employability skills needed in the workplace. Each course is available online.

Prepare now to advance in your career beyond the competition. Enroll today in Employability Skills Training provided by your local community college.

Visit your local community college today for more information.

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Employability Skills Training Courses

CRITICAL AND ANALYTICAL THINKING
- Synthesize, compare and interpret information
- Critically review and analyze data
- Test possible solutions

PROBLEM SOLVING AND DECISION MAKING
- Identify problems
- Communicate and respond to issues
- Implement solutions

CULTURAL SENSITIVITY
- Accept customs and individual preferences of others
- Exhibit flexibility and open mindedness
- Value diversity of approaches and ideas

INTERPERSONAL SKILLS
- Maintain a positive attitude
- Listen to and consider others' viewpoints
- Accept responsibility and take ownership for one's decisions and actions

COMMUNICATION
- Prepare written materials that are easy to understand
- Organize and communicate thoughts
- Use appropriate listening skills

RELIABILITY AND DEPENDABILITY
- Demonstrate regular and punctual attendance
- Follow written and verbal directions
- Meet obligations and deadlines

TEAM WORK
- Interact professionally and respectfully with others
- Develop and maintain constructive working relationships
- Proactively assist others to meet team goals

TIME AND RESOURCE MANAGEMENT
- Plan and schedule tasks to meet deadlines
- Allocate time and resources efficiently
- Prioritize various competing tasks

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Soft Skills Training, Modeling & Messaging

Pilot Courses Fall 2019:

ACA-115 Jon Howle, Dayna Brower

BUS-270 Matt Baldwin

Pilot Courses Spring 2020

ACC-221 Matt Baldwin

DRA-111 Jon Howle

ARC-240 Stacie Taylor

Soft Skills Training, Modeling & Messaging

htthttps://moodle.wilkescc.edu/course/view.php?id=22585ps://moodle.wilkescc.edu/course/view.php?id=22585

ESAP Skill	What specifically is being assessed?	EXCELLENT (5.0 - 4.5)	GOOD (4.4-3.5)	AVERAGE (3.4-2.5)	POOR (2.4 - 0)	Score
Reliability and Dependability	Attendance; Punctuality and lateness; Timely submission of projects; Completion of all projects; Compliance with rules and regulations; Ability to follow directions	The employee has exemplary attendance and is consistently punctual. All projects are completed and submitted in a timely manner. The employee constantly demonstrates an ability to follow directions and comply with all the college's rules and regulations.	The employee is above average when it comes to attendance and punctuality. Most projects are completed and submitted in a timely manner. The employee shows some ability to follow directions and comply with all the college's rules and regulations.	The employee has average attendance with a tendency to be late or absent. Several projects are either submitted late or not submitted at all. The employee's performance suggests an inability at times both to follow directions and comply with the college's rules and regulations.	The employee has poor attendance and often arrives late. The employee has submitted few to no projects and often demonstrates an inability to follow directions and comply with the college's rules and regulations.	3
Interpersonal Skills	Ability to accept responsibility and take ownership for one's decisions; Positive attitude; Appropriate responses to verbal and nonverbal behavior of others; Ability to listen to and consider the viewpoints of others	The employee consistently takes initiative, accepts responsibility, and takes ownership for their decisions. The employee constantly shows a positive attitude and responds positively and constructively to both the verbal and nonverbal behavior of others. The employee consistently demonstrates an ability both to listen to others and consider the viewpoints of others.	The employee sometimes takes initiative, accepts responsibility, and takes ownership for their decisions. The employee demonstrates an above average ability to demonstrate a positive attitude and respond appropriately to the verbal and nonverbal behavior of others. At times, the employee listens to and considers the viewpoints of others.	The employee demonstrates average to below average ability to take initiative and accept responsibility and ownership for their decisions. The employee's attitude is occasionally positive. The employee occasionally responds appropriately to the verbal and nonbehavior of others. The employee occasionally does not listen to and consider the viewpoints of others.	The employee regularly neglects to take initiative and accept responsibility and ownership for their decisions. The employee's attitude shows a need for improvement as does their ability to respond appropriately to the verbal and nonverbal behavior of others. The employee needs to listen more critically and consider the viewpoints of others.	2.5
Communication Skills	Oral communication; Written communication; Email etiquette; Technology use in the classroom; Ability to listen; Body language	The employee consistently demonstrates sterling oral and written communication skills. The employee composes and replies to emails in a professional, skilled, and polite manner. In the workplace, the employee demonstrates both numerous and discipline when it comes to technology use. The employee is an expert listener. The employee's body language is constantly positive and professional.	The employee demonstrates above average oral and written communication skills. The employee mostly avoids errors when composing or replying to emails. The employee mostly uses technology appropriately in the workplace. The employee listens moderately well. Their body language is mostly positive and professional.	The employee demonstrates average to below average oral and written communication skills. The employee composes emails that sometimes contain multiple errors. The employee tends to use technology at inappropriate times. The employee needs improvement when it comes to listening. At times the employee's body language can come across in an unprofessional manner.	The employee demonstrates oral and written communication skills that are not up to college standards. The employee's emails are often difficult to comprehend due to the prevalence of errors. The employee refuses to be more mindful of when it is appropriate to use technology. The employee needs to listen more critically and thoughtfully. The employee's body language consistently depicts them in a negative light	4.5
Teamwork	Professional and respectful interactions with team member; Trust and credibility as a team member; Ability to collaborate well with others; Conflict resolution	The employee works exceedingly well in teams. The employee shows unyielding professionalism and respect towards others and earns both trust and credibility as a team member. The employee can also expertly resolve conflict.	The employee shows above average ability for working in teams. The employee is both professional and respectful towards their fellow team members. The employee shows some skill in conflict resolution.	The employee demonstrates limited ability to work as a team member. The employee at times is professional and respectful but not always. The employee needs a better understanding of how to resolve conflict constructively.	The employee does not work well as a team member. The employee lacks the ability to show professionalism and respect to their team members. They have yet to develop the ability to collaborate well with others and resolve conflict constructively.	5
					Total Score	15
					Soft Skills Avg.	3.75

ESAP Skill	What specifically is being assessed?	EXCELLENT (5.0 - 4.5)	GOOD (4.4-3.5)	AVERAGE (3.4-2.5)	POOR (2.4 - 0)	Score
Reliability and Dependability	Attendance; Punctuality and lateness; Timely submission of projects; Completion of all projects; Compliance with rules and regulations; Ability to follow directions	The employee has exemplary attendance and is consistently punctual. All projects are completed and submitted in a timely manner. The employee constantly demonstrates an ability to follow directions and comply with all the college's rules and regulations.	The employee is above average when it comes to attendance and punctuality. Most projects are completed and submitted in a timely manner. The employee shows some ability to follow directions and comply with all the college's rules and regulations.	The employee has average attendance with a tendency to be late or absent. Several projects are either submitted late or not submitted at all. The employee's performance suggests an inability at times both to follow directions and comply with the college's rules and regulations.	The employee has poor attendance and often arrives late. The employee has submitted few to no projects and often demonstrates an inability to follow directions and comply with the college's rules and regulations.	5
Interpersonal Skills	Ability to accept responsibility and take ownership for one's decisions; Positive attitude; Appropriate responses to verbal and nonverbal behavior of others; Ability to listen to and consider the viewpoints of others	The employee consistently takes initiative, accepts responsibility, and takes ownership for their decisions. The employee constantly shows a positive attitude and responds positively and constructively to both the verbal and nonverbal behavior of others. The employee consistently demonstrates an ability both to listen to others and consider the viewpoints of others.	The employee sometimes takes initiative, accepts responsibility, and takes ownership for their decisions. The employee demonstrates an above average ability to demonstrate a positive attitude and respond appropriately to the verbal and nonverbal behavior of others. At times, the employee listens to and considers the viewpoints of others.	The employee demonstrates average to below average ability to take initiative and accept responsibility and ownership for their decisions. The employee's attitude is occasionally positive. The employee occasionally responds appropriately to the verbal and nonbehavior of others. The employee occasionally does not listen to and consider the viewpoints of others.	The employee regularly neglects to take initiative and accept responsibility and ownership for their decisions. The employee's attitude shows a need for improvement as does their ability to respond appropriately to the verbal and nonverbal behavior of others. The employee needs to listen more critically and consider the viewpoints of others.	5
Communication Skills	Oral communication; Written communication; Email etiquette; Technology use in the classroom; Ability to listen; Body language	The employee consistently demonstrates sterling oral and written communication skills. The employee composes and replies to emails in a professional, skilled, and polite manner. In the workplace, the employee demonstrates both manners and discipline when it comes to technology use. The employee is an expert listener. The employee's body language is constantly positive and professional.	The employee demonstrates above average oral and written communication skills. The employee mostly avoids errors when composing or replying to emails. The employee mostly uses technology appropriately in the workplace. The employee listens moderately well. Their body language is mostly positive and professional.	The employee demonstrates average to below average oral and written communication skills. The employee composes emails that sometimes contain multiple errors. The employee tends to use technology at inappropriate times. The employee needs improvement when it comes to listening. At times the employee's body language can come across in an unprofessional manner.	The employee demonstrates oral and written communication skills that are not up to college standards. The employee's emails are often difficult to comprehend due to the prevalence of errors. The employee refuses to be more mindful of when it is appropriate to use technology. The employee needs to listen more critically and thoughtfully. The employee's body language consistently depicts them in a negative light.	5
					Total Score	15
					Soft Skills Avg.	5

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WORKFORCE DEVELOPMENT & COMMUNITY EDUCATION

Created by: Jon Howle

Soft Skills Training, Modeling & Messaging

Pilot Course Highlights

- In general, the information presented in the ESAP modules was relevant and informative.

- HOWEVER: the assessments provided by the ESAP committee were determined to be very difficult, riddled with mistakes and not an appropriate tool for assessing the content of the modules.

- The ESAP modules can be accessed and used as a tool for faculty/staff to use as a resource in order to continue modeling the soft skills concepts introduced in WCC's current ACA courses.

- A professionalism section will be added to the PEP for instructors to discuss how they are integrating/modeling soft skills in their classes.

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Staff & Faculty Professional Development

What is the SMART Strategy, in brief?

Provide a comprehensive professional development program that fosters instructional and professional excellence among all faculty and staff across all divisions and locations of WCC.

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Staff & Faculty Professional Development

Why is important for our students' success?

" Through professional development, faculty and staff gain key strategies and skills, enabling them to provide a range of innovative learning opportunities for students. "

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Source: Association of American Colleges and Universities, 2007

Staff and Faculty Professional Development

What are some highlights of implementation progress?

- WCC has now joined NISOD (National Institute of Staff and Organizational Development).
- WCC offers two college-wide Professional Development Days throughout the year as well as a series of workshops and webinars during each semester.
- New Faculty Onboarding Program premiered in Fall 2019.
- WCC now has a college-wide reading circle in which faculty and staff study a book that relates to how we can better serve our students.
- Early Course Check-Ins (a PD Learning Community Activity from Spring and Fall 2019) will become a college-wide initiative in Fall 2020.
- On January 31, 2020 – a new online hub for Professional Development resources (recorded sessions, webinars, etc.) will become available to all faculty and staff through Moodle.
- A college-wide mandated Professional Development plan will go into effect for each employee starting in Fall 2020.

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114

employees attended **Professional Development** Opportunities during the **Spring 2019** semester.

120

employees attended **Professional Development** Opportunities during the **Fall 2019** semester.

Entrepreneurship Collaborative

What is the SMART Strategy, in brief?

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 within our service area.

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Entrepreneurship Collaborative

Why is important for our students' success?

- Entrepreneurs create more businesses, which provide opportunity for our students
- Engaging with entrepreneurs helps us stay current on today's needs and anticipate future workforce trends
- Aligning with other agencies working in economic development and entrepreneurship training only strengthens our efforts and enhances our impact

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Entrepreneurship Collaborative

What are some highlights of implementation progress?

- Completed an asset map listing available resources to entrepreneurs

- Joined CVCC and several other CC forming the Rural Community College Alliance for Entre. Development

- Creation of the Startup Northwest NC Resource

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Entrepreneurship Collaborative

SYE | Startup NWNC

SYE | Startup Wilkes
Affiliate of Startup Northwest NC

SYE | Startup Alleghany
Affiliate of Startup Northwest NC

SYE | Startup Ashe
Affiliate of Startup Northwest NC

Videos & Website in Progress!

https://supportedly.flywheelstaging.com/sye-nc/startup-nwnc

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Targeted Outreach & Communications
Presentation by Andrea Gimlin, Director of Marketing

Targeted Outreach & Communications

Overview

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.

Targeted Outreach & Communications

Career Coach Program

- High School Yearbook Ads featuring Career Coach

- Career Coach Promo Video

- Digital and Social Media Post

Guided Pathways to Success

- Program Marketing Prototypes -- Retractable Banners & Rack Cards

Targeted Outreach & Communications

Tutoring Support Systems

- Retractable Banners for Each Campus
- Digital Signage on Campus

Need help with your class work?

Check out the
Academic Support Center
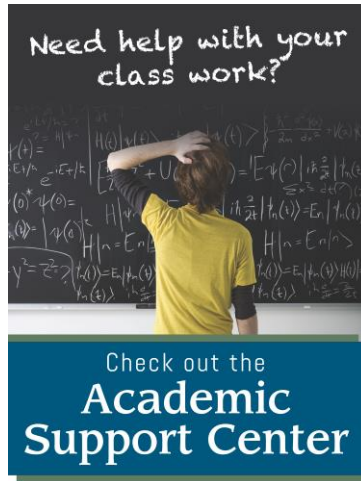
It's Free - It's Easy - It's Convenient

In-Person or 24/7 Online

www.wilkescc.edu

Scholarship Development

- Logo Design & Branding Strategies for Step-Up, Presidential, and Sage Fellows Scholarships

Wilkes Community College Foundation
PRESIDENTIAL SCHOLARSHIP
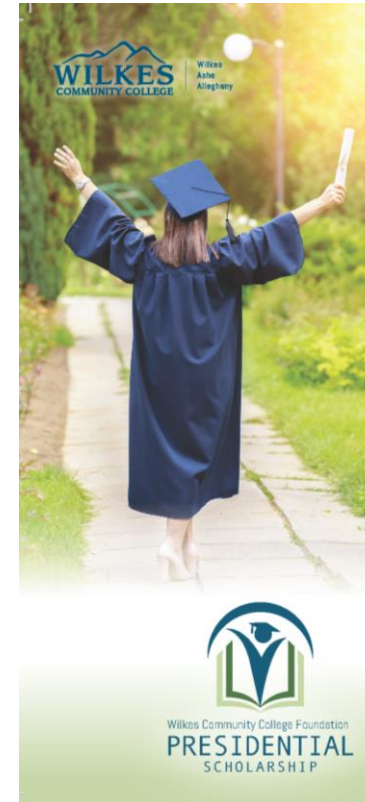
Targeted Outreach & Communications

Enrichment Offerings for Aging Adults

- Logo Design & Branding Strategy
- Production of LIFE in Ashe Seasonal Activity Guide
- Magazine Printing & Distribution
- Online & Print Survey Management

LIFE Seasonal Activities
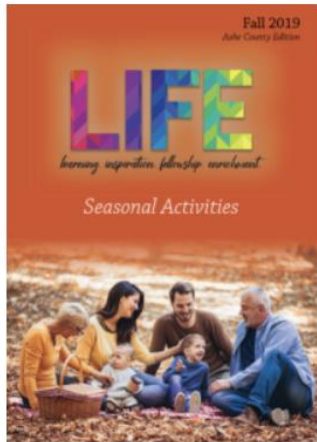
Experience LIFE in Ashe!

Learn something new. Be **inspired** by others. Enjoy **friendships** new and old. Be **enriched** along the way.

Click here to view a booklet of events and activities that you will love. Flip through, select dates, buy tickets, register ahead, or just show up and enjoy!
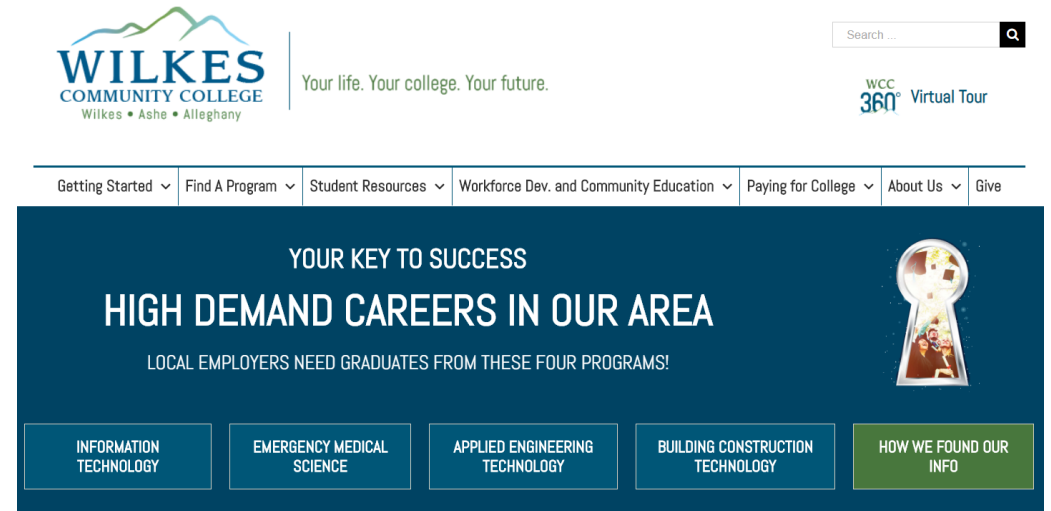
TAKE ONLINE SURVEY
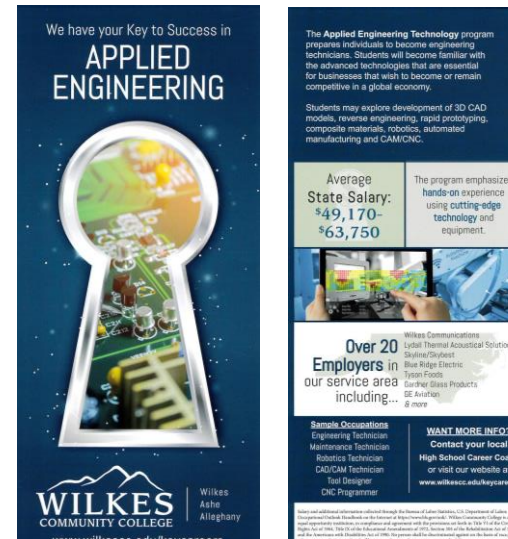
Targeted Outreach & Communications

High-Demand Careers Campaign

- Rack Card Displays in County Libraries, NC Works, Goodwill Career Center, Blue Ridge BDC, Health Departments (Pending)

- Television Commercial

- Movie Theater Commercials

- Paid Digital Advertising with Geo-Targeting

- Social Media Advertising

- Radio Advertising/ Pandora

- In-App Advertising

- Recruiting Materials

Targeted Outreach & Communications

High-Demand Careers Campaign

- Stats
  - Over 150 New users to our website since going live!
  - Above average click through rates for ads
  - Over one-million digital ads for campaign
  - Added WXII to our digital and television package for advertising.
  - Over 5000 Movie Theaters views

Labor Market Alignment

WCC will enhance alignment between its 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

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.

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Labor Market Alignment

- 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.

- WCC faculty can best achieve and maintain program alignment with the labor market through substantive contact with local employers, such as advisory committees and participation in industry training.

- Successful alignment of labor market data, employer input, and program development, coupled with best practices for student success, will result in students with credentials that support workforce needs *and* provide a family-sustaining income.

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Labor Market Alignment

What are some highlights of implementation progress (statistics, stories, etc.) based on the measurable indicators of success from your Implementation Plan?

Labor Market Data report refresh established
- Semi-annual, regionalized labor market data informs program info

Advisory Committee process improved
- Earlier invitations and increased follow-up with members
- Structured agendas and minutes templates
- Committee engagement with Guided Pathways

2019-2020 Faculty participation in industry-sponsored professional development:
- Animal Science, Architectural Technology, Transportation, Horticulture, Building Construction

Labor Market Alignment

WCC Advisory Committee Kickoff, Oct. 18, 2019

Expanded Work-Based Learning

- 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.

- Some elements of a comprehensive work-based learning strategy include: guest speakers, workplace tours, career fairs, informational interviews, job shadowing, virtual exchanges, service learning, internships, apprenticeships, clinical practicums, and student-run enterprise.

Expanded Work-Based Learning

Work-based learning:

- Puts students in direct contact with local employers and gives them first-hand experience at workplaces in their program areas.

- Gives students the opportunity to apply class & lab skills in a real workplace and experience adapting to a specific work environment.

- Enables students to gain real work experience to include on resumes and applications for jobs with "experience required."

Expanded Work-Based Learning

- WBL course option or requirement included in 45 curriculum credentials.

- Four businesses are offering 6 pre-apprenticeship positions for high school students for summer 2020 (Gardner Glass, InterFlex, InfusionPoints, and Wilkes Communication).

- Five WCC students have been signed to full apprenticeships since 2018.

- Nine Wilkes County high school students have participated in a pre-apprenticeship

- A WBL-Apprenticeship assistant has been hired, with Perkins Grant funds, to support Beth Foster, WBL director in efforts to expand work-based learning.

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Expanded Work-Based Learning

Programs of Study with One or More WBL Courses				
Year	Associates	Diplomas	Certificates	Total
2020	27	16	2	45
2019	26	18	2	46
2018	26	14	1	41
2017	26	12	1	39
Based upon WBL-111 in a parent or child POS				

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Expanded Online Offerings

Blair Hancock, VP of Instruction

Expanded Online Offerings

WCC seeks to increase the number of full credentials (degree, diploma, certificate) available online and to develop online courses or components of courses when the full credential is not realistic.

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Expanded Online Offerings

- Online learning is preferred by many students who work, are caregivers, and/or have transportation problems.
- Online learning allows for greater scheduling flexibility for programs.
- Availability of online courses at WCC keeps students from looking at other colleges for online programs.
- National data show higher education online enrollment growing while traditional enrollment declines (National Center for Education Statistics, 2018).
- CORE training continues to support WCC faculty development in developing quality online courses.

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Expanded Online Offerings

- 2018-2019 - 66% of WCC students took one or more fully online courses.

- 2018-2019 - 14% of our courses were fully online

- Fall 2019 - 126 online course sections, increase of 12 (9.5%) from Fall 2018

- Criminal Justice program in development as online program, Fall 2020

- Early Childhood Education and Human Services programs are under consideration for increased online development.

- As of Fall 2019, 88 WCC faculty have participated in CORE and 36 instructors have become Certified Online Instructors.

Expanded Online Offerings

	Term	Online Offerings	Change
2019-2020	2020SU	61	*Est. +2 from 2019SU
	2020SP	120	-7 from 2019SP
	2019FA	126	+12 from 2018FA
2018-2019	2019SU	59	-1 from 2018SU
	2019SP	127	+6 from 2018SP
	2018FA	114	+8 from 2017FA
2017-2018	2018SU	60	
	2018SP	121	
	2017FA	106	

Enrichment Offerings for Aging Adults

Overview

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** across all adults in our service area.

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Enrichment Offerings for Aging Adults

Ashe County Pilot

learning. inspiration. fellowship. enrichment.