



2020



5-YEAR STRATEGIC PLAN

2018-2023

2020 ANNUAL PROGRESS REPORT



“...equipping more students with credentials that meet workforce needs and earn them a family-sustaining wage...”

-Dr. Jeff Cox

Contents

Mission, Vision, Values 5

WCC Facts 6

WCC Locations 7

A Message From Dr. Cox 8

Five Year Strategic Plan Success Metrics 10

2019-2020 SMART Strategies 16

Student & Alumni Feedback System 18

Data-Driven Analyses & Decision-Making 19

Labor Market Alignment System 20

Faculty & Staff Professional Development Program..... 21

Teaching & Learning Enhancements..... 22

Guided Pathways to Success Program..... 23

Robert L. Strickland Career Coach Program..... 24

Scholarship Development 25

4-Year Institutional Partnerships 26

Petro Kulynych Student Advising Program..... 27

Wrap-Around Services: Community Resource Connections 28

Wrap-Around Services: Rural Transportation..... 29

Expanded Online Offerings 31

Employability Skills Integration 32

Work-Based Learning 33

Enrichment Offerings for Aging Adults..... 34

Entrepreneurship Collaborative..... 35

Targeted & Outreach Communications 36

MISSION

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

Wilkes Community College enhances the quality of life through

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

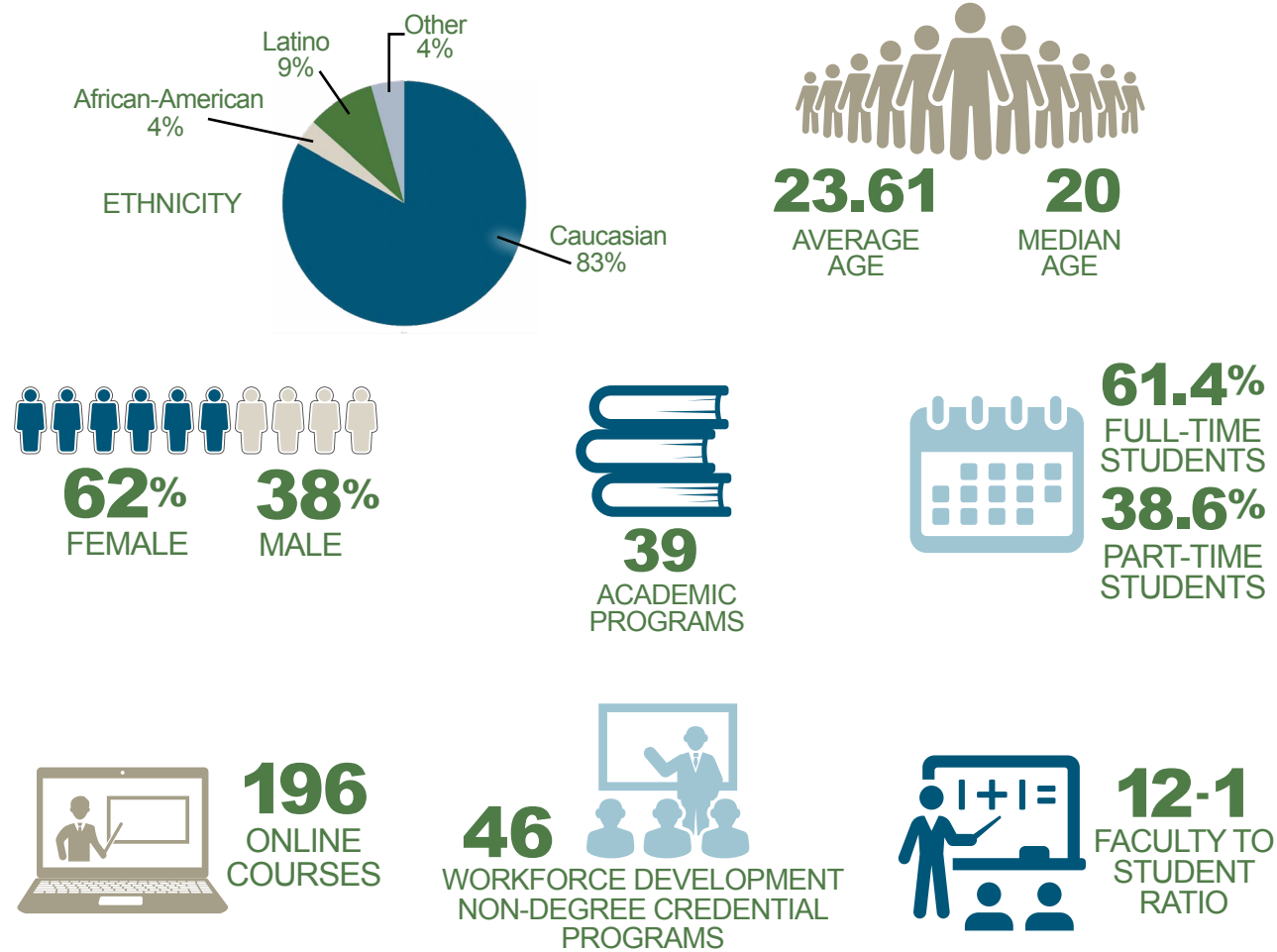
VISION

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

VALUES

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

WCC Facts



ENROLLMENT

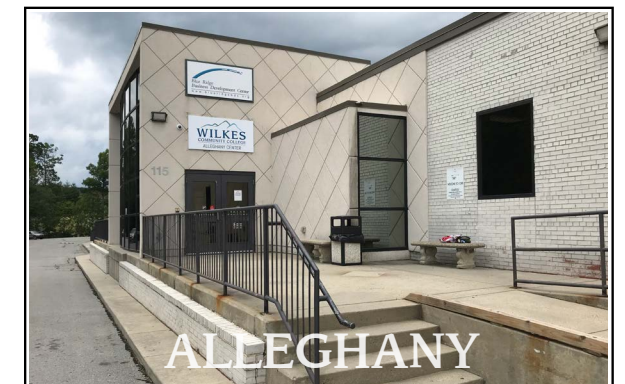
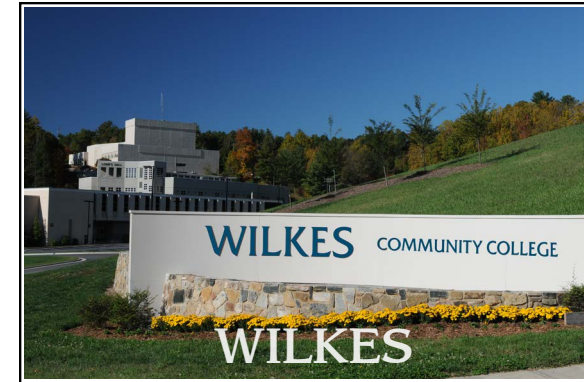
Academic Programs: 3,374 Total Students

- Dually-Enrolled High School Students: 1,347 Students
- Traditional Students: 2,064 Students

Workforce Development & Community Education: 6,218

Total Students Basic Skills: 804 Total Students

WCC Locations



A Message From Dr. Cox

Encouraging progress. Enormous challenge. Extraordinary response.

That's how I would summarize this past year at Wilkes Community College. There is no doubt that 2020 stretched and challenged us as an institution – and as a community – but every challenge faced thoughtfully and courageously brings learning and growth. I could not be prouder of our faculty, staff, and students for their courageous and thoughtful response to COVID-19.

More courses were converted online in days than had previously been converted in years. Perhaps most impressive, however, is that Wilkes Community College managed to improve on every single [state performance metric](#). In fact, **WCC was one of only two colleges in the entire state to score in the top two performance categories in all seven measures.**

Indeed, we made encouraging progress during the second year of our five-year journey with this strategic vision of equipping more students with credentials that meet workforce needs and earn them a family-sustaining wage. We are halfway to our goal of doubling our completion rate – having moved **from 25% in 2017 when we started strategic planning to 38% in 2020**, with the most recent cohort.

Thanks to the tireless efforts of the Implementation Teams listed in this Annual Progress Report, and to the work of our students, faculty and staff over the last year, there are truly more milestones than can be listed in this little booklet! I will list just a few here:

- We served 1,427 area high school students with one-on-one career coaching through the Robert L. Strickland Career Coach Program.
- We provided more tutoring than ever before through our Academic Support Center.

- We saw a 4% improvement in student retention thanks to over 2,348 one-on-one advising sessions provided through our new Petro Kulynych Student Advising Program.
- We signed new 2+ transfer agreements with App State, Western Governors University, University of Mount Olive, and Brevard College to strengthen the bridge to a bachelor's degree for students seeking it.
- We launched Startup Northwest NC, strengthening the entrepreneurial ecosystem of our region.
- And perhaps most importantly, we continue to build on the strong legacy of WCC's culture of caring. We have and continue to explore opportunities to partner and provide for the non-academic needs of our students.

There is still work to be done. But, make no mistake, we are on the right track!



President
Wilkes Community College



5-Year Strategic Plan

SUCCESS METRICS

The following are key success metrics for the five-year term of this Strategic Plan. These were determined to be critical end points that represent achievement of the college's long-term vision.

LEARNING

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

62.20% ↑ 8.5%	Credit Math Success	Definition: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing math course with a "C" or better within two years of their first term of enrollment. Source: NC Community College System Performance Measures Time-frame of Data: 2016 Cohort
64.60% ↑ .10%	Credit English Success	Definition: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment. Source: NC Community College System Performance Measures Time-frame of Data: 2016 Cohort
41.70% ↑ 5.77%	Basic Skills Progress	Definition: Percentage of Basic Skills students who achieve a Measurable Skills Gain (MSG) during the program year (July 1-June 30). The state average for this measure is 41.8%. Source: NC Community College System Performance Measures Time-frame of Data: 2019-20
77% ↑ 4%	Licensure Passing Rates Index Score	Definition: Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Source: NC Community College System Performance Measures Time-frame of Data: 2019

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

COMPLETION & TRANSFER

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

72.3% ↑ 5.3%	First Year Progression	Definition: Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer). Source: NC Community College System Performance Measures Time-frame of Data: 2018 Cohort
53.8% ↑ 4.4%	4-Year Graduation & Transfer Rate	Definition: Percentage of first-time fall curriculum students who, within four years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 42 non-developmental credit hours. Source: NC Community College System Performance Measures Time-frame of Data: 2015 Cohort
38% ↑ 1%	150% Degree Completion Rate	Definition: The percentage of first-time, full-time degree or certificate-seeking students who complete their program of study within 150% of normal time for that program. Source: NC Community College System Performance Measures Time-frame of Data: 2017 Cohort
13% ↓ 1.9%	150% Transfer Out Rate	Definition: The percentage of first-time, full-time degree seeking students who transfer to another institution within 150% (3 years) of normal time for their enrolled program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2016 Cohort
86.7% ↑ 3.6%	College Transfer Success Rate	Definition: The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution. Source: NC Community College System Performance Measures Time-frame of Data: 2015 Cohort
1,570 ↑ 16.99%	Academic Credentials Earned	Definition: Total number of credentials earned by curriculum students, including associate degrees, diplomas and certificates, during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2019-20
57.7% ↑ 8.7%	Adult High School/ H.S. Equivalency Diploma Completion Rate	Definition: The percentage of students who are performing at a high school academic level and complete their credential. Source: Manual Internal Data Collection Time-frame of Data: 2019-20
3,153 ↓ 9.47%	Students Enrolled in Non-Degree Credential Programs	Definition: Number of continuing education students enrolled during the calendar year in courses associated (attached to; linked to) with state or industry-recognized certifications. Source: Manual Internal Data Collection Time-frame of Data: Calendar Year 2019

5-Year Strategic Plan

SUCCESS METRICS

LABOR MARKET OUTCOMES

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

88% ↑ 4%	% of Associate Degree graduates employed within a year of graduation	Definition: The total number of graduates from associate degree programs at WCC for a given year, divided by the total number of those graduates who were employed in North Carolina within a year after graduation. Source: NCTOWER Data Time-frame of Data: 2017-18
83% ↓ 1%	% of Associate Degree graduates employed 5 years after graduation	Definition: The total number of graduates from associate degree programs at WCC for a given year, divided by the total number of those graduates who were employed in North Carolina five years after graduation. Source: NCTOWER Data Time-frame of Data: 2013-14
87% ↑ 1%	% of Associate Degree graduates with the potential to earn at least a living wage of \$30,000	Definition: The percentage of associate degree graduates who have the potential to earn at or above a living wage of \$30,000; based on an average family size per US Census, living wage calculation per MIT Living Wage Calculator for service area, wage data weighted per program per Jobs EQ custom report provided by the High Country Council of Governments (HCCOG). Sources: US Census; MIT for Living Wage Calculator; Jobs EQ Custom Report HCCOG Time-frame of Data: 2019Q4/19-20 Graduates
48% ↑ 8%	% of Associate Degree graduates with the potential to earn the median household income for our area of \$38,203	Definition: The percentage of associate degree graduates who have the potential to earn at or above the median household income for Ashe, Alleghany, and Wilkes provided as determined by the US Census. Wage data is collected from a custom report provided by the High Country Council of Governments and incorporated in a weighted average for each program Source: JobsEQ Custom Report Time-frame of Data: 2019Q4/19-20 Graduates
100%	Employer satisfaction with customized training courses	Definition: Percentage of employers who participated in customized training courses and report via survey that they are satisfied or very satisfied with the training received. Source: Survey Data Time-frame of Data: 2019-20

COMMUNITY ENHANCEMENT

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

0 ↓ 100%	MerleFest Economic Impact	Definition: Total regional economic impact of MerleFest as calculated using the MerleFest Economic Impact Survey, ticket sales, festival local expenditures and civic club donations. Source: Manual Internal Data Collection Time-frame of Data: 2020
53,210 ↓ 62.28%	Total number of Walker Center attendees	Definition: Total number of attendees at Walker Center events for a fiscal year. Source: Manual Internal Data Collection Time-frame of Data: 2019-20
155 ↓ 32.61%	Total number of Walker Center events	Definition: Total number of events held at the Walker Center for a fiscal year. Source: Manual Internal Data Collection Time-frame of Data: 2019-20
58% ↑ 21%	Faculty & staff volunteer rate	Definition: Percentage of WCC employees who volunteer for or serve on a Board of Directors or Advisory Board for a nonprofit organization, faith-based organization, or other civic/community organizations. Source: Survey Data Time-frame of Data: 2019-20



5-Year Strategic Plan

SUCCESS METRICS

EQUITY

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

\$6,264,491.45 ↑ 11.76%	Total financial aid dollars distributed	Definition: Total amount of financial aid dollars distributed to curriculum students during an academic year. Source: Datatel/Datawarehouse Data Time-frame of Data: 2018-19
\$142,752 ↓ 11.46%	Total scholarship dollars awarded	Definition: Total amount of WCC scholarship dollars distributed to curriculum students during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2018-19
9.3 % ↓ 3.91%	% of students receiving scholarships*	Definition: Percentage of enrolled, non-high school, curriculum students who receive a WCC scholarship during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2018-19
68% ↑ 3%	% of students completing FAFSA*	Definition: Percentage of enrolled, non-high school, curriculum students who complete the Free Application for Federal Student Aid for the year. Manual Internal Data Collection Time-frame of Data: 2018-19
50% ↑ 1%	% of students receiving Pell Grant	Definition: 998 students received Pell Grant among 2037 traditional students who can apply for Pell Grant. This denominator excludes Workforce Development and Community Education as well as high school students enrolled in college courses through Career & College Promise or early college high schools. Source: Manual Internal Data Collection Time-frame of Data: 2018-19
-5% ↑ 1%	Performance gap of 150% completion rate of Pell vs non-Pell students	Definition: Difference between the percentage of students who receive a Pell grant and the percentage of those who do not receive a Pell grant who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2014 Cohort

-8% ↑ 6%	Performance gap of 150% completion rate of minority vs non-minority	Definition: Difference between the percentage of students who are minority and the percentage of those who are non-minority who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2014 Cohort
-2% ↑ 9%	Performance gap of 150% completion rate of male vs female students	Definition: Difference between the percentage of students who are male and the percentage of those who are female who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2014 Cohort
224 ↑ 32.54%	Continuing Education Students Receiving Scholarships	Definition: Number of continuing education students enrolled during the calendar year who receive scholarships. Source: Manual Internal Data Collection Time-frame of Data: Calendar Year 2018

2019-2020 Implementation Plan • SMART Strategies

1. Student & Alumni Feedback System
2. Data-Driven Analyses & Decision-Making
3. Labor Market Alignment System
4. Faculty & Staff Professional Development Program
5. Teaching & Learning Enhancements
6. Guided Pathways to Success Program
7. Robert L. Strickland Career Coach Program
8. Scholarship Development
9. 4-Year Institutional Partnerships
10. Petro Kylynch Student Advising Program
11. Wrap-Around Services: Community Resources
12. Wrap-Around Services: Rural Transportation
13. Tutoring Support Systems
14. Expanded Online Offerings
15. Employability Skills Integration
16. Work-Based Learning
17. Enrichment Offerings for Aging Adults
18. Entrepreneurship Collaborative
19. Targeted Outreach & Communications

SMART Strategy # 1

STUDENT & ALUMNI FEEDBACK SYSTEM

BASIC CONCEPT

Establish and strengthen student and alumni feedback systems that enable better understanding of the student journey and experience from initial engagement in K-12 schools through to career.



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.

PROGRESS MILESTONES:

- WCC 2019 graduates received the 2019 WCC Graduate Follow-Up Survey in January 2020. Among the graduates' responses were:
 1. Quality of instruction in your program area; 90% satisfied/very satisfied
 2. Quality of Academic Advising; 86% satisfied/very satisfied
 3. Quality of support received overall; 86% satisfied/very satisfied
- 80% of the graduates who completed the WCC Graduate Follow-Up Survey earned associate degrees.
- The 2019 Graduate Follow-Up Survey response rate increased 9%.
- WCC Students attending an SGA meeting reviewed the revised Student Course Reflection Survey. They were positive about the survey changes, and the next step involves a final review by the Course Evaluation Team.

TEAM

Adam Parsons	Kim Bell
Andrea Gimlin	Michael Wingler
Angela Roten	Nicole Fogle (Lead)
Donna Brooks	Scott Johnson
Dr. Jeff Cox	Zach Barricklow
Jeremy Craft	

SMART Strategy # 2

DATA-DRIVEN ANALYSES & DECISION-MAKING

BASIC CONCEPT

Improve the quality, availability, and engagement of relevant college data such that faculty, staff, and other college constituents make data-informed analyses and decisions that lead to continuous improvement.



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.

PROGRESS MILESTONES:

- Power BI has established itself as our chosen organizational system to house reports.
- Three new data tracking platforms were created:
 - o The Advising Report, Career Coach Report, and the Intake BI report were all created using new databases with daily data exports.
 - o In addition to the more extensive reports, each of these has filtered down reports for specific individuals.
- Created 21 new reports during the year including the Room Usage report and the Active Enrollment report.
- Created inventory of reports consisting of appropriate users, due dates, and the refresh schedule. This inventory is being added to continuously and includes data requests not necessarily related to BI reports.
- Established training sessions for Power BI across campus and met with several faculty/staff/administrators. The plan is to double our efforts in 2020-21.
- Using the Advising Report, the Intake BI report, and up-to-date student data from Informer, we have started crafting a student success model allowing us to predict the trajectory and outcomes of our student's journey.

TEAM

Adam Parsons (Lead)	Morgan Francis
Caitlin Howell	Nicole Fogle
Chris Robinson	Randy Miller
Dr. Jeff Cox	Sherry Cox
Michael Ward	Zach Barricklow
Michael Wingler	



SMART Strategy #3

LABOR MARKET ALIGNMENT SYSTEM

BASIC CONCEPT

Develop a system for ongoing alignment of current and projected labor market data and employer input to ensure faculty are aligned to current realities, and students are prepared for success in the emerging workforce.



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.

PROGRESS MILESTONES:

- Developed semi-annual, customized, regionalized labor market data reports from High Country Council of Governments for publication in Guided Pathways information and use in program evaluations.
- Based upon area labor market data and Advisory Committee recommendations, approval was sought and received for three new associate programs: Agricultural Business, Agricultural Systems Technology, and Construction Equipment Systems Technology.
- Nineteen Career and Technical Education (CTE) faculty participated in industry-sponsored professional development training, earning additional certifications in Animal Science, Horticulture, Architectural Technology, Building Construction, and Transportation.
- Advisory Committees were engaged for Guided Pathways feedback.
- An Advisory Committee Toolkit was developed for guidance when working with Advisory Committees.
- A CE to CU articulation agreement was developed and approved for AHR-3131 HVAC I to AHR-110 Intro to Refrigeration.

TEAM

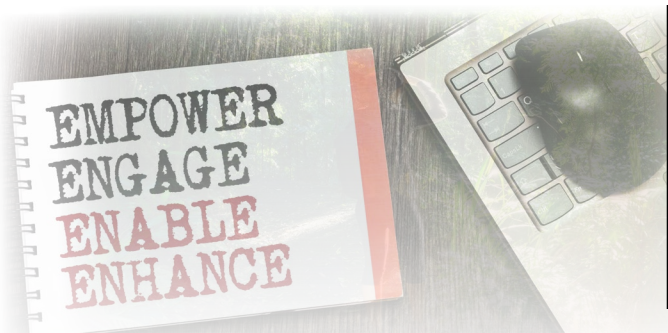
Adam Parsons	Dr. Jeff Cox
Beth Foster	Jon Howle
Blair Hancock (Lead)	Kristen Macemore
Billy Woods	Marina Brannock
Chris Bare	Nicole Fogle
Chris Robinson (Lead)	Ronald Dollyhite
Debbie Woodard	Zach Barricklow

SMART Strategy #4

FACULTY & STAFF PROFESSIONAL DEVELOPMENT PROGRAM

BASIC CONCEPT

Continue, expand, and connect current professional development programs and initiatives focused on enhancing teaching and learning to foster instructional and professional excellence among all faculty and staff across all divisions and locations of WCC.



OVERVIEW: A cross-functional team of staff, full-time faculty, and adjunct faculty meet throughout the year to assess professional development needs and opportunities.

PROGRESS MILESTONES:

- Launched a New Faculty Onboarding program during fall 2019 that continues each year.
- Developed a Center for Faculty and Staff Development Moodle resource for WCC employees.
- Maintained up-to-date resources, best practices, virtual professional development (PD) sessions/ offerings, and membership access to PD opportunities, such as National Institute for Staff and Organizational Development (NISOD) and North Carolina Community College System's Virtual Learning Community (VLC).
- During 2019-2020, 216 WCC employees attended at least one PD workshop. (114 for fall; 102 for spring)
- Offered a variety of PD sessions each semester; successfully maintained at least 10-15 workshops each semester.
- Completed a reading circle during fall and spring that included faculty and staff from all three campuses; virtual, synchronous reading circle participation was available.
- WCC adjuncts were invited to attend the spring 2020 PD day; ongoing support and outreach continue to be provided to WCC adjuncts.
- Provided several PD opportunities for instructors focused on pedagogy, such as curriculum mapping and active learning.
- Continued participation in Early Course Check-Ins; all divisions and campus are represented.

TEAM

Blair Hancock	Melonie Kilby
Cinnamon Martin	Meret Burke
Greg Minton	Dr. Natasha Harris
Jason Sitek	Neal Triplett
Dr. Jeff Cox	Zach Barricklow
Jon Howle (Lead, 2019-20)	



SMART Strategy #5

TEACHING & LEARNING ENHANCEMENTS

BASIC CONCEPT

Develop and implement enhancements to teaching and learning that are evidence-based, contextualize critical concepts within the curriculum, and ultimately improve student engagement, retention and success in the learning environment.

OVERVIEW: Faculty identify and implement student-centered, innovative pedagogical practices that support transfer pathways and reflect best practices from industry.

PROGRESS MILESTONES:

There are many examples of innovative teaching practices that support student learning, and below are a few illustrations:

- Automotive and Collision Repair students demonstrate their skills through Live projects that simulate an automobile dealership and

involve community-owned vehicles.

- Diesel and Heavy Equipment students complete manufacturer-specific training certificates as they progress through the program, thus providing an advantage when applying for employment.
- Animal Science students typically see varieties of production within the egg industry during a visit to the North Carolina Piedmont Research Station. Since students were unable to travel during the summer, instructors created a guided virtual tour for them.
- Mathematics labs are continually revised for relevance to incorporate real-world applications such as the mathematics of Covid-19 and recent earthquakes.
- English students participate in best practice one-on-one conferences with instructors and mandatory Writing Center tutoring.
- Business Finance (BUS 225) students researched and created all financial documents for a business of their choosing including sales forecast, cash budget, balance sheet, income statement, loan amortization, and capital expenditures.
- Culinary students executed a “Sunday Brunch” during their course final demonstrating their organizational and fast-paced survival skills.
- Respiratory Therapy students complete formal case studies involving evaluation, assessment, diagnosis, and recommendations for treatment according to Clinical Practice Guidelines.
- Dental Assisting students learn hands-on skills and give back to the community when they assist during fall and spring NC Mission of Mercy clinics that offer complimentary dental care for adults.
- Students participated in field trips to GE Aviation, United Chemi-Con, Leviton, Ashe County History Museum, and Wake Forest University Library’s collection of rare books and special collections.
- Ashe Early College High School students conducted student-led conferences for parents and guardians.

TEAM

Billy Woods
Blair Hancock (Lead)
Darrell Finney
Kristen Macemore
Ronald Dollyhite

SMART Strategy #6

GUIDED PATHWAYS TO SUCCESS PROGRAM



BASIC CONCEPT

Implement policies, practices, and programs aligned with Guided Pathways model to 1. clarify paths to student end goals, 2. help students choose and enter a pathway, 3. help students stay on path, and 4. ensure students are learning.

OVERVIEW: 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.

PROGRESS MILESTONES:

- 100% of Program Pathway Write-ups completed.
- 49 WCC Program Pathways completed.
- 10 WCC to Appalachian State University Transfer Pathways completed for a total of 99% of the 2019-20 Program Pathways.
- 25% of Workforce Development & Community Education common course offerings assigned to Meta-Majors.
- 21 Advisory Committees reviewed Program Pathways: Advertising & Graphic Design, Animal Science Technology, Applied Engineering, Architectural Technology, Associate Degree Nursing, Automotive, Building Construction, Business Technologies, Collision Repair & Refinish, Criminal Justice, Culinary/Baking & Pastry Arts, Dental Assisting, Diesel & Heavy Equipment, Early Childhood, Horticulture, Human Services, Information Technology, Medical Assisting, Radiography, Respiratory, and Welding Technology.
- 90% of back-end programming completed on WCC website redesign; 60% of front-end completed.
- Program Pathway resources created for Career and College Promise Transportation programs in the Wilkes County high schools.
- Tabletop displays and large banners created for program recruiting.

TEAM

Becky Greer	Kendra Perkins
Blair Hancock (Lead)	Kim Faw (Lead)
Cassandra McGuire	Neal Triplett
Darrell Finney	Nicole Fogle
Elisabeth Blevins	Renee Macemore
Hardin Kennedy (Lead)	Zach Barricklow
Dr. Jeff Cox	



SMART Strategy #7

ROBERT L. STRICKLAND CAREER COACH PROGRAM



BASIC CONCEPT

Assist all high school students in developing a career and academic plan including intentional and relevant post-secondary education which will lead to a self-sustaining career.

OVERVIEW: Career Coaches will assist high school students with determining career goals and identifying community college programs that enable students to achieve these goals.

PROGRESS MILESTONES:

- Six Career Coaches are serving 6 High Schools with 3,806 total students.
- 1,006 Career/Academic Plans were developed.
- 1,926 additional individual meetings with students took place.
- 1,427 students were reached through individual meetings.
- 100% of 475 Career and College Promise (CCP) Students have an Individualized Career/Academic Plan.
- 226 classroom presentations were made.
- 7,380 students (duplicated count) were reached in a group or classroom setting.
- 37 site visits with local businesses were led by Career Coaches (since program inception).
- 20+ Meetings with WCC College Deans, Program Instructors, and Student Support Staff were held.

TEAM

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

SMART Strategy #8

SCHOLARSHIP DEVELOPMENT



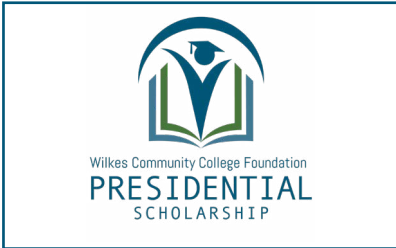
BASIC CONCEPT

Develop scholarship programs that fully engage and develop students – especially low income, first generation students – via mentoring, tutoring, enrichment opportunities, and other wrap-around services that help them successfully access and complete their academic and career objectives.

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.

PROGRESS MILESTONES:

- Implemented Step Up Leadership Scholarship Program
 - First cohort of students completed requirements and one student graduated.
 - Second cohort of students began their first semester at WCC in August 2020.
- Implemented Presidential Scholarship
 - First cohort of students started their first semester at WCC in August 2020.
- Implemented SAGE Fellows
 - First cohort of students started first semester at WCC in August 2020.



TEAM

Allison Phillips (Lead)	Jim Smoak	Scott Johnson
Andrea Gimlin	Jon Hutchins	Sabrina Bowman
Bekah Gardner	Kendra Perkins	Stacey Whitley (Lead)
Cinnamon Martin	Kim Perkins	Susan Nilo
Curt Miller	Michael Wingler	Zach Barricklow
Doug Eller	Roberta Harless	



SMART Strategy #9

4-YEAR INSTITUTIONAL PARTNERSHIPS

BASIC CONCEPT

Develop strategic partnership with 4-year colleges and universities to strengthen transfer pathways for WCC students.



OVERVIEW: The VP of Instruction and Deans have continued to develop strategic partnership with 4-year colleges and universities to strengthen transfer pathways.

PROGRESS MILESTONES:

- Met with Appalachian State University faculty and staff to compare course outcomes, particularly of transferable courses, within the Accounting and Business disciplines. Shared resources from Meret Burke (English instructor and former Director of Professional Development) on producing quality course outcomes with Business and Public Service Technologies (BPST) faculty.
- Met with Appalachian State University to discuss opportunities pertaining to the WCC/ASU Agriculture Education collaboration.
- Worked with University of Mount Olive and Brevard College on 2+ options for the agriculture students.
- Expanded 2+ options to include Western Governors University for the following programs:
 - o Accounting & Finance
 - o Business Administration
 - o Information Technology
 - o Early Childhood Education

TEAM

Billy Woods
Blair Hancock (Lead)
Darrell Finney
Kristen Macemore
Ronald Dollyhite

SMART Strategy #10

PETRO KULYNYCH STUDENT ADVISING PROGRAM

BASIC CONCEPT

A research-supported, sustainable system of advising that helps students choose, enter, track progress, and complete a program of study that aligns to their life and career goals.



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.

PROGRESS MILESTONES:

- Advisors in Wilkes (5), Ashe (2), and Alleghany (2), participated in training events locally, through the North Carolina Community College System, the North Carolina Community College Advising Association, and all attended the October 2019 National Academic Advising Conference in Louisville, KY.
- Advisors received extensive training from academic divisions – Applied Career Technologies (ACT), Arts and Sciences, Business and Public Service Technologies (BPST), Health Sciences – and Workforce Development and Community Education.
- New Student Intake Form was developed, tested, and fully implemented.
- Advisors completed 2076 visits with 1003 unduplicated students.
- 1762 students were advised through ACA class, during intake, and in individual meetings.
- Advisors spent 1096 hours in meetings with students.
- All 710 students who completed College Student Success course (ACA) developed an academic plan.
- 82% of students persisted from fall 2019 to spring 2020, a 4% increase from fall 2018 to spring 2019.

TEAM

Bekah Gardner	Jon Hutchins	Roberta Harless
Billy Woods	Kendra Perkins	Ronald Dollyhite
Cinnamon Martin (Lead)	Kim Faw	Susan Nilo
Curt Miller	Kristen Macemore	Zach Barricklow
Darrell Finney	Mindy Blackburn	
Elisabeth Blevins	Renee Macemore	



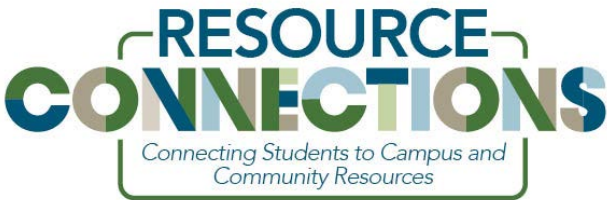
SMART Strategy # 11

SMART Strategy # 12

WRAP-AROUND SERVICES: COMMUNITY RESOURCES

BASIC CONCEPT

Continually improve WCC's ability to meet the non-academic needs of students.



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.

PROGRESS MILESTONES:

- Work Based Learning Intern from WCC Human Services program assisted with the project during FA 2019.
- Aunt Bertha and NC 2-1-1 links were added to the WCC Website in October 2019.
- Community Agency Review Project completed in November 2019. Information for 152 agencies (from Wilkes, Ashe, and Alleghany counties) was submitted to the Aunt Bertha customer support team.
- Three Information Sessions for the 2020 Spring Semester Pilot group were completed during the fall semester with 9 agency representatives, 31 faculty/staff, and one student participating.
- New name and logo were developed for Wrap Around Services.
- Doc Watson Student Emergency Fund Survey created and administered to faculty in April 2020. 126 responses received. Feedback indicated that more efforts were needed helping faculty/staff understand the application process and that continual reminders about the fund are needed.
- Plan developed for centralization of student documentation for Finish Line Grant applications and Doc Watson Student Emergency Fund applications.
- Resource Connections web page created. New page went "live" on August 1, 2020.
- Marketing resources, including digital signage, posters, and social media ads created for promotion of Resource Connections.

TEAM

Cinnamon Martin	Roberta Harless
Erica Harper	Scott Johnson (Lead)
Jon Hutchins	Susan Nilo
Kendra Perkins	Zach Barricklow
Dr. Lynda Black (Lead)	

WRAP-AROUND SERVICES: RURAL TRANSPORTATION

BASIC CONCEPT

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 inter-agency research and planning to address rural transportation barriers that keep citizens from pursuing post-secondary education or workforce opportunities.

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.

PROGRESS MILESTONES:

- The NC Governor's Innovation and Opportunity grant to study rural transportation needs and best practices for Wilkes County was completed and a comprehensive plan of action was developed that allows citizens to access educational and workforce opportunities.
- Employers, community stakeholders, students, employees, and the public were surveyed.
- Prior and new research on best practices and benchmark designs for rural transportation was compiled.
- Study recommendations were compiled into five categories: Administration, Fixed-Route, Demand Response, Carpool and Vanpool, and Regional Connections.
- An implementation strategy with short-term, medium-term, and long-term goals was recommended.
- Members of the implementation team met with Wilkes County Commissioners and the Wilkes Transportation Authority Board.
- The High Country Partners Group met monthly to discuss the grant, surveys, and study recommendations.

TEAM

Andrea Gimlin	Renee Macemore
Angela Roten	Robin Keller
Debbie Furr	Tammy Griffin-Garcia
Debbie Woodard (Lead)	Zach Barricklow
Elisabeth Blevins	

SMART Strategy # 13

TUTORING SUPPORT SYSTEMS

BASIC CONCEPT

Develop an integrated, comprehensive system of tutoring and academic support that incorporates instructor, tutor, and student connections and coordination to enhance overall academic success.

OVERVIEW: A cross-functional team focused on identifying and experimenting with various methods of tutoring and academic support aligned to unique course and student needs.

PROGRESS MILESTONES:

- Total hours:
 - Fall 2019 with highest FTE ever for Academic Support Services (ASC) at 2144.80 hours; Total hours including embedded hours = 3024.31 and an unduplicated student count of 707.
- Moodle template created with a link to Tutoring Help in each Moodle course.
- Communication meetings held with divisions and appointment booking system training conducted for advisors and instructors.
- During spring 2020 change to complete online instruction, Tutoring Support Systems moved fully online to provide tutoring and assistance.
 - Virtual Welcome Desk added as a Collaborate link through Moodle – staff monitored virtual “drop-in” visits from students.
 - Processes created for students to book tutoring appointments quickly through the system and receive confirmation emails back from tutors.
 - Electronic referrals sent to instructors.
 - Hours extended for students to be able to access WCC tutors online.
 - Information about services posted on website, social media and through email.
- Embedded online support
 - Online embedded support offered by tutors working closely with instructors to meet needs of students.
 - New courses with tutoring access included History and Chemistry.
- Tutor training
 - Tutors participated in Microsoft Teams training and made effective of the Teams platform to provide tutoring sessions and to communicate with each other.
 - Tutors engaged in meetings and discussions on professional readings regarding tutoring strategies and support.

TEAM

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

SMART Strategy # 14

EXPANDED ONLINE OFFERINGS

BASIC CONCEPT

Expand online offerings by increasing the number of full credentials (degree, diploma, certificate) available online and develop courses when full credential is not realistic.

OVERVIEW: Faculty created more flexible online offerings and programs to accommodate the scheduling needs of our students both before and during the pandemic. They engaged in ongoing training and/or Collaborative Online Reflection Experience (CORE) professional development to enhance their skills as online instructors and to support the retention and completion of students enrolled in these remote courses.

PROGRESS MILESTONES:

- Expanded online offerings in every academic program, including labs, to support retention and completion during the COVID pandemic.
- As of summer 2020, Wilkes Community College currently has 88 instructors who have participated in CORE, and 40 instructors who have moved on to complete the certification process to become WCC Certified Online Instructors. Instructors are eligible to certify once they complete CORE, our QEP professional development initiative for online instructors. This fall, we have thirteen CORE participants (9 in the one-semester CORE and 4 in the two-semester CORE).
- Utilization of technological tools increased related to virtual course delivery such as Moodle Collaborate, Microsoft Teams, Echo 360, Simtics, etc. to replicate interactive aspects of the classroom environment during Covid-19.
- Implemented virtual field trips to industry locations and captured – via photos and film – industry activity for students to analyze in their courses.
- Incorporated virtual office hours and conferences for increased student engagement in online courses.
- Faculty used WCC lab settings, homes, and job sites to create videos for student learning. They also used many video platforms and industry online training tools to offset the hands-on pieces.

TEAM

Billy Woods	Kristen Macemore
Blair Hancock (Lead)	Dr. Natasha Harris
Chris Robinson	CORE Mentors
Darrell Finney	Ronald Dollyhite
Debbie Woodard	Zach Barricklow
Greg Minton	

SMART Strategy # 15

EMPLOYABILITY SKILLS INTEGRATION

BASIC CONCEPT

Incorporate high-value employability skills into existing best-in-class curricula and incorporate soft skills training into online, in-person, and standalone courses. Establish a consistency among faculty and staff as to how soft skills should be modeled and messaged to students.



OVERVIEW: A cross-functional team worked to develop and integrate high-value soft skills into the fabric of a WCC student's educational experience. This involves defining a framework and common language for soft skills, identifying where these soft skills are already being integrated at WCC, determining new and adapted methods of integrating them, outlining programs, practices, policies, and professional development needed to implement them, and setting action items and a timeline for implementation.

PROGRESS MILESTONES:

- Piloted local Employability Skills Alignment Project (ESAP) modules and framework in both FA19 and SP20 courses; integrated assessment rubric into pilots and collected feedback from instructors after pilot.
- Successfully recommended adding Professionalism section to Performance Enhancement Plan (PEP) to assess faculty and staff on employability skills and raise awareness.
- Met with various departments across the college (ASC, SAGE, CCP, ACA, Career Services, WBL, etc.) to discuss offerings related to employability skills and how those can be aligned around the framework.
- Work-Based Learning (WBL) handbook/workbook for FA20 revised by Beth Foster to include ESAP language.
- Collaborating with Career and College Promise (CCP) to integrate ESAP language into orientation during 2020-21.

TEAM

Blair Hancock	Jon Howle (Lead)
Billy Woods	Kristen Macemore (Lead)
Chris Bare (Lead)	Dr. Larry Taylor
Chris Robinson	Misty Marshburn
Curt Miller	Robin Keller
Debbie Furr	Ronald Dollyhite
Debbie Woodard	Zach Barricklow
Hardin Kennedy	

SMART Strategy # 16

WORK-BASED LEARNING

BASIC CONCEPT

Develop a comprehensive, integrated approach to Work-Based Learning that allows for expansion of Work-Based Learning offerings and deepened alignment and engagement with employers.



OVERVIEW: WCC partnered with Wilkes County Schools and local employers to create apprenticeship opportunities for students.

PROGRESS MILESTONES:

- Part-time assistant hired and assisted with recruitment and marketing for the 2020 pre-apprenticeship program. Assistant researched and developed the Duke Energy/Piedmont Natural Gas Community College Apprenticeship Grant.
- Researched and coordinated with community and business partners to complete grant request for Duke/Piedmont Natural Gas Grant to support industrial maintenance and CNC machining students and programs. WCC was awarded the grant in June 2020.
- Work-Based Learning is a program requirement or elective for 14 programs; the last program added was Building Construction.
- Apprenticeship Wilkes has the following partners as of spring 2020: Gardner Glass, Infusion Points, InterFlex Group, Wilkes Communications, Samaritan's Purse (not included in the NC Apprenticeship numbers), Window World and Vulcan.
- Three students completed their pre-apprenticeships in summer 2019. Two of the three students signed a full apprenticeship in fall 2019.
- During summer 2020, five students started a formal pre-apprenticeship (recognized by NC Apprenticeship program), and four completed the program. Two students completed a company sponsored pre-apprenticeship program at Samaritan's Purse. Four of the seven pre-apprentices were signed for a full apprenticeship in the Fall of 2020.

TEAM

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



SMART Strategy # 17

ENRICHMENT OFFERINGS FOR AGING ADULTS

BASIC CONCEPT

Assess needs, opportunities, and resources for enrichment programs that supplement (not supplant) those offered by other agencies in the community targeted at aging adults, aligned with WCC's mission to provide a continuum of educational services across all adults in our service area.

OVERVIEW: A pilot group formed in Ashe County to explore this concept and experiment with a collaborative approach to identifying, scheduling, promoting offerings relevant to aging adults in the area. The intent is to learn from this pilot and later consider applications in Alleghany and Wilkes Counties.

PROGRESS MILESTONES:

- Team has met monthly.
- The L.I.F.E. (Learning, Inspiration, Fellowship, Enrichment) guide publication production has continued.
- The L.I.F.E. guide has maintained a social media presence.
- Partners in the group are surveyed for feedback, and Ashe Services for Aging reported at least 30 new visitors at the center because of the guide and the awareness it created.

TEAM

WCC – Andrea Carter
Becky Greer (Lead)
Chris Robinson
Jeff Shore
Karen Roupe
Susan Nilo
Zach Barricklow

Ashe County Arts Council –
Rebecca Williams
Ashe Services for Aging –
Patricia Calloway & Glenda Luther
Appalachian Regional Library –
Suzanne Moore

Ashe County Chamber of Commerce –
Kitty Honeycutt
Greater Lansing Area Development (GLAD) –
Ann Rose

SMART Strategy # 18

ENTREPRENEURSHIP COLLABORATIVE

BASIC CONCEPT

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.

OVERVIEW: A regional team of leaders in economic development and entrepreneurship worked together to launch Startup Northwest NC.

PROGRESS MILESTONES:

- Created an internal listing of key resources for entrepreneurs in the Wilkes Community College service area to be shared with entrepreneurs.
- Joined NC Rural Community College Alliance for Entrepreneurial Development in summer 2019 at invitation of Catawba Valley Community College President Dr. Garrett D. Hinshaw.
- Created an online portal compiling events, offerings, resources, and trainings to support entrepreneurs. The portal also features a series of videos highlighting entrepreneur success stories and makes the case why northwest NC is a great place to be an entrepreneur.
- The portal, Startup Northwest NC, was launched and celebrated on March 10, 2020 at the John A. Walker Center on WCC's Wilkes campus. Startup Northwest NC has affiliate web pages and videos for Startup Wilkes, Startup Ashe, and Startup Alleghany:

www.startupnwncc.com
www.startupwilkes.com
www.startupashe.com
www.startupallegany.com

TEAM

Andria Keith
Cathy Barr
Chad Beasley
Chris Bare
Chris Robinson
Dale Cavney
Donny McCall
Earl Pennington
Dr. Elisa Cox

Felisha Daemer
Gary Daemer
George Smith
Gia Galifianakis
Greg Galifianakis
Heath Vogler
Dr. Jeff Cox
Joe Bullis
Kate Irwin

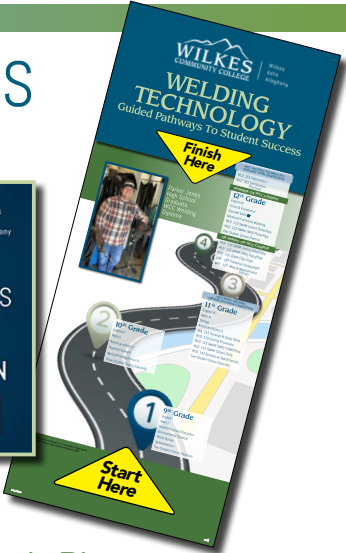
Katee Hettleman
Kitty Honeycutt
Laurie Brintle-Jarvis (Lead)
LeeAnn Nixon
Linda Cheek
Mark Byrd
Phyllis Yates
Zach Barricklow (Lead)

SMART Strategy # 19

TARGETED & OUTREACH COMMUNICATIONS

BASIC CONCEPT

Enhance marketing and promotion through re-branding of college, application of marketing technologies, and selective focus on year-to-year priorities of strategic plan, beginning with promotion of underutilized existing scholarships, promotion of credential options, and promotion of programs with low enrollment and high career promise.



OVERVIEW: Targeted outreach and communications are a 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.

PROGRESS MILESTONES:

- Created and implemented the “High Demand Careers: Key to your Success” Campaign with focus on low-enrollment and high demand careers.
 1. Produced TV commercial for network, cable TV, and movie theaters.
 2. Advertised on social media.
 3. Placed displays and rack cards with community partners.
- Created a Low Enrollment/High Demand landing page that included testimonials and job data.
- Produced Career Coach video.
- Worked with Scholarship Team to create new scholarship opportunities campaign.
- Went LIVE with the WCC Virtual Tour.
- Created new Science, Engineering, Technology, Arts, and Mathematics (STEAM) Academy look for the Ashe Campus.
- Completed first Guided Pathways marketing prototype.
- Created new marketing materials for Early Childhood program.

TEAM

Allison Phillips
Andrea Gimlin (Lead)
Billy Woods
Blair Hancock
Chris Robinson
Cinnamon Martin
Darrell Finney

Kristen Macemore
Lee K Cornett
Michael Wingler
Morgan Barnette
Morgan Francis
Patty Parsons
Roberta Harless

Ronald Dollyhite
Zach Barricklow

“...we continue to build on the strong legacy of WCC’s culture of caring.”

-Dr. Jeff Cox



“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at moments of challenge and controversy.”

-Dr. Martin Luther King



OCTOBER, 2020

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

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

