



Annual Implementation Plan: 2020-2021

Executive Summary
Prepared Summer 2020



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Introduction

The following executive summary provides the basic what, why, who, and when of SMART Strategies that will be implemented during the 2020-2021 academic year to advance Wilkes Community College's 5-Year Strategic Plan.

Approach

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

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

SMART Strategies 2020-2021

1. Data-Driven Analyses & Decision-Making
2. Student & Alumni Feedback System
3. Labor Market Alignment System*
4. Guided Pathways to Success Program
5. Robert L. Strickland Career Coach Program
6. Scholarship Development
7. Petro Kulynych Student Advising Program
8. Wrap-Around Services
9. Tutoring Support Systems
10. Employability Skills Integration
11. Work-Based Learning
12. Teaching & Learning Enhancements*
13. Faculty & Staff Professional Development*
14. Enrichment Offerings for Aging Adults
15. Entrepreneurship Collaborative
16. Telework Economic Opportunity Initiative*
17. Targeted Outreach & Communications*

*2020-2021 Implementation Plan in development

SMART Strategy: Data-Driven Analyses & Decision-Making

What are the basics of this SMART Strategy?

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

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

Goals Carried Over from Last Year:

- **Safeguard data and report accuracy** by establishing a single source of data reports, integrating data owners, and limiting access to report modification/creation.
- **Foster the integration of data into meetings across campus** through professional development, optimized data curation and access, and commitment by team leaders.

New Goals:

- **Establish a Student Success Model.** Work towards creating and implementing a risk/success model to predict a student's trajectory and successfully time interventions. Variables will include information gathered from sources like the New Student Intake Form as well as other factors like their ACA (College Student Success) grade, GPA, etc.
- **Expand Our Use of Student Data** by establishing/using datasets from Moodle, Student Support Center, surveys, etc.
- **Increase Individual Users Interacting with Reports in Power BI** through increased licenses and trackable interaction. Push Power BI as a user friendly "data hub" for the campus and encourage frequent use.
- **Analyze trend lines** within the college (such as enrollment, retention, etc.) using time series forecasting. Time series forecasting will allow us to see trends, seasonality, and attempt to predict upcoming terms/years.
- **Prepare Reports for COVID Impact.** We need to be prepared to pinpoint and analyze COVIDs impact in data going forward, whether it impacts enrollment or student outcomes. This may include BI reports or written reports as long as we have documentation for potential data outliers that may impact our success models or trend lines.

What are some measurable indicators of success?

By late-August 2020 (for Annual Progress Report)

- **3** new data tracking platforms created/integrated: The Advising Report, Career Coach Report, and Intake Form Report were all created using the newly created databases for each of these exported into a .csv file. Now we can begin answering these questions: What are these reports telling us? What questions do these reports assist us in answering? How will these grow?
- **20** new and improved Power BI reports
- **90%** Divisions provided a training/orientation to relevant dashboards and reports that should be incorporated into meetings: Ashe, Alleghany, WDCE (Workforce Development and Community Education), BPST (Business & Public Service Technologies), Arts and Sciences, ACT (Applied Career Technologies), Health Sciences, Advising, Career Coaches. Need to include Basic Skills during this year.
- **15%** Division meeting minutes showing discussion of data (e.g. through dashboards and reports) relevant to a division issue
- Inventory of reports created, noting appropriate users, due dates, and frequency of data refresh. Further develop our inventory reports to include more information about the timing and sourcing of data for our five-year metrics as well as annual metrics. This includes filtering instructions. Establishing a Dashboard inventory (including viewership) is next.

- Organizational system up and running that houses reports and grants access to appropriate users. Reports are kept both within the BI_DATA folder along with relevant .csv files as well as in Power BI dashboards with access decided by licenses. Informer is used as well.

By late-December 2020(for Mid-Year Progress Presentation)

- Quantitative increase of viewership of Power BI dashboards
- #5 new or improved dashboards
- Development of COVID-19 Impact Report and High-Risk report
- Provide additional training to divisions to increase the use of accurate data in meetings

By early-March 2021 (for Spring Planning Progress Analysis)

- **25% (+10%)** Division meeting minutes showing discussion of data (e.g. through dashboards and reports) relevant to a division issue
- Qualitative measure on our data's impact on decision making

By late-August 2021 (for Annual Progress Report)

- # new data tracking platforms created/integrated
- # new dashboards
- Predictive analytic reports created
- % increase in dashboard viewership
- % Division meeting minutes showing discussion of data (e.g. through dashboards and reports) relevant to a division issue
- Share key discoveries in the last year

SMART Strategy: Student & Alumni Feedback System

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Establish student and alumni feedback systems that enable WCC to better understand the student journey and experience from initial high school engagement through to career. This includes 1) identifying and targeting recent area high school graduates who did not enroll at WCC or any other college or university; 2) developing strategies and methods of outreach to alumni post-graduation; 3) refining surveys to current WCC students and conducting focus groups to gain insight into students' perception of the college experience and addressing needs and concerns where feasible.
Rationale	To paraphrase Dr. Bob Templin, of the Aspen Institute, "what the college designs for students is not what the students experience." WCC must keep the journey of the student and the voice of the student at the forefront of every system, program, or intervention it develops. This student and alumni feedback system will inform the college's strategic decisions and investments in improving program completion, college transfer, labor market outcomes, and equitable access and outcomes as per the college's stated 5-Year Strategic Plan.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Institutional Effectiveness
Lead Person	Nicole Fogle
Implementation Team	Adam Parsons, Andrea Gimlin, Angela Roten, Donna Brooks, Dr. Jeff Cox, Jeremy Craft, Kim Bell, Michael Wingler, Nicole Fogle, Scott Johnson, Dr. Yolanda Wilson, and Zach Barricklow
Instructor Action Required	<ul style="list-style-type: none"> Help administer student surveys Promote any student focus group opportunities Support alumni outreach Engage with and utilize survey results

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

- **System Implementation:** Execute student and alumni feedback loops to collect data from students throughout their education journey.
- **Feedback:** Improve feedback circulation and analysis. Strengthen actions taken with data from the results and conclusion.
- **Response Rates:** Administer both graduate surveys: 1st survey in the spring semester as graduates pick up their graduation tickets & 2nd survey at the end of the fall semester to increase student and alumni response rates to surveys.
- **Student Intake Form:** Review data from the Student Intake Form to strengthen supportive actions to students through advising sessions.
- **Alumni Survey:** Develop new alumni survey for 1-2 years into career and identify strategies to engage alumni more in the feedback process.
- **Focus Groups:** Develop creative, consistent approaches to student focus groups.
- **Course Evaluations:** Orient Faculty Senate on the Early Course Check-in and Student Course Reflection surveys. Expand both survey pilots to ensure smooth administrations and capture meaningful and useful information.

What are some measurable indicators of success?

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

- Quantitative data: number and percent of responses from feedback loops/surveys
- Qualitative data: analyze comments and actions taken based on responses from feedback/surveys

By early-March (for Spring Planning Progress Analysis)

- Quantitative data: number and percent of referrals generated from feedback loops (especially intake form)
- Qualitative/Quantitative data: actions taken on high-risk student flags (may or may not come together)

By late-August (for Annual Progress Report)

- Qualitative data: actions/changes made based on student or alumni feedback (tough to measure, better done anecdotally gathered through PEP and Compliance Assist responses)
- Quantitative data: number and percent of the increase in student engagement with support/service areas connected with the New Student Intake Form or feedback loops
- Qualitative data: alumni engagement efforts or actions taken



SMART Strategy: Labor Market Alignment Systems*

2020-2021 Implementation Plan is in development

SMART Strategy: Guided Pathways to Success Program

What are the basics of this SMART Strategy?

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

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

Create a centralized database of program information that fosters ongoing updates and management, as well as a user-friendly website with public-facing program information for both non-credit and credit related pathways (a “one college” approach).

Increase the number of Career and College Promise (CCP) students who enroll with WCC after graduation from high school.

What are some measurable indicators of success?

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

- WDCE (Workforce Development and Community Education) offerings integrated into One College program pathways on website
- Functional database platform for program information
- Revised website with program information
- # and % Advisory Committees who reviewed new website design with revised program pathways
- Compilation of data sources for CCP student post-high school activities, including attending WCC or another college, employment and military.
- Refined and Rebranded CCP Message
- Engagement Schedule

By early-March (for Annual Planning Process)

- # CCP Program Pathways incorporated new database and website
- Compilation of various engagement activities
- Post-CC Scholarship Plan

By late-August (for Annual Progress Report)

- See all of the above

SMART Strategy: Robert L. Strickland Career Coach Program

What are the basics of this SMART Strategy?

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

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

- 9th-12th grade students will have an academic/career plan in our service area. This will be in addition to all Career and College Promise (CCP) students.
- Clear expectations for each coach of job duties and responsibilities will be communicated after an analysis of current job functions.

What are some measurable indicators of success?

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

- 100% Career and College Promise (CCP) students have an individual academic/career plan.
- Based on stakeholder input and with consensus of institutional goals considered, an analysis of current job functions of each career coach will be conducted.
- Clear expectations of career coach roles and objectives to reach goals will be established and communicated.

By early-March (for Spring Planning Progress Analysis)

- 50% of all 9th-12th grade non CCP students have a plan.

By late-August (for Annual Progress Report)

- 100% 9th-12th grade students in our service area have an academic/career plan.

SMART Strategy: Scholarship Development

What are the basics of this SMART Strategy?

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

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

- Complete first year Step Up Leadership Scholarship to recipients, and increase number of students receiving awards to 12 (year 2)
- Award Founders Scholarship
- Fundraise and award Presidential and SAGE Fellows scholarships
- Identify existing endowed scholarships with balances greater than \$10,000; identify guidelines needing revision due to being too stringent thus creating impairment of the fund being administered.

What are some measurable indicators of success?

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

- Review Presidential Scholarship, SAGE fellows, and Founders Scholarship to be awarded Fall 2020
- Identify scholarships that meet above criteria
- Develop, fundraise, and implement funding for year 2 and beyond

By early-March (for Spring Planning Progress Analysis)

- Determine guideline modifications for endowed scholarships who meet criteria and begin donor contact

By late-August (for Annual Progress Report)

- Notify Attorney General of above identified scholarships with modifications
- Make changes to scholarship guidelines as limitations are determined if the Attorney General does not object within 60 days after being notified of the proposed modifications

SMART Strategy: Petro Kulynych Student Advising Program

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Implement a research-supported, sustainable system of student advising that helps students choose, enter, track progress, and complete a program of study that aligns to their life and career goals.
Rationale	“Academic advising is the second most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function in the college, instruction, will fail to achieve its purpose of ensuring that students succeed in navigating the curriculum to completion... The purpose of academic advising is to help students select a program of study to meet their life and vocational goals. As such, academic advising is a central and important activity in the process of education.” – Terry O’Banion, “The Father of Advising”
Relevant Strategic Plan Goals & Objectives	Learning: 3. WCC Support of Students Completion & Transfer: 1. Guided Pathways; 2. High Impact Practices & Support Structures; 3. Expanded Options for Credentials; 4. Partnerships & Transfer Support Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 4. Workforce Development Equity: 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach & Education
Lead Division(s)	Instructional Support & Student Services
Lead Person	Cinnamon Martin
Implementation Team	Bekah Gardner, Billy Woods, Cinnamon Martin, Curt Miller, Darrell Finney, Elizabeth Blevins, Jon Hutchins, Kendra Perkins, Kim Faw, Kristen Macemore, Mindy Blackburn, Renee Macemore, Roberta Harless, Ronald Dollyhite, and Susan Nilo
Instructor Action Required	Faculty will support the Student Advising Program by providing relevant advisor training materials related to academic programs and serving as references for advisors. They will ensure curriculum information is current and updated. Faculty will collaborate with advisors regarding student success courses and student progress in curriculum courses. As students progress through their academic program, faculty members will support students as Faculty Mentors. The role of Faculty Mentors is to provide information about job opportunities within a student’s chosen career or assist transfer students as they navigate their best path to a university.

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

At the onset of the Petro Kulynych Student Advising Program, the advising team developed our guiding mission, vision, and values. Within this framework, the team identified three **ongoing** goals. They are:

1. Students will develop an academic plan to reach academic goals.
2. Advisors will develop constructive relationships with students.
3. Advisors will proactively identify needs, assess risk, and connect students to resources to support student success.

For 2020-21, we have identified areas for refinement and improvement, they are:

Refine online advising for students who need this option.

Within our second program goal above, we will refine online advising for students during the 2020-21 academic year. In the spring of 2020, online advising became critical for all students during COVID-19. Moving forward, we believe more students will opt for our online programs and need online advising. Serving students with a high-quality virtual experience will increase engagement and opportunity for early relationship building.

Improve communication with faculty to serve highest risk students and engage them in services.

Within our third program goal above, we have successfully gathered student risk data at intake and ACA (College Student Success) data regarding how course performance affects degree completion. During the 2020-21 academic year, we will increase communication with full-time and adjunct faculty to better serve students who are at highest risk of dropping out.

What are some measurable indicators of success?

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

- Analysis of existing improvements needed in online advising
- Identification of any software or tools required for online advising
- Identify easiest methods of communication between advisors/instructors

By early-March (for Spring Planning Progress Analysis)

- New online advising draft protocols outlined and presented for revisions
- Work with Wrap-Around Services team to identify resources for dealing with non-academic barriers

By late-August (for Annual Progress Report)

- New protocols in place
- All advisors trained in process and ready for use with incoming students for spring 2022
- Determine process for faculty to identify students and support system that is in place to serve these students

SMART Strategy: Wrap-Around Services

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Convene, connect, and inventory community agencies and resources available to students who face financial, transportation, housing, health or other barriers that WCC does not have resources to address directly. Establish and implement a referral platform and system shared by WCC and local agencies to connect students with resources.
Rationale	Many WCC students lack the resources and support network to address basic needs like nutrition, transportation, housing, and childcare, which become barriers to completion and success in pursuit of their post-secondary degree, diploma, or certificate. WCC partnerships with local community-based organizations to systematically analyze and address these unmet needs will facilitate the design of methods connecting students with resources and support beyond what the college can provide directly.
Relevant Strategic Plan Goals & Objectives	All
Lead Division(s)	Student Services
Lead Person	Scott Johnson, Debbie Woodard
Implementation Team	Angela Roten, Cinnamon Martin, Debbie Furr, Debbie Woodard, Elisabeth Blevins, Erica Harper, Jon Hutchins, Kendra Perkins, Lynda Black, Renee Macemore, Roberta Harless, Scott Johnson, Susan Nilo, Tammy Griffin-Garcia, and Zach Barricklow
Instructor Action Required	Participate in professional development sessions in 2020-21, which explain wrap-around services. Proactively identify and refer students to the support they need.

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

Develop a unified model for the promotion and management of Wrap-Around Services at Wilkes Community College.

What are some measurable indicators of success?

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

- # of students introduced to Wrap-Around Services link and webpage during New Student Orientation in August 2020
- # of faculty/staff introduced to Wrap-Around Services link and webpage during PD (Professional Development) sessions in September 2020
- # of marketing/promotion strategies implemented for the advertisement of wrap-around services to students and faculty/staff
- # of Doc Watson Emergency Student Fund referrals for 2020 fall semester as compared to previous fall semesters
- # of Finish Line applications for 2020 fall semester as compared to previous fall semesters
- # of Prowler Food Pantry users as compared to previous fall semesters
- # of students using Share the Ride

By early-March (for Spring Planning Progress Analysis)

- # of students introduced to Wrap-Around Services link and webpage during New Student Orientation in January 2021 (information sharing sheet will be included here)
- # of colleges reviewed for “best practices” as related to wrap around services
- # of students using Share the Ride
- # of automotive businesses offering repair discounts to students
- # of students using WTA (Wilkes Transportation Authority) discount cards
- 2021-2022 plan for promotion and management of Wrap-Around Services submitted to senior administration

By late-August (for Annual Progress Report)

- # of students introduced to Wrap-Around Services link and webpage during New Student Orientation for 2020-2021
- # of faculty/staff introduced to Wrap-Around Services link and webpage during PD sessions for 2020-2021
- # of marketing/promotion strategies implemented in 2020-2021 for the advertisement of wrap-around services to students and faculty/staff
- # of Doc Watson Emergency Student Fund referrals for 2020 fall semester and 2021 spring semester as compared to previous years
- # of Finish Line applications for 2020 fall semester and 2021 spring semester as compared to previous years
- # of Prowler Food Pantry users for 2020 fall semester and 2021 spring semester as compared to previous years
- # of students using Share the Ride
- # of students receiving automotive repair discounts



- # of students using WTA discount cards
- # of process improvements made to existing wrap around services
- 2021-2022 plan for promotion and management of Wrap-Around Services is funded and operational (e.g., new wrap-around services coordinator hired and onboarded)

SMART Strategy: Tutoring Support Systems

What are the basics of this SMART Strategy?

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

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

- Increase student, faculty, and staff knowledge of and access to tutoring options and opportunities.
- Integrate professional tutors through multiple tutoring options to support students as they gain knowledge to complete coursework and work toward program completion.
- Increase training and support for tutors and instructors through WCC and other partners.
- Design Data Collection System and share Impact Reports with stakeholders.

What are some measurable indicators of success?

By late-August 2020

- Visible and easy access in Moodle
- ASC (Academic Support Center) Tutor Moodle Course created
- Feedback from meetings with divisions
- # of students receiving Live Online tutoring for Spring 2020
- # of CCP (Career and College Promise) students utilizing tutoring for 2019-2020

By late-December 2020 (for Mid-Year Progress Presentation)

- RISE (Reinforced Instruction for Student Excellence) Initiative Tutoring plan - # of Transition or Co-Req courses with embedded tutors
- Marketing materials used to promote tutoring

By early-March 2021 (for Spring Planning Progress Analysis)

- # of students booking appointments through Tutoring Icon portal
- # of students receiving Live Online tutoring for fall semester

By late-August 2021 (for Annual Progress Report)

- Feedback from division/program meetings
- Completed data collection system
- # of Live Online tutoring sessions conducted 2020-2021
- # of CCP students utilizing tutoring for 2020-2021

SMART Strategy: Employability Skills Integration

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Incorporate high-value employability skills (soft skills) into existing best-in-class curricula and incorporate employability training into online, in-person, and standalone courses. Establish a consistency among faculty and staff in modeling and messaging employability skills to students.
Rationale	Employability skill deficiencies are consistently noted by local and regional employers as a skills gap of the workforce, including graduates from local colleges. In support of WCC's goal to increase student employability, the college must integrate employability skills development into every aspect of student engagement inside and outside the classroom. This will equip students with the knowledge, adaptability, and mindset essential to success in academia and the workplace.
Relevant Strategic Plan Goals & Objectives	Learning: 1. WCC Instructor Commitment Completion & Transfer: 3. Expanded Options for Credentials Labor Market Outcomes: 2. Soft Skills Development; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
Lead Division(s)	Workforce Development & Community Education, Business & Public Services Technologies, Center for Faculty and Staff Development
Lead Persons	Dr. Natasha Harris, Kristen Macemore,
Implementation Team	Bekah Gardner, Beth Foster, Billy Woods, Bruce Hollar, Darrell Finney, Debbie Furr, Jeff Shore, Jenny Webb, Kendra Perkins, Kristen Macemore, Matt Baldwin, Dr. Natasha Harris, Nate Richardson, Ronald Dollyhite, Dr. Sheneele Wagoner, Susan Nilo, Dr. Yolanda Wilson, and Zach Barricklow
Instructor Action Required	Commitment to modeling and messaging employability skills throughout day-to-day interaction with students

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

- Development of Employability Skills Moodle course
- Professional Development (PD) to include Employability Skills Alignment Project (ESAP) introduction (delayed from spring due to COVID-19)
- Revise Work-Based Learning (WBL) materials to use ESAP language for review process
- Integrate ESAP framework into Career and College Promise (CCP) orientation for all counties

What are some measurable indicators of success?

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

- Basic structure of Employability Skills Moodle course completed
- Feedback from fall PD session (if held due to COVID)
- Revise and replace WBL handbook/workbook with version using ESAP language at start of fall semester
- Incorporate most relevant competencies from ESAP framework into CCP orientation.

By early-March (for Spring Planning Status Report)

- Collect feedback from Moodle course
- Planning for PD for spring session
- Review WBL employer evaluation and comments relating to students from fall semester
- Pilot of CCP orientation materials; review and evaluate use of framework in CCP orientation

By August (End-of-Year Annual Progress Report)

- Moodle course continuation: various departments add content
- Feedback from PD sessions held
- Analyze data collected using revised WBL evaluations with ESAP language
- Modify CCP orientation for next year based on feedback

SMART Strategy: Work-Based Learning

What are the basics of this SMART Strategy?

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

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

- Define terms, mapping of types of work-based learning, how the bridge worked best for our students
- Revise Work-Based Learning class (WBL) materials using Employability Skills Alignment Project (ESAP) language for review process
- Build a WBL class component in specific continuing education classes, for example HVAC
- Start an adult apprenticeship program

What are some measurable indicators of success?

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

- Prepare information on different Work-Based Learning scenarios to share with faculty and students to provide a common language of activities
- Revise and replace WBL Handbook/Workbook with version that includes ESAP language at start of the fall semester.
- Develop materials and processes to include WBL option in selected continuing education classes
- Recruit business partners; decide on program design

By early-March (for Spring Planning Progress Analysis)

- Review shared information, comments from students, faculty etc.
- Review employer evaluation and comments relating to students from fall semester
- Implement WBL component into a continuing education class
- Place adult apprentices at local employers

By late-August (for Annual Progress Report)

- Recommend modifications based on data collected
- Analyze data collected using revised WBL evaluations with ESAP language
- Evaluate the feedback from students and employers on adding WBL component to continuing education classes
- Review program numbers and processes for adult apprenticeship



SMART Strategy: Teaching & Learning Enhancements*

2020-2021 Implementation Plan is in development



SMART Strategy: Faculty & Staff Professional Development*

2020-2021 Implementation Plan is in development

SMART Strategy: Enrichment Offerings for Aging Adults

What are the basics of this SMART Strategy?

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

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

Continued implementation of the Ashe Consortium/L.I.F.E. (Learning, Inspiration, Fellowship, Enrichment) guide with continuous evaluation and improvements; begin a program in Alleghany like the one in Ashe; evaluate and deliver a targeted senior program in Wilkes.

What are some measurable indicators of success?

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

- **Ashe:** continued L.I.F.E. guide production
- **Alleghany:** discussions would have started in September/October on similar consortium concept as Ashe with county agency buy-in
- **Wilkes:** L.I.F.E. guide and consortium concept shared with appropriate agencies

By early-March (for Spring Planning Progress Analysis)

- **Ashe:** continued L.I.F.E. guide production; revisit partner agencies, add more if needed; evaluate success of the guide.
- **Alleghany:** have spring L.I.F.E. guide in place and share electronically and in print.
- **Wilkes:** If L.I.F.E. guide is not endorsed, Wilkes Team Lead (Shore) will be working on a Senior Academy to serve the target population.

By late-August (for Annual Progress Report)

- **Ashe:** continued L.I.F.E. guide production with continuous reflection on success and impact of the guide/consortium.
- **Alleghany:** closely evaluate the consortium, add new agencies as needed, produce and circulate fall L.I.F.E. guide – electronic and print.
- **Wilkes:** Wilkes Team Lead will continue to meet with participating agencies on L.I.F.E. guide/consortium or Senior Academy for evaluation and continued direction.

SMART Strategy: Entrepreneurship Collaborative

What are the basics of this SMART Strategy?

Strategy Element	Description
Overview	Convene and collaborate with agencies and key stakeholders of Wilkes, Ashe, and Alleghany counties involved with fostering entrepreneurship to identify a unified vision, objectives, resources, roles, and complementary efforts.
Rationale	Entrepreneurs and the small and mid-sized companies they lead form the backbone of our local economies. Their success in starting and growing companies represents opportunity for our local workforce and WCC students. WCC's Small Business Center is dedicated to this mission, which perfectly complements the efforts of WCC's academic and continuing education programs to prepare a capable workforce.
Relevant Strategic Plan Goals & Objectives	Completion & Transfer: 3. Expanded Options for Credentials Labor Market Outcomes: 1. Career Tracks to Earnings & Growth; 2. Soft Skills Development; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development Equity: 3. Donor Engagement
Lead Division(s)	Small Business Center, Workforce Development & Community Education
Lead Person	Laurie Brintle-Jarvis
Implementation Team	Andria Keith (Global Manufacturing); Cam Finley (Venture Properties); Cathy Barr (Ashe Economic Development); Chris Robinson, Curt Miller, Dale Cavney (Blue Ridge Development Center); Daniel Vickers (Herbal Ingenuity); Donny McCall (Perrycraft, Inc.); Felisha Daemer (InfusionPoints); Gary Brown (Boondocks Brewing); Gary Daemer (Infusion Points); George Smith (Copper Barrel Distillery); Gia and Greg Galifianakis (Graia Consulting); Gregory Brady (Anchor Coffee); Heath Vogler (CTE, Alleghany County Schools); Dr. Jeff Cox, Joe Bullis (Federal Programs, Wilkes County Schools); Johnny Wishon (Wishon Evergreen); Kate Irwin (Kate Ink); Kelly McCoy (River Girl Fishing Company); Kitty Honeycutt (Ashe Chamber of Commerce); Laurie Brintle-Jarvis, LeeAnn Nixon (Wilkes Economic Development Corporation); Linda Cheek (Wilkes Chamber of Commerce); Lisa Bottomley (Alleghany Chamber of Commerce); Matt Greene, Melonie Kilby, Michelle Tompkins (Glade Creek Animal Hospital); Rocky Profitt (Napco); Seth Cohn (TwoBoros Brewery); Shanna Whitehead (Muddy Creek); Travis Perkins (PADCO Excavation Co.); Wayne Shepherd (CTE, Wilkes County Schools) and Zach Barricklow Note: Members of this team are allowed to invite members to the roundtable discussions.

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

1. Consolidate all the teams created in 2019-2020 (Entrepreneurship Collaborative) into one collective group which will represent WCC staff, community stakeholders, entrepreneurs, and supporters. This group will meet quarterly with the purpose of listening, sharing, and reporting on what each individual is working on in the realm of entrepreneurship. The meetings will be 90 minutes in length with a 3-part agenda.
2. Strengthen the entrepreneurship ecosystem within our three counties by allowing attendees to share victories and challenges.
3. Evaluate and monitor the use of the StartupNWNC* platform by working with Supportedly, LLC**.

* Startup NWNC – A new online portal for entrepreneurs that compiles events and offerings from organizations that can support the entrepreneurial journey along with relevant training modules.

** The company that designed, created, and currently manages the Startup Northwest NC portal.

What are some measurable indicators of success?

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

- We will have two roundtable meetings and will have focused on 6 small businesses/entrepreneurs from the WCC service area.
- We will have approximately 3 reports from Supportedly on the use of Startup NWNC.

By early-March (for Spring Planning Progress Analysis)

- We will have two more roundtable meetings and will have focused on 6 more small businesses/entrepreneurs from the WCC service area.
- We will have at least two more metric reports from Supportedly on the use of Startup NWNC.

By late-August (for Annual Progress Report)

- Decide on next steps on moving forward with Supportedly and the Startup NWNC platform for 2021 - 2022. Do we continue? Did it make an impact?



SMART Strategy: Telework Economic Opportunity Initiative*

2020-2021 Implementation Plan is in development



SMART Strategy: Targeted Outreach & Communications*

2020-2021 Implementation Plan is in development

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