



# Annual Implementation Plan: 2021-2022

## *Executive Summary*

Prepared Fall 2021

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## Introduction

The following comprehensive report provides the basic what, why, who, and when of SMART Strategies that will be implemented during the 2021-2022 academic year to advance Wilkes Community College's 5-Year Strategic Plan.

### *5-Year Goals*

Five goals, inspired by The Aspen Institute's pillars of community college excellence, form the framework by which strategies are derived and success is measured over this five-year period:

1. **Learning:** Enhance the learning experiences of students to prepare them for educational, career, and personal success.
2. **Completion & Transfer:** Increase the percentage of students earning credentials that will prepare them for employment and/or transfer.
3. **Labor Market Outcomes:** Increase student employability in career tracks aligned with local and regional workforce needs that offer growth opportunities and family-sustaining income.
4. **Community Enhancement:** 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.
5. **Equity:** Increase equitable access and outcomes for all students across program participation and completion, college transfer, labor market outcomes, learning, and community enhancement.

### *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 reviews progress made, lessons learned, resources available, and evolving circumstances in order to adjust or add SMART Strategies for implementation that best accomplish the goals listed above, and corresponding objectives, set forth in the 5-Year Strategic Plan. 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 2021-2022*

1. Data-Driven Analyses and Decision-Making
2. Labor Market Alignment System
3. Robert L. Strickland Career Coach Program
4. Scholarship Development
5. Petro Kulynych Student Advising Program
6. Wrap-Around Services / Resource Connections
7. Tutoring Support Systems
8. Teaching and Learning
9. Enrichment Offerings for Aging Adults
10. Entrepreneurship Collaborative
11. Telework Economic Opportunity Initiative

# SMART Strategy: Data-Driven Analyses & Decision-Making

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	<p>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.</p> <p>Student &amp; Alumni Feedback System will combine with Data-Driven Analyses and Decision-Making Team starting 2021-2022 to continue to develop qualitative data reporting.</p>
<b>Rationale</b>	This will increase the availability of data to faculty, staff, and other college constituencies to make better-informed decisions, while increasing the information provided for the college's strategic planning process to create strategies to improve program completion, college transfer, labor market outcomes, and equitable access for students.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	All
<b>Lead Division(s)</b>	Information Technology & Institutional Effectiveness
<b>Lead Person(s)</b>	Nicole Fogle and Adam Parsons
<b>Implementation Team</b>	Zach Barricklow, Jody Call, Dr. Jeff Cox, Sherry Cox, Kim Faw, Morgan Francis, Nicole Fogle, Caitlin Howell, Randy Miller, Adam Parsons, Chris Robinson, Michael Ward, Michael Wingler, and Dr. Yolanda Wilson
<b>Instructor Action Required</b>	Engage with quantitative and qualitative data reports provided to understand realities, identify trends, explore causes, and experiment with improvements as we capture data for various sources including surveys, focus groups, and alumni.

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

### Goals Carried Over from Last Year:

- **Establish a Student Success Model:** Work toward creating and implementing a risk/success model to predict a student's trajectory and successfully time interventions. Variables will include information gathered from sources including the New Student Intake Form as well as other factors to include their ACA (College Student Success) grade, GPA, etc. We will also heavily use Aviso (Student Advising and Retention Platform) to accomplish this.
- **Expand Our Use of Student Data:** Establish and utilize datasets from Moodle, Student Support Center, surveys, etc.
- **Prepare Reports for COVID Impact:** Prepare to pinpoint and analyze COVID's impact in data going forward and whether it impacts enrollment or student outcomes. This may include Power BI (data reporting platform) reports or written reports assuming we have documentation for potential data outliers, which may impact our success models or trend lines.
- **Intake Form:** Review data from the Intake Form to strengthen supportive actions for students through advising sessions.
- **Focus Groups:** Develop creative, consistent approaches to student focus groups.
- **Course Evaluations:** Administer the new Student Course Reflection survey at the end of fall 2021 semester.

### New Goals:

- **Establish Support Teams:** Will offer unique perspectives and expertise to upcoming data projects and to what we are working to accomplish. The goal of these support teams will be to allow us to work together with other areas of the college in ways that directly inform our data knowledge.
- **Create and Maintain Continuing Education and Basic Skills Power BI Reports:** Will accompany the curriculum reports that we are continuing to create. Expanding our Power BI work will allow us to see a more complete vision of our college.
- **Expand Tutoring Report:** Test a larger variety of courses and gather information on the tutoring center's relationship with each course. We will develop a linear model to see how significant the general relationship is between tutoring and student success. We can explore this in a variety of ways beyond just grades.
- **Integrate Higher-Level Data Concepts into Reports and Meetings:** Introduce slowly higher concepts around campus with the increased focus on data-related meetings and the variety of training that we have provided. Determine which staff can start reading and interpreting a variety of higher-level visualizations.

- **Execute student and alumni feedback loops:** Strengthen the consistent circulation, analysis, and actionable conclusions from results. Create a Student Survey Feedback Report.
- **Response Rates:** Administer both graduate surveys: 1st survey in the spring semester as graduates pick up their graduation tickets, and 2nd survey at the end of the fall semester to increase student and alumni response rates to surveys.
- **Alumni Survey:** Develop new alumni survey for 1-2 years into career and identify strategies to engage alumni more in the feedback process. Pull information from the internal alumni interaction survey.

### What are some measurable indicators of success?

#### By late-August 2021 (for Annual Progress Report)

- Data tracking methodology established.
- # New/updated dashboards.
- % Increase in dashboard viewership.
- % Division meeting minutes showing discussion of data (e.g., through dashboards and reports) relevant to a division issue.

#### By late-December 2021 (for Mid-Year Progress Presentation)

- Quantitative increase and retention of viewership for Power BI dashboards.
- # New or improved dashboards.
- Development of COVID-19 Impact Report.
- Provide additional training to divisions to increase the use of accurate data in meetings.
- Establish Aviso as a core part of our data discussions.
- Quantitative data: number and percentage of responses from feedback loops/surveys.
- Qualitative data: analyze comments and actions taken based on responses from feedback/surveys.

#### By early-March 2022 (for Spring Planning Progress Analysis)

- % 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.
- Qualitative measure on Aviso's impact in our reports.
- Quantitative data: number and percentage of referrals generated from feedback loops (especially intake form).
- Qualitative/Quantitative data: actions taken on high-risk student flags (may or may not materialize).

**By late-August 2022** (for Annual Progress Report)

- # New data tracking platforms created/integrated.
- Expand our use of data across campus.
- # Data tools used.
- # New/updated 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.
- 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 percentage of the increase in student engagement with support/service areas connected with intake forms or feedback loops.
- Qualitative data: alumni engagement efforts or actions taken.

# MART Strategy: Labor Market Alignment Systems

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	WCC will develop systems of ongoing alignment between its degree and non-degree programs with current and projected labor market needs and opportunities to ensure students are prepared success in the emerging workforce. This includes key elements: 1) Labor Market Data dissemination for analysis, 2) Advisory Committee development and meaningful ongoing engagement, 3) Short-Term Training Programs developed in response to real-time needs of employers, 4) Work Based Learning expansion, 5) Employability Skills Development integration across all programs of study areas, and 6) Industry Recognized Credential prioritized based upon real value to area employers to improve employability and career advancement for students.
<b>Rationale</b>	WCC students are best set up for success in the labor market when their knowledge, skills, and credentials align to existing and emerging opportunities with employers. Successful alignment of labor market data, employer input, and program development, coupled with embracing research-based best practices for student success (such as short-term career track programs), will advance our vision for empowering more students with credentials that support workforce needs and provide a family-sustaining income.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<b>Completion &amp; Transfer:</b> 3. Expanded Options for Credentials <b>Labor Market Outcomes:</b> 1. Career Tracks to Earnings & Growth; 2. Employability Skills Integration; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development
<b>Lead Division(s)</b>	Workforce Development and Community Education (WDCE), Instruction
<b>Lead Persons(s)</b>	Kim Bell and Kristen Macemore
<b>Implementation Team</b>	Marina Brannock, Kim Bell, Jody Call, Dr. Jeff Cox, Ronald Dollyhite, Nicole Fogle, Beth Foster, Dr. Natasha Harris, Kristen Macemore, Curt Miller, Adam Parsons, Chris Robinson, Michael Roope, Dr. Yolanda Wilson, Debbie Woodard, and Billy Woods
<b>Instructor Action Required</b>	Engagement with labor market data. Engagement with advisory committees. Engagement with Employability Skills Integration. Engagement with Industry Recognized Credentials.

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

- **Labor Market Data:** Disseminate data to be used as a primary source for decision-making in academic programming, facilities, and other budgetary discussions, including grants and resource development.
- **Advisory Committees:** Synthesize and share best practices for ongoing, proactive engagement with Advisory Committees.



- **Short-Term Training Programs:** Continue to develop short-term training programs mapped to technical skills and industry-recognized or national certifications for skilled trades needed in the service area.
- **Labor Market Data:** Widely share data report within the college to be used as a primary source for decision-making in academic programming, facilities, and other budgetary discussions, including grants and resource development.
- **Work Based Learning:** Develop a comprehensive, integrated approach to Work-Based Learning (WBL) that allows for expansion of Work-Based Learning offerings and deepened alignment and engagement with employers.
- **Employability Skills:** Incorporate employability skills training into online, in-person, and standalone courses. Establish a consistency among faculty and staff as to how employability skills should be modeled and messaged to students.
- **Industry Recognized Credentials:** Help support students' attainment of industry-recognized credentials to improve employability and career advancement. Work with Advisory Committees and local employers to validate the real value of credentials in the workplace and improve the ability to capture data on community college students earning third-party credentials.

### What are some measurable indicators of success?

#### By late-December 2021 (for Mid-Year Progress Presentation)

- Complete prioritization of industry recognized credentials within each program of study.
- Data needs outlined with the Data Committee.
- Completion of Perkins Employability Skills best practices video.

#### By early-March 2022 (for Spring Planning Progress Analysis)

- CE to CU (Continuing Ed to Curriculum) alignment with HVAC diploma and WDCE HVAC I & II.
- Questions added to annual outgoing graduate survey gauging impact of WBL.
- Identification of industry recognized credentials that can provide a CE to CU bridge.
- Repository system developed to house and track credentials students can earn.
- Employability Skills Moodle Course embedded into PLC's (Professional Learning Communities).

#### By late-May 2022 (for Annual Progress Report)

- Share data with divisions and programs for guidance with program decision making.
- Report out on usage of Employability Skills resources.
- Status update on adult apprenticeship program.

# SMART Strategy: Robert L. Strickland Career Coach Program

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	Career Coaches will assist high school students with determining career goals and identifying community college programs that enable students to achieve these goals.
<b>Rationale</b>	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.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<p><b>Learning:</b> 3. WCC Support of Students</p> <p><b>Completion &amp; Transfer:</b> 1. Guided Pathways; 2. High Impact Practices &amp; Support Structures; 3. Expanded Options for Credentials; 4. Partnerships &amp; Transfer Support</p> <p><b>Labor Market Outcomes:</b> 1. Career Tracks to Earnings &amp; Growth; 4. Workforce Development</p> <p><b>Equity:</b> 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach &amp; Education</p>
<b>Lead Division(s)</b>	Instructional Support & Student Services
<b>Lead Person(s)</b>	Bekah Gardner
<b>Implementation Team</b>	Zach Barricklow, Wanda Beck, Jody Call, Britt Church, Dr. Donna Cotton (Wilkes County Schools), Teresa Duncan, Kim Faw, Bekah Gardner, Jennifer Glass, Kristen Macemore, Tathel Miller, Abigail Pardue, Kendra Perkins, Talina Pipes, Michael Roope, and Michael Wingler
<b>Instructor Action Required</b>	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 2021** (for Mid-Year Progress Presentation)

- >75% 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 2022** (for Spring Planning Progress Analysis)

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

#### **By late-August 2022** (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
<b>Overview</b>	Develop high-impact scholarship programs that go beyond covering tuition and fees to fully engage and support students through programming and wrap-around services such as mentoring, tutoring, enrichment activities, and professional networking.
<b>Rationale</b>	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.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<b>Equity:</b> 1. Integrated Financial Assistance; 2. Student Engagement; 3. Donor Engagement; 4. Outreach & Education
<b>Lead Division(s)</b>	Development and Financial Aid
<b>Lead Person(s)</b>	Natasha Evans and Ashley Van Hoy
<b>Implementation Team</b>	Zach Barricklow, Wanda Beck, Tanya Benfield, Jody Call, Doug Eller, Natasha Evans, Andrea Gimlin, Bekah Gardner, Roberta Harless, Wendy Harris, Jon Hutchins, Scott Johnson, Curt Miller, Kendra Perkins, Kim Perkins, Allison Phillips, Jim Smoak (WCC Foundation), Ashley Van Hoy, and Michael Winger
<b>Instructor Action Required</b>	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?

- Identify existing endowed scholarships with impractical guidelines to include in the Founders Scholarship.
- Implement Blackbaud Award Management (BAM) – Stewardship module.

### **What are some measurable indicators of success?**

#### **By mid-January 2022**

- Full integration of the Blackbaud Award Management (BAM) – Stewardship module.

#### **By mid-June 2022**

- Identify endowed scholarships that meet above criteria.
- Determine guideline modifications for endowed scholarships that meet criteria and begin donor contact.

#### **By early-July 2022**

- Final recommendation to the WCC Board of Trustees for consolidation of endowed scholarships that were deemed impractical due to scholarship guidelines for August 2022.

#### **By late-August 2022**

- 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
<b>Overview</b>	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.
<b>Rationale</b>	“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”.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<p><b>Learning:</b> 3. WCC Support of Students</p> <p><b>Completion &amp; Transfer:</b> 1. Guided Pathways; 2. High Impact Practices &amp; Support Structures; 3. Expanded Options for Credentials; 4. Partnerships &amp; Transfer Support</p> <p><b>Labor Market Outcomes:</b> 1. Career Tracks to Earnings &amp; Growth; 4. Workforce Development</p> <p><b>Equity:</b> 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach &amp; Education</p>
<b>Lead Division(s)</b>	Instructional Support and Student Services
<b>Lead Person(s)</b>	Elisabeth Blevins
<b>Implementation Team</b>	Elisabeth Blevins, Jody Call, Courtney Doi (Aviso), Ronald Dollyhite, Kim Faw, Caitlin Howell, Scott Johnson, Kristen Macemore, Cassandra McGuire, Randy Miller, Kendra Perkins, Angela Roten, Dr. Yolanda Wilson, Michael Wingler, and Billy Woods
<b>Instructor Action Required</b>	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, which are:
  - Students will develop an academic plan to reach academic goals.
  - Advisors will develop constructive relationships with students.
  - Advisors will proactively identify needs, assess risks, and connect students to resources to support student success.
- For 2021-22, we have identified areas for refinement and improvement, which are:
  - Define the Faculty Mentor Role.
  - Implement and utilize Aviso.

### **What are some measurable indicators of success?**

#### **By late-December 2021** (for Mid-Year Progress Presentation)

- # Intakes completed with new Student Intake Survey (SIS).
- # Aviso trainings completed and the number of participants.
- # and type of automated alerts through Aviso.
- # and type of manual alerts through Aviso.

#### **By early-March 2022** (for Spring Planning Progress Analysis)

- Retention of students from fall 2021 to spring 2022 as compared to the retention of students from fall 2020 to spring 2021.

#### **By late-August 2022** (for Annual Progress Report)

- # Intakes completed with new Student Intake Survey (SIS).
- # Aviso trainings completed and the number of participants.
- # and type of automated alerts through Aviso.
- # and type of manual alerts through Aviso.
- Retention of students from fall 2021 to fall 2022 as compared to the retention of students from fall 2020 to fall 2021.

## SMART Strategy: Wrap-Around Services / Resource Connections

### What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	Implement a unified model for the promotion, collaboration, and management of Wrap-Around Services to meet the diverse unmet basic needs of students at Wilkes Community College.
<b>Rationale</b>	Many WCC students lack the resources and support network to address basic needs including nutrition, transportation, housing, and childcare, which become barriers to completion and success in pursuit of their post-secondary degree, diploma, or certificate. WCC's partnerships with local community-based organizations designed 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.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	All
<b>Lead Division(s)</b>	Student Services
<b>Lead Person(s)</b>	Scott Johnson and Debbie Woodard
<b>Implementation Team</b>	Zach Barricklow, Wanda Beck, Dr. Lynda Black, Elisabeth Blevins, Jody Call, Kim Faw, Debbie Furr, Tammy Griffin-Garcia, Roberta Harless, Erica Harper, Jon Hutchins, Scott Johnson, Renee Macemore, Kendra Perkins, Angela Roten, Erin Smith, and Debbie Woodard
<b>Instructor Action Required</b>	Participate in professional development sessions in 2021-2022, 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?**

- Implement a unified model for the promotion, collaboration, and management of Wrap-Around Services to meet the diverse unmet basic needs of students at Wilkes Community College.

### **What are some measurable indicators of success?**

#### **By late-December 2021** (for Mid-Year Progress Presentation)

- Resource Connections Center will be open in Thompson Hall and managed by two full-time employees: Director of Resource Connections/Social Worker and Coordinator of Resource Connections.
- Supervision/management of Doc Watson Student Emergency Fund, Finish Line Grant, and Food Pantry will be unified under the Resource Connections Center.
- Director of Resource Connections/Social Worker and Coordinator of Resource Connections will have completed 8-week Single Stop Launch Course by October 28. Single Stop platform, which is a free resource for students' financial needs, will have been implemented to assist with case management and identification of federal resources for students.
- Student Financial Wellness Survey will have been implemented.
- # Faculty/staff introduced to Resource Connections Center staff/services during PD sessions in September 2021 and departmental meetings during fall semester.
- # Students introduced to Resource Connections Center, webpage, and staff via ACA class presentations and New Student Orientation sessions during fall semester 2021.
- # Marketing/promotion strategies implemented for Resource Connections Center for fall semester.
- # Doc Watson Student Emergency Fund applications for 2021 fall semester as compared to previous fall semesters.
- # Finish Line applications for 2021 fall semester as compared to previous fall semesters.
- # Prowler Food Pantry users as compared to previous fall semesters.
- # Resource Connections Center referrals submitted by faculty/staff via Aviso or other methods for fall semester.
- # Students participating in the Student Financial Wellness Survey.

#### **By early-March 2022** (for Spring Planning Progress Analysis)

- Resource Connections Advisory Committee will be established for 2022-2023 school year.
- # and % Students who received services through the Resource Connections Center during the 2021 fall semester and returned for the 2022 spring semester or graduated in fall 2021.

- # Students introduced to Resource Connections Center, webpage, and staff via ACA class presentations and New Student Orientation sessions during spring semester 2022.
- # Automotive businesses offering repair discounts to students.
- # Student transportation discount cards purchased.
- 2022-2023 plan for promotion and management of Wrap-Around Services submitted to senior administration.

**By late-August 2022** (for Annual Progress Report)

- # Students referred to federal resources through assistance provided via the Single Stop platform (2021 fall semester).
- Resource Connections staff and other selected WCC representatives will have completed a year-long technical assistance program with The Hope Center, which aims to shift mindsets that hold back prospective and active college students and help them review/address basic needs insecurity.
- # and % Students who received services through the Resource Connections Center during the 2021 fall semester and/or 2022 spring semester and returned for the 2022 fall semester or graduated.
- # Students introduced to Resource Connections Center, webpage, and staff via ACA class presentations and New Student Orientation sessions during the 2021-2022 school year.
- # Faculty/staff introduced to Resource Connections Center staff/services through PD sessions and departmental meetings during the 2021-2022 school year.
- # Marketing/promotion strategies implemented for Resource Connections Center for the 2021-2022 school year.
- # Doc Watson Emergency Student Fund applications for 2021 fall semester and 2022 spring semester as compared to previous years.
- # Finish Line applications for 2021 fall semester and 2022 spring semester as compared to previous years.
- # Prowler Food Pantry users for 2021 fall semester and 2022 spring semester as compared to previous years.
- # Resource Connections Center referrals submitted by faculty/staff via Aviso or other methods for the 2021-2022 school year.
- # Students receiving automotive repair discounts (self-reporting survey).
- # Student transportation discount cards purchased (self-reporting survey).
- # Process improvements made to Wrap-Around Services for the 2021-2022 school year.
- 2022-2023 plan for promotion and management of Wrap-Around Services is finalized.

## SMART Strategy: Tutoring Support Systems

### What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	Develop an integrated, comprehensive system of tutoring and support that incorporates instructor, tutor, and student connections and coordination to enhance overall academic success.
<b>Rationale</b>	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.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<b>Learning:</b> 3. WCC Support of Students; 4. Other Support for Learning
<b>Lead Division(s)</b>	Instructional Support
<b>Lead Person(s)</b>	Angela Roten
<b>Implementation Team</b>	Wanda Beck, Elisabeth Blevins, Jody Call, Stephanie Darnell, Ronald Dollyhite, Kim Faw, Dr. Natasha Harris, Bruce Hollar, Kristen Macemore, Adam Parsons, Kendra Perkins, Angela Roten, Jenny Webb, Dr. Yolanda Wilson, and Billy Woods
<b>Instructor Action Required</b>	Partner with Academic Support Center (ASC) staff and tutors to refer students, integrate tutoring into course, propose/experiment alternate tutoring formats, and provide constructive feedback to ASC.

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

- Increase student, faculty, and staff knowledge of, and access to, tutoring options and opportunities.
- Integrate professional tutors through multiple tutoring options to provide support to students to assist with gaining knowledge to complete coursework and work toward program completion.
- Increase training and support for tutors and instructors through WCC and other partners.
- Provide targeted interventions and build relationships through embedded tutoring support.
- Disaggregate tutoring data and share Impact Reports with stakeholders.

### **What are some measurable indicators of success?**

#### **By late-December 2021** (for Mid-Year Progress Presentation)

- Semester survey results from embedded courses' instructor partners.
- Semester survey results from embedded tutors.
- # Sections with embedded tutors.

#### **By early-March 2022** (for Spring Planning Progress Analysis)

- # Students from embedded sections attending tutoring.
- % Students from embedded sections attending tutoring.

#### **By late-August 2022** (for Annual Progress Report)

- Year-end survey results from embedded courses' instructor partners.
- Year-end survey results from embedded tutors.
- # Students attending multiple tutoring visits.
- # Tutoring hours.
- # Sessions in-person.
- # Sessions online.

## SMART Strategy: Teaching and Learning

### What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	Develop and implement enhancements to teaching and learning that advance best practices in all aspects of curriculum, instruction, and assessment through evidence-based, student-centered, and outcomes-guided pedagogy. Create flexible schedule options to encourage manageable cognitive and course loads. The goal is to ultimately improve student engagement, retention, and success in the learning environment. Continue, expand, and connect current professional development programs and initiatives to create a comprehensive professional development program that fosters instructional and professional excellence among all faculty and staff across all divisions and locations of WCC.
<b>Rationale</b>	Instructional and professional excellence is foundational to WCC's mission and strategic plan. Taking proactive steps to foster continuous improvement among faculty and staff will support the institution's success. Faculty identify and implement student-centered, innovative pedagogical practices and scheduling options that support transfer and technical pathways.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<p><b>Learning:</b> 1. WCC Instructor Commitment; 2. WCC Support of Faculty &amp; Staff; 4. Other Support for Learning</p> <p><b>Completion &amp; Transfer:</b> 1. Guided Pathways; 2. High Impact Practices &amp; Support Structures</p> <p><b>Labor Market Outcomes:</b> 2. Soft Skills Development; 4. Workforce Development; 5. Small Business Support &amp; Entrepreneurial Development</p>
<b>Lead Division(s)</b>	Instruction
<b>Lead Person(s)</b>	Dr. Natasha Harris and Dr. Yolanda Wilson
Strategy Element	Description
<b>Implementation Teams/Subcommittees</b>	<ol style="list-style-type: none"> <li>West Teaching &amp; Learning Hub – One of five (5) geographic locations within the NC Community College System designed to facilitate and host professional development initiatives</li> <li>Professional Development (PD) Team</li> <li>Teaching &amp; Learning Fellowship Program Professional Learning Community (PLC) Coaches</li> <li>Wilkes CC/Surry CC Collaboration with English and Math Performance Measures</li> <li>Campus-wide Initiatives, i.e. Early Course Check-ins, Adjunct Orientation, etc.</li> </ol>
<b>1. West T&amp;L Hub</b>	Elizabeth Braun (CVCC), Dr. Monique Colclough (Belk Center), Dr. Natasha Harris, VP Brice Melton (CVCC), Brigette Myers (NC Student Success Center), and Dr. Yolanda Wilson; <b>Partners:</b> Belk Center, Achieving the Dream (AtD), and NC Student Success Center
<b>2. PD Team</b>	Zach Barricklow, Meret Burke, Jody Call, Chris Cline, Dr. Jeff Cox, Sherry Cox, Jeremy Craft, Spencer Dagenhardt, Nicole Fogle, Dr. Natasha Harris, Melonie Kilby, Dr. Greg Minton, Emily Orr, Patty Parsons, Kendra Perkins, Justin Shore, Jason Sitek, Neal Triplett, Lisa Wilmoth, and Dr. Yolanda Wilson

<b>3. T&amp;L Fellowship Program/PLC Coaches</b>	Donna Brooks, Meret Burke, Erica Harper, Dr. Natasha Harris, Melonie Kilby, MaryBeth Knight, Kim Perkins, and Dr. Yolanda Wilson
<b>4. Wilkes CC/Surry CC Collaboration</b>	Zach Barricklow, Jody Call, Dr. Jeff Cox, Michael Faulkner (Surry), Nicole Fogle, Dr. Candace Holder (Surry), Ashley Morrison (Surry), Dr. David Shockley (Surry), Dr. Yolanda Wilson, and Michael Wingler
<b>5. Campus-wide Initiatives</b>	Wanda Beck, Kim Bell, Ronald Dollyhite, Dr. Natasha Harris, Caitlin Howell, Kristen Macemore, Kendra Perkins, Dr. Yolanda Wilson, and Billy Woods
<b>Instructor Action Required</b>	Participate in professional development offerings. Provide input and feedback related to professional development offerings.

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

- Collaborate with the Belk Center at NCSU, Achieving the Dream, and NC Student Success Center (NC SSC) to develop and launch the West Teaching and Learning Hub; WCC and CVCC will co-host the West T&L Hub; the mission focus will be to provide support and/or resources for the affiliate PD leaders as well as PD offerings for the affiliate campus faculty (FT and PT) beginning fall 2021.
- Launch a Master Teacher Program grounded in pedagogical best practices; the Teaching and Learning Fellowship Program will launch for all FT faculty on PD Day, fall 2021.
- Provide Professional Development and outreach to WCC's adjuncts through virtual and/or recorded PD sessions; recorded PD sessions will be available each semester to FT and PT faculty and staff on the Insider.
- Develop an Adjunct Orientation to implement with part-time faculty each semester.
- Facilitate and support PT faculty during the Teaching and Learning Fellowship Program and completion of the designated NC SSC modules.
- Maintain ongoing calendar of workshops during each semester as needed in addition to Professional Learning Communities (PLCs) i.e., FERPA, IT/Technology, CORE Certification, Equity, and Leadership.
- Expand Center for Teaching and Learning by creating a designated space for faculty resources, PLC meetings, collaborative meetings, professional learning opportunities, etc.
- Continue the collaborative partnership with Surry Community College on performance measures in English and Math to identify best practices/strategies for student success.
- Create a data safe and data responsive culture that examines and responds to the course success rate data from fall and spring courses (including synchronous and asynchronous sections) in Power BI to inform 2022-2023 planning.
- Continue to offer courses for 8- and 5-week MiniMesters that maintain academic quality and content.
- Continue to offer a robust and thorough onboarding program for new faculty and staff each semester.
- Expand the Learning Community on Early Course Check-Ins.

## What are some measurable indicators of success?

### By late-December 2021 (for Mid-Year Progress Presentation)

- The West T&L Hub will have successfully launched five virtual PD sessions focused on teaching and learning for the FT and PT faculty on each of the 16 affiliate campuses; sessions will be led by multiple presenters including the West T&L Hub codirectors, Achieving the Dream, and NCCCS colleagues.
- The fall 2021 PD Day will be completed with an emphasis on the strategic plan and Teaching and Learning.
- The Teaching and Learning Fellowship Program will be underway; December will be the midpoint for the yearlong PLCs.
- We plan to continue to offer and provide relevant National Institute for Staff and Organizational Development (NISOD) offerings to faculty & staff; HR will take the lead on staff PD throughout the year and PD days.
- Begin to think about and research possible locations on campus for the Center for Teaching & Learning.
- Continue to plan and create an Adjunct Orientation for part-time faculty.
- English and Math faculty from SCC and WCC will have completed a working session (held on November 12, 2021) to identify best practices/strategies for student success in gateway courses.
- Teach RISE courses and examine the success rates of students in these co-requisite courses.
- Academic Deans and Directors will have data dashboard training on using Power BI to analyze key course success metrics.
- At least 20% of our course offerings will be offered in the 8-week MiniMester format by Fall 2021.
- The second cohort of The Wilkes Way: New Faculty and Staff Onboarding Learning Community will be completed.
- Continue to monitor and/or work to increase the number of early course check-in participants by 10%.

### By early-March 2022 (for Spring Planning Progress Analysis)

- The West T&L Hub will continue to offer PD sessions during spring 2022 focused on teaching and learning for the FT and PT faculty on each of the 16 affiliate campuses; sessions will be led by multiple presenters including the West T&L Hub codirectors, Achieving the Dream, and NCCCS colleagues.
- The West T&L Hub will continue to build relationships with the PD leaders on each campus to offer support and/or resources as needed to build capacity on affiliate campuses.
- The spring 2022 PD Day will be completed with an emphasis on the strategic plan and data engagement/data use for continuous improvement.
- Pilot the first Adjunct Orientation during spring 2022 or summer 2023.
- Show 100% participation in the PLC sessions September through April.

- The Teaching and Learning Fellowship program will focus on the upcoming Teaching and Learning Summit, May 2022.
- Have an ongoing calendar of PLC sessions for faculty throughout the year with additional PD sessions as needed related to IT/Cyber Security, FERPA, Title IX, etc.
- English and Math faculty from SCC and WCC will have completed a second working session (spring 2022) to continue identifying best practices/strategies for student success in gateway courses.
- Academic Deans and Directors will continue data dashboard training on using Power BI to analyze key course success metrics and begin having conversations with departments about data findings.
- Have at least 30% of our course offerings in the 8-week MiniMester format for summer and fall 2022.
- In addition to seated sections of RISE courses, we will have at least 3 online sections of select co-requisite courses in mathematics and English.

**By late-August 2022** (for Annual Progress Report)

- The West T&L Hub will continue to provide fall PD offerings for affiliate colleges and work with PD leaders on each campus; the co-directors from the East and West Hubs will assist as needed with launching the North and South Hubs within NC.
- The first year of the Teaching and Learning Fellowship Program will be complete; feedback will be collected from ICT (Instructional Core Team) and faculty participants to gather necessary revisions, updates, and next steps for the program during 2022-2023.
- Show that 100% of full-time faculty have completed the Master Teacher Program year one and note the number of part-time faculty who opted into the program as well.
- English and Math faculty from SCC and WCC will continue to collaborate and think through the best ways to share findings and best practices broadly, i.e., possible PD opportunity to share through the West T&L Hub.
- Launch the Adjunct Orientation campus-wide fall 2022 either virtually and/or face-to-face.
- Early Course Check-Ins are widely integrated into courses across the curriculum and possibly embedded into the Moodle course template.
- The New Faculty & Staff Onboarding Program will begin the third cohort during fall 2022.
- We will have implemented RISE courses and compared success rates of seated and online sections of math and English corequisite courses.



# SMART Strategy: Enrichment Offerings for Aging Adults

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	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.
<b>Rationale</b>	As our service area grays, 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, which will provide a continuum of services across all adults in our service area.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<p><b>Learning:</b> 2. WCC Support of Faculty &amp; Staff</p> <p><b>Completion &amp; Transfer:</b> 2. High Impact Practices &amp; Support Structures</p> <p><b>Labor Market Outcomes:</b> 2. Soft Skills Development; 4. Workforce Development</p> <p>Community Enhancement: 1. Community &amp; Civic Engagement; 2. Personal Enrichment Courses &amp; Training</p> <p><b>Equity:</b> 2. Student Engagement</p>
<b>Lead Division(s)</b>	Workforce Development and Community Education
<b>Lead Person(s)</b>	Becky Greer
<b>Implementation Team</b>	Zach Barricklow, Wanda Beck, Jody Call, Patricia Calloway (Generations Ashe), Andrea Gimlin, Becky Greer, Kitty Honeycutt (Ashe County Chamber of Commerce), Glenda Luther (Generations Ashe), Laura McPherson (Ashe County Public Library), Rene Shuford (Greater Lansing Area Development), Chris Robinson, Jeff Shore, and Rebecca Williams (Ashe County Arts Council)
<b>Instructor Action Required</b>	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 2021** (for Mid-Year Progress Presentation)

- **Ashe** – continued L.I.F.E. guide production.
- **Alleghany** – begin orientation with new Alleghany Center Director on the concept with initial conversations to begin with county agencies.
- **Wilkes** – offer support to Wilkes Team Lead, Jeff Shore, with current Ashe offerings as a springboard.

#### **By early-March 2022** (for Spring Planning Progress Analysis)

- **Ashe** – continued LIFE production; continuous evaluation and adding partners as necessary.
- **Alleghany** – Evaluate current membership and continue with electronic/printed circulation of events for seniors.
- **Wilkes** – offer support to Wilkes Team Lead, Jeff Shore, with current Ashe offerings as a springboard.

#### **By late-August 2022** (for Annual Progress Report)

- **Ashe** – continued LIFE production; continuous evaluation and adding partners as necessary
- **Alleghany** – Evaluate current membership and continue with electronic/printed circulation of events for seniors
- **Wilkes** – offer support to Wilkes Team Lead, Jeff Shore, with current Ashe offerings as a springboard.

## SMART Strategy: Entrepreneurship Collaborative

### What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	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.
<b>Rationale</b>	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.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<b>Completion &amp; Transfer:</b> 3. Expanded Options for Credentials <b>Labor Market Outcomes:</b> 1. Career Tracks to Earnings & Growth; 2. Soft Skills Development; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support & Entrepreneurial Development <b>Equity:</b> 3. Donor Engagement
<b>Lead Division(s)</b>	Small Business Center and Workforce Development & Community Education
<b>Lead Person(s)</b>	Laurie Brintle-Jarvis
<b>Implementation Team</b>	Cathy Barr (Ashe Economic Development), Zach Barricklow, Lisa Bottomley (Alleghany Chamber of Commerce), Gregory Brady (Anchor Coffee), Laurie Brintle-Jarvis, Gary Brown (Boondocks Brewing), Dr. Joe Bullis (Federal Programs, Wilkes County Schools), Jody Call, Dale Cavney (Blue Ridge Development Center), Linda Cheek (Wilkes Chamber of Commerce), Seth Cohn (TwoBoros Brewery), Dr. Jeff Cox, Felisha Daemer (InfusionPoints), Gary Daemer (Infusion Points), Cam Finley (Venture Properties), Gia and Greg Galifianakis (Gria Consulting), Kitty Honeycutt (Ashe Chamber of Commerce), Kate Irwin (Kate Ink), Andria Keith (Global Manufacturing), Melonie Kilby, Donny McCall (Perrycraft, Inc.), Kelly McCoy (River Girl Fishing Company), Curt Miller, LeeAnn Nixon (Wilkes Economic Development Corporation), Travis Perkins (PADCO Excavation Co.), Rocky Profitt (Napco), Chris Robinson, George Smith (Copper Barrel Distillery), Michelle Tompkins (Glade Creek Animal Hospital), Daniel Vickers (Herbal Ingenuity), Heath Vogler (CTE, Alleghany County Schools), Shanna Whitehead (Muddy Creek), and Johnny Wishon (Wishon Evergreens) 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?**

- Contact members who have not attended meetings in the past year to create a more active and engaged list of attendees. The plan is to fill those vacancies with other members involved with entrepreneurship in all three counties in WCC's service area.
- Continue thought provoking meetings about supporting and encouraging entrepreneurship in our service area.
- Continue to be involved with helping increase the metrics of the Startup NWNC platform and educating the public of its availability.

### **What are some measurable indicators of success?**

#### **By late-December 2021** (for Mid-Year Progress Presentation)

- Collaborative Group and donors to Startup NWNC project updated.
- Next steps pertaining to the Startup NWNC project will be identified.

#### **By early-March 2022** (for Spring Planning Progress Analysis)

- Other marketing and outreach assets completed.

#### **By late-August 2022** (for Annual Progress Report)

- More data related to platform usage by agencies and entrepreneurs.

# SMART Strategy: Telework Economic Opportunity Initiative

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Basic Concept</b>	Leverage strong regional broadband internet and explosion of a) remote work and b) the tech industry in North Carolina by building an ecosystem of tech talent in Northwest NC that allows every motivated person in the region to access a career in technology appropriate to their goals, their capabilities, and labor market demand.
<b>Overview</b>	NC Tech Paths is a new non-profit established alongside WCC to advance a tech ecosystem that includes workforce development, employer partnerships, infrastructure to accommodate remote tech workers, and support for tech entrepreneurship in the region.
<b>Rationale</b>	Demand for tech talent exceeds current and projected supply in North Carolina. Employers need best talent, not best local talent, with increasing consideration of remote workforce options. Employers in urban centers like Charlotte and Raleigh routinely lose tech talent to the employer down the street. The urban-rural divide in North Carolina continues to widen with detrimental effects on our state. Top rural talent must often leave their region to pursue entry-level tech career paths in urban centers. Northwest NC is uniquely positioned to fill the gap in workforce-ready, credentialed tech specialists by leveraging existing broadband infrastructure, educational pathways, and strategic community investments.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<p><b>Learning:</b> 2. WCC Support of Faculty &amp; Staff; 3. WCC Support of Students; 4. Other Support for Learning</p> <p><b>Completion &amp; Transfer:</b> 1. Guided Pathways; 2. High Impact Practices &amp; Support Structures; 3. Extended Options for Credentials; 4. Partnerships &amp; Transfer Support</p> <p><b>Labor Market Outcomes:</b> 1. Career Tracks to Earnings &amp; Growth; 2. Soft Skills Development; 3. Work-Based Learning; 4. Workforce Development; 5. Small Business Support &amp; Entrepreneurial Development</p> <p><b>Community Enhancement:</b> 5. Recreational Facilities</p> <p><b>Equity:</b> 1. Integrated Financial Assistance; 2. Student Engagement; 3. Donor Engagement; 4. Outreach &amp; Education</p>
<b>Lead Division(s)</b>	Office of the President
<b>Lead Person(s)</b>	Zach Barricklow
<b>Implementation Team</b>	Zach Barricklow, LeClair Boone (NC Tech Paths), Marina Brannock, Jody Call, Dr. Jeff Cox, Craig DeLucia (NC Tech Paths), Melonie Kilby, Kristen Macemore, Jere Miles, Chris Robinson, and Michael Wingler
<b>Instructor Role(s)</b>	Collaborate in the design and mapping of holistic curriculum and continuing education IT Pathways portfolio to ensure that every motivated individual in the WCC service area has an “on ramp” to a career in technology appropriate to their goals and capabilities.

<b>Indicators of Success</b>	<ul style="list-style-type: none"> <li># IT Pathways</li> <li># Learners Enrolled</li> <li># / % Learners Completing</li> <li># / % Graduates Employed in Tech</li> <li># / % Graduates Employed in Tech and Remaining in Service Area</li> <li># Employer Partners</li> </ul>
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### What do you want to accomplish next year with this SMART Strategy?

- Establish NC Tech Paths as a non-profit, private-public partner with Wilkes Community College to advance the tech and telework ecosystem of Northwest NC.
- Build out a diverse portfolio of IT education and training pathways that gives any motivated person in our service area an “on ramp” to a career in technology – whether through a traditional 2- or 4-year degree pathway, non-traditional bootcamp program, or some other variation.

### What are some measurable indicators of success?

#### By late-December 2021 (for Mid-Year Progress Presentation)

- # IT pathways designed and confirmed for implementation via WCC curriculum and continuing ed.
- # Partnership MOUs in place to enable collaboration in the mission of operationalizing IT pathways and ecosystem building.
- # Students enrolled in curriculum pathways for IT.
- # Students enrolled in continuing ed pathways for IT.
- # Employer partners engaged with NC Tech Paths and WCC to support program input, learner engagement, and preferential interviews of IT pathway graduates.

#### By early-March 2022 (for Spring Planning Progress Analysis)

- # IT pathways designed and confirmed for implementation via WCC curriculum and continuing ed.
- # Partnership MOUs in place to enable collaboration in the mission of operationalizing IT pathways and ecosystem building.
- # Students enrolled in curriculum pathways for IT.
- # Students enrolled in continuing ed pathways for IT.
- # Employer partners engaged with NC Tech Paths and WCC to support program input, learner engagement, and preferential interviews of IT pathway graduates.
- Property acquired for Remote Tech Outpost to support local tech talent hired by employer partners.

**By late-August 2022** (for Annual Progress Report)

- # IT pathways designed and confirmed for implementation via WCC curriculum and continuing ed.
- # Partnership MOUs in place to enable collaboration in the mission of operationalizing IT pathways and ecosystem building.
- # Students enrolled in curriculum pathways for IT.
- # Students enrolled in continuing ed pathways for IT.
- # Employer partners engaged with NC Tech Paths and WCC to support program input, learner engagement, and preferential interviews of IT pathway graduates.
- Property under construction for Remote Tech Outpost to support local tech talent hired by employer partners.
- # Planning documents completed from below action plan.

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