WILKES
COMMUNITY COLLEGE
Wilkes • Ashe • Alleghany

2021

5-YEAR STRATEGIC PLAN
2018-2023

2021 ANNUAL PROGRESS REPORT

"We are more determined than ever for Wilkes Community College to play a lead role in helping our community rebound from this global pandemic."

-Dr. Jeff Cox

Contents

MISSION

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

Wilkes Community College enhances the quality of life through

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

VISION

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

VALUES

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

WCC Facts

ETHNICITY

- African-American 3.44%
- Other 5.27%
- Latino 10.33%
- Caucasian 80.95%

23.11 AVERAGE AGE

20 MEDIAN AGE

62% FEMALE **38%** MALE

43 ACADEMIC PROGRAMS

59% FULL-TIME STUDENTS
41% PART-TIME STUDENTS

241 ONLINE COURSES

46 WORKFORCE DEVELOPMENT NON-DEGREE CREDENTIAL PROGRAMS

8:1 FACULTY TO STUDENT RATIO
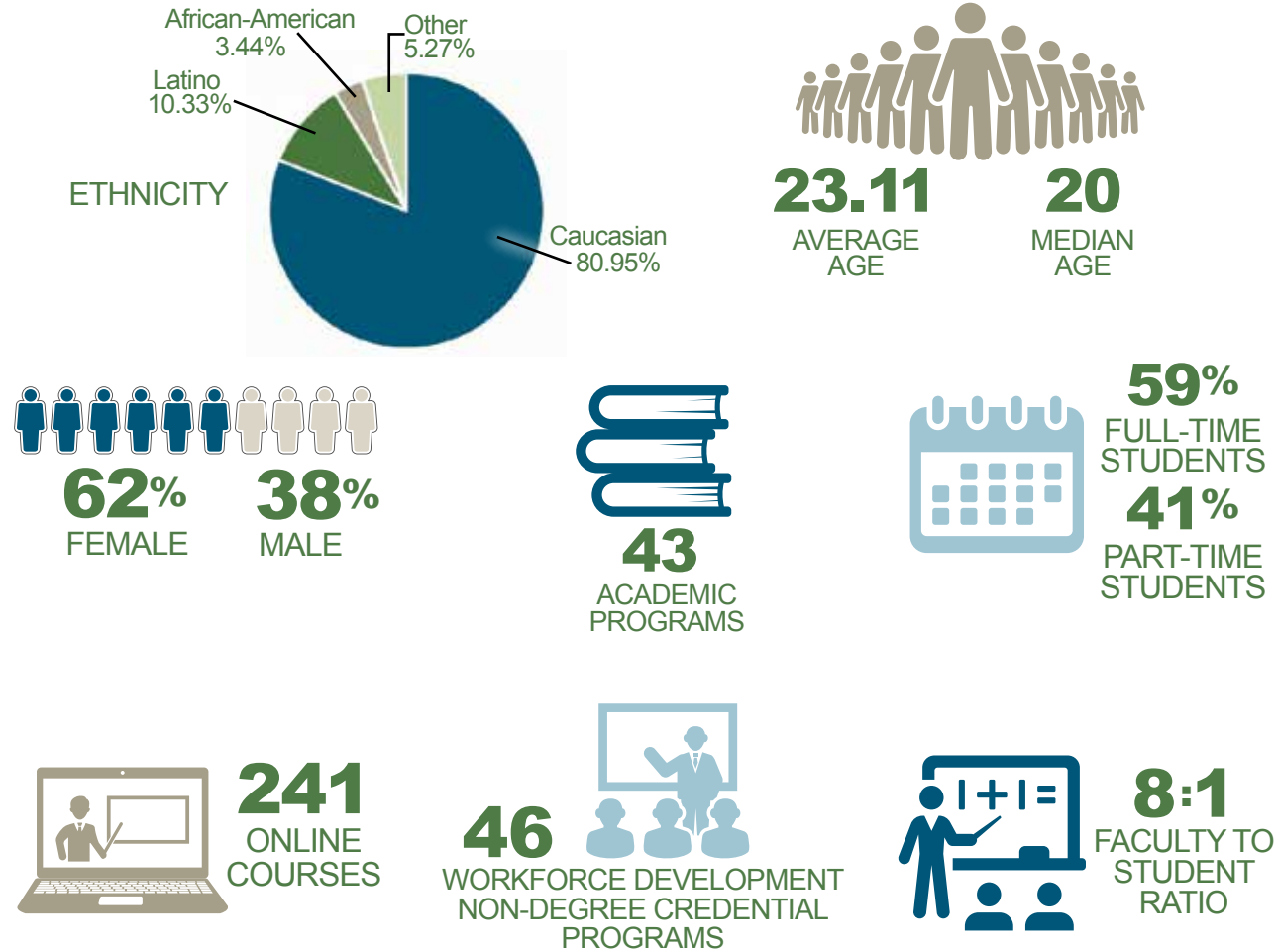
ENROLLMENT

Academic Programs: 3,033 Total Students
- Dually-Enrolled High School: 1,211 Students
- Traditional: 1,858 Students

Workforce Development & Community Education: 3,288 Students

Total Students Basic Skills: 600 Total Students

WCC Locations

WILKES

ASHE

HERRING HALL

ALLEGHANY

A Message From Dr. Cox

We are now passing the midpoint of Wilkes Community College's 5-year Strategic Plan.

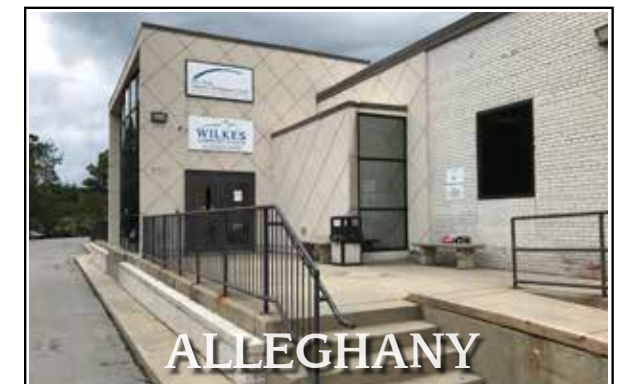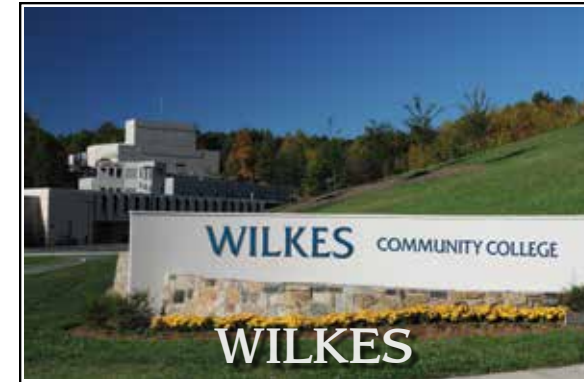We have continued to adapt to the ubiquitous effects and challenges of COVID-19, but more importantly, we have continued to adapt to the needs of our students. We have become acutely aware of the multitude of challenges brought on by COVID-19, which continue to impact our faculty, staff, students, and our larger community. While COVID-19 has certainly affected virtually every aspect of our college operations, our strategic planning, and our success metrics, we are more determined than ever for the college to play a lead role in helping our community rebound from this global pandemic. Wilkes Community College's faculty and staff have leaned into our core values to adopt a recurring theme of patience, support, grace, and understanding for our students, faculty, and staff. We will get through this #WCCTogether!

Since our 5-year Strategic Plan's inception and implementation, we have collected, compiled, and reviewed data. Now with three years' worth of empirical data from multiple, validated sources, we are not only seeing a clearer picture of where and how we are making improvements, but we are also recognizing and understanding where we still have room to improve. We will continue to work diligently to improve results for our students.

One significant data-related insight sparked the launch of a new program focused on unmet basic needs. We found that financial emergencies, food insecurity, housing, transportation, and internet access, among other things, caused students to drop out, stop out, or struggle with college. In 2020, WCC data showed that nonacademic barriers related to basic needs accounted for nearly half of the reasons cited by students for dropping a course.

We are actively working to address our students' basic needs through an expanded wrap-around services model in our new Resource Connections Center. This new center allows for the unification and centralization of current student assistance efforts including the Prowler Food Pantry, Doc Watson Student Emergency Fund, and Finish Line Grant. WCC's goal is to eliminate unmet basic needs as a cause of non-completion.

WCC's 5-Year Strategic Plan has been put into action through what we refer to as "SMART Strategies," which are interventions designed and implemented by cross-functional teams based on needs and opportunities for improvement across the college. These SMART Strategies have emerged and evolved year-over-year. Some have run their course and been checked off as complete. Others have been merged. Others continue to emerge.

Here are some highlights from 2020-2021 academic year:

- *We launched the WCC Education Promise Scholarship Program in the fall of 2021, offering all high school students in Wilkes, Ashe, and Alleghany Counties the opportunity to pursue a two-year associate degree tuition-free. In its first year, this new program is providing support for 59 young adults to pursue a post-secondary credential.*

- *We helped students stay on the path to graduation by redesigning our tutoring support system, including the addition of embedded tutoring and virtual tutoring options.*

- *We served 1,457 area high school students with individual career and academic planning sessions through the Robert L. Strickland Career Coach Program.*

- *We reached 100% of our 711 Career and College (CCP) high school dual enrollment students to help them build an individualized career and academic plan aligned with their courses. We strengthened our Petro Kulynych Student Advising Program by implementing Aviso, a student advising and retention platform that provides early alerts for students who may be getting off track so timely interventions and corrections can be made.*

- *Our Youth Apprenticeship Program expanded to include construction and nursing pathways.*

- *We launched 8-week MiniMesters that maintain academic quality and content while giving students more flexible options for enrollment that accommodate work schedules and other life circumstances that make 16-week semesters difficult.*

- *We launched The Wilkes Way, a new faculty and staff onboarding and learning community to strengthen and sustain an intentional organizational culture at WCC.*

- *We offered a variety of Professional Development sessions each semester to keep our employees equipped with critical knowledge and skills with which to serve students.*

- *Our Startup Northwest NC entrepreneurial platform has been live for over a year. Since March of 2020, we had 2,071 total users, 5,915 views of our featured entrepreneur videos, and our Small Business Center has served a record 80 entrepreneurs in our service area.*

We are excited about the progress and momentum we have built with our strategic plan to this point. But, we are also humbled by the amount of work yet to be done. COVID-19 has undeniably wreaked havoc on our enrollment and retention of students. Fewer students are enrolling in college from our service area during a period in history when a college credential is more critical than ever to access a living wage.

The years ahead will be characterized by efforts to get our communities and our students back on track and headed toward a more prosperous tomorrow. Wilkes Community College has a vital role to play in moving our community forward, and we are steadfastly committed to that challenge.

Sincerely,

Jeff A. Cox

Dr. Jeff Cox, President, Wilkes Community College

5-Year Strategic Plan
SUCCESS METRICS

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

LEARNING

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

Metric		Definition
59.00% ↓ 3.2%	Credit Math Success	Definition: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing math course with a "C" or better within two years of their first term of enrollment. Source: NC Community College System Performance Measures Time-frame of Data: 2017 Cohort
61.50% ↓ 3.1%	Credit English Success	Definition: Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within two years of their first term of enrollment. Source: NC Community College System Performance Measures Time-frame of Data: 2017 Cohort
46.00% ↑ 4.3%	Basic Skills Progress	Definition: Percentage of Basic Skills students who achieve a Measurable Skills Gain (MSG) during the program year (July 1-June 30). The state average for this measure is 41.8%. Source: NC Community College System Performance Measures Time-frame of Data: 2020-21
72% ↓ 5%	Licensure Passing Rates Index Score	Definition: Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Source: NC Community College System Performance Measures Time-frame of Data: 2020

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

COMPLETION & TRANSFER

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

Metric		Definition
69.1 % ↓ 3.2%	First Year Progression	Definition: Percentage of first-time fall curriculum students attempting at least 12 credit hours who successfully complete at least 12 hours within their first academic year (fall, spring, summer). Source: NC Community College System Performance Measures Time-frame of Data: 2019 Cohort
60.4% ↑ 6.5%	4-Year Graduation & Transfer Rate	Definition: Percentage of first-time fall curriculum students who, within four years of first term of enrollment, have either graduated, transferred, or are still enrolled with at least 42 non-developmental credit hours. Source: NC Community College System Performance Measures Time-frame of Data: 2016 Cohort
38%	150% Degree Completion Rate	Definition: The percentage of first-time, full-time degree or certificate-seeking students who complete their program of study within 150% of normal time for that program. Source: NC Community College System Performance Measures Time-frame of Data: 2017 Cohort (Data to be updated March 2022).
13%	150% Transfer Out Rate	Definition: The percentage of first-time, full-time degree seeking students who transfer to another institution within 150% (3 years) of normal time for their enrolled program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2017 Cohort (Data to be updated March 2022).
90.9% ↑ 4.2%	College Transfer Success Rate	Definition: The percentage of students who exited NCCCS after having completed an Associate Degree and/or least 30 cumulative hours of articulated transfer credits and subsequently transferred to a four-year college or university and earned a GPA of 2.25 or better after two consecutive semesters within the academic year at the institution. Source: NC Community College System Performance Measures Time-frame of Data: 2018 Cohort
1,200 ↓ 23.57%	Academic Credentials Earned	Definition: Total number of credentials earned by curriculum students, including associate degrees, diplomas and certificates, during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
54% ↓ 3.7%	Adult High School/ H.S. Equivalency Diploma Completion Rate	Definition: The percentage of students who are performing at a high school academic level and complete their credential. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
2,032 ↓ 35.52%	Students Enrolled in Non-Degree Credential Programs	Definition: Number of continuing education students enrolled during the calendar year in courses associated (attached to; linked to) with state or industry-recognized certifications. Source: Manual Internal Data Collection Time-frame of Data: Calendar Year 2019

5-Year Strategic Plan
SUCCESS METRICS

LABOR MARKET OUTCOMES

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

88%	% of Associate Degree graduates employed within a year of graduation	Definition: The total number of graduates from associate degree programs at WCC for a given year, divided by the total number of those graduates who were employed in North Carolina within a year after graduation. Source: NCTOWER Data Time-frame of Data: 2017-18 (Data to be updated TBD)
83%	% of Associate Degree graduates employed 5 years after graduation	Definition: The total number of graduates from associate degree programs at WCC for a given year, divided by the total number of those graduates who were employed in North Carolina five years after graduation. Source: NCTOWER Data Time-frame of Data: 2013-14 (Data to be updated March 2022)
93% ↑6%	% of Associate Degree graduates with the potential to earn at least a living wage of $30,000	Definition: The percentage of associate degree graduates who have the potential to earn at or above a living wage of $30,000; based on an average family size per US Census, living wage calculation per MIT Living Wage Calculator for service area and wage data gathered from NCCareers.org. Sources: NCCareers.org, MIT Living Wage Calculator, and US Census Time-frame of Data: 2020-21 Graduates
63% ↑15%	% of Associate Degree graduates with the potential to earn the median household income for our area of $42,650	Definition: The percentage of associate degree graduates who have the potential to earn at or above the median household income for Ashe, Alleghany, and Wilkes provided as determined by the US Census. Wage data is collected from NCCareers.org. Source: NCCareers.org and the US Census. Time-frame of Data: 2020-21 Graduates
100%	Employer satisfaction with customized training courses	Definition: Percentage of employers who participated in customized training courses and report via survey that they are satisfied or very satisfied with the training received. Source: Survey Data Time-frame of Data: 2020-21

COMMUNITY ENHANCEMENT

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

TBD	MerleFest Economic Impact	Definition: Total regional economic impact of MerleFest as calculated using the MerleFest Economic Impact Survey, ticket sales, festival local expenditures and civic club donations. Source: Manual Internal Data Collection Time-frame of Data: 2021
3,519 ↓93.39%	Total number of Walker Center attendees	Definition: Total number of attendees at Walker Center events for a fiscal year. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
155 ↓78.06%	Total number of Walker Center events	Definition: Total number of events held at the Walker Center for a fiscal year. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
36% ↓22%	Faculty & staff volunteer rate	Definition: Percentage of WCC employees who volunteer for or serve on a Board of Directors or Advisory Board for a nonprofit organization, faith-based organization, or other civic/community organizations. Source: Survey Data Time-frame of Data: 2020-21

5-Year Strategic Plan
SUCCESS METRICS

EQUITY

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

Metric	Label	Definition
$5,491,263.34 ▼ 12.34%	Total financial aid dollars distributed	Definition: Total amount of financial aid dollars distributed to curriculum students during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
$250,158 ▲ 75.24%	Total scholarship dollars awarded	Definition: Total amount of WCC scholarship dollars distributed to curriculum students during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
15.3% ▲ 6%	% of students receiving scholarships	Definition: Percentage of enrolled, non-high school, curriculum students who receive a WCC scholarship during an academic year. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
66% ▼ 2%	% of students completing FAFSA	Definition: Percentage of enrolled, non-high school, curriculum students who complete the Free Application for Federal Student Aid for the year. Manual Internal Data Collection Time-frame of Data: 2020-21
48% ▼ 2%	% of students receiving Pell Grant	Definition: 998 students received Pell Grant among 2037 traditional students who can apply for Pell Grant. This denominator excludes Workforce Development and Community Education as well as high school students enrolled in college courses through Career & College Promise or early college high schools. Source: Manual Internal Data Collection Time-frame of Data: 2020-21
-4% ▲ 1%	Performance gap of 150% completion rate of Pell vs non-Pell students	Definition: Difference between the percentage of students who receive a Pell grant and the percentage of those who do not receive a Pell grant who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2016 Cohort

Metric	Label	Definition
-21% ▼ 13%	Performance gap of 150% completion rate of minority vs non-minority	Definition: Difference between the percentage of students who are minority and the percentage of those who are non-minority who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2016 Cohort
-3% ▼ 1%	Performance gap of 150% completion rate of male vs female students	Definition: Difference between the percentage of students who are male and the percentage of those who are female who are first-time, full-time, degree- seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2016 Cohort
202 ▼ 9.821%	Continuing Education Students Receiving Scholarships	Definition: Number of continuing education students enrolled during the calendar year who receive scholarships. Source: Manual Internal Data Collection Time-frame of Data: Calendar Year 2020

2020-2021 Implementation Plan • SMART Strategies

1. Student & Alumni Feedback System

2. Data-Driven Analyses & Decision-Making

3. Labor Market Alignment System

4. Guided Pathways to Success Program

5. Robert L. Strickland Career Coach Program

6. Scholarship Development

7. Petro Kylynych Student Advising Program

8. Wrap-Around Services: Community Resources

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

SMART Strategy #1

STUDENT & ALUMNI FEEDBACK SYSTEM

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

OVERVIEW: Establish student and alumni feedback systems that enable WCC to better understand the student journey and experience from initial high school engagement through to career. This includes 1) identifying and targeting recent area high school graduates who did not enroll at WCC or any other college or university; 2) developing strategies and methods of outreach to alumni post-graduation; 3) refining surveys to current WCC students and conducting focus groups to gain insight into students' perception of the college experience and addressing needs and concerns where feasible.

PROGRESS MILESTONES:
- During the 2020-2021 academic cycle, the IE (Institutional Effectiveness) office planned to continue the new two-step process for contacting graduates to capture their feedback on student satisfaction.
  - Due to changes to instruction during COVID-19, the IE office did not send out the WCC Graduate Initial Survey in spring 2020.
  - The Student & Alumni Feedback System group agreed to survey WCC 2020 graduates only once using the WCC 2020 Follow-Up Graduate Survey in February 2021 to streamline contact with graduates during the pandemic.
  - The IE office agreed to only survey 2020 graduates six months after the August graduation ceremonies.
- WCC Graduate Follow-Up Survey emailed to graduates in December 2019 increased from a 6% response rate to a 9% response rate (50/579=9%).
  - With the 2020 graduate survey link going out to graduates in spring 2021, survey response rates declined significantly to 2%. All 2021 graduates will receive the WCC 2020 Follow-Up For Graduate Survey in February 2022.
  - All 2022 graduates will receive both surveys in efforts to increase response rate.
- Safeguarded data and report accuracy by establishing a single source of data reports, integrating data owners, and limiting access to report modification/creation.
  - Informer 5 rollout is in progress.
  - Provided access to Academic Chairs and created new groups for the AC (Administrative Council) & ASSC (Academic and Support Services Council).

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

SMART Strategy #2

DATA-DRIVEN ANALYSES & DECISION-MAKING

BASIC CONCEPT
Improve the quality, availability, and engagement with relevant data to faculty, staff, and other college constituents to foster informed analysis, decision-making, and continuous improvement.

OVERVIEW: Develop and publish business intelligence reports and dashboards to improve decision-making related to funding equipment, technology, facility, and personnel requests, as well as making program and policy changes.

PROGRESS MILESTONES:
- We have maintained continuous updates for Power BI (data reporting platform) reports such as the Grades and Completion Report and the CCPP (Career and College Promise Pathway) Breakdown Report.
- New Power BI Groups for the Administrative Council, ASSC, and Academic Chairs have been established and serve as a repository for our most accurate and important reports.
- Four Reports have stood out this year:
  - The Grades and Completion Report has seen notable upgrades. We now have tabs for top enrollment, W/F check-ins at 25% through 75% through a semester, and section specific completion. The Grades and Completion Report is also our most popular report with Power BI users.
  - The CU Demographic Report was created to provide an in-depth look at the demographic makeup of the college and how it relates to year-to-year enrollment and other success factors. This report primarily looks at Ethnicity, Age, and Gender.
  - The CCPP Breakdown Report is the replacement for last years "CCPP Enrollment Report". With this report, the user can use the first tab for quick summary data and other tabs for more in-depth questions related to the CCPP student journey. This report can output enrollment numbers term to term as well as how many of those students complete CCPP certificates, enroll with us traditionally, and if they continue in the same program.
  - The COVID-19 Charts Report has been used to count daily active COVID-19 cases and cumulative cases over time. This report is our first Power BI report to be accessible for public audiences on our website.
- We are rolling out Dashboards in addition to our reports that will make it easy to quickly grab data from a variety of different reports at once.
- Training for both Power BI and general data literacy has continued during this year and has increased data discussions around campus as well as engagements with our reports.

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

SMART Strategy #3

LABOR MARKET ALIGNMENT SYSTEM

BASIC CONCEPT

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

OVERVIEW: Develop systems of ongoing alignment between degree and non-degree programs with current and projected labor market needs and opportunities to ensure students are prepared for success in the emerging workforce. This includes four key elements: 1) labor market data curation, dissemination, and analysis; 2) Advisory Committee development and meaningful, ongoing engagement; 3) Workplace Connections professional development opportunities for faculty; and 4) short-term training programs developed in response to real-time needs of employers.

PROGRESS MILESTONES:
- An Advisory Committee survey was developed and administered, and results were shared with the committee providing guidance for work with advisory committees for 2021-2022.
- An Excel spreadsheet was developed listing all 3rd party credentials students can obtain within each division.
- An industry engagement review is conducted as part of each faculty member's PEP.
- A Work-Based Learning Component was added to the WDCE HVAC program.
- A 120-Hour Electrical Training Program was launched in the Spring of 2021.
- An Excel file was developed that can be refreshed yearly with updated labor market information.
- Work was completed to ensure the labor market data being presented on the new WCC website is accurate.

TEAM

Zach Barricklow	Kristen Macemore
Kim Bell (Lead)	Curt Miller
Marina Brannock	Adam Parsons
Dr Jeff Cox	Chris Robinson
Ronald Dollyhite	Michael Roope
Nicole Fogle	Dr Yolanda Wilson
Beth Foster	Debbie Woodard
Dr. Natasha Harris	Billy Woods

SMART Strategy #4

GUIDED PATHWAYS TO SUCCESS PROGRAM

BASIC CONCEPT

Implement policies, practices, and programs aligned to Guided Pathways model to 1) clarify paths to student end goals, 2) help students choose and enter a pathway, 3) help students stay on path, and 4) ensure students are learning.
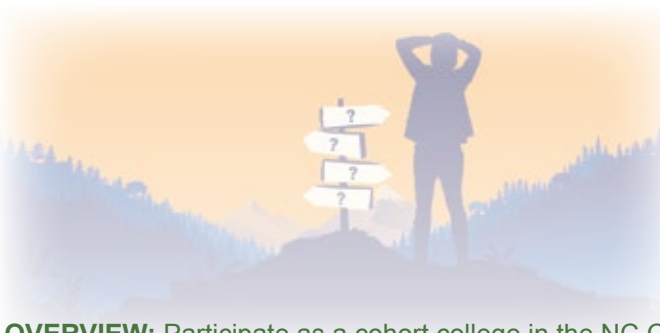
OVERVIEW: Participate as a cohort college in the NC Community College System Guided Pathways to Success (GPS) initiative; a research-supported approach to enhancing student outcomes. The four essential practices of GPS are 1) clarify paths to student end goals, 2) help students choose and enter a pathway, 3) help students stay on path, and 4) ensure that students are learning.

PROGRESS MILESTONES:
Clarify Paths to Student End Goals
- Completed program pathway mapping and accompanying write-ups.

Help Students Choose & Enter Pathway
- Established the Robert L. Strickland Career Coach Program and the Petro Kulynych Student Advising Program.
- Developed a centralized database of program information that fosters ongoing updates and management.
- Developed a user-friendly WCC Website with public-facings program information organized by meta majors, for both noncredit and credit related pathways. This website redesign utilizes the "One College" concept, presenting students with all pathway options within each Career Cluster. This aligns with the Pathways Model by providing intentionally designed, clear, coherent, and structured educational experiences, that guide each student from his/her point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.

Help Students Stay on a Path
- Redesigned tutoring support system, including the addition of embedded tutoring and virtual tutoring options.
- Strengthened wrap-around services, including the development of the Resource Connections Center (2021-2022).

Ensure Students are Learning
- Developed robust Power BI data tools to assess student learning and success.
- Established partnerships with Achieving the Dream and the NCCCS Student Success Center.
- Developed a plan to enhance teaching and learning to be implemented 2021-2022.

TEAM

Zach Barricklow	Cinnamon Martin
Elisabeth Blevins	Cassandra McGuire
Dr. Jeff Cox	Curt Miller
Ronald Dollyhite	Adam Parsons
Darrell Finney	Kendra Perkins
Bekah Gardner	Morgan Staley
Andrea Gimlin	Dr. Yolanda Wilson
Becky Greer	Michael Wingler
Kristen Macemore	Billy Woods
Renee Macemore	

SMART Strategy #5

ROBERT L. STRICKLAND CAREER COACH PROGRAM

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

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

PROGRESS MILESTONES:
- Six Career Coaches are serving 6 High Schools with 3,704 total students.
- 849 Career/Academic Plans were developed.
- 2,470 additional individual meetings with students took place.
- 1,457 students were reached through individual meetings.
- 100% of 711 Career and College Promise (CCP) Students have an Individualized Career/Academic Plan.
- 218 classroom presentations were made.
- 3,381 students (duplicated count) were reached in a group or classroom setting.
- 68 site visits with local businesses were led by Career Coaches (since program inception).
- 20+ Meetings with WCC College Deans, Program Instructors, and Student Support Staff were held.
- 150 Advising Intakes were conducted with graduates coming to WCC.
- COVID-19 response: ongoing contact and support provided to students and WCC instructors promoting flexibility as courses moved from online to hybrid to in-person throughout the school year.

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

SMART Strategy #6

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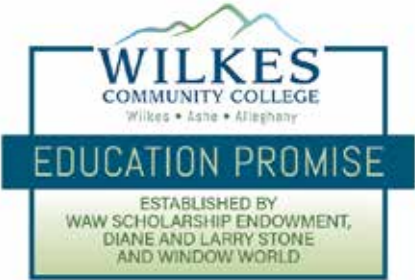
BASIC CONCEPT
Develop scholarship programs that fully engage and support students, especially low-income, first-generation students, via mentoring, tutoring, enrichment opportunities, and other wrap-around services that help them successfully access and complete their academic and career objectives.

OVERVIEW: Develop high-impact scholarship programs that go beyond covering tuition and fees, fully engaging and supporting students through programming and wrap-around services such as mentoring, tutoring, enrichment activities, and professional networking.

PROGRESS MILESTONES:
Established and implemented the WCC Education Promise Scholarship, a last-dollar scholarship that covers tuition and institutional fees for qualifying students, providing the opportunity for students to earn a diploma, certificate, or degree from Wilkes Community College, with establishing partners WAW Scholarship Endowment, Diane and Larry Stone, and Window World.

- Implemented WCC Education Promise Scholarship
  - Designed and established WCC Education Promise Scholarship kick-off campaign of $8.5 million.
  - Hired Scholarship Coordinator to maintain and award Endowed, General, and Education Promise Scholarships.
  - First recipients began at WCC in August 2021.
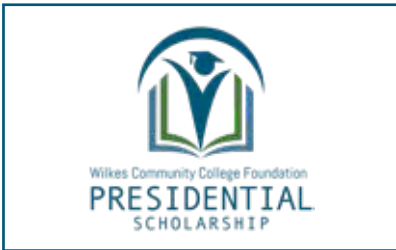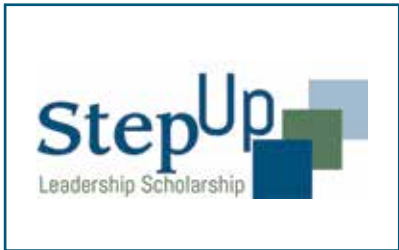
TEAM
Zach Barricklow	Jon Hutchins	Kim Perkins
Sabrina Bowman	Scott Johnson	Allison Phillips (Lead)
Doug Eller	Cinnamon Martin	Jim Smoak
Bekah Gardner	Curt Miller	(WCC Foundation)
Andrea Gimlin	Susan Nilo	Michael Wingler
Roberta Harless	Kendra Perkins	

SMART Strategy #7

PETRO KULYNYCH STUDENT ADVISING PROGRAM

BASIC CONCEPT

Increase and sustain student program of study persistence and completion rates through individualized advising plans. Implement a data collection system to identify at-risk students and provide solutions to ensure persistence, completion, and student success through enrollment and subsequently employment.

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

PROGRESS MILESTONES:
- Refined online advising protocols.
  - Analyzed online advising protocols.
  - Revised online advising protocols by comparing best practices and student preferences among advisors.
  - Updated and distributed online advising protocols document to advising team.
  - Trained all advisors with updated online advising protocols.
- Set up of the Aviso (Student Advising and Retention) Platform in preparation for full implementation Fall 2021.
- Hired additional academic advisor for the Wilkes Advising team.
- Dean of Advising retired, effective December 2020. Director of Admissions resumed supervision of the Advising program.
- Transitioned the Admission part-time position to an Admission/Advising part-time position.
- Collaborated with the Academic Support Center to conduct phone calls to all students scheduled for an intake to ensure students could login to WCC accounts prior to the intake appointment.

TEAM

Mindy Blackburn	Darrell Finney	Kendra Perkins
Elisabeth Blevins (Lead)	Cary Gardner	Kim Perkins
Sabrina Bowman	Scott Johnson	Talina Pipes
Donna Brooks	Becky Kennedy	Elizabeth Simons
Lora Davis	Kristen Macemore	Dr. Sheneele Wagoner
Ronald Dollyhite	Cinnamon Martin	Dr. Yolanda Wilson
Kim Faw	Callie McCraw	Michael Wingler
	Wendy Nichols	Billy Woods

SMART Strategy #8

WRAP-AROUND SERVICES: COMMUNITY RESOURCES

BASIC CONCEPT

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

Addition/Redefining of Resource Connections Program into Wrap-Around Services for 2021-2022 Strategic Plan

OVERVIEW: Student retention and graduation are significantly impacted by unmet basic needs that force students to drop out, stop out, or struggle with college. In 2020, WCC data showed that non-academic barriers related to basic needs accounted for nearly half of the reasons cited by students for dropping a course. WCC's current strategic plan sets a target of doubling its three-year graduation rate and placing more students into careers that pay a family-sustaining income. Accomplishing this bold target requires better addressing basic needs of students. WCC spent the 2020-2021 academic year developing a unified model for the promotion, collaboration, and management of Wrap-Around Services to meet the diverse non-academic needs of students.

PROGRESS MILESTONES:
- The workshop, "Survival Brain, Wrap-Around Services, & Resource Connections", was facilitated at WCC's Professional Development Day on September 8, 2020.
  - 140 faculty/staff attended the session. Presenters included Scott Johnson, Dr. Lynda Black, Jon Hutchins, Debbie Furr, Cinnamon Martin, Kim Perkins, and Debbie Woodard.
- Students were introduced to the Resource Connections Webpage, which includes information about the Prowler Food Pantry, Doc Watson Student Emergency Fund, and Finish Line Grant, via new student orientation sessions for the 2020 fall semester, 2021 spring semester, and 2021 summer term.
- In Fall 2020, the Wrap-Around Services SMART Strategy Team researched successful models from across the United States, reaching out to 17 peer community colleges for interviews based on a list of questions developed by the Team.
- In February 2021, it was decided that Debbie Furr would transition to a new position as Coordinator of Resource Connections, effective August 2021.
- Creation of this new position allows for a centralized person/team to oversee various non-academic support resources.
- In April 2021, a Wrap-Around Services proposal was submitted for the 2021-2022 school year.
- In May 2021, funding was secured for the following:
  - Implementation/integration of the Single Stop Platform.
  - Implementation of a new full-time position, Director of Resource Connections/Social Worker.

- In May 2021, space was identified for the new Resource Connections Center. The Center provides office space for the Coordinator of Resource Connections, Director of Resource Connections/Social Worker, and the Prowler Food Pantry. The new center will allow for the unification/centralization of current efforts, including the Prowler Food Pantry, Doc Watson Student Emergency Fund, and Finish Line Grant. The Center will also be responsible for launching and managing the Single Stop platform during the 2021 fall semester.
- In June 2021, a vacancy announcement was posted for the new position, Director of Resource Connections/Social Worker. Interviews were conducted in July and a candidate was successfully identified. The new Director of Resource Connections/Social Worker, Erin Smith, began work on August 16, 2021.
- In July 2021, a contract was signed with Single Stop USA, which will allow for the implementation of the Single Stop platform during the fall semester.

TUTORING SUPPORT SYSTEMS

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

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

PROGRESS MILESTONES:
- The new tutoring data collection system went live in September 2020. Partnering with ThinkingStorm for data collection, this was a cost-effective and relatively smooth transition. With the data collection system, we now can pull reports for multiple campuses and disaggregate by a variety of factors.
- Adam Parsons pulled numbers of completion and retention by (specified) course reports for students tutored versus students who did not receive tutoring.
- Data supported positive correlation of completion for students who received tutoring as opposed to students not tutored.
- Positive difference in completion rates:
  - ENG 111 – 37.5%
  - MAT 171 – 26%
  - ENG 112- 19.65%
- Tutoring hours for 2020-2021:
  - Fall 2020
    - FTE hours – 1624.54
    - Total Tutoring Hours (including FTE) – 1945.69
- Unduplicated Student Count (unique WCC students tutored) - 494
  - Spring 2021
    - FTE hours – 1208.31
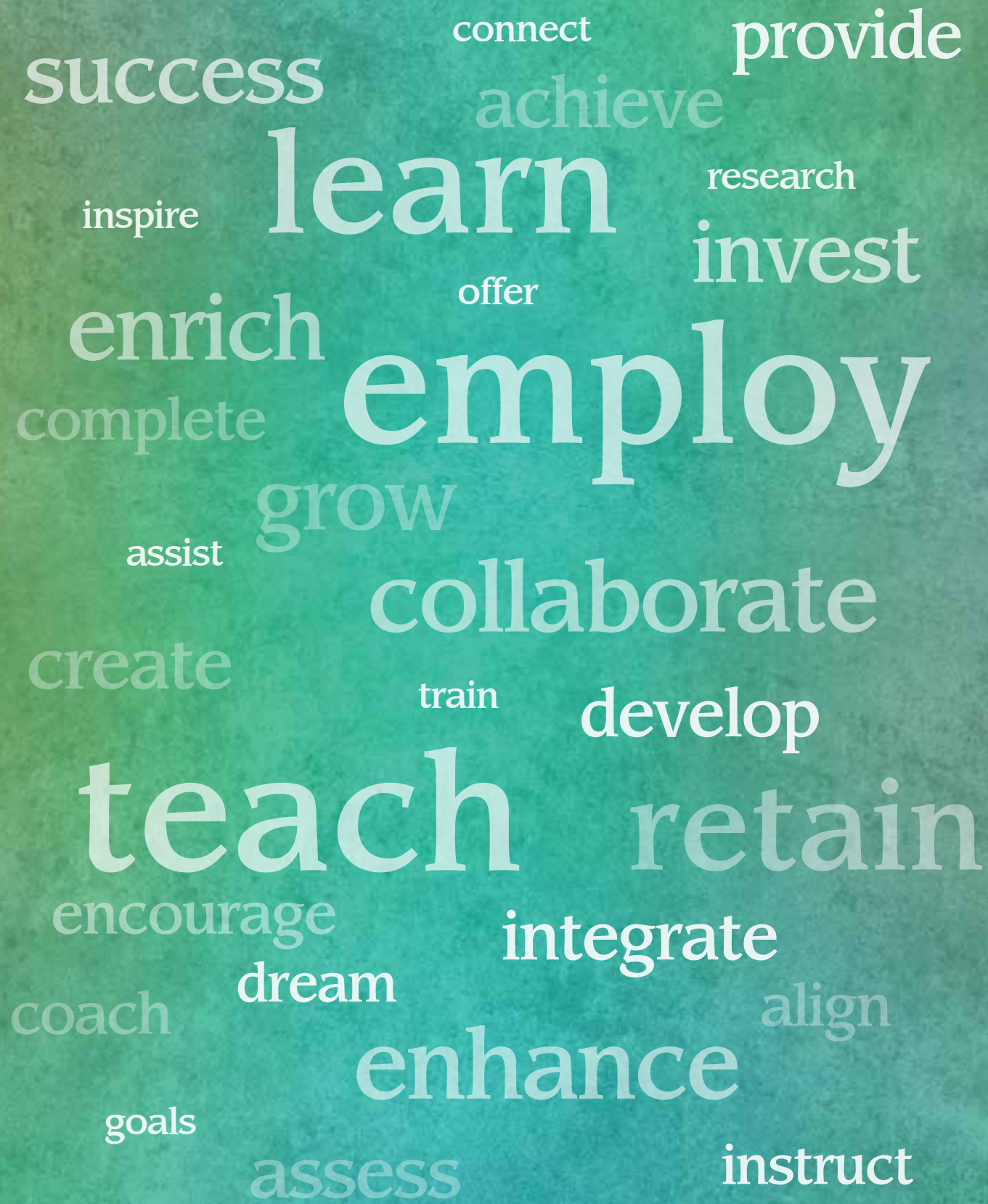   - Total Tutoring Hours (including FTE) – 1608.52

TEAM

Zach Barricklow	Jon Hutchins
Dr. Lynda Black	Scott Johnson (Lead)
Elisabeth Blevins	Renee Macemore
Kim Faw	Cinnamon Martin
Debbie Furr	Susa Nilo
Tammy Griffin-Garcia	Kendra Perkins
Roberta Harless	Angela Roten
Erica Harper	Debbie Woodard (Lead)

TEAM

Zach Barricklow	Kristen Macemore
Elisabeth Blevins	Susan Nilo
Stephanie Darnell	Adam Parsons
Ronald Dollyhite	Kendra Perkins
Kim Faw	Angela Roten (Lead)
Darrell Finney	Jenny Webb
Dr. Natasha Harris	Dr. Yolanda Wilson
Bruce Hollar	Billy Woods

SMART Strategy # 10

EMPLOYABILITY SKILLS INTEGRATION

BASIC CONCEPT

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

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

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

TEAM

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

SMART Strategy #11
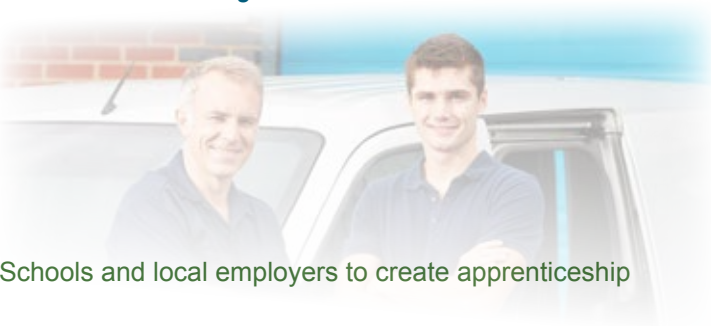
WORK-BASED LEARNING

Merges into (2) Labor Market Alignment Systems in 2021-2022 Strategic Plan

BASIC CONCEPT

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

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

PROGRESS MILESTONES:

- A working document was designed to give faculty and staff an understanding of the Work-Based Learning Continuum. The document was reviewed, and suggestions were given by WCC staff and faculty members.
- The worksite supervisor mid-term and end-of-term evaluations used in Work-Based Learning curriculum classes with revisions based on the ESAP (Employability Skills Alignment Project) have been in place since the fall of 2020. The evaluations have been reviewed to gather information on various soft skills. The skill areas addressed on the evaluations include:
  - o Interpersonal
  - o Reliability and Dependability
  - o Critical and Analytical Thinking
  - o Problem Solving and Decision Making
  - o Teamwork
  - o Cultural Sensitivity
  - o Communication
- A continuing education Work-Based Learning program was started this year. The information used for curriculum students in Work-Based Learning was modified to be used with workforce development and continuing education (WDCE) students. The first student was in HVAC. WCC also developed a construction program under continuing education which started this summer. This program was designed for pre-apprenticeship students, which included a WBL component for the students to gain on the job experience.
- The youth apprenticeship program was expanded to include construction and nursing areas.
- Ten students started the pre-apprenticeship program this year. Seven have completed the program and two continue to complete classwork for the pre-apprenticeship path.
- Three students were signed to a full apprenticeship, Infusion Points – 1, Wake Forest Medical – 1, Shew Electric – 1.
- The regional apprenticeship staff has changed over the past year with retirements and additions. We have new staff members that are serving the western area. We have started conversations with companies in Wilkes, Ashe, and Alleghany in conjunction with the ApprenticeshipNC staff to develop adult apprentice opportunities. We currently do not have adult apprentices.

TEAM

Matt Baldwin	Erica Harper
Zach Barricklow (Lead)	Kristen Macemore
Kim Bell	Curt Miller
Frank Blevins	Chris Robinson
Spencer Dagenhardt	Ricky Roten
Ronald Dollyhite	Dr. Yolanda Wilson
Beth Foster (Lead)	

SMART Strategy #12

TEACHING & LEARNING ENHANCEMENTS

Renamed Teaching and Learning in 2021-2022 Strategic Plan

BASIC CONCEPT

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

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

PROGRESS MILESTONES:

- Created 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 2021-2022 planning.
- Developed courses for 8-week MiniMesters that maintain academic quality and content.
- Enhanced the instructional support of faculty who are teaching partially online or fully online courses by increasing the number of faculty who are CORE certified (end of fall/spring as needed).
- Expanded the online faculty development footprint to include faculty who complete ACUE (Association of College and University Educators) training and Quality Matter workshops (ongoing).
- Created a Master Teacher Program grounded in pedagogical best practices; the Teaching and Learning Fellowship Program launched PD Day, fall 2021.
- Expanded the Learning Community on Early Course Check-Ins.
- Implemented Reinforced Instruction for Student Excellence (RISE) curriculum based on high school GPA to provide co-requisite instruction to support students in gateway mathematics and English courses.
- Enhanced learning environments to reflect real world experiences through simulation labs, equipment, activities, etc.

TEAM

Kim Bell	Kristen Macemore
Ronald Dollyhite	Susan Nilo
Darrell Finney	Kendra Perkins
Dr. Natasha Harris	Dr. Yolanda Wilson (Lead)
Caitlin Howell	Billy Woods

SMART Strategy #13

FACULTY & STAFF PROFESSIONAL DEVELOPMENT

Merges into (8) Teaching and Learning in 2021-2022 Strategic Plan

BASIC CONCEPT

Continue, expand, and connect current professional development programs and initiatives focused on enhancing teaching and learning to foster instructional and professional excellence among all faculty and staff across all divisions and locations of WCC.
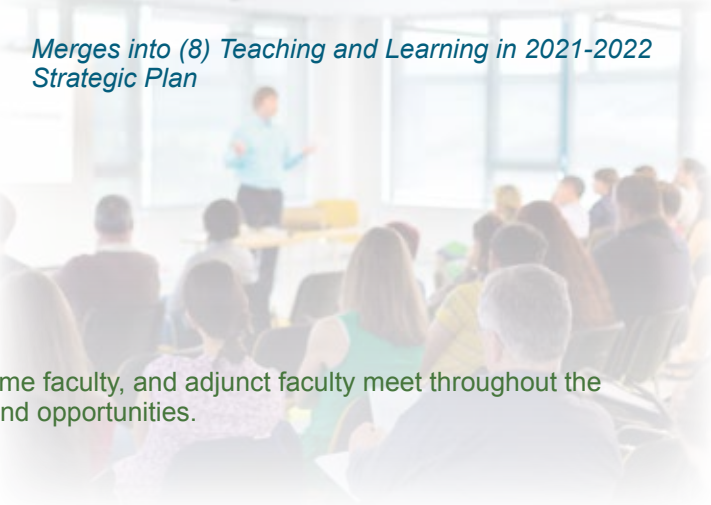
OVERVIEW: A cross-functional team of staff, fulltime faculty, and adjunct faculty meet throughout the year to assess professional development needs and opportunities.

PROGRESS MILESTONES:

- Added new members to this SMART team who represent Staff, Adjuncts, Health Sciences, and Student Services.
- Launched The Wilkes Way: New Faculty & Staff Onboarding Learning Community during spring 2021 that continues each semester moving forward.
- Developed a Center for Faculty and Staff Development Moodle resource for WCC employees. Maintained up-to-date resources, best practices, virtual PD sessions/offerings, and membership access to PD opportunities, such as NISOD (National Institute for Staff and Organizational Development), OLE (Online Learning Experience), and the VLC (Virtual Learning Community).
- During 2020-2021, 42 Professional Development sessions were offered; 742 participants (consisting of full-time and part-time faculty and staff) attended the 42 PD sessions.
- Offered a variety of PD sessions each semester; successfully maintained at least 10-15 workshops during each semester.
- PD Days were held virtually during fall and spring with record attendance.
- WCC adjuncts were invited to attend the fall and spring PD days; ongoing support and outreach continues to be provided to WCC adjuncts.
- Provided several PD opportunities for instructors focused on pedagogy, such as curriculum mapping, flipped classrooms, and active learning.
- Continued participation in Early Course Check-Ins; all divisions and campus are represented.

TEAM

Zach Barricklow	Dr. Natasha Harris	Jason Sitek
Meret Burke	(Lead)	Neal Triplett
Dr. Jeff Cox	Melonie Kilby	Lisa Wilmoth
Sherry Cox	Randy Miller	Dr. Yolanda Wilson
Jeremy Craft	Greg Minton	
Nicole Fogle	Emily Orr	
Matthew Greene	Kendra Perkins	

SMART Strategy #14

ENRICHING OFFERINGS FOR AGING ADULTS

BASIC CONCEPT

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

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

PROGRESS MILESTONES:

- Team has met monthly.
- The **L.I.F.E.** (Learning, Inspiration, Fellowship, Enrichment) guide publication production has continued.
  - Team decided to pivot during the pandemic with a tri-fold brochure.
  - Cost savings for the partners but kept the brand visible.
- The L.I.F.E. guide has maintained a social media presence.
- Partners in the group are surveyed for feedback.
  - Added Greater Lansing Area Development (G.L.A.D) to our partnership as a financially contributing member.

TEAM

Zach Barricklow	Kitty Honeycutt	Susan Nilo
Patricia Calloway	(Ashe County	Chris Robinson
(Ashe Services	Chamber of	Ann Rose (Greater
for Aging)	Commerce)	Lansing Area
Jeff Fissel	Glenda Luther	Development)
(Ashe County	(Ashe Services	Jeff Shore
Arts Council)	for Aging)	Rebecca Williams
Andrea Gimlin	Suzanne Moore	(Ashe County Arts
Becky Greer	(Ashe County Public	Council)
	Library)	

SMART Strategy #15

ENTREPRENEURSHIP COLLABORATIVE

BASIC CONCEPT

Convene and collaborate with agencies and key stakeholders of Wilkes, Ashe, and Alleghany Counties involved with fostering entrepreneurship to identify a unified vision, objectives, resources, roles, and complementary efforts.

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

PROGRESS MILESTONES:

- Held four successful roundtable meetings focusing on various industries/topics: outdoor economy, health and wellness, breweries and distilleries, manufacturing, and young entrepreneurs.
- NWNC platform has been live for over a year. Since March 11, 2020, we had 2,071 total users, 11 SBC connects, 105 training signups, and entrepreneurship stories viewed 5,915 times. We receive a monthly report on the platform.
- Networking whether it is virtual or in person is key in driving entrepreneurship in our communities.
- Roundtable discussions have connected entrepreneurs to other entrepreneurs and team members have learned about new businesses and resources within our service area. It is a continual process of updating, sharing, repeating information, making connections, and supporting entrepreneurship.

TEAM

Cathy Barr (Ashe Economic Development)
Lisa Bottomley (Alleghany Chamber of Commerce)
Sarah Jensen Brondos (Wilkes Recovery Revolution)
Rick Brown (WCC Trustee)
Laurie Brintle-Jarvis
Dr. Joe Bullis (Wilkes County Schools)
Dale Cavney (Blue Ridge Development Center)
Linda Cheek (Wilkes Chamber of Commerce)
Seth Cohn (Two Boros Brewery)
Dr. Jeff Cox
Gary Daemer (Infusion Points)
Becky Greer
Melanie Hollis (Ashe County Schools)
Kitty Honeycutt (Ashe Chamber of Commerce)

Kate Irwin (Kate Ink)
Andria Keith (Global Manufacturing)
Donny McCall (Perrycraft, Inc.)
Curt Miller
LeeAnn Nixon (Wilkes Economic Development Corporation)
Earl Pennington (Ashe County Schools)
Chris Robinson
Wayne Shepherd (CTE, (Wilkes County Schools)
Heath Vogler (CTE, Alleghany County Schools)

SMART Strategy #16

TELEWORK ECONOMIC OPPORTUNITY INITIATIVE

BASIC CONCEPT

Leverage strong regional broadband internet, explosion of remote work, and booming 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.

OVERVIEW: WCC is working to establish public-private partnerships that advance a a tech ecosystem in Wilkes, Alleghany, and Ashe counties, including workforce development, employer partnerships, infrastructure to accommodate remote tech workers, and support for tech entrepreneurship in the region.

PROGRESS MILESTONES:

- 12 planning meetings with Alchemy Community Transformations.
- 15 exploratory meetings with national benchmark programs: Rural Forge, Base Camp Coding Academy, Cultivating Coders, Knight Moves, and Teleworks USA.
- 3 new workforce development programs identified.
- Partnership established with Per Scholas for continuing education technology training bootcamps.
- 8 individual agency planning meetings.
- 2 regional agency collaborative planning meetings.
- 9 grant applications submitted to Achieving the Dream, Golden LEAF Foundation, Appalachian Regional Commission, SkyLine Membership Corporation, NC State Institute for Emerging Issues, and the Leonard G. Herring Family Foundation.
- 4 grants awarded by SkyLine Membership Corporation, NC State Institute for Emerging Issues, and the Leonard G. Herring Family Foundation.
- Selected by the NC State Institute for Emerging Issues as a featured community working to expand technological opportunity in North Carolina.
- Featured by SkyLine Membership Corporation in its Business Connections and 2020 Annual Report.
- Featured in several other podcasts, newspapers, and conferences as a promising initiative for expanding digital economic opportunity in rural communities.

TEAM

Zach Barricklow (Lead)
LeClair Boone (NC Tech Paths)
Marina Brannock
Ricky Brown (WCC Trustee)
Dr. Jeff Cox
Craig DeLucia (NC Tech Paths)
Bryan Edwards

Greg Galifianakis (Gria Consulting)
Melonie Kilby
Kristen Macemore
Karen Powell (Skyline/SkyBest)
Chris Robinson

SMART Strategy #17

TARGETED & OUTREACH COMMUNICATIONS

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

Merges into each SMART Strategy as a sub-component in 2021-2022 Strategic Plan

OVERVIEW: Targeted outreach and communications are a key part of several SMART Strategies developed in the Annual Implementation Plan 2020-2021 in support of WCC's 5-Year Strategic Plan. Each year, a set of priority focus areas will be determined and pursued by the Marketing team in collaboration with key internal and external stakeholders.

PROGRESS MILESTONES:

- Completed over 851 marketing requests from various departments and programs.
- Radio Ads: > 40 specific radio commercials on each station each airing hundreds of times.
  - Registration, High-Demand Careers, WDCE Courses, MiniMester, WinterMester, and Education Promise.
- Pod Cast: Promoting Education Promise, Governor's Emergency Education Relief (GEER) Funds for WDCE, and Longleaf Scholarship Grant.
- Television and OTT: Produced (2) High-Demand Career Commercials and (1) MiniMester Commercial.
  - 526,183 Total Impressions (videos)
  - 513,335 Completed Views
  - 97.6% Watch through rate
- Digital Advertising:
  - 1,000,104 Impressions
  - 1,497 Clicks
  - Top performing Ad was "Skip Debt"
- Movie Theater Advertising: High-Demand Careers and Career and College Readiness

TEAM

Morgan Barnette	Kristen Macemore
Zach Barricklow	Cinnamon Martin
Lee K Cornett	Patty Parsons
Ronald Dollyhite	Allison Phillips
Darrell Finney	Chris Robinson
Morgan Francis	Michael Wingler
Andrea Gimlin (Lead)	Billy Woods
Roberta Harless	

"*Wilkes Community College has a vital role to play in moving our community forward, and we are steadfastly committed to that challenge.*"

-Dr. Jeff Cox

"You can, you should, and if you're brave enough to start, YOU WILL."

-Stephen King

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

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

WILKES
COMMUNITY COLLEGE
Wilkes • Ashe • Alleghany