



# Annual Implementation Plan: 2022-2023

## *Comprehensive Report*

Prepared Fall 2022

## Contents

Introduction .....	3
SMART Strategy: Data-Driven Analyses & Decision-Making .....	4
SMART Strategy: Labor Market Alignment Systems .....	7
SMART Strategy: Robert L. Strickland Career Coach Program .....	9
SMART Strategy: Petro Kulynych Student Advising Program .....	11
SMART Strategy: Wrap-Around Services / Resource Connections .....	13
SMART Strategy: Tutoring Support Systems .....	16
SMART Strategy: Teaching & Learning.....	18
SMART Strategy: Enrichment Offerings for Aging Adults .....	22
SMART Strategy: Entrepreneurship Collaborative.....	24
SMART Strategy: Student Feedback.....	26
SMART Strategy: Faculty and Staff Feedback .....	28
SMART Strategy: Adult Learner Engagement .....	30

## Introduction

The following comprehensive report provides the basic what, why, who, and when of SMART Strategies that will be implemented during the 2022-2023 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 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 2022-2023*

1. Data-Driven Analyses and Decision-Making
2. Labor Market Alignment System
3. Robert L. Strickland Career Coach Program
4. Petro Kulynych Student Advising Program
5. Wrap-Around Services / Resource Connections
6. Tutoring Support Systems
7. Teaching and Learning
8. Enrichment Offerings for Aging Adults
9. Entrepreneurship Collaborative
10. Student Feedback Systems
11. Faculty & Staff Feedback Systems
12. Adult Learner Engagement

# 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><i>Student &amp; Alumni Feedback System combined with Data-Driven Analyses and Decision-Making Team starting in 2021-2022.</i></p>
<b>Rationale</b>	<p>This strategy 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.</p>
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	All
<b>Lead Division(s)</b>	Information Technology and 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, Caitlin Howell, Randy Miller, Chris Robinson, Michael Ward, Dr. Yolanda Wilson, and Michael Wingle
<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:** Continue identifying what defines a successful student. As we continue to expand our variables in this discussion, we will see what can fit in the context of a mathematical model.
- **Expand Our Use of Student Data:** Establishing and utilizing datasets from Moodle, Student Support Center, surveys, etc. We will continue to partner with different groups across the college.
- **Create and Maintain Continuing Education and Basic Skills Power BI (Microsoft Business Intelligence) Reports:** To go along with 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.

### New Goals:

- **Expand Data Culture and Awareness among Faculty and Staff:** Continue gathering and sharing data with faculty and staff that meets their data needs for decision-making within our framework. We will continue to analyze what reports are appropriate for their workspace.
- **Focus on Student Achievement and Performance Metrics:** Renew our focus on creating reports that complement state performance measures and help us focus on various parts of student achievement.
- **Identify unique subgroups in existing data reports/datasets:** Using our highly detailed data reports, we can identify subgroups within our population that can better inform us of the makeup of the college. With time, we can use this information to better define what success is to the college.
- **Strengthen our Survey Process and Make Analytical Connections:** Continue to strengthen what we are doing with surveys. We need to make sure that we are taking advantage of these enhanced surveys and their improving response rates by connecting quantitative/numbers and qualitative/comments data back to our data reports and creating a bigger picture.

## What are some measurable indicators of success?

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

- # New/updated dashboards.
- # Dashboards with new ease of use functionality.
- % 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 2022**

- Quantitative increase and retention of viewership for Power BI dashboards.
- # New or improved dashboards.
- Additional training provided to divisions to increase the use of accurate data in meetings.
- 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 2023**

- % Division meeting minutes showing discussion of data (e.g., through dashboards and reports) relevant to a division issue.
- Qualitative measure of our data's impact on decision-making.
- Qualitative measure of Aviso's (student retention software solution) and 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).
- # Subgroups identified that are significant to our institution.

**By late-August 2023** (for Annual Progress Report)

- # New data tracking platforms created/integrated.
- Expansion of our use of data across campus.
- # New/updated dashboards.
- Predictive analytic reports created or enhanced.
- % 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.
- Year-to-year comparison for survey response rates.
- Identified subgroups integrated into success models.

# SMART 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 for success in the emerging workforce. This includes key elements: 1) Labor Market Data dissemination for analysis, 2) Short-Term Training Programs developed in response to real-time needs of employers, 3) Work Based Learning expansion, 4) Employability Skills Development integration across all programs of study areas, and 5) Increase Career Counseling & Placement Support utilizing CollegeCentral.com, an interactive tool that links employers with prospective job candidates through college-based career centers, as a means of connecting employers to students and providing needed job placement information.
<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, Jody Call, Dr. Jeff Cox, Ronald Dollyhite, Nicole Fogle, Beth Foster, Dr. Natasha Harris, Curt Miller, Adam Parsons, Chris Robinson, Michael Roope, Dr. Yolanda Wilson, and Debbie Woodard
<b>Instructor Action Required</b>	Engagement with labor market data. 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.

- **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.
- **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.
- **Career Counseling & Placement:** Increase awareness and use among students, faculty, and area employers of College Central as a tool that can provide a link between students and employers with job placement and provide employment data.

### What are some measurable indicators of success?

#### By late-December 2022

- Present data and information garnered from student alumni survey.
- Progress report on potential development of a Telecommunications Tower Technician Program.
- Mid-year report on number of students participating in or completing a pre-apprenticeship, apprenticeship.
- Mid-year report on the number of students participating or completing a curriculum WBL course.
- Report on number faculty completing PLC (Professional Learning Communities) module on employability skills.
- Mid-year report on number of users, students, and employers, active in College Central.

#### By early-March 2023

- Timeframe set for first class in Tower Technician Program.
- Feedback from PLC Module participating faculty on employability skills implementation plans for their courses.
- Compile a list of data/reports that can be pulled from College Central once we have systemic buy in.

#### By late-May 2023 (for Annual Progress Report)

- End-of-year report on number of students participating in or completing a pre-apprenticeship or apprenticeship.
- End-of-year report on the number of students participating or completing a curriculum WBL course.
- End-of-year report on number of users, students, and employers, active in College Central.



# SMART Strategy: Robert L. Strickland Career Coach Program

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	Career Coaches 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 coaching and 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 and Student Services
<b>Lead Person(s)</b>	Bekah Gardner
<b>Implementation Team</b>	Zach Barricklow, Wanda Beck, Jody Call, Britt Church, Teresa Duncan, Kim Faw, Jennifer Glass, Kristen Macemore, Abigail Pardue, Talina Pipes, Michael Roope, Natalie Tribble, and Michael Wingler
<b>Instructor Action Required</b>	None

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

- Increase the number of 9th-12th grade students that have met with a WCC Career Coach to begin career and academic planning in our service area. This will include every Career and College Promise (CCP) student enrolled in a WCC course.
- Increase employer and community outreach contacts and visits conducted by career coaches. Currently 106 connections have been made since the inception of the career coach program in 2018.
- Communicate clear expectations for each coach of job duties and responsibilities in printed formats as part of the role clarification work being addressed by the NW Regional Educational Attainment Collaborative.

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

#### **By late-December 2022**

- Clear expectations of career coach roles and objectives to reach goals will be established and communicated in printed formats for college access professionals, high school staff, and students/families.
- Baseline data of the percentage of high school students per grade level who have met with a career coach will be available through PowerBi. This data is captured as career coaches meet with students and document their students' contacts. As part of the initial one-on-one meeting, the expectation is the student will begin developing a career plan to include academic course selections.
- Based on stakeholder input, and with consensus of institutional goals considered, an analysis of current job functions of each career coach will be conducted.

#### **By early-March 2023**

- The number and percentage of high school students per grade level who have met with a career coach will increase. As students select college courses during high school registrations for the upcoming academic year, they are required to meet with a career coach for advising.

#### **By late-August 2023 (for Annual Progress Report)**

- The number and percentage of high school students per grade level who have met with a career coach will increase.
- Employer and community outreach contacts and visits conducted by career coaches will increase from 106 connections to 120.

# 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>	Jody Call, Courtney Doi (Aviso), Ronald Dollyhite, Kim Faw, Caitlin Howell, Scott Johnson, Kristen Macemore, Cassandra McGuire, Randy Miller, Angela Roten, Dr. Yolanda Wilson, and Michael Wingler
<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 to 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 outset of the Petro Kulynych Student Advising Program, the advising team developed its 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 2022-23, we have identified areas for refinement and improvement, which are:
  - Review Advising Program to identify if any workflow/processes need to be modified.
  - Utilize Aviso Predictive Analytics to provide proactive outreach to high-risk students.

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

#### **By late-December 2022**

- Meet with Advising team to review advising program workflow/processes to identify any needed modifications.
- Meet with Aviso administrative team to develop an alert follow-up plan.
- Work with Adam Parsons and Aviso personnel to understand Aviso Predictive Analytics.
- Provide training to advising team regarding the alert follow-up plan and Aviso Predictive Analytics.
- Number of intakes completed as compared to fall 21.
- Number and type of automated alerts as compared to fall 21.
- Number and type of manual alerts as compared to fall 21.

#### **By early-March 2023**

- Implement needed modifications for the Advising program.
- Retention of students from fall 22 to spring 23 as compared to the previous 2 years.

#### **By late-August 2023** (for Annual Progress Report)

- Number of intakes completed in 22-23 as compared to 21-22.
- Number and type of automated alerts in 22-23 as compared to 21-22.
- Number and type of manual alerts in 22-23 as compared to 21-22.
- Retention of students from fall 22 to fall 23 as compared to the previous 2 years.

# SMART Strategy: Wrap-Around Services / Resource Connections

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Overview</b>	Continue implementation of the Resource Connections Center (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 Erin Smith
<b>Implementation Team</b>	Zach Barricklow, Wanda Beck, Dr. Lynda Black, Elisabeth Blevins, Jody Call, Kim Faw, Tammy Griffin-Garcia, Roberta Harless, Erica Harper, Renee Macemore, Angela Roten, and Debbie Woodard
<b>Instructor Action Required</b>	Participate in professional development sessions in 2022-2023, which explain WCC's 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?**

- Continue implementation of the Resource Connections Center (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 2022**

- Resource Connections Center will transition to one full-time employee in May 2022 (due to retirement of Resource Connections Coordinator) with support provided from Office of Disability, Inclusion, and Diversity (ODID) and Counseling staff. ODID and Counseling employees will be trained to assist with various services, including Single Stop, Doc Watson Student Emergency Fund, Longleaf Wrap-Around Services Fund, Finish Line Grant, and Prowler Food Pantry. A new part-time position, Success Coach/Resource Connections Advisor, will be implemented in July/August. Funding for this position is being provided by the Longleaf Underserved Student Outreach and Advising Project and will provide additional capacity for WCC to assist students with basic needs.
- Resource Connections Advisory Committee will be established for 2022-2023 school year.
- Director of Resource Connections will have participated in Beegle Poverty Immersion Institute and Beegle Certified Coaching Institute.
- # Faculty/staff introduced to Resource Connections Center staff/services in departmental meetings at the beginning of fall semester.
- # Faculty/staff attending PD session in fall semester related to understanding the non-academic needs of students.
- # Students introduced to Resource Connections Center, webpage, and staff via ACA class presentations and New Student Orientation sessions during fall semester 2022.
- # Marketing/promotion strategies implemented for Resource Connections Center for fall semester.
- # Doc Watson Student Emergency Fund applications for 2022 fall semester as compared to previous fall semesters.
- # Finish Line applications for 2022 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.

**By early-March 2023**

- # and % Students who received services through the Resource Connections Center during the 2022 fall semester and returned for the 2023 spring semester or graduated in fall 2022.
- # Students introduced to Resource Connections Center, webpage, and staff via ACA class presentations and New Student Orientation sessions during spring semester 2023.
- # Automotive businesses offering repair discounts to students.
- # Student transportation discount cards purchased.
- 2023-2024 plan for promotion and management of Wrap-Around Services submitted to senior administration.

**By late-August 2023** (for Annual Progress Report)

- # Students referred to federal resources through assistance provided via the Single Stop platform (2022 fall semester, 2023 spring semester, & 2023 summer term).
- # and % Students who received services through the Resource Connections Center during the 2022 fall semester and/or 2023 spring semester and returned for the 2023 fall semester or graduated.
- # Students introduced to Resource Connections Center, webpage, and staff via ACA class presentations and New Student Orientation sessions during the 2022-2023 school year.
- # Faculty/staff introduced to Resource Connections Center staff/services through PD sessions and departmental meetings during the 2022-2023 school year.
- # Marketing/promotion strategies implemented for Resource Connections Center for the 2022-2023 school year.
- # Doc Watson Emergency Student Fund applications for 2022 fall semester and 2023 spring semester as compared to previous years.
- # Finish Line applications for 2022 fall semester and 2023 spring semester as compared to previous years.
- # Prowler Food Pantry users for 2022 fall semester and 2023 spring semester as compared to previous years.
- # Resource Connections Center referrals submitted by faculty/staff via Aviso or other methods for the 2022-2023 school year.
- # Students receiving automotive repair discounts (self-reporting survey).
- # Student transportation discount cards purchased (self-reporting survey).
- 2023-2024 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>	Tammy Beck, Wanda Beck, Elisabeth Blevins, Jody Call, Stephanie Darnell, Ronald Dollyhite, Kim Faw, Dr. Natasha Harris, Bruce Hollar, Kristen Macemore, Adam Parsons, and Dr. Yolanda Wilson
<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.
- 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 2022**

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

#### **By early-March 2023**

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

#### **By late-August 2023** (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>1. West Teaching &amp; Learning Hub</li> <li>2. Professional Development (PD) Team</li> <li>3. Teaching &amp; Learning Fellowship Program Professional Learning Community (PLC) Coaches</li> <li>4. Wilkes CC/Surry CC Collaboration with English and Math Performance Measures</li> <li>5. 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, Nicole Fogle, Dr. Natasha Harris, Dr. Melonie Kilby, MaryBeth Knight, Dr. Greg Minton, Emily Orr, Patty Parsons, Justin Shore, Neal Triplett, Lisa Wilmoth, and Dr. Yolanda Wilson
<b>3. T&amp;L Fellowship Program/PLC Coaches</b>	Matt Baldwin, Misty Bass, Darin Bauguess, Dayna Brower, Meret Burke, Josh Carr, Christy Earp, Dr. Natasha Harris, Dr. Melonie Kilby, MaryBeth Knight, Kim Perkins, Nate Richardson, Donna Riddle, Amanda Wiles, Lisa Wilmoth, 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>	Tammy Beck, Wanda Beck, Kim Bell, Ronald Dollyhite, Dr. Natasha Harris, Caitlin Howell, Kristen Macemore, and Dr. Yolanda Wilson
<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?

- Continue collaboration with the Belk Center at NCSU, Achieving the Dream, and NC Student Success Center to develop programming for year two of the West Teaching and Learning Hub; WCC and CVCC continue to co-host the West T&L Hub; the mission focus is to provide support and/or resources for the affiliate PD leaders as well as PD offerings for the affiliate campus faculty (FT and PT) each year.
- Continue the Master Teacher Program grounded in pedagogical best practices; the Teaching and Learning Fellowship Program (year two) will launch for all FT faculty on PD Day, fall 2022. During 2022-2023, PLCs will be themed; faculty will select their top 3 choices for PLC participation.
- Provide Professional Development and outreach to WCC's adjuncts through virtual and/or recorded PD sessions, i.e., adjunct orientation, invitation to PD days, optional PLC participation. Recorded PD sessions continue to be available each semester to FT and PT faculty and staff on the Insider.
- Hold Adjunct Orientation sessions at the beginning of each semester (fall/spring) for all part-time faculty.
- Support PT faculty who opt in to the Teaching and Learning Fellowship Program.
- 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.
- 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 future planning.
- Increase 8- and 5-week MiniMester course offerings while maintaining academic quality and content.

- Continue to expand implementation of Early Course Check-Ins, which are now embedded into the Moodle course template.

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

#### **By late-December 2022**

- The West T&L Hub will have successfully held a two-day Professional Learning Leader (PLL) Summer Institute and held fall 2022 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 co-directors, Achieving the Dream, and NCCC colleagues.
- The fall 2022 PD Day will be completed with an emphasis on the strategic plan, Teaching and Learning, and data engagement/data use for continuous improvement – continued PLCs for all faculty.
- The Teaching and Learning Fellowship Program (year 2) will be underway; December will be the midpoint for the yearlong PLCs.
- Continue to offer PD opportunities (NISOD, West T&L Hub, in-house, etc.) for part-time faculty and modify the Adjunct Orientation as needed.
- English and Math faculty from SCC and WCC will have started year 2 working sessions to continue working sessions to identify best practices/strategies for student success in gateway courses.
- Continue to examine RISE with the Developmental Education Team and examine the success rates of students in the co-requisite courses.
- All faculty will have data dashboard access on using Power BI to analyze key course success metrics.
- At least 25% of WCC's course offerings will be offered in the 8-week MiniMester format by Fall 2022.
- Continue to monitor and/or work to increase the number of early course check-in participants by 10%.

#### **By early-March 2023**

- The West T&L Hub will continue to offer PD sessions during spring 2023 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 2023 PD Day will be completed with an emphasis on the strategic plan, Teaching and Learning, and data engagement/data use for continuous improvement – continued PLCs for all faculty.
- We show 100% participation in the PLC sessions during 2022-2023.
- The Teaching and Learning Fellowship program will focus on the upcoming Teaching and Learning Summit, May 2023. Each PLC will create and share individualized presentations at the T&L Summit.
- We 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 year 2 working sessions (spring 2023) to continue identifying best practices/strategies for student success in gateway courses.

**By late-August 2023** (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 second year of the Teaching and Learning Fellowship Program will be complete; feedback will be collected from faculty participants to gather necessary revisions, updates, and next steps for the program during 2023-2024.
- 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.
- Early Course Check-Ins are widely integrated into courses across the curriculum.
- We will have updates/feedback from the Developmental Education Team regarding RISE next steps and success rates of math and English co-requisite 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 for 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), Kitty Honeycutt (Ashe County Chamber of Commerce), Glenda Luther (Generations Ashe), Laura McPherson (Ashe County Public Library), Chris Robinson, Jeff Shore, Rene Shuford (Greater Lansing Area Development), 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?**

- L.I.F.E Guide final publishing wrapped up in 2022.
- Continue to hold meetings and encourage the greater group to remain connected.

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

**By late-December 2022**

- Scheduled meeting(s) with guest speakers.

**By early-March 2023**

- Remain engaged and communicative with Arts Council, libraries, and other Ashe County stakeholders.
- Maturation of SMART strategy in June 2023.

## 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), Dr. 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.
- Collaborate with NC Tech Paths to build an entrepreneurship ecosystem in our community.
- 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 2022**

- Host two additional roundtable meetings – September and December 2022.
- Measure the use of the Adding Event Feature (Calendar) on Startup NWNC – Obtained by requesting through Supportedly in December.
- Measure the increase in usage for short online training features on Startup NWNC.

#### **By early-March 2023**

- Host 3<sup>rd</sup> roundtable meeting of the stakeholders in March 2023.

#### **By late-August 2023** (for Annual Progress Report)

- Host 4<sup>th</sup> roundtable meeting in June 2023.

# SMART Strategy: Student Feedback Systems

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Basic Concept</b>	Regularly interact with students via various communication channels to continually understand and adapt to the perspectives of students who attend Wilkes Community College and postsecondary educational institutions in general.
<b>Overview</b>	Better understand the student experience and perspective and what the college can do to be more engaging and welcoming and subsequently act on that information. Information and input will be gathered via surveys, focus groups, and various means of interaction.
<b>Rationale</b>	FTE enrollment has steadily declined by 23% since the 2010-2011 academic year. Coupled with COVID-19 providing more access to online learning, student presence on campus has also steadily declined. The college is dedicated to making the college more engaging and welcoming to the students and seeks ways to attract students to, and keep them on, campus.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<b>Learning:</b> 3. WCC Support of Students; 4. Other Support for Learning <b>Community Enhancement:</b> 5. Recreational Facilities <b>Equity:</b> 2. Student Engagement
<b>Lead Division(s)</b>	Office of the President
<b>Lead Person(s)</b>	Jody Call
<b>Implementation Team</b>	Amanda Blevins, Elisabeth Blevins, Jody Call, Chris Cline, Dr. Jeff Cox, Christy Culbreth, Joe Exposito, Kim Faw, Nicole Fogle, Erica Harper, Wendy Harris, Scott Johnson, Kristen Macemore, Curt Miller, Jamie Reavis, Stacie Taylor, and Michael Wingler
<b>Instructor Role(s)</b>	Provide valuable insight on observations of students' activities, habits, and areas of improvement as suggested by students, faculty, and staff.

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

- Request student feedback on mission statement, vision statement, and values of WCC.
- Gather student feedback and information to better understand what students expect out of their overall educational experience while at Wilkes Community College.
- Determine achievable action items and deliverables based on student feedback.
- Implement change based on student feedback and institutional capacity.
- Evaluate impact of change through student focus groups, surveys, and interactions.

- Weave student focus groups into student and alumni feedback playbook/inventory.

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

#### **By late-December 2022**

- Establish Implementation Team, share spring 2022 student focus group data, and share student survey data.
- Review spring 2022 focus group data and develop recommendations.
- Present recommendations based on student input to Administrative Council.
- Hold student focus group sessions across all divisions in fall 2022.
- Compare and contrast focus group data from spring 2022 and fall 2022.
- Establish list of achievable action items based on focus group and survey data to implement in early 2023.

#### **By early-March 2023**

- Implement the list of action items from December 2022 meeting.
- Review and revise focus group and survey questions.
- Hold student focus groups sessions across all divisions in spring 2023.
- Compare and contrast focus group data from fall 2022 and spring 2023.
- Discuss potential achievable action items for fall 2023 implementation.

#### **By late-August 2023** (for Annual Progress Report)

- Provide list of actionable and implemented changes from fall 2022 and spring 2023, which resulted from student feedback.
- Implement plan for action items from early-March 2023 meeting.

# SMART Strategy: Faculty & Staff Feedback Systems

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Basic Concept</b>	Establish a forum to facilitate regular interaction with faculty and staff to gain perspectives regarding the professional work environment, institutional structure, student body interaction and observations, campus culture, and other points of discussion. Act upon recommendations by faculty and staff aimed toward continuous improvement of Wilkes Community College.
<b>Overview</b>	Provide a complementary method(s) to the Faculty and Staff Survey and other feedback instruments to gauge the perspectives and perceptions of WCC faculty and staff to better understand the work environment, campus climate, and areas in need of adjustment or improvement – both immediate and long-term.
<b>Rationale</b>	Faculty and staff insights provide valuable feedback in how the institution operates, delivers positive student learning outcomes, and how it is perceived by the employees. Engaging in regularly scheduled discussions provides feedback to faculty and staff regarding surveys, focus groups, and other means of institutional assessments. These surveys and the feedback of the employees promote the continuous improvement of the institution – both academically and operationally.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<b>Learning:</b> 2. WCC Support of Faculty & Staff; 4. Other Support for Learning
<b>Lead Division(s)</b>	Office of the President
<b>Lead Person(s)</b>	Dr. Melonie Kilby
<b>Implementation Team</b>	Valerie Bailey, Matt Baldwin, Misty Bass, Amber Blackburn, Amanda Blevins, Frank Blevins, Marina Brannock, Donna Brooks, Jody Call, Josh Carr, Kelly Church, Erin Collier, Mark Daye, Dr. Melonie Kilby, Randy Miller, Andrew Nicholson, Patty Parsons, Elizabeth Simons, Bruce Staley, and Tonya Watson
<b>Instructor Role(s)</b>	None required other than faculty representation on the team

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

- Share Personal Assessment of the College Environment (PACE) Climate Survey data with all faculty and staff.
- Identify actionable goals to improve campus climate based on PACE Survey data.
- Hold faculty and staff focus groups facilitated by NC State's Belk Center.

- Review focus group results and compare with PACE Survey data to determine areas for improvement to the campus climate.

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

#### **By late-December 2022**

- Establish Implementation Team.
- Share and review 2021 PACE Survey results.
- Discuss Belk Center facilitation of faculty and staff focus groups.
- Review and revise focus group and survey questions.
- Belk Center to hold faculty and staff focus group sessions across all divisions in November 2022.

#### **By early-March 2023**

- Review of focus group sessions data.
- Develop action items for climate improvement based on focus group and PACE Survey data.

#### **By late-August 2023** (for Annual Progress Report)

- Implement action items from early-March 2023 data discussion.
  - By the end of this planning process, we will have succeeded if \_\_\_\_.
  - We will be set up for success in implementation of the plan if \_\_\_\_.
  - Assuming the planning process fails, \_\_\_\_ will have caused its failure.
  - What are we ultimately aiming for and what are the desired outcomes?

# SMART Strategy: Adult Learner Engagement & Enrollment

## What are the basics of this SMART Strategy?

Strategy Element	Description
<b>Basic Concept</b>	Increase enrollment and improve economic mobility for adults and their families by engaging with Wilkes Community College's service area adult learners who have either stopped out of their studies or have never attended a postsecondary institution. By targeting adult learner enrollment and reenrollment, we can improve median annual income, economic mobility, and college FTE.
<b>Overview</b>	A substantial portion of Wilkes, Ashe, and Alleghany adults do not hold a postsecondary degree or credential. This equates to more than 56,000 adults (72%) over the age of 25 in Wilkes Community College's service area who do not hold at least an associate degree. 29% of adults aged 25+ in Wilkes' service area have no college credits and have income below the poverty line. Adult enrollment and reenrollment initiatives have the potential to boost college FTE and result in credential completion, which may improve economic mobility for those adults and their families.
<b>Rationale</b>	In the growing economy, most new jobs will require education beyond a high school diploma. myFutureNC's goal by 2030 is to have 2 million NC adults between the ages of 25 and 44 hold a postsecondary degree or high-quality credential. The current projection is 1.6 million will have obtained this level of education by 2030, which is a shortfall of 400,000 adults. Aligning with myFutureNC's goal, Wilkes Community College will continually focus on adult enrollment and the unique needs of the adult learner population.
<b>Relevant Strategic Plan Goals &amp; Objectives</b>	<p><b>Learning:</b> 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. Expanded Options for Credentials</p> <p><b>Labor Market Outcomes:</b> 1. Career Tracks to Earnings &amp; Growth</p> <p><b>Equity:</b> 1. Integrated Financial Assistance; 2. Student Engagement; 4. Outreach &amp; Education</p>
<b>Lead Division(s)</b>	Office of the President
<b>Lead Person(s)</b>	Jody Call
<b>Implementation Team</b>	Wanda Beck, Vickie Bell, Dr. Jeff Cox, Kim Faw, Beth Foster, Matt Ham, Erica Harper, Bruce Hollar, Summerlin Jolly, MaryBeth Knight, Curt Miller, Dr. Greg Minton, Patty Parsons, Chris Robinson, Morgan Staley, Dr. Yolanda Wilson, Debbie Woodard
<b>Instructor Role(s)</b>	TBD

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

- Launch NC Reconnect adult reenrollment fall 2022.
- Increase enrollment, retention, persistence, and completion among reenrolled adults.
- Evaluate adult reenrollment data and identify improvements for spring and fall 2023.
- Launch pilot 2 of NC Reconnect for spring 2023.
- Identify and discuss action items for adult engagement.

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

#### **By late-December 2022**

- Adult learner persistence past 4-week mark.
- Adult learner persistence through end of fall 2022 semester.
- Adult learner registration/enrollment for spring 2023.
- Net new reenrollments for spring 2023 pilot 2 of NC Reconnect cohort.

#### **By early-March 2023**

- Adult learner persistence past 4-week mark.
- Graduation/completion plan for eligible students.
- Develop plan for fall 2023/spring 2024 adult reenrollment strategy.

#### **By late-August 2023** (for Annual Progress Report)

- Review persistence and completion rates of NC Reconnect pilot 1 and pilot 2.
- Implement fall 2023 reenrollment plan developed in spring 2023.

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