WILKES
COMMUNITY COLLEGE
Wilkes • Ashe • Alleghany

5-YEAR STRATEGIC PLAN
2018-2023

2022 ANNUAL PROGRESS REPORT

"We are the community's
COLLEGE!"
-Dr. Jeff Cox

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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.

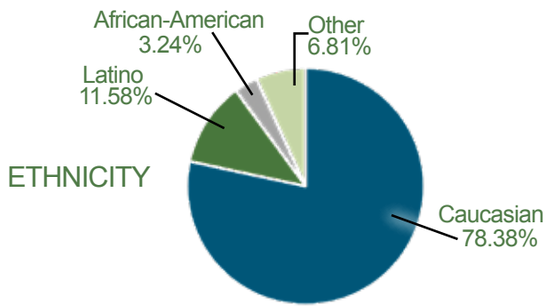
VISION

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



24.05
AVERAGE AGE

21
MEDIAN AGE

60% FEMALE

40% MALE

45
ACADEMIC PROGRAMS

55%
FULL-TIME STUDENTS

45%
PART-TIME STUDENTS

183
ONLINE COURSES

45
WORKFORCE DEVELOPMENT NON-DEGREE CREDENTIAL PROGRAMS

6:1
STUDENT TO FACULTY RATIO

ENROLLMENT

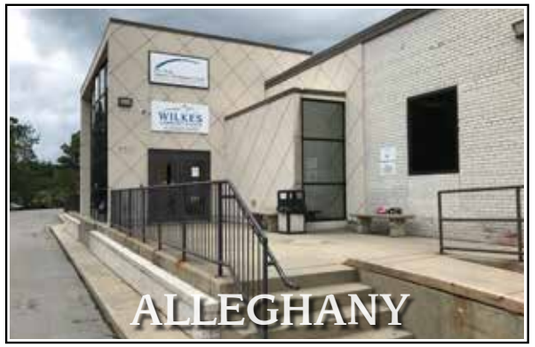
Academic Programs: 2,961 Total Students

- **Dually-Enrolled High School: 1,174 Students**
- **Traditional: 1,822 Students**

Workforce Development & Community Education: 4,090 Students

Total Students Basic Skills: 496 Total Students

WCC Locations



A Message From Dr. Cox

We are the community's college. And that fact has never been more evident than this past year. Several programs highlighted here would not be possible without committed community partners who believe in the potential of our students and our community.

The WCC Education Promise was born in 2021, an innovative scholarship that makes a college degree tuition-free for eligible high school graduates in Wilkes, Ashe, and Alleghany counties. The scholarship was fueled by over $9 million in private contributions from numerous local donors, including $1.5 million from the WAW Endowment Board, $1.5 million from Diane and Larry Stone, and $1.5 million from Window World. This is an historical moment in the history of Wilkes County and Wilkes Community College. The WCC Education Promise is an endowed fund, which means it will be available in perpetuity to benefit current and future generations. Fifty-eight students benefited from the scholarship in its first year!

NC Tech Paths was born in 2021 and launched in 2022 as a strategic partnership between the Leonard G. Herring Family Foundation and Wilkes Community College. NC Tech Paths is a standalone nonprofit that helps WCC recruit students into Information Technology programs and then place them into high-paying jobs that allow them to remain in the region. As of the writing of this report, NC Tech Paths has a 95% job placement rate into technology jobs paying $45,000-90,000 for WCC students, with most well above the median household income of our service area. We are thrilled with these early results and the potential of this path of economic mobility.

WCC Resource Connections was born in 2021. Resource Connections was established to address unmet basic needs of students—like food insecurity, housing, childcare, Internet, emergency expenses, health and mental health challenges. The program was launched with generous support from the Leonard G. Herring Family Foundation and through partnerships with community organizations in Wilkes, Ashe, and Alleghany. During its first year, program staff made 225 points of contact with WCC students. Of the students who received emergency funds, 82% either graduated or re-enrolled to continue their education. That is well above the 65% retention rate of all students during the same period.

NC Reconnect was launched in 2022 as a cohort-based model for reengaging and re-enrolling adult learners, which is being funded and supported through the generosity of the John M. Belk Endowment. Wilkes Community College is one of five North Carolina community colleges in NC Reconnect's second cohort. NC Reconnect builds upon the goal of myFutureNC, which focuses on ensuring by 2030 that 2 million North Carolinians have a high-quality credential or a postsecondary degree. Our fall 2022 re-enrollment from this program has been promising with over 100 adult learners returning to complete their credential, and we are excited to share the success in our 2022-23 report!

WCC Instruction also experienced a vibrant time of change during the 2021-2022 academic year. Extensive professional development was implemented to enhance teaching and learning to benefit students. The WCC Teaching & Learning Fellowship Program was launched. Professional Learning Communities were established. Adjunct Faculty Orientation was piloted. And the West Teaching & Learning Hub was launched in partnership with Catawba Valley CC, the NC State Belk Center for Community College Leadership and Research, and the NC Student Success Center.

We are thrilled to share that these and other efforts have resulted in Wilkes Community College more than doubling its graduation rate in the past five years. Literally dozens of initiatives and enhancements have been put in place since the beginning of our strategic planning process in the 2017-2018 academic year. Words cannot express my gratitude for the countless hours that our faculty, staff, and community partners have devoted to better serving our students and our community. It is thanks to everyone that we have moved from a 25% to 55% completion rate in such a short period of time. With this momentum, we will continue to make this the strongest community college it can possibly be.

Sincerely,

Jeff A. Cox

Dr. Jeff Cox,
President, Wilkes Community College

5-Year Strategic Plan

5-Year Success Metrics – Year-Over-Year Summary

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. When possible, the Planning Taskforce selected metrics consistent with other state and national performance measures, to have external benchmarks of comparison and best practice.

LEARNING

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

59.70% ↑ .70%	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: 2018 Cohort
66.30% ↑ 4.8%	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: 2018 Cohort
45.20% ↓ .80%	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: 2021-22
76% ↑ 4%	Licensure Passing Rates Index Score	Definition: Aggregate institutional passing rate of first-time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners. Source: NC Community College System Performance Measures Time-frame of Data: 2021

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.

64.7% ↓ 4.4%	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: 2020 Cohort
55.7% ↓ 4.7%	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: 2019 Cohort
55% ↑ 7%	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: 2019 Cohort
12%	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: 2019 Cohort
86.7% ↓ 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: 2019 Cohort
1,434 ↑ 19.5%	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
68% ↑ 14%	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: 2021-22
2,239 ↑ 10.19%	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 2020

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.

83% ↓ 3%	% 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: 2019-20
81% ↓ 2%	% 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: 2015-16
89% ↓ 4%	% of Associate Degree graduates with the potential to earn at least a living wage	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
42% ↓ 21%	% of Associate Degree graduates with the potential to earn the median household income for our area	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: 2021-22 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: 2021-22

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.

$10,114,765.00	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: 2022
25,674 ↑	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: 2021-22
113 ↑	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: 2021-22
36%	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: 2021-22

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.

$5,119,319.00	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: 2021-22
$705,720 ↑ 182.11%	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: 2021-22
29.2% ↑ 13.9%	% 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: 2021-22
68% ↑ 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: 2021-22
46% ↓ 2%	% of students receiving Pell Grant	Definition: 840 students received Pell Grant among 1825 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: 2021-22
-9% ↓ 5%	Performance gap of 150% comple-tion 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: 2017 Cohort
-7% ↑ 14%	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: 2017 Cohort
-3%	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: 2017 Cohort
213 ↑ 5.45%	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 2021

2021-2022 Implementation Plan
SMART Strategies

1.Data-Driven Analyses & Decision-Making

2. Labor Market Alignment System

3. Robert L. Strickland Career Coach Program

4. Scholarship Development

5. Petro Kulynych Student Advising Program

6. Wrap-Around Services: Resource Connections

7. Tutoring Support Systems

8. Teaching & Learning Enhancements

9. Enrichment Offerings for Aging Adults

10. Entrepreneurship Collaborative

11. Telework Economic Opportunity Initiative

SMART Strategy #1

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:

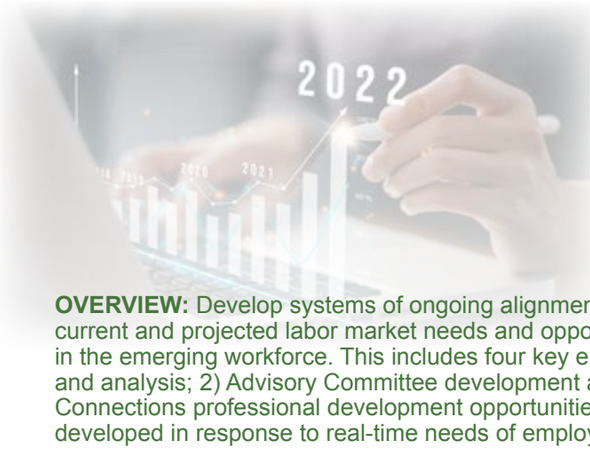
- Maintained continuous updates for Power BI (data reporting platform) reports such as the Grades and Completion Report and the CCPP (Career and College Promise Pathway) Breakdown Report.
- Continued utilization by Power BI Groups of the Administrative Council, ASSC, and Academic Chairs, which serve as a repository for our most accurate and important reports.
- The following reporting mechanisms and processes, which support our data-driven culture of improvement and accountability, have been extensively utilized this year:
  - Establishment of Daily Enrollment and Full-Time Equivalent (FTE) reports – Using daily refreshed data sets, we have created Power BI reports in multiple groups that keep track of active and current enroll ment/FTE. These reports have been beneficial for referencing further data explorations and decision-making.
  - Creation of BI group for faculty with customized reports – Faculty now have their own data group for Power BI reports, which are customized in a way that puts data of interest to them at the forefront.
  - Implementation of report subscriptions delivered via email to encourage monthly viewership.
    - On a weekly basis, users are emailed a screenshot and a link to up-to-date reports. Following the initial subscription, we have seen more unique viewers than usual on the days emails were sent.
  - Creation of the NC Reconnect Dashboard – NC Reconnect is an adult re-enrollment initiative launched in 2022. This dashboard was adapted from an existing info-graphic report with the primary purpose of tracking the success of our NC Reconnect students. This adaptation was proof that our current reports can serve as templates to be customized and/or re-purposed for the use of specific events, processes, and reporting requirements.
- We continue to evaluate and develop additional dashboards and reports, which will facilitate the ease of quickly and efficiently extracting and compiling data from a variety of different reports.
- Training for both Power BI and general data literacy has resulted in greater utilization of data and reports by faculty and staff.

TEAM

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

SMART Strategy #2

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:

- NCCareers.org was selected as the site to use to gather information on job and wages.
- Data workshops were conducted for leads and coordinators, and a Teaching and Learning focus training on data usage and understanding was held with full-time instructors.
- Career and Technical Education (CTE) programs of study in area high schools reviewed credentials students can earn in their program of study to determine value and prioritization based upon each credential's value to local employers.
- Plumbing Level 2 offered to accommodate Plumbing Level 1 and a residential electrical wiring course was started.
- Questions added to annual outgoing graduate survey gauging impact of Work-Based Learning (WBL).
- Embedded employability skills Moodle course into one of our identified Professional Learning Communities (PLC modules).
- Promoted collegecentral.com as the tool for student job search readiness.

TEAM

Kim Bell (Lead)
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
Debbie Woodard

SMART Strategy #3

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.
- 996 Career/Academic Plans were developed.
- 1,986 additional individual meetings with students took place.
- 1,504 students were reached through individual meetings.
- 100% of 731 Career and College Promise (CCP) Students have an Individualized Career/ Academic Plan.
- 243 classroom presentations were made.
- 6,951 students (duplicated count) were reached in a group or classroom setting.
- 106 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.
- 105 Advising Intakes were conducted with graduates coming to WCC.
- Career Exploration Events: large school wide career exploration events were held at two of our high schools. Efforts were spearheaded by our Career Coaches to ensure all 9-12th grade students were exposed to a variety of careers.

TEAM

Zach Barricklow
Wanda Beck
Jody Call
Britt Church
Dr. Donna Cotton (Wilkes County Schools)
Teresa Duncan
Kim Faw
Bekah Gardner (Lead)
Jennifer Glass
Kristen Macemore
Tathel Miller
Abigail Pardue
Kendra Perkins
Talina Pipes
Michael Roope
Michael Wingler

SMART Strategy #4

SCHOLARSHIP DEVELOPMENT

WILKES COMMUNITY COLLEGE
Wilkes • Ashe • Alleghany
EDUCATION PROMISE
ESTABLISHED BY WAW SCHOLARSHIP ENDOWMENT, DIANE AND LARRY STONE AND WINDOW WORLD

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 and 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.
  - o 58 students received the scholarship in its first year
  - o All high schools in the service area were represented in scholarship recipients
  - o The average last dollar award was $1,843.47
- Implemented Blackbaud Award Management (BAM) -Stewardship module
  - o Created Donor Profiles and Contacts in BAM for Endowed Scholarships
  - o Invited Donors to establish their scholarship account with BAM
  - o Sent first donor reports between December 2021-January 2022
- Agreements for modifications to the following scholarships were made to bring the principal balance above the $10,000 threshold:
  - o WCC Auto-Salem Leasing
  - o Tommy McLean
  - o Blanche Parsons McNeill and WCC—Auto Tech—MB McNeill to McNeill Family
- The WCC Auto Tech-Junior Johnson Scholarship was submitted to the Attorney General to be added to the WCC Founders Scholarship successfully.

StepUp Leadership Scholarship
Wilkes Community College Foundation PRESIDENTIAL SCHOLARSHIP
WILKES COMMUNITY COLLEGE SAGE FELLOWS

TEAM

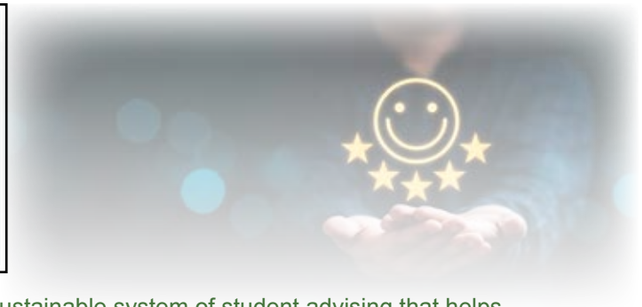
Zach Barricklow
Wanda Beck
Tanya Benfield
Jody Call
Doug Eller
Natasha Evans (Lead)
Bekah Gardner
Roberta Harless
Wendy Harris
Jon Hutchins
Scott Johnson
Curt Miller
Kendra Perkins
Kim Perkins
Allison Phillips
Jim Smoak (WCC Foundation)
Ashley Van Hoy (Lead)
Michael Wingler

SMART Strategy #5

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

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PROGRESS MILESTONES:

Defined Faculty Mentor Role

- Partnered with Academic Deans and the Vice President of Instruction to review the faculty mentor role and created a document which explains advisor and faculty mentor duties.
- Supplied faculty mentors with an email outlining how to connect with mentees within the first few weeks of the semester.
- Trained faculty on how to pull mentee names in Aviso. (Completed in person trainings and recorded video, see Tutorials/Videos, Videos – Filters – How to Create Faculty Mentor List - www.wilkescc.edu/aviso).
- Copied the faculty mentor on the follow-up advising email after the first advising session (intake). This is a notification to the faculty mentor of their new mentee.

TEAM

Elisabeth Blevins (Lead)
Jody Call
Courtney Doi (Aviso)
Ronald Dollyhite
Kim Faw
Caitlin Howell
Scott Johnson Kristen
Macemore Cassandra
McGuire
Randy Miller
Kendra Perkins
Angela Roten
Dr. Yolanda Wilson
Michael Wingler
Billy Woods

SMART Strategy #5 cont.

Implemented and Utilized Aviso

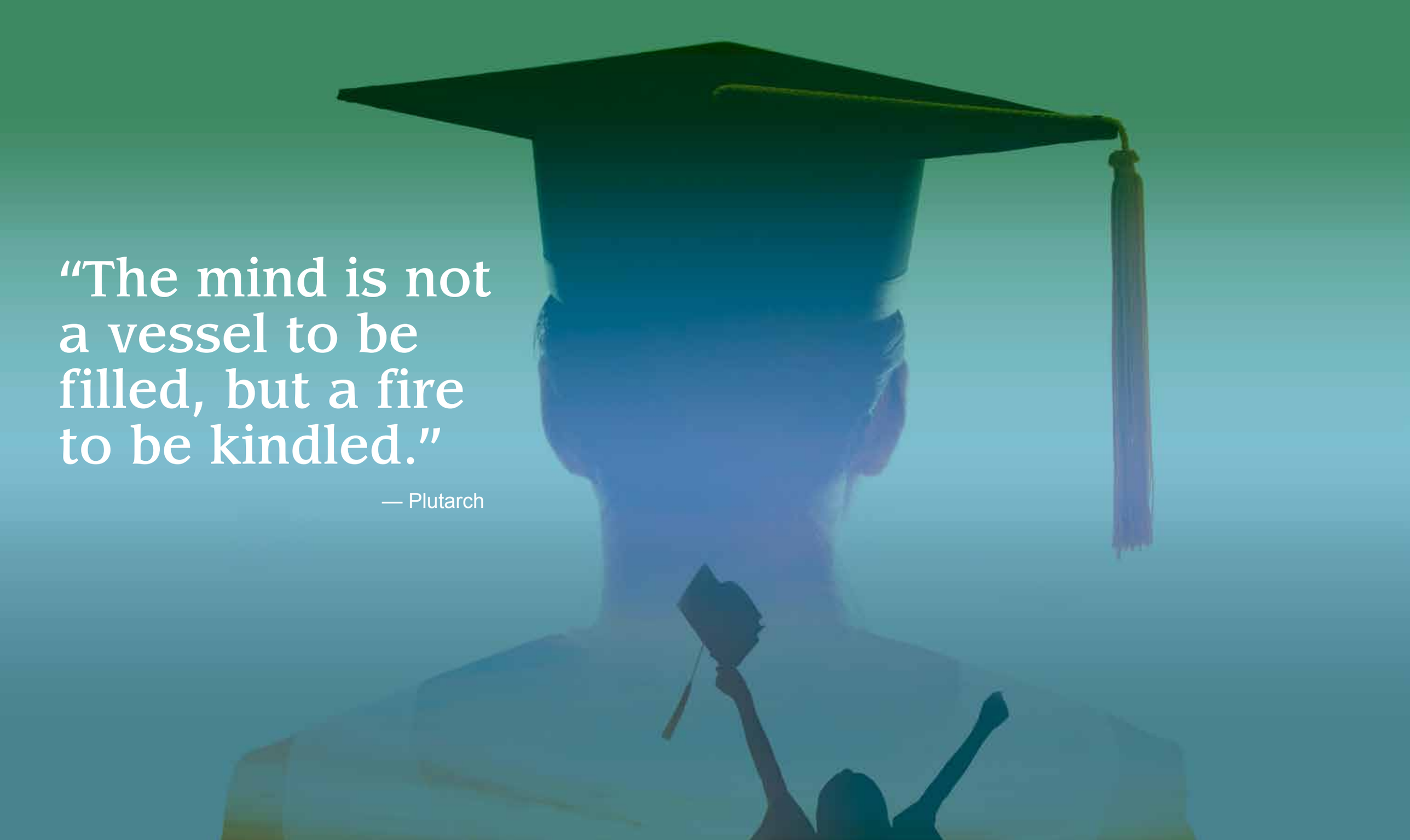
- Completed thorough training, embraced the system, and will continue to enhance utilization.
- Created a new Student Intake Survey (SIS). The survey is accessed through Aviso and as part of the intake process, the student's advisor fills out the form based on student's responses. The student's individual responses reside within the student's Aviso account and can be accessed by the student's advisor and faculty mentor. The aggregate results are retrieved through Survey Monkey.
- Worked with IT to import all advising notes from the previous advising database into Aviso.
- Worked with Aviso Administrators, IT, and faculty/staff to create the Aviso webpage – www.wilkescc.edu/aviso.
- Worked with Aviso Administrators to implement automated and staff-initiated alerts.

Data used for Implementation and Utilization of Aviso

- 6 Aviso trainings completed by the Advising Team
- Since September 2021, 440 Student Intake Surveys (SIS) have been submitted
- 2,875 Advising notes created by Advising team
- Over 23,000 automated alerts created through Aviso

Key Success Metrics

- 93% of students enrolled in ACA Student Success courses in Spring 2022 developed an individual academic plan aligned to their long-term career goals
- 4% increase (75% to 79%) in student persistence from fall to spring (2021FA to 2022SP) is at 79%, which is up 4% from the previous year
  - o Marks the 2nd highest rate during our strategic plan cycle
- 70.6% retention from fall to fall (2021FA to 2022FA)
  - o Highest rate during our strategic plan cycle
    - Up from 49% in the first year



"The mind is not a vessel to be filled, but a fire to be kindled."

— Plutarch

SMART Strategy #6

WRAP-AROUND SERVICES: RESOURCE CONNECTIONS

BASIC CONCEPT

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

RESOURCE CONNECTIONS
Connecting Students to Campus and Community Resources

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 nonacademic 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:

- Resource Connections Center (located on the 3rd floor of Thompson Hall) opened August 2021.
- Director of Resource Connections/Social Worker, Erin Smith, hired and began August 16, 2021.
- Debbie Furr transitioned to new role as Resource Connections Coordinator and relocated to Thompson Hall in August 2021.
- All student emergency support funds including the Doc Watson Student Emergency Fund and Finish Line Grant as well as oversight of the Prowler Pantry came under the umbrella of the Resource Connections Center.
- Director and Coordinator completed Single Stop training in October 2021.
- A Single Stop "soft launch" was conducted in November 2021 with a small group of students.
- The Financial Wellness Survey was implemented with 219 students participating.
- WCC was awarded $36,370 in additional student support funds through the Long Leaf Grant focusing on housing, transportation, childcare, and internet needs.
- Resource Connections Center staff with members from the Wrap-Around Services Committee engaged in cohort sessions with The Hope Center from August 2021 through June 2022. These sessions assisted with advancing an ecosystem of support for students' basic needs.
- Resource Connections Center staff participated in local agency partner meetings throughout the academic year.

Marketing/Promotional Efforts:

- To promote the launch of the Resource Connections Center for the fall Semester 2021, campus posters were updated with contact information for full time staff members Erin Smith and Debbie Furr as well as the location of the Center. Posters included bullet listings of the services provided for on and off campus supports and informed students to reach out to staff for assistance with the application process.

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SMART Strategy #6 cont.

- Prowler Pantry posters were also updated to inform students of the new location on the 3rd floor of Thompson Hall.
- The "Quick Contact List" for student support services was updated to reflect staff changes and all services brought under the hub of the Resource Connections Center.
- The Resource Connections Webpage, https://www.wilkescc.edu/resource-connections/, was launched in December 2021 and introduced the new Single Stop platform to inform students of their eligibility for federal assistance programs.
- 223 students introduced to Resource Connections link and webpage during virtual New Student Orientation sessions in fall 2021.
- 165 faculty/staff introduced to Resource Connections link and webpage during a Professional Development session in September 2021.
- 187 faculty/staff were updated on the continued progress being made with the opening of the RCC at the January 2022 Professional Development Data session.
- Resource Connections info cards were offered with other WCC program information to approximately 379 households that participated in a Second Harvest Food Distribution Event on WCC campus in October 2021.
- The Resource Connections Center was promoted to 62 students in seated ACA classes in fall 2021.
- A Moodle Course User Tool message was shared with the fall 2021 and spring 2022 online ACA Classes.
- The Resource Connections Center and staff were promoted in the ASSC meeting in October 2021. Academic deans were encouraged to remind faculty/staff to utilize the Community Resource Alert in Aviso to connect students to wrap around services.
- A statement about the services offered by the Resource Connections Center was added to the syllabus template for spring semester 2022.
- 30 students introduced to Resource Connections link and webpage during virtual New Student orientation sessions in January 2022.
- Collaborated with marketing department to film an introductory video about the Resource Connections Center in February 2022. The video was posted to the RCC website.
- Email sent to all students who had a "0" EFC (estimated family contribution) in February to inform them about the extension of SNAP benefits and to remind them about services provided by the RCC. The email was sent to 413 students.
  - Hosted "Open House" events on February 22, 23, and 24 to remind students and employees about the services available through the RCC. The following number of participants attended at each event:
    - Thompson Hall: 38
    - Herring Hall: 43
    - Daniel Hall: 45
    - Ashe: 38
    - Alleghany: 16
    - 33 students introduced to Resource Connections link and webpage during virtual New Student orientation sessions in May, June, & July 2022.

SMART Strategy #7

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:
Data for tutoring hours, visits, and unique students served are showing an increase over the last year. Spring 2021 showed the 2nd highest tutoring hours recorded. Summer 2022 shows the highest summer semester recorded to-date.

- Tutoring hours for 2021-2022:
  - Fall 2021
    - FTE hours – 1807.55
    - Total Tutoring Hours (including FTE) – 2311.72
      - Unduplicated Student Count (unique WCC students tutored) - 637
  - Spring 2022
    - FTE hours – 1824.56
    - Total Tutoring Hours (including FTE) – 2381.35
      - Unduplicated Student Count (unique WCC students tutored) – 589
  - Summer 2022
    - FTE hours – 517.87
    - Total Tutoring Hours (including FTE) – 691.62
      - Unduplicated Student Count (unique WCC students tutored) – 187
- Data Collection and Reporting – Have streamlined the data collection to gain easier comparisons over time.
- In the past, the ASC promoted “Academic Support Centers” at our various campuses. The Academic Support Center is now functioning as one unit with a central director but offers locations at each campus and online. Assistant directors at Wilkes, Ashe, and Herring Hall support supervision at the various locations. This centralized model has increased communication and effectiveness of processes.

SMART Strategy #7 cont.

Key Success Metrics Comparing Outcomes of Tutored Students and Students Not Tutored

Semester	Course	Tutored Enrollment	Tutored Completion (C or Above)	Not Tutored Enrollment	Not Tutored Completion (C or Above)	Difference in Completion
FA20	ENG 111	336	70.54%	333		37.51%
FA21	ENG 111	236	80.51%	156	49.36%	31.15%
FA20	ENG 112	199	80.40%	265	60.75%	19.65%
FA21	ENG 112	107	85.98%	59	50.85%	35.13%
FA20	MAT 171	61	93.45%	267	67.42%	26.03%
FA21	MAT 171	32	84.38%	143	72.03%	12.35%

- “Students who met with their tutor or who had their writing reviewed by them saw, at minimum, a letter grade of improvement in their assignment grades.”
- “It’s been great to have tutors reach out to students they notice that are struggling and schedule times to meet with them in-person or virtually.”
- “No question, tutoring services appreciably improve graded scores when combined with appropriate levels of student effort.

Faculty Testimonials

- “Students who met with their tutor or who had their writing reviewed by them saw, at minimum, a letter grade of improvement in their assignment grades.”
- “It’s been great to have tutors reach out to students they notice that are struggling and schedule times to meet with them in-person or virtually.”
- “No question, tutoring services appreciably improve graded scores when combined with appropriate levels of student effort.

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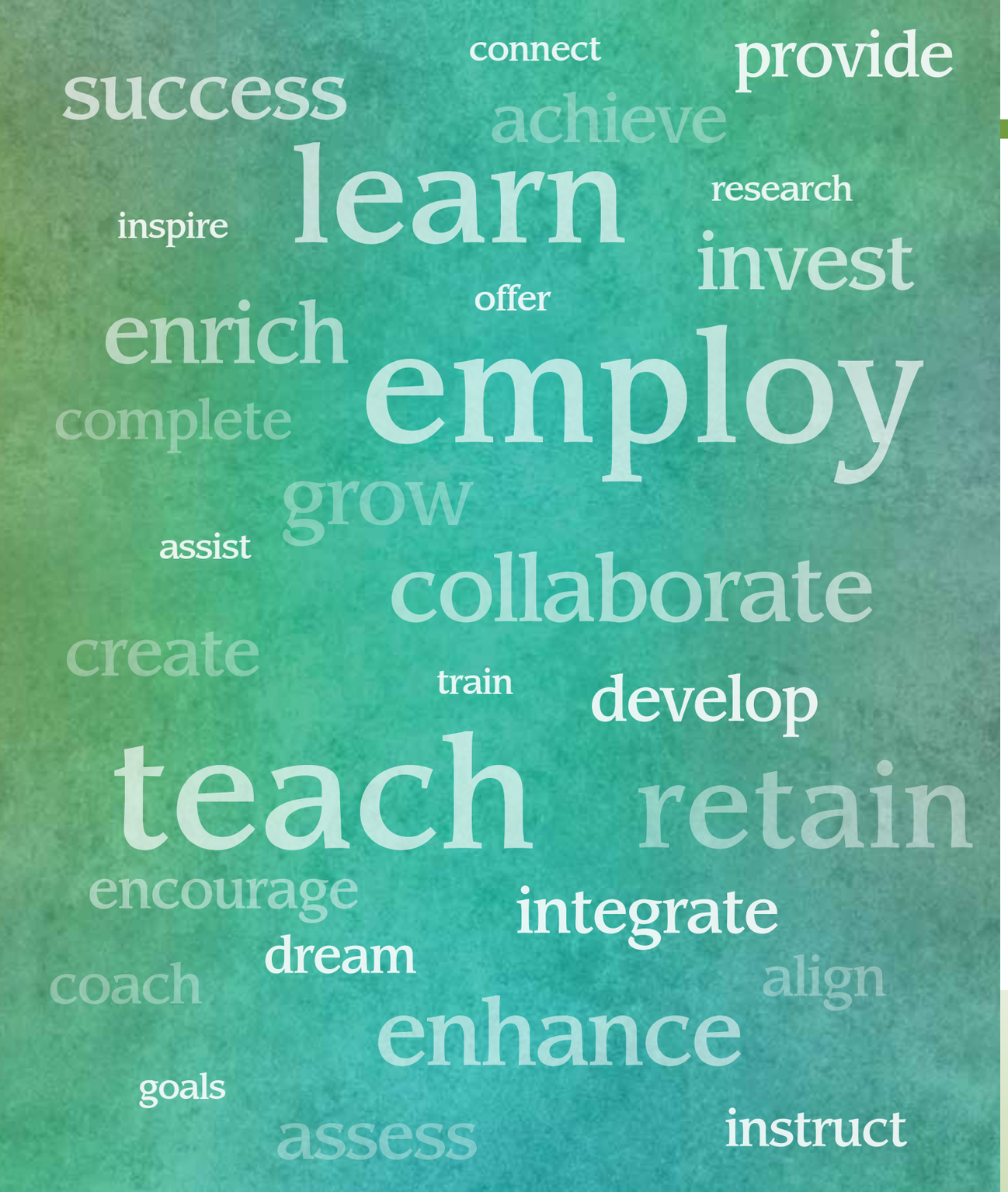

SMART Strategy #8

TEACHING & LEARNING ENHANCEMENTS

BASIC CONCEPT

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

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

PROGRESS MILESTONES:

- Successfully launched the West Teaching and Learning Hub during fall 2021 with partners from Catawba Valley Community College, Belk Center from NCSU, Achieving the Dream, and NC Student Success Center.
- Cohosted professional development sessions during fall 2021 and spring 2022 virtually for FT and PT faculty in all affiliate colleges across the West T&L Hub.
- Updated members to the SMART team to provide college-wide representation, which included: Staff, PT faculty, Health Sciences, and Student Services.
- Continued to offer cohorts each semester of The Wilkes Way: New Faculty & Staff Onboarding Learning Community to all new WCC employees.
- Maintained up-to-date resources, best practices, virtual PD sessions/offerings, and membership access to PD opportunities, such as National Institute for Staff and Organizational Development (NISOD), Online Leadership Experiences (OLÉ), and the Virtual Learning Community (VLC).
- During 2021-2022, the first year of The WCC Teaching & Learning Fellowship Program was successfully launched via Professional Learning Communities (PLCs). PLCs started early fall 2021 and concluded late spring with a two-day Teaching & Learning Summit held at WCC for all FT faculty members; there was also a PT faculty PLC opportunity.
- PLCs met throughout the year and focused on a variety of pedagogical and andragogical topics and best practices relevant to the classroom, which included: Growth Mindset, Backward Design, Universal Design for Learning (UDL), Equity, and Data.
- PD Days returned to face-to-face sessions and were held during fall and spring.
- WCC adjuncts were invited to attend the fall and spring PD days and the PLCs; ongoing support and outreach continues to be provided to WCC adjuncts. Majority of PD sessions were recorded and posted on Insider for full-time and part-time faculty and staff.
- The first Adjunct Orientation session took place during spring 2021 with 20+ adjunct faculty attendees.
- Maintained ongoing workshops as needed, such as FERPA, IT/Technology, and attendance-related trainings.

SMART Strategy #8 cont.

12. Continued participation in Early Course Check-Ins; all divisions and campus are represented and continue to utilize early course check-ins routinely each semester.
13. Continued to socialize data across the college to create a data safe and data responsive culture. Faculty began data conversations in PLCs and within departments throughout the school year. Additionally, during the two-day T&L Summit, Adam Parsons and Michael Wingler provided training and access to faculty dashboards via PowerBI.
14. Expanded 8-week and 5-week course offerings while maintaining academic quality and content.

Key Success Metrics of Minimesters

- Students completing the 8-week minimester courses sections had an approximate 10% higher success rate compared to students enrolled in 16-week semester sections for the same course in fall 2020.
- Data reveals that students in the 8-week sections performed as well as or better than students in the 16-week sections for most courses.

Fall 2020 8-week Course Success Rates

8-week Course Name	Course Enrollment (2020FA)	Course Success Rate (2020FA)	Course Success Rate (2020FA)
ACA-115 8-week sections	7	85.71%	85.71%
MAT-171 8-week sections	22	100%	100%
MAT-172 8-week sections	29	89.66%	89.66%

Fall 2020 16-week Course Success Rates

16-week Course Name	Total Enrollment (2020FA)	D or Above (2020FA)	C or Above (2020FA)
ACA-115 16-week sections	225	72.00%	67.56%
MAT-171 16-week sections	166	68.67%	60.84%
MAT-172 16-week sections	27	85.19%	85.19%

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SMART Strategy #9

ENRICHMENT OFFERINGS FOR AGING ADULTS

BASIC CONCEPT

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

OVERVIEW: A pilot group formed in Ashe County to explore this concept and experiment with a collaborative approach to identifying, scheduling, 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:

- The L.I.F.E. (Learning, Inspiration, Fellowship, Enrichment) guide publication production continued through early-2022.
  - Team decided to sunset L.I.F.E guide publication.
- Partners in Ashe to remain connected via meetings.
- Continue to hold meetings with guest speakers.
  - Discuss potential approaches in remaining engaged with adult and aging community.
- Partners in the group are surveyed for feedback.

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HELP
SUPPORT
ADVICE
GUIDANCE

SMART Strategy # 10

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:

- A regional entrepreneurship collaborative convened quarterly to hear from entrepreneurs in diverse industries, host guest speakers from across the region and state, and share resources for supporting entrepreneurs in Wilkes, Ashe, and Alleghany counties.
- We had two successful roundtable meetings focusing on various topics which included:
  - Update on the Startup Northwest NC Project by Supportedly Team
  - Entrepreneurship Resource Partners Among Our Region (NC Rural Center and Mountain Biz Works)
- The Startup NWNC platform has been up and running for two years. Since March 11, 2020, we have had 2,613 total users, 15 SBC connects, 115 training signups, and the entrepreneurship stories were viewed over 6,000 times. The Supportedly Team and WCC Staff are constantly evaluating the site to see how we can make it more user-friendly. A new feature called Entrepreneur 2 Entrepreneur was added this year to highlight entrepreneur advice and offer real life experiences to viewers. We also led a new initiative targeting library staff in Ashe, Alleghany, and Wilkes counties. These information sessions were conducted about the NWNC site and how it could be recommended to library patrons.

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Melanie Hollis (Career Development Ashe County Schools)
Kitty Honeycutt (Ashe Chamber of Commerce)
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Shanna Whitehead (Muddy Creek)

SMART Strategy # 11

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 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:

- Number of bootcamps through NC Tech Paths and Per Scholas held during the 2021-2022 year:
  - 3 cohort trainings
  - 3 individual trainings
- Number of students: 31
- Graduation rate: 77%
- Employment rate/success for graduates: 100%
- Salary range or average salary: $45,000-75,000
- Employer partnerships: Lowe's, Inmar Intelligence, InfusionPoints
- Variety of program types: Software Engineering, IT Support, Cybersecurity

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JANUARY, 2023

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