



5-YEAR STRATEGIC PLAN

2018-2023

2023 ANNUAL PROGRESS REPORT



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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.

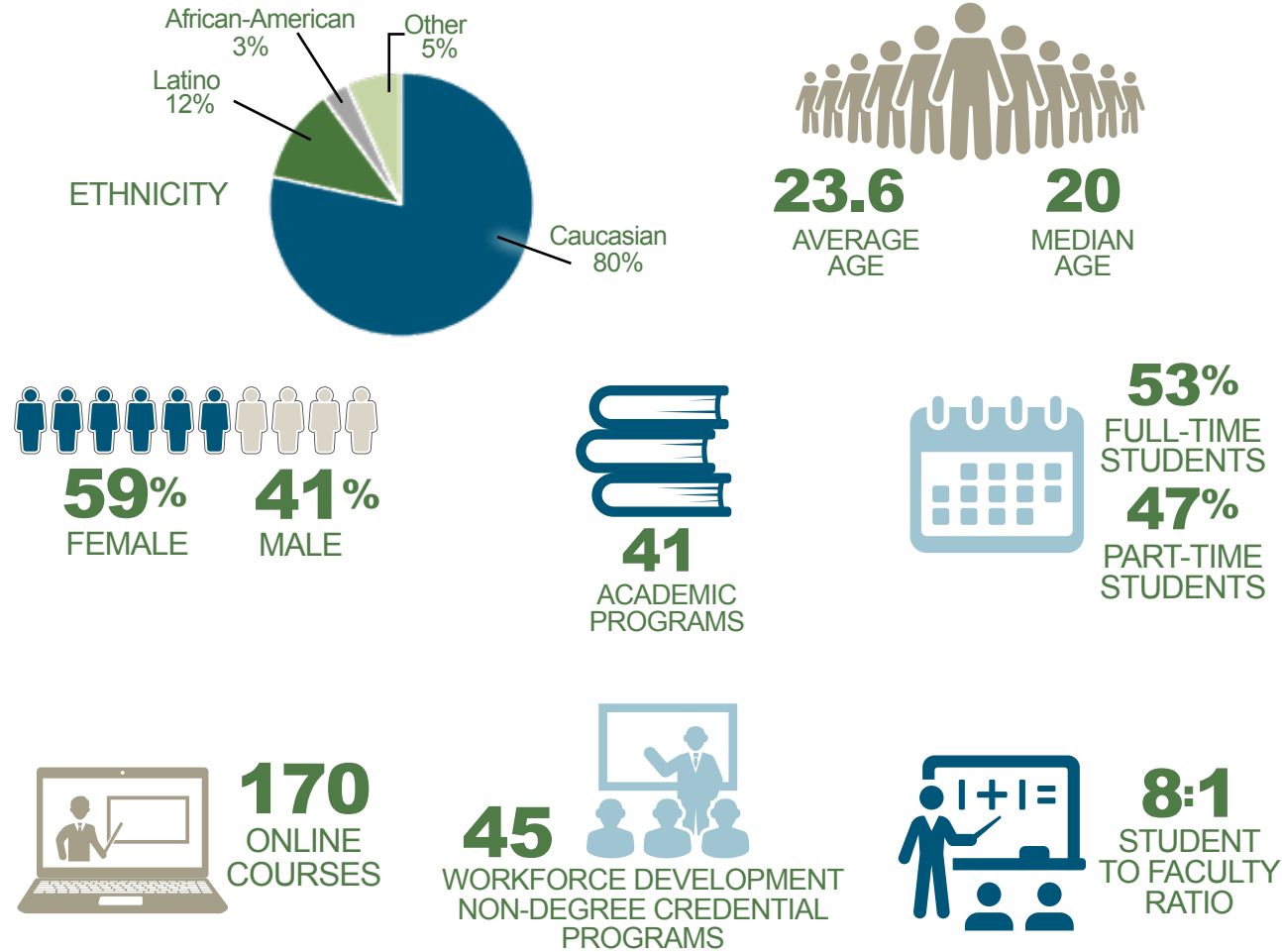
VISION

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



ENROLLMENT

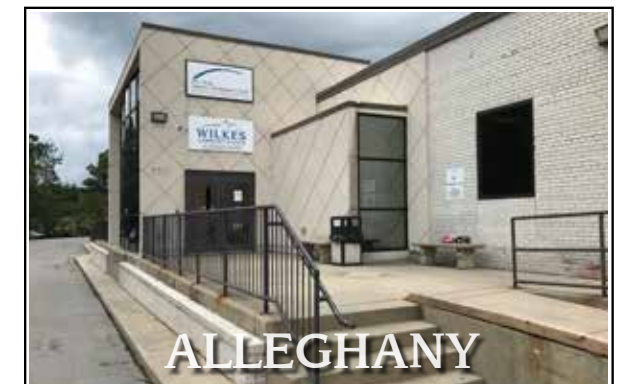
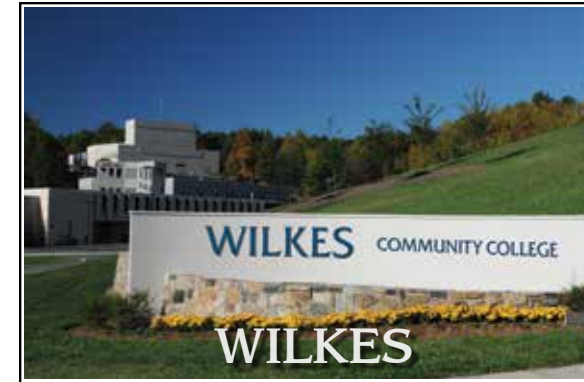
Academic Programs: 3,093 Total Students

- Dually-Enrolled High School: 1,225 Students
- Traditional: 1,868 Students

Workforce Development & Community Education: 4,825 Students

Total Students Basic Skills: 611 Total Students

WCC Locations



A Message from President Morgan Francis

Reflecting on the success of Wilkes Community College's 5-year Strategic Plan, the word that best supports our trajectory and accomplishments is **TEAM**. Without our superlative Team of faculty and staff, and their willingness to embrace change and push the College's mission forward, meeting our goals would not have been possible.

Our Team not only met, but we exceeded the goal of our 5-year Strategic Plan of doubling our graduation rate of 25% to 52% between 2018 and 2023.

Reaching this goal was much more than about doubling the graduation rate of our students – we identified crucial areas where our students experience both academic and non-academic barriers to success, and our Team worked to systematically address and put in place solutions to remove as many of these barriers as possible.

Dozens of SMART Strategies and their individual Teams were created to target specific areas to support doubling the graduation rate. During each annual cycle of the Strategic Plan, SMART Strategies with completed goals were either reclassified as being ongoing and operationalized or retired. Some SMART Strategies merged with others, and new SMART Strategies were developed as a response to the evolving needs of our students and to moving their progress forward.

During the transition of our college's leadership transfer from Dr. Jeff Cox to our next President, we have continued to utilize the blueprint of this 5-year Strategic Plan for an additional year so we may start anew in 2025. As we move forward and beyond the successes of this Strategic Plan, we will capitalize on the lessons we learned and the efficiencies we developed in support of Wilkes Community College's mission, vision, and values.

It has been an honor and privilege to carry forth the spirit and the transformative impacts of our Strategic Plan during my time as your President, and I look forward to continuing to work with our outstanding Team to develop the next iteration of our transformational plan.

Morgan Francis,
President



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.

53.8%	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: 2019 Cohort
↓ 5.9%		
60.4%	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: 2019 Cohort
↓ 5.9%		
47.3%	Basic Skills Progress	Definition: Percentage of Basic Skills students who achieve a Measurable Skills Gain (MSG) during the program year (July 1-June 30). The state average for this measure is 41.8%. Source: NC Community College System Performance Measures Time-frame of Data: 2022-23
↑ 2.1%		
77.0%	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: 2022
↑ 1%		

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.

73.3%	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: 2021 Cohort
↑ 8.6%		
61.1%	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: 2018 Cohort
↑ 5.4%		
52.0%	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: 2020 Cohort
↓ 3%		
3.0 %	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: 2020 Cohort
↓ 9%		
86.2%	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: 2020-21 Exit Year
↓ .5%		
1,569	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: 2022-23
↑ 9.41%		
74.0%	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: 2022-23
↑ 6%		
2,124	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 2022
↓ 3.98%		

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.

83.0%	% 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 (data update TBD)
81.0%	% 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 (data update TBD)
84.0% ↓ 5%	% 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: 2022-23 Graduates/NC Careers
57.0% ↑ 15%	% 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: 2022-23 Graduates/NC Careers
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: 2022-23

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.

\$12,607,785.44 ↑ 24.65%	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: 2023
25,774 ↑ .39%	Total number of Walker Center attendees	Definition: Total number of attendees at Walker Center events for a fiscal year. Source: Manual Internal Data Collection Time-frame of Data: 2022-23
114 ↑ 1%	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: 2022-23
41.0% ↑ 5%	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: 2022-23

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.

\$5,019,419.69	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: 2022-23
\$725,127 ↑2.75%	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: 2022-23
30.2% ↑1%	% 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: 2022-23
68% ↑.4%	% 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: 2022-23
45% ↓1.4%	% 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: 2022-23
-4% ↑5%	Performance gap of 150% completion rate of Pell vs non-Pell students	Definition: Difference between the percentage of students who receive a Pell grant and the percentage of those who do not receive a Pell grant who are first-time, full-time, degree-seeking students that complete their program of study within 150% of normal time for that program. Source: Integrated Postsecondary Education Data System Time-frame of Data: 2019 Cohort

-3% ↑4%	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: 2019 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: 2019 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



2022-2023 Implementation Plan SMART Strategies

1. Data-Driven Analyses & Decision-Making
2. Labor Market Alignment System
3. Robert L. Strickland Career Coach Program
4. Petro Kulynych Student Advising Program
5. Wrap-Around Services: Community Connections
6. Tutoring Support Systems
7. Teaching & Learning Enhancements
8. Entrepreneurship Collaborative
9. Faculty & Staff Feedback
10. Adult Learner Engagement



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, Curriculum Demographic Report, and the Infographic Reports.
- 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. This now includes the Academic Faculty group which features customized versions of prior reports.
- The following reporting mechanisms and processes, which support our data-driven culture of improvement and accountability, have been extensively utilized this year:
 - o Establishment of Daily Enrollment and Full-Time Equivalent (FTE) reports – Going into its third year of use, we are now able to track FTE and headcount data compared to prior terms; making this much more useful for strategic decision making.
 - o The Active Enrollment report has also been made available to the ASSC as a slightly filtered variant of the original Administrative Council version. It is also updated daily.
- A second page has been added to Active Enrollment tracking program enrollment term-to-term. A course specific page is in the works.
- Utilized our existing NC Reconnect dashboards for decision making around enrollment, retention, and completion of adult learners .
- Created an Employee Vacancy report for Human Resources showing turnover and attrition metrics, which automatically updates with changes made to the dataset.
- 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. Data questions posted as Help Desk tickets have risen in quality significantly during the last year. As reports answer smaller questions, faculty and staff have started asking questions on a much deeper level.

TEAM

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

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:

- Wage and data reporting process on jobs and wages streamlined through use of NCCareers.org.
- Two surveys were administered to WCC graduates, consisting of an initial survey and a follow-up survey. The purpose of these surveys was to collect information regarding the graduates' employment status and their plans for continuing education.
- There has been a 5% rise in the number of students who have enrolled in Work-Based Learning Classes with five students starting a pre-apprenticeship program.
- Over the past year, a peer-led professional development team dedicated their efforts to integrating employability skills into their courses.
- Due to promotional efforts, College Central experienced an increase in its usage as a tool for connecting students with potential employers.
- Mapping is underway for 3rd party credentials approved under the Credit for Prior Learning Policy to WCC offered courses.
- Labor Market Data Dissemination and Analysis:
 - o Working closely with the Data-Driven Analysis and Decision-Making Committee, Power BI dashboard reports were developed, and training was provided to faculty and staff on using data to make informed program decisions.
 - o The Data Analysis Committee will be responsible for further work and data assimilation.

TEAM

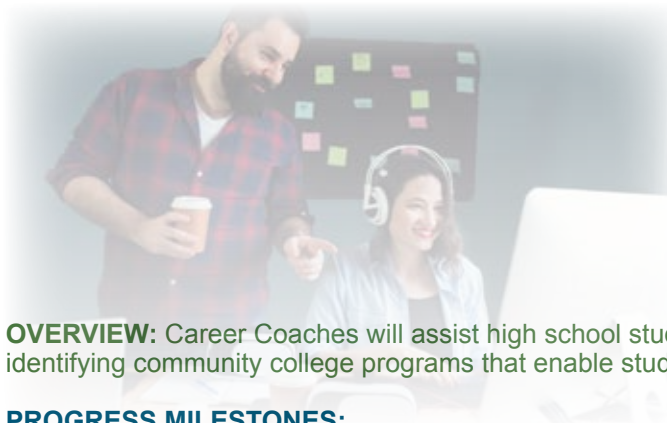
Kim Bell (Lead)	Kristen Macemore
Marina Brannock	Curt Miller
Jody Call	Adam Parsons
Dr. Jeff Cox	Chris Robinson
Ronald Dollyhite	Michael Roope
Nicole Fogle	Dr. Yolanda Wilson
Beth Foster	Debbie Woodard
Dr. Natasha Harris	

SMART Strategy #2 cont.

- Advisory Committee Development and Ongoing Engagement:
 - o The Advisory Committee meetings were restructured based on best practices.
 - Committees are given flexibility in meeting format, whether in-person, virtual, or a combination.
 - Committee members receive agendas prior to meetings, follow-up minutes, and continuous follow-up throughout the year.
 - o The Administrative Council will assume responsibility for future coordinated informational needs and assimilating advisory committee feedback.
- Development of Short-Term Training Programs:
 - o The collaboration between Workforce Development and CTE Curriculum Faculty led to the development of short-term training programs in skilled trades.
 - Funding challenges remain an obstacle to expanding these training opportunities.
 - o Future collaborations between CE and CU will continue to explore meeting the real-time needs of area employers and workers.
- Expansion of Work Based Learning Opportunities:
 - o Work Based Learning (WBL) offerings were expanded within curriculum programs and short-term training programs.
 - Majority of CTE programs now include a WBL, Clinical, or Lab course requirement/option.
 - Internship opportunities were introduced in short-term Skills training programs like HVAC and Carpentry.
 - o WBL participation has consistently increased over the past five years, with continued enrollment in pre-apprenticeship programs.
- Integration of Employability Skills Training:
 - o Employability Skills Alignment Project (ESAP) modules and framework were adopted in selected courses, along with an assessment rubric.
 - o Created a Moodle course with Employability Skills resources that is available to all faculty/staff.
 - o Integrated the Skills to Succeed resources provided through the NCCCS into Moodle course.
 - o ASC and Career Services personnel and students lead workshops using the materials.
 - o A peer-led professional development team dedicated their efforts to integrating employability skills.
 - o A new Professionalism section was added to the Performance Enhancement Plan (PEP) to assess faculty and staff on employability skills and raise awareness of their importance in teaching.
- Prioritization of Industry Recognized Credentials:
 - o A review was conducted to prioritize credentials that hold real value for area employers and improve employability and career advancement opportunities for students.
 - o The mapping of 3rd party credentials approved under the Credit for Prior Learning Policy to WCC offered courses is currently underway.
 - o Instruction will continue to review these credentials on a regularly established basis.

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 3,711 total students.
- 1,103 Career/Academic Plans were developed.
- 2,055 additional individual meetings with students took place.
- 1,603 students were reached through individual meetings.
- 100% of 900 Career and College Promise (CCP) Students have an Individualized Career/Academic Plan.
- 301 classroom presentations were made.
- 10,518 students (duplicated count) were reached in a group or classroom setting.
- 153 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.
- 230 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 | Jennifer Glass |
| Wanda Beck | Kristen Macemore |
| Jody Call | Abigail Pardue |
| Britt Church | Talina Pipes |
| Teresa Duncan | Michael Roope |
| Kim Faw | Natalie Tribble |
| Bekah Gardner (Lead) | Michael Wingler |



SMART Strategy #4

SMART Strategy #4 cont.

PETRO KULYNYCH STUDENT ADVISING PROGRAM

BASIC CONCEPT

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



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

PROGRESS MILESTONES:

Defined Faculty Mentor Role

- Reviewed Advising program to identify if any workflow/processes need to be modified.

The Advising team met on May 16, 2022, to revisit the advising model and the advising job description. The following items and topics were identified as priorities for 2022-2023:

- ScheduleOnce booking message (Email and Text)
- Intake emails sent before and after intake
- Watermark tools/processes
- Job descriptions

Overall, the team felt current workflow/processes were working well. Minor changes were made to increase efficiency and communication. The team will continue to assess workflow/processes when needed.

Analyzed automated student alerts for the previous academic year (2021-2022) to inform a decision on a path going forward.

Key Success Metrics

- 86% of students enrolled in ACA Student Success courses in Fall 2022 developed an individual academic plan aligned to their long-term career goals.
- 95% of students enrolled in ACA Student Success courses in Spring 2023 developed an individual academic plan aligned to their long-term career goals.
- 91% of students enrolled in ACA Student Success courses in Fall 2023 developed an individual academic plan aligned to their long-term career goals.
- 77% of students persisted from fall to spring (2022FA to 2023SP).
- 68.7% retention from fall to fall (2022FA to 2023FA).
- 2323 individual meetings with 2135 students in 2022-2023.
- 2019 contact hours with students in 2022-2023.



TEAM

Elisabeth Blevins (Lead)

Jody Call

Kim Lawson (Watermark)

Kim Faw

Scott Johnson

Andrea Smith

Becky Kennedy

Donna Brooks

Kim Perkins

Mindy Blackburn

Sheneele Wagoner

Christy Culbreth

Elizabeth Simons





SMART Strategy #5

WRAP-AROUND SERVICES: COMMUNITY RESOURCES

BASIC CONCEPT

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

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:

- In May 2021 the following objectives were selected for implementation over the next 3-4 years to strengthen wrap around services. The following accomplishments were made during the 2022-2023 academic year.
- Single Stop was fully integrated as part of the RCC in January 2022.
- A Single Stop screening station was set up in the new RCC in July 2023.
- As of July 31, 2023, 163 students have utilized the Single Stop platform.
- Beginning October 1, 2022, the administration of the Finish Line Grant was streamlined by eliminating the requirement for students to also meet with the local NC Works office prior to receiving funds. The Finish Line Grant funds are now awarded directly through the RCC Office.
- Work-based learning and work study opportunities are being explored for the 2023-2024 school year. Additional internship opportunities with universities will be explored in future school years.
- An advisory board was established for the Resource Connections Center. The board consists of representatives from agencies within the 3-county service area and met for the first time in February 2023.
- The RCC established a partnership with MarketBoxx, a nonprofit organization based in Ashe County. MarketBoxx made multiple food donations to the Prowler Food Pantry during the 2022-2023 school year.
- The RCC will use the Beegle Poverty Institute training to conduct workshops for breaking poverty barriers and improving communication and relationships for WCC faculty/staff.
- The Resource Connections Center relocated to the second floor of Lowes Hall in April 2022. This is in a more centralized area of the campus that experiences a heavier level of student traffic. This new space also allows RCC staff offices to be near the lower campus food pantry site. Staff can have direct engagement with students as they visit the pantry.
- A new part-time position, Success Coach/

SMART Strategy #5 cont.

Resource Connections mentor, was implemented in October 2022.

The Success Coach/Resource Connections mentor is focused on assisting adult learners with non-academic needs as well as providing support/coaching to students who re-enrolled as part of the NC Reconnect initiative.

- 2022FA: 42 Students Served by Doc Watson Student Emergency Fund, Finish Line Grant, and/or Longleaf Wrap-Around Services Fund.
- 2023SP: 27 Students Served by Doc Watson Student Emergency Fund, Finish Line Grant, and/or Longleaf Wrap-Around Services Fund
- 2023SU: 23 Students Served by Doc Watson Student Emergency Fund, Finish Line Grant, and/or Longleaf Wrap-Around Services Fund.



TEAM

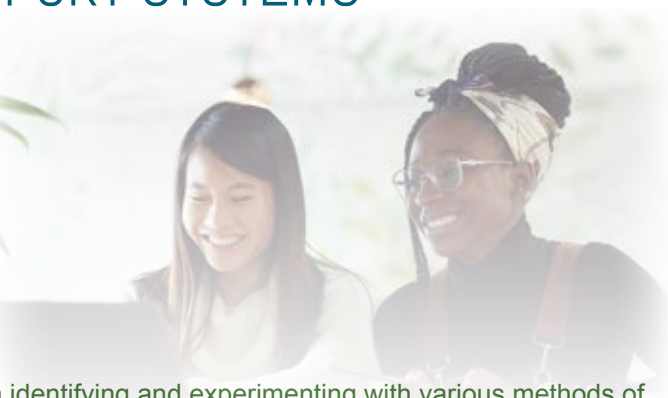
Lauren Barricklow (Appalachian Health Care)	Laken Harrold (Wilkes County Schools)
Zach Barricklow	Scott Johnson
Jody Call	Mary Jolly (NC Works)
Kim Faw	Erin Smith (Lead)
Greta Ferguson	Elaine Vanstory
(Circles of Care & North Wilkesboro Housing Authority)	(Wilkes County DSS)

SMART Strategy #6

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 continue to show an increase in many areas. Fall 2022 showed the highest number of FTE tutoring hours recorded. Each semester in 22-23 saw the largest percentage of unduplicated students served to date. Both the total FTE tutoring hours and the total of all estimated tutoring hours were highest to date for 2022-2023.
 - Tutoring hours for 2022-2023:
 - Fall 2022
 - FTE hours – 2560.49
 - Total Tutoring Hours (including FTE) – 2926.53
 - Unduplicated Student Count (unique WCC students tutored) - 842
 - Spring 2023
 - FTE hours – 2177.33
 - Total Tutoring Hours (including FTE) – 2377.70
 - Unduplicated Student Count (unique WCC students tutored) – 650
 - Summer 2023
 - Total Tutoring Hours (including FTE) – 469.14
 - Unduplicated Student Count (unique WCC students tutored) – 173

Tutoring Comparison by Semester						
Fall Semester	FA17	FA18	FA19	FA20	FA21	FA22
All Estimated Tutoring Hrs	2,401.39	2,849.15	3,024.31	1,945.69	2,311.72	2,926.53
FTE Hours	2,029.41	2,069.49	2,144.80	1,624.54	1,801.55	2,560.49
All Estimated Visits	2,050	2,610	2,519	2,077	2,509	3,340
Unduplicated Student Count-All	523	603	689	494	637	842
Curriculum Headcount (NCCCS Dashboard)	2,669	2,619	2,720	2,461	2,367	2,442
Percentage of Undup. Students Tutored	20%	23%	25%	20%	27%	34%
Spring Semester	SP18	SP19	SP20	SP21	SP22	SP23
All Estimated Tutoring Hrs	2,224.52	2,598.35	1,524.65	1,608.52	2,381.35	2,377.70
FTE Hours	1,996.98	1,800.70	1,524.65	1,208.31	1,824.56	2,177.33
All Estimated Visits	2,157	2,177	1,826	1,741	2,493	2,771
Unduplicated Student Count-All	538	524	493	441	589	650
Curriculum Headcount (NCCCS Dashboard)	2,382	2,252	2,510	2,149	2,125	2,218
Percentage of Undup. Students Tutored	23%	23%	20%	21%	28%	29%
Summer Semester	SU18	SU19	SU20	SU21	SU22	SU23
All Estimated Tutoring Hrs	323.33	369.84	336.02	236.16	691.62	469.14
FTE Hours	323.33	369.84	336.02	157.50	517.87	445.16
All Estimated Visits	327	338	315	226	578	550
Unduplicated Student Count-All	101	91	99	78	187	173
Curriculum Headcount (NCCCS Dashboard)	932	966	651	888	972	877
Percentage of Undup. Students Tutored	11%	9%	15%	9%	19%	20%
Total Hours by School Year						
Year	17-18	18-19	19-20	20-21	21-22	22-23
All Estimated Tutoring Hrs	4,949.24	5,817.34	4,884.98	3,790.37	5,384.69	5,773.37
FTE Hours	4,349.72	4,240.03	4,005.47	2,990.35	4,143.98	5,182.98

SMART Strategy #6 cont.

- Year-end survey results provided qualitative support for the embedded tutoring model.
 - Instructors provided positive feedback:
 - “I liked being able to refer my students to a specific person who knows the requirements of the course.”
 - “Love having [the tutor] in our Moodle shell. So convenient!”
 - “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.”
 - Tutors provided feedback that the embedded support model had positive impact on the areas of:
 - Communication with instructors
 - Working together as a team
 - Scaffolding student support
 - Ability to offer targeted support
 - Positive feedback from students

Key Success Metrics - Comparing outcomes of tutored students and students not tutored for fall semesters from 2020-2022. Data also disaggregated by students who attended tutoring 4 or more times.

Semester	Course	Tutored Enrollment	Tutored Completion (C or Above)	Not Tutored Enrollment	Not Tutored Completion (C or Above)	Difference in Completion	Tutored at Least 4 Times	Tutored 4+ Completion Percentage	Difference 4+ Times from Overall Tutored	Difference 4+ Times from Not Tutored
FA20	ENG 111	223	74.44%	205	31.22%	43.22%	60	83.33%	8.89%	52.11%
FA21	ENG 111	234	81.20%	155	49.68%	31.52%	67	85.07%	3.87%	35.39%
FA22	ENG 111	250	79.20%	101	38.61%	40.59%	100	85.00%	5.80%	46.39%
FA20	ENG 112	76	82.89%	134	67.16%	15.73%	18	94.44%	11.55%	27.28%
FA21	ENG 112	106	86.79%	58	51.72%	35.07%	36	94.44%	7.65%	42.72%
FA22	ENG 112	153	83.01%	67	43.28%	39.73%	50	90.00%	6.99%	46.72%
FA20	MAT 171	9	77.78%	171	63.74%	14.04%	2	100.00%	22.22%	36.26%
FA21	MAT 171	33	84.85%	142	71.83%	13.02%	4	50.00%	-34.85%	-21.83%
FA22	MAT 171	37	78.38%	126	77.78%	0.60%	12	66.67%	-11.71%	-11.11%
FA20	MAT 152	12	58.33%	99	54.55%	3.78%	3	100.00%	41.67%	45.45%
FA21	MAT 152	47	68.09%	74	62.16%	5.93%	15	80.00%	11.91%	17.84%
FA22	MAT 152	44	77.27%	93	78.49%	-1.22%	22	86.36%	9.09%	7.87%

Overall totals for fall semesters 2020-2022

Course	Tutored Enrollment	Tutored Completion (C or Above)	Not Tutored Enrollment	Not Tutored Completion (C or Above)	Difference in Completion	Tutored at Least 4 Times	Tutored 4+ Completion Percentage	Difference 4+ Times from Overall Tutored	Difference 4+ Times from Not Tutored
ENG-111	707	78.36%	461	39.05%	39.31%	227	84.58%	6.22%	45.53%
ENG-112	335	84.18%	259	57.53%	26.65%	104	92.31%	8.13%	34.78%
MAT-152	103	70.87%	266	65.04%	5.83%	40	85.00%	14.13%	19.96%
MAT-171	79	81.01%	439	70.39%	10.62%	18	66.67%	-14.34%	-3.72%

TEAM

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Jody Call
Stephanie Darnell
Ronald Dollyhite
Kim Faw
Dr. Natasha Harris

Bruce Hollar
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Dr. Yolanda Wilson
Michael Wingler





SMART Strategy #7

TEACHING & LEARNING

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:

1. Continued to participate in and provide leadership for the West Teaching and Learning Hub during fall of 2022 and spring of 2023 with partners from Catawba Valley Community College, Belk Center from NCSU, Achieving the Dream, and NC Student Success Center.
2. Cohosted professional development sessions during fall 2022 and spring 2023 virtually for FT and PT faculty in all affiliate colleges across the West T&L Hub.
3. Continued to offer cohorts each semester of The Wilkes Way: New Faculty & Staff Onboarding Learning Community to all new WCC employees.
4. 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), (On line Leadership Experiences (OLÉ), and the (Virtual Learning Community) VLC.
5. During 2022-2023, The WCC Teaching & Learning Fellowship Program successfully hosted a second year of Professional Learning Communities (PLCs). PLCs started early fall 2022 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.
6. 100% of FT faculty members participated in one of the following PLCs which met throughout the year: 1) Universal Design for Learning, 2) Teaching High school Students, 3) Employability Skills, Apprenticeships, and Work-Based Learning, 4) Technology in the Classroom, 5) Data in the Classroom, 6) Developing Online Courses 7) Backward Design, Part 2.
7. At the Teaching & Learning Summit, each PLC presented their experiences and shared beneficial instructional changes they had made as a result of their PLC participation.
8. Professional Development Days for all faculty and staff were offered and well attended in both the fall and spring.
9. 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.



SMART Strategy #7 cont.

- 10. Adjunct Orientation sessions took place during fall of 2022 and spring of 2023 each with 15+ adjunct faculty attendees and several more requesting the video recording that was made available.
- 11. Maintained ongoing workshops as needed, such as FERPA, IT/Technology, and attendance-related trainings.
- 12. Held a back-to-school virtual PD event in Jan of 2022 aimed at helping faculty increase classroom engagement and better use technology for instruction.
- 13. Continued participation in Early Course Check-Ins; all divisions and campus are represented and continue to utilize early course check-ins routinely each semester. Early Course Check-Ins are now embedded within each instructor's Moodle course.
- 14. Continued to socialize data across the college to create a data safe and data responsive culture. The PLC focusing on Data in the Classroom shared their positive experience on using data for improvement with the faculty during the Teaching & Learning Summit.
- 15. Training in the data dashboard in Power BI has extended beyond Deans and Directors and is now being used by Faculty Chairs to guide discussions in departmental meetings.



TEAM

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SMART Strategy #8

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:

- The Entrepreneurship Collaborative held its first meeting of the year at the Masthead Coworking space in North Wilkesboro. Our speaker was Allan Younger, Senior Program Director at NC IDEA.
- Laurie Brintle-Jarvis gave an update on the Startup Northwest NC Project. There will be a shift in using a tool called the Navigator and a platform called Story Prompt for recording interviews with entrepreneurs. The Navigator Toolbar can be added to any resource partner's website.
- The Collaborative is slated to have two more in-person meetings during the 2023 – 2024 fiscal year. One will be in Alleghany County with a focus on "The Right to Start" which is a nonprofit, nonpartisan organization that fights to expand entrepreneurial opportunity for all.
- The other meeting will be in Ashe County in June focusing on rural small business initiatives. The NC Rural Center will be presenting.
- Networking is vital and in-person meetings still create the most synergy and collaboration around the table. The Collaborative will continue to offer the virtual option for those who cannot join in-person. Topics need to be relevant. The round table discussions were educational to all members.
- Networking is a continual process – updating, sharing, repeating information, making connections, and supporting entrepreneurship.
- Engagement with small business leaders in Ashe is becoming a priority with the goal of reaching additional Ashe small business owners and leaders to be a part of this group.

TEAM

Matthew Baldwin
Cathy Barr
(Ashe Economic Development)
Lisa Bottomley
(Alleghany Chamber of Commerce)
Laurie Brintle-Jarvis (Lead)
Rick Brown
Dr. Joe Bullis
(CTE, Wilkes County Schools)
Jody Call
Linda Cheek
(Wilkes Chamber of Commerce)
Seth Cohn (Two Boros Brewery)
Dr. Jeff Cox
Gary Daemer (InfusionPoints)
Gia Galifianakis (Gria Consulting)

Becky Greer
Melanie Hollis (Career Development,
Ashe County Schools)
Kitty Honeycutt
(Ashe Chamber of Commerce)
Kate Irwin (Kate Ink)
Donny McCall (Perrycraft, Inc.)
Curt Miller
LeeAnn Nixon (Wilkes Economic
Development Corporation)
Earl Pennington (CTE, Ashe
County Schools)
Chris Robinson
Heath Vogler (CTE, Alleghany
County Schools)
Shanna Whitehead (Muddy Creek)

- The StartupNWNc platform continues to have up dates, tweaks, and additions to maintain relevance for the entrepreneur ecosystem.



SMART Strategy #9

FACULTY & STAFF FEEDBACK

BASIC CONCEPT

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.



OVERVIEW: 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.

PROGRESS MILESTONES:

- Assembled cross-functional team of faculty and staff to evaluate employee feedback.
 - 24 total members
 - 14 faculty
 - 10 staff
 - All members were below dean or director level
 - 19 areas of the College represented, including Ashe and Alleghany
- 2021-2022 Personal Assessment of the College Experience (PACE) survey results were evaluated by the team to understand the institutional structure needs of the College.
 - Understand employee turnover
 - Understand employee morale and job satisfaction
- Developed better transparency with faculty and staff
- Improved sharing of information College-wide
- Held employee focus groups in February 2023 hosted by The Belk Center
 - Faculty and staff participation
 - 75+ participants
 - Areas addressed
 - Advancement
 - Communication
 - Initiatives
 - Motivation
 - Work Responsibilities
 - Findings provided WCC's Administrative Council a roadmap for improvement.
- Changes implemented because of the team's efforts:
 - Promoting from within the College
 - Events on campus and Administrative Council participation
 - "Caught in the Act" program
 - Anonymous acknowledgement of co-workers going above and beyond
 - Employee Acknowledgement Program from Staff Council
 - Supervisor training and leadership sessions
 - Faculty and Staff Highlight Program

TEAM

Valerie Bailey	Erin Collier
Matt Baldwin	Mark Daye
Misty Bass	Erica Harper
Amber Blackburn	Dr. Melonie Kilby
Amanda Blevins	(Lead)
Frank Blevins	Randy Miller
Marina Brannock	Andrew Nicholson
Donna Brooks	Patty Parsons
Jody Call	Elizabeth Simons
Josh Carr	Bruce Staley
Kelly Church	Tonya Watson

SMART Strategy #10

ADULT LEARNER ENGAGEMENT

BASIC CONCEPT

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 re-enrollment, we can improve median annual income, economic mobility, and college FTE.



OVERVIEW: NC Reconnect, funded by the John M. Belk Endowment and in collaboration with the North Carolina Community College System, is an adult learner re-engagement and re-enrollment program which targets adults who previously stopped out of community college prior to earning a credential. Wilkes Community College is one of five NC community colleges in NC Reconnect's second cohort. Each cohort includes five NC community colleges, and WCC launched the campaign in 2022 for fall re-enrollment. 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.

PROGRESS MILESTONES:

- Fall 2022 outreach to 2,400 adult learners who had stopped out
 - 698 adult learners engaged
 - 107 adult learners returned
 - 10% of 107 adult learners earned their credential in fall 2022
 - 11 adult learners received 16 credentials
 - 5 – Associate degrees
 - 2 – Diplomas
 - 9 – Certificates
- Spring 2023 outreach to 591 adult learners who had stopped out
 - 31 newly-enrolled adult learners
 - 67 fall 2022 re-enrolled adult learners progressed to spring 2023
 - 10% of 98 progressing or returning adult learners earned their credential in spring 2023
 - 10 adult learners received 11 credentials
 - 8 – Associate degrees
 - 1 – Diploma
 - 2 – Certificates
- Summer 2023
 - 46 spring 2023 adult learners progressed to summer 2023
- Approximate full-time equivalent (FTE)
 - Fall 2022
 - ~44 FTE
 - \$264,000
 - Spring 2023
 - ~43 FTE
 - \$258,000

TEAM

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Morgan Francis	Erin Smith
Erica Harper	Michael Ward
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MARCH, 2024

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

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

