Reach 'n Rally!

ANNUAL RALLY

REFLECTING ON PROGRESS

ADAPTING TO REACH OUR GOALS

YEAR 2 RALLY GUIDE

FALL 2023

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INTRODUCTION

At Wake Tech we are committed to achieving our Mission and greater student success through our Reach and Rally strategic plan. The purpose of our Annual Rallies is to come together to reflect on our progress and discuss how we might adjust our actions to fulfill our vision, goals and objectives.

This Rally Guide was designed to help you understand our overall progress and to help you find opportunities for improvement in your own areas and work. We hope it will be useful in guiding your own reviews of the data and discussions on how to adjust your current actions to meet the targets in your departments, divisions, teams and committees.

While the guide provides some key insights from the data at a high level, it does not discuss all the data. You are encouraged to engage with the data to develop your own insights and adjust your own actions to improve the outcomes most relevant to your own courses, programs, and services. The information and data in this guide, or appropriate variations, will also be useful to you as you develop annual assessment plans.

If you have questions or need help with this guide, please reach out to Carrie Bartek (cebartek@waketech.edu) or Rachel Madsen (rsmadsen@waketech.edu) for help.

If you need help interpreting and using the data dashboards, or need related data, please contact Dr. John Smith (jrsmith29@waketech.edu) or Firooz Jahani (fjahani@waketech.edu) for assistance.

MISSION

Wake Technical Community College provides equitable access to education that transforms lives through economic mobility and personal fulfillment.

VISION

We will reach students in every part of Wake County and rally around them to go as far as their dreams, talents and resilience take them.

GOALS

EQUITABLE ACCESS

Students from underrepresented groups, including minority and low-income students, can enter Wake Tech programs and access the support services they need to be successful.

EQUITABLE OUTCOMES

Students are successful regardless of their race, gender, or socioeconomic status.

LEARNING

Students gain the knowledge, skills, and abilities they need for the labor market and transfer.

COMPLETION

Students complete vastly more degrees and other meaningful credentials at faster rates than in the past.

TRANSFER

More students transfer with a credential in less time than in the past and earn bachelor's degrees.

LABOR MARKET

After completing a credential, students find sustainable employment at which they earn a living wage.

STRATEGIC ACTION FRAMEWORK

Through its strategic plan, Wake Tech fundamentally re-imagined itself as a "ladder college". We are focusing on reaching out and pulling in underserved populations and helping them move up through successively higher levels of education and workforce training programs that lead to career mobility and economic prosperity.
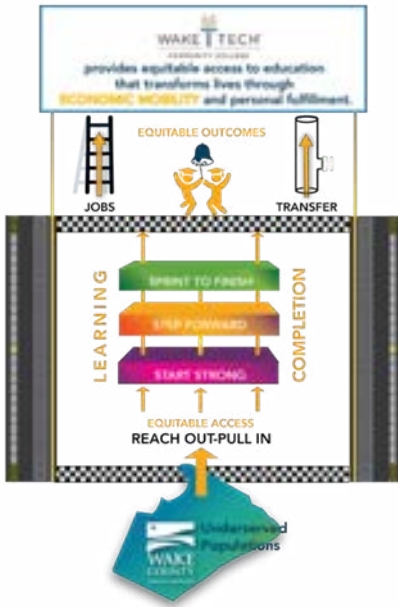
As part of the plan, we defined specific objectives we must achieve to meet these goals. The Reach and Rally Implementation Plan guides all the activities we are engaged in to achieve them. Each year, during the Annual Rallies, we check-in to measure our progress, the extent to which we are achieving our objectives, and what we have done to achieve them.

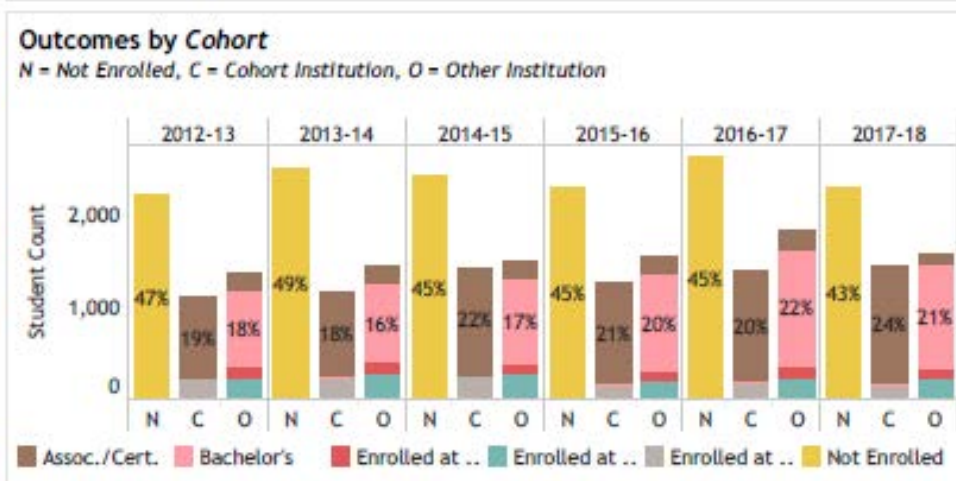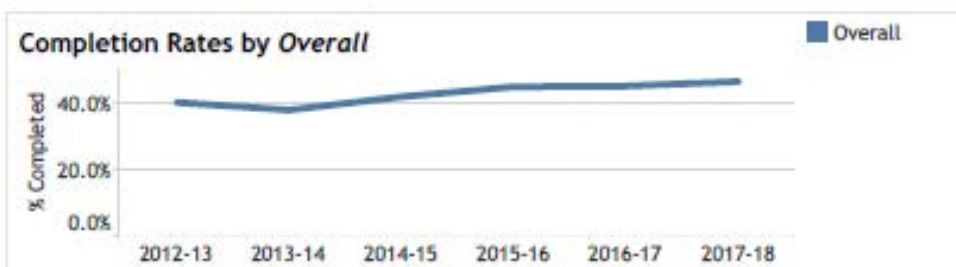You can review the **Ladder Economics** concept paper, the **Reach and Rally Strategic Plan,** and the **Reach and Rally Implementation Plan** here: https://www.waketech.edu/about-wake-tech/administrative-offices/effectiveness-and-innovation/initiatives/reach-rally

NATIONAL COMPLETION MEASURES

As part of our accreditation accountability reporting, we track the 6-year completion rates of our students through the Post-secondary Data Partnership of the National Student Clearinghouse so that we can compare our performance to other 2-year public institutions across the United States. As shown by the table and figures below:

- WTCC 6-Year completion rates have risen over time.
- WTCC 6-Year completion rates are higher than the national public 2-year college average.

	WTCC Outcome	National Public 2-Year	WTCC Compared to National Public 2-Year
Cohort			
Fall 2010 Cohort (Baseline)	32.7%	NA	NA
Fall 2015 Cohort	45.5%	42.2%	⬆
Fall 2016 Cohort	45.9%	43.1%	⬆

Completion Rates by *Overall*

Outcomes by *Cohort*
N = Not Enrolled, C = Cohort Institution, O = Other Institution

STATE PERFORMANCE MEASURES

WTCC also monitors performance measures set by the State Board of Community Colleges. The performance measures are indexed against the average performance among all community colleges. As shown by the figure below:

- WTCC 2023 Performance Measures are within the average band for most performance measures, except for Licensure Pass Rates and Transfer Performance, where WTCC is either above the average band or at Excellence levels.
- WTCC is at the average minimum for first year progression of first time-in-college students. This data is consistent with Reach and Rally metrics detailed below: the average number of credit hours in the first year and the percentage of students completing college-level ENG and MAT courses in Year 1.

YEAR 2 REACH AND RALLY PROGRESS

For each objective, there are several metrics we are using to track our progress. Reviewing the data will help you understand the numbers and trends behind each objective so that together, we can make informed decisions about the actions we will want to continue or adjust moving forward.

A snapshot of the summary page of the institution-level Reach and Rally metrics is provided below. Some of the metrics are on other dashboards and media. You will find more in-depth results on subsequent pages. Detailed dashboards and reports can be found at the following links:

Institution-Level Dashboards
https://app.powerbi.com/links/sLzPsVyx0s?ctid=16cc8ad9-84fe-481d-b9b0-48e7758c41aa&pbi_source=linkShare
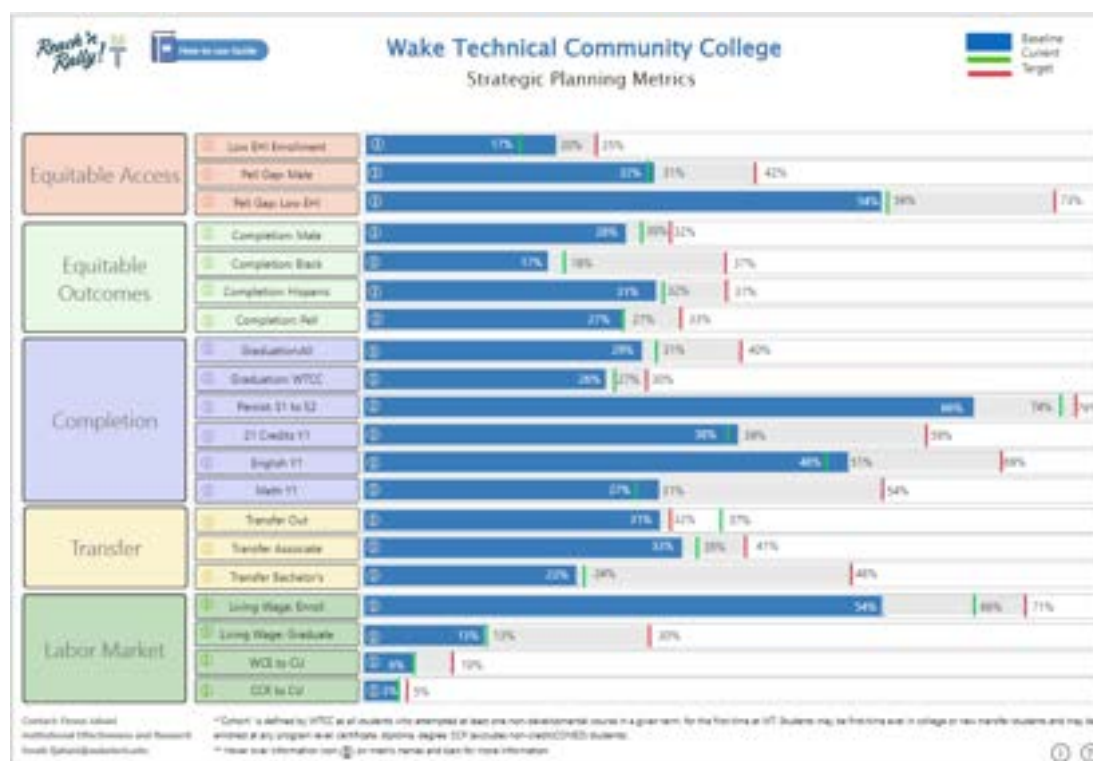
Program-Level Dashboards
https://app.powerbi.com/links/cmyD6E2Cnw?ctid=16cc8ad9-84fe-481d-b9b0-48e7758c41aa&pbi_source=linkShare
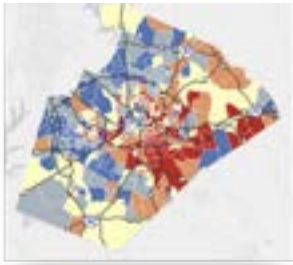
Course Dashboards
https://app.powerbi.com/links/vjZxlemIS-?ctid=16cc8ad9-84fe-481d-b9b0-48e7758c41aa&pbi_source=linkShare

Community College Survey of Student Engagement Metrics:
https://waketechedu.sharepoint.com/employee/data-services/SitePages/Survey-Results.aspx
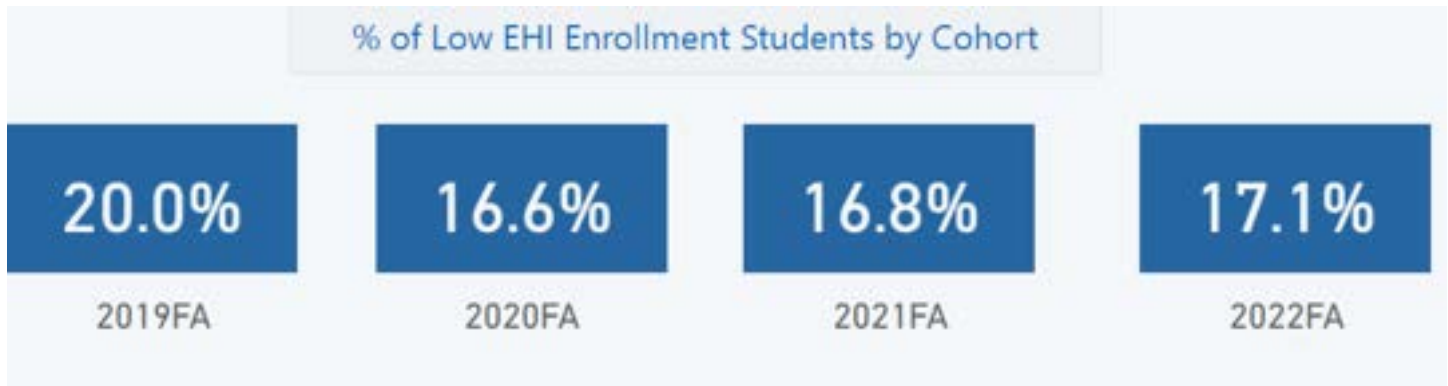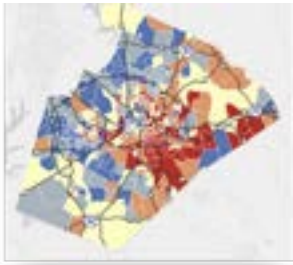
EQUITABLE ACCESS

Objective: Increase enrollment of students from low Economic Health Index (EHI) zones in Wake County

Target: 25%

% of Low EHI Enrollment Students by Cohort

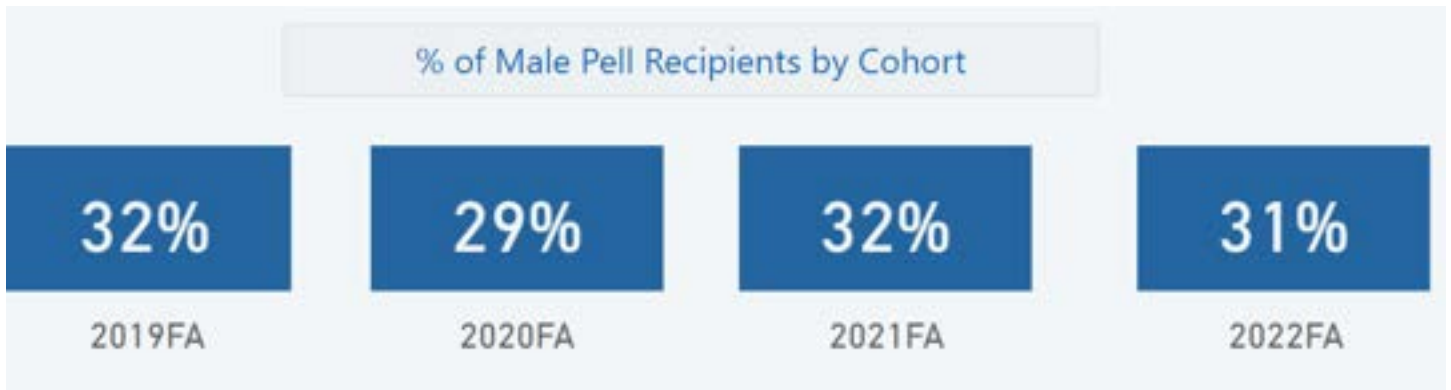| 20.0%	16.6%	16.8%	17.1%
2019FA	2020FA	2021FA	2022FA

Good News!	The proportion of new and transfer-in students who are from <u>low income areas</u> of Wake County and entered Wake Tech in the fall to complete associate's degrees has inched up since 2020: 2021FA Cohort Low EHI enrollment: 573 2022FA Cohort Low EHI enrollment: 588 **Gain: 16 more** Low EHI students - <u>Career and College Promise (CCP) Student Enrollment 2021FA</u>: 2,243 - Career and College Promise (CCP) Student Enrollment 2022FA: 2,950 **Gain: 707 more** CCP students
Challenges	- The proportion of low income, associates-seeking students is still below the 20% baseline and 25% target. - Male students, Black students, Hispanic students and students from low income areas in the Wake County Public School system are underrepresented among Wake Tech's CCP student population.
What are some changes we made in Year 2 to improve?	- Fall 2022- Free tuition and fees for Wake County high school graduates - Expanded Title I outreach in Spring 2023 to Knightdale, South Garner, East Wake and Southeast Raleigh High Schools - Expanded Career and College Promise (Dual Enrollment) outreach - Advising staff visited Title 1 schools - New Customer Relationship Management (CRM) technology launched - Expanded Summer Bridge Program for low EHI high school graduates - Workforce Outreach Officer at Boys and Girls Club - Hosted virtual community partners meetings - K-12 Landscape Analysis to increase Career and College Promise participation among non-traditional student populations
Year 3 Opportunities	- Reach-out and pull-in more Career and College Readiness and low income Adult Learners - Reach-out and pull-in significantly more Male, Black, Hispanic, and low income high school students to CCP

EQUITABLE ACCESS

Objective: Increase Pell grants among male students

Target: 42%

% of Male Pell Recipients by Cohort

32%	29%	32%	31%
2019FA	2020FA	2021FA	2022FA

Objective: Increase Pell grants among low EHI students

Target: 73%

% of Low Pell Recipients by Cohort

54%	52%	55%	56%
2019FA	2020FA	2021FA	2022FA

Good News!	• The percentage of Male Pell recipients has increased since Fall 2020 • The percentage of low income students receiving Pell has **increased to 56%,** beyond the baseline
Challenges	. Though FAFSA applications are up due to FAFSA campaigns, the percentage of Male students and low income students who receive Pell is still below our targets.
What are some changes we made in Year 2 to improve?	• Hired Financial Aid Outreach officer • FAFSA/Pell Grant campaign launched in Title I High Schools • Provided financial aid assistance to admitted students in Title I high schools.
Year 3 Opportunities	• Focus FAFSA/Pell Grant Campaigns on Males and low income areas.

EQUITABLE OUTCOMES

Close equity gaps in student learning and completion as identified by race/ethnicity, gender, and socioeconomic status.

As the goal and objective indicate, we want equitable outcomes for all students, across all objectives and goals. Therefore, you will see the results of equitable outcomes distributed across the other goals and objectives.

LEARNING

Improve student performance in meeting Program Learning Outcomes in all delivery methods: seated, blended, hybrid, and online.

Progress on this objective was measured in three ways:

1) **Program Learning Outcomes:** To consider a Program Learning Outcome "met", at least 75% of multiple measures assessing one Program Learning Outcome were required to have been "Met".

2) **Course Outcomes:** Overall course performance outcomes for all programs were disaggregated by delivery method, sex, race/ethnicity and Pell Recipient status

3) **High Impact Practices:** Student engagement was measured using the Community College Survey of Entering Student engagement (CCSSE), which is highly correlated with the extent to which a college is employing high impact practices.

L E A R N I N G

Improve Student Performance in meeting Program Learning Outcomes

Spring 2023

Target: 75%

Target	Baseline Cohort Term	Baseline Metric	Year 2 Cohort Term	Year 2 Cohort Metric	Y2 Change from Baseline	Y2 Distance from Target
75%	2019FA	73%	2022FA	76%	3%	Target Exceeded

Good News!	**Target Exceeded** for the percentage of Program Learning Outcomes met
Challenges	We cannot disaggregate this objective until we develop and implement a technology solution for reliably and systematically collecting and disaggregating program learning outcomes data across programs. In lieu of program learning outcomes data, we must disaggregate course performance data and use it to understand the differences between student groups.
What are some changes we made in Year 2 to improve?	Examples of actions implemented by program faculty to improve Program Learning Outcomes: • Including more interactive content and videos and visuals in online courses • Using activities from the Resource Center, a repository of teaching activities collected by fellow faculty. • Incorporating more formative feedback and practice exams prior to high stakes learning assessments • Provided better preparation instructions on how to use study guides for exams. • Providing students with the opportunity to take second-chance assessments after not being successful on a high-stakes assessment. • Closer alignment between the Program Learning Outcomes and assessments • Implementation of employability skills lessons in courses • Increase in referrals to ILC tutoring center. • Engagement in undergraduate research • Increase in the use of active learning strategies. • Increase in faculty interaction via MS Teams during the COVID-19 pandemic
Year 3 Opportunities	Continue to build on learning gains by engaging in evidence-based and equity-mindful teaching and learning practices and interviewing students or groups of students about the areas in their programs where they feel they struggle most.

LEARNING

Course Success Rates
Fall 2022
Target: 75%

Good News!	Fall 2022 Targets Exceeded or Met among: • Students taking **seated** courses • Students taking **blended** courses • **Asian** Students • **White** Students Fall 2021 to Fall 2022 **improvement among all** race/ethnicities, sexes and Pell statuses and all modalities except online
Challenges	• Online success rates continue to lag behind other modalities • Continued wide gap in success rates among Black students • Continued gap between Pell and Non-Pell success rates
What are some changes we made in Year 2 to improve?	• Provided more scheduling options/modalities for courses • College-wide inclusive syllabi research completed (Innovation Fund) • Peer tutoring program researched and piloted (Innovation Fund) • "Grow Our Own" program created and launched • Campus Climate surveys completed • Visitors and Children policy implemented to be more welcoming • Attendance policy revised to emphasize flexibility • CETL Director hired • CETL instructional playbook and webpage deployed • CETL programming based on evidence-based practices begun • QEP focused on Problem Solving in development • Developed new policy on 100% Online Teaching
Year 3 Opportunities	• Continue to rally around struggling students and increase referrals to ILC, CARE Teams and CARE Center • Continue to rally around faculty to ensure online course quality • Continue to create and foster welcoming and winning course environments

LEARNING

Reach Benchmarks for High Impact Practices

Student engagement is tightly linked to student success. The extent to which students are engaged can be linked to the extent to which a college is employing high impact practices. The Community College Survey of Student Engagement (CCSSE) measures student engagement.   Wake Tech administers the CCSSE Survey in the spring every other year. The next administration will be Spring 2024.

To view the specific questions from the CCSSE survey that shed light in this metric, see the Power Point provided here: https://waketechedu.sharepoint.com/employee/data-services/SitePages/Survey-Results.aspx.

Community College Survey of Student Engagement - WTCC

Benchmark	Raw Benchmark Score		Target
	2019	2022	2024
Active and Collaborative Learning	0.365	0.342	0.6
Student Effort	0.423	0.449	0.6
Academic Challenge	0.589	0.632	Met
Student-Faculty Interaction	0.434	0.476	0.6
Support for Learners	0.438	0.501	0.6

Active and Collaborative Learning Raw Benchmark Scores (WTCC 2019 to 2022), by Race-Ethnicity

Race-Ethnicity	2019	2022
Asian	0.38	0.40
Black or African American	0.38	0.39
Hispanic or Latino	0.31	0.30
White	0.37	0.32
2 or more	0.38	0.34

L E A R N I N G

Reach Benchmarks for High Impact Practices

Good News!	• **Target Met** for academic challenge in Spring 2022. • **Improvement** on all measures except for active and collaborative learning
Challenges	• Active and Collaborative Learning was especially difficult coming out of the COVID-19 pandemic with a large proportion of online courses. • Hispanic and Latino students reported difficulty with active and collaborative learning, more so than other groups.
What are some changes we made in Year 2 to improve?	• CETL programming based on evidence-based practices begun • QEP focused on Problem Solving in development
Year 3 Opportunities	Continue to find ways to provide students with opportunities for meaningful and active and collaborative learning, including faculty and peer engagement, especially in hybrid/online courses and especially among Hispanic students

COMPLETION

Increase retention from first semester (S1) to second semester (S2)
Target: 76%

Percentage of Persistence from Fall(S1) to Spring(S2) Semesters by Enrolled Student Demographics
Select a demographic category from navigation menu)

Sex
Target=76% — Female — Male

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA
Male	66.4%	65.8%	67.1%	68.3%	68.6%	68.4%	68.8%	72.9%
Female	65.0%	64.0%	62.5%	66.6%	67.3%	69.0%	65.0%	

Race/Ethnicity
Target=76% — Black — Hispanic — White

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA
White	74.0%	72.7%	67.9%	73.6%	73.9%	71.2%	70.3%	
Hispanic	65.4%	64.7%		67.9%	70.1%	63.7%	64.5%	67.3%
Black	56.6%	54.6%	55.4%	57.3%	57.5%		62.1%	

Pell Recipient
Target=76% — No — Yes

	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA	2021FA	2022FA
Yes	72.9%	69.7%	70.1%	72.0%	70.2%	72.2%	66.9%	
No	61.4%	61.9%	61.6%	64.8%	66.6%	66.8%	66.8%	72.3%

COMPLETION

Increase retention from first semester (S1) to second semester (S2)

Target: 76%

Good News!	• Overall **improvement** from 67% in Fall 2021 to 74% in Fall 2022 • **Target exceeded** for Hispanic students (78%) • **Target met** for Pell students (76%) • All groups improved between Fall 2021 and Fall 2022 • **Equity gap narrowed** between Black and White students from 17 point to 8 points
Challenges	Retention of Black students still 9 percentage points below target
What are some changes we made in Year 2 to improve?	• Launched Care Teams organized by 13 career fields and priority group (Vets, IT fields) • Students assigned to advisors and Care Team advisors reach out to students • All University transfer students encouraged to take ACA-122 in first semester • Piloted orientation/onboarding by career field (Eagle Enrollment Days) • Chosen-name policy implemented to improve gender inclusivity • Safe-bucks initiative deployed to improve climate between police and students
Year 3 Opportunities	• Reach out to our new and transfer-in Black students and encourage them to enroll in the spring.

COMPLETION

Increase the average number of college credits earned by students within their first 12 months of enrollment.
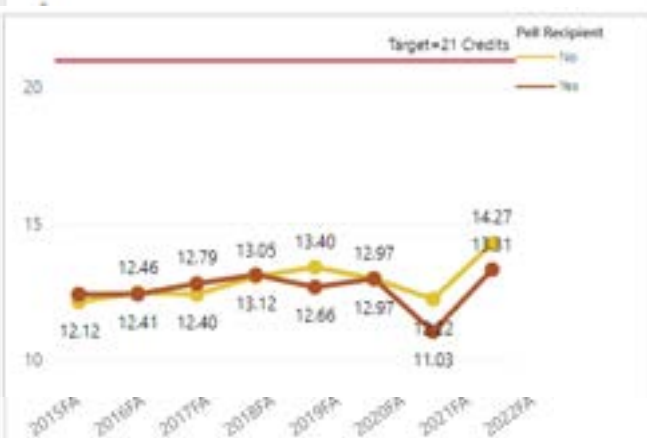**Target - % receiving 21 credits: 59%**
Target - average credits earned: 21 credits

Percentage of Students Received 21 Credits (Credits Earned at WT in Y1 and Credits Transferred in) by Enrolled Student Demographics

Select Sex
All

Sex — Female, Male

Target=59%

- 39.9% 40.6% 40.2% 40.7% 39.6% 38.5% 36.9%
- 37.6% 36.7% 34.5%
- 38.1% 39.6% 39.0% 38.2% 33.6%

Race/Ethnicity — White, Hispanic, Black

Target=59%

- 50.1% 49.5% 49.6% 48.1% 45.7% 44.4%
- 48.2% 41.0% 36.6%
- 34.6% 34.6% 32.6% 34.4% 31.6% 24.8%
- 27.5% 31.9% 26.1% 25.3% 27.8%
- 26.1% 26.0% 25.0% 24.3%

Pell Recipient — No, Yes

Target=59%

- 39.3% 40.5% 38.7% 40.8% 40.5% 38.3% 38.9%
- 35.8%
- 38.6% 39.5% 39.1% 38.2% 36.3% 36.5% 35.5%
- 31.1%

2015FA 2016FA 2017FA 2018FA 2019FA 2020FA 2021FA 2022FA

Credits Earned at WT in Y1 by Enrolled Student Demographics

Sex — Female, Male

Target=21 Credits

- 12.38 12.78 13.02 13.45 13.23 13.14 12.35 14.48
- 12.07 12.11 12.09 12.71 13.03 12.82 11.26 13.35

Race/Ethnicity — White, Hispanic, Black

Target=21 Credits

- 15.04 14.98 15.47 15.65 14.90 16.01
- 14.91 13.42 14.23
- 12.22 12.26 12.71 12.27 13.54
- 12.05
- 8.57 9.07 11.11 9.53
- 7.93 8.19 8.40 8.37
- 7.73

Pell Recipient — No, Yes

Target=21 Credits

- 12.46 12.79 13.05 13.40 12.97 14.27 13.31
- 12.12 12.41 12.40 13.12 12.66 12.97 11.03

2015FA 2016FA 2017FA 2018FA 2019FA 2020FA 2021FA 2022FA

COMPLETION

Increase the average number of college credits earned by students within their first 12 months of enrollment.

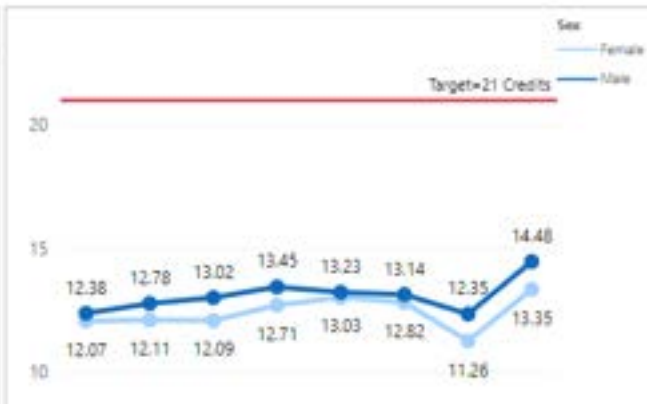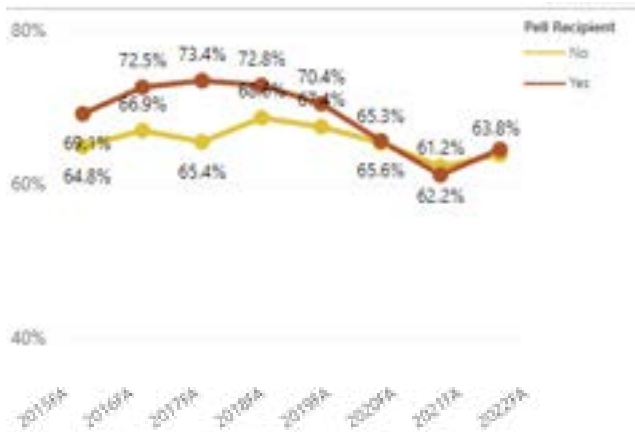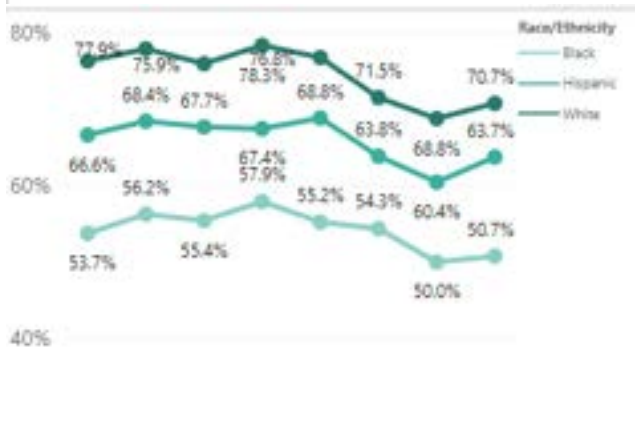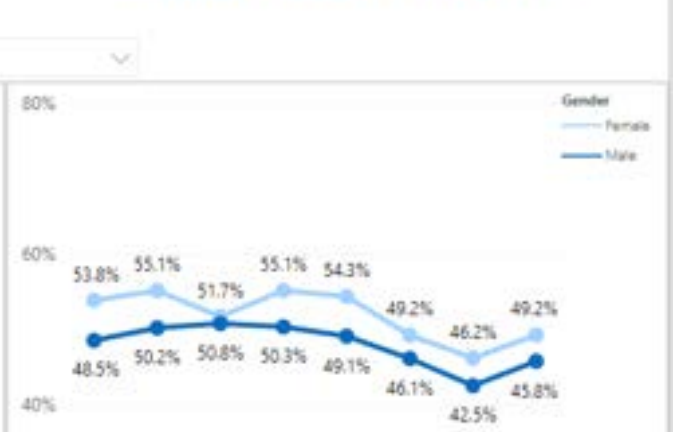| Good News!	• Overall **improvement** in:
	  ○ Overall % of students receiving 21 credits increased from 34% in Fall 2021 to 38% in Fall 2022
	  ○ Overall, average number of credits received in Year 1 increased from 12 credits to 14 credits
	• All groups improved in number of credits completed between Fall 2021 and Fall 2022.
	• **Equity gap narrowed** between Hispanic students and White students

Challenges	• Equity gaps widened for Black students • Equity gaps widened between Pell and non-Pell students • Black students were the only group where the percentage earning 21 credits went down. • Affordable housing posed a major challenge to students
What are some changes we made in Year 2 to improve?	• Program Planning Guides redesigned to guide students on 2-year, 3-year and 4-year paths • Launched CARE Centers • Launch CARE Teams • CARE center information included in Blackboard and now includes new, unified intake form. • All students assigned Student Success Coach based major and career fields • HEERF money distributed • Assistance with emergency financial aid, laptops, transportation, wellness services, food pantry, textbook/course materials and child care provided. • Employee training on mental health first aid, CARE center resources, Green Zone training, social assistance partners
Year 3 Opportunities	• Rally around Black, Hispanic, and Pell students: advise them to attempt more credits and support their successful completion of those credits in their first year. • Continue to find ways to ease affordable housing issues.

COMPLETION

Increase the proportion of students completing college-level ENG within 12 months of enrollment.

Target: 69%

Percentage of Students Attempted and/or Transferred in College-Level English (Y1)

Select Sex: All

Gender (Female, Male)

Female: 66.9%, 69.7%, 67.7%, 69.9%, 69.3%, 66.8%, 62.9%, 65.1%
Male: 65.9%, 68.4%, 69.0%, 70.4%, 67.7%, 63.9%, 60.7%, 62.9%

Race/Ethnicity (Black, Hispanic, White)

White: 77.9%, 75.9%, 76.8%, 78.3%, 71.5%, 70.7%, 63.7%
Hispanic: 68.4%, 67.7%, 68.8%, 63.8%, 68.8%
Black: 66.6%, 56.2%, 55.4%, 67.4%, 57.9%, 55.2%, 54.3%, 60.4%, 50.0%, 50.7%
53.7%

Pell Recipient (No, Yes)

Yes: 72.5%, 73.4%, 72.8%, 70.4%, 65.3%, 61.2%, 63.8%, 66.9%
No: 69.1%, 64.8%, 65.4%, 65.6%, 62.2%

Percentage of Students Successfully Completed and/or Transferred in College-Level English (Y1)

Gender (Female, Male)

Female: 53.8%, 55.1%, 51.7%, 55.1%, 54.3%, 49.2%, 46.2%, 49.2%
Male: 48.5%, 50.2%, 50.8%, 50.3%, 49.1%, 46.1%, 42.5%, 45.8%

Race/Ethnicity (Black, Hispanic, White)

White: 62.8%, 62.3%, 60.5%, 62.7%, 61.8%, 55.8%, 51.1%, 55.5%
Hispanic: 48.2%, 48.3%, 45.4%, 49.0%, 44.2%, 39.8%, 45.3%
Black: 36.2%, 37.6%, 35.2%, 38.9%, 35.6%, 33.8%, 32.7%, 32.5%

Pell Recipient (No, Yes)

No: 53.0%, 51.9%, 52.6%, 52.6%, 48.9%, 48.9%
Yes: 51.3%, 50.8%, 53.0%, 50.6%, 45.6%, 40.8%, 45.7%

Years (x-axis): 2015A, 2016A, 2017A, 2018A, 2019A, 2020A, 2021A, 2022A

COMPLETION

Increase the proportion of students completing college-level ENG within 12 months of enrollment.

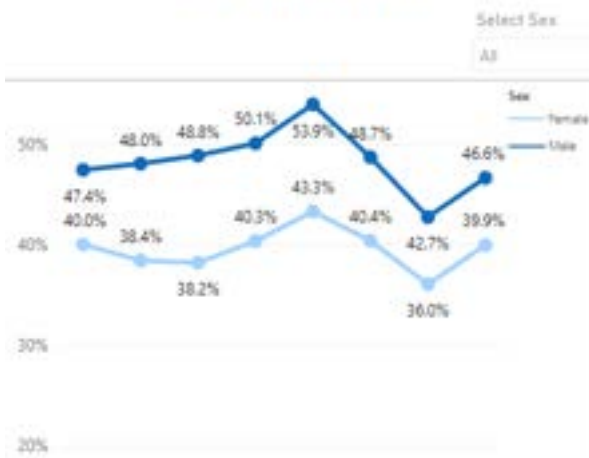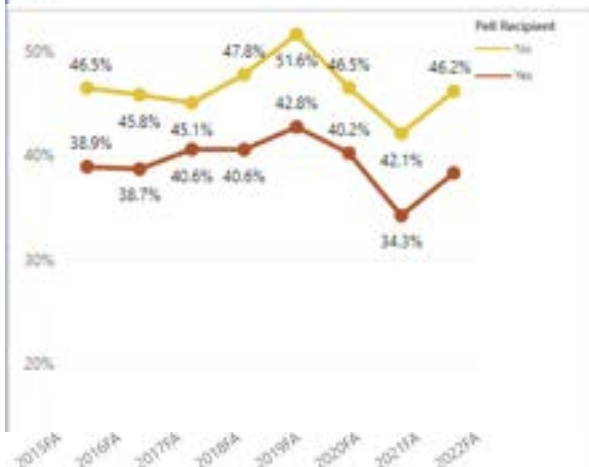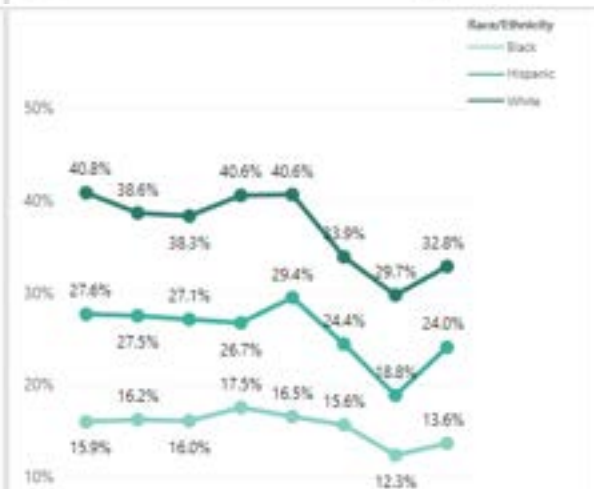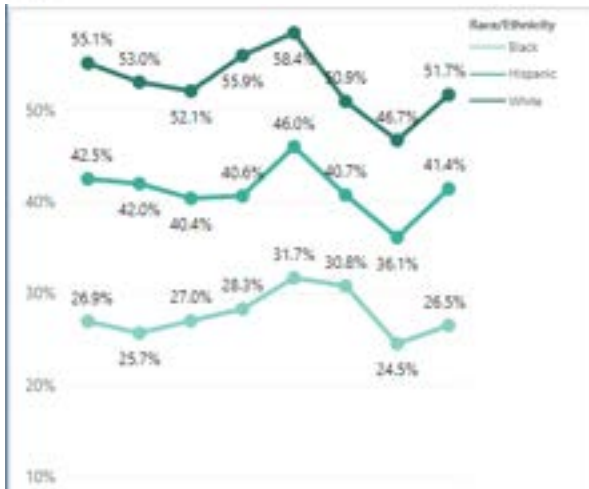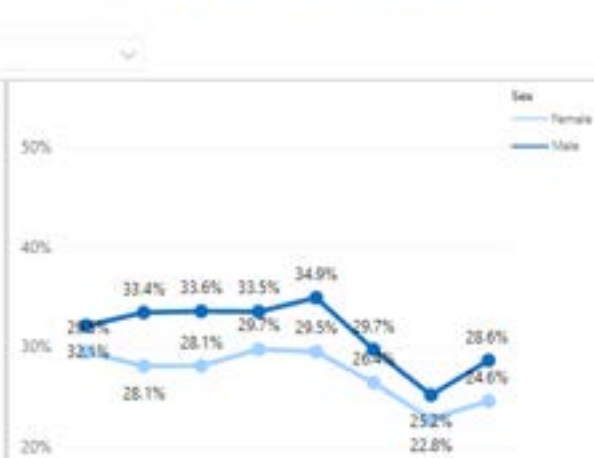| Good News!	• Overall **improvement** from 44% in Fall 2021 to 48% in Fall 2022 • **Equity gap narrowing** between Hispanic students and White students
Challenges	• Equity gaps widened for Black students • Equity gaps widened between Pell and non-Pell students • Black students were the only group where the percentage completing ENG in the first year went down
What are some changes we made in Year 2 to improve?	• RISE Restructuring Pilot: ○ ENG-111/ENG-011 co-requisite sections taught by the same instructor increased from 4 sections in Fall 2022 to 34% of sections in Spring 2023 to 67% of sections in Summer 2023. • ENG instructors completed training on inclusive teaching • Hired Student Experience Program Coordinator
Year 3 Opportunities	• Rally around students, especially Black and Hispanic students, to attempt ENG in their first year. • Continue developing welcoming ENG course environments for students, especially Black and Hispanic students, that helps them feel they belong. • Continue to develop strong linkages between ENG-111/ENG-011 • Continue to use the Student Experience Program to find ways to help students who are struggling in ENG courses. • Continue strong partnership with Individualized Learning Center

COMPLETION

Increase the proportion of students completing college-level MAT within 12 months of enrollment.

Target: 54%

Percentage of Students Attempted and/or Transferred in College-Level Math (Y1)

Select Sex
All

Sex
— Female
— Male

50.1%
48.0% 48.8% 53.9% 48.7%
47.4% 46.6%
40.0% 43.3%
38.4% 40.3% 40.4% 39.9%
38.2% 42.7%
36.0%

Percentage of Students Successfully Completed and/or Transferred in College-Level Math (Y1)

Sex
— Female
— Male

34.9%
33.4% 33.6% 33.5%
29.7% 29.5% 29.7% 28.6%
32.1% 28.1% 26.4% 24.6%
28.1% 25.2%
22.8%

Race/Ethnicity
— Black
— Hispanic
— White

55.1%
53.0% 58.4%
55.9% 50.9% 51.7%
52.1% 46.7%
42.5% 46.0% 41.4%
42.0% 40.6% 40.7%
40.4%
31.7% 30.8% 36.1%
26.9% 27.0% 28.3% 26.5%
25.7% 24.5%

Race/Ethnicity
— Black
— Hispanic
— White

40.8%
38.6% 40.6% 40.6%
33.9% 32.8%
27.6% 38.3% 29.4% 29.7%
27.5% 27.1% 24.4% 24.0%
26.7% 18.8%
16.2% 17.5% 16.5% 15.6% 13.6%
15.9% 16.0%
12.3%

Pell Recipient
— No
— Yes

47.8%
46.5% 51.6% 46.5% 46.2%
45.8% 45.1% 42.8%
38.9% 40.2%
40.6% 40.6% 42.1%
38.7%
34.3%

2015FA 2016FA 2017FA 2018FA 2019FA 2020FA 2021FA 2022FA

Pell Recipient
— No
— Yes

35.7%
33.7% 33.8%
30.3% 29.6%
33.1% 32.8% 27.9% 26.0%
26.7% 23.7% 27.1%
26.0% 27.4%
18.5%

2015FA 2016FA 2017FA 2018FA 2019FA 2020FA 2021FA 2022FA

COMPLETION

Increase the proportion of students completing college-level MAT within 12 months of enrollment.

Good News!	• Overall **improvement** from 24% in Fall 2021 to 27% in Fall 2022 • All groups improved between Fall 2021 and Fall 2022 • **Equity gap narrowed** between Hispanic students and White students
Challenges	• Equity gaps widened for Black students
What are some changes we made in Year 2 to improve?	• RISE Restructuring Pilot: o MAT courses and MAT co-requisite sections taught by the same instructor increased from 4 sections in Fall 2022 to 42% of sections in Spring 2023 to 100% of sections in Summer 2023. • MAT key personnel began three-part training on developing students' sense of belonging with author Tim Klein • Hired Student Experience Program Coordinator
Year 3 Opportunities	• Rally around students, especially Black and Hispanic students, to attempt MAT in their first year. • Continue developing welcoming MAT course environments for students, especially Black and Hispanic students, that helps them feel they belong. • Continue to develop strong linkages between MAT and MAT co-req courses • Continue to use the Student Experience Program to help students who are struggling in MAT courses. • Continue strong tutoring partnership with the Individualized Learning Center

COMPLETION

Four-year Graduation Rate (Key Performance Indicator)

Target: 40%

Percentage of all new and transfer-in fall cohort students who completed any credential (certificate, associates or bachelor's degree) anywhere within 4-years of starting.

% of Students Completed by Cohort

29%	30%	31%	31%
2015FA	2016FA	2017FA	2018FA

COMPLETION

Four-year Graduation Rate (Key Performance Indicator)

Good News!	• **Improvement** of the following groups between the Fall 2016 and Fall 2018 cohorts:
	  ○ Hispanic students: from 27% to 32%
	  ○ White students: from 35% to 37%
	• **Narrowing of equity gap** between Hispanic and White students

Challenges	• Static completion rates for Black students (18%) • Widening equity gap between Pell and Non-Pell recipients
What are some changes we made in Year 2 to improve?	• See leading indicators (Persistence, Credit Accumulation, ENG and MAT in Y1) • Finish First NC retroactively awarded students credit for credentials they already earned.
Year 3 Opportunities	Rally around Black students and Pell students to provide the instruction and supports they need to complete a credential within four years of starting.

TRANSFER

Increase the percentage of Wake Tech university transfer students who graduate first with an AA/AS/AFA/AE and ultimately attain a bachelor's degree.

Transfer w/Associates Within 4-Years of Starting at WTCC	Bachelor's Attainment Within 4-Years of Starting at WTCC
Target: 41%	**Target: 48%**

T R A N S F E R
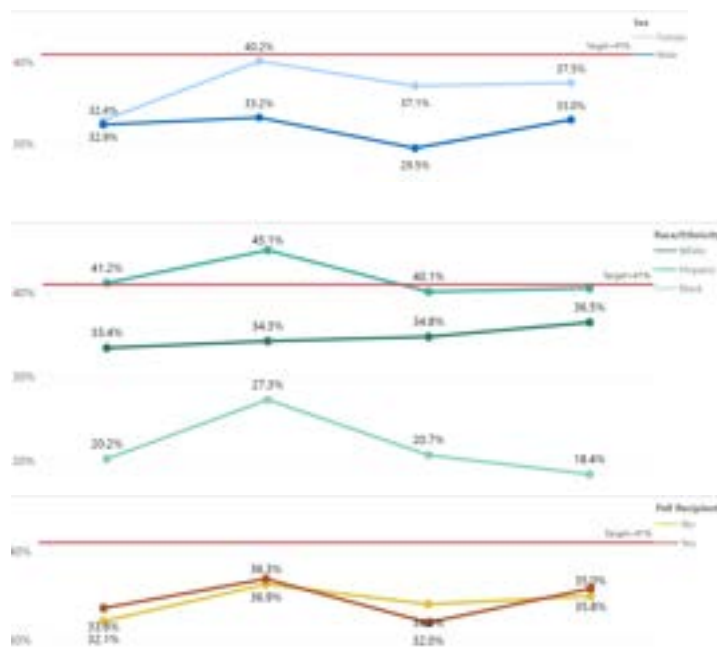
Increase the percentage of Wake Tech university transfer students who graduate first with an AA/AS/AFA/AE and ultimately attain a bachelor's degree.
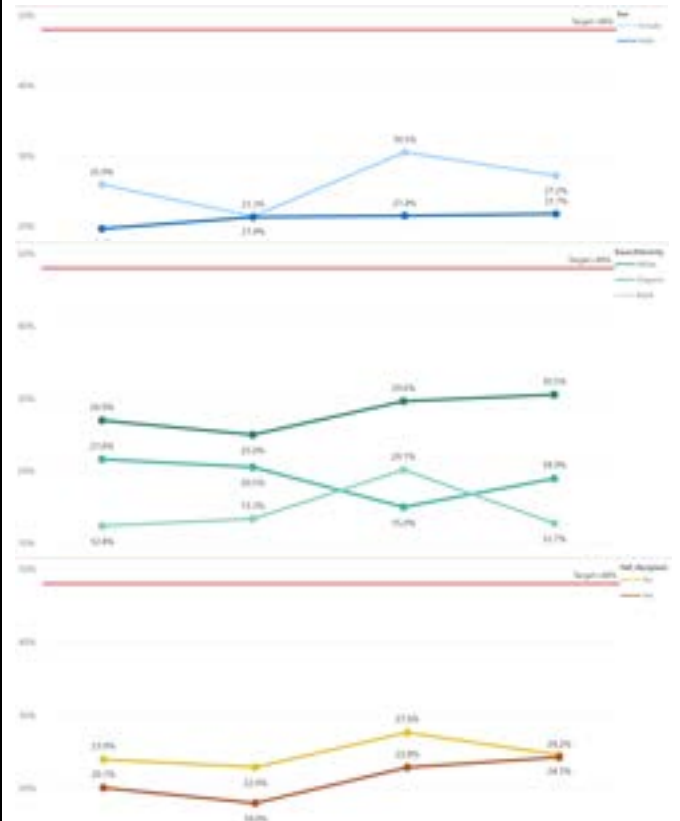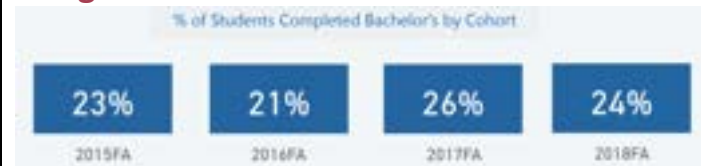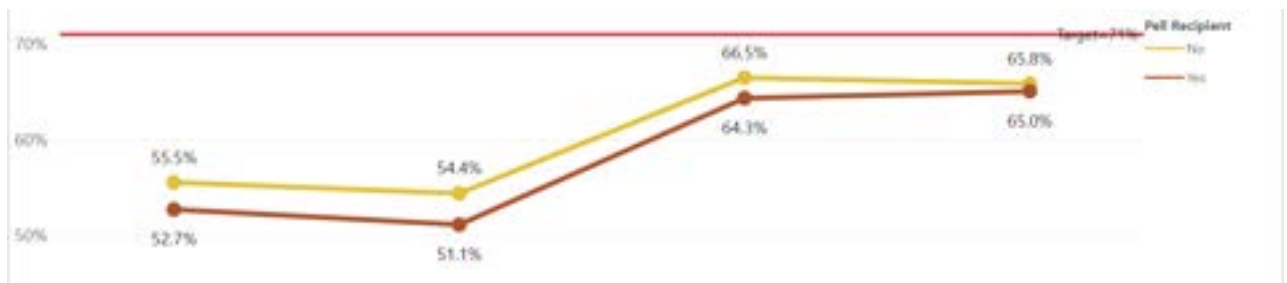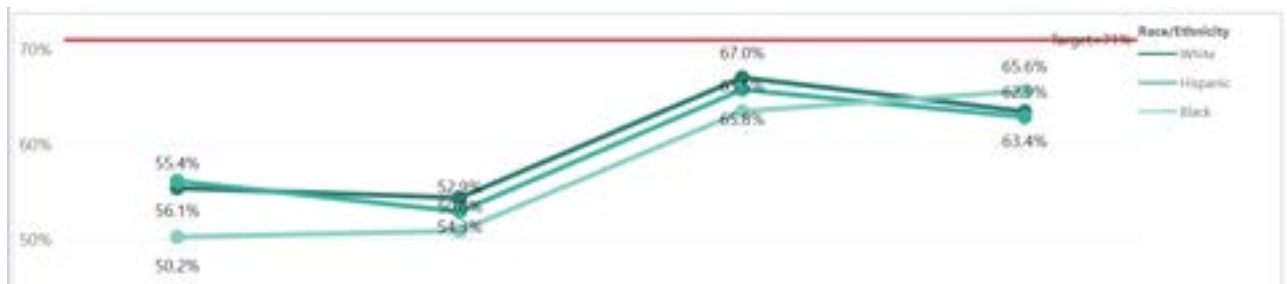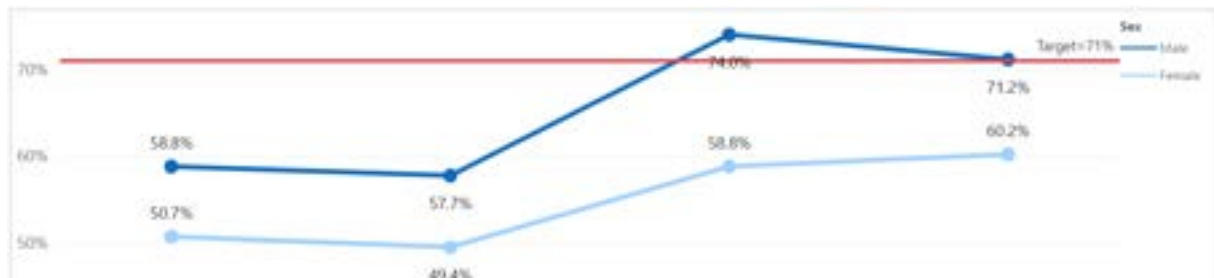
	Transfer w/Associates Within 4-Years of Starting at WTCC	Bachelor's Attainment Within 4-Years of Starting at WTCC

Good News!	• **Target Met** for Hispanic Students
	• **Improvement** as follows:
	  o Overall from Fall 2017 cohort (33%) to Fall 2018 cohort (35%)
	  o Male students from Fall 2017 cohort (30%) to Fall 2018 cohort (33%)
	  o White students: from 33% (Fall 2015 cohort) to 37% (Fall 2018 cohort)
	  o Pell students from 32% to 36%
	• **Narrowing of equity gap** between:
	  o Male and Female Students
	  o Hispanic and White students
		• **Improvement** as follows:
		  o Overall from Fall 2017 cohort (26%) to Fall 2018 cohort (28%)
		  o White students from Fall 2016 cohort (25%) to Fall 2018 cohort (30%)
		  o Pell recipients from Fall 2016 cohort (18%) to Fall 2018 cohort (25%)

Challenges	Of the Black AA/AS/AE/AFA students who transferred, the percentage who earned an associates degree before transferring is declining.	Bachelor's completion for Hispanic and Black transfer students has remained static and lower than white students.
What are some changes we made in Year 2 to improve?	• Launched CARE advising teams by metamajor • WTCC Transfer website updated • Data on WTCC transfer student outcomes and on the effectiveness of transfer practices, posted on WTCC website and shared with students, faculty, staff, and transfer partners. • ACA 122 student learning outcomes reviewed and PD provided for those who teach ACA-122 • Transfer Advising space and tables created for transfer partners. ASU and UNCW top users • Transfer Advisory Committee formed	
Year 3 Opportunities	• Rally around Black university transfer students to advise them and support them in completing an associate degree before transferring. • Rally around Black and Hispanic university transfer students to smooth their pathways to their Bachelor's degrees through advising and close university partnerships.	

LABOR MARKET

Increase the percentage of students enrolled in AAS and diploma programs connected to living wages in the labor market.

Target: 71%

% of Students in Programs With Living Wage by Cohort

54%	53%	66%	66%
2019FA	2020FA	2021FA	2022FA

Sex — Target=71% — Male, Female

- 58.8%
- 50.7%
- 57.7%
- 49.4%
- 74.0%
- 58.8%
- 71.2%
- 60.2%

Race/Ethnicity — Target=71% — White, Hispanic, Black

- 55.4%
- 56.1%
- 50.2%
- 52.0%
- 54.3%
- 67.0%
- 65.8%
- 65.6%
- 63.9%
- 63.4%

Pell Recipient — Target=71% — No, Yes

- 55.5%
- 52.7%
- 54.4%
- 51.1%
- 66.5%
- 64.3%
- 65.8%
- 65.0%

LABOR MARKET

Increase the percentage of students enrolled in AAS and diploma programs connected to living wages in the labor market.
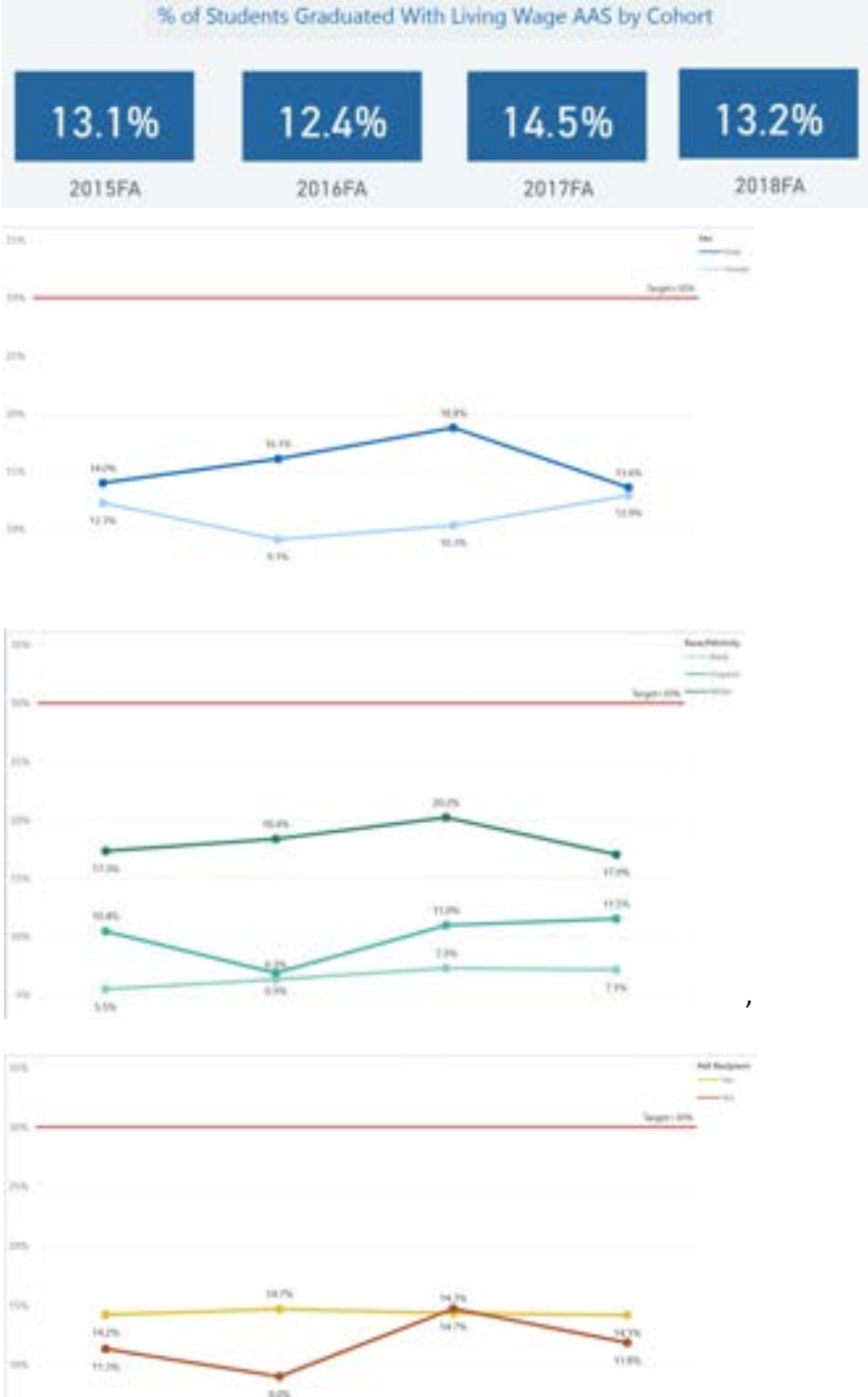

Good News!	• **Target Met** for Male students since the Fall 2021 cohort
	• **Sustained improvement** of all groups since Fall 2020 cohort
	• **Elimination of equity gap** in Fall 2022 cohort among:
	    ○ All races. Higher percentage of living wage enrollment among Black students compared to White students.
	    ○ Pell and Non-Pell students

Challenges	Female student enrollment in programs leading to living wage jobs is still significantly lower than Male students.
What are some changes we made in Year 2 to improve?	• Career Services moved to Workforce Continuing Education • Implemented a marketing campaign that targets and supports increased enrollment of students representing underserved populations • Training and implementation of non-degree to degree career counseling in Career Services • Salary data linked to all programs posted on Wake Tech website • Implemented Wake Invests in Women Career Guides Mentoring program • Joint Career Services/Wake Invests in Women initiative - STEM Outreach Coordinator outreach to new Black and Hispanic students to ensure they are making an informed WTCC program choice
Year 3 Opportunities	• Continue successful Career Coaching work! • Focus on recruiting and enrolling Females into programs leading to living wage jobs

LABOR MARKET

Increase the percentage of students graduating from AAS and diploma programs connected to living wages in the labor market.

Target: 30%

% of Students Graduated With Living Wage AAS by Cohort

13.1%	12.4%	14.5%	13.2%
2015FA	2016FA	2017FA	2018FA

LABOR MARKET

Increase the percentage of students graduating from AAS and diploma programs connected to living wages in the labor market.

Good News!	**Improvement** of graduation rates between Fall 2016 and Fall 2018 cohorts among: • Female students • Hispanic Students
Challenges	• Graduation rates in living wage programs are low for all students but especially low (7%) for Black students. • Male and white student rates declined among the Fall 2018 cohort • With a strong Wake County labor market, retention of students in programs leading to high demand and high wage jobs has been challenge. Some students in these programs leave before they finish their degrees. Others find the programs too difficult. However, research shows they are economically better off if they finish their degrees.
What are some changes we made in Year 2 to improve?	• Career ladders: Developed program pathways for prior learning credit and stackable credentials to living-wage AAS programs and jobs. • See actions taken under "Completion" metrics. • Increased employer partnerships (through apprenticeships, work-based learning and Provost councils) that foster degree completion prior to employment.
Year 3 Opportunities	• Continue wrap-around supports to students in programs leading to high demand, high wage jobs. • Continue to recruit students into programs suited to them

LABOR MARKET

Increase the proportion of students entering AAS and diploma programs with prior learning credit – Workforce Continuing Education Students

Target: 20%
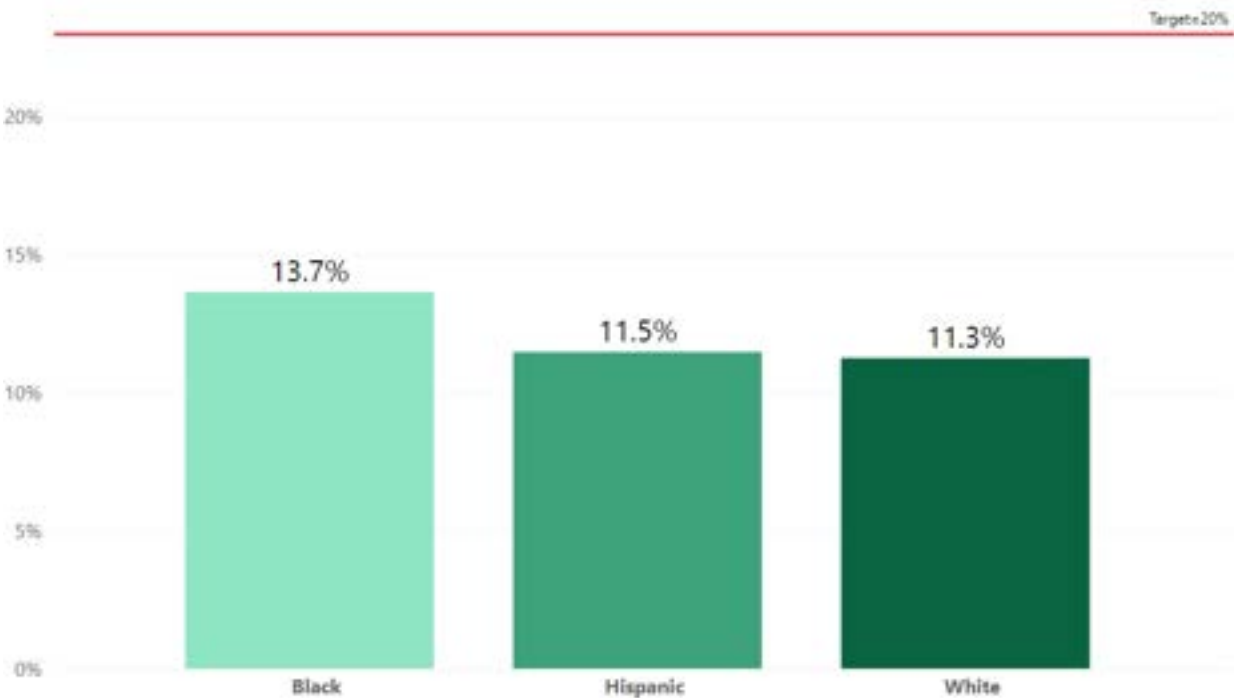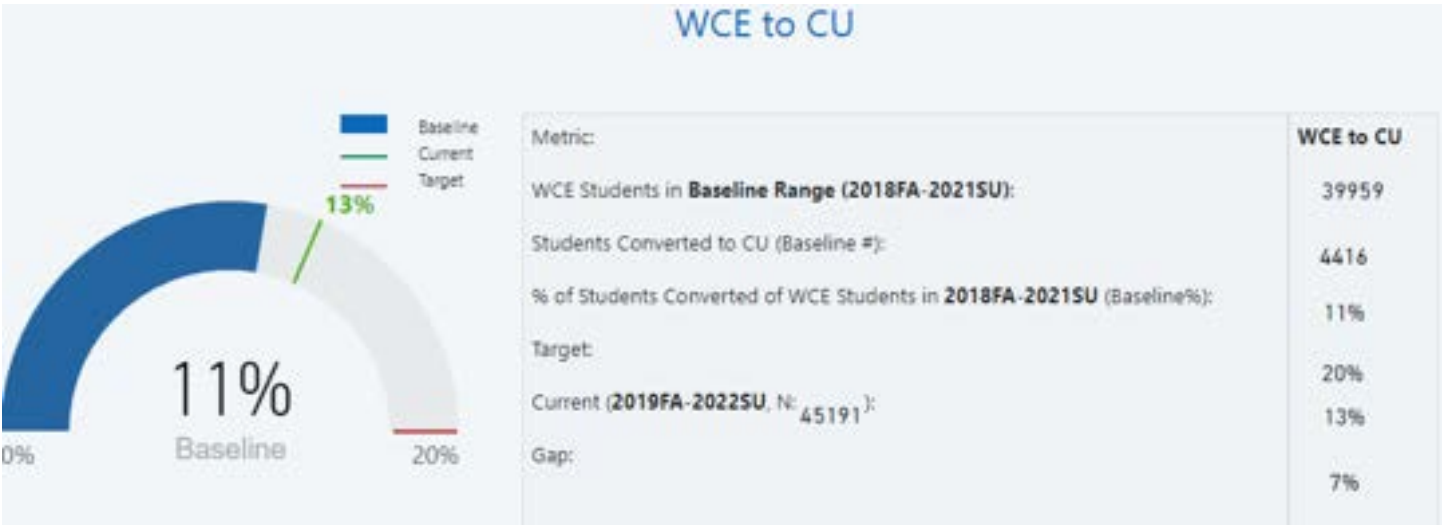
WCE to CU

Baseline		
Current		
Target		

13%

11%
Baseline

0%   20%

Metric:	WCE to CU
WCE Students in **Baseline Range (2018FA-2021SU)**:	39959
Students Converted to CU (Baseline #):	4416
% of Students Converted of WCE Students in **2018FA-2021SU** (Baseline%):	11%
Target:	20%
Current (**2019FA-2022SU**, N: 45191):	13%
Gap:	7%

Target: 20%

Black	Hispanic	White
13.7%	11.5%	11.3%

LABOR MARKET

Increase the proportion of students entering AAS and diploma programs with prior learning credit – Career and College Readiness Students

Target: 5%

CCR to CU

Baseline
Current
Target

3.1%

2.5%
Baseline

0.0% 5.0%

Metric:	CCR to CU
CCR Students in **Baseline Range (2018FA-2021SU)**:	9427
Students Converted to CU (Baseline #):	237
% of Students Converted of WCE Students in **2018FA-2021SU** (Baseline%):	2.5%
Target:	5.0%
Current (**2019FA-2022SU**, N: 11337):	3.1%
Gap:	1.9%

Bar chart showing: Black 4.6%, Hispanic 0.8%, White 7.5%. Target=5%

LABOR MARKET

Increase the proportion of students entering AAS and diploma programs with prior learning credit –
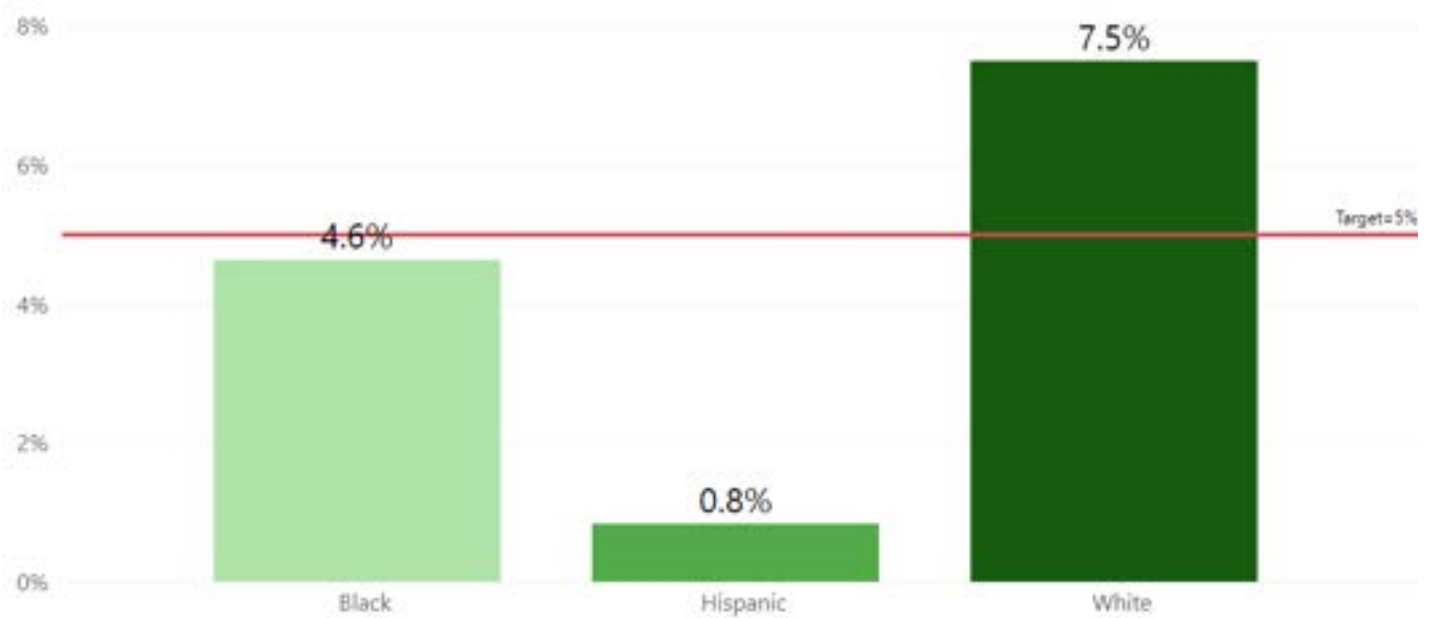
	Workforce Continuing Education Students	Career and College Readiness Students
Good News!	**Overall improvement** from 11% to 13%	**Overall improvement** between reporting periods. **Target met** for White students
Challenges	Internal processes for moving students from WCE to CU takes time and is in progress, including processes for awarding certifications and prior learning credit, building WCE to CU to job pathways as well as career coaching and advising on WCE options.	The rolling average percentage of Hispanic students who are in Career and College Readiness programs and matriculated to for-credit courses is low and dropped from 1% to 0.8% between periods.
What are some changes we made in Year 2 to improve?	- Move to One College model. - Five pathways were built that link entry level jobs requiring non-degree certifications to degree programs. - IT Support Tech - Auto Technician - Bookkeeping - HVAC Technician - Medical Assistant - Building partnerships for outreach and supporting low-income adult learners (such as Dorcas ministry and church partnerships)	
Year 3 Opportunities	- Continued outreach and wrap-around support for CCR students to enroll in the five non-degree pathways. - Continue to build pathways and processes to smooth the transitions from CCR and WCE courses to for-credit courses. - Continued development of WCE curriculums to address Adult Learner needs	

APPENDIX: STATUS ON REQUIREMENTS AND MAJOR ACTIONS IN YR 2

	Pillar 1: Connect program rungs (Labor Market)		
	Requirement	**Status**	**Timeframe**
1	**One-college model: non-degree and degree education is reorganized to offer students seamless opportunities for laddering.**		
	See items below		
2	**Career Fields: All non-degree and degree programs/courses are clustered under 13 Career Fields in all WTCC media, materials and processes.**		
	1 Define career ladders	Completed	Year 1
	2 Communicate career fields internally - Advising Team	Completed	Year 2
	3 Create Sequential Course Planners for all programs	Completed	Year 2
	4 Web Application for Career Fields/Wake Tech Programs	Started, Not Complete	Years 2-3
	5 Create marketing / web site redesign for career ladders	Started, Not Complete	Years 1-3
3	**Foothold training: Foothold training prepares students for industry-recognized certification and/or licensure that leads to credit towards pre-apprenticeships and/or degree programs.**		
	1 Industry Certifications: Expand non-degree program opportunities that lead to third-party assessed certifications and licensures that provide both a foothold to region job opportunities (includes Propel programs)	Completed	Year 2
	2 Identify new additions to Propel program and decide which ones are available for degree credit	Completed	Year 2
	3 Based on the list of propel courses, go to program pages and identify which ones are accepted for credit, and provide links to those programs.	Completed	Year 2
4	**Aligned Dual Enrollment: Career and College Promise offerings expand. Adult high school equivalency students enroll in foothold training and degree programs.**		
	1 RTP High School for IT and biotechnology sciences at the RTP campus	Completed	Year 2
	2 Expand and align CCP pathways into Wake Tech degree opportunities	Completed	Year 2
	3 Increase the number of youth apprenticeships available through Wake County high schools that continue to apprenticeships at Wake Tech	Started, Not Complete	Years 2-3
5	**Stackable Credentials: - Foothold training, certifications, certificates, and Associates degrees connect to one another and to high demand, living wage jobs in Wake County. - Wake Tech AAS degrees are "stackable" and increasingly include prior learning credit for non-degree and Military Occupational Specialty (MOS) as well as certificates and third-party certifications as the result of degree attainment.**		
	1 Prior Learning Credit: Increase the "stackability of WT AAS degrees by identifying third-party certifications and licensures for awarding PLC to degrees (including MOS credit)	Completed	Year 2
	2 Connect foothold training to degrees	Completed	Year 2

	3	Program Directors will identify what third party credentials can be obtained along the program pathways	Completed	Years 1-2
	4	Program directors will list credentials that lead to credit on their program page and link to where they can find that credential, whether WCE or somewhere else	Not Started	Years 2-3
	5	Third party credential opportunities will be published alongside program planning guides on the WTCC website	Started, Not Complete	Years 2-3
	6	Create degree opportunities in life sciences, health care, information technology, and advanced technologies that increase student opportunities for employment in regional high-demand/high wage jobs and careers	Started, Not Complete	Years 2-4
6		**Work-based Learning: Non-degree and degree programs integrate learn and earn opportunities, including apprenticeships.**		
	1	Wake Works--expand both pre-apprenticeship non-degree training programs that provide entry to apprenticeships	Completed	Years 1-2
	2	Expand WBL credit opportunities in degrees	Completed	Years 1-2
	3	Expand and develop START-like program for WBL students	Not Started	Years 2-3
7		**Strategic Workforce Transfer: Associates degree programs are connected to strategic transfer opportunities to regional and national universities that lead to high demand, living wage jobs in Wake County that require a bachelor's degree.**		
	1	Promote bachelor's degrees through 2+2 programs	Started, Not Complete	Years 1-4
	2	Develop strategic university transfer opportunities for AAS completers	Started, Not Complete	Years 1-4
	3	Create university transfer matrix for each program.	Started, Not Complete	Year 2
	4	Provide career advice (on website) for students who want to transfer with AAS/AA/AS as part of online LMI/program information and career advising	Completed	Year 1
8		**Degree-Plus Skills: Continuing education that boosts post-graduation skills and enhances employment and wage-earning potential is promoted and created as needed.**		
	1	Provide degree completers with skill plus-up opportunities to increase wage and career advancement	Completed	Year 1
	2	Provide degree student stop-outs with degree and career mapping information	Not Started	Years 3-4
	3	Provide degree completers with skill plus-up opportunities to increase wage and career advancement	Completed	Year 1
	4	Expand "degree plus" WCE and certificate programs	Started, Not Complete	Year 3
9		**Employer Advisory Committees/Councils: Advisory committees are restructured and integrate career ladders that include degree and non-degree opportunities. Provost councils actively engage with regional employer leaders.**		
	1	Create proposal for Transfer Advisory Committee	Completed	Year 2
	2	Implement WTCC Transfer Advisory Committee	Started, Not Complete	Years 2-3

10		**Living Wage Jobs**: New degrees in life science, health care, information technology and advanced manufacturing increase opportunities for students to enter regional high demand/high wage jobs and careers. The number Tier 1 and IT degree offerings expand and the enrollment in Tier 1 and IT degrees expands as a percentage of overall enrollment.		
	1	Identify specific, high-demand living wage jobs in Wake County at the post-high school but sub-associates level. Begin with the 2 to 5 highest demand, living wage jobs.	Completed	Year 1
	2	Identify the short-term WCE industry-recognized credentials as well as apprenticeships that lead directly to these jobs.	Completed	Year 1
	3	Build non-degree occupational pathways from these jobs to associates degree-level jobs (ie- such as bookkeeper to accountant), and connect these specific job pathways to the educational pathways on WTCC career ladders	Completed	Years 1-2
11		**Tools: Easy-to-use website communicates the connected program rungs**		
	1	Web Application for Career Fields/Wake Tech Programs	Started, Not Complete	Years 2-3
	2	Create marketing / web site redesign for career ladders	Started, Not Complete	Years 1-3

APPENDIX E: PILLAR 2: STATUS ON REQUIREMENTS AND MAJOR ACTIONS IN YR 2

Pillar 2: Help students get on a rung (Equitable Access)				
	Requirement		**Status**	**Timeframe**
1	**Targeted Outreach: Student outreach is focused on low economic health zones of Wake County and ensures broad participation and diversity across all ladders to high-demand and living wage jobs.**			
	1	Created a cross-functional team focused on targeted outreach to Low Economic Health Index zones in Wake County. Huddle Plus on SMEs	Completed	Year 1
	2	Hired a FA Outreach officer to develop and implement an outreach plan for male students with block group designations in low EHI zones of Wake County	Completed	Year 2
	3	Provided FA assistance to the admitted students at the Title I high schools.	Completed	Year 2
	4	FAFSA/Pell Grant Campaign Focus on a) males and b) students with block group designations in low EHI zones of Wake County who are receiving Pell.	Completed	Year 2
	5	Developed a YouTube Video that gives tips on applying for FAFSA.	Completed	Year 2
	6	Increased market share and diversity of students from Title I high schools enrolling at Wake Tech.	Completed	Year 1
	7	Gave Title One students priority registration for the fall.	Completed	Year 2
	8	Provided academic advising and NSO at Title I high schools.	Completed	Year 2
	9	Provided Advising and NSO at the high schools of Title I admitted students	Completed	Year 2
	10	Gathered baseline data (from SENSE Survey) to determine if prospective and entering students receive clear information about financial assistance (scholarships, grants, loans, etc.).	Completed	Year 2
	11	Identified and partnered with community groups (such as YMCA, Churches and Communities in School).	Completed	Year 2
	12	Met with community partners. Hosted a Virtual Partners meeting.	Completed	Year 2
	13	Partnered with Boys and Girls club to house a Workforce Community Outreach officer. This staff member will partner with all of our community partners. Interviews will be in May of 2023	Completed	Year 2
	14	Distributed posters and palm cards to our community partners.	Completed	Year 2
2	**Career Fields: All non-degree and degree programs/courses are clustered under 13 Career Fields in all WTCC media, materials and processes (such as CFNC Application)**			
	1	Define career ladders	Completed	Year 1
	2	Communicate career fields internally - Advising Team	Completed	Year 2
	3	Create Sequential Course Planners for all programs	Completed	Year 2
	4	Web Application for Career Fields/Wake Tech Programs	Started, Not Complete	Years 2-3
	5	Create marketing / web site redesign for career ladders	Started, Not Complete	Years 1-3
3	**Career Exploration: Students engage in a structured exploration option to make an informed choice of a career field during their initial year of degree enrollment.**			
	1	Integrate and front load career advising and coaching into advising [Onboarding/Orientation]	Started, Not Complete	Years 3-4

	2	Research how to integrate Career Coaching/HRD work into admissions, onboarding and early advising process so that students make informed choices before starting and develop a recommendation to ELT subcommittee.	Started, Not Complete	Year 3
	3	Integrate information about internships, pre-apprenticeships, apprenticeships, work-based learning and employers into career coaching	Completed	Years 3-4
	4	Integrate career preparation with advising (HRD and Career Prep help)	Started, Not Complete	Years 3-4
4		**Nontraditional Participation/Success: Students enrolling in dual enrollment programs and entering career ladders that lead to high-wages and living wage jobs reflects the diverse socioeconomic statuses and demographics of Wake County.**		
	1	Assess, revise, and develop CCP pathways that align with and support the college's parent program degree options, state or industry recognized credentials, and WCPSS programming needs.	Started, Not Complete	Years 1-4
	2	Increase CIHS schools	Completed	Years 1-2
	3	Increase CCP awareness and participation at East Wake and Knightdale HS	Started, Not Complete	Years 1-4
	4	Increase CCP awareness and participation at South Garner and Southeast Raleigh HS	Started, Not Complete	Years 1-4
	5	Partner with community-based organizations to provide information and increase awareness about educational opportunities including dual enrollment for their families.	Started, Not Complete	Years 1-4
	6	Ensure underserved students have the textbooks and materials for courses embedded in high school curriculum (CIHS, cohorts, academies) and traditional CCP pathway courses	Started, Not Complete	Years 1-4
	7	Increase CCP Dual Enrollment to match 5% of WC HS enrollment (myFutureNC)	Completed	Years 1-4
	8	Develop a MOU with Wake County Schools for CCP Pathway programs	Started, Not Complete	Years 2-4
	9	Close equity gaps in CCP student equitable access (between WCPSS student population and WTCC population)	Started, Not Complete	Years 2-4
	10	Develop and implement a marketing plan to reach parents and students of targeted underrepresented populations	Started, Not Complete	Years 1-4
	11	Implement and utilize technology to improve and streamline CCP processes	Completed	Years 1-4
	12	Create data visualization, baseline, and disaggregated data on CCP enrolled students.	Completed	Year 1
	13	Work with ATD to complete a K-12 landscape analysis to expand engagement	Completed	Year 2

Pillar 3: Help students climb the ladders (Equitable Outcomes, Completion and Transfer)				
		Requirement	Status	Timeframe
1		**Career Exploration and Services:** **The community receives information about taking their careers to the next rung, and students engage in a structured exploration to make an informed choice of a career field during their initial year of degree enrollment. Additional outreach explaining potential next rungs also occurs during and after their studies at Wake Tech.**		
	1	Integrate and front load career advising and coaching into advising [Onboarding/Orientation]	Started, Not Complete	Years 3-4
	2	Research how to integrate Career Coaching/HRD work into admissions, onboarding and early advising process so that students make informed choices before starting and develop a recommendation to ELT subcommittee.	Started, Not Complete	Year 3
	3	Integrate information about internships, pre-apprenticeships, apprenticeships, work-based learning and employers into career coaching	Completed	Years 3-4
	4	Integrate career preparation with advising (HRD and Career Prep help)	Started, Not Complete	Years 3-4
	5	Develop career exploration activities that revolve around metamajors	Completed	Year 2
2		**Climate:** **Faculty and staff create a welcoming environment that demonstrates our belief that each student belongs here.**		
	1	Select the DEI Council Chair, Co-Chair, and members	Completed	Years 1-4
	2	Conduct Faculty Survey	Completed	Year 1
	3	Conduct Student Survey	Completed	Year 1
	4	Analyze the data collected from the Climate Surveys	Started, Not Complete	Years 2-3
	5	Conduct follow-up via faculty/staff/student focus groups based on the Climate Survey data	Not Started	Year 3
3		**Faculty and Staff:** **Faculty and staff reflect the diversity of the students at Wake Tech.**		
	1	WTCC Faculty and Staff Equity Scorecard: Develop, adopt a scorecard related to the diversity of WTCC employees, inclusive of leaders, as compared to the diversity of WTCC students	Started, Not Complete	Year 2
	2	Create a "Grow Our Own" program that helps existing employees earn the credentials needed for joining the faculty or administration.	Started, Not Complete	Years 2-4
	3	Develop and execute a plan for recruitment, hiring and retention of diverse faculty and staff	Started, Not Complete	Years 2-4
	4	Assess WTCC recruitment, hiring, retention, and advancement policies and procedures based on the WTCC Equity Scorecard and any unmeasured discrimination and implicit bias that may be occurring toward underrepresented populations.	Started, Not Complete	Year 1
	5	Hire Grow Our Own - Faculty Co-Lead	Started, Not Complete	Years 3-4

4		**Barriers: Policies that pose barriers to student completion are revised or removed.**		
	1	Amend policies to reduce barriers based on consultant research and faculty and student survey responses	Completed	Year 1
	2	Expand student services offices, including advising, financial aid, library, technology center, and the ILC, beyond traditional business hours and in-person modalities.	Completed	Year 1
	3	Conduct a communications audit to examine and revise how policies and services are communicated, in terms of modality, language, and timing.	Completed	Year 1
	4	Ensure communications include gender-inclusive language (avoid using gendered pronouns) and alignment between campus, division, and department policies.	Completed	Year 1
	5	Ensure that all policies are housed in an easily accessible location, shared with students in a timely manner, and written in a way that is clear and inclusive.	Completed	Year 1
	6	Financial aid department reviews its own communications policies to ensure important information is being distributed early, often, and clearly.	Not Started	Year 3
	7	When possible, eliminate division and department policies for uniform implementation of campus wide policies.	Started, Not Complete	Years 2-4
	8	Compare departmental policy to college policy	Not Started	Year 2
	9	Complete a full audit of holds at Wake Tech.	Completed	Year 1
	10	Attendance: Eliminate the current mandatory attendance policy and remove the automatic withdrawal requirement	Started, Not Complete	Year 2
	11	Registration: Implement a no-late registration policy [Change to Develop a Registration Policy]	Started, Not Complete	Year 2
	12	Children: Eliminate the policy prohibiting children on campus and explicitly affirm the need for flexible childcare arrangements.	Completed	Year 2
	13	Food: Eliminate [Revise] the current policy that does not permit food in classrooms [Campus].	Completed	Year 1
5		**Connections and Plans: Advisors know their students and students know their advisors. Each student has a plan for climbing and completing their ladders early in their WTCC journey.**		
	1	Organize programs into metamajors/affinity groups in ways that are easily accessible and understandable	Completed	Year 1
	2	Pilot and then organize Care Teams by metamajor and priority group (i.e. Vets, IT programs)	Completed	Years 2-4
	3	Care Center: Establish physical presence at each major campus to support student use of resources (SWC in first year, expanding thereafter)	Completed	Years 1-4
	4	Create engagement opportunities tied to metamajors [Orientation/Onboarding]	Completed	Years 2-3
	5	Road Maps: Develop 2-year, 3-year, and 4-year recommended road maps for every degree (as applicable) under each meta-major affinity group to meet the needs of both full-time and part-time students.	Started, Not Complete	Years 1-2
	6	Create on- and off- ramps through engagement	Started, Not Complete	Years 2-4
	7	Integrate Burning Glass maps with Advising Redesign	Started, Not Complete	Year 2
	8	Develop an advising system that helps all incoming students develop educational/career goals and a plan for financing those goals as early as possible within their first year.	Completed	Year 2

	9	Individualized Pathway: Ensure that both university transfer and career programs students chart a plan for their Wake Tech education early within their first year that is customized to their needs and aligned with their transfer/career goals.	Started, Not Complete	Years 3-4
	10	Individualized Advising: Ensure that all students know their advisor or advising team	Completed	Year 3
	11	Sustained Momentum: Design an advising system that proactively encourages students to keep their momentum and cross the finish line to graduation	Started, Not Complete	Years 3-4
	12	Integrate WCE in Advising Redesign	Started, Not Complete	Years 2-3
6		**Warm Hand-offs: Students find safe planks when making transitions between services and ladders.**		
	1	Provide focused, coordinated academic and student support to students taking college-level English and math courses by continuing the Student Experience Program to provide proactive, wrap around support for ENG and MAT faculty and students.	Completed	Years 1-4
	2	Coordinate ILC, STEM center, REAL center, VREAL center so that students know where to go for specific types of academic support	Started, Not Complete	Years 1-3
	3	Develop and deploy a communication campaign throughout the student journey at WTCC, detailing the support and resources available to students who enroll at Wake Tech.	Started, Not Complete	Year 1
	4	Develop a communications campaign that will integrate with the new CRM technology	Not Started	Year 2
	5	Revise existing coaching model to become more robust and intentional with current Impact Coaches serving as direct conduits to resources both on campus and in the community.	Completed	Year 1
	6	Hire Success Coaches	Completed	Years 1-3
	7	Evaluate Coach Assignments in Alignment with Career Fields	Started, Not Complete	Years 2-4
	8	Develop a process by which priority students get routed to Care Teams	Started, Not Complete	Years 2-3
	9	Develop a resource guide for faculty and staff	Completed	Years 1-2
	10	Deliver/refine services information in Blackboard	Completed	Years 2-3
	11	Combine and revise existing intake/ forms to centralize student requests for both academic and non-academic services.	Completed	Years 1-2
	12	Identify a technology solution (either existing but unused functionality or new solution) to facilitate student referrals to resources, to manage student referrals, and to track utilization of resources	Started, Not Complete	Years 2-3
7		**Transfer Capital: Students gain transfer capital while at Wake Tech and university partnerships help them to transfer smoothly.**		
	1	Create plans for universities by program [iPASS]	Completed	Year 3
	2	Create opportunities for curriculum alignment conversations between WTCC and UNC faculty through regular events	Completed	Years 2-4
	3	Create proposal for Transfer Advisory Committee	Completed	Year 2
	4	Implement WTCC Transfer Advisory Committee	Started, Not Complete	Years 2-3
	5	Create a Transfer Advising Office for transfer partners and devote specific offices for each of the top 10 institutions as well as flex space for other institutions. Includes offices for each transfer partner.	Completed	Years 2-3

	6	Ensure a mix of virtual and face-to-face sessions with UNC transfer advisors at hours convenient for students.	Completed	Years 2-4
	7	Grow faculty connections with grant, research, speaker series and events (such as START program)	Started, Not Complete	Years 2-4
8	**Data: Data is timely, reliable, and used to guide decision making.**			
	1	Identify students who have completed but have not been awarded credentials	Completed	Years 1-4
	2	Send registrar lists of students who have completed but have not been awarded credentials (Currently done 3X year)	Completed	Years 1-4
	3	Identify students who have stopped out and use Finish First NC to help prioritize outreach	Completed	Years 1-4
	4	Prioritize data needs and a timeline	Completed	Years 1-3
	5	Identify resources to meet data needs	Completed	Years 2-3
	6	Send prioritized lists (stop outs and active students) to ESS and faculty advisors as requested	Completed	Years 1-4
	7	Develop trainings for faculty and staff to build data literacy	Started, Not Complete	Year 2

Pillar 4: Ensure Students are learning across rungs (Learning)			
	Requirement	Status	Timeframe
1	**Applied/Experiential Learning: As appropriate, students engage in high-quality, program-relevant, applied learning experiences outside the classroom, including internships, work-based learning, apprenticeships, participating in a community-based activity, undergraduate research, and service learning.**		
	1 Wake Works--expand both pre-apprenticeship non-degree training programs that provide entry to apprenticeships	Completed	Years 1-2
	2 Expand WBL credit opportunities in degrees	Completed	Years 1-2
	3 Expand and develop START-like program for WBL students	Not Started	Years 2-3
	4 Integrate information about internships, pre-apprenticeships, apprenticeships, work-based learning and employers into career coaching	Completed	Years 3-4
2	**Intentional and Sustained Student Engagement: High-impact and evidence-based teaching and learning practices engage students, including active and collaborative learning, academic challenge, and student-faculty interaction.**		
	1 Design the WCE training programs to incorporate research-based and high impact practices for the success of adult learners, including cohort-based scheduling, transformational learning strategies, career services, HRD and holistic support.	Started, Not Complete	Years 1-4
	2 Hired CETL Director	Completed	Years 2-4
	3 Hired CETL Staff - Administrative Assistant	Completed	Years 1-3
	4 CETL Action Teams (creating action teams as needed to complete tasks)	Started, Not Complete	Years 2-4
	5 Create a CETL Prospectus and Staffing Plan	Completed	Year 1
	6 Survey existing PD to see which includes EBP/EIP, especially at the program level	Completed	Year 1
	7 Develop and adopt a framework model for EBP/EIP at the program level	Completed	Year 1
	8 Outline Content for EBP/EIP to address teaching, learning and assessment at the program level	Completed	Year 1
	9 Develop courses/modules to deliver EBP/EIP	In-Progress	Year 2
	10 Incorporate EBP/EIP into existing PD as appropriate.	In-Progress	Year 2
	11 Form Program Learning Outcomes Action Teams by division or metamajor as faculty communities of practice for improving evidence-based teaching, learning and assessment as well as Equitable and Inclusive Teaching Practices at the program level	Started, Not Complete	Year 2
3	**Equity Mindedness: Faculty and staff make a commitment to equity-minded, asset-based teaching improvement**		
	1 Develop and deploy the student equity scorecard tool	Started, Not Complete	Year 2
	2 Review results and evaluate the effectiveness of the student equity scorecard	Not Started	Year 2
	3 Identify and implement research-based best practices for departments and divisions to use in closing identified equity gaps	Started, Not Complete	Years 1-4

4		**Quality Assessment: Course and program learning outcomes and student core competency assessments are used to improve programs and the rates students are earning credentials, transferring, and finding success when entering employment**		
	1	Form Program Learning Outcomes Action Teams by division or metamajor as faculty communities of practice for improving evidence-based teaching, learning and assessment as well as Equitable and Inclusive Teaching Practices at the program level	Started, Not Complete	Year 2
	2	Organize processes and procedures for program learning outcomes data support	Completed	Year 2
	3	Program Learning Outcomes for each program are marketed and posted on the WTCC external website	Started, Not Complete	Years 2-4
	4	Guide Program Learning Outcomes Action Teams in developing and deploying assessments that improve teaching and learning at the program level	Started, Not Complete	Years 2-4
5		**Virtual Resources Requirements:** **1 Teaching and course design quality is consistent across all online sections.** **2 Technology tools are used to enhance online teaching and improve student outcomes.** **3 Course scheduling focuses on accelerating credential completion and course success, such as offering more 8-week options and providing students with the ability to achieve learning outcomes through multiple modalities.** **4 Course requirements focus on students achieving learning outcomes and competencies, with flexible deadlines to accommodate work and life schedules.** **5 Students perceive they are part of an online learning community through intentional interaction with their peers.** **6 Online students receive holistic academic and student support that intervenes before they withdraw.**		
	1	Identify equipment standards for various program areas	Completed	Year 1
	2	Identify funding sources/partners	Completed	Year 1
	3	Expand Wi-Fi on campus to parking lots/commons areas	Completed	Year 1
	4	Identify broadband and hardware needs of the underserved populations.	Started, Not Complete	Years 1-4
	5	Updates to BB Basics completed by eLSID	Completed	Year 2
	6	Select EPIC standards faculty team	Completed	Year 2
	7	Launch new EPIC training	Not Started	Year 2
	8	Select ELI revision team	Started, Not Complete	Year 2
	9	Create Ultra Dev shells for all CU faculty	Started, Not Complete	Year 2
	10	WCE Migration from Moodle to BB Ultra	Started, Not Complete	Years 2-4
	11	Research OER models and identify the model WTCC will utilize	Completed	Year 1
	12	Develop (OER) policies/standards for faculty	Started, Not Complete	Year 2
	13	Identify/purchase software/platform for OER content development	Not Started	Years 2-4
	14	Explore ways that the library can support OER	Started, Not Complete	Year 2
	15	Teaching Technology: Increase the training and use of technology tools to enhance online teaching	Complete	Years 2-4

	16	Online Course Quality: Increase the consistency of online course quality (reduce variability) and the use of quality course design	Not Started	Years 2-4
	17	Scheduling Options: Provide more scheduling options (i.e., hybrid/blended/synchronous course options) especially for lab/shop/clinical courses as well as evening and Saturday options for face-to-face components	Not Started	Years 2-4
	18	Flexibility: Provide flexible deadlines in meeting course requirements to accommodate work and life schedules	Not Started	Years 2-4
	19	Develop/offer HyFlex pedagogy training course to promote one option for meeting this goal. (Use new HyFlex definition from NCCCS code).	Completed	Year 2
	20	Peers: Provide more ways/opportunities for peer interaction	Not Started	Years 2-4
	21	Develop new policy on 100% Online Teaching	Completed	Year 2
	22	Develop Book Store contract RFP considering increasing OER	Started, Not Complete	Year 2