

REACH AND RALLY 2.0 –
GOALS & OBJECTIVES
WAKE TECHNICAL COMMUNITY
COLLEGE

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PURPOSE AND NEED

Since the start of Wake Technical Community College's *Reach and Rally Strategy Plan 2021-2025*¹, the college has had a singular vision to *reach students in every part of Wake County and rally around them to go as far as their dreams, talents, and resilience take them*. Due to the tremendous efforts of our faculty, staff, and college community, the college is **reaching** a higher percentage of students from our most economically challenged communities, and our **rallying** efforts like Care Teams, Care Centers, and Tutoring and Learning Centers are paying off with the highest student retention rates in our college history. Students appear more engaged in their learning, with lower course withdrawal rates, higher course success rates, and overall graduation rates moving in the right direction. Finally, we are providing more ladder opportunities as a result of significant new partnerships with our university and employment partners, and we are now home to one of the most robust apprenticeship/work-based learning programs in the nation.

With this strong foundation, the college's *Reach and Rally 2.0 Strategy Plan 2026-2030* aims to build on these key achievements, catalyze economic mobility for Wake County residents, and better prepare students for a rapidly changing world. With North Carolina named the number one state for business,² Wake County recorded as the third fastest growing county in the United States,³ and Raleigh named the number one city for jobs and opportunities,⁴ Wake Tech must play a pivotal role in ensuring that students are able to benefit from these opportunities and gain the knowledge and skills needed for upward economic mobility.

METHODOLOGY

In Fall 2025, the college initiated a comprehensive data collection effort to support the development of Reach and Rally 2.0. Findings from the Institutional Effectiveness Department's

¹ Reach and Rally Strategic Plan 2021-2025: https://www.waketech.edu/sites/default/files/page-file-uploads/Wake-Tech-Strategic-Plan-10-23-update_0.pdf

² CNBC named North Carolina the Number One State for Business in 2025.

³ Wake County Government, Growth and Population Trends, 2025

⁴ Raleigh was ranked the top US city for job opportunities and earning potential in 2025, according to a study by Checkr.



Environmental Scan and Evaluation Reports guided the initial refresh process, which highlighted seven strategic issues for college stakeholders to explore further:

- (1) Economic Mobility and Social Capital (REACH)
- (2) Funding and Competitive Positioning (REACH)
- (3) Student Momentum and Completion (RALLY)
- (4) Student Supports (RALLY)
- (5) Artificial Intelligence (AI) Readiness and Digital Learning (LEARN)
- (6) Math Readiness and Momentum (LEARN)
- (7) Laddering and Middle-Skills Alignment (LADDER).

To gather input on the seven emerging strategic issues, stakeholder groups participated in rallies (including Wake Tech leadership, staff, and faculty), a Board Retreat (Wake Tech's Board of Trustees), or focus groups (Wake Tech students). A survey was also administered among Wake Tech students and employees to gather additional experiences, perspectives, and recommendations on generative artificial intelligence (AI) use.

The updated strategic objectives and strategies for the Reach and Rally 2.0 Strategic Plan have been unified under four overarching goals: (1) Reach, (2) Rally, (3) Learn, and (4) Ladder.

In March 2026, Strategy Sponsors and Strategy Leads were identified to support the development of action steps for 29 strategies in support of these four goals. During April 2026, Strategy Leads worked with their teams to develop action steps, identify resources needed for implementation, and identify ways to measure progress toward the desired outcomes of their work. In May 2026, Institutional Effectiveness worked with Strategy Sponsors and Leads to further refine measures for the strategic objectives and finalize the Strategic Plan. **All measures, strategies, and action steps are provided in the full *Reach and Rally 2.0 Strategic Plan*.**



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.

MISSION

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

In pursuit of its mission, the college adheres to an open-door admissions policy. It offers quality, accessible and affordable education opportunities to all adults regardless of age, sex, socioeconomic status, ethnic origin, race, religion or disability. To meet the needs of the citizens of Wake County, the college focuses on providing support services, resources, community outreach and partnerships. Programs in basic skills development and vocational, technical and occupational training. And preparation to transfer to a four-year college or university.

CORE VALUES

ACCOUNTABILITY is essential for an environment of learning. Those who are accountable stand by their words and actions, taking full responsibility for what they create and for what they contribute to the community.

RESPECT is a prerequisite for enhancing learning. Community members who respect themselves and others help create a safe, yet open, climate of learning.

RESPONSIBILITY is the root of success. Students who assume personal responsibility for their education will reach their goals. Responsible students also contribute to their communities.



CRITICAL THINKING is the fundamental purpose of higher education. The ability to solve problems through the application of appropriate skills is critical to all disciplines.

COMMUNICATION is increasingly the key competency for living and working in the information age. Communicating effectively in oral and written forms through traditional and new media is a powerful tool for personal and career success.

COLLABORATION, by bringing together individual knowledge and talents, creates teams that are greater than the sum of their parts. Such teamwork maximizes benefits to individuals and the community.



GOALS

GOAL 1: REACH

Students gain increased access to pathways, mentors, and employers for economic mobility.

GOAL 2: RALLY

Students have the supports they need to earn credits, maintain momentum, and complete degrees and credentials.

GOAL 3: LEARN

Students, faculty, and staff have the resources and supports they need in two key areas: (1) math readiness and (2) AI readiness.

GOAL 4: LADDER

Students have opportunities to earn associates, diplomas, certificates, and non-degree short-term credentials that meet targeted demand for living-wage occupations in Wake and surrounding counties.



OBJECTIVES, MEASURES, STRATEGIES, & ACTIONS

GOAL 1: REACH

Students gain increased access to pathways, mentors, and employers for economic mobility.

Objective 1.1 – Enrollment from Low-EHI Areas

Increase the percentage of Wake Tech students from areas identified as low on the Wake County Economic Health Index (EHI).

Objective 1.2 – Grants and Scholarships

Increase the number and proportion of Wake Tech students receiving Pell Grants, Workforce Pell Grants, Workforce Development scholarships, and external foundation grants or scholarships.

Objective 1.3 – Mentorship Opportunities

Expand opportunities for students to participate in peer, alumni, and employer mentorships.

GOAL 2: RALLY

Students have the supports they need to earn credits, maintain momentum, and complete degrees and credentials.

Objective 2.1 – Advising Access

Increase student interaction/engagement with advisors, success coaches, and success plans.

Objective 2.2 – Basic Needs & Structural Supports

Increase student resources and access for basic needs and structural supports.

Objective 2.3 – Credits in First Year



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

Objective 2.4 – College-level English & Math

Increase the proportion of students completing college-level English and math within 12 months of enrollment.

Objective 2.5 – Student Success

Students succeed by:

- Earning an associate degree, long-term certificate, or diploma within four or six years after entering,
- Earning an industry-recognized licensure or credential within four years after entering, OR
- Persisting (enrolled in good standing without earning a credential) four years after entering.⁵

GOAL 3: LEARN

Students, faculty, and staff have the resources and supports they need in two key areas: (1) math readiness and (2) AI readiness.

Objective 3.1 – Math Foundational Readiness & Targeted Supports

Students have foundational readiness before and support options between attempts of college-level math.

Objective 3.2 – AI Readiness & Digital Learning

Students, faculty, and staff are prepared to be AI problem-solvers and ethically use AI in the workplace.

⁵ These measures are informed by, but are not identical to, components of the Federal Reserve Bank of Richmond's success rate construction for community college students (https://www.richmondfed.org/-/media/RichmondFedOrg/region_communities/regional_data_analysis/regional_economy/community_college_outcomes/2025-scco-success-rate-construction-detail.pdf).



GOAL 4: LADDER

Students have opportunities to earn associates, diplomas, certificates, and non-degree short-term credentials that meet targeted demand for living-wage occupations in Wake and surrounding counties.

Objective 4.1 – Work-based Learning & Apprenticeships

Increase access to work-based learning (WBL) and apprenticeships in living-wage fields.

Objective 4.2 – Flexible Scheduling & Delivery

Provide more flexible scheduling options and broader course and program delivery options.

Objective 4.3 – Non-degree to Degree

Increase the proportion of students entering degree, diploma, or certificate programs with prior learning credit, particularly through Wake Tech Propel, College and Career Readiness, and other Wake Tech Workforce Development courses.



APPENDIX A: PLANNING TIMELINE

Phase	Timeframe	Objectives
Reach and Rally 1.0 (Evaluation)	Spring 2025	- Completed evaluation of major strategies - Documented strategies, tactics and actions - Completed dashboards for evidence-based decision making - Reviewed mission and vision - Completed internal Strengths, Weaknesses, Opportunities, and Challenges (SWOC) Analysis - Completed external Political, Economic, Social, Technological, Legal and Regulatory, and Environmental (PESTLE) analysis
Reach and Rally 2.0 (Scan)	Summer 2025	- Identified strategic issues - Developed a menu of potential/suggested new strategies or strategy changes and terminations to address strategic issues
Reach and Rally 2.0 (Plan)	Fall 2025	- Revised/updated strategic objectives, measures, and targets based on evaluation results - Held planning events for faculty, staff and Board of Trustees to review: - Reach and Rally 1.0 strategic objectives, measures, and targets - Reach and Rally 1.0 evaluation results - Reach and Rally 2.0 Scan results - Emerging strategic issues and recommend new strategies or strategy changes and terminations to address strategic issues - Facilitated focus groups with students to understand needs and gather input - Administered student and faculty surveys on generative AI use
Reach and Rally 2.0 (Plan)	Spring 2026	- Gain approval of Reach and Rally 2.0 Goals and Strategic Objectives - Develop Reach and Rally 2.0 Strategic Plan
Reach and Rally 2.0 (Plan)	Summer 2026	- Finalize Reach and Rally 2.0 Strategic Plan - Develop strategy implementation plans and Communication Plan
Reach and Rally 2.0 (Do)	Fall 2026	Implement Reach and Rally 2.0 Strategic Plan



APPENDIX B: PLAN DEVELOPMENT TEAM MEMBERS

Scan Phase

Carrie Bartek, (Former) Executive Director, Institutional Effectiveness
Firooz Jahani, Research and Survey Analyst, Institutional Effectiveness
Jessica MacDonald, Assistant Professor, Sociology, and Assessment, Research, and Evaluation Fellow
Rachel Madsen, Executive Director, Institutional Effectiveness
Lisa McManus, Assistant Professor, Sociology, and Assessment, Research, and Evaluation Fellow
Beau Niles, Instructor, Sociology, and Assessment, Research, and Evaluation Fellow
Samantha Schloesser, Strategic Project Manager, Institutional Effectiveness
John R. Smith, Senior Research Analyst, Institutional Effectiveness

Rally Planning

Marnie E. Arkenberg, Director of Academic Assessment, Institutional Effectiveness
John Bakken, Associate Vice President, Academic Affairs
Carrie Bartek, (Former) Executive Director, Institutional Effectiveness
Shemika Bell, Sr. Director, Staff Professional Development & Event Mgmt.
Laura Bethea, Sr. Director of Title IX, Student Success & Strategic Innovation
Amanda Brown, Executive Assistant to the Executive V.P. & Chief Programs Officer
Benita Clark, Vice President, Human Resources & College Safety
Michael Coleman, Associate Vice President, Military, Veterans and Wraparound Support
Lynnel Curry, Faculty Teaching & Learning Coordinator
Rachel Devlin, Project Manager, Enrollment & Student Services
Scarlet Edwards, Associate Vice President, Enrollment Services
Janeth Escobar-Vasquez, Assistant to the Associate VP for Enrollment Services
Karen Fussell, Associate Professor, Mathematics
Brian Gann, Vice President for Enrollment & Student Services & Southern Wake Campus
Anthony Garnes, Director of College Access and Outreach
Monica Gemperlein, AVP, Workforce Development / Chief Continuing Education Officer
Gayle Greene, Executive Vice President & Chief Operations Officer
Tonya Greene, Director, Center for Excellence in Teaching and Learning
MarQuisha Hamilton, Assistant to the President's Office
Wes Harlow, Director of Campus Services & Event Management
Dawn Harvel, Associate Dean, Occupational Programs
Beverly House, Project and Administrative Services Coordinator, Academic Affairs
Firooz Jahani, Research and Survey Analyst, Institutional Effectiveness
Skip King, Director of Campus Services
Katie Lovin, Associate Professor, Mathematics
Cindy Luttrell, Dean, Information Technology
Amy MacDonald, Executive Director, Board Relations, Sponsored Programs, and Strategic Projects
Jessica MacDonald, Assistant Professor, Sociology, and Assessment, Research, and Evaluation Fellow
Andrea Mace, Director, Workforce Education Initiatives, Planning & Assessment
Barry Malone, Associate Dean, Liberal Arts



Gabby McCutchen, Provost, Arts & Sciences and Scott Northern Wake Campus
Lisa McManus, Assistant Professor, Sociology, and Assessment, Research, and Evaluation Fellow
Rustin McNiff, Executive Director, Facilities Operations
Emmie Mercer, Associate Dean, Information Technology
Beau Niles, Instructor, Sociology, and Assessment, Research, and Evaluation Fellow
Julie Reichbach, Director of Campus Services & Assistant to the Provost (Arts & Sciences & NWC)
Erik Russ, Dean of College and Career Readiness
Charles A. Scott, Vice President of Facilities
Samantha Schloesser, Strategic Project Manager
Kim Smith, End User Support Analyst I
Jimmy Smith, Senior Director, Teaching and Learning
Holly Swart, Senior Dean, Registrar
Marla Tart, Vice President, Finance and Business Services
Barbara Thomas, Director of Campus Services, Public Safety Education Campus
Jamie Wicker, Provost, Public Safety Education & Training and Public Safety Education Campus
Jessica Zenon, Event Coordinator

Strategy Development

John Bakken, Associate Vice President, Academic Affairs
Strategy Sponsor: Incorporating AI into Program Learning Outcomes; AI Supported Assessment; Flexible Scheduling and Delivery; WBL Awareness; Pregnancy & Pregnancy Related Supports; Mentorship Restructure; ENG and MAT in the First Year of Programs of Study
Laura Bethea-Lewis, Sr. Director of Title IX, Student Success & Strategic Innovation
Strategy Lead: Pregnancy & Pregnancy Related Supports
Santrell Caison, Dean of Admissions and Outreach
Strategy Lead: Low EHI Enrollment
Michael Coleman, Associate Vice President, Military, Veterans and Wraparound Support
Strategy Lead: Wake Tech Propel; Success Plan Completion; Student Childcare Support
Rachel Devlin, Project Manager, Enrollment & Student Services
Strategy Lead: AI Supported Advising; Student Basic Needs Assessment
Scarlet Edwards, Associate Vice President, Enrollment Services
Strategy Lead: Low EHI Enrollment; Workforce Pell
Brian Gann, Vice President for Enrollment & Student Services & South Campus
Strategy Sponsor: CTE Faculty Advising; Low EHI Enrollment; Workforce Pell; Wake Tech Propel; AI Supported Advising; Success Plan Completion; Student Childcare Support; Student Basic Needs Assessment; Mentorship Restructure
Caleb Gilley, Senior Director, Apprenticeship Programs
Strategy Lead: Work-Based Learning Awareness; Apprenticeship and Career Cluster Alignment
Monica Gemperlein, Associate Vice President, Workforce Development / Chief Continuing Education Officer
Strategy Sponsor: Adult Learners in WD; Non-Degree to Degree Needs Assessment; CCR to Non-Degree Funding; CCR to Non-Degree
Ann Guevremont, Dean, Financial Aid
Strategy Lead: Workforce Pell
Vertricia Harris, Director of Adult Basic Education, College & Career Readiness
Strategy Lead: CCR to Non-Degree



Michelle Jackson, Dean, Liberal Arts
 Strategy Lead: Improving AI Literacy

Anne Magnuson, Department Head, Mathematics & Physics
 Strategy Lead: Program Appropriate English and Math; Close-To-Class Initiative

Andrea Mace, Director, Workforce Education Initiatives, Planning & Assessment
 Strategy Lead: Adult Learners in WD; Non-Degree to Degree Needs Assessment

Rachel Madsen, Executive Director, Institutional Effectiveness
 Strategy Lead: Mentorship Restructure; Student Childcare Support; Incorporating AI into Program Learning Outcomes; AI Supported Assessment

Lisa Martin, Department Head, English
 Strategy Lead: Program Appropriate English and Math; Close-To-Class Initiative

Gabby McCutchen, Provost, Arts & Sciences and Scott Northern Wake Campus
 Strategy Sponsor: Close-To-Class Initiative; Evidence-Based Gateway Success; Program Appropriate English and Math; Pre-requisite Intentional Advising for Gateway English and Math; Supporting Students Between Math Attempts; Improving AI Literacy
 Strategy Lead: Evidence-Based Gateway Success

Patrick Morris, Associate Department Head, Developmental Education
 Strategy Lead: Pre-requisite Intentional Advising for Gateway Math and English

Faith Palmer, Dean, Care Center
 Strategy Lead: Wake Tech Propel; Success Plan Completion; Student Basic Needs Assessment

Chad Ray, Provost, Engineering, Biotechnologies, Trades, and Transportation and Eastern Wake Campus
 Strategy Sponsor: Apprenticeship and Career Cluster Alignment; Career Pathways

Erik Russ, Dean of College and Career Readiness
 Strategy Lead: CCR to Non-Degree Funding; CCR to Non-Degree

Ryan Schwiebert, Vice President, Information Technology Services
 Strategy Sponsor: Student's Access to Technology; AI Literacy for Students; AI Literacy for Faculty

Davis Smith, Dean, Advising
 Strategy Lead: CTE Faculty Advising; AI Supported Advising

Jackie Swanik, Dean, Mathematics and Sciences
 Strategy Lead: Supporting Students Between Math Attempts

Katie Surber, Manager, Instructional Design & Development
 Strategy Lead: AI Literacy for Faculty

Jennifer Unitis, Director of Academic Technology & Support Services
 Strategy Lead: AI Literacy for Students; AI Literacy for Faculty

Jonathan Vester, Executive Director, Office of the CIO
 Strategy Lead: Students' Access to Technology

Jamie Wicker, Provost, Public Safety Education & Training and Public Safety Campus
 Strategy Lead: CTE Faculty Advising

Plan Document Development

John Bakken, Associate Vice President, Academic Affairs
 Lisa Marie Ferrell, Vice President, Communications and Marketing
 Firooz Jahani, Research and Survey Analyst, Institutional Effectiveness
 Rachel Madsen, Executive Director, Institutional Effectiveness
 Scott Ralls, President



Nicole Reaves, (Former) Executive Vice President & Chief Programs Officer
Samantha Schloesser, Strategic Project Manager, Institutional Effectiveness
John R. Smith, Senior Research Analyst, Institutional Effectiveness

