

REACH AND RALLY 2.0
STRATEGIC PLAN 2026-
2030
WAKE TECHNICAL COMMUNITY
COLLEGE

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FOREWORD

The strategic direction for Wake Technical Community College was set on a cold, sunny day in January 1964 at the dedication of the W.W. Holding Industrial Education Center, the unique educational institution that eventually became Wake Tech. The keynote speaker was the Chairman of the State Board of Education, Dallas Herring, who noted that in spite of that day's monumental significance, it was occurring 60 years late for a state that significantly lagged behind the nation in income and education rates. He did not mean that it was too late to initiate a focus on adult education - something that he felt was clearly needed - but that he wished the new emphasis being celebrated that day had occurred 60 years earlier, when some had suggested it as a strategy for moving our state forward out of poverty. Further, on that day, he painted a bigger future for our institution and others like us across the state and charged us with a mission to take people where they are and carry them as far as they can go.

That mission remains at our core, and almost 60 years after his charge, the Wake Tech Board of Trustees, as part of this strategic planning process, has clearly articulated the two defining roles of our unique institution expressed at that time: access and economic mobility. Ours is an education mission that takes people where they are, providing access to higher education opportunity regardless of socioeconomic circumstances, previous educational opportunity, or the zip code where they reside. Furthermore, ours is an education mission that seeks not only to support personal fulfillment, but to purposefully take people as far as they can go in order to improve economic mobility, individually and collectively.

Today, the dynamic and fast-growing community our college serves has been recognized as a national model of economic growth, but still the data indicates we significantly struggle in providing a ladder to those economic opportunities for many of our residents. Consequently, this strategic plan represents no change in focus to our original mission, but a call to think strategically about how we can further our college's unique role as our community's "ladder college," providing a ladder of opportunity for so many in our region, and particularly those who need access to our ladder the most.

Almost 60 years after our dedication, in 2021 the Wake Tech Board of Trustees offered a refinement to Dallas Herring's original charge, by stating our "Reach and Rally" 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." To be the ladder to opportunity so many in our community need at this time, we cannot passively wait to take them as they come to us but must actively reach out to those who need our ladder to opportunity the most. To be an opportunity ladder at this time, we don't carry our students across a graduation stage but rally around them to provide a pathway and source of empowerment that open doors of opportunity and prepare them to hurdle the challenges that will cross their paths.

The culture of caring and commitment to reach and rally around our students and our community is unquestioned at Wake Tech, and in fact, it is and has always been our greatest strength. We are also fortunate to have no need for a mission search—our mission has been clear since the day we were dedicated and has never been more relevant than it is today. The challenge for us at this time is not the what nor the why, but the how. How do we become even more the ladder to



opportunity that we were created to be, and the ladder our students and community need from us today? That is not an easy question to answer in a time of resource constraints and other challenges. However, Wake Tech people have always proven themselves to be people who collectively do difficult, meaningful things. The ideas and contributions you have brought and are bringing to this strategic planning process are the key to our success, not only in strategic planning, but most importantly, in further developing our role as the ladder of opportunity that our students and community need at this time.

Thank you for your innovation and your commitment.

Reach and Rally,

Scott Ralls



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 North Carolina was named 2025 State of the Year for Economic Development by *Business Facilities* magazine.

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.



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).

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Low EHI Enrollment in Degree Programs: Percentage of students (Wake County residents⁵) in the Fall cohort⁶ with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) from Low EHI areas.</p> <p>[Source: Wake Tech Entrinsik Informer data merged with Wake County Data]</p>	2025FA	22.6%	25%	County Benchmarking: Student population at Wake Tech should match, if not exceed percentage of Wake County residents 18 and up living in Low EHI areas (ACS 5-Year Estimates, 2024: 19.3%).
<p>Low EHI Enrollment in Non-Credit Courses: Percentage of new students (Wake County residents) enrolled in non-credit courses in Fall (CE3) semesters from Low EHI areas.</p> <p>[Source: Wake Tech Entrinsik Informer data merged with Wake County Data]</p>	2025FA (2025CE3)	32.3%	25%	County Benchmarking: Student population at Wake Tech should match, if not exceed percentage of Wake County residents 18 and up living in Low EHI areas (ACS 5-Year Estimates, 2024: 19.3%).

⁵ Residence in Wake County is determined by the address students provide to Wake Tech when applying.

⁶ "Cohort" is defined by Wake Tech as all students who attempted at least one non-developmental course in a given term, for the first time at Wake Tech. Students may be first-time ever in college or new transfer students and may be enrolled at any program level: certificate, diploma, degree, or CCP, unless otherwise noted.



Strategies and Action Steps

Low EHI Enrollment: Maintain and expand partnerships with Reach partners to promote Low EHI student enrollment.

1. **Develop and implement scholarship application process.** Develop and implement a structured Reach scholarship application process.
2. **Design and implement onboarding and engagement plan.** Design and implement an onboarding and engagement plan for students selected for Reach scholarships.
3. **Explore partnerships.** Explore Reach partnership with Southeast Raleigh Promise organization.
4. **Investigate opportunities with existing partners.** Investigate opportunities with existing Reach partners to connect with students in the eastern part of the county which are lower EHI areas.
5. **Explore opportunities.** Explore opportunities to increase dual enrollment of students at Southeast Raleigh High School.
6. **Refine scholarship application process.** Refine structured Reach scholarship application process.

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.

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Percentage of Students Living in Low EHI Areas who Receive Pell Grants: Students in the Fall cohort with primary academic program AAS or college transfer (AA, AS, AFA, AE, AATP, ASTP) living in Low EHI Areas who are receiving Pell.</p> <p>[Source: Wake Tech Entrinsic Informer data merged with Wake County Data]</p>	2025FA	55.3%	73%	National Benchmarking, 2017 Brookings Institution Analysis: Raise share of low-EHI students receiving Pell to national average of percentage of students with family income below \$30k

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
				enrolled in four-year institutions receiving a Pell grant (73.2%; Brookings Institution).
<p>Percentage of Students Living in Low EHI Areas who Receive Workforce Pell Grants: Students living in Low EHI areas who are receiving Workforce Pell.</p> <p>[Source: Wake Tech Entrisik Informer data]</p>	TBD in Y1	TBD in Y1	TBD in Y1	TBD in Y1
<p>Workforce Development (including Wake Tech Propel) Scholarships Total Awards: Total number of awards granted in the fiscal year.</p> <p>[Source: Wake Tech's Financial Services]</p>	2024-2025 Fiscal Year	<i>[TBD upon receipt of scholarship data from Financial Services - will update prior to finalizing Plan]</i>	Increase year over year	Increase to the extent possible pending availability of funding.
<p>State/Local Government Grant or Scholarship Aid Awards (Degree/Certificate-Seeking Students): Total number/percentage of all degree/certificate-seeking students enrolled in Fall of reporting year awarded state/local government grant or scholarship aid (includes fellowships, waivers, and employee exemptions; does not include Pell grants or student loans) at any time during the academic year.</p> <p>[Source: Wake Tech Financial Aid Office; IPEDS Financial Aid Report]</p>	2024-2025 Academic Year	6,789 (35%)	Increase proportion year over year	Increase proportion to the extent possible pending availability of funding.
<p>Institutional Grant or Scholarship Aid Awards (Degree/Certificate-Seeking Students): Total number/percentage of all degree/certificate-seeking students enrolled in Fall of reporting year awarded institutional grant or scholarship aid (includes fellowships, waivers, and employee exemptions; does not include Pell grants or student loans) at any time during the academic year.</p> <p>[Source: Wake Tech Financial Aid Office; IPEDS Financial Aid Report]</p>	2024-2025 Academic Year	770 (4%)	Increase proportion year over year	Increase proportion to the extent possible pending availability of funding.



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Grant or Scholarship Aid (Other) Amount (Degree/Certificate-Seeking Students): Total number/percentage of all degree/certificate-seeking students enrolled in Fall of reporting year awarded grant or scholarship aid from other sources known to the institution (does not include student loans) at any time during the academic year.</p> <p>[Source: Wake Tech Financial Aid Office; IPEDS Financial Aid Report]</p>	2024-2025 Academic Year	1,419 (7%)	Increase proportion year over year	Increase proportion to the extent possible pending availability of funding.
<p>State/Local Government Grant or Scholarship Aid Awards (Non-Degree/Non-Certificate-Seeking Students): Total number/percentage of all non-degree/non-certificate-seeking students awarded state/local government grant or scholarship aid (includes fellowships, waivers, and employee exemptions; does not include Pell grants or student loans) at any time during the academic year.</p> <p>[Source: Wake Tech Financial Aid Office; IPEDS Financial Aid Report]</p>	2024-2025 Academic Year	7 (0%)	Increase proportion year over year	Increase proportion to the extent possible pending availability of funding.
<p>Institutional Grant or Scholarship Aid Awards (Non-Degree/Non-Certificate-Seeking Students): Total number/percentage of all non-degree/non-certificate-seeking students enrolled in Fall of reporting year awarded institutional grant or scholarship aid (includes fellowships, waivers, and employee exemptions; does not include Pell grants or student loans) at any time during the academic year.</p> <p>[Source: Wake Tech Financial Aid Office; IPEDS Financial Aid Report]</p>	2024-2025 Academic Year	6 (0%)	Increase proportion year over year	Increase proportion to the extent possible pending availability of funding.
<p>Grant or Scholarship Aid (Other) Amount (Non-Degree/Non-Certificate-Seeking Students): Total number/percentage of all non-degree/non-certificate-seeking students enrolled in Fall of reporting year awarded grant or scholarship aid from other sources known to the institution (does not include student loans) at any time during the academic year.</p>	2024-2025 Academic Year	29 (1%)	Increase proportion year over year	Increase proportion to the extent possible pending availability of funding.



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
[Source: Wake Tech Financial Aid Office; IPEDS Financial Aid Report]				

Strategies and Action Steps

Workforce Pell: Establish the process for awarding Workforce Pell.

1. **Workforce Pell messaging.** Share preliminary messaging with students and community about implementation of Workforce Pell. Coordinate messaging with Workforce Development and Admissions.
2. **Pilot applicable programs.** Identify pilot of applicable programs based on established Workforce Pell guidelines. Collaborate with Workforce Development leadership to confirm pilot selections.
3. **Secure approvals for programs.** Secure necessary approvals for identified programs (accreditation, governor, federal - Program Participation Agreement). Collaborate with Accreditor, State Governor, and Department of Education.
4. **Write and publish policies.** Write and publish policies for all required policies and processes.
5. **Technology systems for awarding Workforce Pell.** Set up/update Financial Aid technology and systems for Workforce Pell awarding. Ellucian, IT, NCCCS office, and student accounts.
6. **Establish reporting procedures.** Establish reporting procedures for ongoing eligibility determination.
7. **Train campus community.** Train campus community on Workforce Pell guidelines and eligibility (e.g., Financial Aid, Advising, Workforce, Admissions, Business Office).
8. **Student communication and messaging.** Communicate to students (current and prospective) about program eligibility and requirements. Coordinate with Admissions, Advising and Communications for consistent messaging.
9. **Expand pilot.** Expand pilot of eligible programs.



Wake Tech Propel: Streamline the Wake Tech Propel application and award process.

1. **Map and document the current Propel application and award process.**
Develop a clear, end-to-end map of the existing Propel process, from student application through award notification, registration, and seat placement. Identify redundancies, manual steps, unclear handoffs, and points where students experience delays or confusion.
2. **Simplify and standardize the Propel application experience for students.** Use findings from process mapping to reduce the number of steps required for students to apply, clarify application requirements, and ensure students receive timely confirmation that their application has been received and is under review.
3. **Improve coordination between awards, course availability, and registration.** Strengthen coordination among academic programs, registration, and Care Center staff to better align award timing with class availability, especially in high-demand courses where students are competing for limited seats.

Objective 1.3 – Mentorship Opportunities

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

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
Peer Mentorship Participation: Percentage of students participating in peer (student-to-student) mentorship programs. [Source: TBD]	2025FA	TBD in Y1	TBD in Y1	TBD in Y1
Alumni Mentorship Participation: Percentage of students participating in student-to-alumni mentorship programs. [Source: TBD]	2025FA	TBD in Y1	TBD in Y1	TBD in Y1
Employer Mentorship Participation: Percentage of students participating in student-to-employer mentorship programs. [Source: TBD]	2025FA	TBD in Y1	TBD in Y1	TBD in Y1



Strategies and Action Steps

Mentorship Restructure: Evaluate existing mentorship programs and identify a centralized organizational structure to support development and growth.

1. **Research and benchmark external mentorship programs.** Identify good student mentorship programs outside of Wake Tech and benchmark their practices.
2. **Develop questions for internal research.** Determine questions to ask of each Wake Tech mentorship team to fully identify their scope of work and impact.
3. **Identify mentorship opportunities at Wake Tech.** Identify current mentorship opportunities (for students) across the college.
4. **Collect information about current operations.** Have existing mentorship programs complete questions on current operations.
5. **Analyze collected data.** Analyze answers to mentorship questions.
6. **Develop plan for mentorship restructure.** Develop plan for mentorship restructure across Wake Tech.
7. **Collect feedback on plan.** Share proposed plan with current mentorship leaders for feedback.
8. **Gain approval and finalize plan.** Share proposed plan with ELT for approval before Fall 2027 implementation.

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.



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>CCSSE Question About Using Advising/Planning Services: Percentage of respondents who indicate they have used academic advising/planning services at least two times.</p> <p>[Source: Community College Survey of Student Engagement (CCSSE)]</p>	2024SP	57%	61%	National benchmarking: Average for Extra Large colleges in the CCSSE 2024 cohort (61%).
<p>Care Team Survey Question About Awareness of Success Coach: Percentage respondents who agree with the question: <i>I am aware that I have a success coach who can help me determine my personal and academic goals through a success plan.</i></p> <p>[Source: Wake Tech's Care Team Survey]</p>	2025FA	82%	90%	Aim to align more closely with respondents' awareness that they have a CARE Team (94%, 2025FA) and an advisor (91%, 2025FA).
<p>Success Plan Completion Rates: Percentage of new or transfer students who complete success plans within their first semester at Wake Tech (including students who attended Wake Tech more than three years prior to cohort year).</p> <p>[Source: Wake Tech's Care Team Office and Entrinsic Informer]</p>	2024-2025 Academic Year	15.9%	32.5%	Success Plan completion rates have increased by 3.3 percentage points per year on average since the 2022-2023 Academic Year. Continuing at that pace through 2030 would be an increase of 16.5 percentage points (reaching 32.4%).

Strategies and Action Steps

Advising and Care Team Integration: Strengthen Faculty and Staff Advising's work with Care Teams to ensure consistent student support.

1. **Form action committee.** Form action committee to discuss goals, training, and implementation strategies to train advisors and implement them into Care Team work.
2. **Advising/Care Team training.** Provide advising/Care Team training to workforce/continuing education and curriculum faculty advisors, emphasizing Care Team methods and processes.

3. **Training on WCE programs.** Provide training to staff advisors on workforce/continuing education programs.
4. **Integrate WCE faculty into Care Team.** Integrate workforce/continuing education faculty into Care Team framework.
5. **Develop monitoring and assessment tools.** Develop monitoring and assessment tools to ensure that advising across campus is being integrated into the Care Team framework.
6. **Deploy surveys and collect data.** Deploy surveys and collect data to determine consistency of advising across campus.

Artificial Intelligence (AI) Supported Advising: Develop AI supports that opens advisor time to engage more with students.

1. **Use AI tools for communication.** AI tools will provide strategic and relevant communication to students from Care Teams based on Care Team success and retention plan.
2. **Use AI tools for early alerts.** AI tools will provide predictive, early alerts to students.
3. **Use AI to assist advisors with caseload.** AI will assist advisors with caseload management by facilitating caseload communications and student data for advisors to make informed decisions about outreach and interventions to the students on their caseload.
4. **Use AI for initial and after-hours advising.** AI will save advisors time by providing initial advising conversations as well as light-touch after-hours advising to students.
5. **Use AI to triage during high-traffic times.** AI tools will help advisors to triage students in physical and virtual lobbies during high-traffic registration times.

Success Plan Completion: Increase the number of students completing a success plan.

1. **Clarify and standardize expectations for success plan completion.** Establish shared expectations for when, how, and with whom success plans should be completed, with particular focus on first-term and early-momentum points. Align messaging across Student Success Coaches, Care Centers, and faculty-connected



experiences (Start Strong workshops, Fire Academy, and other cohort-based programs).

2. **Expand proactive outreach and embedded success planning opportunities.**

Increase proactive engagement by identifying points where success plans can be introduced or completed through structured touchpoints, including workshops, special programs, and targeted outreach during key academic moments (early alerts, registration periods).

3. **Strengthen the quality and personalization of success plans.** Shift focus from completion alone to the development of meaningful, personalized success plans created collaboratively by students and Student Success Coaches. Compare outcomes associated with general plans versus more individualized plans to better understand impact.

Objective 2.2 – Basic Needs & Structural Supports

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

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Student Basic Needs Assessment: Questions about students’ access to resources for basic needs and structural supports, including:</p> <ul style="list-style-type: none"> - Childcare/caregiving supports - Transportation - Food and personal items - Laptops - Software applications - Emergency aid - Pregnancy and pregnancy-related supports <p>[Source: Wake Tech’s Basic Needs Assessment]</p>	2027FA	TBD in Y1	Decrease percentage of respondents indicating a lack of access to resources for basic needs and structural supports	Higher percentages potentially indicate a greater student need for services and/or gaps in meeting students’ basic needs. The aim is to provide supports and resources to meet students’ needs.
<p>CCSSE Question About Support for Success: Percentage of respondents who indicate that the college emphasizes providing the support they need to help them succeed at this college either “Quite a bit” or “Very much”.</p>	2024SP	83%	89%	National benchmarking: Wake Tech exceeds the national average for Extra Large colleges (79%). Target indicates



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
[Source: Community College Survey of Student Engagement]				continuous improvement efforts to increase by 2 percentage points every two years (6 points total).
<p>CCSSE Question About Coping with Non-Academic Responsibilities: Percentage of respondents who indicate that the college emphasizes helping them cope with their non-academic responsibilities (work, family, etc.) either “Quite a bit” or “Very much”.</p> <p>[Source: Community College Survey of Student Engagement]</p>	2024SP	42%	48%	National benchmarking: Wake Tech exceeds the national average for Extra Large colleges (38.5%). Target indicates continuous improvement efforts to increase by 2 percentage points every two years (6 points total).

Strategies and Action Steps

Student Basic Needs Assessment: Implement a basic needs assessment for incoming students.

1. **Benchmark practices.** Benchmark practices from peer colleges and leading organizations—such as Achieving the Dream and the Hope Center for Student Basic Needs—and incorporate insights from student focus groups and feedback sessions.
2. **Develop Basic Needs Assessment.** Develop a Basic Needs Assessment to be included in Element451 communication sent to new students.

Student Childcare Support: Investigate the need at Wake Tech for students’ childcare support.

1. **Identify Existing Data.** Identify the existing data sources on Wake Tech students’ childcare and caregiving responsibilities. Determine the questions that can and cannot be answered using the existing data.



2. **Develop Research Questions.** Develop a set of research questions whose answers could help inform the college's strategy on providing supports to students with childcare/caregiving responsibilities. Determine the types of methods most appropriate for answering these research questions.
3. **Develop Research Protocols.** Develop protocols for the methods that will be used for answering our research questions, such as survey questions and design, interview questions, and focus group questions.
4. **Conduct Research.** Administer the research protocols developed, such as a student survey, focus groups, interviews, and other types of data gathering.
5. **Synthesize Data and Research Findings.** Synthesize administrative data and research findings to answer the research questions and provide recommendations for college leadership.

Students' Access to Technology: Increase students' access to technology through Laptop Kiosks and a Virtual Desktop Environment.

1. **Laptop Kiosks.** Deploy two additional laptop kiosks to give students direct access to computers.
2. **Expand Apporto.** Expand the Apporto Virtualized Application service to provide a wider range of applications on the virtual platform.

Pregnancy & Pregnancy Related Supports: Increase awareness and usage of supports for pregnancy and pregnancy related conditions.

1. **Create centralized information hub.** Create a centralized information hub listing all supports: a dedicated webpage and weblinks/information tiles on pertinent college webpages included Student Services and Disability Support Services.
2. **Create and implement a communication campaign.** Create and implement a communication campaign inclusive of resource information and student stories for social media posts, employee newsletter submissions, and digital and physical campus signage.



3. **Include information about supports in various outlets.** Promote inclusion of pregnancy-related supports within employee handbooks and portals, orientations for employees and new students, and within course syllabi.
4. **Host information sessions and events.** Host information sessions and resource events for staff, faculty, and students.
5. **Promote supports at fairs and events.** Promote supports college-wide by engaging in Wake Tech resource fairs and wellness events.

Objective 2.3 – Credits in First Year

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

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
Credit Accumulation (Full-Time Students): Mean college credit accumulation of Fall cohort full-time students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) within 12 months of starting (does not include dual enrollment/CCP students). [Source: Wake Tech Entrinsik Informer]	2024FA	23.5	Mean: 24 college credits	Based on earning 24 credits (full-time status of 12 credits in Fall and 12 in Spring).
Credit Accumulation (Part-time Students): Mean college credit accumulation of Fall cohort part-time students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) within 12 months of starting (does not include dual enrollment/CCP students). [Source: Wake Tech Entrinsik Informer]	2024FA	11	Mean: 13 college credits	Based on earning 12 credits (part-time status of 6 credits in Fall and 6 in Spring) plus 1 ACA credit within 12 months.

Strategies and Action Steps

Close-To-Class Initiative: Scheduling English and Math courses where students are located.

1. **Initiate scheduling discussions.** Build on relationships established in English/Math Lunch and Learn sessions to initiate focused scheduling discussions with Program Directors.



2. **Identify common days and times.** Identify common days and times when students are on campus for required program courses.
3. **Designate specific sections.** Designate specific sections to more closely align content of English and Math classes to a specific program as staffing and room use allow.
4. **Document recurring scheduling patterns.** Document recurring scheduling patterns across cohort based or campus centered programs.
5. **Pilot intentionally aligned English and Math sections.** Pilot intentionally aligned English and Math sections scheduled near (before/after/same day as) required program coursework.
6. **Evaluate pilot sections.** Evaluate pilot sections using enrollment, fill rate, and student success data.
7. **Expand close to class scheduling.** Expand close to class scheduling to additional programs as appropriate/needed.
8. **Communicate aligned scheduling.** Communication aligned scheduling clearly to advising and program faculty.
9. **Institutionalize early communication.** Institutionalize early communication between Program Directors and English/Math leadership as part of the annual scheduling cycle.

Evidence Based Gateway Success: Adopt evidenced based teaching practices to improve success in English and Math.

1. **Assemble teams and steering committee.** Assemble four teams organized around course and instructional delivery method and a steering committee with leadership from each team.
2. **Research professional learning (PL) activities.** Research professional learning activities appropriate for the course and instructional delivery method (for example, ACUE Promoting Active Learning course and Achieving the Dream Self-Directed Learning Instructional Module (<https://postseccollab.org/self-directed-learning-instructional-model/>)).



3. **Identify and select PL activities.** Identify and select professional learning activities appropriate for the course and instructional delivery method.
4. **Procure or develop PL activities.** Purchase, create, prepare professional learning activities as needed.
5. **Plan for faculty sharing.** Plan for how faculty will share their work with each other (for example, a mini conference).
6. **Implementation PL activities.** Implement professional learning activities.
7. **Strategy implementation.** Faculty implement new strategies.
8. **Faculty share ideas.** Faculty share ideas with each other.
9. **Analyze pass and persistence rates.** Analyze data to compare pass rates and persistence rates in fall semesters (2026, 2027, 2028) for faculty who implemented a new strategy.

Objective 2.4 – College-level English & Math

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

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
Attempted College-Level English in Year 1: Percentage of Fall cohort students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) who attempted college-level English within 12 months of starting (does not include dual enrollment/CCP students). [Source: Wake Tech Entrisik Informer]	2024FA	67.1%	72%	Returning to pre-COVID rates (72.2% in 2018FA), with consideration of seat capacity and projected enrollment growth.
Completion of College-Level English in Year 1 for Students who Attempted: Percentage of Fall cohort students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) who complete college-level English within 12 months of starting (does not include dual enrollment/CCP students) out of the total number who attempted. [Source: Wake Tech Entrisik Informer]	2024FA	78.2%	80%	Incremental improvement over five years.



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Attempted College-Level Math in Year 1: Percentage of Fall cohort students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) with math requirement who attempted college-level math within 12 months of starting (does not include dual enrollment/CCP students).</p> <p>[Source: Wake Tech Entrinsik Informer]</p>	2024FA	38.3%	50%	Returning to pre-COVID rates (50.9% in 2019FA), with consideration of seat capacity and projected enrollment growth.
<p>Completion of College-Level Math in Year 1 for Students who Attempted: Percentage of Fall cohort students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) with math requirement who complete college-level math within 12 months of starting (does not include dual enrollment/CCP students) out of the total number who attempted.</p> <p>[Source: Wake Tech Entrinsik Informer]</p>	2024FA	63.4%	70%	Returning to pre-COVID rates (~70% between 2015FA-2018FA); incremental improvement over five years.

Strategies and Action Steps

Close-To-Class Initiative: Scheduling English and Math courses where students are located. (see action steps for Objective 2.3)

Evidence Based Gateway Success: Adopt evidenced based teaching practices to improve success in English and Math. (see action steps for Objective 2.3)

Program Appropriate English and Math: Ensure programs have the best English and Math for their programs.

1. **English/Math Lunch and Learn sessions.** Hold two English/Math Lunch and Learn sessions for Program Directors focused on course descriptions, Student Learning Outcomes (SLOs), and appropriate use of English and Math courses within programs.
2. **Develop reference materials.** Develop clear, shared reference materials summarizing English and Math options and outcomes.



3. **Identify programs with the greatest need for review.** Identify programs with the greatest need for review based on enrollment trends, advising feedback, or success rates.
4. **Begin targeted follow up conversations.** Begin targeted follow up conversations with Program Directors immediately after sessions.
5. **Program Planning Guide (PPG) revisions.** Support Program Directors in possible revision of Program Planning Guides to reflect intentional English and Math selections.
6. **Program consultations.** Offer one on one consultations for programs.
7. **Review Updated PPGs.** Review updated Program Planning Guides.

Pre-requisite Intentional Advising for Gateway Math and English: Provide intentional advising for students in pre-curriculum Math and English for sustained success.

1. **Create guidelines and expectations.** Create guidelines and expectations for Developmental Education faculty to provide one-on-one advising each semester as part of their regular workload.
2. **Create and conduct ongoing advising trainings.** Create and conduct ongoing advising trainings for Developmental Education faculty.
3. **Develop resources.** Develop a collection of resources to be housed on the Developmental Education department shared site.
4. **Evaluate and strategize:** Collect data feedback after the first year and discuss new strategies to increase the students who meet with advisors.

ENG and MAT in the First Year of Programs of Study. Update Programs of Study to include required ENG and MAT courses in the first year.

1. **Develop tracking spreadsheet.** Work with the Academic Governance Committee (ACG) program review calendar to identify all active programs and track which semester they list required English and Mathematics courses.
2. **Coordinate with Registrar's Office.** Coordinate with the Registrar's office to develop Program of Study update timeline for Fall 2027 submissions.



3. **Communicate with programs.** Communicate with all Provosts, Deans, Department Heads, and Program Directors the timeline and directions for submitting required Program of Study changes.
4. **Programs submit updated Programs of Study.** Provosts, Deans, Department Heads, and Program Directors submit required Program of Study changes.

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.⁷**

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>4-Year Graduation Rate: Percentage of Fall cohort students who earned an associate degree, certificate, or diploma within 4 years after entering (at any institution; does not include transfer-only to universities).</p> <p>[Source: Wake Tech Entrisik Informer and Integrated Postsecondary Education Data System (IPEDS)]</p>	2020FA	33%	39%	National benchmarking: IPEDS reports a 38.6% 4-year graduation rate for the Fall 2020 cohort at public 2-year institutions (national aggregated rate).
<p>6-Year Graduation Rate: Percentage of Fall cohort students who earned an associate degree, certificate, or diploma within 6 years after entering (at any institution; does not include transfer-only to universities).</p> <p>[Source: Wake Tech Entrisik Informer and National Student Clearinghouse (NSC)]</p>	2019FA	42%	44%	National benchmarking: NSC reports that 43.9% 6-year graduation rate for the Fall 2019 cohort at public 2-year institutions (national aggregated rate).

⁷ 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_coll_ege_outcomes/2025-scco-success-rate-construction-detail.pdf).

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Industry-Recognized Licensure or Credential: Percentage of Fall cohort students earning an industry-recognized credential within 4 years after entering. The licensure or credential must be conferred to a student who is in the credit cohort, but the licensure or credential may result from a credit or non-credit bearing program.</p> <p>[Source: Wake Tech Program Directors]</p>				Appropriate baselines and targets will be determined following identification of industry-recognized licensures and credentials that are earned by passing an exam that is either (a) included as part of a Wake Tech course, (b) taken outside of a Wake Tech course with results reported to Wake Tech, or (c) taken outside of a Wake Tech course with results not reported to Wake Tech.
<p>Persisting in Good Standing: Percentage of Fall cohort students enrolled in any term in their 4th academic year after entering who had completed at least 30 credit hours and had a 2.0 GPA (excludes students who graduated or transferred with or without earning a credential).</p> <p>[Source: Wake Tech Entrinsic Informer]</p>	2020FA	<i>[Calculations in progress - will update prior to finalizing Plan]</i>		

Strategies and Action Steps

Strategies and action steps for increasing students’ average credits earned in their first year (Strategic Objective 2.3) and completion of English and math in their first year (Strategic Objective 2.4) also apply for improving the student success metrics. It is expected that these strategies—including the Close-to-Class initiative, evidenced based teaching practices to improve success in English and math, identifying the best English and math for each program, intentional advising for students in pre-curriculum math and English, and updating Programs of Study to include required ENG and MAT courses in the first year—will all contribute to improving student success overall.

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.

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Attempted College-Level Math in Year 1: Percentage of Fall cohort students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) with math requirement who attempted college-level math within 12 months of starting (does not include dual enrollment/CCP students).</p> <p>[Source: Wake Tech Entrinsik Informer]</p>	2024FA	38.3%	50%	Returning to pre-COVID rates (50.9% in 2019FA), with consideration of seat capacity and projected enrollment growth.
<p>Completion of College-Level Math in Year 1 for Students who Attempted: Percentage of Fall cohort students with primary academic program AAS or college transfer (AA, AS, AFA, AE, AGed, AATP, ASTP) with math requirement who complete college-level math within 12 months of starting (does not include dual enrollment/CCP students) out of the total number who attempted.</p> <p>[Source: Wake Tech Entrinsik Informer]</p>	2024FA	63.4%	70%	Returning to pre-COVID rates (~70% between 2015FA-2018FA); incremental improvement over five years.
<p>Return to Math Rates After Withdrawal: Percentage of college-level math withdrawal instances in which the student enrolls in a college-level math course in the applicable next-term window (FA→SP; SP→SU or following FA). Students are counted once per withdrawal term, regardless of the number of math courses withdrawn from, but may count in both fall and spring if they withdraw in both terms.</p> <p>[Source: Wake Tech Entrinsik Informer]</p>	2024-2025 Academic Year	35.2%	44%	Return to math rates have increased by 1.68 percentage points per year on average since the 2020-2021 Academic Year. Continuing at that pace through 2030 would be an increase of 8.4 percentage points (reaching 43.6%).

Strategies and Action Steps

Pre-requisite Intentional Advising for Gateway Math and English: Provide intentional advising for students in pre-curriculum Math and English for sustained success.

(see action steps for Objective 2.4)



Supporting Students Between Math Attempts: Develop proactive and targeted math supports that can be used between attempts.

1. **Development of a Massive Open Online Course (MOOC):** Develop an asynchronous virtual training module to help students to close any pre-requisite knowledge gaps, improve math study habits, provide tips for math test anxiety, and, if possible, to preemptively gain skills taught in MAT-171.
2. **Reimagining of Bootcamps:** Tutoring and Learning Center (TLC) and math instructors will revisit these bootcamps (intensive workshops that will run during the course of a day to one week) to ensure the content meets the students' current needs and to incorporate pre-requisite skills, study skills, and tips for math anxiety.
3. **Development of Workshops:** Develop workshops similar in design to the bootcamps that will be shorter in duration but spread over a longer timeframe.
4. **Piloting of MOOC, Bootcamps and Workshops:** Piloting of MOOC, bootcamps and workshops as described in action steps one, two and three.
5. **Implementation of MOOC, Bootcamps and Workshops:** Implementation of MOOC, bootcamps and workshops as described in action steps one, two and three.

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.

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Employee Completion of AI-related Professional Development Offerings: Average completions of Wake Tech’s AI-related professional development offerings per employee per academic year.</p> <p>[Source: Wake Tech’s Instructional Design & Development Office and Entrinsic Informer]</p>	2025-2026 Academic Year	5.1 (2809 employees divided by 547 completions)	Increase year over year	It is expected that employee participation in AI-related professional development will continue to increase with the prevalence of AI in the workplace and as Wake Tech continues to enhance its offerings.



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Faculty AI Badging: Percentage of full-time faculty who earn Wake Tech’s Teaching with AI Badge.</p> <p>[Source: Wake Tech’s Instructional Design & Development Office]</p>	2026-2027 Academic Year	TBD IN Y1	Increase year over year	It is expected that employee participation in AI-related professional development will continue to increase with the prevalence of AI in the workplace and as Wake Tech continues to enhance its offerings.
<p>Student Completions of AI Literacy Modules: Percentage of student cohort who complete Wake Tech’s AI Literacy modules.</p> <p>[Source: Wake Tech’s Instructional Design & Development Office]</p>	2026-2027 Academic Year	TBD IN Y1	TBD IN Y1	TBD IN Y1
<p>Student Self-Evaluation in AI Use Survey: Level of student respondents’ confidence in their ability to use AI ethically and responsibly.</p> <p>[Source: Wake Tech’s Annual AI Use Survey]</p>	2026FA	TBD IN Y1	Increase year over year	It is expected that Wake Tech’s actions related to AI readiness and digital learning will result in higher confidence levels among students in using AI ethically and responsibly.
<p>Employee Self-evaluation in AI Use Survey: Level of employee respondents’ confidence in their ability to use AI ethically and responsibly.</p> <p>[Source: Wake Tech’s Annual AI Use Survey]</p>	2026FA	TBD IN Y1	Increase year over year	It is expected that Wake Tech’s actions related to AI readiness and digital learning will result in higher confidence levels among employees in using AI ethically and responsibly.

Strategies and Action Steps

AI Integration in Program Learning and Assessment: Program learning outcomes and associated assessment practices will be reviewed to identify, document, and align the role of AI in academic programs.

1. **Provide a college-wide orientation.** Provide a short session to create shared understanding of:

- Why Wake Tech is examining AI through PLOs and measures (Decision logic grounded in Strategic Plan)
 - Introduce the pathways for inclusion (AI as part of learning and in the PLO, AI as a tool used in assessment, AI as disciplinary context incorporated into instruction)
 - Introduce the process to examine, incorporate (if necessary), and document AI use in programs.
2. **Document current PLOs.** Collect the existing PLOs for all credential-bearing programs to establish a baseline for review.
 3. **Develop and distribute an AI Decision Guide.** Create a one-pager or flowchart to help content owners, content reviewers, deans, and faculty.
 4. **Identify the program-level AI determination.** In collaboration with each program, identify whether AI is:
 - a) Relevant as learning, where students must explicitly demonstrate effective and responsible AI use (AI as part of learning and in the PLO).
 - b) Relevant as a tool students may appropriately employ in assessment (AI as a tool used in assessment).
 - c) Relevant as disciplinary context, addressed at the course level rather than PLOs, and represented as an operational outcome (AI as disciplinary context incorporated into instruction).
 - d) Not relevant to core learning.
 5. **Provide consultations.** Provide optional working sessions or targeted consultations where needed.
 6. **Provide outcome examples:** Create and provide clear, discipline-neutral examples, that illustrate different ways AI may be represented when it is relevant to assessment.
 7. **Assist programs with measures and instruments:** Support programs in identifying or creating assessment measures that:
 - a) Employ AI (AI-supported drafting, analysis or simulations), or



b) Measure AI (e.g. rubrics addressing transparency, judgment, validation, and ethical use)

8. **Assist programs with creating assignments using AI.** Assist programs with creating assignments using AI for programs where AI is incorporated into instruction (AI as disciplinary context incorporated into instruction).

AI Supported Assessment: Develop AI tools to support assessment practices across the college.

1. **Establish governance, scope, and authority for AI supported assessment.** Develop and formally document the purpose, scope, governance, and guardrails for an AI-supported assessment tool to ensure alignment with Wake Tech policy, accreditation expectations, and responsible AI use.
2. **Design and build an assessment knowledge base.** Create a centralized, curated knowledge base containing only approved Wake Tech assessment templates, rubrics, examples, institutional interpretations, and accreditation guidance to ground AI-supported assessment tools.
3. **Develop an AI assessment agent with guided workflows.** Develop a governed, task-specific AI Assessment Agent embedded within Microsoft 365 that provides structured support for drafting and reviewing all components of assessment plans and reports.
4. **Pilot AI supported assessment with selected units.** Run a pilot involving a small number of academic and non-academic units to test usability, clarity, and impact on drafting quality and efficiency.
5. **Provide training and ongoing support.** Develop how-to guides and other resources showing how AI supported assessment can be used responsibly and effectively.
6. **Monitor, evaluate, and refine AI supported assessment.** Track usage, quality, timeliness, and consistency to evaluate the impact and guide continuous improvement of AI-supported assessment tools.



Improving AI Literacy: Explore AI usage and expectations within General Education courses to identify and increase opportunities for improving student AI Literacy.

1. **Establish baseline (exploration).**

- Conduct AI Usage Audit (Survey and syllabus review).
- Map AI practices across General Education.
- Develop General Education AI Literacy Framework.
- Create standardized syllabus guidance.

2. **Exploration (continued) and implementation.**

- Develop and launch faculty pilot cohort (AI Framework; learning outcomes).
- Deliver framework and AI literacy training.
- Review AI assessment scale implementation.
- Efficacy of use of Student AI Literacy Module.

3. **Expansion and integration (scaling implementation).**

- Expand faculty training to all General Education faculty.
- Integrate AI syllabus language across General Education disciplines.
- Implement AI assessment scale across General Education disciplines.
- Embed student AI module across General Education disciplines.
- Develop discipline specific AI modules.
- Reviewing and Redesigning assignments to reduce over reliance on AI.
- Establish a data tracking system (completion and use).
- Analyze and report outcomes.

4. **Full integration.**

- Full adoption of AI in General Education.
- Full alignment with academic integrity policies.
- Standard AI expectations across syllabi and assignments.
- Availability of AI modules to all students: fall and spring.
- Developed advanced AI pathways (badges, micro-credentials).
- Continue to use data for continuous improvement.



AI Literacy for Students: Develop a student AI Literacy module and identify the best delivery method.

1. **Review current resource.** Review current resource that has been created by the Instructional Design team under Academic Technology & Support Services.
2. **Evaluate and update.** Update current AI Literacy for students module based on evaluation.
3. **Pilot module in courses.** Pilot in courses to gather additional student feedback.
4. **Make adjustments to module.** Make adjustments based on student and faculty feedback.

AI Literacy for Faculty: Develop an AI Literacy PD pathway for faculty.

1. **Evaluate and benchmark current offerings.** Evaluation of the current professional developments we offer and compare to other institutions.
2. **Plan the pathway.** Planning the pathway based on the findings of the evaluation.
3. **Develop course on AI basics.** Development of the self-paced AI literacy asynchronous course where faculty will be introduced to generative AI at Wake Tech and review the basics of interacting with AI, prompt writing, and best practices for security and privacy.
4. **Develop course on AI bias, policy, and ethical use.** Development of the self-paced AI literacy asynchronous course where faculty will discuss AI bias, Wake Tech policy, and ethical use.
5. **Develop course for faculty to implement AI literacy.** Development of the self-paced AI literacy asynchronous course where faculty implement AI literacy in their course through policy, assessment, and/or an engagement tool for students.

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.

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Work-based Learning Placements: Number of student term placements in Work-based Learning courses at Wake Tech.</p> <p>[Source: Wake Tech Entrinsik Informer; WBL Office]</p>	2024-2025 Academic Year	529	790	Term placements have increased by 52 per year on average since the 2021-2022 Academic Year. Continuing at that pace through 2030 would be an increase of 260 placements total (reaching 789).
<p>Wake Tech Apprenticeship Placements: Number of student placements in Wake Tech Apprenticeships.</p> <p>[Source: Wake Tech Apprenticeship Office]</p>	2025 Calendar Year	207	400	Incremental increase from baseline. Placements have increased by 49 per year on average since the 2023 Calendar Year.
<p>Independent Apprenticeship Placements: Number of student placements in Independent Apprenticeships.</p> <p>[Source: Wake Tech Apprenticeship Office]</p>	2025 Calendar Year	49	100	Incremental increase from baseline.
<p>Employer Partnerships: Number of employers actively partnering with Wake Tech Apprenticeship.</p> <p>[Source: Wake Tech Apprenticeship Office]</p>	2025 Calendar Year	[TBD upon receipt of info from Apprenticeship Office - will update prior to finalizing Plan]		

Strategies and Action Steps

WBL Awareness: Create a structured communication plan that helps inform students of the availability and benefits of WBL.

1. **Develop communication plan.** Develop a plan in conjunction with each division of the college to reach students in the most appropriate and effective manner for



their students, including email campaigns, text messaging (if budget permits), social media campaigns and continued presence at career fairs offered by the Career Services Office.

Apprenticeship and Career Cluster Alignment: Align apprenticeships to each career cluster to identify strengths and gaps.

1. **Clearly define alignment.** Clearly define alignment among the college’s 13 career fields, academic programs, and apprenticeships.
2. **Create pathway maps.** Create program- and credential-level pathway maps showing stackable credentials.
3. **Create pathway visuals and materials.** Create student-facing and employer pathway visuals and materials.

Objective 4.2 – Flexible Scheduling & Delivery

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

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Scheduling Options: Percentage of courses offered with multiple scheduling options (day-time, evening, weekend)</p> <p>[Source: Wake Tech Entrinsic Informer]</p>	TBD in Y1	TBD in Y1	TBD in Y1	TBD in Y1
<p>Delivery Options: Percentage of courses offered with multiple delivery options (seated, online synchronous, online asynchronous, hybrid, blended)</p> <p>[Source: Wake Tech Entrinsic Informer]</p>	TBD in Y1	TBD in Y1	TBD in Y1	TBD in Y1
<p>Students’ Course Preferences Survey: Number/percentage of student respondents who indicate that they were not able to register for a course due to scheduling or delivery options.</p> <p>[Source: Wake Tech Ongoing Students’ Course Preferences Survey]</p>	2026-2027 Academic Year	TBD in Y1	Fewer student respondents report not being able to register for courses.	By providing more flexible scheduling options, it is expected that fewer students will report that they could not register for a course because the time, day, or delivery method did not work with their schedules.



Strategies and Action Steps

Flexible Scheduling and Delivery: Increase program and course availability options across the college.

1. **Develop scheduling dashboard.** Develop a dashboard that department schedulers can use to visually see the distribution of courses by day, time, location, and mode of delivery. The dashboard should be able to provide static information for prior semesters with closed registration, and regularly updated information for semesters with open registration.
2. **Develop analytics to evaluate and make recommendations.** Develop analytics to evaluate the distribution of courses and recommend changes or additions that may be needed.

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.

MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
<p>Workforce Development to Curriculum Articulation Rates: Percentage of students taking workforce development courses without prior credentials or CU enrollment identified from three years preceding the cohort who articulate to degree, diploma, or certificate programs.</p> <p>[Source: Wake Tech Entrisik Informer]</p>	2022FA-2025SU	3.0%	4.5%	Conversion rates have increased by 0.3 percentage points per cohort on average since the 2019-2022 cohort. Continuing at that pace through 2030 would be an increase of 1.5 percentage points total (reaching 4.5%).
<p>Workforce Development Scholarship (Including Wake Tech Propel) Recipients to Curriculum Articulation Rates: Percentage of Workforce Development scholarship recipients without prior credentials or CU</p>	2024FA-2025SU	[TBD upon receipt of scholarship data from Financial Services -		



MEASURE	BASELINE PERIOD	BASELINE	TARGET (BY 2030)	TARGET RATIONALE
enrollment identified from three years preceding the cohort in eligible courses who articulate to degree, diploma, or certificate programs. [Source: Wake Tech Financial Services; Wake Tech Entrinsik Informer]		<i>will update prior to finalizing Plan]</i>		
College and Career Readiness to Curriculum Articulation Rates: Percentage of students taking College and Career Readiness (CCR) courses without prior CU enrollment identified from three years preceding the cohort who articulate to degree, diploma, or certificate programs. [Source: Wake Tech Entrinsik Informer]	2022FA-2025SU	3.1%	4%	Conversion rates have increased by 0.17% percentage points per cohort on average since the 2019-2022 cohort. Continuing at that pace through 2030 would be an increase of 0.85 percentage points total (reaching 3.95%).
College and Career Readiness to Non-Degree Programs Articulation Rates: Percentage of students taking College and Career Readiness (CCR) courses without prior workforce development enrollment identified from three years preceding the cohort who enroll in non-degree programs. [Source: Wake Tech Entrinsik Informer]	2022FA-2025SU	9.4%	17%	Conversion rates have increased by 1.5 percentage points per cohort on average since the 2019-2022 cohort. Continuing at that pace through 2030 would be an increase of 7.5 percentage points total (reaching 16.9%).

Strategies and Action Steps

Career Pathways: Build career pathways that show how students can pursue credentials that help them achieve their short- and long-term career goals.

1. **Establish career field-level pathways.** Leverage existing institutional frameworks (e.g., Credit for Prior Learning, challenge exams, Career & College Promise, Summer Academy, pre apprenticeship, youth apprenticeship, and workforce/non degree transitions) to establish career field-level pathways as the primary, student-facing pathway structure.



2. **Develop program- and credential-level pathways.** Use the college's 13 defined career fields as the first level of pathway design, clearly showing multiple entry points, stackable credentials, and progression opportunities. Develop program- and credential-level pathways within each career field, identifying stackable credentials, time to completion, and aligned careers.
3. **Advising and student planning integration.** Integrate career pathways into advising practices, onboarding, and student planning tools so students can easily understand how credentials connect to careers and next steps.
4. **Alignment with work-based learning and apprenticeships.** Align career pathways with work-based learning, pre apprenticeship, youth apprenticeship, and apprenticeship opportunities.
5. **Communication and continuous improvement.** Establish a communication and continuous improvement process to keep career pathways current, visible, and responsive to student and labor-market feedback.

Adult Learners in Workforce Development (WD): Use targeted marketing to increase the number of adults (ages 25-44) enrolling at Wake Tech, degree or non-degree.

1. **Identify career pathways with high-wage and high-employment opportunities.** Identify career pathways with high-wage and high-employment opportunities aligned with the adult learner demographic.
2. **Identify public events suitable for geofencing.** Identify public events suitable for geofencing that align with selected career fields and target demographic.
3. **Analyze enrollment data.** Identify enrollment numbers of students ages 25-44 in selected career pathways.
4. **Secure cost estimates for advertising.** Secure cost estimates for geofencing and digital advertising.
5. **Execute contracts.** Execute contracts for geofencing and digital advertising services.
6. **Develop digital advertisements.** Develop digital advertisements for priority career fields/programs.



7. **Virtual Open House for adult learners.** Plan and host virtual sessions tailored to adult learners, including scholarships, career services, advising, and enrollment support.
8. **In-person Open House workshops.** Conduct in-person workshops focused on re-engaging adult learners and guiding them through non-degree and degree training options.

Non-Degree to Degree Needs Assessment: Perform a needs assessment to identify student groups, their need for non-degree to degree, and their obstacles to transition.

1. **Develop baseline survey questions.** Develop a survey that would identify barriers that might keep students enrolled in non-degree courses to transfer credit towards a degree pathway.
2. **Solicit feedback from Deans and Provosts on final survey questions.** Deans and Provosts will be notified of planned survey and will provide feedback on the selected courses.
3. **Develop list of courses (COCO's) for Course Evaluation deployment.** To accurately capture the targeted student population, the action team will identify courses to administer the survey through LMS.
4. **Create a template using Course Evaluations to administer the survey.** In collaboration with IE Research Analysts, a survey will be created using Course Evaluation and administered through pre identified courses on LMS.
5. **Administer survey in identified courses through LMS.** Survey questions will be sent to students actively enrolled in a non-degree course that leads to credit in a degree program through Course Evaluations on LMS.
6. **Schedule student focus group sessions to further capture barriers.** To close the loop, the action team will schedule student focus groups to capture barriers faced or lack of movement towards degree pathways.

College and Career Readiness (CCR) to Non-Degree Funding: Increase funding available to CCR students for short-term training.



1. **Identify and map funding sources.** Identify and map funding sources that support CCR students' transition to non-degree programs.
2. **Assess alignment and applicability.** Assess alignment and applicability of identified funding sources.
3. **Strengthen partnerships.** Strengthen partnerships that support funding access.
4. **Integrate funding strategy.** Integrate funding strategy into CCR leadership planning.

CCR to Non-Degree: Develop strategies to increase CCR student enrollment into non-degree programs.

1. **Identify CCR student interests early and align them to non-degree pathways.** Develop more intentional and targeted methods to identify CCR student interests—particularly within IET programs—and align those interests to non-degree options at Wake Tech beyond CCR. This includes structured intake conversations, classroom touchpoints, and collaboration with instructors to surface workforce and training goals early.
2. **Develop a coordinated CCR communication plan focused on non-degree opportunities.** Create a division-level communication plan that includes predictable monthly messaging to students (e.g., a newsletter format) highlighting non-degree programs, short-term training opportunities, scholarships, and key application windows.
3. **Designate part-time coordination support for non-degree outreach.** Use modest funding to support a part-time coordination role (likely an existing staff member with additional paid hours) to:
 - Connect with non-degree and workforce programs
 - Visit CCR classes to share non-degree options
 - Centralize and share opportunities with CCR staff and students
4. **Develop consistent scripts and materials for instructors and advisors.** Develop concise scripts and talking points so instructors and advisors can consistently and succinctly explain non-degree options, funding opportunities, and next steps.



IMPLEMENTATION PLANS

As complements to this strategic plan, separate implementation plans have also been developed for each strategy. These implementation plans detail the Strategy Sponsors, Leads, Action Team Members, action steps, timeline, and budget for the projects. They also include formative assessment plans that the teams will use to identify what is working and what needs to be adjusted during the implementation process.

The plans will be living documents that are updated as action steps are revised, added, and closed for each strategy. Once all action steps are closed for a strategy, that strategy's implementation plan will be closed. Wake Tech's Institutional Effectiveness Department will provide project management coordination for the duration of the implementation phase and will develop a master timeline to visualize the action steps planned for each year of *Reach and Rally 2.0's* lifespan.

FORMATIVE ASSESSMENT

Each year, each Strategy Lead will be asked to submit a formative assessment report that addresses the following process- and outcomes-oriented questions.

Process Questions:

- Are we doing what we said we would?
- What is working? What is not Working?
- What needs to be adjusted?

Outcome Questions:

- Are we achieving our desired outcomes?
- What data have we used to guide our work?
- What evidence do we have that indicates we are achieving our outcomes?
- What do we need to do differently to improve our outcomes?
- What should we stop doing?
- What should we start doing?



EVALUATION PLAN

In addition to the formative assessment that strategy teams will use to monitor progress toward desired outcomes and make adjustments as necessary during the implementation process, the Institutional Effectiveness Department will collect, analyze, and visualize data for the *Reach and Rally 2.0* metrics on an ongoing basis in accordance with the data's availability. Annual reports will provide status updates on progress toward the metrics' targets and a comprehensive evaluation report will be released when the four-year lifespan of the Plan concludes. The evaluation report will include a summary of the metric results, as well as strategies implemented, completed, and those that were successful in moving the college toward the *Reach and Rally 2.0* objectives.



APPENDIX A: PLANNING TIMELINE

Phase	Timeframe	Objectives
Reach and Rally 1.0 (Evaluation)	Spring 2025	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Revised/updated strategic objectives, measures, and targets based on evaluation results Held planning events for faculty, staff and Board of Trustees to review: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Finalize Reach and Rally 2.0 Strategic Plan Develop strategy implementation plans and Communication Plan
Reach and Rally 2.0 (Do)	Fall 2026	<ul style="list-style-type: none"> 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 R. 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 V. Mace, Director, Workforce Education Initiatives, Planning & Assessment
Barry Malone, Associate Dean, Liberal Arts



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 L. 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, 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, WakeWorks Apprenticeship Training

Strategy Lead: 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

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

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

Rachel Madsen, Executive Director, Institutional Effectiveness
 Strategy Lead: Incorporating AI into Program Learning Outcomes; AI Supported Assessment

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

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
 Student's Access to Technology

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

Plan Document Development

John R. 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, Executive Vice President & Chief Programs Officer

Samantha Schloesser, Strategic Project Manager, Institutional Effectiveness

John R. Smith, Senior Research Analyst, Institutional Effectiveness

Gabriela Truelove, Creative Director, Communications and Marketing

