



PROJECT CHARTER
IMPLEMENTATION PHASE

Version 2.0

11/30/2022

Reach-n-Rally Strategic Planning

VERSION HISTORY

Version #	Authored* By	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	<i>Carrie Bartek</i>	<i>Reach and Rally Sponsors</i>	<i>First Version</i>	<i>EVP Reaves President Ralls</i>	<i>9/1/2021</i>	<i>NA</i>
2.0	<i>Carrie Bartek Savannah Vince</i>	<i>Reach and Rally Sponsors</i>	<i>11/30/2022</i>	<i>President Scott Ralls</i>	<i>3/31/2023</i>	<i>Integration of LadderWorks with Reach and Rally Strategic Plan</i>

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PURPOSE OF PROJECT CHARTER

While the Reach and Rally Strategic Plan describes the *why* and the *what* we will do over the next four years, this charter provides the scope, schedule, organization and work plans for *how* the project will be executed over the next four years, with a particular focus on the integration of the LadderWorks (Ralls, 2022) initiative with other elements of the strategic plan.

OVERVIEW AND HISTORY

This plan guides the implementation of the strategies described in the Reach and Rally Strategic Plan and details the schedule through 2025. It will be updated as needed to adapt to changes to accomplish the objectives in the Plan. It also brings together two overlapping projects that were occurring simultaneously in Year 1 – strategies and actions being implemented by the Labor Market Committee and the LadderWorks project team.

JUSTIFICATION

[See Reach and Rally Strategic Plan]

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SCOPE

STRATEGIC OBJECTIVES

The scope of this project is defined in the Reach and Rally Strategic Plan. The strategic objectives of the Reach and Rally Strategic Plan are listed below. For expanded definitions of the Strategic Objectives, please see section 6.2 of the Reach and Rally Strategic Plan (Wake Technical Community College, 2021) as well as the “Summary of Progress” in the Annual Rally Data Guide for Fall 2022 (Bartek et.al., 2022). Both documents can be found on the Wake Tech Reach and Rally portal.

Goal	Strategic Objective (SO) and/or Measure
Equitable Access	SO 1.1 – Increase enrollment of students from low Economic Health Index (EHI) zones in Wake County
	SO 1.2a - Increase Pell - Males
	SO 1.2b - Increase Pell among low EHI students
Learning	SO 2.1a – Improve Program Learning Outcomes
	SO 2.1b – Course Success by modality (Seated, Blended, Hybrid, Online)
	SO 2.2 – High Impact Practices (CCSSE Benchmark Raw Scores)
Equitable Outcomes	SO 3.1 - Close Equity Gaps in student learning – Course Success Rates
	SO 3.2 – Close Equity Gaps in 4-Yr Completion
Completion	SO 4.0- 4-Year Completion Key Performance Indicator. ^{4,5}
	SO 4.1 – Retention of new students from FA to SP
	SO 4.2 – New students gaining 21 College-level Credits in First Year
	SO 4.3a – Complete college-level ENG in Y1
	SO 4.3b- Complete college-level MAT in Y1
Transfer	SO 5.1 - Transfer w/Award
	SO 5.2 – Bachelor’s attainment
Labor Market	SO 6.1a – Career/Coll Readiness (CCR) to Degree
	SO 6.1b – WCE Non-degree to degree
	SO 6.2a – Living Wage Enrollment
	SO 6.2b – Living Wage Graduation

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GUIDING PILLARS, STRATEGIES AND REQUIREMENTS

The strategies pursued under each goal of the Reach and Rally plan can be grouped into a framework of four main pillars (see Appendix E for definitions of the pillars) that guide the tactics, actions, tasks and requirements necessary to carry out the plan (see Appendix E for definitions of tactics, actions, tasks and requirements).

Pillar 1: Connect program rungs (Labor Market)

Req	Description
1	One-college model: non-degree and degree education is reorganized to offer students seamless opportunities for laddering.
2	Career Fields: All non-degree and degree programs/courses are clustered under 13 Career Fields in all WTCC media, materials and processes.
3	Foothold training: Foothold training prepares students for industry-recognized certification and/or licensure that leads to credit towards pre-apprenticeships and/or degree programs.
4	Aligned Dual Enrollment: Career and College Promise offerings expand. Adult high school equivalency students enroll in foothold training and degree programs.
5	Stackable Credentials <ul style="list-style-type: none"> Foothold training, certifications, certificates, and Associates degrees connect to one another and to high demand, living wage jobs in Wake County. Wake Tech AAS degrees are “stackable” and increasingly include prior learning credit for non-degree and Military Occupational Specialty (MOS) as well as certificates and third-party certifications as the result of degree attainment.
6	Work-based Learning: Non-degree and degree programs integrate learn and earn opportunities, including apprenticeships.
7	Strategic Workforce Transfer: Associates degree programs are connected to strategic transfer opportunities to regional and national universities that lead to high demand, living wage jobs in Wake County that require a bachelor’s degree.
8	Degree-Plus Skills: Continuing education that boosts post-graduation skills and enhances employment and wage-earning potential is promoted and created as needed.
9	Employer Advisory Committees/Councils: Advisory committees are restructured and integrate career ladders that include degree and non-degree opportunities. Provost councils actively engage with regional employer leaders.
10	Living Wage Jobs: New degrees in life science, health care, information technology and advanced manufacturing increase opportunities for students to enter regional high demand/high wage jobs and careers. The number Tier 1 and IT degree offerings expand and the enrollment in Tier 1 and IT degrees expands as a percentage of overall enrollment.
11	Tools: <ul style="list-style-type: none"> Easy-to-use website communicates the connected program rungs

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	<ul style="list-style-type: none"> • Finish First 2.0 is used to inform students how close they are to attaining a credential and the added value of that credential in regional employability and earnings potential. • Labor market data is consistent in all WTCC media using one source (Lightcast)
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Strategies

- Active Employer Engagement
- Career Ladders
- Living Wage Jobs

Requirements

Pillar 2: Help students get on a rung (Equitable Access)

Strategies

- Targeted Outreach
- Career and College Promise
- Summer Bridge

Requirements

Req	Description
1	Targeted Outreach: Student outreach is focused on low economic health zones of Wake County and ensures broad participation and diversity across all ladders to high-demand and living wage jobs.
2	Career Fields: All non-degree and degree programs/courses are clustered under 13 Career Fields in all WTCC media, materials and processes (such as CFNC Application)
3	Career Exploration: Students engage in a structured exploration option to make an informed choice of a career field during their initial year of degree enrollment.
4	Nontraditional Participation/Success: Students enrolling in dual enrollment programs and entering career ladders that lead to high-wages and living wage jobs reflects the diverse socioeconomic statuses and demographics of Wake County.

Pillar 3: Help students climb the ladders (Equitable Outcomes, Completion and Transfer)

Strategies

- Policy
- Start strong and step forward (DEI Council)
- Talent Management Plan
- Advising Redesign
- Coordinated One Stop
- Student Advocacy
- Pre-Transfer Experience
- Joint Ownership

Reach-n-Rally Strategic Planning**Requirements**

Req	Description
1	Career Exploration and Services: The community receives information about taking their careers to the next rung, and students engage in a structured exploration to make an informed choice of a career field during their initial year of degree enrollment. Additional outreach explaining potential next rungs also occurs during and after their studies at Wake Tech.
2	Climate: Faculty and staff create a welcoming environment that demonstrates our belief that each student belongs here.
3	Faculty and Staff: Faculty and staff reflect the diversity of the students at Wake Tech.
4	Barriers: Policies that pose barriers to student completion are revised or removed.
5	Connections and Plans: Advisors know their students and students know their advisors. Each student has a plan for climbing and completing their ladders early in their WTCC journey.
6	Warm Hand-offs: Students find safe planks when making transitions between services and ladders.
7	Transfer Capital: Students gain transfer capital while at Wake Tech and university partnerships help them to transfer smoothly.
8	Data: Data is timely, reliable, and used to guide decision making.

Pillar 4: Ensure Students are learning across rungs (Learning)**Strategies**

- Center for Excellence in Teaching and Learning (CETL)
- Virtual Resources
- QEP

Requirements

Req	Description
1	Applied/Experiential Learning: As appropriate, students engage in high-quality, program-relevant, applied learning experiences outside the classroom, including internships, work-based learning, apprenticeships, participating in a community-based activity, undergraduate research, and service learning.
2	Intentional and Sustained Student Engagement: High-impact and evidence-based teaching and learning practices engage students, including active and collaborative learning, academic challenge, and student-faculty interaction.
3	Equity Mindedness: Faculty and staff make a commitment to equity-minded, asset-based teaching improvement
4	Quality Assessment: Course and program learning outcomes and student core competency assessments are used to improve programs and the rates students are earning credentials, transferring, and finding success when entering employment

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5	Virtual Resources Requirements: <ol style="list-style-type: none"> Teaching and course design quality is consistent across all online sections. Technology tools are used to enhance online teaching and improve student outcomes. Course scheduling focuses on accelerating credential completion and course success, such as offering more 8-week options and providing students with the ability to achieve learning outcomes through multiple modalities. Course requirements focus on students achieving learning outcomes and competencies, with flexible deadlines to accommodate work and life schedules. Students perceive they are part of an online learning community through intentional interaction with their peers. Online students receive holistic academic and student support that intervenes before they withdraw.
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MAJOR DELIVERABLES

Del	DESCRIPTION
1	One college organizational structure
2	Career Fields
3	Blueprints of career ladders from non-degree to certifications to degree programs leading to living wage jobs.
4	Programs of study are sequenced so that students can take courses on their own timeline.
5	LadderWorks Web Application
6	Revamped Employer Advisory Committees/Councils
7	Summer Bridge Program
8	Revised CFNC Application with Career Fields
9	CARE Teams by Career Field
10	CARE Centers
11	Implementation of Customer Relationship Management System
12	iPASS Technology System
13	DEI Council
14	Equity Training for Staff and Faculty
15	WTCC Student Equity Scorecard
16	WTCC Faculty and Staff Equity Scorecard
17	Grow Our Own program

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18	Amended Policies
19	Center for Excellence in Teaching and Learning
20	QEP

BOUNDARIES

This project charter does not cover:

- the Data Governance Committee work.
- Details on how to accomplish the One College model work.
- LadderWorks Web Application and QEP have their own charters.
- Integration of the master plan

DURATION**TIMELINE**

See Appendix B for the 4-year timeline for the project. More detailed timelines for actions will be developed in the implementation plans in ASANA.

EXECUTIVE MILESTONES

Del	Description	
1	Summer Bridge Program	Aug 2022
2	Center for Excellence in Teaching and Learning	Jan 2022
3	DEI Council	Jan 2022
4	Employer Advisory Committees/Councils	Sept 2023
5	CARE Teams by Career Field	Sept 2023
6	LadderWorks Web Application	Oct 2023
7	CRM Implemented (Phase 1)	Sept 2022
8	CRM Implemented (Phase 2)	Dec 2023
8	iPASS Technology System	Jan 2025
9	QEP	Jan 2025

BUDGET ESTIMATE

[PROVIDED IN SEPARATE DOCUMENT]

ASSUMPTIONS, EXPECTATIONS, CONSTRAINTS AND RISKS**ASSUMPTIONS AND EXPECTATIONS**

This section identifies the statements believed to be true and from which a conclusion was drawn to define this project charter.

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- 1 The business requirements are embedded in the work and the results of are met for each strategy, action, and tactic.
- 2 The steering committees are meeting regularly and reporting on their work in ASANA.
- 3 All actions and tasks are reviewed for input and approval by the steering committees.
- 4 The Sponsors are meeting regularly with their strategy leads to ensure the work is progressing and to eliminate roadblocks.
- 5 The Sponsors are meeting regularly with Executive Vice Presidents to update them on the status of the strategies and receive input. In the case when two sponsors are working together on a strategy, they meet together with the EVP to coordinate work.
- 6 The Executive Vice Presidents are sharing progress with the President.
- 7 Sponsors have the authority to change deadlines and ask that work be completed. They are ultimately responsible for actions that they are overseeing, and communication of workflows through them to the EVPs and then to the President.
- 8 If there are issues with work and deadlines being assigned, strategy and action leads bring the issue to the lowest organizational level, which may be their Sponsors, or their strategy leads, for resolution.
- 9 Communication is happening across teams and among levels in the organization.

CONSTRAINTS

This section identifies any limitation that must be taken into consideration prior to the initiation of the project.

- The availability of resources and staff vacancies will constrain the timing of deliverables. Timelines may have to be extended if staffing is an issue related to any of the strategies.
- Availability of budget and vendors required to complete the work. Each year we will review and update the budget for each strategy to ensure we have adequate funds available to implement each action.

RISKS

Scope Creep

If the vision of the project is not communicated clearly and often among all stakeholders and held firm, implementors may misinterpret the requirements and inadvertently pursue actions that are out of scope. To prevent scope creep, it is critical that all stakeholders who are subject to this charter agree upon the project scope and business requirements and on actions that should be implemented. These leaders should ensure the vision and requirements are communicated often and at every opportunity (both strategically in cross-functional teams and in operational meetings - from senior leadership meetings to department meetings). Leaders should be able to answer the question – are we doing what we said we would do? Regular review of the objectives in Section 4, the requirements in this charter, the Reach and Rally Strategic Plan, the vision set in the Ladder Economics white paper, and check-in meetings between Sponsors and the lead implementors, as well as between Sponsors and EVPs, is critical to ensure the project stays in line with the vision set.

Low Performance

Actions implemented may not lead to improvements of the objectives described in the Scope. Root causes may include misinterpreting requirements, lack of fidelity of implementation, or a mismatch between the desired objectives and the actions being pursued to carry them out. Project management software like ASANA, regular communication between team members and periodic updates on leading indicators can help minimize this risk.

Over budget

While the cost of each action may be estimated, if the plan is adaptable, unforeseen expenses may emerge that would put the project over budget. To mitigate, budgets will be updated each year and budgetary decisions made yearly to reduce the likelihood of the project coming in over budget.

Delays

The actions planned may take longer than expected. Moving to a one college model may take longer than anticipated. Action leads may ask for extensions that impact the entire project. Adding buffers to the project schedules will help minimize the risk of project delays.

Stretched Resources

Most departments are experiencing labor shortages. Limited budget may reduce the resources needed to complete the project. By monitoring the resources entered in ASANA, and communicating with Sponsors, these impacts may need to be accommodated and schedules adjusted to compensate.

Communication

Miscommunication about project requirements, vague directions, siloed work and unclear deadlines can cause work to fall behind, lead to duplication and inefficiencies, go over budget and lead to disappointing results. To mitigate, all stakeholders need understand what is required and document their work in ASANA. Are their actions in alignment with this project's requirements and objectives? Is everyone on the same page? Is the vision clear?

Operational Changes

Changes in organizational structure, such as a move to a one-college model, team processes, shifts in roles, changes in management, or new processes will all impact deliverables. Adjustments to workflows needed to accommodate the new organizational structure will necessitate adjustments of timelines set as part of the implementation plan.

Source of Risks: ASANA <https://asana.com/resources/project-risks>

Reach-n-Rally Strategic Planning**ORGANIZATION****STRUCTURE**

The strategic planning project is organized by strategy, with each strategy guided by a project Sponsor, a deputy sponsor, and a strategy lead or leaders. Collaboration with staff and faculty occurs on action teams led by the strategy leaders; collaboration among strategy leads occurs on Steering Committees/Councils, and between Steering Committees/Councils through a subcommittee associated with the Executive Leadership Team consisting of the President, Executive Vice Presidents and Sponsors. Each Sponsor is responsible for nominating a Steering Committee chair and convening and holding regular meetings of Steering Committees/Councils that guide one or more strategies of the strategic plan. The work and meetings is coordinated according to a cadence that incorporates the Board of Trustees meetings. See Appendix C for the 2022-2023 example meeting cadence.

Equitable Access

Goal/Steering Committee			STRATEGIES/ACTION TEAMS and LEADERS		
Goal	Steering Committee	Chair Co-Chairs	Strategies/ Action Teams	Strategy Sponsors ¹	Strategy Leaders ²
Equitable Access	Equitable Access Steering Committee	<u>Brian Gann</u> Laurie Clowers Sandy Dietrich	Targeted Outreach Team	Gann	Saparilas (Lead) Gemperlein (Deputy, Adult Learners) Vacant (Deputy, Communication)
			Career and College Promise Team	Gann	S. Caison (Lead) Allen (Deputy)
			Summer Bridge Team	Gann	Coleman (Lead) Cooper (Deputy)

Learning

Goal/Steering Committee			STRATEGIES/ACTION TEAMS and LEADERS		
Goal	Steering Committee	Chair Co-Chairs	Strategies/ Action Teams	Strategy Sponsors ²	Strategy Leaders ²
Learning	Learning Steering Committee	<u>Bryan Ryan</u> Sandy Dietrich	Center of Excellence in Teaching and Learning Team	Ryan	J.Smith (Lead) T.Greene (Deputy)
			Virtual Resources Team	Ryan (Lead) Schwiebert (Deputy)	Walton (Lead) West (Deputy)

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Goal/Steering Committee			STRATEGIES/ACTION TEAMS and LEADERS		
Goal	Steering Committee	Chair Co-Chairs	Strategies/ Action Teams	Strategy Sponsors ²	Strategy Leaders ²
			QEP Steering Committee	Ryan	Adrianne Leinbach-Faculty Chair Elana Fleggas -Faculty Deputy Chair Hummer (QEP Director)

DEI Council

Goal/Steering Committee			STRATEGIES/ACTION TEAMS and LEADERS		
Goal	Steering Committee	Chair Co-Chairs	Strategies/ Action Teams	Strategy Sponsors ³	Strategy Leaders ²
Equitable Outcomes	DEI Council	<u>Nicole Reaves</u> Laura Bethea Kim Olds	Start Strong/Step Forward Teams	Reaves	Bethea (Lead) Olds (Deputy)
			Talent Management Plan Team	Reaves	Rachel Kiaski

Completion and Transfer

Goal/Steering Committee			STRATEGIES/ACTION TEAMS and LEADERS		
Goals	Steering Committee	Chair Co-Chairs	Strategies/ Action Teams	Strategy Sponsors ⁴	Strategy Leaders ²
Completion Transfer	Completion & Transfer Steering Committee	<u>Brian Gann</u> Sandy Dietrich Bryan Ryan Ryan Schwiebert	Advising Redesign Team	Brian Gann	Brown (Lead) Smith (Deputy)
			Pre-transfer Experience Joint Ownership	Gann (Lead) Dietrich (Deputy)	Bakken (Lead) Smith (Deputy)
			Policy	Dietrich (Lead) Gann (Deputy)	Dietrich (Lead) Gann (Deputy)
			Coordinated “One-Stop” Team	Gann	Coleman (Lead) Hummer (Deputy)
			Student Advocacy and Support	Gann	S. Edwards (Lead) S. Lake (Deputy)
			Data Use	Schwiebert (Lead)	Wang (Lead) West (Deputy)

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			<i>*This strategy has been moved to IT operations and the Data Governance Committee</i>	Ryan (Deputy)	Bosch (Deputy)
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Labor Market

Goal/Steering Committee			STRATEGIES/ACTION TEAMS and LEADERS		
Goal	Steering Committee	Chair Co-chairs	Strategies/ Action Teams	Strategy Sponsors ⁵	Strategy Leaders ²
Labor Market	Labor Market Steering Committee	<u>Nicole Reaves</u> Sandy Dietrich Anthony Caison	Active Employer Engagement	Dietrich (Lead) Caison (Deputy)	Kathy Frederick
			Career Ladders	Dietrich (Lead) Caison (Deputy)	Savannah Vince
			Living Wage Jobs	Caison (Lead) Dietrich (Deputy)	Lynn Kavcsak

ROLES AND RESPONSIBILITIES

This section describes the key roles supporting the project.

Personnel	Role	Responsibilities
Board of Trustees	Champion	Approves the strategic plan and oversees/provides input on implementation.
President	Champion	Commissions the project, sets the initial vision and common agenda for the project, provides official backing, sets the vision and is the Communicator in Chief for the strategic plan.
Executive Vice President and Chief Programs Officer	Owner	Oversees implementation of the college's 2021-25 Reach and Rally Strategic Plan. Approves initial request for funding, approves this project plan and workplan, and sets the priority of the project relative to other projects.
President, EVP, Vice Presidents, Executive Director, Project Manager	ELT Subcommittee	Continually articulate the purpose and vision of the plan; coordinate and approve major actions, projects and budgets; regularly review data and results; decide on major changes necessary based on evidence of impact. Prepare for the Board of Trustees Student Success and Strategic Initiatives Committee meetings.

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Personnel	Role	Responsibilities
Vice Presidents	Strategy Sponsors	<p>Key decision makers, planners, and funders, and carefully monitor implementation progress and outcome success. They communicate and coordinate with other Vice Presidents on the Executive Leadership Team to make recommendations and decisions on overall strategic plan implementation. They are expected to:</p> <ul style="list-style-type: none"> a) Articulate the purpose and vision of the strategy b) Dedicate and strategically route resources and monitor the need for outside consultants c) Ensure fidelity of implementation and be willing to adjust to keep implementation on track. d) Encourage, incentivize, and recognize excellent work toward the effort e) Ensure an inclusive process and regular review of data and results f) Be willing to make necessary changes based on evidence of impact
Various	Strategy Leader	<p>Appointed by and reporting to the sponsor for the project, the Strategy Team Leader leads and manages the day-to-day leadership and management of strategy implementation. Their responsibilities include:</p> <ul style="list-style-type: none"> a) Create annual action plans b) Lead Action Team Leaders and Teams c) Monitor and prepare reports on progress d) Evaluate what is and is not working and make recommendations to change activities and tasks as well as changes to the people, information and resources needed to do the work e) Rally around action teams and leaders to keep implementation going as planned f) Communicate the results to the Steering Committee
Various	Steering Committee/ Council	<p>The Strategy Steering Committee is a cross-functional committee or council overseeing implementation of one strategy or several related strategies. The membership and roles of this committee are as follows:</p> <ul style="list-style-type: none"> a) Chaired/Co-Chaired by the Strategy Sponsor(s) b) Membership includes Strategy Sponsor and leaders, and key functional stakeholders implementing the strategy c) Hold regular meetings where data and evidence related to each strategy is reviewed and discussed d) Serve as a forum for deliberation, consultation, problem solving among functional units and stakeholders e) Approve recommendations made by Action Teams, which are then routed to the Executive Leadership Team

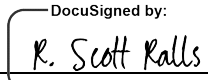
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Personnel	Role	Responsibilities
		f) In a continuous improvement process, evaluate what is and is not working and make recommendations to change tactics and actions.
Various	Project Manager/Director	PMs will be responsible for specific, larger projects (such as LadderWorks Web Application, QEP). PMs ensure the following: Identifying project goals, needs, and scope. Planning, monitoring, and documenting tasks; Ensuring all tasks, deliverables, and project materials are delivered promptly; Managing all resources necessary for project execution; Fostering effective communication with stakeholders concerning project status; Foreseeing and strategically eliminating blockers and potential risks; Documenting each step of the process using various project management tools ; Ensuring top-quality results and success
Executive Director	Executive Director	Guides the strategic planning process, assisting the EVP in leading implementation through back bone support. Includes meeting and event coordination; evidence and data support; supporting Sponsors, their leaders and teams through consultations, coaching, facilitation, research and assessment support; oversees change management and implementation of communication plan; oversees evaluation and reporting.

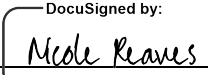
APPENDIX A: PROJECT PLAN APPROVAL

The undersigned acknowledge they have reviewed this Project Plan and agree with the approach it presents. Changes to this Project Plan will be coordinated with and approved by the undersigned or their designated representatives.


DR. RALLS

Signature:  Date: 4/4/2023
 Print Name: Dr. Scott Ralls
 Title: President
 Role: Champion

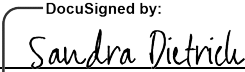
DR. REAVES

Signature:  Date: 4/5/2023
 Print Name: Dr. Nicole Reaves
 Title: Executive Vice President, Programs
 Role: Owner

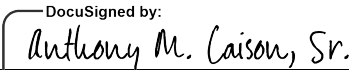
Reach-n-Rally Strategic Planning**DR. GREENE**

Signature:  Date: 3/31/2023
Print Name: Dr. Gayle Greene
Title: Executive Vice President, Operations
Role: Funder


VP DIETRICH

Signature:  Date: 4/5/2023
Print Name: Sandra Dietrich
Title: Vice President, Curriculum Education Services
Role: Strategy Sponsor


VP CAISON

Signature:  Date: 4/6/2023
Print Name: Anthony Caison
Title: Vice President, Workforce Continuing Education
Role: Strategy Sponsor

VP GANN

Signature:  Date: 4/11/2023
Print Name: Brian Gann
Title: Vice President, Enrollment and Student Services
Role: Strategy Sponsor

VP RYAN

Signature:  Date: 4/5/2023
Print Name: Bryan Ryan
Title: Sr. Vice President, Effectiveness and Innovation
Role: Strategy Sponsor

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APPENDIX B: 2021-2025 IMPLEMENTATION SCHEDULE

The schedule for building, implementing and reporting-out on the actions for each strategy is detailed below. It integrates implementation of the strategic plan with budgeting and assessment of departmental programs and services as well as unit assessment of those services.

Strategic Plan Implementation	Year 1 FY 2021-2022		Year 2 FY 2022-2023				Year 3 FY 2023-2024				Year 4 FY 2024-2025				Year 5 FY 2025-2026	
	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec	Jan-Mar	Apr-Jun	Jul-Sep	Oct-Dec
Create/Update Actions	U,B				U,B				U,B				U,B			
Implement Actions	X	X,I	X	X	X	X,I	X	X	X	X,I	X	X	X	X,I	X	X
Evaluate and report results			X,F				X,S				X,F				X,S	
Use results to change future actions				A				A				A				A

"X" = the quarter in which the component occurs

"B" = Updated budgets due

"U" = Update action plan based on formative evaluation and Annual Rally

"F" = formative evaluation; "S" = summative evaluation

"A" = Annual Rally

"I" = Innovation Fund application process

Reach-n-Rally Strategic Planning**APPENDIX C: EXAMPLE WORK AND MEETING CADENCE 2022-2023**

Date or Week Beginning	Action leads report out in ASANA	Steering Committee Meetings (Action Leads and Sponsors)	Sponsors Meeting	ELT Subcommittee Meeting (Sponsors and President)	Board of Trustees Student Success and Strategic Initiatives Committee Meeting	Full Board of Trustees Meeting
4-Oct-22					X	
18-Oct-22						X
28-Oct-22	X					
14-Nov-22		X				
29-Nov-22			X			
1-Dec-22				X		
6-Dec-22					X	
20-Dec-22	X					X
23-Jan-23		X				
30-Jan-23			X			
2-Feb-23				X		
7-Feb-23					X	
14-Feb-23	X					X
13-Mar-23		X				
20-Mar-23			X			
27-Mar-23				X		
4-Apr-23					X	
18-Apr-23	X					X
22-May-23		X				
25-May-23			X			
30-May-23				X		
6-Jun-23					X	
20-Jun-23	X					X

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APPENDIX D: REFERENCES

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APPENDIX E: PILLARS

The American Association of Community Colleges (AACC, 2020) defines its Guided Pathways Model as “an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.” Implementation of the model can be broken down into four dimensions, or **pillars**, that describe how community colleges can achieve results using the model. Jobs for the Future (JFF, 2022) built on the original four pillars of Guided Pathways based on their own research on helping students move beyond completion into jobs with a living wage. Wake Tech builds on these national frameworks by aligning the strategies in the Reach and Rally plan with a similar framework built on the LadderWorks initiative. The LadderWorks initiative adds to the framework what happens to students before and after they leave Wake Tech.

Pillar	AACC Guided Pathways (2020)	JFF Guided Career Pathways (2022)	WTCC Reach and Rally Pillars (2022)	Reach and Rally Plan Strategies
1	Clarify the Paths—mapping all programs to transfer and career	Create clear curricular pathways to employment and offer opportunities for ongoing skill development to support career mobility.	Connect program rungs (Labor Market)	<ul style="list-style-type: none"> • Career Ladders • Active Employer Engagement • Living Wage Jobs
2	Help Students Get on a Path—requiring supports to help students get the best start (academic supports like ACA courses and co-requisites)	Help students choose and enter their pathways, build on prior experience, explore career options, and connect with work.	Help students get on a rung (Equitable Access)	<ul style="list-style-type: none"> • Targeted Outreach • Career and College Promise • Summer Bridge Program
3	Help Students Stay on Their Path—keeping students on track through advising and other supports (advising and non-academic supports)	Help students stay on their paths to complete employment and transfer goals, and design programs with the flexibility to allow learners to reenter at any point.	Help students climb the ladders (Equitable Outcomes, Completion, Transfer)	<ul style="list-style-type: none"> • Policy • Start strong and step forward (DEI Council) • Talent Management Plan • Advising Redesign • Coordinated One Stop • Student Advocacy

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				<ul style="list-style-type: none">• Pre-Transfer Experience• Joint Ownership
4	Ensure Students Are Learning Across Programs— using specific practices to enrich and assess student learning	Ensure that learning happens with intentional learning outcomes and assessment in both the classroom and work-based settings.	Ensure students are learning across rungs	<ul style="list-style-type: none">• CETL• Virtual Resources• QEP

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Term	Definition	Source	Example
Indicator	A measure that can be used to track and predict educational outcomes (a.k.a. "Metric")	Phillips & Horowitz (2018)	Curriculum Completion: % of first-time fall credential-seeking students who graduate, transfer, or persist after six years
Lagging Indicator	Summative measures that represent an accumulation of causes/measures and therefore not directly actionable	Phillips & Horowitz (2018)	% Of first-time, full-time students who graduate
Leading Indicator	Formative measures that directly influence lagging indicators and are directly actionable	Phillips & Horowitz (2018)	% Of first-time, full-time students who persist from first to second term
Objective	A specific, measurable result the institution aims to accomplish to carry out the strategy and achieve the goal	SCUP (2016)	By June 2020, 10 programs re-align curriculums to local industry with high-wage occupations
Outcome	The specific, measurable changes/gains/benefits stakeholders experience as a result of programs/services	Bryson (2011). Phillips & Horowitz (2018)	90% of students graduating with an AAS or other workforce credential from Wake Tech earn at or above the median per capita income in Wake County in a job related to their credential
Pillars	Pillars describe the principles, or overarching “big things” WTCC needs to do to achieve the Reach and Rally goals, outcomes, and objectives	AACC Guided Pathways; Ladder Works	Connect program rungs (Labor Market)
Requirement	Requirements define what we need to be able to do once the project is completed. Can be viewed as the outcomes of our work: the changes in our capabilities that result from the work, and the changes/gains/benefits our students will experience as a result.	Modified after Burek, P. (2008)	Foothold training: Foothold training prepares students for industry-recognized certification and/or licensure that leads to credit towards pre-apprenticeships and/or degree programs.

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Strategic Issue	Framed as questions, pressing problems, and/or significant opportunities identified by indicators as well as internal and external qualitative scans that must be addressed for an institution to meet its mission and goals and/or remain operationally viable	SCUP (2016). Bryson (2011)	How can Wake Tech better adapt to changing labor market needs to prepare career-ready students for higher-demand, higher-wage fields?
Strategic Priority (Goal)	A broad aspirational statement of what an institution intends to accomplish	SCUP (2016)	Students find sustainable employment after completing a credential where they earn a living wage
Strategy	A general plan of action the institution intends to take to address a strategic issue and achieve a goal (describes <i>what</i> the <i>institution</i> will do)	SCUP (2016)	Re-align programs relevant to local industry
Tactic	Describes the specific actions an institution takes to achieve the objective and carry out the strategy (describes <i>how</i> the <i>institution</i> will do it)	SCUP (2016)	<ol style="list-style-type: none"> 1. Identify potential industry partners 2. Survey industry partners on needed skills 3. Develop student internship program
Tasks and Actions	Same as Tactic. At Wake Tech, we have been referring to tactics as broader, with tasks (or subtasks) and actions smaller scale but synonymous.	SCUP (2016)	<p>Tasks for “Identify potential industry partners” might be:</p> <ol style="list-style-type: none"> 1. Convene an industry partner task team 2. Develop flier materials 3. Decide on 5 partners each task team member will contact