



*Reach'n
Rally!* 

STRATEGIC PLAN 2021-2025

Wake Technical Community College
9101 Fayetteville Road, Raleigh, NC

Approved by Wake Tech Board of Trustees April 20, 2021

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Lead the way.

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1. 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: equitable access and economic mobility. Ours is an education mission that takes people where they are, providing equitable 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, 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,

A handwritten signature in black ink, appearing to read "SRalls". The signature is stylized and fluid.

Scott Ralls

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2. INTRODUCTION

2.1. PURPOSE

Strategic planning is “a deliberative, disciplined approach to producing fundamental decisions and actions that shape and guide what an organization is, what it does and why” (Bryson, 2018, p. 8). In this process, we reflect on where we are as an institution, where we want to be, and how we can get there.

The WTCC 2021-2025 Strategic Plan documents these reflections within the context of our current strategic issues. Strategic issues are pressing problems and/or significant opportunities that we must address to meet our mission and goals and to remain operationally strong (SCUP, 2016). We engaged in this process to ensure our programs and services are serving the needs of our students and communities in Wake County.

2.2. NEED

Wake Tech needs a new strategic plan right now for many reasons. Since our previous strategic plan ended in 2017, our past president, Dr. Stephen Scott, retired, and our new president, Dr. Scott Ralls, came on board in spring 2019. During this time, Wake County’s population and economy were experiencing rapid growth, with an increasing demand for a skilled workforce exceeding the supply of workers. Even after the COVID-19 pandemic arrived in March 2020, causing the unemployment rate in the county to jump from 4% to 11% by April 2020, demand for workers is still expected to exceed supply in many industries. However, this demand is shifting among industries in the Triangle. Life sciences, IT, and manufacturing will experience growth at high rates, but utilities, the public sector, education, restaurants, hospitality, and retail are anticipated to contract (Wake County Economic Development, 2020).

Wake Tech is positioned to play a pivotal role in Wake County’s recovery from the COVID-19 pandemic and its continued growth in the future. While bachelor’s degrees were cited as the most needed credential in the region in the past, companies are now indicating that professional certifications and community college degrees will be in higher demand (Wake County Economic Development, 2020). By providing our students with pathways and career ladders to high-demand occupations and industries in the region, Wake Tech will fulfill its mission by being a gateway to economic mobility in Wake County’s future. Still, we will have to address some key issues to make this mission a reality.

While a majority of our students are enrolling at Wake Tech to earn a degree or certificate to upgrade their skills or to transfer and earn a bachelor’s degree at a university (CCSSE, 2019), less than half obtain a credential or transfer within four years of starting. Additionally, fewer than half of those who transfer to universities actually receive bachelor’s degrees within six years of starting at WTCC. As North Carolina has set a goal for 2 million 25- to 44-year-olds to attain high quality, postsecondary credentials by 2030 (MyFutureNC Steering Committee, 2020) and workforce demand for these credentials is outpacing supply in Wake County, we must find ways to increase the number and percentage of WTCC students earning credentials, entering the workforce, transferring to universities, and attaining bachelor’s degrees – and reduce the time to achievement.

The outcomes for our minority and low-income students are even lower, affecting their ability to enter careers with a living wage in Wake County. According to a report on upward mobility in the South (MDC Durham, 2016), “Raleigh, Fayetteville, and Greensboro rank in the bottom 10 of the nation’s 100 largest commuting zones” with respect to upward mobility and the ability of its citizens to rise above poverty. As community colleges are now the main pipeline for upward mobility for these students (Wyner, 2014), we must ensure that our students, especially our minority and low-income students, are earning credentials and degrees that lead to good paying jobs—the higher the credential, the higher the probability students will see a return on their educational investment through higher wages (Belfield, Liu, & Trimble, 2014).

2.3. METHODOLOGY

The strategic planning process was adapted from Bryson (2011; 2018) using 10 steps in three general phases: “Scan,” “Plan,” and “Do,” in addition to a “Pre-planning” phase. An overview of the project organization, schedule, and steps taken to develop the plan are detailed in the Appendices.

3. ORGANIZATION HISTORY

Wake Technical Community College was chartered in the late 1950s as an industrial education center focused on training adults in the vocational and technical skills needed by emerging industries within the region (Wake Tech History, n.d.). Wake Tech has grown and changed to address the needs of the communities in Wake County. In 1966, what was then known as the W.W. Holding Technical Institute was licensed to award its first associate degree and in 1970 was accredited by the Southern Association of Colleges and Schools. In 1971, land was dedicated as the Health Sciences Campus, and programs were developed to address the need for healthcare workers in the county. The 1980s saw continued enrollment growth, an expansion of programs, and the adoption of the college's current name. The college transfer program was approved in 1992, land was acquired for the Scott Northern Wake Campus in 1994, and the first four online courses were offered in 1997. Wake Tech continued to meet the needs of a growing county by opening a business and industry center near downtown Raleigh and four campuses strategically placed across the county. In 2012, Wake Tech became the largest community college in North Carolina. Wake Tech continues to grow with a focus on meeting the needs of communities in Wake County.

Additional information can be found [in the College Catalog](https://www.waketech.edu/catalog/history-statement-values-and-accreditation). [Plain Text URL: <https://www.waketech.edu/catalog/history-statement-values-and-accreditation>]

4. ORGANIZATIONAL VISION, MISSION, AND CORE VALUES

4.1. VISION

The new college vision focuses our attention on reaching all students, particularly those populations who are underserved, to ensure that they have opportunities to learn. In addition, the new vision demonstrates a commitment to empower students by providing them with the support they need to succeed.

Vision Statement

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.

4.2. MISSION

The mission of the college was also revised through the strategic planning process to reflect the college's focus on transformational learning, built on a foundation of equitable access that leads to economic mobility.

Mission Statement

Wake Technical Community College provides equitable 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 by offering 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; vocational, technical, and occupational training; and college/university transfer preparation.

4.3. CORE VALUES

Wake Technical Community College will structure its operations, training, and educational programs around the core values of accountability, respect, responsibility, critical thinking, communication, and collaboration.

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 the 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.

4.4. GOALS

Given the need to improve educational and labor market outcomes for its students, Wake Tech has adopted six strategic goals based on national research by the Aspen Institute (Wyner, 2014). These goals are focused on achieving exceptional community college student outcomes through clear pathways to credentials and the labor market. By developing strategic objectives and implementing strategies and tactics aligned with these priorities, vastly more Wake County residents, especially minority, underrepresented, and low-income students, will earn credentials at Wake Tech and their transfer institutions and move on to careers with a living wage, resulting in both a reduction in the skills gap and increase in upward mobility in Wake County.

Goal 1: Equitable Access

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

Goal 2: Equitable Outcomes

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

Goal 3: Learning

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

Goal 4: Completion

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

Goal 5: Transfer

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

Goal 6: Labor Market

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

5. SCAN

During the SCAN phase of the strategic planning process, planning teams reviewed data workbooks showing the Wake County and student body profile and performance of our students when transferring and in the labor market. The planning teams also collected stakeholders' views from student, faculty, and staff engagement sessions in Spring/Fall 2019, and they examined survey results, reports, and research (see Appendices for details of the SCAN). Using this information to inform their work, each team compiled a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis for their priority area, using worksheets provided in the Bryson (2011) strategic planning workbook. This SWOC was updated to incorporate additional information gathered during 2020, including the Aspen Institute/Frontier Set (2020) feedback report, the Community College Survey of Student Engagement (CCSSE, 2019) and labor market data. While county and student profiles are provided here for context, please see the Appendices for the full SWOC Analysis focused on the college and community.

5.1. POPULATION PROFILES

5.1.1. Wake County Snapshot

Population Growth: According to US Census Bureau (2020) population estimates for 2019, Wake County (1,111,761 residents) is now North Carolina's most populous county, surpassing Mecklenburg County (1,110,356 residents). Wake County is also projected to grow over the next 20 years, reaching 1.5 million by 2037 (NCOSBM, 2019). The net migration of people moving into the state is a key factor in its growth, but the COVID-19 pandemic may change/increase these migration patterns due to national migration out of high-density urban areas into lower-density areas (NCOSBM, 2020).

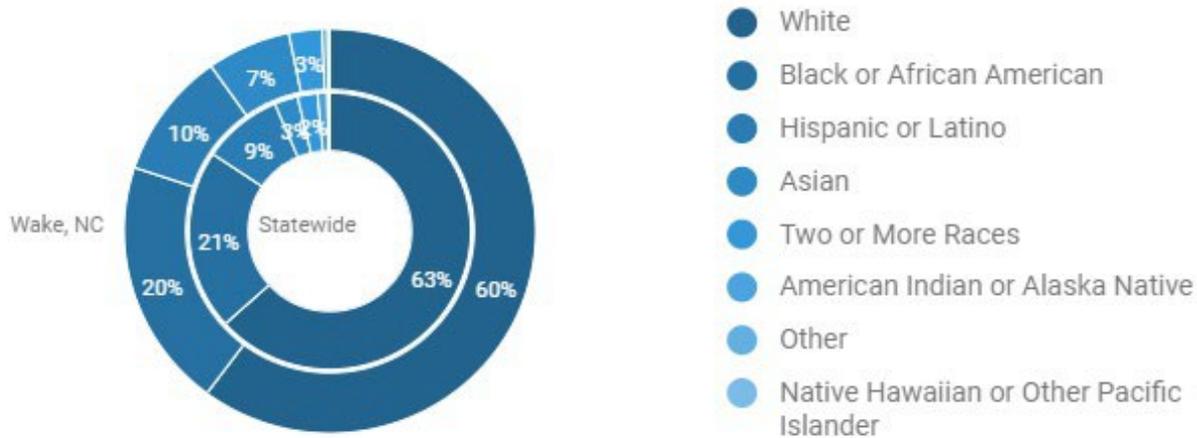
Gender and Age: Females account for 52% and males account for 48% of the Wake County population. While the population growth of older residents (65+) is projected to out-pace all other age groups, the 24- to 34-year-old (13.8%) and 35- to 44-year-old group (14.1%) comprise the largest groups proportionally (Burning Glass, 2020). These groups are projected to have the largest population growth in the county of working-aged residents 16 to 65 years old. (NCOSBM, 2019). The median age in Wake County is currently 39 (Burning Glass, 2020) and is projected to rise from 33 in 2000 to 41 in 2037 (NCOSBM, 2019).

Table 1. Wake County population 16 and older by age group.

Age Group	Wake, NC	
	Numbers	%
16 to 24 Years	108,500	11.8%
25 to 34 Years	127,201	13.8%
35 to 44 Years	130,365	14.1%
45 to 54 Years	125,256	13.6%
55 to 64 Years	98,015	10.6%
65+ Years	105,701	11.5%

Source: U.S. Census Bureau, 2014 - 2018 American Community Survey 5-Year Estimates (Burning Glass, 2020)

Race and Ethnicity: Wake County is racially and ethnically diverse, where White (60%), Black/African American (20%), and Hispanic or Latinx (10%) residents make up the largest race/ethnic groups. The proportion of people of color is projected to increase in both the state and county: Five out of every eight people added now through 2039 will be persons of color (NCOSBM, 2019).

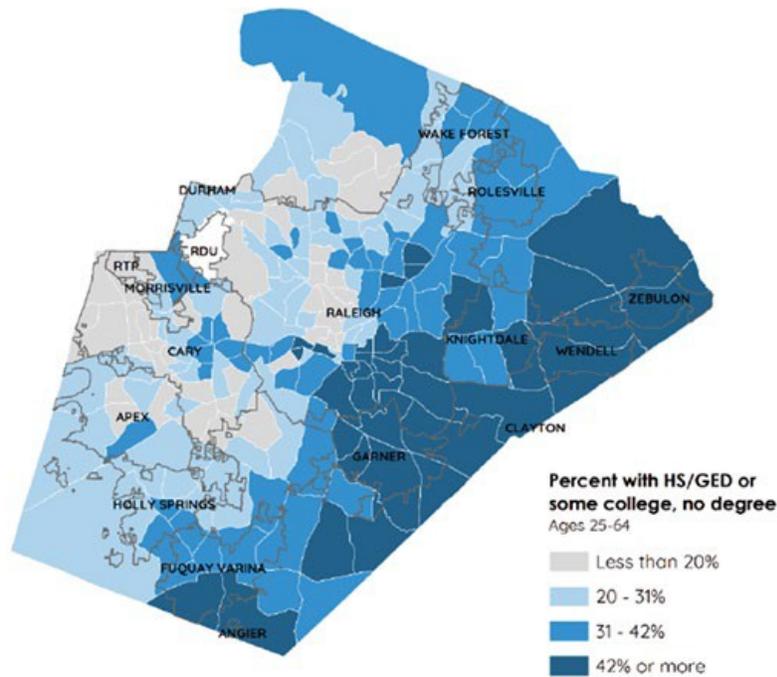


Source: U.S. Census Bureau, 2014 - 2018 American Community Survey 5-Year Estimates (Burning Glass, 2020)

Figure 1. Proportion of races/ethnicities among residents of working age (16+) in Wake County compared to the state of North Carolina.

Education: Overall, of individuals 25 to 64 years old in Wake County, 53.4% have a bachelor’s degree or higher compared to 32.3% in the nation (JobsEQ, 2019). The number of residents with bachelor’s and post-graduate degrees has steadily increased between 2010 and 2017, while the number of residents with associate degrees dropped in 2017 (JobsEQ, 2019).

- Education by Age/Location:** The highest proportion of Wake County adults (18- to 64-year-olds) with bachelor’s degrees are concentrated in the western half of the county. The greatest concentration of adults aged 25 to 64 years old with a high school diploma but no college degree is in the eastern half of the county, with the highest concentrations in southeastern Raleigh, Garner, Wendell, Knightdale, and Zebulon. (Carolina Demography, 2018).



Source: Carolina Demography (2018; internal report)

Figure 2. Percentage of Wake County residents ages 25 to 64 with a high school diploma or equivalent, or some college and no degree, by location in Wake County.

- **Education by Race/Ethnicity:** Of the total labor force of 25- to 64-year-old residents in the county, among the county's largest race/ethnic groups, 71.4% of Black/African American residents, 44% of Hispanic or Latinx residents, and 85% of White residents have postsecondary credentials.

Table 2. Education levels of all adults age 25 to 64 who make up the total labor force (both employed and unemployed people in this group) in Wake County.

	Less than High School	High School Diploma or GED	Some College or Associate's Degree	Bachelor's Degree	Graduate Degree	Total
Total Wake County Labor Force	40,044	84,325	163,207	197,101	96,284	580,961
RACE / ETHNICITY						
American Indian or Alaska Native	10.1%	16.2%	39.5%	23.5%	10.7%	1,093
Asian	6.7%	8.4%	12.2%	34.4%	38.2%	36,289
Black or African American	7.2%	21.4%	37.3%	23.9%	10.2%	121,329
Hispanic or Latino	32.6%	23.4%	23.4%	14.7%	5.9%	51,286
Native Hawaiian or Other Pacific Islander	9.7%	0.0%	0.0%	82.8%	7.6%	145
Other	9.7%	22.3%	20.4%	32.9%	14.7%	1,385
Two or More Races	6.3%	13.0%	35.6%	31.6%	13.5%	11,600
White	3.1%	11.5%	27.0%	40.1%	18.2%	357,832

Sources: Wake County estimates based on American Community Survey, Local Area Unemployment Statistics, Burning Glass Labor Insight, 2020.

Income and Economic Health: The median household income in Wake County grew to \$76,097 in 2016 (number of households = 387,771). In 2016, the average male salary was \$59,625 per year, and the average female salary was \$44,744 per year (DataUSA, 2019).

- **Income by Location:** Median household incomes are higher in the western half of the county and lower in the eastern half of the county. The lowest incomes (14.2K in 2016) are within the greater Raleigh area, and the highest incomes (169K in 2016) are concentrated in northwest Raleigh and Cary (DataUSA, 2019).
- **Economic Health by Location:** Wake County neighborhoods have been ranked by the county (WakeGov, 2018) according to their Economic Health Index, which is a composite score assigned to 455 neighborhoods (using block groups smaller than census tracts) that utilizes 5 parameters of economic health: median household income in the past 12 months, percentage of households using food stamps, gross rent as a percentage of household income, home mortgage as greater than 30% of income, and ratio of income to poverty level for whom poverty status is determined between 100 and 200 percent. Using these rankings, the county has designated neighborhoods as being low-to-high in terms of economic health.

Economic Health Index Series

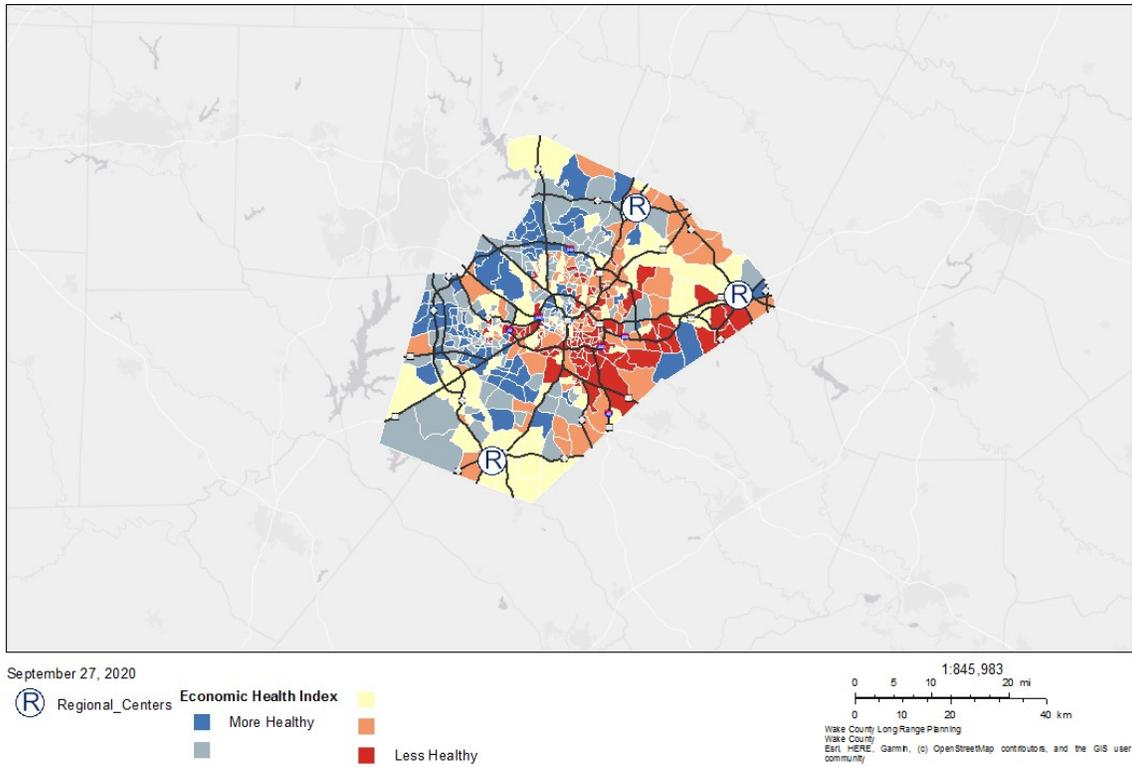


Figure 3. Wake County Economic Health Index Map showing low (red) to high (blue) Economic Health areas. The map shows an east-west divide: Higher concentrations of red and orange (lower economic health) in the eastern part of the county, and higher percentage of blue and gray (higher economic health) in the western part of the county. Retrieved from <http://www.wakegov.com/planning/maps/social-equity/Pages/Economic-Health.aspx>

Economic Mobility: In Raleigh, those born at the bottom of the economic quintiles have a 39% chance of staying there as adults and only a 27% chance of rising to middle or upper-middle quintiles (MDC, Equality of Opportunity Project, 2016). Less than 1% of Wake Tech students (19- to 22-year-olds) who have parents in the bottom 20% of income distribution reach the top 20% (Chetty et al., Harvard, 2018). According to the Pew Charitable Trust, a college degree “promotes upward mobility from the bottom and prevents downward mobility from the middle and top.”

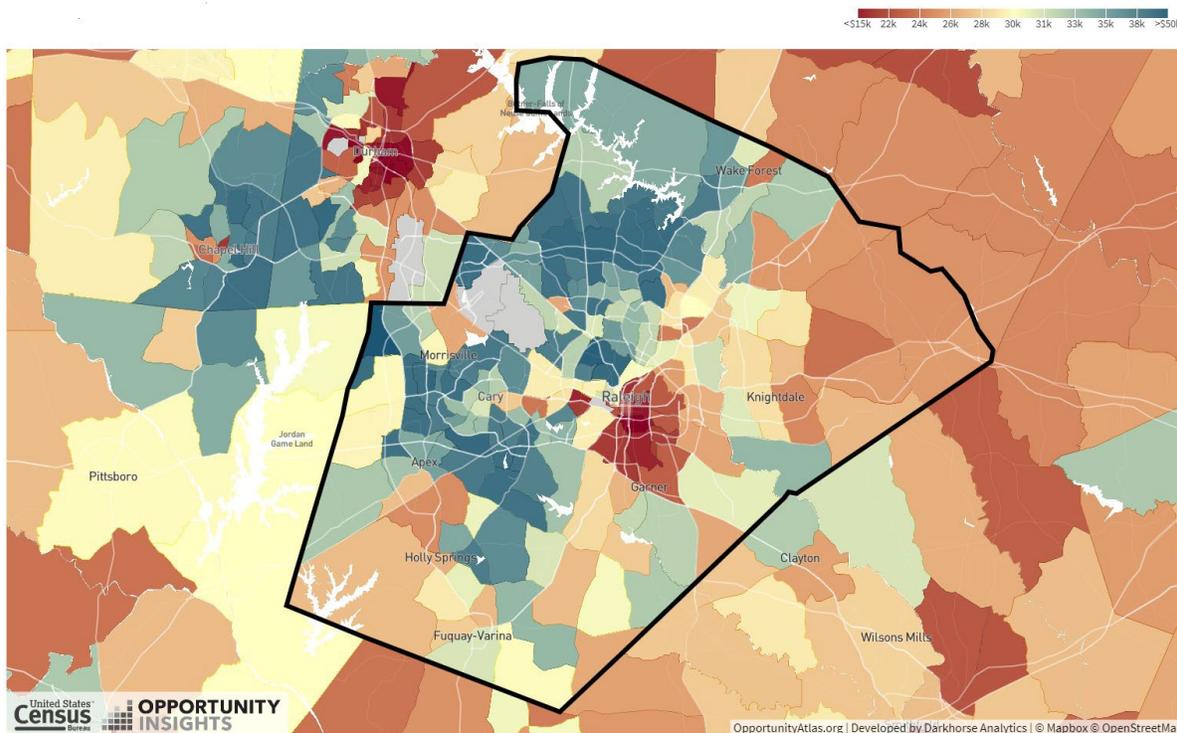
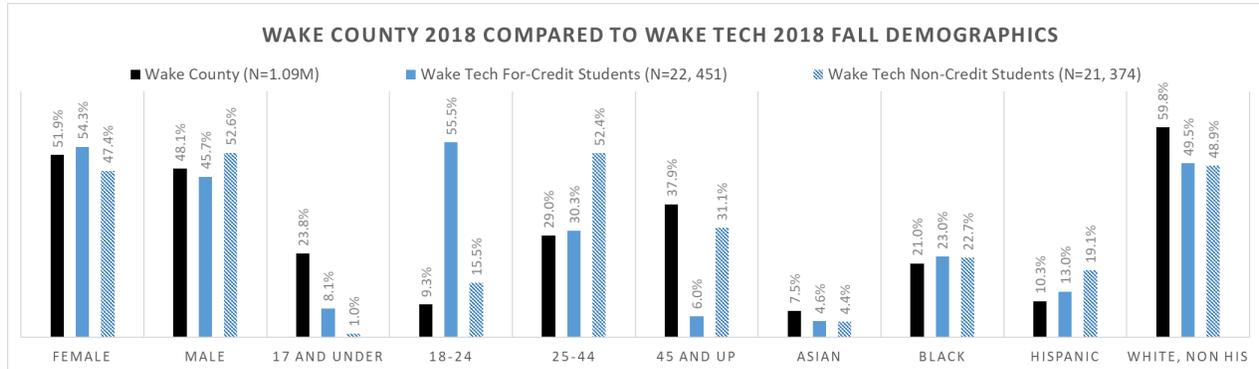


Figure 4. Map showing grouped average annual incomes (2014-2015) for individuals who grew up in Wake County. Higher income is represented by blue tones; lower income is represented by red and orange tones. The map shows that the western part of the county has more blue tones and the eastern part of the county has more red tones, indicating the average individual incomes of native Wake County residents is lower in the eastern part of the county as compared to the western part. Retrieved from <https://www.opportunityatlas.org/>

5.1.2. WTCC Student Snapshot

Gender/Race/Ethnicity/First Generation Status: Wake Tech’s student body is more diverse than Wake County, but the three largest race/ethnic groups by enrollment are the same: White students (49%), Black/African American students (23%), and Hispanic/Latino students (13%; see Figure 5.). About 25% of our students identify themselves as “first generation,” meaning their parents do not have post-secondary credentials.

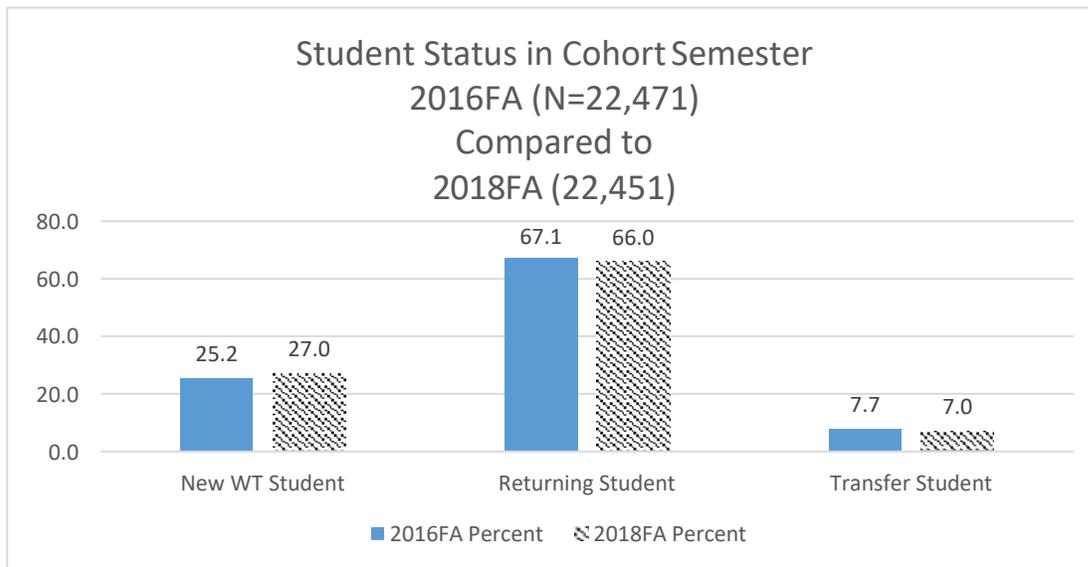
Age: The largest age group enrolled in for-credit education is 18- to 24-year-old students (55.5%), whereas more 25- to 44-year-old students enroll in non-credit education (52%). WTCC has a growing proportion of high school students under 18 in dual-enrollment programs through the North Carolina Community College System Career and College Promise (CCP) program and the Wake Early College program. The largest and fastest growing age group in Wake County is 25- to 44-year-olds (NCOSBM,2019).



Source: WTCC Entrisik Informer Report February 2020; North Carolina Office of State Budget and Management (2019)

Figure 5. Wake Tech for-credit and non-credit student demographics compared to Wake County demographics.

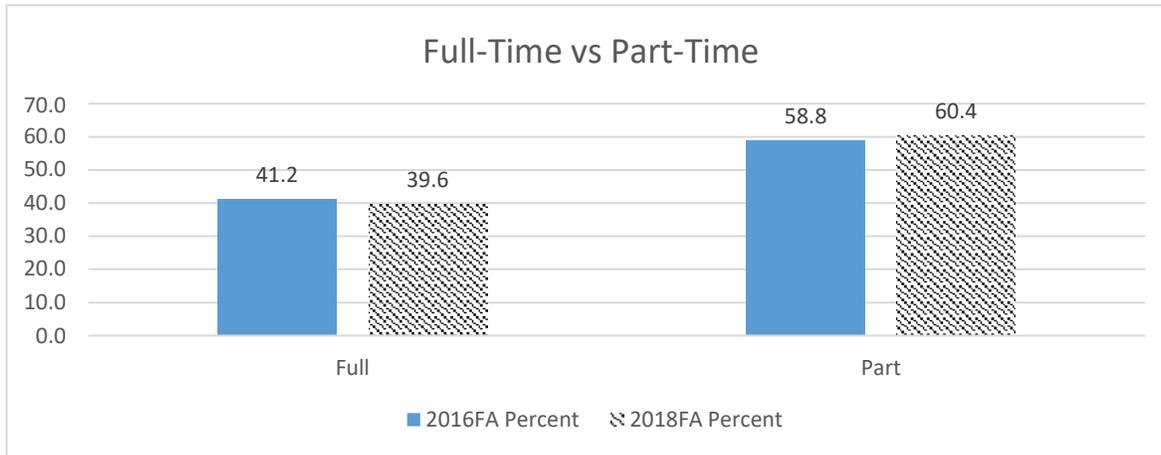
Enrollment Status: In any given semester, 25% to 27% of for-credit students can be considered “new” to Wake Tech, meaning they have not enrolled at Wake Tech in more than 10 years (since 2006). About 7% are “transfer-in” students, bringing credit with them from another institution.



Source: WTCC Entrisik Informer Report February 2020.

Figure 6. Wake Tech student enrollment status comparing Fall 2016 and Fall 2018.

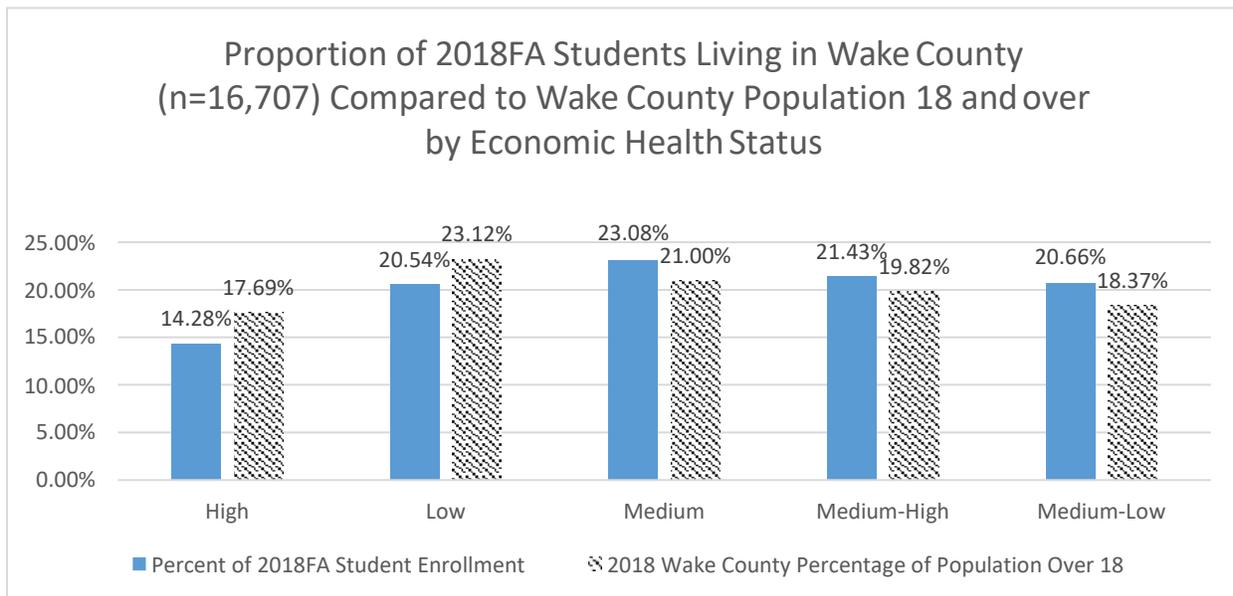
Enrollment Intensity: A majority of our students (60%) are attending part-time in any given semester, meaning they enroll in fewer than 12 credit hours.



Source: WTCC Entrisik Informer Report February 2020.

Figure 7. Wake Tech student enrollment intensity comparing Fall 2016 and Fall 2018.

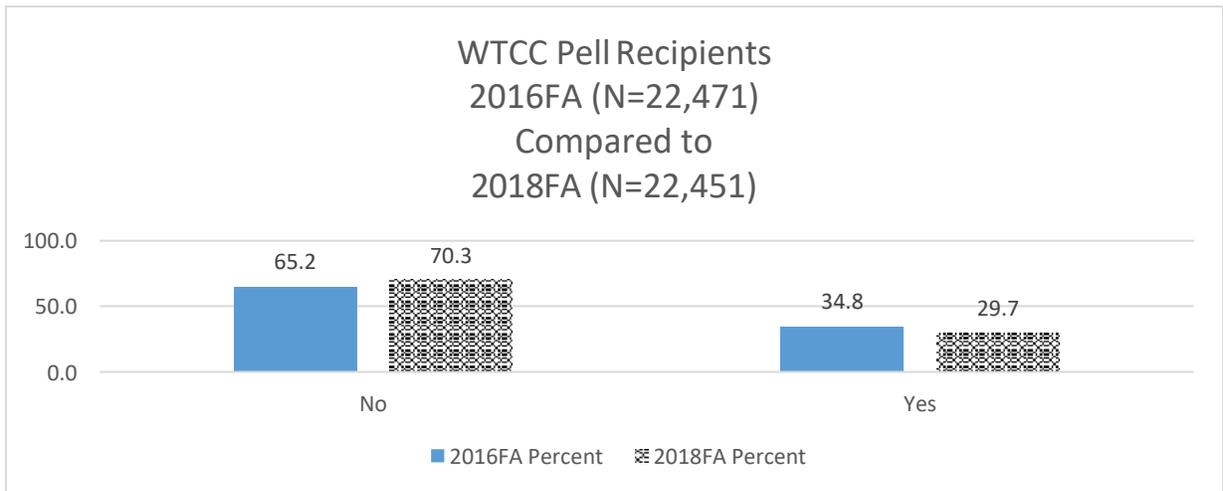
Enrollment by Location/Economic Status: Of the 22,451 WTCC students enrolled in Fall 2018, about 75% live in Wake County. Of those living in Wake County, a smaller percentage (14%) reported addresses in Wake County block groups that were ranked in high economic health zones as compared to residents living in those zones in the county (18%). About 40% of WTCC students have addresses from low and medium-low economic health zones. The percentage of WTCC students from low-economic health zones (21%) is lower than the percentage of Wake County residents from those zones (23%).



Source: WTCC Colleague Report April 2020 merged with WakeGov Economic Health Index Block Group Data (2020)

Figure 8. Proportion of 2018FA students living in Wake County according to their Economic Health Status.

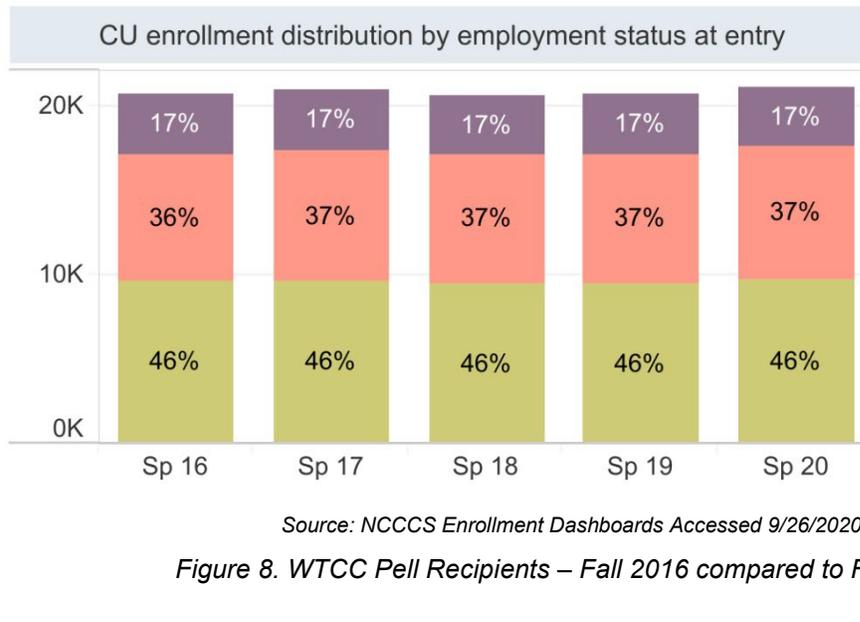
Among all students enrolled at WTCC in Fall 2016 and Fall 2018, 35% received a Pell Grant in Fall 2016, and 30% received a Pell Grant in Fall 2018. Pell grants are awarded to students who fill out a FAFSA form and are able to demonstrate “exceptional financial need and have not earned a bachelor’s, graduate, or professional degree” (US Department of Education).



Source: WTCC Entrisik Informer Reports April 2020.

Figure 9. WTCC Pell Recipients – Fall 2016 compared to Fall 2018.

Enrollment by Employment Status: In any given semester, more than ½ of the student body works, as indicated by employment status at entry, with 17% working full time.



Source: NCCCS Enrollment Dashboards Accessed 9/26/2020

Figure 8. WTCC Pell Recipients – Fall 2016 compared to Fall 2018.

Student Goals: A majority of students come to Wake Tech to attain an associate degree. They also have long-term goals (CCSSE, 2019):

- Complete a certificate program: 41%
- Obtain an associate degree: 83%
- Transfer to a 4-year college or university: 68%
- Obtain or update job-related skills : 57%
- Change careers: 28%

5.2. STRATEGIC ISSUES

Included in the February 2020 Issue Guide for the Spring 2020 Reach and Rally Leadership Summit as “Points to Ponder,” these strategic issues represent the guiding questions that all departments at the college answered by submitting action ideas to the planning teams in July 2020. These action ideas were reviewed by the Executive Leadership Team as well as the planning teams in their development of strategic objectives, strategies, and actions for reaching our mission, vision, and goals.

1. How can we help more Wake County residents move up the “ladder” from jobs with few projected occupational gaps to those that have large occupational gaps?
2. How can we provide more access and success to low-income residents in Wake County?
3. How can Wake Tech help Wake County residents overcome educational divides in Wake County?
4. How can we help more 25- to 44-year-olds access the credentials they want and need to move into higher wage careers with projected occupation gaps over the next 10 years?
5. How can we help more non-credit students access and enroll in programs connected to occupational areas with projected gaps in Wake County over the next 10 years?
6. How can we help more low-income residents and WTCC students access the support they need to enroll in WTCC and complete credentials quickly?
7. How can we keep more students from stopping out after their first semester?
8. How can we help more students attempt and complete English and math in their first year?
9. How can we help more full-time and part-time students attempt and complete credits within their program of study within their first year?
10. How can we nudge more students near the finish line (with 42 or more credit hours) to graduate sooner rather than later?
11. Health sciences, business, and public safety technologies students are transferring in growing numbers. What challenges might these Career and Technical Education (CTE) students face on their journey to the bachelor’s degree?
12. How can we help more students get on a path that leads to timely completion of bachelor’s degrees?
13. How can WTCC facilitate a higher percentage of WTCC students with bachelor’s degrees in majors that are most needed in Wake County within the next 10 years, such as in computer and mathematics and health care occupations?
14. How can we help more students get on a direct path to higher wage occupations with projected gaps in Wake County?

6. STRATEGIC PLAN

6.1. Strategic Action Framework

To address the strategic issues, Wake Tech’s Strategic Plan is organized around a framework that conceptualizes Wake Tech as a “ladder college” (Figure 11). While the goals of the plan are aligned to the Aspen Institute’s “pillars” of what excellent community colleges do (Wyner, 2014) and define “what” we should do, the ladder college concept was developed in alignment with AACC Guided Pathways framework and defines “how” we should do it (American Association of Community Colleges, 2020),

In the ladder college concept, students from low-economic health zones of Wake County are pulled into Wake Tech and provided with the resources they need to succeed; they “start strong” by deciding on a career area and entering and enrolling in their first classes; they achieve early momentum in their academic journey by “stepping forward”—completing their first college courses and entering a program of study; they efficiently move through their programs of study and “sprint to the finish” to “ring the bell” when they are near striking distance of a credential, then graduate and quickly move on to their ultimate goals—directly to jobs with a living wage or to transfer to universities. When “life happens” and students struggle to keep going, alert systems act as “rumble strips” to ensure they stay on their pathway to graduation. In addition, “guardrails” of care are provided through wrap-around recovery resources and supports to deter students from giving up on their dreams of completing their education.

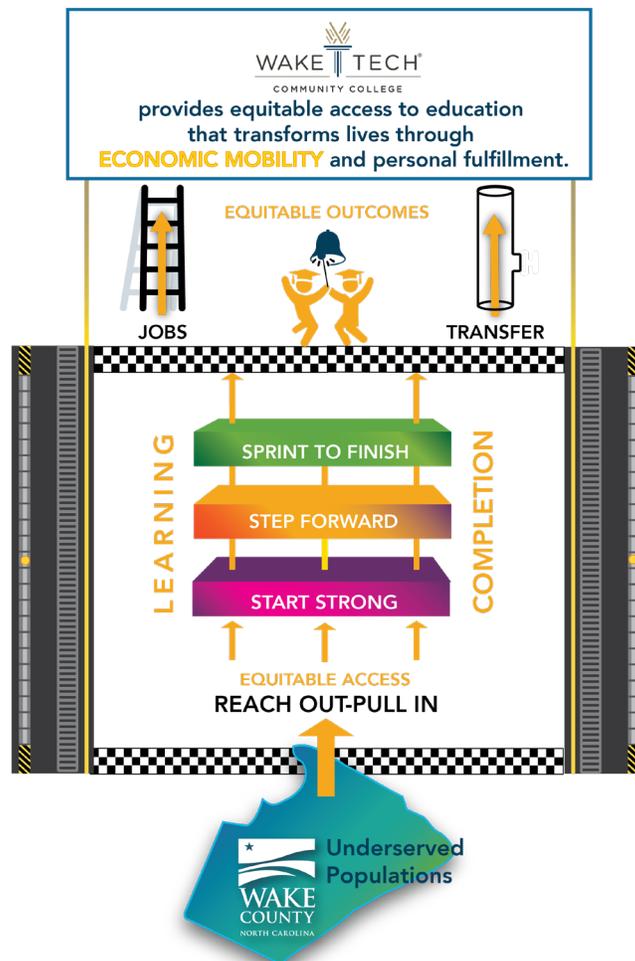


Figure 11. Wake Tech’s Strategic Action Framework

6.2. OBJECTIVES, METRICS, STRATEGIES

6.2.1. EQUITABLE ACCESS GOAL

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

6.2.1.1. Equitable Access Objectives

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

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Low EHI Students: Wake County residents in the fall cohort* with primary academic program AAS or college transfer (AA, AS, AFA, AE) with block group designations in “Low” block groups. [Source: WTCC Entrinsik Informer data merged with Wake County Data]	2019FA (N=4,427)	20% (N=885)	25% (N=1,106)	<u>County Benchmarking:</u> Student population at WTCC should match, if not exceed proportion of Wake County residents 18 and up living in “low” block groups

- II. **Pell Grants.** Increase the number and proportion of Wake Tech students receiving Pell Grants.

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Pell Gaps: Students in the fall cohort* with primary academic program AAS or college transfer (AA, AS, AFA, AE). Focus on a) males and b) students with block group designations in low EHI zones of Wake County who are receiving Pell. [Source: WTCC Entrinsik Informer data merged with Wake County Data]	2019FA (N= 2,994 males) (N=3,290)	<u>Males:</u> 32% (N=945) <u>Females:</u> 42% (N=1,389)	<u>Males:</u> 42% (N=1,240)	<u>Close Gap:</u> Proportion of males receiving Pell matches females
	2019FA (N=885 Low EHI students in Wake County	<u>Low EHI:</u> 54% (N=476 low EHI students receiving Pell)	<u>Low EHI:</u> 73% (N=705)	<u>National Benchmarking:</u> Raise share of low-EHI students receiving Pell to national average (73.2%; Brookings Institution)

*"Cohort" is defined by WTCC as all students who attempted at least one non-developmental course in a given term, for the first time at WT. Students may be first-time ever in college or new transfer students and may be enrolled at any program level: certificate, diploma, degree, CCP (excludes non-credit(CONED) students).

**"Cohort" is defined by PDP as all undergraduate students who attempted at least one course in a given term, for the first time at the cohort institution. Students may be first-time ever in college or new transfer students and may be enrolled at any program level: certificate, diploma, degree. Excludes 1) CCP Students; 2) all non-credit students. Includes: 1) former dual enrollment students who took a course or courses at the cohort institution, and are now new undergraduate students in the cohort semester 2) Fall entry students who enrolled in summer work prior to first term of enrollment with credential-seeking status. Examples of summer work include, but are not limited to, summer bridge programs or developmental/remedial coursework.

6.2.1.2. Equitable Access Strategies

6.2.1.2.1. Targeted Outreach

Target outreach to middle and high schools, WTCC College and Career Readiness students, community centers, and places of worship in economically vulnerable areas of Wake County.

Related Tactics

- a) **Access Team:** Create a cross-functional team focused on targeted outreach to Low Economic Health Index zones in Wake County.
- b) **Pop-ups:** Market and deploy community “pop-up” sessions, both face-to-face and virtual, to assist students with the on-boarding functions of applying and enrolling at Wake Tech.
- c) **Adult Learners (25-44 year olds)*:**
 - i. Establish community partnerships, such as among places of worship in low economic health zones that act as hubs for communication, recruiting, support services as well as instruction for non-degree programs that lead to industry-recognized credentials.
 - ii. Recruit adult learners into WCE training programs that lead to specific high-demand, living wage jobs at the post-secondary but sub-associates level in Wake County (see Adult Learner tactics under Labor Market strategies below). Be intentional about transitioning and recruiting College and Career Readiness students.

*Adult Learners (25-44)

 - Have a high school credential and looking to enroll in higher education
 - College and Career Readiness students who don't have a HS diploma
 - College and Career Readiness ESL students who have an HS diploma
- d) **Pre-Enrollment Communication Plan:** Develop and deploy a communication campaign beginning with students in high school, detailing the supports and resources available to students who enroll at Wake Tech.

6.2.1.2.2. Career and College Promise

Increase the percentage and diversity of high school students participating in Career & College Promise programs to the North Carolina urban average in accordance with MyFutureNC recommendations.

Related Tactics

- a) **Partner (Title 1 HS)** with Wake County Public School System to foster strategic dual enrollment programs (i.e., on-site dual enrollment, technology academies, Early College) to support students attending Title I high schools (South Garner, Southeast Raleigh, Knightdale, East Wake).
- b) **Partner (Underserved Populations Programs)** with programs associated with Wake County Public Schools designed to reach and support students and parents from underserved populations, such as Communities in Schools, Juntos, and the NC Society of Hispanic Professionals.

6.2.2. EQUITABLE OUTCOMES GOAL

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

6.2.2.1. Equitable Outcomes Objective

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

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Learning Gaps: Disaggregated Data from the CCSSE survey BL/HIS/White/Male/Female <ul style="list-style-type: none"> Active and Collaborative Learning Faculty-Student Interaction Academic Challenge <i>Source: CCCSSE Student Survey</i>	Spring 2022	TBD	TBD	Close the gaps in student engagement in high impact learning practices that increase completion rates students
Completion Gaps: Disaggregated 4-year graduating rate metrics for WTCC Fall Cohort** students who earned a certificate, associate, or bachelor's degree within 4 years. [Source: National Student Clearinghouse PDP Gap Analysis]	2015FA	<u>Gender</u> F: 35% M: 32%	<u>Close Gap:</u> ----- M: 3%	Male completion equals female completion
	2015FA	<u>Race/Ethnicity</u> BL: 19% HIS: 34% WH: 40%	<u>Close Gap:</u> BL: 21% HIS: 6%	Historically minoritized student completion equals majority (White) completion
	2015FA	<u>Pell Recipient</u> No: 35% Yes: 30%	<u>Close Gap:</u> ----- Yes: 5%	Pell recipient completion equals non-Pell recipient completion

6.2.2.2. Equitable Outcomes Strategies

6.2.2.2.1. Start Strong and Step Forward

Close performance gaps by creating a culture of care (Leadership Summit, Belk Center Report) that supports and empowers students to start strong and step forward. Ensure that all students are empowered to attain what they need to be successful through the intentional design of the college experience and the availability of support services and resources.

Related Tactics

- WTCC Student Equity Scorecard:** Develop, disseminate, and regularly update a Wake Tech Equity Scorecard that shows performance gaps among student demographic groups at the college.
- DEI Committee:** Create and charge a Diversity, Equity, & Inclusion Committee to be a cross-functional team that monitors and champions equitable opportunities and outcomes for students and promotes a culture of care, including elements of equity.
- Equity Training:** Provide equity training for all faculty and staff, including unconscious bias training, cultural competence, and the impact of socioeconomics/poverty on students.

6.2.2.2.

Summer Bridge Program

Implement a Summer Bridge Program that helps students gain early momentum at Wake Tech through early engagement and the completion of transition courses needed to enter college-level English and math.

Related Tactics

- Recruit:** Develop and deploy a student recruitment campaign in Low Economic Health areas.
- Financial Aid Package:** Develop, fund, and deploy a financial aid package that supports program participation and financial literacy.
- Provide Co-curriculars:** Deploy co-curricular activities that include mentoring, coaching, life skills training, academic planning, and career development.

6.2.2.3.

Talent Management Plan

Enhance recruitment, hiring, retention, and advancement practices that support the college's efforts to grow a faculty, staff, and administration that reflect the diversity of the Wake Tech student body.

Related Tactics

- Develop, adopt, monitor, and regularly share results of a WTCC Faculty and Staff Equity Scorecard** related to the diversity of WTCC employees, inclusive of leaders, as compared to the diversity of WTCC students.
- Assess WTCC recruitment, hiring, retention, and advancement policies and procedures** based on the WTCC Equity Scorecard and any unmeasured discrimination and implicit bias that may be occurring toward underrepresented populations.
- Expand recruitment** pipelines to increase the number of candidates from underrepresented populations.
- Create a “Grow Our Own” program** that helps existing employees earn the credentials needed for joining the faculty or administration.
- Increase training** for hiring managers and hiring committees.

6.2.3. LEARNING GOAL

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

6.2.3.1. Learning Objective

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

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Program Learning Outcomes. The percentage of Program Learning Outcomes met, disaggregated by modality, gender, race/ethnicity, and Pell status. [Source: <i>Taskstream</i>]	2017-2019 Program Learning Outcomes	73%	75% of Program Learning Outcomes “Met” or exceeded in 2022-2024 cycle	In accordance with SACSCOC principles, we should be meeting a majority of our learning outcomes among all demographic groups
CCSSE Faculty Student Gap. Faculty vs Student Responses (Disaggregate By Student Race/Ethnicity/Gender) <ul style="list-style-type: none"> Active and Collaborative Learning Faculty-Student Interaction Academic Challenge [Source: CCSSE Faculty and Student Survey]	Spring 2022	TBD	TBD	Close the gaps between faculty and student perceptions of the extent to which students engage in high impact practices that lead to higher completion rates.

6.2.3.2. Learning Strategies

6.2.3.2.1. Center for Excellence in Teaching and Learning

Create a Center of Excellence in Teaching and Learning that brings together the wide variety of Wake Tech faculty professional development initiatives under a holistic umbrella, aligns with Wake Tech definitions of teaching excellence, and includes the following:

Related Tactics

- a) **Evidence-based Teaching and Learning** that devotes human and financial capital to define, foster, and sustain faculty excellence to improve learning outcomes through evidence-based teaching and learning practices.
- b) **Professional Learning**, including a mentoring program for new faculty; department head training for faculty who may want to transition; and professional workshops, webinars, and opportunities for emerging educational technologies.
- c) **Faculty Pathways** that organize current professional development options into a series of scaffolded offerings, including Foundational Teaching and Learning Pathways, a Faculty Leadership Certification Pathway, and Advanced Teaching and Learning Pathways.
- d) **Communities of Practice** (both intra- and interdisciplinary) that encourage faculty-led innovation.

6.2.3.2.2. Virtual Resources

Implement and expand strategies, systems, and resources that enhance online and hybrid class instruction and learning, reduce equity gaps in virtual course environments, and supplement all instruction, including in-person instruction, with virtual resources that positively impact student learning.

Related Tactics

- a) Address persistent online learning issues:
 - i. **Online Course Quality:** Increase the consistency of online course quality (reduce variability) and the use of quality course design.
 - ii. **Teaching Technology:** Increase the training and use of technology tools to enhance online teaching.
 - iii. **Scheduling Options:** Provide more scheduling options: hybrid/blended/synchronous course options, especially for lab/shop/clinical courses, as well as evening and Saturday options for face-to-face components.
 - iv. **Flexibility:** Provide flexible deadlines in meeting course requirements to accommodate work and life schedules.
 - v. **Peers:** Provide more ways/opportunities for peer interaction.
- b) **Coordinate academic and student support** in a way that 1) streamlines support to faculty and students and 2) proactively targets support to at-risk students.
- c) **Develop and deploy a technology campaign** to ensure all underserved student populations have access to hardware and Wi-Fi.
- d) **Expand student access to OER** (open educational resources) and electronic resources, and evaluate the role of the traditional college bookstore.

6.2.3.2.3. Quality Enhancement Plan

Through a faculty-led process, target an area of learning for improvement for the college's next QEP, a requirement for SACSCOC reaffirmation in 2025.

6.2.4. COMPLETION GOAL

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

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
4-Year Graduation (KPI): WTCC cohort** students who earned a credential within 4 years (does not include transfer-only to universities). [Source: National Student Clearinghouse PDP]	2015FA	34% (certificate, associate, or bachelor's at any institution after attending WTCC)	40%	<u>National Benchmarking:</u> Match average (40%): 6-year completion rate for 2-year public colleges (NSC Completing College National Data, 2014 Fall Cohort)
	2015FA	25% (certificate or associate only at WTCC)	30%	<u>National Benchmarking:</u> Exceed average (29%): 6-year completion rate for 1 st completion at same institution, 2-year public colleges (NSC 2014 Fall Cohort, Completing College National Data)

6.2.4.1. Completion Objectives

- I. **Retention S1-S2:** Increase retention from first semester (S1) to second semester (S2).

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Persistence: Fall to Spring persistence of cohort* students with primary academic program AAS or college transfer (AA, AS, AFA, AE). [Source: WTCC Entrinsik Informer]	2015FA (N=5,834)	66% (N=3,839)	76% (N=4,440)	<u>Prescriptive Analytics:</u> Based on increasing 4-year associate degree graduate rate from 21% to 30%, which is above the 6-year national average (29%) for 2-year public colleges (NSC, 2014 Fall cohort)

- II. **Credits in First Year:** Increase the average number of college credits earned by students within their first 12 months of enrollment.

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Credit accumulation: Mean college credit accumulation of Fall cohort* students with primary academic program AAS or college transfer (AA, AS, AFA, AE) within 12 months of starting . [Source: WTCC Entrinsik Informer]	2015FA (N=5,834)	Mean= 12 college credits at WT	Mean= 21 college credits	<u>Prescriptive Analytics:</u> Based on increasing 4-year associate degree graduate rate from 21% to 30%, which is above the 6-year national average (29%) for 2-year public colleges (NSC, 2014 Fall cohort)
Proportion receiving 21 credits within 12 months of starting		39% (N=2,280)	59% (N=3,447)	

- III. **College-level English and Math:** Increase the proportion of students completing college-level English and math within 12 months of enrollment.

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
ENG Y1: % of Fall cohort*students with primary academic program AAS or college transfer (AA, AS, AFA, AE) who complete college- level ENG in the first 12 months of starting. [Source: WTCC Entrinsik Informer]	2015FA (N=5,843)	51% (N=2,992)	69%(N=4,032)	<u>Prescriptive Analytics:</u> Based on increasing 4-year associate degree graduate rate from 21% to 30%, which is above the 6-year national average (29%) for 2-year public colleges (NSC, 2014 Fall cohort)
MAT Y1: % of Fall cohort*students with primary academic program AAS or college transfer (AA, AS, AFA, AE) who complete college- level MAT in the first 12 months of starting. [Source: WTCC Entrinsik Informer]		31% (N=1,799)	54% (N=3,155)	

6.2.4.2. Completion Strategies

(Also see Learning Strategies)

6.2.4.2.1. Policy

Change policies that inadvertently, but potentially, impede student success, such as the attendance policy, late registration policy, and registration holds.

Related Tactics

- a) **Audit:** Conduct a policy audit to determine how current policies are impacting students.

6.2.4.2.2. Advising Redesign

Revamp the advising process, including systems to connect, onboard, advance, and graduate students; provide the necessary staffing, technology, and training required.

Related Tactics

- a) **Groups by Major:** Identify and organize easily accessible and understandable meta-major/affinity groupings for each program, as appropriate.
- b) **Road Maps:** Develop 2-year, 3-year, and 4-year recommended road maps for every degree (as applicable) under each meta-major affinity group to meet the needs of both full-time and part-time students.
- c) **Early Education/Career Goals:** Develop an advising system that helps all incoming students develop educational/career goals and a plan for financing those goals as early as possible within their first year.
- d) **Individualized Pathway:** Ensure that both university transfer and career programs students chart a plan for their Wake Tech education early within their first year that is customized to their needs and aligned with their transfer/career goals.
- e) **Individualized Advising:** Ensure that all students know their advisor or advising team.
- f) **Sustained Momentum:** Design an advising system that proactively encourages students to keep their momentum and cross the finish line to graduation.

6.2.4.2.3. Coordinated “One-Stop” Student and Academic Services

Bundle student support services in a coordinated “one stop” manner that is integrated with coursework, connects students to support services before they stop-out, and ensures these services are targeted to and accessed by historically low-performing students.

Related Tactics

- a) **Identify At-Risk Students:** Use analytics to identify students each semester who are at-risk of stopping out.
- b) **Student Lifecycle Communication Plan:** Develop and deploy a communication campaign throughout the student journey at WTCC, detailing the supports and resources available to students who enroll at Wake Tech.
- c) **College-level English and Math Courses:** Provide focused, coordinated academic and student support to students taking college-level English and math courses by
 - i. coordinating academic and non-academic support with instruction (Student Experience Program) and
 - ii. Restructuring English and Mathematics co-requisite courses created for the RISE (Reinforced Instruction for Student Excellence) program so that instruction in the co-requisite courses align with their companion gateway courses in accordance with effective national models.

6.2.4.2.4. Student Advocacy and Support

Expand the resources available to students to help them overcome life challenges that threaten their academic aspirations and ensure faculty and staff have the awareness to route students to them.

Related Tactics

- a) **Student Resource Center:** Create a Student Resource Center that organizes the wide variety of student resources under a holistic umbrella.
- b) **CARE Teams:** Assign at-risk students to CARE Teams that provide coordinated, proactive support.
- c) **Training:** Develop and deploy faculty and staff training to build awareness of resources and support available to students.
- d) **Referrals:** Develop easy-to-use referral mechanisms for faculty and staff. Build in the ability to track student usage of referrals.

6.2.4.2.5. Data

Develop a system of regular college-wide data distribution, review, and use in ways that are easy to visualize and at levels meaningful to stakeholders, such as course/program/division/institution.

6.2.5. TRANSFER GOAL

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

6.2.5.1. Transfer Objective

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

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Transfer-out rate: The number of WTCC students who transferred within 4 years of starting divided by the number of students in the transfer cohort* (College Transfer as primary academic program). [Source: WTCC Entrinsik Informer data merged with National Student Clearinghouse Data]	2015FA (N=3,455)	31% (N=1,085)	32%	<u>National Benchmarking:</u> Match average 6-year rate, from the time of entry at the CC, for suburban community colleges [NSC Tracking Transfer Report, 2020 Data Update for the Fall 2013 Cohort]
Transfer-with-award rate: The number of WTCC transfers (transferred within 4 years of starting) who earned an associate degree prior to their earliest enrollment at a four-year institution, divided by the number of transfer students in the cohort. [Source: WTCC Entrinsik Informer data merged with National Student Clearinghouse Data]	2015FA (N=1,085)	33% (N=354)	41%	<u>National Benchmarking:</u> Match average 6-year rate, from the time of entry at the CC, for suburban community colleges [NSC Tracking Transfer Report, 2020 Data Update for the Fall 2013 Cohort]
Transfer-out bachelor's completion rate: The number of WTCC transfers who earned a bachelor's degree from any four-year institution within 4 years of entering WTCC, divided by the number of transfer students in the cohort. [Source: WTCC Entrinsik Informer data merged with National Student Clearinghouse Data]	2015FA (N=1,085)	23% (N=246)	48%	<u>National Benchmarking:</u> US average 6-year rate, from the time of entry at the CC for suburban community colleges [NSC Tracking Transfer Report, 2020 Data Update for the Fall 2013 Cohort]

6.2.5.2. Transfer Strategies

6.2.5.2.1. Pre-Transfer Experience

Maximize the WTCC pre-transfer experience to prepare graduates to perform competitively and excel upon transfer.

Related Tactics

- a) **First Semester Experiences:** Capitalize on “first-semester” experiences to help students set their course and make program choices informed by career, academic, and financial goals.
- b) **Joint Admissions Programs:**
 - Encourage more students to enroll in existing joint admissions programs with UNC institutions (i.e., NC State C-3, UNC C-STEP, ECU Pirate’s Promise, NC A&T Aggie Plus, UNCC 49erNext, UNCW program).
 - Expand joint admissions programs to new UNC institutions and strategically connect those efforts with student (ACA, advising) and program advising (transfer advisory committees).

6.2.5.2.2. Joint Ownership

Create a culture of collective institutional support and ownership of transfer student success outcomes with leadership from our primary university transfer partners.

Related Tactics

- a) WTCC-UNC joint engagement in advisory committees.
- b) WTCC-UNC faculty-to-faculty collaboration opportunities.
- c) Intra-institutional advising.

6.2.6. LABOR MARKET GOAL

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

6.2.6.1. Labor Market Objectives

- I. **Programs Leading to Living Wages.** Increase the percentage of students enrolled in and graduating from AAS and diploma programs connected to living wages in the labor market.

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
Living Wage Enrolled: Number of Fall cohort* students enrolled in Primary Academic programs 'AAS' with 10th percentile [proxy for entry level] wages that are above the living wage for Wake County divided by the total number of AAS students in all programs. [Source: WTCC Entrisik Informer data merged with EMSI Data]	2019FA (N=2,738)	54% (N=1,471)	53%	Proportion of Wake County jobs with 10th percentile earnings greater than the living wage for Wake County (\$15.92/hr in September 2021, EMSI). Living wage calculated using Brookings Institution method: 2/3 median wage of all jobs in Wake County (\$23.88/hr in September 2021, EMSI).

<p>Living Wage Graduated: Number of Fall cohort* students graduated within 4 years from 'AAS' programs with 10th percentile [proxy for entry level] wages that are above the living wage for Wake County divided by the total number of students enrolled in AAS programs with 10th percentile wages that are above the living wage for Wake County . [Source: WTCC Entrinsic Informer data merged with EMSI Data]</p>	<p>2015FA (N=1,219)</p>	<p>13% (N=160)</p>	<p>53%</p>	<p>Proportion of Wake County jobs with 10th percentile earnings greater than the living wage for Wake County (\$15.92/hr in September 2021, EMSI). Living wage calculated using Brookings Institution method: 2/3 median wage of all jobs in Wake County (\$23.88/hr in September 2021, EMSI).</p>
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II. **Non-degree to Degree.** Increase the proportion of students entering Degree programs with prior learning credit, especially through Workforce Continuing Education at Wake Tech.

METRIC /COHORT DEFINITION/SOURCE	BASELINE PERIOD	BASELINE	TARGET (by 2025)	TARGET RATIONALE
<p>Workforce Continuing Education (WCE) Students: Number of students taking non-credit courses who articulate to degree programs based upon recognized certifications and/or approved curriculum and SACSCOC standards. Denominator: Students in continuing education programs in the past 3 years (2018FA-2021SU) without prior credentials (Associates, Bachelor’s, Graduate Degrees) Numerator: Students enrolled in Degree programs (Associates) after their CONED program in the past 3 years.</p>	<p>2018FA-2021SU (N=30,386) (Converted=1342) Reporting Frequency= by Term</p>	<p>6.41%</p>	<p>Increase to 10%</p>	<p>TBD</p>
<p>Career and College Readiness (CCR) Completers: Students in CCR programs who articulate to degree programs based upon recognized certifications and/or approved curriculum and SACSCOC standards. Denominator: Students in CCR programs in the past 3 years (2018FA-2021SU) Numerator: Students enrolled in Degree programs (Associates) after their CCR program enrollment in the past 3 years.</p>	<p>2018FA-2021SU (N=9,427) (Converted=237) Reporting Frequency= by Term</p>	<p>2.51%</p>	<p>Increase to 5%</p>	<p>TBD</p>

6.2.6.2. Labor Market Strategies

6.2.6.2.1. Active Employer Engagement

Establish active employer engagement across all paths to, through, and from Wake Tech, such as:

Related Tactics

- a) high school dual enrollment paths,
- b) pre-apprenticeship and prior learning credit,
- c) work-based learning and apprenticeships, and
- d) strategic bilateral transfer partnerships

6.2.6.2.2. Career Ladders

With input from employers, create dynamic career ladders, including ladders building on prior learning credit from Workforce Continuing Education to Career Programs, around stackable AAS degree and diploma paths that include robust and data-informed career development.

Related Tactics

- a) **WakeWorks:** Expand the WakeWorks program to provide increased pre-apprenticeship, apprenticeship, and short-term training opportunities, leading to prior learning credit through workforce continuing education courses and/or academic credit for experiential learning.
- b) Adult Learners (25-44 year olds): Begin with specific jobs in Wake County:
 - a. **Build:**
 - i. Identify specific, high-demand living wage jobs in Wake County at the post-high school but sub-associates level. Begin with the 2 to 5 highest demand, living wage jobs.
 - ii. Identify the short-term WCE industry-recognized credentials as well as apprenticeships that lead directly to these jobs.
 - iii. For WCE training in industry-recognized credentials:
 1. Build non-degree occupational pathways from these jobs to associates degree-level jobs (i.e.- such as book keeper to accountant), and connect these specific job pathways to the educational pathways on WTCC career ladders;
 2. Design WCE training programs to incorporate research-based and high impact practices for the success of adult learners, including cohort-based scheduling, transformational learning strategies, career services, HRD and holistic support
 3. Identify financial aid, foundation and grant funds to supply gap funding and opportunity costs to enroll in the program.
 - b. **Recruit** adult learners identified via the targeted outreach tactics (see Equitable Access strategies) into these training programs.
 - c. **Partner** with local employers and boards such as Capital Area Workforce Development Board to recruit for these jobs and provide mentoring, work-based learning opportunities, on-the-job training and interviews to program completers.
 - d. **Monitor** program completion and employment outcomes to ensure the programs are built for adult learner success
 - e. **Continually assess and adjust** to improve adult learner success in the programs and job placement.
- c) **Skill Up:** Inform existing students and recent graduates in ways they can “skill up” through plus-ups to degrees through training programs where the short-term skill attainment, certifications, and/or certificates are documented through data to lead to enhanced job and career opportunities.
- d) **Applied Transfer:** Promote the attainment of bachelor’s degrees through 2 + 2 programs in fields where a 4-year degree is needed for career advancement and economic mobility.

6.2.6.2.3. Living Wage Jobs

Encourage and inform new students about programs that lead to living wage jobs in Wake County.

Related Tactics

- a) **High Demand Jobs:** Expand program offerings and capacities designated for NCCCS Tier 1A and 1B funding (i.e., high demand/high cost programs).
- b) **Campus/Program Expansions:** Finalize planning for and implement new and/or expanded Tier 1A programs at Eastern Wake 4.0 Site (Applied Engineering/Aviation), Perry Health Sciences Campus (health sciences), and RTP Campus (life sciences).

7. IMPLEMENTATION AND BUDGET PLANS

An implementation plan will detail the actions for each strategy: the tactics, activities, resources, and budget needed; a schedule; and the formative evaluation of what is working and what needs to change. The implementation plan will be updated each year, indicating who is responsible for these activities and when they will be accomplished.

8. MONITORING AND EVALUATION

8.1. MONITORING

To gauge the extent to which we are achieving our strategic objectives and desired outcomes (listed in Section 6) and the results we expect to see through our strategies and actions, we will monitor our progress via select indicators (also listed in Section 6).

Indicators are numbers and percentages we can use to predict future trends.

We will track two types of indicators: **Leading Indicators** and **Key Performance Indicators (KPIs)**. KPIs can be considered “lagging indicators,” which track our “big end goals” like completion. KPIs are not directly actionable because it takes time to see if they have been achieved and we cannot go back in time to change our actions. However, **leading Indicators** are actionable because we can change our current actions to affect them (Phillips & Horowitz, 2017).

One type of leading indicator we will track is called an “**Early Momentum Metric**,” or “**EMM**.” EMMs were developed by using predictive analytics based on national research indicating that students who gain early momentum by staying enrolled and successfully completing courses in their first year have a better chance of completing than those who do not (Belfield, Jenkins & Fink, 2019; Jenkins & Baily, 2017; Yanagiura, 2020). WTCC EMMs were selected using predictive analytics on Wake Tech data based on this national research. These include retention from the first to second semester of enrollment, credits accumulated in the first year, and English and math completed in the first year.

8.2. EVALUATION PLAN

The Evaluation Plan will detail the process for ongoing monitoring, data collection, and reporting to show progress toward the initial, intermediate, and long-term outcomes expected by implementing the Strategic Plan. The Evaluation Plan will identify who (responsible persons for data collection and analysis), what (types of data), when (timeframe and frequency of collection and analysis), where (location and access to data), and why (rationale and validity of the data sources) the data will be collected for measuring progress toward specific outcomes at various operational levels of the college (i.e., course, department/program, service area/division, and college-wide).

9. COMMUNICATING THE STRATEGIC PLAN

The Communication Plan is designed to educate and energize internal stakeholders (Wake Tech students, faculty, and staff) as well as external audiences (prospective students, educational and industry partners, alumni, elected officials, and the community at large) about the college’s new Reach and Rally Strategic Plan. The goal of the Communication Plan is to increase awareness of the college’s new mission and six strategic institutional goals in support of the 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. The Communication Plan, which will be developed as a separate document and will be updated annually to include the use of various focused marketing and communications strategies and tactics to connect with key audiences as well as metrics and indicators to illustrate progress toward communicating the Strategic Plan.

10. APPENDICES

10.1. APPENDIX 1: METHODS

The Strategic Plan was developed using methods established by Bryson (2011, 2018). The general timeline for the Strategic Plan is provided below, followed by the steps in the process.



Fig. 9. Strategic Planning Timeline

PRE-PLANNING PHASE

Step 1: Initiate and Agree on Process

Project Charter. A project charter was developed in June 2018 and then updated in May 2020 to agree on the overall planning process; the objectives; the schedule; how it would be organized, resourced, and funded; and who would own and lead it. Sponsors for the project agreed that the plan should be developed and implemented in a way that is adaptive and responsive to challenges along the life cycle of the plan, with the end result being a “living-and-active” plan that guides the college throughout its life cycle, rather than a “one-and-done” exercise. The charter provided for active collaboration of faculty, staff, and students—those directly affected by reforms—in planning and implementation based on research indicating this approach has a better chance for successful implementation than a top-down approach to planning (Kezar, 2013; Klempin & Pellegrino, 2020). A Reach and Rally Goal Team of key managers, directors, and faculty led their own teams of faculty and staff who collaborated to develop the plan, and the product was recommended to the president and the Executive Leadership Team.

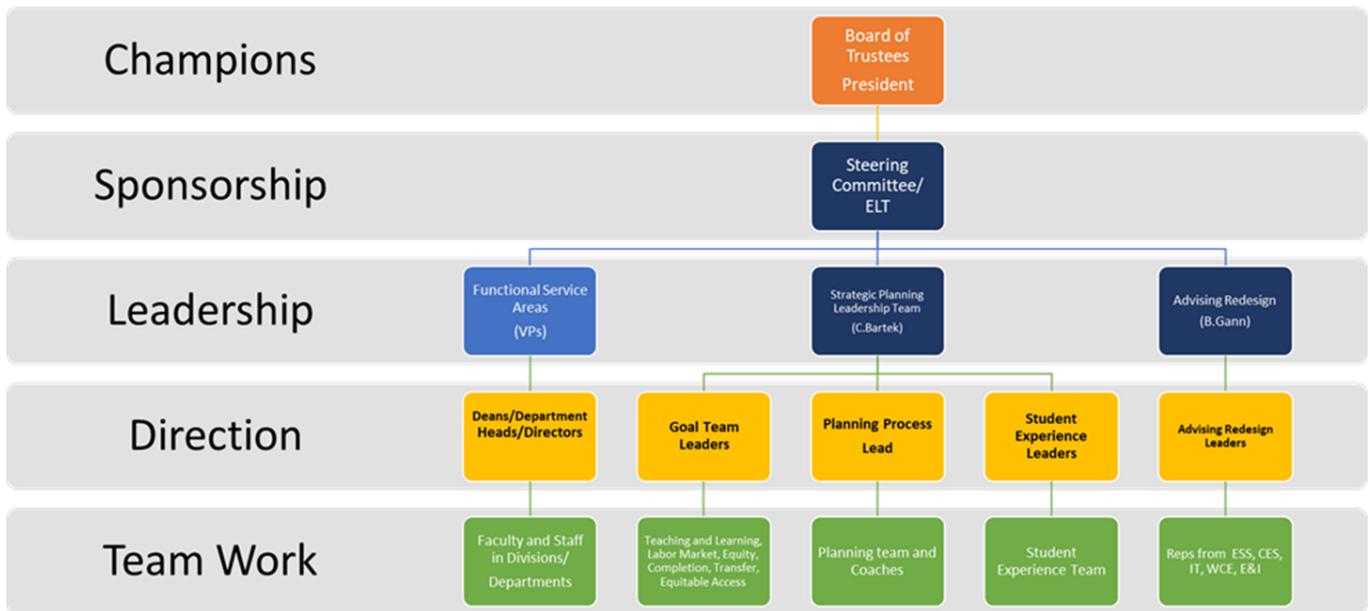


Figure 10. Strategic planning organization and teams.

The project charter also grounded the work in student success. Planning was built upon national research on achieving exceptional outcomes for our students (Wyner, 2014), centering the work on equitable access, equitable outcomes, learning, completion, transfer, and labor market outcomes, which became the college’s goals.

Step 2: Clarify Organizational Mandates

Organizational mandates—what the college must and must not do—were organized during the pre-planning phase. Some of the college’s primary external mandates are provided in Appendix 2.

Step 3: Stakeholders, Mission, Vision, Values

Stakeholders were identified early in the process and include students, faculty, staff, administrators, trustees, universities, and businesses. Recommendations for a new mission and values were developed and provided to the Executive Leadership Team in Spring 2019. A new mission and vision were approved by the WTCC Board of Trustees in Fall 2019, but at the time of this writing, the Executive Leadership Team decided Wake Tech’s current values will remain in place for further consideration once the plan has formed.

SCAN PHASE

Step 4: Assess the Environment

During Fall 2018, teams of faculty and staff identified WTCC’s internal strengths (S) and weaknesses (W) as well as external opportunities (O) and challenges (C) in Wake County and the region, also known as the “SWOC” analysis.

Internal Environment. WTCC’s strengths and weaknesses were assessed in three areas: performance, present strategy, and resources. Performance data included internal student and administrative data, state-level data from the WTCC Fact Book (2018-2019) and the North Carolina Community College System (NCCCS), national data from the National Student Clearinghouse (NSC) and the NSC’s Postsecondary Data Partnership (PDP), as well as the Integrated Postsecondary Education Data System (IPEDS). WTCC graduate outcomes were reviewed from NC Tower (2020). Present strategy was evaluated by reviewing current college initiatives, college business, and departmental processes by conducting reviews of national research, applied benchmarking of other colleges, and reviews of the results of Wake Tech’s administration of the Community College Survey of Student Engagement (CCSSE, 2019). The Aspen Institute (2020) provided an evaluation of our internal capacities based on interviews and focus groups with key personnel in December 2019. The evaluation team used the national Institutional Transformation Assessment (ITA), which assesses institutional capacity along five dimensions: leadership, policy, information technology, institutional research, and strategic finance, modified and cross-walked with the American Association of Community Colleges (AACC, 2020) guided pathways framework. The employee perceptions of and satisfaction with campus climate were assessed using the PACE Climate Survey for Community Colleges, administered through North Carolina State University’s (NC State) National Initiative for Leadership and Institutional Effectiveness (NILIE).

External Environment. External opportunities and challenges were identified using demographic trends and projections from the North Carolina Office of State Budget and Management (NCOSBM, 2019), the US Census Bureau (2019), internal reports specific to Wake Tech and Wake County by Carolina Demography (2018), and economic trends for Wake County via Data USA (2020). A program demand and gap analysis for both Curriculum Education and Workforce Continuing Education programs were conducted to discern areas of programming need (EMSI, 2019). Workforce and industry trends were gathered from Wake County Workforce Development (2020); the WakeGov’s (2018) Economic Health Map for Wake County; occupational, industry, and program reports from EMSI, Burning Glass, and JobsEQ; and reports on high school student trends from the Wake County Public School System, as well as transfer student outcomes from the University of North Carolina System (2020).

Step 5: Identify Strategic Issues

Based on information from the scan phase, strategic issues were identified to guide the work in developing strategies for change and actions to make them happen. These were framed as key questions the college should consider as it fulfills its mission, goals, and mandates.

PLAN PHASE

Step 6: Formulate Strategies

During spring and summer 2019, the SPARK! planning teams developed strategy based on the identified strategic issues, documented in a strategic planning framework.

Roadmap: As a result of this early planning work, two new priorities were identified in the development of the strategic planning framework: equitable outreach and equitable outcomes, as well as a Reach and Rally roadmap of student milestones necessary to achieve those priorities.

Aspen Institute Assessment: In December 2019, the project was put on pause when representatives from the Aspen Institute (2020), as part of a Frontier Set grant through the Bill and Melinda Gates Foundation, were able to interview key stakeholders and review early work from the scanning and planning process to submit recommendations for focusing planning efforts on key strategies.

Leadership Summit: In February 2020, the president shared the key areas of focus for Wake Tech that expanded the recommendations of the Aspen Assessment to economic mobility issues in Wake County. Supervisors from across the college came together to review key metrics and developed action ideas for improvement around those metrics for the final Strategic Plan.

SPARK! to Reach and Rally Strategic Planning: In February 2020, recognizing the need for unification around the college's central vision of "Reach and Rally," Communications recommended, and the Executive Leadership Team (ELT) agreed, to begin transitioning the branding of strategic planning from SPARK! to Reach and Rally in Spring 2020.

COVID-19: In March 2020, the college switched focus to operational planning for full online services in response to the COVID-19 outbreak. Planning teams continued to reform in preparation for resuming Reach and Rally strategic planning.

Integration: In April 2020, as a result of COVID-19 and the Aspen Critical Friend visit, the president asked for recommendations on how the college might integrate the multiple improvement projects underway in various parts of the college, especially related to advising reform, strategic planning, and Wake Tech Online.

Belk Center Report: In July 2020, North Carolina State University's Belk Center for Community College Leadership and Research delivered its report on the Leadership Summit and related recommendations based on research.

Policies and Procedures Audit: In August 2020, Dr. Melinda Karp of Phase Two Advisory, a consultant with the Aspen Institute, completed her audit of college policies and procedures impacting student success.

Strategic Plan Draft: In spring and summer 2020, goal team leaders and their teams used information from the SCAN phase, action ideas provided by college departments and divisions, the Belk Center report, and other research to develop strategies. Dr. Carrie Bartek, in consultation with the Goal Team leads and Planning Process Team, synthesized these proposals to create a streamlined and unified first draft of the Strategic Plan.

Step 7: Review and Adopt the Strategic Plan

A first draft of the Strategic Plan was produced in September 2020 for college-wide review, consideration, and input. The Executive Leadership Team and Board of Trustees were engaged to revise, prioritize, and approve the objectives, strategies, and actions to be taken. Three summits scheduled for fall 2020 provided opportunities to review and provide input into the plan—a student summit, a faculty summit, and a staff summit. Input was considered by the Executive Leadership Team and incorporated into the plan to produce a final draft in spring 2021.

Step 8: Establish Vision for Future

This step was completed as part of Step 3.

DO PHASE

Step 9: Develop Implementation Plan and Process

Implementation Plan. During Spring 2021, project leaders will develop implementation plans for each strategic objective and strategy, including the resources and budget needed to accomplish them, as well as the specific tasks and activities to be accomplished, who will accomplish them, and when they will be accomplished. An implementation process will also be developed to guide the plan, and its adaptation, into the future.

Launch. The Strategic Plan will be officially launched in Fall 2021.

Unit Assessment Plans Alignment. In Fall 2021, all college departments and divisions will also develop and submit assessment plans aligned with the Strategic Plan's goals, objectives, outcomes, and performance indicators, reporting their plans by the beginning of Spring 2022.

Step 10: Study, Act

Throughout the life cycle of the plan, progress will be evaluated annually to determine what did and did not work, and to make recommendations for altering the strategies and actions to better achieve the desired objectives and goals.

10.2. APPENDIX 2: PLANNING TEAMS

Project Owner- Dr. Scott Ralls, President

Steering Committee and Sponsors

Name	Job Title
Gayle Greene	EVP, Operations
Bryan Ryan	SVP, Effectiveness and Innovation
Anthony Caison	VP, Workforce Continuing Education
Benita Clark	VP, Human Resources
Laurie Clowers	VP, Communications and Marketing
Brian Gann	VP, Enrollment and Student Services
Jeff Carter	VP, Facilities
Marla Tart	VP, Finance and Business Services
Matt Smith	VP, Development and Strategic Partnerships
Ryan Schwiebert	VP, Information Technology Services
Sandy Dietrich	VP, Curriculum Education

Reach and Rally Goal Team Leaders

Name	Job Title	Team/Role
Carrie Bartek	Executive Director, College Initiatives	Executive Director
Kevin Brown	AVP, Student Services	Completion Team
Laura Bethea	Manager, Career Development, Career & Employment Resources/Title IX Coordinator	Equitable Outcomes
Rebecca Berry	Professor, History	Learning Team
Deb Hadley	Director, University Partnerships	Transfer Team
Beverly House	Coordinator, College Initiatives	Coordinator
Walter Martin	Provost and Chief Campus Officer (CCO)	Labor Market Team
Emily Moore	Dept. Head, Communication and Theatre	Planning Process Team
John Saporilas	AVP, Enrollment Services	SEM Equity Access Team
Will Sanders	Manager, Administrative Computing	IT Liaison

Strategic Enrollment Management Team (Equitable Access)

Name	Job Title	Team/Role
John Saporilas	AVP, Enrollment Services	Team Lead
Wendy Cook	Dean, Enrollment and Student Services	Deputy
Ashley Swing	Director, Financial Aid—Appeals	Member
Brittany Smith	Asst. Registrar for Graduation and Customer Relations	Member
Kelly Markson	Senior Professor, Business Administration	Member
Monica Gemperlein	AVP, Operations & Assessment/CCO	Member
Crystal Reardon	External Consultant	Dir. of Counseling, WCPSS
Diana Urieta	External Consultant	Sr. Dir. of JUNTOS, NCSU
Kathy Swanson	External Consultant	President, CLARUS Corp.
Maya Rosman	External Consultant	Mgr. of Programs and Systems, WTCC Foundation

Equitable Outcomes Team

Name	Job Title	Team/Role
Laura Bethea	Manager, Career Development, Career and Employment Resources/Title IX Coordinator	Equitable Outcomes
Carlos McCormick	Director, Media Production and Learning Support	Co-Deputy
Kim Olds	Assoc. Professor/Program Director, Medical Office Administration/Office Administration	Co-Deputy
Anthony Garnes	Recruitment and Outreach Officer	Member
Barry Malone	Dept. Head, Humanities	Member
Gillian Norton	Assoc. Professor, Psychology	Member
Karen Holding-Jordan	Dean, Records and Registration	Member
Kasey Ashton	Director, Wake Invests in Women	Member
Rosmery Hahn	Director of Campus Services, Northern Wake Campus	Member
Shelia Spiegel	Accessibility Assistant	Member
William Kincy	Coord. Minority Male Mentoring Program/Counselor	Member
Ashley Swing	Director, Financial Aid—Appeals	Consultant
Bryan Rufener	Asst. Professor, Communications	Consultant
Debra Buchanan	Asst. Professor, Communications	Consultant
Denise Barton	Sr. Professor, Business Administration	Consultant
Holly Markovich	Assoc. Professor, Mathematics	Consultant
Jackie Swanik	Assoc. Dean, Mathematics, Sciences and Engineering	Consultant
Joan Romano	Dept. Head, Mathematics and Physics	Consultant
John “Al” Leaston	Instructor/Program Dir. Network and Comp. Tech.	Consultant
Laila Shahid-El	Project Dir., Finish First NC Initiative	Consultant
Matthew Henry	Asst. Prof/Program Dir., Network and Computer Tech.	Consultant
Natosha Burgess-Rodriguez	Accessibility Technologist, eLearning Support	Consultant
Tory Roti	Assoc. Dept. Head, Social Sciences	Consultant

Learning Team

Name	Job Title	Team/Role
Rebecca Berry	Professor, History	Team Lead
Tonya Greene	Dept. Head, First Year Academy	Deputy
Amanda Sinodis	Professor/Site Coordinator, Individualized Learning Center	Member
Amin Asfari	Assoc. Professor, Criminal Justice	Member
Angela Smedley	Instructor, Communications	Member
Dawn Harvel	Asst. Professor, Human Services Technology	Member
Doug Hummer	Coordinator, Instruct. Design and Dev.	Member
Jackie Swanik	Assoc. Dean, Mathematics, Sciences and Engineering	Member
James Smith	Director, Faculty Training and Development	Member
Jason Whitehead	Assoc. Dept. Head, Physical Sciences	Member
Kimberly Atkinson	Instructor, Office Administration	Member
Konteh Farrar	Audio Visual Manager	Member
Lori Dees	Professor, English	Member
Marcia Toms	Asst. Professor Academic Success	Member

Tom Riley	Assoc. Professor, Humanities	Member
Leigh Ann Dupree	End User Support Manager	Consultant
Mary Walton	Director, ELSID	Contributor

Faculty Fellows

Name	Job Title
Angela Smedley	Instructor, Communications
Chad McKenzie	Asst. Professor, Office Administration
Betsy Castellow	Professor, Spanish
John Allen	Instructor, Criminal Justice
Kathrynne Homicile Paul	Asst. Professor, Pre-Curriculum Integrated R & W
Kathy Spade	Sr. Professor, Nursing Lab Coordinator
Kimberly Atkinson	Instructor, Office Administration
Kimberly Pescosolido	Asst. Professor, Biology
Narasimhan Sujatha	Professor, Physics
Ricardo Duarte	Instructor, Air Conditioning, Heating, & Refrigeration
Sara Jones	Instructor, Academic Success
Traci Rowe	Assoc. Professor, Communications

Completion Team

Name	Job Title	Team/Role
Kevin Brown	Associate Vice President, Enroll. & Student Svc.	Team Lead
Scarlet Edwards	Associate Vice President, Enroll. & Student Svc.	Deputy
Byron Latil	Applied Engineering and Design	Member
Cherme Lucero	Assoc. Dean, Computer Technologies	Member
Crystal Anderson	Dean, Academic Advising	Member
David Cooper	Interim Dean, Academic Success & Transition Resources	Member
Joy Curry	Director, Career Pathways Program	Member
Kai Wang	Sr. Dean, Strategic Innovations & CCO	Member
Lee Corbett	Assoc. Dean, AHSS	Member
Marny Rhodes	Dept. Head, Business Administration	Member
Scott Stauble	Dept. Head, Life Sciences	Member
Sharon Welker	Dean, Mathematics, Sciences & Engineering	Member

Transfer Team

Name	Job Title	Team/Role
Deb Hadley	Director, University Partnerships	Team Lead
Anne Magnuson	Assoc. Dept. Head, Math and Physics	Deputy
Kimberly Eaton	Dept. Head, Social Sciences	Deputy
Al Brewer	Dept. Head, Skilled Trades & Construction Technologies	Member
Ann Milner	Dept. Head, Nursing,	Member
Cynthia Boulus	Academic Advisor	Member
Diane Haigler	Asst. Professor, Academic Success	Member
John Wetsch	Instructor/Program Dir., Cloud Computing	Member
Kimberly Smalls-McDougal	Coordinator, Enrollment and Student Services	Member

Crystal Anderson	Dean, Academic Advising	Consultant
Scarlet Edwards	AVP, Military, Veteran & Spec. Program	Consultant

Labor Market Team

Name	Job Title	Team/Role
Walter Martin	Provost & CCO	Team Lead
Angela Ballentine	Provost, Health Sciences & CCO	Co-Deputy
Keith Babuszcak	Provost, Information Technology/CCO	Co-Deputy
Catherine Lassiter	Dean, BPST	Member
Kathy Frederick	Director, Work Based Learning	Member
Lora Eddington	Dean, Applied Engineering & Technologies Division	Member
Lynn Kavcsak	Dean, Career and Employment Resources	Member
Pamela Little	Dean, Professional Service and Voc. Training	Member
Tamaria Lawson	Director, Campus Services - Main	Member

Planning Process Team

Name	Job Title	Team/Role
Emily Moore	Dept. Head, Communication and Theatre	Team Lead
Lynn Kavcsak	Dean, Career and Employment Resources	Deputy and Coach/Facilitator
Beverly House	Coordinator, College Initiatives	Coordinator
Carlos McCormick	Director, Media Production and Learning Support Services	Equitable Outcomes Representative
Doug Hummer	Coordinator, Instructional Design & Development	Coach/Facilitator/Tech Lead
Hollie Allen	Internal Communications Manager	Communication and Marketing Lead
James Roberson	Sr. Dean, Instructional Support & CCO	Community Engagement
Jimmy Smith	Director, Faculty Training & Development	Faculty Engagement
Lori Dees	Professor, English	Editor
Michael Bussey	IT Regional Coordinator	ITS Coordinator
Michael Schneider	Student Activities Coordinator	Student Engagement
Rachel Madsen	Director, Assessment	Coach/Facilitator, Research and Evaluation Lead/Liaison
Rebecca Berry	Professor	Coach/Facilitator
Savannah Vince	Strategic Projects Coordinator/Exec Assist to the President	President's Liaison
Shemika Bell	Dir., Staff Professional Development & Event Management	Staff Engagement
Suganya Sumithran	Data Scientist	SPARK Metrics Team Lead
Tamaria Lawson	Director, Campus Services - Main	Campus Services/Facilitator
Tonya Greene	Dept. Head, First Year Academy	Coach/Facilitator

Scan Phase-Completion Team

Name	Job Title	Team/Role
Barb Coles	Assoc. Dean, Health Sciences	Team Co-Lead
Alison Consol	Sr. Professor/Prgm Director, Web Tech & Adv & Graphic Design	Team Co-Lead
Angela Washington	Dean, Health Sciences	Member
Anne Magnuson	Assoc. Dept. Head, Math and Physics	Member
Ann Milner	Dept. Head, Nursing	Member
Byron Latil	Dept. Head, Applied Engineering and Design	Member
David Cooper	Interim Dean, Academic Success & Transition Resources	Member
Jeff Hadley	Dept. Head, Culinary Arts	Member
Katherine Winsett	Instructor, Biology	Member
Kelli Keltz	Assoc. Dept. Head, English	Member
Lori Woodruff	Academic Advisor	Member
Mary Walton	Director, ELSID	Member
Melanie Thomas	Dept. Head, Accounting	Member
Paige Roseman	Asst. Professor, Psychology	Member
Gina Beaudry	Dir., Career and Technical Education Partnership	Consultant
Nancy Rivers	Admin. Dept. Head, Math and Physics	Consultant
Rebecca Berry	Professor	Team Lead
Sue Austin	Assoc. Professor, Pre-Curriculum Mathematics	Consultant

SCAN Phase-Transfer Team

Name	Job Title	Team/Role
Elizabeth (Beth) Lewis	Instructor, English	Team Lead
Abby Littlefield	Academic Advisor	Member
Deb Hadley	Director, University Partnerships	Member
Diane Haigler	Asst. Professor, Academic Success	Member
Greg Johnson	Dept. Head, English	Member
Harriet Hoover	Instructor/Assoc. Dept Head, Foreign Lang. & Fine Arts	Member
Ian Brown	Asst. Professor Geology, Physical Sciences	Member
Scarlet Edwards	AVP	Member
Shannon Namboodri	Faculty	Member
Sharon Welker	Dean, Mathematics, Sciences & Engineering	Member
Sheri Narin	Dept. Head, Human Services Technology	Member
Jacinta Allmond	Director, of Academic Advising	Consultant
Kelly Murray	Assoc. Professor, Art	Consultant
Marsha McCoy	Asst. Professor, Communications	Consultant
Philip Jefferson	Assoc. Professor/Program Director, Architectural Tech.	Consultant
Susan Meardon	Staff	Consultant

SCAN Phase-Equity Team

Name	Job Title	Team/Role
Laura Bethea	Manager, Career Development/Title IX Coordinator	Team Lead
Angela Graham	Director, College and School Relations	Member

Anthony Garnes	Recruitment and Outreach Officer	Member
Barry Malone	Dept. Head, Humanities	Member
Brandi McCullough	Coordinator, Accreditation & Research, IEAR	Member
Carlos McCormick	Director, Media Production and Learning Support Services	Member
Jason Whitehead	Assoc. Dept. Head	Member
Kim Olds	Assoc. Professor/Program Director, MOA/OA	Member
Kristen Chew	Instructor, Anthropology	Member
Lori Dees	Professor, English	Member
Rosmery Hahn	Director, Campus Services, NWC	Member
Amin Asfari	Assoc. Professor Criminal Justice, Criminal Justice Technology	Consultant
Ashley Swing	Director, Financial Aid - Appeals	Consultant
Denise Barton	Sr. Professor, Business Administration	Consultant
Gillian Norton	Assoc. Professor, Psychology	Consultant
Jackie Swanik	Assoc. Dean	Consultant
Joan Romano	Dept. Head, Mathematics & Physics	Consultant
Laila Shahid-El	Project Director, Finish First Initiative	Consultant
Natosha Burgess-Rodriguez	Accessibility Technologist	Consultant
Shaneeka Cannon	Staff	Consultant
Shelia Spiegel	Accessibility Asst.	Consultant
Tory Roti	Assoc. Dept. Head, Social Sciences	Consultant

SCAN Phase-Research, Assessment, & Evaluation Team

Name	Job Title	Team/Role
Doug Hummer	Coordinator, Instructional Design & Development	Team Lead
Chris Roddenberry	Assoc. Professor, Psychology	Member
Dennis Porch	Assoc. Professor, Communications	Member
Ken Howard	Faculty	Member
Michael Chi	Admin. Dept. Head, Social Sciences	Member
Michael Schneider	Student Activities Coordinator	Member
Pooneh Lari	Instructional Designer, ELSID	Member

SCAN Phase-Data Team

Name	Job Title	Team/Role
Carrie Bartek	Executive Director	Project Manager
Kai Wang	Sr. Dean, Strategic Innovations & CCO	Co-Team Lead
John Bakken	Dean, Curriculum Support	Member
John Boone	Dean, Inst. Effect. Accred & Research/SASCOC Accred Liaison	Member
Karen Holding-Jordan	Dean, Records and Registration	Member

SCAN Phase-Communications Team

Name	Job Title	Team/Role
Francie Sanderson	Director, Communications Operations & Brand Management	Team Lead
Benita Budd	Professor, English/Future Forward College Fellow	Member

Beverly House	Coordinator, College Initiatives	Member
Bryan Rufener	Asst. Professor, Communications	Member
Christy Shields	Director, Student Activities	Member
Nadeen Russell	eLearning Support Technician	Member
Susan Meardon	Staff	Member
Tamaria Lawson	Director, Campus Services - Main	Member
Brittany Hochstaetter	Assoc. Professor, Communications	Consultant
Gabriela Truelove	Senior Graphic Designer	Consultant
Lewis Borman	Senior Director, Communications	Consultant
Shemika Bell	Director, Staff Professional Development & Event Management	Consultant

10.3. APPENDIX 3: MANDATES

- Higher Education Opportunity Act, 2008
- Title IV Federal Student Aid Program
- Family Educational Rights and Privacy Act (FERPA)
- Title IX of the Education Amendments of 1972
- Americans with Disabilities Act (ADA)
- Section 504 of the 1973 Rehabilitation Act
- The Individuals with Disabilities Education Act (IDEA)
- The Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- National Accrediting Agencies for specific programs
- North Carolina State Board requirements, including Performance Measures
- North Carolina Community College System Requirements
 - State Program and Course requirements (e.g. Programs of Study and the Common Course Library)
 - Initiatives: Career and College Promise, Workforce Continuing Education, Multiple Measures, RISE, etc.)
 - Strategic Plan 2018-2022
 - Ellucian Information Technology
- University Articulation Agreements, including:
 - North Carolina Comprehensive Articulation Agreement (CAA)
 - The Independent Comprehensive Articulation Agreement (ICAA)
 - Uniform Articulation Agreements (for various programs, including Engineering, Registered Nursing, AFA in Visual Arts, Early Childhood Education)
 - Collaborative/Co-Admission Initiatives (C-STEP, C3, and Pirate Promise)

10.4. APPENDIX 4: SWOC ANALYSIS

10.4.1. Internal Strengths and Weaknesses

Strengths are the tangible and intangible skills, capabilities, and resources that help us accomplish our mission. Weaknesses hinder the college from meeting its goals. These factors represent opportunities for improvement. Aspen’s Institutional Transformation Assessment (ITA) framework rubric aligned with guided pathways reforms (Aspen Institute, 2020) was used as a framework to organize strengths and weaknesses from the SWOC analysis.

10.4.1.1. Resources

INTERNAL	
Strengths	Weaknesses
Leadership and Culture	
Strong culture of improvement at the college (Aspen, 2020)	Common metrics are not used to compare units across units and divisions (Aspen, 2020).
Resources and support provided to guide cross-functional groups for student success work (Aspen, 2020)	Most units at the college do not habitually connect their work to student outcomes against common predetermined measures (Aspen, 2020); low sense of shared mission and values (PACE Survey, 2019; Belk Center Report, 2020).
Leaders commit to using data and analytics to inform student success work (Aspen, 2020).	Most units at the college are not aware of the wide gaps in student success among demographic groups (Aspen, 2020).
Departments and units collaborate to implement student success work (Aspen, 2020).	Department chairs and deans manage their departments but have little time to help faculty improve teaching (Aspen, 2020).
Collaborative council resourced to improve communication (Aspen, 2020)	Common perception of entrenched silos across the college and disconnect between students, faculty, and staff make it difficult to provide support through a student-centered lens (Belk Center Report, 2020).
Internal communications personnel added to improve communication (Aspen, 2020).	Need expanded communication of programs and services external and internal to the community (Belk Center Report, 2020).
	Deeply rooted, process-driven culture characterized by "it's not my problem," rather than a culture of care and responsibility centered around student success (Belk Center Report, 2020)
	Communicating change and success of initiatives is a barrier (Belk Center Report, 2020).
Policy	
Clear policy for teaching online (Aspen, 2020)	Student service delivery hours and modalities limit students and create barriers (Karp, 2020); transportation is a barrier for students (Belk Center Report, 2020).
	Communication of policies regarding services confuses students, who feel they get bounced around (Karp, 2020, Belk Center Report, 2020).
	Numerous registration holds need student action before they are lifted (Karp, 2020).
	Mandatory attendance policy and automatic withdrawal policy directly affect student retention (Karp, 2020; Belk Center Report, 2020).

INTERNAL	
Strengths	Weaknesses
	Lack of a "no late registration" policy (Karp, 2020)
	Prohibiting children and food on campus (Karp, 2020)
	Policies not enforced using a social justice lens (Belk Center Report, 2020)
	Credential requirements limit the number of faculty who teach ACA-122 (Aspen, 2020).
Strategic Finance	
Faculty rank system resourced (Aspen, 2020)	WTCC operates on an enrollment-based financial model rather than a student-completion model (Aspen, 2020).
Resourced eLearning Support department dedicated to online faculty and student support (WTCC Scan, 2018)	Financial health is appropriately shared (Aspen, 2020).
Wake Tech has increased its focus on equitable access to its programs and recently purchased 106 acres of land in eastern Wake County to build a new campus. With campuses currently in the northern, southern, and western areas of Wake County, this purchase fills out the points on the compass and services a growing population. This addition was made possible by the people in Wake County and their support of a 2018 bond issue.	Limited multi-year financial plan based on data (Aspen, 2020)
	Financial incentives to student success (Aspen, 2020)
	Limited use of financial data by faculty and staff in decision-making and understanding the impact of losing students (Aspen, 2020)
	Return on investment may not be considered when implementing initiatives (Aspen, 2020).
IT	
Strong IT leadership at the college (Aspen, 2020)	Is there effective data flow between technology systems (Aspen, 2020)?
Decisions on IT include relevant stakeholders (Aspen 2020).	Wake Tech's learning and advising technology is dated and lacks integration across departments and divisions. This inconsistency is a hindrance to effective advising, instruction, and learning. Examples are Blackboard, which does not integrate with assessment management systems for learning assessments (like other LMS systems can do). Comprehensive, integrated advising software accessible to faculty, staff, and students so they can intervene quickly and feasibly to improve student persistence and retention.
Extensive training is provided on student success tools (Aspen, 2020).	
Information security is monitored and enforced (Aspen, 2020).	
IR	
Planning teams use student success metrics to change policy and practice (Aspen, 2020).	Data generation, oversight, and use is decentralized (Aspen, 2020).
Strong use of data in online learning, strategic planning, retention committee (Aspen, 2020)	Routine data-use is not engrained in large areas of the college (Aspen, 2020; WTCC Leadership Summit, 2020).

INTERNAL	
Strengths	Weaknesses
Administrators use predictive analytics to inform initiatives (Aspen, 2020).	Production of student outcomes metrics that can be readily accessed and disaggregated in immediately actionable ways, such as through easily understandable dashboards (Aspen, 2020)
Managers use data to improve individual units (Aspen, 2020).	
Climate/HR/Competencies	
Employees perceive their job as relevant to the mission (PACE, 2019).	The extent to which employees feel they influence the direction of the institution (PACE, 2019)
Students receive an excellent education and are prepared for further learning (PACE, 2019).	Routine data-use not engrained in large areas of the college (Aspen, 2020; WTCC Leadership Summit, 2019)
Students are well prepared for careers (PACE, 2019).	The extent to which employees feel they have an opportunity for advancement (PACE, 2019)
Supervisors express confidence in employee work (PACE, 2019).	The extent to which information is shared (PACE, 2019)
Student ethnic and cultural diversity important to WTCC (PACE, 2019)	The extent to which the institution is appropriately organized (PACE, 2019)
Faculty meet the needs of students (PACE, 2019).	The extent to which decisions are made at the appropriate level (PACE, 2019)
Supervisors are open to the ideas and beliefs of everyone (PACE, 2019).	The extent to which open and ethical communication is practiced (PACE, 2019)
Student competencies are enhanced by attending WTCC (PACE, 2019).	The extent to which the institution has positively motivated performance (PACE, 2019)
	The extent to which a spirit of cooperation exists (PACE, 2019)
	The extent to which teams use problem-solving techniques (PACE, 2019)
	The extent to which employees feel their work is guided by clearly defined processes and procedures (PACE, 2019)

10.4.1.2. Present Strategy

INTERNAL	
Strengths	Weaknesses
Professional Development	
Widespread faculty development through On Course training, EPIC, and TALA (Aspen, 2020)	Numerous faculty professional development initiatives throughout the college but no faculty competencies or structure to organize and guide them (Aspen, 2020)
Advisors have access to intentional PD offerings (Aspen, 2020).	No common standards or professional development for faculty leaders (Department heads and deans, Aspen, 2020)
Employees perceive excellent professional development and training is available to them (PACE, 2020).	Professional development tracks not clearly aligned with hiring and promotion standards (Aspen, 2020)
	Many faculty, staff, and students are not aware of and do not have accurate working knowledge of labor market data, student support, and academic programs and pathways available at Wake Tech. This information is vital to helping students make informed and early decisions about majors, transfer options, and employability options that would help them select the right courses in the most streamlined sequences needed for timely completion and transfer. (Belk Center Report, 2020).

INTERNAL	
Strengths	Weaknesses
Pathways and Advising	
Long-term student planning emphasized (Aspen, 2020); higher proportion of WTCC students indicating they are following an academic plan as compared to pathways colleges in the CCSSE 2019 cohort	Limited use of analytics to monitor and reach out to students (Aspen, 2020)
Detailed pathways information provided on WTCC website (Aspen, 2020); higher proportion of WTCC students use the website to review academic progress compared to pathways colleges in the CCSSE 2019 cohort	Advising is transactional, with limited opportunities for learning information and skills, and structure not designed for holistic student support (Aspen, 2020) - 55% of students indicate they were required to meet with an advisor before registering (CCSSE, 2019); Black and African American students, White students, and students of two or more races indicated a significantly greater need/use for these services as compared to their pathways peers (CCSSE, 2019).
Self-service degree-planning software outlines student pathways, where students easily can see their next steps (Aspen, 2020); higher proportion of WTCC students indicate they are following an academic plan that specifies the order of courses as compared to pathways colleges in the CCSSE 2019 cohort.	No clear process for how program maps are updated, managed, and kept current; no maps for part-time students (Aspen, 2020)
WTCC collaborates with high schools and other partners to prepare them for collegiate study (Aspen, 2020).	Limited student-friendly material on how certificates and diplomas can be earned along the way (Aspen, 2020); cross-over from non-credit to credit is difficult and confusing (Belk Center Report, 2020).
Intensive supports are provided to underprepared students as soon as possible via ACA-090, tutoring, and learning labs (Aspen, 2020).	Advising is “siloe” among departments at the college, and students often receive conflicting information (Belk Center Report, 2020).
The college schedules courses when students need them (Aspen, 2020).	Students engage in transfer advising significantly fewer times as compared to other colleges; it only occurs in the first semester (CCSSE, 2019; Aspen, 2020).
Slightly higher proportion of WTCC students than Guided Pathways Participants indicate a staff member discussed with them how long it would take to finish a degree (CCSSE, 2019)	Though a higher proportion than other pathways colleges in the CCSSE cohort, only 50% of WTCC students indicated a staff member discussed with them the credits that would transfer to their university destinations (CCSSE, 2019).
New students helped to explore their career and college options through ACA-122 and optional Career Lens Labs (Aspen, 2020).	ACA-122 and Career Lens may not be helping new students choose pathways because they are not taken at the beginning of their careers and there are not enough faculty to teach ACA-122 in their first year (Aspen, 2020).
	Students are engaging in career counseling significantly fewer times as compared to other colleges in the CCSSE 2019 cohort. Hispanic and Latinx students, and students of two or more races, had significantly less career counseling.
	Students are engaging in financial aid advising significantly fewer times, and fewer discussed the cost to complete their degree as compared to other colleges in the CCSSE 2019 cohort. WTCC Hispanic and Latinx students engaged in significantly less financial aid advising.
Teaching and Learning	
New competencies have been developed based upon nationally recognized promising practices and frameworks (CCSSO, 2015; Danielson, 2009; Valencia, 2016).	No common definition of excellent teaching and learning practice (Aspen, 2020)
Program Learning Outcomes are aligned to further education and employment (Aspen, 2020).	WTCC students were more likely to have never had an instructor to require participation in study groups as compared to their peers in the CCSSE 2019 cohort.

INTERNAL	
Strengths	Weaknesses
Students have opportunities for active and collaborative learning (CCSSE, 2019; Aspen, 2020).	Nearly three-quarters of WTCC respondents had never had an instructor require participation in tutoring, a higher proportion of "never" compared to peers in the CCSSE 2019 cohort.
Faculty assess mastery across each program (Aspen, 2020).	
Assessment is used to improve teaching and learning (Aspen, 2020).	
Online Learning/Holistic Student Support	
Clear online teaching and learning standards are established (Aspen, 2020).	No organizational structure to oversee online teaching and learning quality (Wake Tech Online Design Team, 2018)
Senior leaders consider online learning essential and resource it appropriately (Aspen, 2020).	No organizational structure for ensuring wrap-around, holistic online support (Wake Tech Online Design Team, 2018)
High enrollment/low success courses are targeted for online learning interventions (EPIC, First in the World; Aspen, 2020).	Students have trouble accessing available resources; too many inconsistencies among departments (Belk Center Report, 2020).
The college provides equal access to online learning (Aspen, 2020).	
College Readiness/Developmental Ed	
Student's time in Dev Ed is streamlined (Aspen, 2020).	Academic unpreparedness is a likely cause for withdrawal, particularly for Black or African American students at WTCC, and in higher proportions than their counterparts at other colleges (CCSSE, 2019).
Developmental coursework is mapped to college-level coursework (Aspen, 2020).	
RISE has been implemented as a co-curricular strategy to accelerate progress through college-level English and math.	
Multiple measures are used to assess and place students (Aspen, 2020).	

10.4.1.3. Performance

INTERNAL	
Strengths	Weaknesses
Enrollment	
Wake Tech's curriculum student enrollments have remained level over the past 5 years, despite declines at community colleges in other portions of the state and despite the COVID-19 pandemic. WTCC enrolls more WCPSS graduates than any other college.	Wake Tech's overall fall enrollments have been declining since 2013. Curriculum student enrollment has been rising over the last 10 years but has leveled off (Fall 2017=22,293). Continuing Education enrollments have declined to 16,529 (Carolina Demography, 2018). 2020FA enrollment growth is currently down 1% from last year (WTCC Daily Enrollment Summary).
The largest growth in curriculum enrollment has been in online education: 16,837 students took at least one online course in 2017-2018, accounting for 36% of all curriculum seats filled (Wang, 2017-2018 Distance Ed Quick Facts).	
Affordability	

INTERNAL	
Strengths	Weaknesses
Part of the reason for Wake Tech’s strong enrollment numbers is that its programs and courses are affordable: During the 2016-2017 academic year, the average tuition and fees were \$2,763, a lower rate than other comparison community colleges nationally (IPEDS, 2017).	
Course Success	
Through numerous quality improvement initiatives, overall performance of students in both seated and online courses has been improving. WTCC has seen statistically significant increases in online high enrollment gateway courses that have had historically low success rates: on average, 58.5% in Spring 2015 to 64.3% overall in Spring 2018.	WTCC success rates remain the lowest among the NCCCS colleges. Less than half of WTCC first-time-in-college associate degree-seeking and transfer-pathway students who attempt a college-level English or math course pass with a “C” or better in their first two academic years (55.6% English, 37.1% math). The rates are significantly lower for Black males (31.9% English, 13.9% math) and Black females (39.4% English, 16.1% math) (NCCCS Performance Measures, 2018).

Table 3. Course success rates by instructional area reported by the North Carolina Community College System.

		NCCCS Course Success Rates	
INSTITUTION:		Wake Technical Community College	
Course Success: Are students completing courses with an A, B or C?			
Instructional Area	Semester	WTCC Student Performance	NCCCS System Success Rate
General Education Courses	2020SP	71% N=36594	75%
Career and Technical Education Courses	2020SP	76% N=22497	80%
Developmental Education Courses	2020SP	60% N=3548	65%

Source: North Carolina Community College System Dashboards. Retrieved from <https://www.nccommunitycolleges.edu/analytics/dashboards/curriculum-course-outcomes-course-characteristics>

INTERNAL	
Strengths	Weaknesses
Persistence	
	Over 6,000 students have stopped out (Wang, 2018).
Completion	
Wake Tech produces the largest number of associate degrees in its prosperity zone.	
The percentage of cohort students who graduate with associate degrees or certificates and/or transfer-out to universities has increased over time and is now above other colleges in the Post-Secondary Partnership of the National Student Clearinghouse.	Current rate (34.5%) is still below the nation benchmark of excellence – 52% for Aspen-eligible colleges (52%).

**WAKE TECH 4-YEAR COMPLETION RATE
(BENCHMARKED AGAINST 2-YEAR COLLEGES IN NATIONAL STUDENT CLEARINGHOUSE
PDP, FALL COHORTS)**



Source: National Student Clearinghouse Postsecondary Data Partnership (PDP) Dashboards accessed July 2020. PDP Colleges benchmarks represent the average completion rate of 64 other 2-year colleges in the PDP partnership.

Figure 10. The percentage of new students and students transferring-in to WTCC who entered in a fall semester and completed within four years (graduate with an associate degree/certificate and/or transfer to a university). Years represent the cohort year the students entered, and the percentages are the completion rates for that cohort.

INTERNAL	
Strengths	Weaknesses
Completion	
Wake Tech students who transfer-in as juniors at UNC System colleges maintain GPAs that are the same or slightly better than students who started at the UNC System colleges (UNC-GA Info Center, 2018).	While WTCC 4-year graduation rates and 6-year bachelor's attainment rates for WTCC transfer students at universities are improving, they are much lower for Black/African American, Hispanic/Latinx, and part-time students.
Students who transfer to UNC System colleges complete bachelor's degrees at higher rates overall than students who transfer out of state or to private colleges.	

Table 4. Four-year graduation rates for WTCC first-time-in-college students and six-year bachelor's completion rates for WTCC transfers to universities by the cohort year and term they started and disaggregated by demographic groups.

2020 ATD Cohort Kickoff Data Collection Post-Secondary Data Partnership National Student Clearing House

INSTITUTION: Wake Technical Community College

Graduation Metrics: *Are students graduating with a credential?*

Cohort →	Fall 2010		Fall 2011		Fall 2012		Fall 2013	
	N	%	N	%	N	%	N	%
<i>Total First-Time-Ever-in-College Students (denominators)</i>								
Overall	N/A		2,744		3,287		4,113	
<i>Certificate or associate degree awarded within 4 years</i>								

Overall	N/A	512	19%	753	23%	1,023	25%
Age							
Under 20 years	N/A	375	19%	507	23%	672	25%
20-24 years	N/A	48	15%	104	22%	142	23%
Over 24 years	N/A	89	19%	142	23%	209	25%
Enrollment Status							
Full-Time	N/A	328	30%	500	34%	662	32%
Part-Time	N/A	184	11%	253	14%	361	18%
Ethnicity							
American Indian/Alaska Native	N/A	1	6%	4	15%	6	23%
Asian	N/A	25	19%	44	26%	45	26%
Black	N/A	71	10%	83	11%	143	15%
Hispanic	N/A	47	20%	59	18%	88	23%
Multiracial	N/A	N/A		N/A		N/A	
Pacific Islander	N/A	N/A		N/A		N/A	
White	N/A	320	22%	507	29%	666	30%
Unknown or Other	N/A	48	21%	56	21%	75	22%
Gender							
Female	N/A	265	20%	394	25%	491	25%
Male	N/A	247	17%	359	21%	532	24%
Unknown or Other	N/A	N/A		N/A		N/A	
Pell Status							
Pell Recipient	N/A	162	18%	260	20%	339	22%
Non-Pell Recipient	N/A	328	20%	469	24%	666	27%
<i>Transferred and completed a baccalaureate degree within 6 years</i>							
Overall	N/A	363	13%	504	15%	580	14%
Age							
Under 20 years	N/A	305	16%	409	19%	452	17%
20-24 years	N/A	24	7%	56	12%	87	14%
Over 24 years	N/A	34	7%	39	6%	41	5%
Enrollment Status							
Full-Time	N/A	239	22%	350	23%	442	21%
Part-Time	N/A	124	7%	154	9%	138	7%
Ethnicity							
American Indian/Alaska Native	N/A	N/A		N/A		N/A	
Asian	N/A	25	19%	39	23%	26	15%
Black	N/A	36	5%	43	6%	49	5%
Hispanic	N/A	32	13%	31	10%	58	15%
Multiracial	N/A	N/A		N/A		N/A	
Pacific Islander	N/A	N/A		N/A		N/A	
White	N/A	232	16%	345	20%	411	18%
Unknown or Other	N/A	35	15%	44	16%	34	10%
Gender							
Female	N/A	179	14%	262	16%	288	15%
Male	N/A	184	13%	242	14%	292	13%

Unknown or Other	N/A	N/A	N/A	N/A			
Pell Status							
Pell Recipient	N/A	100	11%	149	12%	149	9%
Non-Pell Recipient	N/A	255	15%	348	18%	421	17%

Source:
National
Student

Clearinghouse Postsecondary Data Partnership (PDP) Dashboards accessed July 2020.

INTERNAL	
Strengths	Weaknesses
Labor Market Outcomes	
A majority of the college’s programs and courses lead to credentials aligned with labor market demand and/or transfer opportunities at four-year institutions (EMSI Gap Analysis Report, 2019, in progress).	Wake Tech does not have clear maps from programs to the labor market that show students how they can “upskill,” and the path from non-credit to credit education is unclear.
A majority of Wake Tech’s programs lead to jobs with a living wage, and a majority of graduates earn a living wage when they enter the labor market (EMSI 2019 and Informer, 2020; NC Tower, 2020).	A higher proportion of students in the low-income zones of Wake County are enrolled in programs that lead to jobs below a living wage than students from higher economic zones.

10.4.2. External Opportunities and Challenges

These are the external factors upon which Wake Tech has the opportunity to capitalize to close the gap between what the college is doing and how it could better serve Wake County. Challenges are the external factors beyond Wake Tech’s control that could place the college at risk. Contingency plans should be created to address the more serious and highly probable risks, should they occur.

10.4.2.1. Forces and Trends

EXTERNAL	
Opportunities	Challenges
COVID-19	
Wake Tech responded quickly to the pandemic and was well positioned to bring operations online due to previous investments in online infrastructure, initiatives, and support. The COVID-19 pandemic has forged new ways of teaching and advising that are more flexible for students.	The COVID-19 pandemic has forced a majority of operations online. When operations will return to normal is uncertain.
Wake County’s unemployment rate has lowered to 8% as of September 2020 and is projected to fully recover in 2021 to 2022 provided a vaccine has been developed.	Wake County’s unemployment rate jumped from 4% to 11% from March 2020 to April 2020.
The Raleigh Metro Region has been predicted to be one of the top 10 regions in the nation to recover following the pandemic (Bloom, May 2020). Despite the pandemic, the region continues to experience job growth in many high-paying job areas, such as the IT and biotech fields.	

EXTERNAL	
Opportunities	Challenges
Wake County Population	
Wake County is projected to continue to grow over the next 20 years (see Wake County Profile). The largest population with the highest growth is in the 24- to 44-year-old range, who also have the lowest proportion of postsecondary degrees in the eastern part of the county (NC Department of Budget and Management, NCDPM, 2018; Carolina Demography, 2018).	Wake Tech is drawing in a lower proportion of students from low-economic health zones than is represented in the county.
Wake Tech Dual Enrollment students, who are 14 to 17 years old, continue to grow, from 3% in 2016 to 5% in 2017 (Carolina Demography, 2018). The population of 0- to 17-year-olds is projected to continue to rise in the county over the next 20 years (NCDM, 2018).	The largest proportion of Wake Tech’s curriculum population is 18- to 24-year-olds (Carolina Demography, 2018). However, while the population of Wake County is projected to grow, the proportion of 18- to 24-year-olds represents the smallest population of citizens in Wake County, and growth of this age range is projected to remain flat at near current levels (NC Department of Budget Management, 2019). The number of Wake County public high school graduates with intentions to enroll at a public 2-year institution has been flat since 2013 and declined slightly in 2017, whereas intentions to enroll directly at a 4-year institution have risen (Carolina Demography, 2018). In addition to responding to shifts in demographics, meeting the growing demand for quality online programs poses a challenge.
Wake County Labor Market	
Ranked by the Brookings Institution as having the #2 “Very large metro area for overall prosperity index,” by the <i>Wall Street Journal</i> as having the #5 “Hottest Labor Market in the Nation,” and by EMSI as the #9 “Talent Attractors” in the nation in 2019, Wake County has great economic opportunity, out-pacing both state and national averages in employment and wage growth (JobsEQ, 2020).	Large labor gaps exist in the Wake County labor market, but many of these jobs, like software developers, require bachelor’s degrees or are in competitive programs, like nursing, that many students may not be able to access.
Jobs “safer” from automaton are management, business and financial, computer, engineer and science, education, legal and community service, and health care practitioners (Burning Glass, 2020; Frey & Osborne, 2017).	56.4% of jobs in Wake County are at-risk for future automation. These include sales and related jobs, office administration and support, and service jobs (Burning Glass, 2020; Frey & Osborne, 2017).

10.4.2.2. Resource Controllers

EXTERNAL	
Opportunities	Challenges
Funding	
Funding challenges provide colleges with the opportunities and urgency to realign resources with the student success agenda.	During a period when enrollment growth is down with decreased funding, the ability to implement comprehensive initiatives and adjust the content of programs may be increasingly challenging and may affect the ability to meet local employers’ needs.
Changing Mandates	
	During a period of rapid change in the higher education landscape (both at the federal and state levels), NC Community College System colleges are being mandated to embrace complex, all-encompassing

EXTERNAL	
Opportunities	Challenges
	missions. These mandates from the system office and the legislature impact teaching and learning.
	The NCCCS is considering changing from the current student information system to an “Enterprise Resources Planning” (ERP) system. That conversion could disrupt planned changes to integrate a CRM system and technology for IPASS advising.

10.4.2.3. Collaborators and Competitors

EXTERNAL	
Opportunities	Challenges
Partnerships	
Wake Tech has a strong portfolio of transfer opportunities. Wake Tech continues to expand the transfer opportunities of its associate degree students. Even during the COVID-19 pandemic, Wake Tech is forging partnerships with our state universities and other 4-year institutions that extend beyond the standardized articulation agreement with the UNC System.	Transfer success requires building partner relationships beyond articulation agreements as well as forging transfer advising and data systems that communicate between WTCC and their partner universities (Wyner et al., 2016).
Wake Tech’s location in the Research Triangle region provides many opportunities to leverage community partnerships to improve learning and enhance the development of 21st century skills. Sixty-five percent of Wake County voters approved a \$349 million bond in November 2018, enabling Wake Tech to build new facilities to train more skilled workers for high-demand fields (Wake Tech, 2018).	Increased communication with external stakeholders is needed to sustain effective partnerships that support student learning and help students prepare for the jobs of the future.
Advisory boards provide connections to industry and help to create programs with clearer career pathways. These partnerships contribute to the wide public support WTCC enjoys.	Frequent program and major changes and inconsistent policies to access services at 4-year colleges and universities lead to conflicting knowledge of student access. Internal communication also poses a challenge.
WakeWorks is a new partnership between Wake Tech and Wake County that will provide apprenticeship programs.	With several nationally based initiatives on student success, alignment to achieve successful outcomes across the college is important.
Competition for Faculty and Staff	
	Competing industry and educational institutions in the Triangle area present major challenges to recruiting and retaining the most qualified faculty and staff.
	Wake Tech faces competition in offering sub-baccalaureate credentials among for-profit organizations, particularly in the IT fields (JobsEQ, 2019).

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Wake Tech Strategic Planning Documents:

Go to the Wake Tech portal for internal documents related to the planning process:

<https://waketechedu.sharepoint.com/employee/strategic-planning/SitePages/News-Blog.aspx>

10.6. APPENDIX 6: DEFINITIONS

Term	Definition	Source	Example
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
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 year
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
Outcome	The specific, measurable changes/gains/benefits <i>stakeholders</i> 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
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?
Strategy (Planning)	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
Objective	A specific, measurable <i>result</i> the <i>institution</i> 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
Tactic (Implementation)	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