

Chapter III

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

Eastern West Virginia Community and Technical College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the Board of Governors, administration, faculty, staff, and students. Eastern West Virginia Community and Technical College is a public, free standing community and technical college in West Virginia. Eastern's mission is defined in statute and regulated by the WV Council for Community and Technical College Education (WVCCTCE). Eastern has well-defined, explicit mission documents that clearly describe the College's role in educating the residents of its responsibility district. Multiple documents comprise the mission documents which define and operationalize the institutional mission. These documents are living, dynamic documents with the flexibility to meet emerging district needs while holding true to the core purpose and values of the College as a free-standing, public institution of higher learning. The mission documents identify Eastern's core purpose and serve as the guiding principles for all planning and institutional budgeting. The mission documents include [CH3:1-CH3:4]:

- College Mission Statement
- Vision
- Values
- Institutional Master Plan (including Strategic Plan/Compact and Compact Strategies)

Eastern is an institution firmly grounded in mission. This is evidenced by the interdependency of mission documents and planning documents. The Vision statement assures that the College implements a range of innovative programs and services that exemplify community college values and achieve the College mission. The Values statement demonstrates commitment to quality teaching and lifelong learning, opportunity and accessibility for all

students, integrity and commitment to diversity, and community building through partnerships and collaboration. During its initial years, Eastern placed significant emphasis on clarifying the mission of the College, inculcating shared values within the institution, educating the community as to the purpose of community and technical college education, and building trust within the community and with other educational providers. In 2006, the College engaged in a major review and revision of its mission documents by inviting representatives of constituent groups to a series of facilitated mission review meetings. As a result of these sessions, the mission documents more clearly define the institution's purpose and support of its service district as well as assure that understanding of the mission.

Self Study Survey questions 1 through 8 address multiple aspects of Criterion One. When averaging across all eight questions, "Mission and Integrity" received a mean score of 3.97 on the 5-point scale. Mission and Integrity was rated third out of the five criteria by survey respondents indicating a better than satisfactory level of performance. Table 3.1 provides a summary of individual survey items related to Criterion 1. Mean scores for each item are at or above the satisfactory level.

Table 3.1 Criterion 1: Mission and Integrity 2007 Survey Mean Score for Criterion 1: 3.97		5 Outstanding	4	3 Satisfactory	2	1 Poor	Mean Score
1	Eastern's mission documents are clear and articulate publicly the organization's commitments. N= 137 Total Sample	34%	35%	26%	4%	<1%	4.0
2	Eastern's faculty and staff understand and support Eastern's mission. N= 130 Total sample	40%	32%	24%	3%	2%	4.1
2a	Eastern's faculty and staff understand and support Eastern's mission. N= 37 Faculty and staff only	43%	27%	24%	5%	0%	4.08
3	Eastern's students understand and support Eastern's mission. N= 118 Total Sample	29%	36%	25%	8%	3%	3.8
3a	Eastern's students understand and support Eastern's mission. N= 26 Students only	43%	31%	19%	5%	2%	4.1
4	Eastern's faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. N=124 Total Sample	37%	32%	21%	8%	2%	3.9
4a	Eastern's faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes. N= 37 Faculty and Academic Leaders (Administrator/Staff category used to calculate academic leaders)	32%	38%	19%	8%	3%	4.05
5	Eastern upholds and protects its integrity by implementing clear and fair policies and abiding by local, state, and federal laws and regulations. N= 124 Total Sample	40%	32%	23%	3%	<1%	4.1
6	The activities of Eastern are congruent with its mission. N= 134 Total Sample	36%	29%	26%	8%	<1%	3.9
7	Eastern presents itself accurately and honestly to the public. N= 138 Total Sample	41%	25%	22%	11%	<1%	3.9
8	Eastern operates with integrity to ensure fulfillment of its mission. N= 132 Total Sample	40%	25%	28%	6%	<1%	4.0

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

Evidence that demonstrates that Core Component 1a has been met

Eastern's mission documents are clear and articulate publicly the organization's commitments. The College has taken deliberate actions to design and refine mission documents

which philosophically and operationally describe its distinctive nature and role in the higher learning community. The Mission Statement provides the philosophical and qualitative framework for college operations defining the purpose, role, scope, population to be served and the organization of the curriculum. The Vision provides the philosophical grounding for Eastern's institutional character delineating the commitment to enrich the Potomac Highlands through innovative programming and services while the Values present consensus in support of fundamental values that undergird the mission and vision. The Institutional Master Plan, WV State Compact with accompanying Compact Strategies define major goals and priorities for which the College directs resources and structures programs and services that give life to the College Mission. As a young institution, the College embraces and remains committed to its defined purpose.

Eastern conducted a comprehensive mission review and revision in the fall of 2006. As a young and evolving institution of higher learning, the College wanted to assure that its mission was understood, shared and relevant. Additionally, the previous self study noted the need for a more succinct mission statement and the inclusion of clearer statements on diversity. These factors triggered the 2006 review of mission documents. Through a series of facilitated meetings, representatives of various constituencies participated in dialog regarding the mission, vision and values of the institution. Internal and external constituent groups were involved including representatives from business, industry, health care, education and service organizations as well as staff, administration and faculty. Through these sessions, the College was able to assure that the institution's mission was current, addressed community needs and understood by its constituents. These meetings culminated in revised mission, vision and values statements. The revisions addressed visiting team recommendations for a succinct mission statement, incorporation of a clearer statement on diversity and quality in educational offerings. The meetings also provided the framework to transition to a comparable second series of facilitated

meetings to identify the institutional goals in preparation for the next strategic plan. The revised mission documents were presented to and approved by the Board of Governors at the February 28, 2007 meeting [CH3:5]. The revised mission documents were incorporated into the development of the Institutional Master Plan. The Compact and Compact Update were submitted by the current Board of Governors (§18B-2A-4(b)(2)) [CH3:6] to the West Virginia Council for Community and Technical College Education on April 30, 2007 [CH3.7]. The Strategic Plan was approved by the Board of Governors on October 17, 2007 and submitted to the West Virginia Council for Community and Technical College Education on October 24, 2007 [CH3.8].

Eastern has an established history of mission review. The original mission documents were transferred to the current Board of Governors at the inception of this Board on July 1, 2001. The Board of Governors affirmed the actions of preceding boards at the state level and local level. Likewise, the Strategic Plan goals and priorities were approved by the Board of Governors as well as all preceding boards. The Mission Statement went through an initial revision in May, 2004 to place emphasis on workforce and career/technical education degree granting programs. Skill sets as pathways to degree completion and community education were also given additional priority in keeping with this revision. This revised mission was approved by the Board of Governors at the May, 2004 meeting [CH3:9]. The 2004 revision of the Mission Statement became necessary as Eastern transitioned to the third phase of its curriculum development process moving from primarily brokered programs and courses to developing and offering its own traditional career/technical programs and courses [CH3:10].

As of fall 2007, Eastern offers associate degrees and certificates in Business, Business Operations Support, Early Childhood Development, Industrial Maintenance, Individualized Career Studies, and the Board of Governors Adult Degree Completion Program completing its transition to phase three of the curriculum development progress. Additional degree programs in electromechanical technology, automotive technology, and information technology are under

development. Customized programs are also offered through partnerships with business and industry and other educational training providers [CH3:11].

The mission documents clearly define the internal and external constituencies the College intends to serve. The College serves individuals, employers and communities within a six-county district in West Virginia [CH3:1, CH3:2]. This district consists of Grant, Hampshire, Hardy, Mineral, Pendleton and Tucker Counties. Eastern was created to ensure access to higher education opportunities for learners within its defined district of responsibility. Hence, the College maintains an “open door” admissions policy admitting persons with a high school diploma or its equivalent [CH3:3]. In addition to serving employers and communities, the College serves individual learners, principally targeting adults of working age (25 - 64), recent high school graduates who typically have not enrolled in post-secondary education and specifically those not traditionally served by higher education.

Eastern’s mission documents define the goals for the learning to be achieved by its students. As a comprehensive community and technical college, the mission documents identify the following as the purpose of learning: workforce training and education, community education and service, personal growth opportunities for citizens within the service district, and providing opportunities for a lifetime of learning. To this end, educational programming is organized into the following curricular areas:

- Occupational-technical education
- Transfer education
- General education
- Literacy and developmental education
- Continuing and community education

The Mission Statement defines the nature of learning that is provided by the College. Eastern offers credit courses leading to the Associate in Applied Science, Associate in Arts, and Associate in Science degrees as well as certificate programs. The educational programming also

emphasizes non-credit courses, programs, and services in workforce education and training, career preparation and development, and lifelong learning. All educational offerings are designed within this framework.

The Vision denotes Eastern's commitment to "...enrich(es) the Potomac Highlands... through a range of innovative programs and services..." [CH3:2]. The Shared Vision provides the philosophical grounding for Eastern's institutional character. The commitment to excellence permeates program development, as evidenced through resource allocation and planning documents, and provides the impetus for Eastern's academic assessment initiative. This is actualized in Strategic Goals 3 and 5 as well as Compact Goals II and III [CH3:4].

Strategic Goals:

- Goal 3: The College will increase student enrollment in all areas of the College's instructional mission.
- Goal 5: ...the College will focus, strengthen and promote its workforce development program.

Compact Goals:

- Goal II: Produce high quality graduates with general education and technical skills to be successful in the workplace or subsequent education.
- Goal III: Provide high quality workforce development programs that meet the demands of West Virginia's employers and enhance economic development efforts of the State.

Implementation strategies are defined through the year 2010 for each goal identifying target dates and benchmarks. A comprehensive review of progress toward meeting Strategic Plan and Compact Goals is conducted annually. Reports are submitted to the Board of Governors to track progress. A review of these tracking reports indicates that the institution has maintained steady and projected progress toward goal attainment. In those circumstances where objectives have not been met, timeline review and intervention strategies are incorporated into Strategic Plan and Compact reviews and updates [CH3:12].

Eastern makes mission documents available to the public, particularly to prospective and enrolled students. Mission documents are available in a variety of print and electronic media. Printed media includes the College Catalog, Orientation Guide and Student Handbook, Governance Manual, Faculty Handbook and informational brochures and flyers [CH3:13-CH3:17]. The College website posts links to mission documents in addition to curriculum, support services, and governance information <http://www.eastern.wvnet.edu> [CH3:18-CH3:21]. Mission documents are also presented and reviewed in a variety of meetings specifically in the development of institutional policies and operational regulations. Significant efforts have been made to assure visibility of and access to mission documents. Self Study Survey Question 1 particularly addresses the clarity and accessibility of Eastern's mission documents. Overall, respondents rated the College's performance as 4 (mean score). More specifically, 95% of the respondents rated the College as satisfactory or better with 69% rating the College with at least 4 on a five point scale.

Eastern's mission documents identify a strong commitment to increasing and creating learning opportunities for its constituents and for the organization through the development of partnerships and shared resources. Quality educational programming that supports student learning is a core value and serves as the foundation for all mission documents. The mission documents provide the framework for effective planning and budgeting with all institutional decisions being grounded in the mission documents.

Evidence that Core Component 1a needs strengthening

- Although Eastern has an established history of mission review, the institution lacks a defined, cyclical review process. Major mission revisions have been triggered by significant institutional events as opposed to an established periodic review process. Although strategic and compact goals are reviewed annually as a result of the annual reporting processes and may serve as the prompt for mission review, this does not assure routine review will occur. The College needs to devise a cyclical, systematic process to discern if mission documents are timeless and universal providing guidance and direction for college operations.

- Community and technical college education is still relatively new to Eastern's district of responsibility. Given this climate, it is unlikely that the general population fully understands the intended nature of the learning opportunities provided. The College has developed a marketing plan and published numerous articles addressing College activities, services and purpose. The impact of these initiatives must be assessed to determine impact.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence that demonstrates that Core Component 1b has been met

In its mission documents, Eastern West Virginia Community and Technical College recognizes the diversity of its learners, other constituencies, and the greater society it serves. Eastern serves a defined geographical area that is rural, vast in size, and relatively homogeneous, with a minority population of 2.6 percent. Although the region demographics are relatively homogeneous, the College recognizes its responsibility to serve all learners within its responsibility district to achieve the community college mission. Throughout its short history, Eastern has made a commitment to this responsibility as evidenced throughout Eastern's mission documents. In the early development of its mission documents, the College deliberately incorporated inclusive language making no distinctions among those it referenced. However, the 2006 Visiting Team recommended addition of more specific statements regarding diversity to the mission documents. Eastern recognized the importance of clarity in this area and modified the Values statement to provide more direct references to diversity. The revised Values statement denotes support of diversity through educational opportunities, partnerships and integrity of institutional offerings [CH3:3]. The specific additions to the Values are listed below:

Opportunity:

- All learners are accepted and valued; diverse students are sought, welcomed, and provided a nurturing environment.

Integrity:

- The College models its commitment to diversity in all areas of its institutional life – “students, employees, governance, and supportive entities and relationships.”

Partnerships:

- The College promotes a broad sense of community that breaks down barriers and encourages collaborative attitudes and action.
- The College collaborates and partners with public schools, other educational providers, business and industry, labor, government, and arts and cultural organizations to serve students, support economic and community development, and enhance opportunities for cultural growth.
- In its teaching and learning and its learner support activities, the College recognizes and promotes student awareness and knowledge of regional, national and global interdependence.

Other indirect references to diversity were retained in forms of referring to “all residents”, “all students”, and “all employees”. The intent is to include all students and all communities it serves within its defined responsibility district.

The Mission was also revised and now references support of diversity by maintaining “...an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship [CH3:1].”

The College maintains an “open door” admissions policy to provide increased access for those residents desiring learning opportunities. Additionally, the Mission defines curricular areas providing increased opportunity for access to educational options and development activities directed toward meeting the needs of the region it serves [CH3:1].

The impact of regional/geographic diversity was considered at the outset of institutional planning. The College adopted the philosophy of “no county left behind”. The College mapped resources of the six counties served. These steps were taken to assure that all counties are equitably served. Therefore, access centers were established in strategic locations throughout the service district. Although the College intended equity in delivering comparable opportunities throughout the service district, a preliminary review of services finds that Hardy County receives

the greatest amount of services. The College recognizes this inequity and has included the examination and resolution this concern in Strategic Goal 3 [CH3:4].

Compact goals and strategies are grounded in the principles defined by the mission documents that embrace unique characteristics of individual learners, employers and communities. Compact strategies specifically reference the type of instruction and services provided and recognize the varying needs of those participating in services provided. Attention is given to the need for use of multiple instructional methods and strategies to reach different types of learners addressing individual career development, customized training programs, personal and community development and fostering global awareness by linking local strengths to global knowledge and opportunities.

The College attempts to address diversity through its nondiscriminatory policies and practices in admissions, and employment. This information is published in the College Catalog, admission materials, schedule, employment materials, and brochures. “The ...College Board of Governors... is committed to equal opportunity and non-discrimination for all employees, students, prospective students and applicants for employment...” [CH3:13, p. 8].

The College recognizes diversity among its students and makes reasonable accommodations to students with documented disabilities, as required by the Rehabilitation Act of 1973 [CH3:13, p. 8]. Reasonable accommodations are provided for students with documented disabilities that affect their pursuit of a college education. The College provides student referrals to the Center for Excellence in Disabilities. Staff members also attend the Center’s training sessions to gain more knowledge about the technology assistance it can provide. Additionally, current college facilities are handicap accessible. The new facility slated for occupancy in summer 2008 is being designed according to ADA guidelines.

To address emerging diversity demographics, the College has developed a course addressing diversity in the workplace. Understanding Human Diversity [CH3:22] is a graduation

requirement for all associate in applied science majors. This course was added to the curriculum as a result of DACUM processes and program advisory committee recommendations. The College has also offered courses in Comparative Religions, Cultural Anthropology, Women's Studies, and Middle Eastern Politics.

Courses in conversational Spanish have been offered each term for the last three years. These courses were initially offered as special topics courses. However, due to repeated interest, these courses have been approved for inclusion in the College Catalog. These courses were instituted at the request of students, employers and community members in response to the increase of non-English speaking residents. Additionally, Spanish for Bankers was offered to address specific workplace needs. Additional courses targeting specific workplace needs will be explored for future offerings.

Learner Support Services has also added activities supporting diversity in the College service district. In 2005, the College applied for and was awarded a diversity grant from the WV Higher Education Policy Commission. This award provided the funds needed to develop a diversity library containing books, resource materials, and videos. This material is available to students, staff, faculty, and visitors. In fall 2006 and again in fall 2007, displays were set up in honor of Hispanic Heritage Month to increase familiarity with and understanding of Hispanic culture. New Student Orientation sessions also include an overview of the College's mission documents to assure familiarity with the community college mission and in particular Eastern's Mission, Vision and Values. Incorporated into this discussion is an emphasis on diversity and the global community.

Eastern's responsibility district is a region in flux. Although regional demographics are primarily homogeneous, the region is beginning to experience a slight influx in cultural minorities. As district demographics change, it is important that the institution maintain focus on its commitment to serve all learners. Although the mission documents broadly encompass the

needs of residents of the College's district of responsibility, the college planning documents may require revision or additions to proactively address cultural diversity.

Evidence that Core Component 1b needs strengthening

- As responsibility district demographics change and increasing diversity occurs among constituencies the College serves, the College will need to be attentive to the ability of the mission documents to address shifts in cultural diversity and to define strategies meeting district needs.

Core Component 1c: Understanding of and support for the mission pervade the organization.

Evidence that demonstrates that Core Component 1c has been met

Understanding and support of the mission pervade Eastern West Virginia Community and Technical College. The College's Board of Governors, administration, students, faculty and staff are aware of the College's commitment to learning. This core commitment is publicly presented to constituencies in multiple formats in multiple locations. Mission documents are included in college publications and on the College web site. Mission documents have consistently served a key role in establishing priorities, generating new initiatives, and allocating resources.

The 2006 self study noted that institutional longevity was a challenge regarding support for and understanding of the College's mission and the role of the community college. Eastern is a young institution and community college education is new to the service district. Prior to Eastern's inception, the Potomac Highlands received higher education services from baccalaureate institutions through off-site course offerings. As a result, it became the task of the College to help district residents understand how community college educational offerings differed from those of the baccalaureate institutions. Eastern initially addressed this challenge through informational sessions and news articles and traditional marketing activities. While this did help to introduce the College to the community, Eastern still noted some confusion regarding the purpose of the community college. To address this challenge, the College decided to directly

involve its constituents in the review and revision of its mission documents. In the fall of 2006, representatives from all internal and external constituent groups were invited to participate in facilitated mission review and strategic planning sessions. These sessions were facilitated by an external consultant experienced with community colleges and the newly developed West Virginia Community College System. Participants included representatives from district businesses and industries including healthcare, manufacturing, technology, marketing and management; local government; other educational entities within Eastern's service district as well as members of Eastern's staff, administration, faculty, Board of Governors and Foundation Board of Trustees. Sessions were well attended by internal as well as external constituents with attendance at all sessions exceeding 40 participants. During these facilitated sessions, participants identified strengths, challenges and questions regarding the institution's mission, vision and values. This review spanned multiple sessions ultimately culminating in revised documents that were adopted and embraced by its constituents. The Eastern Board of Governors adopted and approved the revised mission documents resulting from these sessions. By engaging external as well as internal constituents in the mission review, the College hoped to increase community understanding of the community college mission in general and more specifically that of Eastern.

Eastern has also incorporated review and discussion in multiple forums to provide institutional and community learning opportunities to advance understanding and support of the College mission. Understanding of the College mission is also deepened by processes involving Board of Governors training and orientation; new employee orientations including faculty orientation; staff development and collegewide meetings (Eastern Leadership Team meetings); faculty and student handbooks; strategic planning; budgeting and marketing. While these development opportunities addressed understanding the district, providing service, institutional planning and communication, the mission documents provide the conceptual undergirding and core values. Integrating purpose of mission in such training sessions provides additional

organizational learning opportunities to internalize the mission message and assure the philosophy of the mission is not only understood but shared.

The Board of Governors, Senior Administrative Leadership Team (SALT) and institutional governance bodies routinely use the mission documents to direct college planning and strategic decisions [CH3:15, Sec. 1.6.3]. (It is important to note that institutional governance bodies are cross-functional teams including student representation and staff from all operational units.) Continued use of and reflection on application of mission documents to operational processes reinforce internalization of these core documents. Hence, development and implementation of institutional policies are integral to the actualization of the mission. The mission documents are the grounding force for all policy development. All new policies are, first and foremost, discussed in reference to alignment with the mission documents. Questions revolve around issues of relevancy to community and technical college education, population to be served, partnerships and resource sharing, learner support or general furthering of the mission and institutional goals. As a young institution, Eastern has emphasized the development of formalized processes to assure equity in administration of services and use of resources. Institutional regulations are designed to operationalize policies guiding mission implementation. Although many policies and regulations have been developed, more are yet to be formalized.

The College's strategic decisions, planning and budgeting flow from the mission as evidenced by the Strategic Plan, State Compact and Compact strategies. Through the strategic planning process and annual review, employees, via departmental meetings and committee representation, are engaged in review of processes and accomplishments that further the institutional mission. Planning, effectiveness measures and budget requests are linked to support one or more college priorities and strategic goals. This is evidenced in the established benchmarks and timelines in the Institutional Master Plan, the President's Goals, and Compact

Update Reports. These documents provide evidence of the agreed upon and shared commitment to the implementation of the College mission [CH3:1].

The goals of academic and administrative subunits of the College are congruent with Eastern's mission. The departmental goals are embedded in the Institutional Master Plan including the State Compact and Compact strategies furthering the implementation of the Mission. Educational offerings provided through Academic Services and Workforce Education are aligned with the curricular areas defined in the Mission Statement while Learner Support Services is organized to support student success in educational and personal goal attainment. Congruency of programming and appropriate learner support services is indicative of a shared understanding and acceptance of Eastern's mission. For example, Learner Support Services effectively offers a student success course and new student orientation sessions. The orientation sessions and success course help to assure that students understand institutional processes, the responsibilities and role of being a student and provide a ready link with support systems. Recent tracking of College Success course completers indicates that these students are likely to be retained in subsequent semesters. Additionally, students participating in orientation sessions are more likely to be retained. Eighty percent of the students completing the New Student Orientation session in fall 2006 returned in the following spring semester. This tracking study and data is presented more fully in Chapter 5, Table 5.6.

Support of the mission and increasing community awareness of the College's role extends beyond the physical facilities of the institution. Extensive efforts have been undertaken to educate the community as to the purpose of community and technical college education and the mission of the College. As previously noted, all official College publications present the approved mission documents. However, to improve community understanding and awareness, marketing materials and public presentations routinely include mission directed feature and news articles reinforcing the purpose, as related to mission, for which a program or services are offered

[CH3:23]. These efforts have proven to be more successful in some regions of the district than others. The previous self study noted inconsistencies in publication of news releases throughout the service district. Publication rates were tracked in several counties. As a result, efforts have been made to increase press release distribution in several counties, particularly Tucker and Grant counties. Efforts to increase community understanding will continue to involve extensive use of news releases in addition to increasing personal contacts made by College personnel. The Board of Governors has approved a general advertising framework as a part of the new promotions plan to increase Eastern's visibility and understanding of its mission throughout the responsibility district (The Plan for Enrollment Management, Marketing and Retention). Accordingly, the Public Relations department, in collaboration with Student Services, has developed a series of 2-column by 8-inch advertisements for regular use in print media. These ads reflect and underscore aspects of Eastern's mission as they address Eastern's role for the community, Eastern's services to business, and Eastern's services to business support. The Public Relations department is currently developing additional general information/service advertisements to fit within this framework, and similarly herald Eastern's mission as expressed in its mission documents, for use throughout the year. The Public Relations department, in collaboration with other College departments develops program specific advertising to target appropriate audiences or cohort groups for specialized course offerings or services such as real estate, industrial safety, early entrance course offerings, financial aid, tutoring, etc. These materials also reflect and communicate aspects of Eastern's mission. Also, the Public Relations department has purchased and is constantly developing trade show graphics to appeal to specific audiences when staff members participate in activities such as college days, health fairs and other recruitment activities. Strategic Goal 4 [CH3:4, goal 4] targets College image and dissemination of information about the College. Comprehensive strategies include the development of a speakers' bureau, and evaluation and revision of the marketing plan to more effectively inform the

community and promote the College. Historically, the annual Founders Day activities have been used to foster public understanding of the College's mission and the role staff and administration serve in fulfilling the mission.

Eastern's employees embrace the commitment to its service district and their roles in promoting the mission of the College. In addition to formalized partnerships (See Core Component 1d), Eastern staff engages in many external, volunteer, community service activities that support the arts and cultural heritage and cultivate and enhance community leadership and active citizenship. Employees have actively participated in the American Association of University Women (AAUW), Eastern Regional Family Resource Network, Boy Scouts, Big Brothers/Big Sisters, Heritage Weekend, Relay for Life, and other community based activities. Engagement in community activities provides visibility of Eastern's mission as a living, viable commitment to community. Engagement is addressed more completely in Criterion Five (See Chapter VII of this report).

The first seven years of the College have seen many changes moving from concept to a physical facility offering classes, degree programs, support services, workforce development training, continuing education and community education programs. These changes include the implementation of governance and administrative processes to assure effective realization and expansion of the Mission. The governance and administrative systems have significant involvement of both internal and external constituents [CH3:24]. These participatory systems assure that all constituents are equitably represented in the actualization the Mission. The strategic planning processes further reinforce and clarify the College's mission. Budgeting decisions are made with careful attention to the College's defined strategic goals and Compact strategies that directly support the College Mission. These planning and decision-making processes are regularly discussed not only in the respective governance sessions, but in departmental meetings as well. Employees have easy access to mission documents and use them

in planning services and programming. Employees acknowledge that they do understand and support Eastern's mission. Self Study Survey Questions 2 and 3 specifically address employee and student understanding of and support for the mission. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 4.1 for Question 2 indicating respondents perceive that Eastern faculty and staff understand and support the mission. Specifically, 96% of the respondents rated this item as satisfactory or higher. When examining responses of faculty and staff for this same item, the mean score drops only marginally to 4.08 [CH3:25, question 2a]. Students rated their understanding of and support for the mission with a mean score of 4.1 [CH3:28, question 3a]. Specifically, 93% of the students responding to the survey rated their understanding as satisfactory or higher with 59% providing a score of 4 or higher. These ratings suggest that Eastern is perceived as performing at satisfactory levels.

Evidence that Core Component 1c needs strengthening

- As Eastern continues to grow, these seminal documents will need to be revisited to assure the philosophical underpinnings are still clear, appropriate, valid, and shared.
- New marketing strategies and image-building strategies need to be tracked to determine long term impact on community awareness of the mission and related services.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Evidence that demonstrates that Core Component 1d has been met

Eastern's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission. The College's administrative policies, regulations and practices are clearly focused on supporting the Mission of the College. In 2007, the College underwent a major reorganization. Dr. Hoffmann stepped down from his presidential duties. Presidential responsibilities were managed collaboratively by the senior administrators until the Board of Governors appointed Mr. Robert Sisk as Interim

President. During the summer of 2007, the institution then underwent a major reorganization at the senior level. The reorganization consolidated the two deans positions (Dean for Learner Support and Dean for Academic Services) to provide a unified approach for delivering academic and student support services. Responsibility for workforce education was also added to the newly created Dean's position. One additional associate dean's position was added (Associate Dean for Career Studies) increasing the number of associate dean positions to three. This restructuring provided a cost effective and efficient system for mission implementation by incorporating more implementation related positions [CH3:26]. Governance documents are currently under revision to reflect the administrative change.

The Eastern currently operates under a postsecondary coordinating council, the West Virginia Council for Community and Technical College Education (WVCCTCE), with a local institutional board of governors [CH3:27]. The legal status and authority of the College has been continuously affirmed by all appropriate state and local agencies since its enactment. Under state law, the West Virginia Council for Community and Technical College Education is the coordinating and regulatory agency for all West Virginia public, community and technical colleges, including Eastern [CH3:28]. The WVCCTCE establishes and monitors the implementation of the State's public policy agenda and accountability for community and technical college education; allocates resources in accordance with the state public policy agenda; and assures that institutions are accomplishing their respective missions. In addition, WVCCTCE is responsible for assuring uniformity of actions and compliance with state laws throughout the state higher education system. WVCCTCE has the same powers, duties, and responsibilities relating to community and technical colleges that the Higher Education Policy Commission (HEPC) has over baccalaureate institutions. When HEPC initiatives affect community and technical college operations, the initiatives must be developed jointly with the WVCCTCE. The WVCCTCE demonstrates its support for the College's leadership and mission implementation

strategies as evidenced by its review and approval of the Compact and Compact strategies in the spring of 2007 and the Institutional Master Plan in fall 2007. The recent review and approval is a reaffirmation of previous strategic planning documents. The College has always adhered to State planning mandates. These are more fully addressed in the Eligibility Requirements, Chapter VIII and in Criterion Two, Chapter IV.

The College Board of Governors is responsible for assuring the institution's compliance with state laws and public policy agenda. According to its statutory role, the Board of Governors establishes the Mission, Vision, and planning documents for the College. The Board of Governors also sets a clearly written policy direction focused on community needs. The Board of Governors also monitors the performance of the College to ensure progress toward defined State goals and adherence to policies [CH3:29]. The Board of Governors is composed of eleven members, eight of which are appointed by the State Governor with the remaining three appointed by the institution. State statute stipulates Board membership [CH3:30]. Membership is representative of internal and external constituencies including representatives from the six county district of responsibility as well as student, staff and faculty representation [CH3:31]. Lay board members serve a four year term and may serve up to two consecutive terms. Faculty and classified staff representatives serve two-year terms and may serve up to three consecutive terms. The student representative serves a one-year term. The Student Government Association elects a representative from the student body to assure student participation in governance processes. The Board of Governors membership structure assures a voice for external and internal constituents.

As delineated in state statute [CH3:29], the Eastern Board of Governors is the policy-making body for the College. Specifically, State Code prescribes that the first and major responsibility of the Board is to "determine, control, supervise and manage the financial, business and education policies of Eastern West Virginia Community and Technical College." This policy-making role extends to developing and monitoring the College's strategic and master plan.

All Board policies must be in compliance with the rule and regulatory actions of the West Virginia Council for Community and Technical College Education.

Governance and administrative responsibilities and operational processes are clearly delineated in the Board of Governors Delegation of Powers Official Statement [CH3:32]. The Board of Governors provides direction for the institution, makes informed decisions in accordance with institutional data and ethical practices, and monitors implementation of the College mission. The College mission and policies are implemented through the College's administrative structures. Responsibility has been delegated to the President for administration, as the chief executive officer, to assure the implementation of mission in meeting the needs of the communities it serves.

As its first or prime policy [CH3:33], the Board of Governors promulgated its process for policy development. This seminal governance document distinguished between policy formulation, approval, and implementation. It further incorporates the role of the Chancellor in assuring compliance with Council mandates and other state agency guidelines.

The Board of Governors also stipulates their definitive interpretation of their policy-making role in their internal operational guidelines [CH3:34]. As their purpose, the Board states that they serve as a representative body of the College's constituents "to set forth policies to govern the College in the best interests of the community as a whole and in accordance with the statutes of West Virginia and Federal legislation". This emphasis on policy-making is further amplified in the Board's first statement of its role and function: "to establish the Mission, Vision, and Master Plan of the College and set clear written policy direction that is focused in community needs".

The roles of the President and the Board of Governors are clearly differentiated in the Eastern West Virginia Community and Technical College Board of Governors Delegation of Powers Official Statement [CH3:32] This document refines the presentation of the relationship

between the responsibilities of the President and the Board of Governors. The powers, duties and responsibilities retained by the Board of Governors and those delegated are in keeping with those set forth in West Virginia Code (§18B-2A-4(r) [CH3:29]).

Responsibilities delegated to the President center on daily operational functions, personnel administration, and business activities. The Board of Governors Prime Policy [CH3:33] addresses the Board actions for formulation and review of institutional policy statements directing the pursuit of institutional goals and WVCCTCE rules. Institutional regulations guide the implementation of approved institutional policies.

Eastern is committed to an interactive policy system of participatory governance involving internal constituent groups or their representatives in policy development, policy implementation and adjudication [CH3:15]. The internal governance structure is the policy development component of the policy system. It is through this structure that constituent groups participate in the debate of what should be and how the Board of Governors should respond to policy issues facing the College. The governance structure [CH3:15] consists of a college-wide council (the Governance Council) and teams focused on student learning outcomes and institutional effectiveness (the Learner Outcomes Team and Institutional Learning Outcomes Team). By implementing cross-functional, interdepartmental teams, policy analysis and recommendations are approached from a total institution, holistic perspective incorporating reviews from individual operational units. The participatory governance process provides for the interaction among constituent groups designed to achieve a balance between stability and change essential to the College's advancement.

Ultimately, the responsibility for promulgation of institutional policy rests with Board of Governors. To this end, the Board of Governors has approved a process on policy formulation, development, and dissemination. The Prime Policy [CH3:33] delineates the steps in the policy development and approval process outlining roles and responsibilities and timelines for review

and approval. The Prime Policy provides multiple opportunities for internal constituencies (students, administration, academic managers and staff) to review and contribute feedback throughout the policy development process. While in the formulation stage, internal constituent groups have the opportunity to provide input into policy recommendations submitted to the Board of Governors.

In addition to the review opportunities, it is fundamental to note that constituent groups are represented in the membership of the Board of Governors. Hence, once a policy moves to the Board of Governors for final review and approval, constituent groups have yet another opportunity for a voice through their elected representatives. The Prime Policy also requires posting of all proposed policies for review by internal constituencies, as well as posting for a comment period by both internal and external constituencies. Upon recommendation of the Board of Governors for approval, a policy is posted on the College website for public review and comment. In the event that comments are received, the policy is returned to the Board of Governors for additional review. If no comments are received, the policy is adopted.

All approved policies are posted on the College website. Printed copies of all policies are available in the Resource Center and in the offices of the President and Senior Administrative Leadership Team members (SALT). Copies of all policies are also available to internal constituents on the institution's website, <http://www.eastern.wvnet.edu/governance%2006/policy.htm> [CH3:34].

All members of the College governance and administrative structures have made their commitment to the mission clear and explicit. Their commitment is reflected in numerous ways, including written and verbal statements related to programs, services, and initiatives [CH3:35]. Further evidence of their commitment is in the actual programs and services that have been initiated, supported, and/or sustained by Eastern's governance and administrative structures as well as through the policies and regulations that define College practices and processes [CH3:36].

The College's governance and administrative structures have routinely addressed the core elements embedded in mission documents:

- A local connection for quality higher education opportunities has been developed
- Lifelong learning opportunities are provided
- An educational instrument for economic development is established
- Effective instructional programs and student services are accessible
- Programs and services are evaluated and improved
- Needs of learners, employers and the communities are being met

The establishment and success of effective partnerships for delivery of the College's programs and services are also compelling examples of the commitment and success of Eastern's governance and administrative teams.

Additional operational practices that demonstrate governance and administrative structures promote effective leadership and support collaborative processes follow:

- The Senior Administrative Leadership Team (SALT) is the core administrative group to articulate and advocate for the mission. SALT provides administrative oversight responsible for creating a learning environment that develops and sustains the College's mission. Each member of SALT is assigned responsibility and accountability for specific dimensions of the College's programs and services. SALT is the first level administrative team reporting to the President. SALT members engage their staff in dialog and planning to further the institution's mission. Results of such dialog have resulted in changes in academic programming, support services, workforce development and community education. Authority exercised by President and SALT for daily operations permits flexibility and timely decision-making in implementing the College mission.
- As a state-supported institution, Eastern is often required to utilize planning processes that are centrally mandated at the state level and not specifically suited for the institution and its local district. Eastern has effectively responded to this challenge by consistently drafting locally driven strategic plans that expand upon the state planning processes while also reflecting required elements of the state mandated "compact".
- College policies and regulations designed to implement the mission emerge from shared dialog that includes Eastern's Governance Council and Senior Administrators. Prior to submission to the Governance Council, policies and regulations have been reviewed, debated and revised through consultative processes involving the Learner Outcomes Team (LOT) or Institutional Learning Outcomes Team (ILOT) as appropriate [CH3:37 - 38].

- The Academic Management Team, LOT and Governance Council share responsibility for the coherence of the curriculum and integrity of academic processes as evidenced by approval and implementation of curriculum related policies and regulations [CH3:39]. Eastern’s performance is perceived as satisfactory with a mean score of 3.9 for Self Study Survey Question 4 indicating that respondents perceive that Eastern faculty and academic leaders share responsibility for coherence of the curriculum. Specifically, 90% of the respondents rated this item as satisfactory or higher [CH3:25].
- The Academic Management Team, LOT and Governance Council share responsibility for delivery of quality and Mission relevant, sound academic programs as evidenced by the approval of and implementation support for the Academic Assessment Plan.
- Actions of Academic Management Team provide opportunity for academic leadership and development of grass root initiatives to support student learning. The Dean for Academic and Student Services provides leadership for the Academic Management Team. Cross-functional teams consisting of academic and student support personnel often work collaboratively to develop programs and offer services in implementation of the mission.
- Students are involved in College leadership through membership on governance bodies and through the Student Government Association. Students are voting members of the Board of Governors, Governance Council, Learner Outcomes Team (LOT) and Institutional Learning Outcomes Team (ILOT). However, active participation by students has been minimal.
- “All College Meetings” are scheduled on an as needed basis to keep the college community apprised of the state of the College and changes. Eastern employees meet openly to discuss issues of concern, or to inform the college community of progress of current initiatives in meeting the mission, discuss new initiatives and institutional changes and provide a forum for discussion and celebration of accomplishments. The meetings are not mandatory or prescribed [CH3:40-41].
- Reporting documents require focused attention by administrative and management teams to the mission and strategic issues. Updates are submitted to the Board of Governors for the Compact, Compact Strategies, Strategic Plan and enrollment.
- Expenditures and organizational structure provide access to learning opportunities through partnership and multiple delivery methods.
- Board policies recognize the need to support and fund activities for staff and faculty development [CH3:42]. Participation in regional, state and national conferences and training sessions has been routinely funded. Tuition waivers are provided for staff interested in completing Eastern courses or for graduate studies through West Virginia University. Additional institutional training opportunities have addressed application of technology in the workplace.
- Eastern offers its constituencies a qualified, trained and experienced staff to implement the mission. Position descriptions for the senior administrative team and academic management team clearly define operational responsibilities of staff as well as qualifications and experience essential to meet those responsibilities [CH3:43]. Comprehensive position descriptions have been developed as part of the forthcoming evaluation system for classified employees [CH3:4, Goal 2].

- The College provides staff with an internal structure to communicate openly to further the College Mission [CH3:15, Section 1.5 and 1.6].

Prior to the inception of the College in 1999, the West Virginia Legislature commissioned a comprehensive assessment of the higher educational system to determine the most effective method to address the workforce development and adult literacy educational needs of the State's citizens. As a consequence of the study, Eastern was enacted to be a 21st Century college, charged by legislation, to serve as a model for the efficient delivery of high quality community and technical college education. More specifically, Eastern was created without linkage to any other college in the state and with an explicit mandate to meet the needs of its responsibility district by using an innovative delivery system grounded in the research and the best practices identified in the study.

In keeping with this statutory focus, Eastern has incorporated technology for course and program delivery to make the best use of available resources, but more importantly in relation to Core Component 1d, Eastern has entered into a series of partnerships to enhance educational opportunities and services. Inherent in this system is a philosophy of collaboration. Given finite institutional resources, and geographic challenges, legislative mandates and age of the institution, it is essential that Eastern collaborate to expand learning opportunities. Through partnerships and academic brokering, Eastern flexibly and effectively contracts courses and programs to supplement and support academic offerings. Eastern maintains formal relationships with accredited colleges and universities in West Virginia, Virginia and the Southern Regional Electronic Campus (SREC) to provide students with degree completion and coordinated learning opportunities. The College provides coordinated support in admissions, advisement, and registration and shared technology through its unique partnerships and programming.

Until Eastern achieves independent accreditation, the College has been authorized by The Higher Learning Commission and the West Virginia Council for Community and Technical

College Education to operate as a site of Southern West Virginia Community and Technical College. This approved partnership assures transferability of Eastern coursework, access to student financial aid, and graduation of students [CH3:44]. By statute, Eastern was established as a “comprehensive, free-standing community college” [CH3:45]. WV statute is clear as to the definition and value of a “free standing community college”. The strength in this definition lies in the commitment to operational independence with a unique operational mission. Throughout the duration of the College’s partnership with Southern West Virginia Community and Technical College, Eastern has maintained control over its mission and implementation strategies. Now Eastern is poised to move toward initial accreditation and operation as a free standing West Virginia institution of higher learning.

In summary, Eastern has effective governance and administrative structures that utilize collaborative processes. The role of the Board of Governors is clearly defined. The Board consists of a dedicated group of professionals representing multiple constituencies within the district of responsibility. They have diligently prepared and revised policies and processes that enable the College to effectively serve its constituents and increase access to higher learning opportunities. Eastern’s administration is dedicated to the mission, vision, and values of the College. Eastern’s administrative and management structures are clearly defined and are staffed by qualified, professionals dedicated to the College’s mission and values. As a 21st century learning organization, Eastern is dedicated to promoting effective communication and improving communication processes. Collaboration, shared governance, and partnerships are deeply valued and will continue to be a point of focus.

Evidence that Core Component 1d needs strengthening

- Eastern has recently undergone a major administrative change. An Interim President was appointed in July, 2007. Senior level administration has been reorganized to more efficiently and effectively deliver the institution’s mission. Governance documents are under revision to reflect the change in administrative structure.

- As Board of Governors members retire, the College is challenged to retain equitable representation throughout the district. The College may provide recommendations for new members however the majority of the appointments are at the discretion of the WV Governor.
- Throughout its years of operation, Eastern has experienced multiple changes in administrative structure at the state level. These changes have caused the revision of many institutional planning documents and processes. Institutional based information sessions can help to improve institutional learning and facilitate transitions to new organizational structures and procedures.

Core Component 1e: The organization upholds and protects its integrity.

Evidence that demonstrates that Core Component 1e has been met

Eastern presents itself honestly and openly to the public and upholds and protects its integrity. Established by legislative mandate, Eastern was enacted to serve as a 21st Century, innovative and relevant, learner-centered community and technical college. By all local and institutional indicators, the College has advanced its mission ardently and effectively, while remaining true to its mission. In the Self Study Survey, participants were asked to rate the College’s performance on four items related to integrity [CH3:25, questions 5 – 8]. Respondents rated Eastern’s performance as above average on all four questions. The mean score on the four questions was 4.00. Specifically, the scores were 4.1 for the statement “Eastern upholds and protects its integrity by implementing clear and fair policies and by abiding by local, state, and federal laws and regulations”; 3.9 for “The activities of Eastern are congruent with its mission”; 3.9 for “Eastern presents itself accurately and honestly to the public”; and 4.0 for “Eastern operates with integrity to fulfill its mission. Clearly, in the overall view of the College’s constituencies, the institution upholds and protects its integrity. However, the respondents did not rate the College as outstanding indicating that the College must continue to improve efforts to effectively promote the College Mission throughout the district.

During its early years, the College focused on inculcating shared values within the institution establishing the character and philosophical framework by which it operates. In doing

so, building trust within the community and with other West Virginia public educational providers in the district became a critical focus of operations. Clarity of mission and integrity were essential to successfully forge the mission-based partnerships to serve the district. Dedicated attention to mission differentiation among providers prepared the path for future alliances and partnerships. Eastern's commitment to collaboration and prioritized educational offerings demanded implementation of sound agreements and operational standards to effectively serve the citizens of the district. Dedication to this process demonstrates integrity of adhering to the College mission.

Included among the examples of evidence to support the position that Eastern upholds and protects its integrity are the following:

- Eastern's activities, structures, and processes are congruent with its mission and values as evidenced by the Institutional Master Plan, President's goals; annual reports; progress reports to the Board of Governors; enrollment reports; input from program advisory committees [CH3:46]. Reports are reviewed and approved by the Board of Governors.
- Mission documents were reviewed and revised through a series of facilitated meetings initiated in fall 2006. The meetings included representatives from internal and external constituents. The revised mission documents were approved by the Board of Governors at the February 2007 meeting. Input from and mutual agreement by constituents affirm that mission documents meet the varied needs of the service district [CH3:47].
- The College provides multiple services, courses and programs through partnerships. Partnership agreements are carefully documented through use of a standard contract format (MOA and MOU) or standardized language to assure that partnerships are mutually beneficial and that the College's interests are protected [CH3:48]. The College partners with public schools, other educational providers, business and industry, service organizations, and arts and cultural organizations to service students, support economic and community development, and enhance opportunities for cultural growth.
- Audience specific informational materials are developed to keep constituents abreast of institutional changes. For example, specialized promotional materials were developed for "early entrance" students. Comparable materials are also developed for special programming and cohorts [CH3:49].
- The College has implemented programming in accordance with curriculum areas identified in the Mission Statement. The College provides career-technical education leading to associate in applied science degrees and certificates, workforce development and training opportunities, a comprehensive general and developmental education program, and baccalaureate transfer programs.

- The College gives careful attention to the way it represents itself to the public. Integrity and image are priorities guiding external and internal relations. College publications and publicity are accurate and specifically designed to reflect and promote the College's mission. Public information materials consistently, clearly and honestly communicate the College's mission and values to its constituents [CH3:23].
- Eastern's publications, press releases, and website are updated to maintain an accurate representation of the College to the public. The College provides the public and potential students with an honest description of the current degrees, certificates, programs, courses, fees, and policies that are available and applicable each semester. The College Catalog is updated annually to reflect changes in degree and certificate requirements, curriculum, academic calendar, and support services and processes. Revised mission documents have been published in the 2007 Catalog revision. The class schedule is also updated each semester to provide course curriculum and offerings. Press releases provide current information regarding College events, curriculum, staffing changes and support services [CH3:50].
- Eastern recognizes and abides by all national, state, and local regulations and has appropriate safeguards in place to protect the College and the constituents it serves. No violations of federal, state or local laws have been noted in the course of this Self-Study. Students, staff and administrators have access to this information through multiple formats including Orientation Guide and Student Handbook, Faculty Handbook, College website, electronic shared file system, College Catalog, and Schedule of Classes [CH3:12, CH3:14, CH3:16, CH3:51, CH3:52, CH3:53].
 - The College, pursuant to the requirements of Titles IV, VI, VII of the Civil Rights Act of 1964, title IX of the education Amendments of 1972, Section 504 of the rehabilitation Act of 1973, the 1975 Age Discrimination Act, and the Americans with disabilities Act of 1990, does not discriminate against applicants, employees, or students on the basis of race, color, religion, gender, disability, age sexual orientation or national origin in its admission or employment policies nor its educational programs or activities [CH3:54].
 - The College also complies with the Federal Student-Right-to-Know Act. Students may review the College graduation rates which are published in the West Virginia Higher Education Report Card. The Report Card is available for review in the Learning Resource Center, HARCO Complex [CH3:55]. This information is also available at the Higher Education Policy Commission website: www.hepc.wvnet.edu [CH3:56].
 - In accordance with the provisions of the Drug-Free Work Place Act of 1988 and the Drug-Free Schools and Communities Act of 1989, Eastern has implemented a policy regarding use of drugs in the College. The complete copy of this policy is available in the Orientation Guide & Student Handbook [CH3:14]. Employees provide signed statements of verification of compliance with the Drug Free Workplace Act of 1988. These are retained in personnel files.
 - Students are guaranteed the right to protect the privacy of their educational records and to inspect and review the information maintained by the College, as provided in the Family Education Rights and Privacy Act of 1974, as amended (FERPA). Further, students are permitted to dispute any educational record items which are believed to be inaccurate. This information is presented in the

College Catalog and in the Orientation Guide and Student Handbook [CH3:13-14].

- The College provides information on the occurrence of crime at College facilities. The information has been available since Fall 2003. This information is available in the West Virginia Higher Education Report Card. Additionally, the College publishes crime statistics and assistance resources in each semester schedule.
- State statute (§18B-2A-1) [CH3:30] stipulates the composition of the Board of Governors. To avoid conflict of interest, the statute identifies those prohibited from service on the Board. Eastern's Board of Governor's composition is consistent with this statute.
- In accordance with the best practices identified by the Association of Community College Trustees, the Board of Governors acted to define, as one of their responsibilities, a statement on ethics [CH3:57]. As the eighth statement under the Board's Role, the Governors declared that they would "act with integrity, promoting ethical behavior in all college dealings". Further, the Board delineated that the role of an individual member was to: "avoid conflicts of interests" and to "adhere to Board of Governors policies and Code of Ethics". These salient principles were further amplified by the Board's establishment of its own Code of Ethics [CH3:58].
- The Board of Governors holds open, public meetings to exercise its powers appropriately as granted under the West Virginia Code. All meetings are operated in compliance with the Open Governmental Proceedings Act (§6-9A-3) [CH3:59]. Minutes of all Board meetings are a part of the College records and available to review by constituents and the general public. Minutes are accessible on the College website [CH3:60].
- Eastern adheres to conflict-of-interest policies, as stated in statute, by requiring that all employees sign a conflict-of-interest statement [CH3:61].
- Eastern maintains clearly defined and well-publicized policies and procedures regarding student rights and grievance reporting processes. Eastern provides timely response to and resolution of student complaints. Student Rights and Responsibilities are clearly outlined in the Orientation Guide and Student Handbook and Practitioner Faculty Handbook [CH3:14, 16]. As of the time of preparing this self study report, there were no official grievances reported.
- The College adheres to established and published policies for all academic processes. Academic and student admission processes are developed in accordance with WVCCTE policies, federal policies and statements of best practices of external academic bodies such as Council for Adult and Experiential Learning (CAEL) and American Association of Community Colleges (AACC).
 - The College adheres to admission policies grounded in WVCCTE policies [CH3:62]
 - The College adheres to assessment of prior learning standards established by CAEL and the WVCCTE. To assure consistency in application the College maintains representation on the state committee addressing issues for application of experiential credit [CH3:63].

- Certification of students for graduation adhere to policies grounded in WVCCTCE policies [CH3:64]
- Organizational impact is considered before proposed decisions/changes are finalized through the strategic planning process. Decisions are communicated to internal constituents in multiple ways including communications sent by the College President; cross-campus representation on the governance teams; Senior Administrative Leadership Team meetings; departmental staff meetings; and “all college meetings”.
- State statute (§18B-2A-4(a)) [CH3:29] empowers the Board of Governors as the fiduciary agent of the College with primary authority to “determine and control the financial, business and education policies of the College”. The Board approves all budget requests including capital projects; fixes all tuition and fees; issues and redeems revenue bonds. Similarly, the Board and WVCCTCE have each separately and collaboratively developed policies for financial standards and accountability including annual audits. External audits have validated that Eastern maintains sound management practices and adequate financial capacity for future development. The College has documented a sound financial position in each fiscal year [CH3:65]. The College has no long-term debt and has never recorded a deficit. All external audits have been unqualified with no significant management citations [CH3:66].

In summary, Eastern’s activities are congruent with the Mission and mission documents.

Eastern abides by local, state, and federal laws and implements clear, fair, and consistent policies regarding the rights and responsibilities of its students, staff, and administration. In addition, College policies and procedures are presented honestly to the public and provide a means to be fair when addressing College related issues and operations.

Evidence that Core Component 1e needs strengthening

- Although cross functional teams have been established to assure effective communication of organizational practices and planning and to provide multiple opportunities for constituent review and input, information does not always effectively reach all constituents. Recent reorganization may address the communication problem.
- Mission documents are not consistently updated across all College publications. Documents will be revised according to the “reprint cycle”. Changes will be reflected in the revised documents.
- To date, the College has not implemented a formal employee evaluation process for classified employees. Development of the evaluation process began in fall 2006 with the development of the Preliminary Information Questionnaire (PIQ) for classified employees. The current administration has made this a priority by including performance evaluations in Strategic Goal 2. According to Strategic Goal 2, planning and policy development for implementation will be completed in 2007 [CH3:4 Strategic Goal 2. 6.1 – 2.6.4].

Criterion One Conclusions

Eastern operates with integrity to ensure fulfillment of its mission through structures and processes that involve the Board of Governors, administration, faculty, staff and students. The mission documents clearly provide the philosophical framework for all college operations. All decisions are grounded in the Mission. When faced with a question or poised for new initiatives, the Mission serves as the foundation for the determination while the supporting mission documents provide the framework for implementation. Eastern has been true to its mission in what it espouses to do and what it delivers, and does so with integrity. Eastern recently conducted a comprehensive mission review and revision through a series of facilitated meetings including external and internal constituents. As a result of these meetings, the revised mission documents communicate with sufficient clarity the intended purpose, vision, and values enabling those affiliated with the College to uniformly espouse the purpose of the institution.

A thorough study of Criterion One involved researching the publication of mission documents, examining the clarity by which these documents articulate the mission, the degree to which the Mission is understood by constituents, and assessing the integrity of Mission implementation. Eastern meets the five Core Components of Criterion One. However, Eastern also recognizes that as a young institution, the mission documents and operations will need to bear the test of time to determine if the mission documents are timeless, universal documents providing continued guidance through the College's evolution. The College also recognizes that while the mission documents provide the conceptual framework for operations, implementation strategies may change as the new President continues his evaluation of College operations. However, we, at Eastern, believe we have a solid foundation on which to build.

Strengths

- The College has a Board of Governors approved, publicly stated mission
- The Mission is clearly articulated defining the purposes of the College, curriculum to be provided and district to be served.
- The Mission Statement addresses the focus of the institution.
- Mission documents are widely disseminated and easily accessible to internal and external constituents.
- The Mission guides institutional planning serving as the underpinning of all planning documents and drives the strategic planning and budgeting processes.
- The Mission guides curriculum development and services provided to constituents in the responsibility district.
- Mission documents have been reviewed at multiple stages of the College's development to assure they effectively guide planning and progress.
- The College has devised operational structures that involve the Board of Governors, administrators, academic managers, faculty, staff and students.
- The Board of Governors is a dedicated and effective governing body that has established policies and regulations that enable Eastern to actualize its vision strategies, act upon its values and beliefs and fulfill its mission.
- The Board of Governors' membership is representative of the external constituents.
- Internal and external constituents are engaged in the Board's policy-making process.
- The WV Council for Community and Technical College Education provides state-level guidance for College operations.
- Eastern's administrative and management structures are clearly defined and staffed by qualified professionals dedicated to the College's mission and values.
- Eastern embraces the commitment to work collaboratively to provide educational opportunities within the district of responsibility and has developed ongoing partnerships with multiple educational providers.
- The College planning documents clearly identify goals, implementation strategies and benchmarks, and implementation timelines.
- College employees are aware of and regularly use the mission documents as guiding documents for development of programs, services and administrative operations.
- The mission documents clearly articulate a commitment to recognize and respect the individuality and dignity of each learner and to provide appropriate and relevant instruction, resources and support services to enhance development of enrolled students.
- Steady and frequent dissemination of mission-directed marketing materials keep constituencies informed of mission implementation and enhance community learning as to the purpose of community and technical college education.
- The College has widely disseminated mission-based information. The College has increased activities and placed additional emphasis on assuring the district is informed of

the purpose of the College and its services. This is now a strategic initiative [CH3:4, Strategic Goal 4].

Challenges

- Eastern has undergone a major administrative change with the appointment of an Interim President and reorganization of the senior administrative team. The reorganization should provide a more cost effective and efficient structure for implementing the college mission. Given the timing of the reorganization, long term impact has not been assessed. Overall, constituents are optimistic about the administrative change.
- Eastern lacks a formal process to review and clarify mission documents. Although the College has historically engaged in mission review, it has not established a cyclical process for such review. Special events have served as the catalyst for review. A cyclical process must be identified that fosters open dialog to gather input, and allows the Board to reaffirm and validate the interpretation of the Mission.
- As a developing institution, not all operational policies and regulations have been developed.
- Eastern must address the changing demographics and needs of the region. The problem, essentially, does not lie with mission documents but rather with operationalization of mission in addressing changing nature of the region. Eastern has made definitive strides to address regional needs.

Recommendations and Action Plan to Strengthen Criterion One

Eastern's strategic Plan, and Compact and Compact Strategies are integrally linked with the College mission documents. Eastern will continue implementation of the Mission through adherence to existing planning documents. However, additional recommendations include:

- A cyclical process for review of mission documents will be devised and implemented. With the change in administration and continued focus on accreditation, the timing is appropriate for implementation of such processes. A cyclical process will be identified and implemented that fosters open dialog to gather input, and allows the Board to reaffirm and validate the interpretation of the Mission.
- Governance groups will continue to develop operational policies and regulations to assure effective and efficient operations.
- The College administration is aware of internal constituents need for continuous, open communication assuring cooperative, collaborative, and effective mission implementation. To this end, the President has established "all college meetings" providing a venue for open discussion of College issues and to expedite distribution of organizational information.
- Eastern must address the changing demographics and needs of the region. The problem, essentially, does not lie with mission documents but rather with operationalization of mission in addressing changing nature of the region. Planning documents will be

reviewed and revised annually to identify appropriate mechanisms to address needs generated by changing demographics and regional growth.

- A publication timeline must be developed to assure Mission documents are consistently updated across all college publications. This process will be evaluated for effectiveness upon implementation.