

Chapter IV

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Eastern WV Community and Technical College realistically prepares for its future through effective and integrated planning and budgeting. Current planning documents are in alignment with state mandates and requirements, and focus on meeting these mandates at the local level. Since its inception, the College has consistently and effectively engaged in strategic planning processes incorporating regional economic scans, resource mapping, focus groups and regional trend data. Eastern implemented a strategic planning process in 2000 resulting in a Board of Advisors' approved Strategic Plan prior to the required implementation of the State Compact in 2004 [CH4:1]. The College's strategic planning processes have evolved in keeping with state mandates which include the Master Plan and State Compact. The revised Compact and Compact Strategies for FY 2008 was submitted to and approved by the WVCCTCE in April 2007 [CH4:2]. The revised Institutional Master Plan (2007 – 2010) was approved by the Board of Governors and submitted to the WVCCTCE in October 2007 [CH4:3]. Planning and budgeting processes are mission-driven and designed to support and align with the College's mission.

The College has adequate human, financial, and physical resources and manages those resources well. As a result of effective planning and continued growth, new facilities are under construction with a summer 2008 occupation date [CH4:3; New facilities]. The College is also now positioned to consider the addition of more full-time content/practitioner faculty to support program enrollments. Attention to planning and resource allocation at the outset has positioned the College for future growth and anticipated success in meeting the needs of the responsibility district. The level of support for higher education in West Virginia will be adequate for mission achievement for its colleges and universities, but with minimal growth opportunities. In this

stringent environment, Eastern must plan carefully and explore external funding options to achieve the standards for quality and programming set forth in its Institutional Master Plan and State Compact Strategies.

In addition to an examination of institutional documents summarized in Taskforce Two Report, the Constituent Self Study Survey provides the perceived level of attainment of Criterion 2 as expressed by the College’s internal and external constituent groups. Self Study Survey questions 9 through 15 address multiple aspects of Criterion Two (Planning for the Future) [CH4:4]. When averaging across all seven questions, “Planning for the Future” received a mean score of 3.72 on the 5-point scale. Criterion 2 was rated 5th out of the five criteria as compared to the scores of the remaining four criteria. Mean scores for each survey item were above the satisfactory level with scores ranging from 3.6 to 3.9. These ratings indicate a better than satisfactory level of performance. Table 4.1 provides a summary of survey items 9 through 15.

Table 4.1 Criterion Two: Planning for the Future 2007 Survey Mean for Criterion 2: 3.72		5 Outstanding	4	3 Satisfactory	2	1 Poor	Mean Score
9	Eastern realistically prepares for a future shaped by multiple societal and economic trends. N= 131 Total Sample	30%	34%	21%	11%	4%	3.7
10	Eastern’s planning documents reflect a sound understanding of the organization’s current capacity. N= 110 Total Sample	32%	35%	25%	6%	3%	3.9
11	Eastern’s environment is supportive of innovation and change. N= 136 Total Sample	34%	33%	23%	5%	5%	3.9
12	Eastern’s resource base supports its current educational programs. N= 125 Total Sample	34%	26%	23%	14%	2%	3.7
13	Eastern’s resource base supports its plans for maintaining and strengthening the quality of educational programs in the future. N= 128 Total Sample	27%	30%	24%	9%	10%	3.5
14	Eastern uses its human resources effectively. N= 125 Total Sample	32%	25%	25%	10%	9%	3.6
15	Eastern’s planning processes demonstrate its capacity to fulfill its mission. N=124 Total Sample	29%	28%	31%	8%	4%	3.7

The findings in this chapter identify alignment among Eastern's mission, vision, values, and planning documents in support of Criterion II.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Evidence that demonstrates that Core Component 2a has been met

Eastern realistically prepares for a future shaped by multiple societal and economic trends. The College has an established institutional history of strategic planning. The Board of Advisors (currently, the Board of Governors) made a commitment to employ data driven strategic planning processes to assure goal attainment and effective use of resources. Initial environmental scans were employed to discern regional employment and educational trends. This strategic planning process is grounded in the vision, values and mission of the College focusing on the educational needs of the responsibility district. This was most recently demonstrated through the series of facilitated mission and strategic planning meetings conducted in 2006-2007 [CH4:5 and CH4:6]. The strategic planning process incorporates multiple data sources including environmental scans, needs assessments, professionally facilitated focus groups and advisory committee meetings, census and trend data, and institutional assessments to identify long range goals and to prioritize initiatives. Regional demographic profiles and economic forecasts have been conducted annually through 2005 [CH4:7]. Workforce Education recently completed a regional needs assessment in fall 2007 [CH4:8].

In conjunction with the 2006-2007 mission revision, the College also conducted a series of facilitated strategic planning sessions [CH4:6]. The revised mission documents provided the framework for the planning sessions. As with the mission revision sessions, representatives from all constituent groups were invited to participate in the goal setting sessions. Constituents were asked to identify district needs and ways the College could meet those needs in keeping with the

revised mission. As a result of these sessions, six strategic goals were identified. These goals were then refined and operationalized by creating strategies for implementation. The Institutional Master plan was approved by the Board of Governors on October 17, 2007 [CH4:3].

In 1999, the WV State Board of Directors conducted a comprehensive assessment of the Potomac Highlands to determine the need for an institution of higher learning. Multiple studies were commissioned to forecast area trends. These include the CLARUS Employer Scan, Region VII Planning and Development Council Report, and WVU Bureau of Economic and Research Report. These documents provide the basis for Eastern's strategic planning processes. As the region changes, new environmental scans and other regional studies must be conducted to assure that planning documents continue to be effectively aligned with regional needs.

The strategic planning cycle effectively supports institutional operations. Strategic planning is a cyclical process addressing district wide initiatives and aligns with the state compact. Reporting facilitates assessment of progress toward meeting benchmarks and accomplishing institutional initiatives. All strategic initiatives are linked directly to WVCCTCE goals through the State Compact in addition to those presented in the Strategic Plan. All goals are operationalized using clearly stated objectives and timelines measured according to quantifiable performance standards [CH4:3].

It is important to note that throughout the College's formative years, the State of West Virginia and public higher education have undergone major and significant political changes resulting in the implementation of a state community and technical college system. The WV Council for Community and Technical College Education (WVCCTCE) now requires all West Virginia public community and technical colleges to adhere to a standard state compact and reporting process. Eastern has adopted the WVCCTCE goals published in the State Compact in addition to its institutional strategic planning process. Eastern's initial Compact and Compact Strategies, per SB 2224 [CH4:1], were presented to and approved by the West Virginia Council

for Community and Technical College Education in spring 2004. The Compact presents implementation strategies and benchmarks through the year 2010. A revision to the Compact and Compact strategies was submitted for FY 2008 and was approved by the WVCCTCE in fall 2007 [CH4:4, Section on Compact and Strategies].

Additional practices demonstrating Eastern plans for a future shaped by societal and economic trends include the following:

- Eastern has clearly identified authority for decision-making regarding organizational goals. Governance and administrative responsibilities and operational processes are clearly delineated in the Board of Governors Delegation of Powers Official Statement [CH4:9] The President's Position Description [CH4:10] defines the responsibility of the College President to provide institutional data and comprehensive reports essential for good decision-making and sound judgment. Among these reports are annual reports, program reviews, budget requests, quarterly financial statements, institutional effectiveness studies and assessment of academic achievement [CH4:11]. These reports serve as part of the feedback loop for evaluating ongoing operations.
- Eastern was enacted to be a 21st Century learning institution, charged by legislation to serve as a model for the efficient delivery of high quality community and technical college education. The College operates under 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. To this end, Eastern has incorporated technology for course and program delivery to make the best use of available resources; offered occupational programming in modules to accommodate student and employer needs; facilitated educational programs from outside delivery sources to meet the needs of residents and employers; entered into agreements with providers of education services to enhance scope or efficiency of services; brokered educational services, courses and programs; and employed faculty in the most effective manner to serve the core mission.
- The College technology staff includes one full-time director and one part-time technician (The Director of Information Systems and Technology and Information Systems Technician) to support technology based systems. Notably, the Director of Information Systems and Technology serves as a member of the President's cabinet.
- Eastern has made significant investments in technology to deliver its curriculum throughout the service district. Funds from the multi-year State Telecommunications Users Council (STUC grant) were used to implement the technology based course delivery systems. Through video over IP network, the college can provide instruction throughout its service district. The Potomac Highlands District Consortium secured STUC grant funding to enhance Eastern's existing distance education network such that the College and its Consortium partners will be able to offer instructional programming through a multi-point video conferencing system independent of outside technology vendors. The College intends to enhance the current technical course offerings and to develop new industrial technologies programs with distance education delivery options as a consideration. All STUC technology funds are used to enhance the existing College

network. Also, the STUC Instructional Content funding will be used to develop seamless curriculum that will be made available District-wide through the College's existing network to promote skills necessary in business and industry for job opportunities [CH4:12].

- An Information Technology plan was developed in 2005. The Technology Plan is reviewed annually to assure technology resources are sufficient to support strategic initiatives[CH4:13]. The initial plan was drafted by a committee comprised of representatives from each College department. Departmental needs for operational processes and strategic initiatives were incorporated into the plan. The plan incorporates computer replacement time lines, cost of technology upgrades and installation of new distance learning equipment. Maintenance contracts have been established on essential equipment in order to avoid loss of instruction due to equipment failure. The College lacks adequate resources for full implementation of the plan. Additional funds must be secured through external sources for implementation of expansion initiatives.
- Eastern's response to state mandates and planning requirements assures the College has established appropriate benchmarks and allocated resources to prepare for the future.
- The College utilizes program advisory committees comprised of content experts representative of the geographic sectors of the responsibility district in the development, implementation and assessment of academic programs. Use of regional, content experts assures that program goals support intended learning outcomes and needs of region.
- Eastern actively pursues external funds to support innovation and technology. The Special Assistant to the President has the responsibility of researching funding options to support strategic goals. Funds have been secured through the State Telecommunications User's Council (STUC) and through Verizon to develop and upgrade access centers and computer laboratories. An HP Microenterprise grant awarded to provide technology access to small businesses in the region. Eastern recently secured an IT upgrade grant to provide 39 new computers, software upgrades and additional software training (August 2007). These funds were provided by the WV Council for Community and Technical College Education [CH4:14].
- The College maintains membership with CRD and other grant services to provide timely access to funding opportunities.

Self Study Survey Questions 9, 10, and 11 [CH4:4] specifically address constituents' perceptions regarding Core Component 2a. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 3.7 for Question 9 indicating the perception that Eastern realistically plans for a future shaped by societal and economic trends. Specifically, 85% of the respondents rated this item as satisfactory or higher. The mean score for Question 10 is 3.9 indicating the perception that Eastern's planning documents reflect a sound understanding of the organization's current capacity. Specifically,

92% of the respondents rated this item as satisfactory or higher. The mean score for Question 11 is 3.9 indicating the perception that Eastern's environment is supportive of innovation and change. Specifically, 90% of the respondents rated this item as satisfactory or higher. These ratings suggest that Eastern is perceived as performing at satisfactory levels regarding Core Component 2a.

Evidence that Core Component 2a needs strengthening

- As Board of Governors members retire and program advisory committee membership changes, the College is challenged to maintain membership that is representative of the entire district. The WV State Governor appoints members to the Board of Governors. The College President appoints members to program advisory committee members.
- The College lacks a defined orientation process for new academic program advisory committee members. As academic program advisory committee membership changes, the College is challenged to assure optimum operations.
- West Virginia has undergone significant and major political changes during the past seven years [CH4:1, CH4:15]. These changes had significant impact on the state of higher education, and particularly on community and technical college education. These changes include: establishing a new state community and technical college system; appointing the first chancellor of the state community and technical college system; transitioning to a local governing board; transitioning of HEPC rules and regulations to the WVCCTCE; and establishing a systemwide state compact. As a developing institution, Eastern has amended planning processes multiple times to comply with State changes. Changes have created some confusion among employees regarding planning processes and timelines. The College must focus on more effective communication of planning processes to assure employees understand processes.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence that demonstrates that Core Component 2b has been met

Eastern's resource base supports its educational programs and its plans for maintaining and strengthening quality operations in the future. Eastern's planning documents define growth activities to assure mission implementation. Strategic Goals, 2, 3, and 5 specifically target initiatives addressing partnerships, curriculum implementation, and funding initiatives. The Compact and Compact Strategies identify projections through year 2010 with a baseline

established in 2004. Compact Goals IV and V also assure the College is positioned to increase educational services through collaboration with other educational providers, adding faculty per program/enrollment projections, implementing a comprehensive staff development/evaluation program, increasing external funding sources and building a new facility. Projections for all the aforementioned endeavors are detailed in the Institutional Master Plan: Target 2010: Strategies for the Compact of West Virginia and Institutional Goals” [CH4:3].

Eastern, to date, has adequate human resources to implement the mission. As a developing institution, the College has operated in a start-up mode adding positions as enrollment increased and demand for academic programs and services emerged. Currently, the College employs twenty-nine full-time employees. This includes twenty classified positions, seven non-classified positions and two full-time faculty. Currently, three positions are unfilled. The College operates with a core of educational managers who coordinate services of academic professionals and content experts to design, deliver and assess the curriculum. This organizational structure assures the required flexibility to meet the institution’s mission and address emerging trends. The academic personnel responsible for curriculum and instruction include the academic leadership team (one dean and three associate deans), the academic management team (six educational managers) [CH4:16], and instructional delivery team (seven content faculty, and fifty-nine practitioner faculty) [CH4:17]. However, the College recognizes the need for additional full-time faculty. Projections to increase full-time faculty positions are based on enrollment projections [CH4:3; Goal 4.3]. Staffing projections of classified and non-classified positions will remain constant through 2008 with the projection to add two classified positions by 2010 (See Table 4.2 for details). Staff multi-task and collaborate to assure effective implementation of the mission.

Table 4.2 Staffing Profile and Projections from Target 2010

Employee Profile		Base Year 2004	2005	2006	2007	Target Year 2010
Classified						
	Positions	22.0	20.0	20.0	20.0	22.0
	FTE	20.8	19.2	19.2	19.2	22.0
	Filled	17.0	17.0	19.0	17.0	22.0
	Committed	2.0	3.0	0.0	0.0	0.0
	Vacant	3.0	0.0	1.0	3.0	0.0
Non- Classified						
	Positions	5.0	5.0	5.0	7.0	5.0
	FTE	5.0	5.0	5.0	7.0	5.0
	Filled	4.0	5.0	3.0	7.0	5.0
	Committed	1.0	0.0	0.0	0.0	0.0
	Vacant	0.0	0.0	2.0	0.0	0.0
Faculty						
	Positions	0.0	1.0	1.0	2.0	4.0
	FTE	0.0	1.0	1.0	2.0	4.0
Total						
	Positions	27.0	26.0	26.0	29.0	31.0
	FTE	25.8	25.2	25.2	28.2	31.0
	Filled	21.0	23.0	23.0	26.0	31.0
	Committed	3.0	3.0	0.0	0.00	0.0
	Vacant	3.0	0.0	3.0	3.0	0.0

A comprehensive evaluation and professional development plan is under development to effectively support employees in their performance of job responsibilities. A performance evaluation process for practitioner faculty was implemented in 2004 [CH4:18]. An evaluation process for classified and non-classified employees is under development with and implementation date of FY 2008 [CH4:3; Goal 2.6]. In November 2006 each employee developed a Position Information Questionnaire (PIQ). These PIQs establish the foundation for the evaluation process. Evaluation forms and processes have been developed with training and implementation slated for fall 2007. A professional development plan will be developed for each employee based on performance evaluations [CH4:3; Goal 2.6]. Currently, employees are encouraged to enhance professional skills through use of tuition waivers for Eastern courses and for graduate studies with West Virginia University and Marshall University. Numerous

employees have advanced their credentials through this process [CH4:19]. Additionally, the College has supported employee participation in numerous regional, state and national events. The College also maintains membership with ICTnetwork providing access to online resources, audio conferences and webinars [CH4:20]. Development activities and resources for practitioner faculty are a concern noted in the previous 2005 self study and by the Visiting Team. To provide information and resources to practitioner faculty, a Virtual Faculty Lounge and an assessment web page are under construction and slated for fall 2007 implementation. Additionally, faculty orientation sessions were expanded to include development activities for new and returning practitioner faculty. Content has focused on assessment and instructional support resources.

True to its legislative mandate, Eastern operates through a significant number of collaborative and contractual agreements. Through the use of partnerships, the College is able to offer courses and programming not otherwise accessible in the region. Partnerships also allow Eastern to leverage institutional resources to expand on-location services. In addition to brokering courses and academic programs, classroom and laboratory facilities in area educational facilities are used to support on-location program offerings. Over 20 partners are engaged with Eastern to provide mission based services in the district [CH4:21]. The College intends to maintain current practices and increase partnerships through year 2010 as denoted in Compact Strategies, Goal IV [CH4:22]. Eastern partners with local high schools, vocational centers and special needs schools to offer educational classes. These partnerships include: Grant County, Hampshire County, Hardy County, Mineral County, Pendleton County, and Tucker County school systems as well as the South Branch Career & Technical Center and the Mineral County Technical Center. These partnerships leverage resources and extend access to students who may not otherwise attend college. The nature of some partnerships will change as the College completes construction of its new facilities. The previous self study revealed inconsistencies in tracking and updating partnership agreements. As a result of this finding, a systematic process

for annual review of contracts was implemented. All partnerships are reviewed annually to determine appropriate actions for continued status. A master listing of contracts was developed that includes primary contact, terms of contract, and renewal date. This tracking and review process is coordinated by the Executive Dean for Financial and Operations Support.

Eastern's facilities are well-maintained, well-equipped with state-of-the-art equipment, and ADA compliant. In addition to the HARCO complex, eight access centers are located in educational facilities throughout the responsibility district to provide students with educational resources closer to home. The access centers are linked with interactive audio, video and data telecommunications system. This enhances the College's ability to increase educational offerings throughout the service district.

A ten year Campus Master Plan has been developed. This Master Plan was submitted to the WVCCTCE in FY 2007. The Campus Master Plan details the construction of the new campus facility. Staff were actively engaged in planning stages with the architects to assure facilities effectively serve implementation of the College mission, accommodate academic programming and meet student enrollment projections. The new facility will house ten classrooms including two laboratories in addition to offices for administration and support services [CH4:23]. This project is being executed in partnership with the Hardy County Rural Development Authority (owner of the proposed site) and will include a campus shared with the WV National Guard, WV Department of Agriculture (lab and office space) and a WV Visitors Center. The College's first, permanent campus facility is funded through 2004 Series B Higher Education Bonds. Eastern was awarded \$8,000,000 for development of the campus facility. The Bond funds are debt free and will be repaid by the state through excess West Virginia lottery funds. The facility is slated for occupancy by summer 2008. Upon completion, the College will no longer maintain services in the HARCO Complex.

The Board of Governors is the fiduciary agent of the College with primary authority to “determine and control the financial, business and education policies of the College” [CH4:24]. The Board approves all budget requests including capital projects; fixes all tuition and fees (subject to WVCCTCE approval); and issues and redeems revenue bonds. Additionally, the WVCCTCE monitors these actions. Similarly, the Board and WVCCTCE have each separately and collaboratively developed policies for financial standards and accountability including annual audits assuring integrity of financial operations. The College currently has fiscal policies and regulations regarding travel, purchasing, disposal of obsolete materials, gifts received, audits, financial reserves, accounts receivable, depreciation, assessment of fees, student accounts receivable and reduced tuition for in-state residents 65 years and older. Due to staff changes in 2006, the internal auditing process was not implemented. In FY 2008, the College will develop an institutional policy regarding auditing processes and conducting audits [CH4:25].

Eastern has historically documented a sound financial position. Revenues increased annually through FY2003. Revenue decreased in FY2004 as a result of the sporadic nature and availability of grant funds. However, increasing revenues resumed with increased enrollment and an increase in tuition and fee rates in FY2005. State Grant & Contracts income as well as Private Grants & Contracts income increased significantly in FY2005 as compared to FY2004. Revenue decreased in 2006 once again as a result of decreased grant funding. Revenue for 2007 resulted in a slight increase over 2006. Tuition has increased each year from FY2003 until FY2007. Since FY2003, operating expenses and cash used for capital assets have decreased each year as the College moves into a more mature phase of its life cycle and now incurs operation and maintenance costs as opposed to start up costs. The unrestricted net assets of the College have increased from FY2006 to FY2007 due to the new building construction [CH4:26]. The College has maintained positive balances for unrestricted net assets and cash since its inception. The College has no long-term debt and has never recorded a deficit. All external audits have been

unqualified with no significant management citations. The comparison of revenue versus expenditures was always favorable, with a positive cash position at the end of each year (See Table 4.3). Historically, a comparison of budgeted income and expenses against actual income and expenses has been favorable [CH4:27].

Table 4.3: Revenue and Expenditures 2001 – 2007

SUMMARY FY 2001 – 2007							
	2001	2002	2003	2004*	2005*	2006	2007
REVENUE AVAILABLE ANNUALLY	2,098,651	2,562,019	2,904,408	2,588,451	2,647,348	2,530,958	2,572,536
ANNUAL EXPENDITURES	-1,230,736	-2,477,367	-2,956,060	-2,626,365	-2,628,512	-2,478,808	-2,412,538
NET REVENUE OVER EXPENDITURES	867,915	84,652	-51,652	-37,914	18,836	52,150	159,998
CASH USED FOR CAPITAL ASSETS	-908,763	-163,231	-371,857	-101,646	-12,706	-312,164	-921,049
SPECIAL LOTTERY APPROPRIATIONS AVAILABLE	1,239,264	1,239,264	908,630	225,540	77,141	0	0
CAPITAL PROJECT PROCEEDS FROM COMMISSION					20,060	442,883	844,872
NET REVENUE POSITION	1,198,416	1,160,685	485,121	85,980	103,331	182,869	83,821
*2004 and 2005 Statements include Kentucky brokered courses as revenue and expenses (these were reported by WVHEPC prior to 2004). Tech Prep grant income and expenses are not reported on statements in 2004 & 2005 per GASB 9.							

Eastern’s Foundation was formed in 2000 to assist with the development of the College. The Foundation is a non-profit corporation organized under the laws of the state of West Virginia exclusively for charitable, scientific, literary and educational purposes [CH4:28].

Purpose: The Foundation shall be a non-profit corporation organized under the laws of the state of West Virginia, exclusively for charitable, scientific, literary and educational purposes, as follows: to support, encourage and assist in the development and growth of the Eastern West Virginia Community and Technical College and all phases of its program(s), to render service and assistance to the College, and through it to the citizens of the surrounding communities.

Although the Foundation was organized in 2000, during which time they approved bylaws, secured the Articles/Certificate of Incorporation, and obtained 501(c)(3) tax exemption under the IRS; the group has an been unable to maintain momentum. The group did not become highly active until Spring 2004. During the next year, the Foundation met consistently, increased membership, and participated in training regarding fundraising, policies, procedures and foundation operations. In February 2005, the Foundation received a donation for \$10,000 for student scholarships with the stipulation that the donation be used to "...challenge other corporations to match the donation...". Since that time, Foundation activity has been sporadic with no meetings occurring since December, 2006. Changes in administration and Foundation membership have created a void impeding progress. As the College advances, efforts to renew and stabilize Foundation membership will be explored.

In January 2006, the Board of Governors approved "The Plan for Enrollment Management, Marketing and Retention" [CH4:29]. This document identifies planned marketing strategies to advance the mission of the College. The plan is divided into two segments: planned activities that market the College, and items that are necessary to effectively support marketing initiatives. The first section identifies specific promotional activities that are planned, coordinated and executed on a routine basis. The document includes areas to report the expected timeline, resources needed, contact/responsibility person(s), and any challenges or comments. The second part identifies needed support materials for the activities and general advertising. This document is updated regularly denoting progress on existing activities and the addition of new activities. Progress is reported regularly to the Board of Governors during scheduled

meetings. A comprehensive report was presented to the Board of Governors at the December 13, 2006 meeting [CH4:30].

Self Study Survey Questions 12, 13, and 14 [CH4:4] specifically address constituents' perceptions regarding Core Component 2b. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 3.7 for Question 12 indicating the perception that Eastern's resource base supports its current educational programs. Specifically, 83% of the respondents rated this item as satisfactory or higher. The mean score for Question 13 is 3.5 indicating the perception that Eastern's resource base supports its plans for maintaining and strengthening the quality of educational programs in the future. Eighty-one percent of the respondents rated this item as satisfactory or higher. The mean score for Question 14 is 3.6 indicating the perception that Eastern uses its human resources effectively. Specifically, 82% of the respondents rated this item as satisfactory or higher. These ratings suggest that Eastern is perceived as performing at satisfactory levels regarding Core Component 2b.

Evidence that Core Component 2b needs strengthening

- Eastern's budget is "lean" so it becomes prescriptive in operations. The College needs to develop additional revenue streams to allow for attainment of approved Compact Strategies.
- Eastern is a state supported institution. The level of support for higher education in West Virginia, at best, will continue to be "adequate" for implementation of the mission. However, this does not effectively allow for planned growth. The College will need to increase external revenue streams and tuition generating enrollment.
- Eastern's program implementation and enrollment is growing. The College faces the challenge of adding new faculty and staff, improving use of technology and refining implementation processes to further the College mission.
- The College operates through multiple collaborative partnerships to deliver curriculum and services. Partnerships have been renewed without a substantial and uniform review process. Partnerships must be reviewed and revised to remain mutually beneficial for partners and to effectively serve the district.
- As the College adds new employees, professional development opportunities become essential to assure "institutional learning" and effective use of human resources.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence that demonstrates that Core Component 2c has been met

Since its inception, the College has consistently and effectively engaged in data driven, strategic planning processes incorporating measures of institutional effectiveness. Eastern implemented its initial strategic planning process in 2000 resulting in a Board of Advisors' approved Strategic Plan prior to the required implementation of the State Compact in 2004. The current planning documents, Institutional Master Plan, [CH4:3] clearly identify state and institutional goals with corresponding objectives, performance measures and timelines to ensure institutional effectiveness. These Strategic Objectives and Compact Strategies provide the primary measures of institutional effectiveness for the College and are the core of the College's strategic planning processes. The College routinely tracks performance on all objectives and compact measures and identifies future goals. The Senior Administrative Leadership Team (SALT), with input from department staff, provides progress reports addressing accomplishments and targets. Annual monitoring reports are generated and reviewed with the governance teams, Board of Governors and WVCCTCE regarding goal attainment and strategies. This planning and reporting cycle incorporates a feedback loop to ensure ongoing effective operations [CH4:31].

Financial practices are evaluated through an external auditing system. Since its inception, Eastern has received unqualified audits conducted by Deloitte & Touche [CH4:32]. In 2006, the College began using the HLC Composite Financial Index (CFI) as a component in the analysis of the institution's financial goals. The College does not hold any long term debt which prohibits calculating the viability ratio. The College also lacks the long term history to support effective analysis via the index. However, data is being collected to assure future analysis via the index. Although the College lacks long term history to support effective analysis, it is important to note that the College does not hold any long term debt.

Eastern's faculty are routinely evaluated regarding instructional performance in support of student learning. The comprehensive evaluation system is a multi-year system that incorporates multiple measures of effectiveness including a professional portfolio. Faculty performance is evaluated each semester per the Practitioner Faculty Evaluation Regulation [CH4:18]. In spring 2007, the first group of faculty completed the entire evaluation cycle. In general, this system is able to yield a comprehensive perspective of instruction. However, timely access to data reporting has limited access to course evaluation reports. The access to course evaluation summaries is under examination with resolution anticipated in the fall 2007 semester. Recent changes in the senior administration structure also impacted the final reporting of the comprehensive evaluations for faculty. Although conceptually, the process seems thorough and designed to provide guidance for both the institution and the faculty, implementation has proven to be challenging at best. Due to the noted impacting issues, the Assessment Committee has opted to review the policy regarding complexity and impediments to effective implementation.

Eastern has established a formal student complaint process [CH4:33]. The "Tracking of Student Complaints Policy" provides students with a process to identify and seek resolution for problems with College services. The Dean for Academic and Student Services is charged with the review of all complaints and coordination of complaint resolution with appropriate departments. Complaint forms are easily accessible in multiple locations. To date, there has been one formal complaint submitted through this process. The issue was addressed and resolved. Informal student complaints are addressed on an individual basis and generally resolved at the direct services or operational level. Students present concerns or complaints to faculty, academic program directors or learner support staff. Such complaints are generally resolved at the level of inquiry. Complaints not resolved at this level are presented to the Dean for Academic and Student Services who coordinates resolution with the appropriate department(s). The student is engaged in the problem resolution. No formal database is maintained of informal complaints.

Eastern has a well developed Academic Assessment Plan [CH4:34]. The assessment plan incorporates multiple levels of assessment using direct and indirect measures of student academic achievement that will lead to continuous improvement of student learning and effective teaching. As a result of the previous self study and recommendations from the Visiting Team, Eastern revised its assessment plan to incorporate course level assessment activities. These activities were piloted in the 2006-2007 academic year. As a result of the pilot project, there has been an increase in practitioner faculty participation in assessment activities and assessment results that have been used to improve the curriculum. Course level assessment activities will continue to be conducted on a cyclical basis through the upcoming academic years. Eastern's institutional effectiveness and assessment efforts are coordinated by the Dean for Academic and Student Services in his role as director of institutional research. The Academic Assessment Plan is more fully discussed in Criterion 3. Following are key components of the Academic Assessment Plan.

- The Educational Testing Service Academic Profile had been administered to graduating students as a measure of general education. Eastern adopted MAPP in fall 2007 due to the discontinuation of the Academic Profile. Implementation is slated for spring 2008.
- WorkKeys[®] testing is administered to students graduating from Associate in Applied Science degree programs. Three tests are currently used: Reading for Information, Applied Mathematics and Locating Information. Performance Standards are in keeping with those established by the WVCCTCE in the State Compact [CH4.3; Compact Goal 2].
- Comprehensive program reviews are conducted on a cyclical basis incorporating state and institutional performance measures in accordance with WVCCTCE Series 10, Policy Regarding Program Reviews and Institutional Policy BP 3.17, Academic Program Reviews [CH4:35; CH4:36].
- Tracking studies are used to determine effectiveness of Transitional Studies (Developmental) Programming. Performance Standards are in keeping with those established by the WVCCTCE in the State Compact [CH4:3; Compact Goal 2].
- Course evaluations are conducted each semester in each course.
- Graduating student and alumni surveys have been recently implemented to track student perceptions of academic program and institutional effectiveness.
- Community College Survey of Student Engagement is administered (2004 implementation) as part of a WVCCTCE system initiative. As a new WVCCTCE assessment venture, Eastern administered the Adult Learning Inventory (ALI) and the

Institutional Self Assessment Survey (ISAS) available through the Council for Adult and Experiential Learning (CAEL). The two instruments will be administered beginning in fall 2007. Data will be available for review in spring 2008.

Evidence that Core Component 2c needs strengthening

- Although Eastern has been effective in engaging administration and some College personnel in the institutional effectiveness/planning processes, information is not effectively distributed throughout the institution. Planning and reporting processes should be made more transparent to all internal constituents to close the feedback loop and render results more useful.
- Eastern has a short assessment history given the limited number of years the College has been in existence. The shift in emphasis to course level assessment has yielded positive results through engagement of more faculty and access to more immediately useful results. While processes appear to be sound, the sustainability and long term effects of assessment efforts are yet to be tested.
- Access to summary data is challenging due to lack of processing resources. Although surveys are administered, and reviewed, compilation of summary reports is limited. Current processes are hand driven and require automation to expedite reporting and use of information. The College is actively engaged in reviewing alternatives to address this shortcoming.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Evidence that demonstrates that Core Component 2d has been met

All levels of planning align with Eastern's mission, thereby enhancing the capacity to fulfill that mission. Eastern has established a history of mission-driven, strategic planning since the inception of the College. The alignment of planning processes with the mission is presented throughout this self study report. For example, Core Component 1c demonstrates the degree to which the College assures the statements of mission are disseminated, discussed, understood and embraced by internal constituents. In Core Component 1d, evidence demonstrates administrative and governance structures support effective leadership and collaborative processes enabling the College to fulfill its mission. As denoted in Core Component 4a, educational programs are designed in keeping with priorities established in the Mission Statement and based on assessment

of district needs. To assure effective alignment of mission documents and strategic initiatives, the College undertook a major review of mission documents in the fall of 2006. This review and ultimate revision of mission documents served as the springboard for development of the newly approved strategic plan and revision of State Compact Strategies approved in April 2007.

The strategic planning cycle effectively supports mission implementation. Strategic planning is a cyclical process which addresses district wide initiatives, aligns with the state compact and is guided by the statements of mission.

Eastern's Strategic Plan, State Compact and Institutional Goals clearly align with the statements of mission. Goals and strategies address:

- Maximizing access to affordable community and technical college education and increasing enrollments in target populations
- Producing high quality graduates with general education and technical skills to be successful in the workplace or future educational endeavors
- Providing high quality workforce development programs
- Collaborating with other providers in delivering education and training programs
- Collaborating with public school systems to increase the college going rate assuring institutional effectiveness
- Diversifying and maximizing financial resources to support implementation of College Mission
- Engaging in continuous improvement activities through assessment and institutional effectiveness processes

Implementation of the organization's planning is evident in its operations. Each strategic and compact goal is operationalized through specific implementation objectives and timelines. The Institutional Master Plan including the Target: 2010 Compact Update Report [CH4:3] identify each strategy linked with goals, target dates for implementation, projected outcomes and progress statements denoting baseline year, and projections for subsequent fiscal year. These implementation strategies represent all functional areas of the College. Allocation of institutional resources supports activities identified in the Compact and Institutional Strategies. This is

evidenced through the accomplishments reported to the Board of Governors and WVCCTCE [CH4:37]. For example, the College mission initially placed priority on delivering effective workforce training and continuing education programs. In 2004, mission emphasis was shifted to the delivery of career technical education programs (associate degree programs). Resources were directed toward the development of Eastern based associate degree programs and Eastern based courses. With the most recent mission revision and strategic plan, emphasis is placed on increasing access and the college going rate within the region by offering affordable educational opportunities in a variety of formats and partnerships. While workforce training is still a mission based initiative, program offerings are developed with an emphasis to address employer training needs, but also to incorporate an educational ladder building into an associate degree for those students wishing to complete a degree program. The associate degrees in leadership and industrial maintenance offered to employees of American Woodmark and Pilgrim's Pride are examples of this shift. The recent training agreement with the Local 1024 Carpenter's Union is also an example of this programming emphasis.

Long range planning processes allow for reprioritization of goals when necessary because of changing environments. A comprehensive review of strategic goals is conducted annually. Progress reports provide opportunity for necessary interventions. Additionally, the WVCCTCE provides for annual revisions to approved institutional compacts and compact strategies as regional needs may change. In 2006, for example, the College revisited its statements of mission broadening its emphasis across the curriculum as compared to targeting one particular facet as had been done in the past. The Mission revision placed priority on offering credit courses and programs leading to the AAS degree targeting district employment needs. As a consequence, financial resources were allocated to support degree program development and implementation. The administrative structure was reorganized merging academic services and learner support services under the leadership of one dean. The reorganization provides a leaner, focused

leadership for delivering comprehensive, coordinated services in academics, student support, and workforce education. The reorganization also enabled the College to increase the number of direct service providers through the addition of associate deans. Eastern has implemented flexible academic degree programs to facilitate a timely response to employer educational needs. Such programs include the Individualized Career Studies, AAS; Occupational Development, AAS; and Technical Studies, AAS. Skill Set Certifications are designed as components of degree programs allowing credit based training opportunities supporting immediate training needs and long term degree completion goals.

During the College's formative years, the budgeting process has been centralized in the President's office. Line item amounts are assigned based on historical expenses and new strategic initiatives. Departments develop budget requests with justifications for submission to the President. Requests are reviewed and prioritized by the senior level administration. Allocations are based on congruency with the mission, strategic plan, compact strategies, and availability of funds. This will assure effective alignment of budget, planning documents and mission implementation.

Eastern's planning processes involve internal constituents and, where appropriate, external constituents. This was particularly evident in the 2006-2007 mission review and strategic planning process. Through a series of facilitated sessions, internal and external constituents were able to provide direct input for the revision of mission and planning documents. Additionally, through the use of cross-functional teams and shared governance processes, the College provides multiple opportunities for internal constituents' input in the development and shaping of strategic initiatives. Through departmental meetings, staff report on departmental operations as identified in strategic goals and compact strategies, provide input for revision and recommend future focus. Internal constituents also have the opportunity to react to planning

documents prior to final approval through their active participation in governance groups (LOT, ILOT and Governance Council) [CH4:38].

In development of academic programming, the College extensively engages external constituents in the identification of employment trends, occupational training needs and learner outcomes. Content experts are then actively engaged in the curriculum design and program advisory board participation.

Self Study Survey Question 15 specifically addresses constituents' perceptions regarding Core Component 2d. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 3.7 for Question 15 indicating the perception that Eastern's planning processes demonstrate its ability to fulfill its mission. Specifically, 88% of the respondents rated this item as satisfactory or higher [CH4:4]. These ratings suggest that Eastern is perceived as performing at satisfactory levels.

Evidence that Core Component 2d needs strengthening

- WVCCTCE planning documents are a driving force behind the College's planning documents. As state initiatives change, these impact institutional planning processes.
- Although staff are engaged in the planning and budgeting processes through their functional areas, planning information does not always effectively flow back to operational units thus impacting area planning activities.

Criterion 2 Conclusions

Eastern's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities. Eastern is committed to realistic, mission-driven strategic and operational planning, and budgeting. Planning processes are informed by cyclical, relevant data and projections. Planning is a data driven, focused process that effectively prepares the College for immediate operations and long-term goals. Eastern's Compact and strategies will

continue to guide resource utilization to support the College's mission and vision. The commitment to shared governance and cross functional teams engages employees across the College in determining specific action plans to achieve institutional goals.

Eastern meets the four Core Components of Criterion 2. However, Eastern also recognizes that planning efforts must maintain flexibility to address the needs of changing district demographics. Given the state's history of minimal support for higher education, the College must increase efforts to secure to secure external funding to support growth initiatives.

Strengths

- Eastern has committed to using external research and forecasting networks for information on societal trends to shape its strategic planning. Historically, the College has consistently developed and used planning documents since its inception.
- From its inception, Eastern's planning goals aligned with WV state goals for higher education.
- Eastern invites and incorporates input from its constituencies in the development of planning documents.
- Submissions of Compact Reports are accompanied by the data summaries supporting the narrative of accomplishments and progress.
- The College uses monitoring reports to provide a feedback loop for tracking and planning processes.
- By 2004, the WVCCTCE goals and planning processes were identified. Eastern's planning process incorporates the formalized state Compact processes.
- The College has allocated its resources supporting the mission and attainment of strategic and compact goals.
- Eastern has effectively designed implementation strategies to work toward state higher education goals, but with emphasis placed on its district of responsibility.
- Eastern's ability to respond to state mandates and requirements are evidence of the ability of the College to competently plan for and assure future operations.
- Over the life of the College, Eastern has been awarded a significant amount of external funding (Approximately \$1 million in grant awards).
- Programmatically, the College has maintained flexibility to respond to current and future trends by using areas of emphasis in degree programs and by incorporating nontraditional degree programs.
- Manufacturing is still the major employer in the district, planning documents reflect response to their needs.

- The College operates through multiple collaborative partnerships to deliver curriculum and services. The College has implemented a cyclical review process coordinated by the Executive Dean for Financial and Operations Services. Partnerships must be reviewed and revised to remain mutually beneficial for partners and to effectively serve the district.
- Program Advisory Committees and content experts are engaged in academic program development and revision.
- To date, annual audits have been without findings.
- The College has established a history of meeting its planning goals as defined in the Compact.

Challenges

- The College has experienced a series of changes in the senior administrative team and employed an Interim President in July, 2007. Operational practices are under review.
- West Virginia has undergone significant and major political changes during the life of the College [CH4:1, CH4:15]. These changes have significantly affected the state of higher education and in particular community and technical college education. These changes include: establishing a new state community and technical college system; appointing the first chancellor of the state community and technical college system; transitioning to a local governing board; transitioning of HEPC rules and regulations to the WVCCTCE; and establishing a systemwide state compact. As a developing institution, Eastern has been challenged to adjust planning initiatives to address the State changes.
- Eastern is a state supported institution. The level of support for higher education in West Virginia, at best, will continue to be “adequate” for implementation of the mission. However, this does not effectively allow for planned growth. The College will need to increase external revenue streams and increase tuition generating enrollment.
- As a developing institution, the College is challenged to assure optimum operations throughout the organization. The College lacks a cyclical training/development program for Board members, advisory committee members, faculty and staff. Institutional learning is critical for continued forward movement. As the College adds new members to its community, professional development opportunities become essential to assure “institutional learning” and effective use of human resources.
- State performance indicators, standard reports and other summary data are not effectively distributed throughout the institution to assure use for institutional improvement. Feedback loop is insufficient to ensure effective utilization of data.
- Although staff is engaged in the planning processes through their functional areas, planning information does not always effectively flow back to operational units impacting area planning activities.

Recommendations and Action Plan to Strengthen Criterion Two

Eastern’s 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 giving particular attention to strategic goals and Compact Strategies as they pertain to Criterion 2. However, additional recommendations include the following:

- Although the College obtains regional trend data on an annual basis, a comprehensive study comparable to the CLARUS Study should be completed to project trends through the next five years.
- As a developing institution, Eastern must take additional measures to assure consistent levels of institutional learning throughout all areas of the College. These will include continuation of programming similar to the “Understanding the Eastern District” course; training for Board of Governors members; training for program advisory committee members. Development activities and additional training options will be explored.
- The College will undertake efforts to improve communication systems throughout the institution to assure employees have access to current information facilitating attainment of institutional goals.
- Eastern will continue to explore additional sources of external funding including grants and private donations and formalization of the foundation. The Special Assistant to the President now has grant researching and proposal writing responsibilities.
- The College will develop a comprehensive institutional effectiveness plan that assures an effective feedback loop for data utilization.