

Chapter VII

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Eastern identifies its constituencies and serves them in ways that both value. Eastern's statements of mission establish its commitment to the communities it serves. Specifically, the "Vision" addresses Eastern's intent to "enrich(es) the Potomac Highlands regional community..." [CH7:1]. To this end, the College has engaged its constituents in multiple ways to identify current needs, interests, and desired services and to project future goals for serving the common good. In fall 2006, the College undertook a mission review and revision. In recognition of the importance of "engagement", the College invited representatives from internal as well as external constituencies. The series of facilitated sessions provided the opportunity for all to express interests, needs and concerns regarding Eastern's future direction. As a result of these sessions, the revised mission documents succinctly and clearly define Eastern's role in serving the district [CH7:2]. Eastern is building sustainable community relations that provide opportunities for dialog with its internal and external constituents as outlined in its strategic plan and compact strategies. Eastern's commitment to engagement and service translates into courses, programs, services and activities that not only fulfill the College's mission but deepens its connections within its responsibility district.

In addition to an examination of institutional documents summarized in the Task Force Five Report, the Constituent Self Study Survey provides the perceived level of attainment expressed by the College's internal and external constituent groups. Self Study Survey questions 27 through 33 address multiple aspects of Criterion Five, Engagement and Service [CH7:3]. When averaging across all seven questions, "Engagement and Service" received a score of 3.79 on the 5-point scale. Mean scores for each item were above the satisfactory level with scores ranging from 3.46 to 3.91. Although these ratings indicate a better than satisfactory level of

performance, Eastern will continue efforts to strengthen partnerships in keeping with its institutional mission. Table 7.1 provides a summary of each survey question.

Table 7.1 Criterion 5: Engagement and Service 2007 Constituent Survey Mean Score for Criterion 5: 3.79		5 Outstanding	4	3 Satisfactory	2	1 Poor	Mean Score
27	Eastern learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. N= 130 Total Sample	31%	37%	15%	11%	6%	3.8
27a	Eastern learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. N= 76 Constituent Groups using services (students, community education partners, training, business clients, community members or partners)	33%	38%	11%	14%	5%	3.8
28	In responding to its constituencies, Eastern's clients are well-served by its community education, continuing education, workforce development, and contracted training. N= 131 Total Sample	34%	28%	25%	5%	8%	3.7
28a	In responding to its constituencies, Eastern's clients are well-served by its community education, continuing education, workforce development, and contracted training. N=28 Workforce Education Clients Only	18%	39%	32%	7%	4%	3.93
29	Eastern has the capacity and the commitment to engage with its identified constituencies and communities. N= 127 Total Sample	32%	29%	24%	10%	5%	3.7
30	Eastern demonstrates its responsiveness to those constituencies that depend on it for services. N=126 Total Sample	32%	34%	19%	8%	7%	3.8
30a	Eastern demonstrates its responsiveness to those constituencies that depend on it for services. N=74 Constituent groups using services (students, community education partners, training, business clients, community members or partners)	36%	32%	16%	7%	8%	3.8
31	Internal constituencies value the services Eastern provides. N= 110 Total Sample	35%	28%	25%	7%	5%	3.8
31a	Internal constituencies value the services Eastern provides. N= 87 Internal Constituents only	39%	28%	22%	7%	5%	3.91
32	External constituencies value the services Eastern provides. N= 120 Total Sample	34%	28%	25%	9%	3%	3.8
32a	External constituencies value the services Eastern provides. N= 28 External Constituents only	18%	29%	39%	11%	4%	3.46
33	Service programs and student, faculty, and staff volunteer activities are well received by the communities served. N= 125 Total Sample	32%	33%	24%	6%	5%	3.8

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Evidence that demonstrates that Core Component 5a has been met

Eastern learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. Since its inception, Eastern has used environmental scans, resource mapping, regional trend data and focus groups to serve as the core for strategic planning. Multiple needs assessments and environmental scans were conducted to assure the development and implementation of educational offerings to align with community needs and further the institution's mission. An employer scan was conducted by CLARUS Corporation [CH7:4]. This study assessed employer needs providing a basis for programming and curriculum development for a five-year timeframe. The College also conducted professionally facilitated focus groups [CH7:5] with representation throughout the service district to identify regional training needs. Additionally, regional demographic profiles and economic forecasts were conducted annually through 2005 with additional assessments being administered in fall 2007 by Workforce and Academic Services [CH7:6; CH7:71].

The aforementioned resources provide one level of understanding of constituents. Ongoing dialog with constituents provides the balance. Local representation on institutional governing bodies and program advisory committees give voice to external as well as internal constituents. Eastern is governed by a local governing board. Districtwide representation helps to assure the interests and needs of each region in the service district are equitably served. Among its responsibilities, the Board of Governors "represents the community by knowing and understanding its needs and seeking a variety of perspectives..." [CH7:8]. The Board of Governors consists of 12 members: 9 lay members from the community and one representative each from the Eastern staff, faculty and student body [CH7:9, CH7:10]. Though state legislation requires at least six meetings every fiscal year, the Eastern Board elected to meet more frequently

during the College's formative years. The current Board includes representatives throughout the College's service region, including members from the business and labor sectors as well as representatives from Eastern's partnerships; this representation assures the College remains focused on the educational and business needs of the people it serves.

Eastern relies on community input to strengthen its programs and increase the quality of services provided. To this end, program advisory committees have been established for Eastern career-technical degree programs. Program advisory committees are comprised of regional content experts that represent community needs relating to program level learning outcomes. Program advisory committees also provide advisement and direction for continuing and community education programs in the Workforce Education Department. Program advisory committee members monitor program offerings and provide recommendations based on occupational trends and regional needs [CH7:11, CH7:12; CH7:13]. Additionally, area employers are actively engaged in planning strategies for curriculum development and implementation [CH7:14; CH7:15]. The implementation of the Occupational Development AAS in Leadership with American Woodmark Corporation is the result of such planning initiatives [CH7:1].

In 2007, a new electromechanical maintenance certificate program was approved for implementation. This program was the result of a collaborative initiative supported through the Chancellor's Incentive Grant to support technology training needs in the region and to serve as a model for other CTCs in the state system. The new program will expand training opportunities for district residents and eliminate a recognized duplication of regional training services. Technical lab based courses for this new program will be housed at the South Branch Career and Technical Center and Mineral County Technical Center through partnership agreements. Technical center laboratories will be enhanced as necessary to meet the training demands of area industries. The program emphasizes training by which students can quickly obtain employment

as well as meet important workforce needs. An associate in applied science degree is currently under development.

All academic programs (career-technical) are developed through the Developing a Curriculum (DACUM) process, modified DACUM process, or adhere to recognized industry standards (See Chapter I for discussion of DACUM). This assures educational outcomes are appropriate to the needs of the community, relevant for local employment opportunities, and engages content professionals from the community [CH7:17].

Eastern has developed and effectively maintains multiple operational partnerships. Partnerships exist with area schools, vocational centers, and colleges [CH7:18]. Through understanding the mission of each partner and identifying the scope of services, mutually beneficial partnerships have been established, thereby enhancing services. Ongoing discourse is maintained with educational partners to assure effective relationships and offerings.

The addition of the Adult Basic Education/General Educational Development (ABE/GED) services, located in the College's Connections Center, is an outgrowth of Eastern's operational partnerships. The Hardy County ABE program operates through a partnership with the South Branch Career & Technical Center providing ABE/GED services in the service district. This model program employs a full-time coordinator/instructor and a part-time tutorial aide. Current program offerings include: GED test preparation; college entrance exam preparation; tutoring/homework assistance for developmental studies students; basic computer skills; TABE assessment; official GED practice testing; WorkKeys[®] test preparation (using KeyTrain[®] software); basic skills instruction (math, reading, writing); driver's license exam preparation; and resume/job application assistance. The program serves approximately 200 students per year (September through May) [CH7:19]. By housing the service at the College, participants receive needed ABE/GED support services and become familiar with College resources and services. Since the fall 2003 semester, 35 ABE/GED participants have enrolled in Eastern courses. Eastern

students requiring additional assistance with developmental course studies can also obtain tutorial assistance through the Center.

Eastern serves as the facilitating institution for the Potomac Highlands Community and Technical College District Consortium [CH7:20]. Eastern's President serves as the chairperson of this district consortium. This district consortium is one of eight districts operating under the auspices of the WV Council for Community and Technical Colleges, and is a partnership of educational providers dedicated to efficiently and effectively delivering community and technical education in the district [CH7:21]. Instituted in 2004, the District Consortium provides the mechanism for collaborative planning ventures to assess district needs, identify resources and implement programming to meet state and regional goals. Strategies and goals have been defined in accordance with state Compact Strategies [CH7:22].

The Occupational Development and Technical Studies degree programs are also examples of collaborative educational initiatives in the district. These programs are designed to recognize college level training provided by education, industry and apprenticeship training facilities within the district. A flexible degree format incorporating the validated training is developed upon evaluation of the training by appropriate content experts. Eastern offers several degree programs through this state system (WVCCTCE) programming. These include but are not limited to: Technical Studies in Industrial Maintenance with South Branch Technical Center; Occupational Development Degree in Early Childhood Development for students completing the Apprenticeship for Child Development Specialist and Occupational Development Degree in Leadership with American Woodmark Corporation [CH7:23].

Eastern constituents are also served by a variety of economic and workforce development services. Workforce education services include a broad spectrum of continuing education services, custom-designed contracted instruction, non-credit community education activities, consulting services, partnerships with local school systems and social service agencies, and other

outreach services for employers in the College's District [CH7:24]. Eastern collaborates with businesses, local and regional government, social service agencies, economic development authorities and labor organizations to fulfill the educational component of community and economic development initiatives [CH7:25]. Programming customized and provided for worker-learners throughout the district in each of the following four categories: the emerging workforce; the current workforce; the transitional workforce; and the entrepreneurial workforce. Through fall 2006, Eastern maintained growing and viable workforce programming. In fall 2006, the workforce department suffered a significant staff turnover leaving the department unstaffed. With the resignation of the Dean for Workforce Development and the programming staff, new initiatives and programming were suspended. Since that time, the department has been restructured and staffing is in process. An Associate Dean for Workforce Education has been hired to provide leadership for community services and community education. The Associate Dean for Academic and Career Studies has been assigned the responsibility to provide leadership for workforce training initiatives. The Contracted Training Manager was filled in January 2008. Prior to fall 2006, more than 4000 employees from more than 50 companies were served through workforce programming and services. Programs were provided for employers of various sizes throughout the six-county service region [CH7:26]. Results from Workforce Education satisfaction surveys for programming demonstrated satisfaction with services provided. Forty-six surveys were distributed between FY2003 through FY2005 with a 54% return rate. One hundred percent of survey respondents indicated satisfaction with services delivered [CH7:27]. Although programming was halted as a result of staff turnover, a sound model for programmatic implementation has been established and will serve as the core for rejuvenation. The Associate Deans have made contacts with partnering agencies and are conducting a needs assessment to align programming ventures. The Institutional Strategic Plan also places significant priority on

revitalizing this essential component of the college as noted specifically in Strategic Goal 5 and also supported in goals 2.3, 3.2, 3.3 and Compact Goal III [CH7:28].

Eastern has implemented several surveys to assess student perception of course offerings and services [CH7:29]. Course evaluations are administered in each course section on a semester basis regardless of delivery modality. Eighty-four percent of the students completing course evaluations in 2004 – 2007 rated their courses as good to excellent (See Table 7.2).

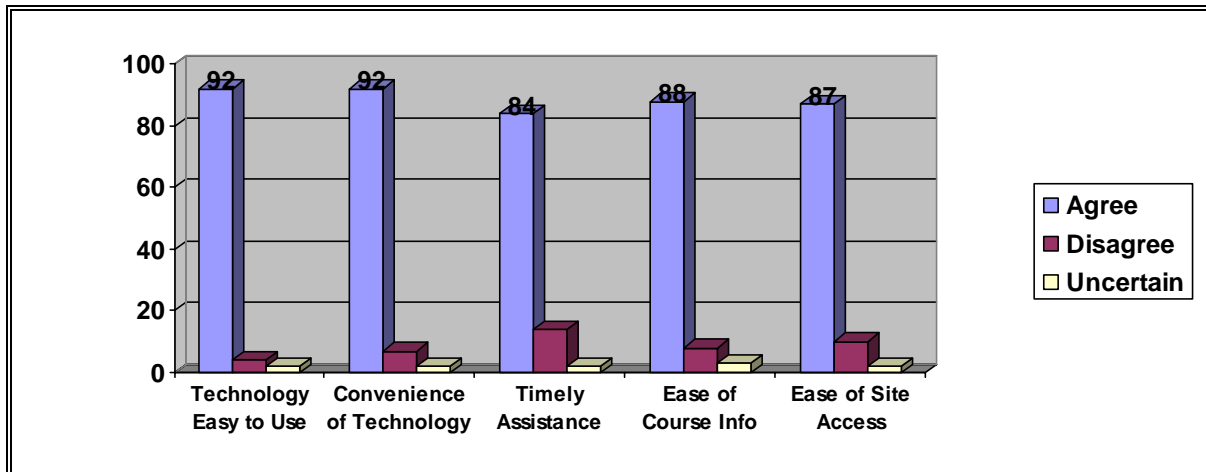
Table 7.2 Student Evaluation of Completed Courses

Student Rating of Course(s) Fall 2004 – Spring 2007* N = 1442						
Rating	Fall 2004 N = 217	Spring 2005 N = 202	Fall 2005 N = 315	Spring 2006 N = 334	Spring 2007 N = 374	Total N = 1442
Excellent	77%	62%	66%	60%	54%	62%
Good	0%	24%	24%	28%	28%	22%
Average	16%	11%	8%	8%	8%	10%
Below Average	4%	2%	1%	3%	4%	3%
Poor	3%	0%	1%	1%	6%	3%

* Fall 2006 data not available

A distance course evaluation is also administered in all distance based courses. These surveys provide students with the opportunity to evaluate and comment on educational services provided. Sixty-four percent of the students responding to the Distance Course Survey (Fall 2005 through Spring 2007) stated interest in registering for another distance course, based on their current course experience. Students enrolled in distance courses found technology easy to use (92%), convenient (92%), online course information easy to use (88%) and technological assistance quickly attainable (84%) (See Figure 7.1 for details).

Figure 7.1
 Student Ratings of use of Technology in Distance Courses Completed Fall 2005 – Spring 2007
 N = 523



Although a comprehensive report has not been generated for these surveys, comment summaries are extracted and provided to the Academic Program Directors [CH7:30]. The Academic Program Directors review individual surveys and comments to address trends noted in the surveys. Primary data is shared among program directors and faculty as appropriate. Access to data has consistently proven to be a challenge. Academic Services has been reviewing barriers to data access to devise processes to resolve the problem.

Eastern analyzes its capacity to respond to the needs identified by its constituencies. First and foremost, all implemented initiatives are based in the College mission. When posed with new initiatives, the first point of assessment is the relationship to the institution’s mission. Once the mission relationship is established, an analysis of financial requirements, physical space, and human resources is conducted. As it is not feasible for the College to meet all requests, collaboration and partnerships are the foundation to leverage resources to expand services [CH7:31]. In fall 2005, Eastern brokered a nursing program from Southern WV Community and Technical College. Brokering the nursing program serves as a prime example of Eastern’s ability to address community needs while recognizing resource limitations. Eastern’s internal and

external constituencies noted a clear need for a nursing program. Trend data (national and regional) supported that need. However, the College did not have sufficient resources to support a nursing program at that time. The College did not have requisite qualified faculty nor did it have the essential nursing skills laboratory. However, through its affiliation with Southern West Virginia Community and Technical College, the College was able to broker the necessary nursing courses, hire a qualified “Nursing Site Coordinator/Instructor”, and solidify agreements with community partners for clinicals in order to implement the nursing program. In 2005, through collaboration and partnerships, Eastern was able to provide the district with access to an accredited nursing program. The program cohort graduated in spring 2007. The college is currently exploring mechanism to serve an additional cohort.

The Residential Care Provider program is another example of Eastern’s efforts to identify and address constituent needs. This program was designed to address a need for credentialed care providers at the WV Schools for the Deaf and the Blind [CH7:32]. This programmatic need was identified through a Workforce Education project and funded through a Perkins Statewide Leadership Grant. The program model blended traditional academic learner outcomes with employer job skill requirements. The program provided a sequential pathway for care providers to obtain credentialing through skill set certifications that were incorporated into certificate and associate degree programs. Prior to this time, no comparable training program was available throughout the WVCCTCE system. This program will serve as a model for comparable training for other district employers.

The College has also partnered with the “Comprehensive Occupational Assessment Testing Educational Services” (COATES), an organization providing educational and support services to at-risk students. Programming includes tutoring and study skills, occupational skills training, leadership development, mentoring, work experience, and counseling. Through this partnership, the College is offering seven information literacy and computer applications courses.

Students successfully completing the program and the courses can earn college credits for courses completed at a specified proficiency level [CH7:33].

Currently, plans are underway to finalize a training program with the Mineral County Technical Center. Programming will include Microsoft Application training, National Automotive Technicians Education Foundation certification (NATEF) and safety training for bus drivers and maintenance personnel.

The College maintains active partnerships with the Boards of Education in the service district to operate access centers. The access center classrooms are located in high school and technical center facilities throughout the district providing college level educational opportunities to residents. Through the access centers, high school students also have the opportunity to participate in early entrance programs.

Self Study Survey Question 27 [CH7:3] specifically addresses constituents' perceptions regarding capacity. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 3.8 indicating the perception that Eastern learns from its constituencies and analyzes its capacity to serve their needs and expectations. Specifically, 83% of the respondents rated this item as satisfactory or higher. Additionally, when examining only the responses of those using College services for this same item, the mean score remains at 3.8 with 82% of the respondents rating the College as satisfactory or higher.

Self Study Survey Question 28 [CH7:3] addresses constituents' perceptions as to Eastern's ability to serve its constituencies. The mean score for Question 28 is 3.7 indicating the perception that Eastern clients are satisfactorily served by its community education, continuing education, workforce development and contracted training programs. Specifically, 87% of the respondents rated this item as satisfactory or higher. Additionally, when examining only the responses of those using College services, the mean score increases to 3.9 with 89% of the respondents rating the College as satisfactory or higher.

Eastern has effectively forged relationships within the community building avenues of ongoing communication. The College has established collaborative, mutually beneficial programs and relationships with area schools, vocational centers, colleges, businesses, and organizations. Eastern effectively analyzes its capacity to respond to requests for new and expanding programs and services. However, new initiatives, enrollment growth, and program expansion present additional demands for staffing, funding and campus resources. Despite the strengths discussed above, the College recognizes that it faces challenges in these areas addressed by this Core Component.

Evidence that Core Component 5a needs strengthening

- The CLARUS study results provided projections for a five year window which has since passed. Although the College has conducted targeted assessments, comprehensive environmental scanning should be completed to strengthen long range planning.
- The College must evaluate access center utilization throughout the region and design programming to target local needs. Several pilot projects have been initiated to increase center utilization; however, these have not proven to be successful. The College has targeted assessment and possible restructuring of centers in the Institutional Master Plan [Ref: Goal 34].
- The College needs to cultivate effective engagement of program advisory committee members. Although program advisory committees have been established, member participation is not consistent. Orientation and training for program advisory committee members may strengthen participation and enhance consistency.
- A systematic process for survey reporting must be developed to assure incorporation of results in planning efforts. Automation of processes can help to facilitate data entry, analysis and reporting.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Evidence that demonstrates that Core Component 5b has been met

Eastern has the capacity and the commitment to engage its constituencies and communities. Guided by its Mission and Vision, the College has established systems and structures to facilitate planning and implementation of programs that respond to the needs and interests of its constituents. Eastern also recognizes that a core strength lies in its ability to assess

district needs, engage constituents in dialog, and to develop and maintain effective partnerships. As a result of the last self study, Eastern has also undertaken several initiatives to strengthen its capacity and commitment to engagement. These include additional training for access center advisors, expanded efforts to address the problem with access center utilization, additional faculty support materials including enhanced WebCt/Blackboard training and implementation of the Virtual Faculty Lounge, improvements to online orientation sessions and implementation of the TLTC (Teaching, Learning, Technology Committee) to address technology and instruction issues at the College. These are addressed more fully in the following discussion.

Eastern has multiple strengths in relation to Core Component 5b due to its presence in each county through its access centers and extensive use of partnerships to provide educational programs and services [CH7:35]. The access centers serve as a one stop connection for students providing access to classroom instruction and academic and learner support services personnel. Access centers are located in each county in the high schools and vocational centers. Facilities are easily accessible for high school students and adult learners. These local connection centers provide students with access to appropriate technology to assure proper linkages for distance courses and enhance the learning experience for Eastern students. Computer laboratories and high speed internet access are available to all students using the access centers. Although access centers are available and staff is appropriately trained, the College still experiences a utilization problem. As a result of the previous self study, the College acknowledged the utilization problem with the access centers. The recognition of the utilization problem was emphasized through the facilitated mission revision and strategic planning sessions. Constituents validated the importance of the access centers, but also noted the difficulty with utilization. As a result, focus is given to rectifying this problem in the Institutional Master Plan [CH7:34]. The College has implemented pilot projects to develop program specific cohorts at access centers. Evaluation of these projects will be conducted at the close of the fall 2007 semester. The College will continue

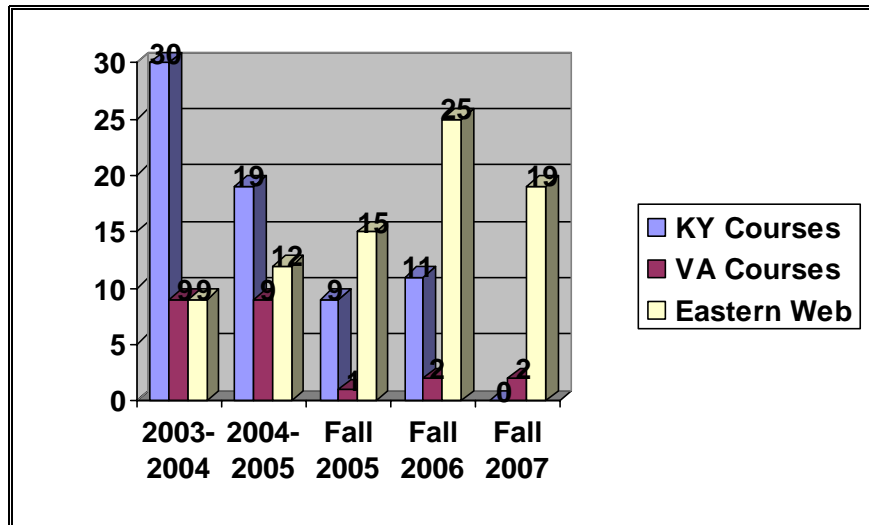
to explore solutions to the utilization problem and transform facilities to fit the needs of constituents.

The construction of the permanent campus facility adjacent to the Robert C. Byrd Industrial Park, slated for occupancy in summer 2008, will also expand facility capacity [CH7:36]. The new facility will house staff offices, reception and registration area, student center and multipurpose classrooms, and laboratories. Seminar rooms will be constructed to support meetings and seminar style classes. Through partnerships, the College will continue to utilize vocational/technical laboratory facilities at South Branch Career and Technical Center to support lab based courses for the newly approved electromechanical maintenance certificate program.

The College effectively uses technology to expand access to programs and provide additional capacity ensuring program delivery to learners who otherwise are unable to participate in College programs and services. As previously noted, Eastern's geographic area of responsibility encompasses 3,200 square miles. The geographic terrain and population distribution within the responsibility district necessitate creative programming and scheduling to meet the diverse needs of the rural mountain communities. The College employs technology to accomplish its education goals. The video network, which spans across the district, enables course offerings at multiple locations. In the 2004-2005 academic year, 29% of scheduled course sections were brokered from the Virginia and Kentucky Community College Systems. Nineteen percent of the scheduled course sections were web based courses brokered from the Kentucky Community and Technical College System. These percentages began to significantly lower in fall 2005 as Eastern moved into the third phase of its curriculum development offering more courses originating at the College (See Figure 7.2 below). In the fall 2005 semester, 10 percent of sections offered were brokered through Virginia and Kentucky Community College Systems while fifteen percent were Eastern web based courses originating from the College [CH7:37]. In

fall 2007, only two course sections were brokered from other institutions. These courses were brokered through the Virginia Community College System. Eastern has built academic resources and capacity to sufficiently support a core schedule of courses. Enhancements to this core will be explored through the previously successful process of partnerships and brokering.

Figure 7.2 Comparison of Brokered and Eastern Distance Course Sections



Eastern has implemented distributed education programming to provide access for students who, by choice or necessity, study at a distance. Programming includes synchronous and asynchronous instruction utilizing various technologies including internet protocols, satellite, instructional television and interactive video networks. Eastern is licensed through a state-wide contract for WebCT/Blackboard (online course management software) to offer Eastern based distributed learning services. As a result of the previous self study, Eastern began to explore use of web conferencing as a component in traditional courses. This hybrid course format, provided students with an opportunity to experience aspects of online learning in a primarily traditional course format. In fall 2006, Elluminate was adopted as the web conferencing modality. Since 2004, Eastern has increased its offering of web based instruction currently offering thirty-two courses in distance format. More courses are slated for addition in spring 2008. As previously

noted, the College can augment course offerings through the Southern Regional Electronic Campus, West Virginia Virtual Learning Network and agreements with Virginia and Kentucky Community and Technical College Systems.

The College's academic programs connect students with external communities through use of internships or capstone experiences. Eastern associate in applied science programs include capstone or internship courses [CH7:38]. These courses provide students with opportunities to apply learning in supervised instructional settings within the region. Effectiveness of these courses will be evaluated through the assessment process as numbers of students enrolled in these courses increase.

In addition to courses and programs directly supporting Eastern degree programs, the College continues its efforts to support life long learning initiatives through partnerships with accredited colleges and universities by providing access to baccalaureate and masters level programs. These have includes the Masters in Special Education and Masters in Reading through Marshall University, and the Executive MBA offered through West Virginia University. Eastern has developed transfer articulation agreements with Marshall University and Potomac State to assure a pathway for baccalaureate degree attainment. For students interested in online degree opportunities or other non-traditional degree options, the College has signed an articulation agreement with Franklin University to facilitate transfer into their baccalaureate degree completion program.

As a result of the previous self study, Eastern also recognized the need to more fully support its employees in implementing the College Mission. Multiple development efforts were undertaken to assure that employees understand their roles within the College and have access to appropriate resources to strengthen their job related skills. These training and support endeavors target faculty and staff. Faculty orientation sessions were expanded to include development activities. Emphasis has been placed on assessment and use of technology such as

WebCt/Blackboard and Elluminate. In addition, two virtual faculty support tools were developed and launched in late fall 2007, the Virtual Faculty Lounge and the assessment web page. Both tools provide faculty with access to instructional and assessment resources. Access center advisor training was expanded to assure that access center advisors were familiar with the required technology (hardware and software) as well as oriented to College processes. Access advisors are the College representative to those students attending courses at the remote locations. Improving their ability to provide support on multiple levels enhances the likelihood of student success as well as increased utilization of facilities.

As previously noted throughout this self study report, the College has actively engaged its constituents in its planning processes. The recent mission review and revision and strategic planning processes included representatives from constituent groups (internal as well as external) to assure implementation of services and allocation of resources to effectively support the community in a meaningful way [CH7:39]. At the inception of the College, curricular priority was placed on workforce training and continuing education. Through Workforce Education programs and services, more than 4000 employees from more than 50 companies have been served. As a result of the 2006-2007 mission and strategic planning sessions, the College will place continued emphasis on workforce development, and increase emphasis on services for traditional and transfer students [CH7:40]. Constituents also noted the importance for increased resources to support College initiatives. This was also given priority in the Institutional Master Plan in Strategic Goal 2 [CH7:41].

Eastern also maintains a vital presence in communities throughout its district of responsibility through active participation on local boards and the volunteer activities of college personnel who participate in community service programs. Eastern maintains representation on the following boards: Workforce Investment Board, Eastern Regional Family Resource Network, United Way, and Upper Potomac Area Agency on Aging. The College maintains active

membership on all Chambers of Commerce in the responsibility district [CH7:42]. The College encourages employees to volunteer in community and regional organizations impacting the lives of citizens within the region. Employees are members of the Ruritans, American Association of University Women, Family Issues Taskforce, Big Brothers/ Big Sisters, and Rotary. Staff members also actively participate in such community activities as Relay for Life, Heritage Weekend and holiday parades and celebrations. The Student Government Association (SGA) has also committed to community engagement and actively participates in community/public service events such as Relay for Life, annual food and toy drives for local food pantries. The SGA also sponsors college events such as the annual luncheon with the President, diversity training, social events and regularly schedules meetings to discuss student concerns and plan activities. The SGA has been proactive in providing two different venues for student input regarding College services and processes via email and a suggestion box. Both services are managed by the SGA providing students with a direct voice in College operations.

Self Study Survey Question 29 [CH7:3] specifically addresses constituents' perceptions regarding Core Component 5b. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 3.7 for Question 29 indicating the perception that Eastern has the capacity and the commitment to engage with its constituencies and communities. Specifically, 85% of the respondents rated this item as satisfactory or higher. This rating suggests that Eastern is perceived as performing at satisfactory levels regarding Core Component 5b.

Evidence that Core Component 5b needs strengthening

- Despite the noted successes, the college recognizes challenges in relation to capacity. While staff numbers have grown over the past five years, many staff are tasked with multiple responsibilities which can limit the time and energy available for focused attention to expanding operational demands.
- Access centers are underutilized. The College has placed priority on rectifying this problem as noted in Strategic Goal 3.

- Staffing turnover in the workforce education department halted what had been a successful and productive department. Restructuring and new staff appointments will provide the framework for programmatic revitalization. Progress will be monitored and resources allocated to assure attainment of previous success benchmarks.
- As more courses and services are offered through use of technology, training and support demands placed on the technology staff will also increase. The institution must continue to explore effective options for improving end user proficiency with technology.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence that demonstrates that Core Component 5c has been met

Eastern demonstrates its responsiveness to those constituencies that depend on it for service. In keeping with its mission, the College recognizes the value of collaborative ventures to expand capacity, engage the community and to provide services valued by its constituencies. The College provides programs, activities and services that address district needs and build strength in the community. This is particularly evidenced in the 2006-2007 mission review and strategic planning process which included active participation of internal and external constituents. The College recognizes its role in support of the district and consequently has actively engaged its constituents in planning processes. The revised mission documents and Institutional Master Plan all provide credence to fulfillment of Core Component 5c. More specifically, strategic initiatives identified in Goals 3, 4 and 5 as well as strategies for State Compact Goals IV and V identify target activities to support and advance the College's mission in this area [CH7:40; CH7:43, CH7:44; CH7:45; CH7:46].

Eastern participates in collaborative ventures with other higher learning organizations and education sectors. Through institutional and systemwide agreements with accredited colleges in West Virginia, Kentucky, Virginia, the West Virginia Virtual Learning Network (WVVLN), and the Southern Regional Electronic Campus (SREC), the College is able to expand course offerings via distance based modalities [CH7:47]. Courses are primarily web based or two-way, interactive video distance learning courses and a limited number of Higher Education Instructional TV

(HEITV) courses. These agreements provide students with additional degree completion and coordinated learning opportunities [CH7:48]. The College also participates in FAST TRACK Jobs; short term training programs that provide participants with access to quick, convenient training representing job families currently in demand in West Virginia. To facilitate access to brokered courses and programs offered via partnerships, the College coordinates essential learner support services with provider institutions. Compact Goal IV identifies strategies for support and expansion of collaborative ventures to meet district needs [CH7:49]. Some targeted initiatives include maintaining existing partnerships with Virginia and Kentucky Community and Technical College systems, partnerships for expanded use of the Mobile Computer Training Center (MCTC), partnerships with district vocational centers to expand associate degree program offerings and collaboration with private education and training providers [CH7:50].

The state of West Virginia places significant focus on increasing the state college-going rate. Accordingly, Eastern's Compact Goals I and V stress collaboration with the public school systems to increase the college-going rate [CH7:51, CH7:52, CH7:53]. These compact goals are reinforced through the addition of strategic initiatives in the Institutional Master Plan at the recommendation of constituent groups in the facilitated strategic planning sessions [CH7:40; CH7:45]. Eastern's early entrance program effectively supports this initiative. Eastern provides opportunities for district high school students to enroll in college courses offered at area high schools through the Early Entrance Program. More than fifteen different courses [CH7:55] are provided at seven high schools or access centers [CH7:56] for eligible high school students. Students receive college credit upon successful completion of courses. Early entrance courses are the same courses offered to regularly admitted students. These college level courses are developed by Eastern content faculty and taught by practitioner faculty to ensure that course learning outcomes, content, and objectives meet the College's standards for the same courses offered on campus. Practitioner faculty teaching the courses at the high school campus must

follow Eastern's syllabi and must use the textbooks adopted for the courses by the college. Practitioner faculty teaching early entrance courses must meet the same credentials as other practitioner faculty regardless of location of the course being taught. Academic Program Directors monitor course activities to assure quality of course offerings. In summer 2005, the College added a position for the Program Manager for Secondary School Partnerships to improve coordination and services offered through the early entrance program. The College has effectively expanded the early entrance programming with a 121% increase in enrollment since fall 2004. The program experienced a slight enrollment decrease in fall 2007 as a result of a change in tuition assistance options. However, expanded course options are being explored to address the change in enrollment (See Table 7. for details). The Program Manager for Secondary Partnerships serves as a liaison between the secondary schools and the College to identify programmatic needs and assure effective delivery of services. The College will continue to advance the Early Entrance programming in keeping with strategic initiatives and compact strategies. All courses offered through Early Entrance and Tech Prep initiatives are offered in compliance with HEPC and WVCCTCE policy Series 19: Guidelines for College Courses for High School Students [CH7:54; CH7:57].

Table 7.3 Early Entrance Enrollment Patterns			
Year	Unduplicated Enrollment	% change from previous year	% change from FY 2004
FY04	92	---	---
FY05	158	72%	72%
FY06	216	37%	135%
FY07	203	-6%	121%

Eastern is an active member of the Potomac Highlands College Tech Prep Consortium (PHCTPC) [CH7:58]. PHCTPC works with business, industry, high schools, technical centers and communities to develop high quality educational pathways leading to career opportunities for district high school students. This consortium consists of ten education providers in the region

[CH7:59]. As a consortia member, the College offers multiple degree pathways for high school students [CH7:60]. This program builds a seamless curriculum between high schools and community and technical colleges in West Virginia [CH7: 61]:

(<http://www.easternpanhandletechprep.net/EDGEPDF.pdf> list of articulated courses; <http://www.wvtechprep.wvnet.edu/curricula.htm>) [CH7:62]. Eastern currently has five curriculum pathways identified and published through the PHCTPC. These include early childhood development, business administration, business management, hospitality, and business operations support. Additional pathways are under development in automotive technology, building and construction, electricity, plumbing, and welding. The Tech Prep Coordinator and academic program directors facilitate development and support of this initiative.

Eastern maintains numerous formal and informal partnership agreements with community and business organizations throughout the district. These partnerships allow the College to better address workforce training needs and to facilitate the delivery of academic programs [CH7:40; CH7:63]. The College maintains partnerships with more than twenty-two organizations throughout the district [CH7:64]. Such relationships allow the College to build capacity for programming and services that would otherwise be cost prohibitive. Through a partnership with the Air National Guard, the College was able to equip an additional computerized classroom in the HARCO Complex. When not in use by the Air National Guard, the College uses the facility to offer additional classes and training [CH7:65]. Additional partnerships include, but are not limited to:

- Region VII WIB, WorkKeys[®] Testing
- Fairmont State University, ACT Center Training Modules
- RESA VIII, Facilities for Spokes training
- WVU Extension Service, ServSafe Training
- WVMEP, OSHA and ISO training
- SBDC program director on location at Eastern

Eastern’s transfer policies and practices create an environment supportive of the mobility of learners. Eastern adheres to all West Virginia Council for Community and Technical College Education and West Virginia Higher Education Policy Commission policies and practices as well as legislative mandates impacting transfer practices. Specifically, state institutions are directed in the acceptance of transfer credit through its Series 17 “Transferability of Credits and Grades at the Undergraduate Level” [CH7:66; CH7:68] and the “Core Transfer Agreement” [CH7:67]. Details of the Core Transfer Agreement are provided on the WVCCTCE and Policy Commission websites and in the College Catalog [CH7:69, p.33]. These procedures establish the guidelines for transferability and grades within the West Virginia Higher Education System in accordance with State Code (§18B-1B-4(a)(26-28) [CH7:70]. Additionally the College adheres to WVCCTCE and HEPC practices for acceptance of Advanced Placement Credit and CLEP credit as directed through Series 15, “Acceptance of Advanced Placement Credit” [CH7:68] <http://www.wvctcs.org/polprod.asp>; <http://www.hepc.wvnet.edu/academic/index.html> and <http://www.hepc.wvnet.edu/resources/index.html> [CH7:71] and Series 16, “College Level Examination Program” [CH7: 72] <http://www.wvctcs.org/polprod.asp>; <http://www.hepc.wvnet.edu/resources/index.html> [CH7:73]. Eastern’s Board of Governors has also approved policies regarding transfer practices predicated on the aforementioned state policies and statutory requirements [CH7:68; CH7:74]. Eastern also provides learners with flexible degree completion options including Eastern’s Individualized Career Studies, AAS degree. Additionally, the College offers the WVCCTCE Board of Governors, AAS; Occupational Development, AAS and Technical Studies, AAS degree and certificate programs. These flexible programs allow students to maximize use of transfer and nontraditional credit in meeting educational goals.

All transfer policies and program information is included in multiple sources for public access including the College Catalog, the Orientation Guide and Student Handbook, and the College website. In addition, trained staff members are available in person, via telephone and email to assist those with questions regarding transfer practices. A special orientation session has also been implemented to assist transfer students with their transition to Eastern. The intended goal is to provide students with accurate and user friendly information with which to accomplish their educational goals.

As the College re-establishes the Workforce and Continuing Education Department, particular attention has been given to constituents' requests to assure the College's commitment to service and engagement. The new department staff has conducted a district needs assessment to identify desired programming. Community education courses are now underway in multiple locations. Course offerings have been based on the specified requests of constituents in those localities. Such course offerings include, but are not limited to Sign Language, Beginning Spanish, and arts and crafts. Continuing education and professional development CEU training has been implemented for insurance agencies, and social service workers. Microsoft Office training is being provided for Mineral County Schools. Additional needs assessments are underway [CH7:75].

The College provides multiple services, courses and programs through partnerships and contractual arrangements. Partnership agreements are carefully documented through use of a standard contract format to assure that partnerships are mutually beneficial and that the College's interests are protected [CH7:76]. The College has developed governance and administrative structures ensuring its institutional and educational integrity in keeping with state code and the rule and regulatory actions of WVCCTCE and HEPC. Governance and administrative responsibilities and operational processes are clearly delineated in the Board of Governors Delegation of Powers Official Statement [CH7:77]. 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.

Self Study Survey Question 30 [CH7:73] specifically addresses constituents' perceptions regarding Core Component 5c. According to survey respondents, Eastern's performance is perceived as more than satisfactory with a mean score of 3.8 for Question 30 indicating the perception that Eastern demonstrates its responsiveness to those constituencies that depend on it for services. Specifically, 85% of the respondents rated this item as satisfactory or higher. When examining the responses of only those who use the College's services, the mean score remains the same. This rating suggests that Eastern is perceived as performing at satisfactory levels regarding Core Component 5c.

Evidence that Core Component 5c needs strengthening

- The College needs to continue program development efforts with the secondary school system and increase public awareness of educational opportunities. Strategic initiatives are identified in the Institutional Master Plan to address this shortcoming [CH7:45].
- The College has initiated development of institution based articulation agreements, rather than solely relying on established WVCCTCE and HEPC policies and practices. Additional agreements must be developed to ensure effective transfer opportunities for Eastern graduates.
- Access Centers are under utilized. More effective identification of localized interests and needs could increase use. Strategic Goal 3 specifically targets improvement efforts [CH7:40].
- Satisfaction survey data is collected, however compiled results are not readily accessible. Results need to be readily accessible to working groups to impact planning and decision-making. The College is currently exploring software based options to address this shortcoming.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Evidence that demonstrates that Core Component 5d has been met

Eastern is actively building connections with its growing number of constituents as demonstrated by newly approved Institutional Master Plan and State Compact Strategies defined through year 2010, and evidence provided throughout the Self Study Report. The College, in

keeping with its Mission and Values, sponsors programs, activities, services, and events to strengthen the community. Through academic, service, workforce development and personal enrichment programming, Eastern demonstrates a sincere commitment to serve the needs of its district of responsibility. However, providing programs and services does not necessarily denote the “value” that constituents place on the rendered services. In keeping with the spirit of assessment, the College must ask “how are we doing”. Value of services can be judged by several standards: growth of the institution; constituent participation; and constituent input via surveys and informal feedback. Participant surveys, anecdotal evidence, and institutional growth are used to evaluate and improve services.

Internal and external constituencies value the services Eastern provides as indicated by the Self-Study Survey [CH7:3]. Three survey items were used to address this Core Component: Questions 31, 32 and 33. Overall, the respondents rated the College’s performance as satisfactory with a score of 3.8 on all three indicators. Closer examination of the data indicates that ninety-three percent of internal constituents and ninety-seven percent of external constituents placed a value of 3 (satisfactory) or higher on College services with mean scores of 3.91 and 3.46 respectively. Eighty-nine percent of the respondents noted service programs and staff volunteer activities as being well received by the communities served with scores of 3 (satisfactory) or higher. These scores indicate that internal and external constituents are satisfied with and value services the College provides. However, it is the intention of the College to provide exemplary services. The College will focus on continued improvement in regard to Core Component 5d.

Internal constituents evaluate the programs and activities this College provides. College departments are in various stages of implementing evaluation processes for programming and services. Survey processes are underway in Workforce Education, Learner Support Services and Academic Services [CH7:78].

Eastern had established a viable and growing Workforce Education Department. Significant ties were forged with district employers to provide broad-based, multi-disciplinary programming able to address community needs. Programs/courses were evaluated by participants in order to assess satisfaction and the value they provide to the community. Due to staff turnover, the department was unstaffed for at least eighteen months. As a result, initiatives in this department were halted. However, a comprehensive implementation model remained. The newly re-staffed department is undertaking significant steps to revitalize partnerships and provide services. Given the previous foundation and history of success, the revitalization prospects are optimistic. The history of increasing number of business clients indicated that Eastern's Workforce Education Department was actively providing services valued by the constituents. In FY2006, 1,860 individuals participated in contracted training, continuing education and community education programs demonstrating an overall increase of 188% from the program inception (See Table 7.4 for details). Given this history of past success, comparable progress is anticipated through the revitalization efforts.

Table 7.4 Workforce Education Enrollment Patterns			
Year	Unduplicated Enrollment	% change from previous year	% change from FY 2002
FY02	645	---	---
FY03	892	38%	38%
FY04	1484	66%	130%
FY05	1771	19%	175%
FY06	1860	5%	188.5%

Learner Support Services routinely evaluates New Student Orientation Sessions to monitor satisfaction and identify potential areas of improvement [CH7:79]. Orientation programming has been revised based on evaluation data to strengthen overall services provided to new students. For example, Learner Support Services conducts multiple workshops and

information sessions to support learners in navigating the financial aid process. It is important to note that sixty-seven percent of Eastern students receive financial aid. Workshops and information sessions target students, parents (when appropriate), and high school counselors. These sessions have been supported and well attended by participants. District high schools invite the College to provide financial aid information sessions at the high school facility. Also, as a result of student and advisor input, transfer student sessions have been added to address the needs of those students transferring into Eastern.

The College is in the initial implementation stages of its academic assessment plan. Student evaluations are an integral component of the assessment initiative. Course evaluation surveys are administered in all course sections each semester. Although the surveys have been reviewed informally by the Academic Program Managers, an ongoing summative analysis has yet to be prepared. Survey data, although available, lacks analysis and is underutilized to improve services. In addition to the course evaluation surveys, the assessment process includes graduating student surveys and alumni surveys. Again, although these were implemented in 2006, compiled reports are not available. Graduating student surveys will ultimately prove to be helpful in evaluating the students' learning experiences as well as their "lived experience" at the institution including satisfaction with support services. The alumni survey will prove to be valuable in assessing if the College effectively prepares graduates for career, educational and life experiences. This data is targeted for program level assessment, but could be used as an indicator of institutional effectiveness. Additional surveys are slated for implementation per the assessment timeline. Analysis and feedback processes are being reviewed to facilitate analysis and reporting. The College is lacking the infrastructure for institutional effectiveness operations. Currently, alternatives are being explored to address this issue. Alternatives under review are contracting with another system institution to process surveys, purchasing scanning and reporting software and contracting with the IDEA Center (Individual Development and Assessment) to

process course evaluations. A pilot project with the IDEA Center for course evaluations is slated for spring 2008.

In fall 2006, the College undertook a comprehensive mission review and strategic planning process. Input from constituents was deemed to be a critical component of this review. Under the guidance of an external consultant, a comprehensive mission review and strategic planning session was implemented [CH7:39]. Internal and external constituents were involved in the comprehensive process. Multiple, sequential sessions were scheduled over five months providing the opportunity for ongoing analysis and revision. In addition to revised mission documents and a newly approved Institutional Master Plan, constituents rated the review process. Overall, positive ratings were given for the process. Using a Likert scale, with 5 being excellent, all components relating to the process and importance of the work completed were rated at 4.0 or higher [CH7:80]. These sessions culminated in mission documents and a strategic plan that directly address constituent needs and concerns.

Evidence that Core Component 5d needs strengthening

- The college is lacking the infrastructure for effective institutional effectiveness processes. Although data is collected, reports of compiled data are not available. The College is exploring alternatives to address this problem.
- Anecdotal information is provided through multiple meetings with external constituents. While not necessarily representative of the entire constituency, such information may provide valuable for identifying problems, success and trends. A mechanism needs to be developed to channel this information to appropriate departments.

Criterion 5 Conclusions

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 charter and focus. Evidence presented in Criterion Five demonstrates that Eastern is committed to its responsibility district, engages its constituents and serves them in

ways both value. This chapter documents the ways Eastern has learned from its constituents and has responded to them. This self study also identifies ways the College can continue to improve in this regard. From the perspective of Criterion Five, this Self Study Report demonstrates that the College fulfills Criterion V; has the capacity to continue its service and responsiveness to internal and external constituents; and has the capacity to raise the standards for future engagement.

Strengths Related to Criterion Five

- Eastern has a mission-driven compact and strategies based upon data from environmental scanning documents, regional demographic and economic studies and focus groups.
- The College has a local governing board (Board of Governors) with external and internal constituent representation.
- The College is responsive to and anticipates district needs.
- The College historically develops strong partnerships to expand educational offerings that respond to constituent needs.
- The College has a strong history of providing workforce development programs for employers throughout the service region and for people who might not otherwise participate in Eastern programs. Although the program ventures were halted due to staffing turnover, operations have resumed. Comparable level of success is anticipated.
- Constituents provide favorable ratings as evidenced by the Self-Study Survey results, and letters of support provided by both employers and other partners.
- Continuing education and newly developed community education outreach programs described in this Chapter demonstrate the college's commitment and capacity to serve communities and constituencies.
- The College has program advisory committees that provide relevant direction for career technical programs.
- The program advisory committee for continuing and community education programs has been reinstated. The advisory committee will provide relevant direction for Workforce Education programs.
- The College makes extensive use of technology to increase access to courses and services.
- The College has added a full-time position to improve coordination of Early Entrance programming and secondary school partnerships.
- The College employs people who are committed to community service activities despite multiple job responsibilities.
- A broad representation of organizations use college facilities.

- The new facility will be adjacent to the Robert C. Byrd Industrial Park and share some facilities and resources with other state and government organizations.

Challenges Related to Criterion Five

- The CLARUS study results provided projections for a five year window. That window has passed. Although, the College has conducted targeted needs assessments, additional comprehensive environmental scanning should be conducted as the district is experiencing growth impacting long range projections.
- The College must assess the utilization problems at the access centers in order to expand programming and serve its constituencies.
- While staff numbers have grown over the past five years, many staff are tasked with multiple responsibilities limiting time and resources available for focused attention to expanding operational demands.
- The College must more actively engage advisory committees for all technical or employment related programs. Active Program Advisory Committee participation has been incorporated in the Curriculum Design and Recommendation Regulation.
- The construction of the new facility will help to alleviate facilities utilization problems in the HARCO Complex. Increasing requests for HARCO Center facilities by external constituents impact available classroom resources for course offerings. However, until the facility is built, space utilization for the HARCO will continue to be a challenge.
- As more courses and services are offered through use of technology, training and support demands placed on the technology staff will also increase. The institution must continue to provide training to improve end user proficiency with technology.
- The College needs to continue expansion of K-12 and Tech Prep initiatives.
- The College must develop the needed infrastructure for reporting and institutional effectiveness. A systematic process for survey reporting must be devised to assure incorporation of results in planning efforts. Automation of processes can help to facilitate data entry, analysis and reporting.

Recommendation and Action Plan to Strengthen Criterion Five

The Institutional Master Plan including WV Compact and Compact Strategies are integrally linked with the College's mission documents. Eastern will continue implementation of the Mission through adherence to existing planning documents. However, additional recommendations to strengthen Criterion 5 include:

- The CLARUS study results provided projections for a five year window. That window has passed. Additional comprehensive environmental scanning should be completed as the district is experiencing growth impacting long range projections. A cyclical timeline should be established to assure access to current district data.

- The College must assess the utilization problems at the access centers in order to expand programming and serve its constituencies. This issue was given particular focus in the mission review and strategic planning sessions. Strategic Goal 3 identifies strategies to address this problem.
- The College will continue use of program advisory committees for all technical or employment related programs. Emphasis will be placed on increasing the program advisory committee role in engagement and service. Program advisory committee role will be strengthened through orientation and training sessions.
- The construction of the new facility will help to alleviate facilities utilization problems in the HARCO Complex. Space utilization studies should be implemented to assure efficient use of all College facilities.
- The College will continue expansion of K-12 and Tech Prep initiatives. To assure effective service and improve satisfaction levels, planning and follow-up sessions involving key representatives from the College and constituencies will be conducted.
- The College will continue to develop program and course level articulation agreements with target baccalaureate institutions.
- The College lacks the infrastructure for reporting and institutional effectiveness processes. Data access and analysis processes are inadequate to provide timely input for operational improvements. A systematic process for survey reporting and feedback must be developed to assure incorporation of results in planning efforts. Alternatives are being explored to address this deficiency. Automation processes will be explored to facilitate data entry, analysis and reporting. In addition to supporting student academic achievement and success, assessment results (surveys, etc.) will be integrated into measures of institutional effectiveness and improvement processes.
- Strategic Goal 2 targets mechanisms to strengthen the College's ability to serve its constituencies giving particular emphasis to professional development and evaluation.