

2022

Background Information

Mission

Eastern West Virginia Community and Technical College provides a range of educational opportunities for academic, technical, workforce training and life-long learning for the Potomac Highlands regional community.

To achieve this mission, Eastern:

- provides programs and courses of instruction, through the associate-degree level, that encompass occupational-technical education, transfer education, general education, literacy and developmental education, and continuing education;*
- implements workforce development and customized training programs that advance individual career development while meeting employers' needs for a highly skilled workforce;*
- serves as a vital link between secondary education and four-year colleges and universities; provides appropriate post-secondary courses to students in partner secondary schools;*
- provides innovative student support services that promote holistic development and student success;*
- provides a broad range of instructional technologies, methods, materials, facilities, and instructional support services that promote learning;*
- maintains an educational environment that broadens perspectives, promotes global awareness, and leads to responsible citizenship;*
- enriches local communities by making available resources in people, facilities, and programming;*
- serves as a catalyst in helping to shape the direction of communities in the college's region of responsibility;*
- enhances economic, cultural, and educational development through partnerships between the college and local communities; and ensures a healthy and safe environment at each of the college's instructional locations.*

Vision

Eastern West Virginia Community and Technical College enriches the Potomac Highlands regional community through a range of innovative programs and services that exemplify community college values and achieve the community college mission.

Values

In its institutional attitudes, policies, practices, and activities, Eastern West Virginia Community and Technical College is committed to:

Opportunity

Education is accessible, by geographic location or delivery through technology, and affordable to residents throughout the College's region of responsibility.

The College maintains an open-door admission policy.

The College accepts and values all learners; we seek and welcome diverse students and provide a nurturing environment.

Student support services assure opportunity through student-friendly intake and orientation activities, timely provision of financial aid, and positive interaction from initial contact with students through achievement of their goals.

Quality Teaching and Lifelong Learning

Academic offerings meet the needs of students for learning skills, for career-related education and training, and for personal growth.

The College celebrates and promotes lifelong learning by providing learning opportunities that are relevant to all students.

Learner-centered instruction recognizes different learning styles and is supported by use of appropriate technology.

The results of continuous learning outcomes assessment improve instruction, focus and drive faculty development, and ensure that teaching and learning is relevant and of high quality.

Integrity

The College is open and honest in its relations with students, employees, and its partners.

The College confirms the community college mission as its central purpose.

The College affirms that all employees contribute to institutional mission accomplishment, either by teaching or by supporting teaching and learning.

The College rewards initiative, creativity, and teamwork in the positive resolution of institutional problems and advancement of a common organizational agenda.

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

In its operations and activities, the College demonstrates financial responsibility and accountability.

Partnerships

The College promotes a broad sense of community that breaks down barriers and encourages collaborative attitudes and action.

The College collaborates and partners with public schools, other educational providers, business and industry, labor, government, and arts and cultural organizations to serve students, support economic and community development, and enhance opportunities for cultural growth.

strategic plan that includes the goals, strategic objectives, tactics, and measures aligned to the cornerstones. The president appointed and chaired a strategic planning committee to implement and monitor the plan's progress. The strategic plan highlighted new initiatives designed to help lead and grow the college over the next four years. Chief among these new initiatives are the following strategies: A refined focus on student learning and student success, strengthening guided pathways and career counseling services through a Title III grant, growing workforce and community partnerships, expanding online course options and program degrees, expanding transfer agreements and career center articulations, focusing on institutional effectiveness in every aspect of College operation, and building and sustaining a strong foundation presence to support student scholarships.

Cornerstones of the Strategic Plan

Educational Access Student Success

opportunities in the Potomac Highlands region. Educational access comprises several factors that contribute to the effectiveness of attending and completing a college program. The higher education market has shifted dramatically over the past ten years. College leaders are faced with significant challenges and changing dynamics associated with enrollment and operating a college campus. Total enrollment in higher education has been declining nationally since 2012. Numerous factors are associated with the declining enrollments, forcing academic leaders to emerge as strategic visionaries reinventing the college environment.

Eastern has established strategic goals and objectives targeted at educational access that include stabilizing and increasing college enrollment, developing a well-defined strategic enrollment and marketing plan, enhancing community knowledge of program and services provided by the college, implementing data and market-driven recruitment strategies, building and expanding academic and workforce programs that lead graduates to gainable employment within the region and beyond, and ensuring that the college promotes an inclusive learning campus environment that supports diverse lifestyles and beliefs.

Student retention and student success are key elements influencing the sustainability of higher education institutions. Colleges must be mindful of their retention strategies, tactics, and the overall college learning environment. Higher education institutions have a vested interest in assuring that the learning environment is supportive in ways that promote student retention and success. Retention and completion are critical metrics for colleges, and these important values reflect the institution's overall success in meeting its mission and goals. Through this plan, Eastern is committed to ensuring that the college functions as a learner-centered institution, an institution that places students first by creating a collaborative teaching and learning process that focuses on student success.

In 2021, Eastern was awarded a Federal Title III- Strengthening Institutions Program grant designed to improve student retention and success. The central goals of the grant focus on student retention and success, enhancing instructional delivery and design, using data-driven information to improve the operations of the college in teaching and learning, and building foundation capacity. The Title III student retention and success goals/targets have been infused into the strategic plan to raise the importance of meeting the grant's expectations and implementing the grant's strategic priorities to better serving the college's mission and vision. Eastern has established strategic goals and objectives targeted at student success that include: increasing fall-to-fall retention for both full-time and part-time students (increasing from 74.1% to 78.5%), increasing student enrollment and engagement, reducing the percentage of students on academic warning, increasing student participation in career counseling services through intrusive advising services, increasing student/course pass rates in gateway courses, and increasing efficiency of student outreach and records management.

Community colleges are strategically positioned to address regional workforce through

articulation agreements, increasing student internship opportunities with regional employers, growing the early entrance program with regional high schools, and increasing the breadth of the foundation by establishing permanent endowments that lead to increased student scholarships and internship opportunities.

Central to the success of any college is the establishment of a system-wide process for collecting and disseminating assessment data to help strategically guide institutional decision-making. Higher accreditation agencies, such

Goal 1: Stabilize and Increase Enrollment

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- [1.1] Develop and implement a Strategic Enrollment & Student Success Plan (SESSP).
- [1.2] Expand college outreach to improve community knowledge of programs and services provided by Eastern.
- [1.3] Implement data-driven recruitment and marketing campaigns.
- [1.4] Investigate the establishment of high-demand career fields to meet industry/workforce needs.
- [1.5] Increase the number of Learn and Earn opportunities and student internship programs with business and industry partners.
- [1.6] Promote an inclusive learning environment that supports diverse lifestyles and beliefs.

Tactics, Targets, Measures, Timelines, and Assignments for this goal are outlined in _____



Goal 2: Increase Student Retention & Success

:

- [2.1] Develop and implement a Strategic Enrollment & Student Success Plan (SESSP).
- [2.2] Increase fall-to-fall retention for first-time, full-time degree-seeking undergraduate students.
- [2.3] Increase the fall-to-fall retention rate of first-time, part-time degree-seeking undergraduate students.
- [2.4] Increase the percentage of first-time, full-time degree-seeking undergraduate students graduating.
- [2.5] Increase the number of full-time, degree-seeking students.
- [2.6] Increase Eastern student satisfaction and engagement.
- [2.7] Reduce the percentage of all degree-seeking students who receive an academic notification.
- [2.8] Increase the percentage of first-year full- and part-time students who access mandatory career exploration, develop a career plan, and/or attend an advising session.
- [2.9] Increase the pass rates of select DFW gateway courses.
- [2.10] Increase student tuition revenue.
- [2.11] Develop an expanded intrusive advising program and career choices.
- [2.12] Develop career programs and career-related enhancements for existing programs.
- [2.13] Implement Element451 and develop policies, planning, and records management systems to build foundation capacity.

Tactics, Targets, Measures, Timelines, and Assignments for this goal are outlined in _____



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Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[1.1]	Implementation of SESSP.	Begin design in Spring 2022.	Published SEMP	Fall 2022	President, OIE, DSS.
[1.2]	Increase community participation by 25%.	Increase open house sessions and community events.	Number of events compared to 2021	2022-2026	DSS, PR/Marketing
[1.3]	Increase enrollment by 5% per year.	Distribution of marketing/recruitment materials in the region.	Tracking of distribution over a three-year period	202	

[1.5]	Offer five new Learn and Earn programs.	Research feasibility of implementing new learn and earn programs.	Numbers of new programs as compared to Fall 2021	2022-2026	DAS, DACE
[1.6]	Offer at least two student educational programs per year relating to inclusiveness.				

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- [2.10] Increase student tuition revenue.
- [2.11] Increase student awareness of and participation in career assessment, career counseling, and career development programs and career choices.
- [2.12] Develop career programs and career-related enhancements for existing programs.
- [2.13] Implement Element 451 and develop policies, planning, and records

Counseling Services strategies.	participating in career counseling services
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Strategic Objectives	Targets
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Goal 3: Build Academic Quality

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- [3.1] Implement system-wide embedded faculty development that broadens faculty expertise in teaching and learning in multiple environments.
- [3.2] Perform systematic reviews of all program curricula to ensure optimal and up-to-date course curriculum alignments and course content.
- [3.3] Review all programs and courses to determine the feasibility to implement Open Educational Resources (OERs) program-wide to help reduce the cost of student textbooks.
- [3.4] Create a mentorship program for new faculty.
- [3.5] Investigate opportunities for offering new academic and workforce programs that are deemed "in high-demand" by the state of WV or nationally.
- [3.6] Ensure faculty and programs have up-to-date technology for teaching and learning.

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[3.1]	100% of full and part-time faculty complete pedagogical professional development training.	Provide both online and face-to-face faculty professional development programs.	Records/evidence of professional development training/participation in pedagogy and implementation of techniques into course delivery and curriculum	By end of Fall 2024	DAS, department chairs, faculty, adjuncts
[3.2]	100% review of all programs and curriculum content.	Systematic review.	Evidence that all programs have been reviewed	By end of Fall 2024	DAS. department chairs, faculty, adjuncts

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[3.3]	100% review of all programs.	Systematic review.	Evidence that all programs and courses have been reviewed	By end of fall 2024	DAS, department chairs, faculty, adjuncts
[3.4]	All new faculty and adjuncts participate in a mentorship program.	Create a mentorship program that supports faculty development.	% of faculty who participate in the program and serve as mentors	By end of fall 2026	DAS, department chairs, faculty, adjuncts
[3.5]	Three new programs	Research feasibility.	Number of high demand programs as compared to fall 2021	By end of Fall 2026	DAS, DACE, DSS, OIE, President
[3.6]	All faculty and programs have adequate, up-to-date technology to ensure effective instruction and program operation.	Systematic review.	Results from review	Through Fall 2024	DAS, CIO, MCS

Goal 4: Increase Number and Type of Strategic Partnerships

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- [4.1] Increase the total number of industry and community partners, leading to increased training opportunities and collaboration.
- [4.2] Increase the total number of College transfer agreements and career center articulated credit agreements.
- [4.3] Increase early entrance enrollment.
- [4.4] Increase the number of College foundation partnerships, donors, and scholarships supporting student success.
- [4.5]

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[4.4]	Increase by 50%.	Extend outreach to potential donors.	% of donors/scholarship offerings as compared to fall 2021	By end of Fall 2026	DNP, President, Foundation Board Board of Governors
[4.5]	\$100,000 endowment balance.	Extend outreach to potential donors.	Endowment amount as compared to Fall 2021	By end of Fall 2026	DNP, President, Foundation Board Board of Governors
[4.6]	Increased solicitation of annual giving from all potential donors.	Extend outreach to potential donors.	Number of donors and solicitation tactics as compared to fall 2021	By end of Fall 2026	DNP, President,

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[5.4]					

