

# STRATEGIC PLAN



2022 – 2026

Eastern West Virginia Community and Technical College

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## Your Future Starts Here.

### Executive Summary

Eastern West Virginia Community and Technical College was founded in 1999. Serving the Potomac Highlands of West Virginia, Eastern provides educational opportunities to those who reside in Hardy, Grant, Tucker, Pendleton, Hampshire, and Mineral counties. These educational opportunities include fourteen degree programs that receive Associate degrees, twelve certificate programs, and several workforce trainings. Eastern is unique because it offers these programs and trainings to people in all stages of life: high school students, first-time college, previous college, and returning students.

For many reasons, Eastern is at a unique pivoting point: the coronavirus pandemic, a new president and return to in-house marketing, and a new strategic plan. This plan is intended to support and communicate the mission, vision, values, and strategic planning of the College, create awareness between internal and external stakeholders, and give Eastern a solid plan to maintain its position as a community leader and higher education institution in the region.

The plan aims to address rapid changes in educational technology, advancements in innovative and flexible learning environments, and enhanced funding models that have reshaped the higher education landscape in dynamic and positive ways. While delivery models and funding plans have evolved to better support student access and learning, higher education institutions still struggle to meet enrollment projections and expectations. Access and funding are no longer the critical blockades in achieving the American Dream of earning a college degree. What at once seemed so far out of reach for so many is now achievable, yet fewer people are

pursuing this goal. Population decline, especially in rural communities, has resulted in a loss of potential high school graduates. These high school graduates typically helped fuel college enrollments, especially community college enrollments.

Although colleges have made great strides in educational systems designed to reach a diverse population of students, it has fallen short in attracting the percentage of students required for some colleges to remain sustainable. A new and more diversified vision is needed for higher education. This vision must incorporate multiple partners and strategies designed to ensure that colleges are more than just institutions of learning. Colleges will need to rebrand themselves in ways they have not done so in the past.

Higher education institutions can no longer depend upon academic student enrollment as their sole strategic sustainability and growth initiative. New innovative educational partnerships aligned with business and industry, pioneering workforce training models designed to meet rapid changes at all levels of the social ladder, and greater partnerships with K-12 institutions are critical to sustainability and success in higher education today.

This four-year strategic plan for Eastern West Virginia Community & Technical College embraces the vision of continuous innovation (CI) aligned with the four cornerstones of Educational Access, Student Success, Community Partnerships, and Quality & Effectiveness. The strategic plan provides direction and allows for flexibility grounded in the ongoing collection of data to drive decision-making.



Dr. Thomas Striplin  
President  
Eastern West Virginia Community & Technical College



## Background Information

### *Mission*

Eastern’s Mission Statement is “Eastern provides accessible and affordable 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.

- In its teaching and learning and its learner support activities, the College recognizes and promotes student awareness and knowledge of regional, national, and global interdependence.

### Continuous Improvement

- The College continuously assesses its policies and practices and scans the external environment to ground its planning and to improve institutional efficiency and effectiveness.
- The College encourages and supports employees' efforts to improve job skills, to maintain technological currency, and to develop professionally.
- The College procures and effectively applies technology to its operations and processes.

### Six County Area

#### Grant County

Grant County, West Virginia is home to many scenic attractions in West Virginia, including Dolly Sods, North Fork Mountain, Smoke Hole Caverns, Mount Storm Lake, Chimney Top, and the Monongahela National Forest. The South Branch Career and Vocational Center is located in the county seat of Petersburg. The *Grant County Press* (including the Grant County Weekender) is the local newspaper, with a circulation of ~14,000. Grant County Schools include two high schools (Petersburg High School and Union Educational Complex), two middle schools (Petersburg High School and Union Educational Complex), and three elementary schools (Maysville Elementary School, Petersburg Elementary School, and Union Educational Complex). Petersburg High School serves 670 students in grades 7-12, and Union Educational Complex serves 197 students in PreK-12. Grant County Schools student-to-teacher ratio is 15:1, with a minority enrollment of 3% (majority Hispanic), and a graduation rate of 90-94%. In Grant County, there are an estimated 131 students in 12<sup>th</sup> Grade, 125 students in 11<sup>th</sup> Grade, 116 students in 10<sup>th</sup> Grade, and 132 students in 9<sup>th</sup> Grade. Grant County also has the Eastern West Virginia Community & Technical College Technical Center. This is an 18,000 square foot building houses the automotive technology and wind technology programs.

#### Hardy County

Hardy County is where Eastern's Main Campus is located and is home to scenic attractions like Lost River State Park, Trout Pond, Warden Lake, and the George Washington and Jefferson National Forests. The *Moorefield Examiner* (including the Hardy County Weekender) is the local newspaper, with an estimated circulation of ~7,000. Hardy County Schools include two high schools (Moorefield High School and East Hardy High School), two middle schools (Moorefield



Middle School and East Hardy Early/Middle School), three elementary schools (Moorefield Elementary School, Moorefield Intermediate School, and East Hardy Early/Middle School). Moorefield High School serves 496 students, and East Hardy High School serves 205 students. Hardy County Schools student-to-teacher ratio is 16:1, with 12% minority enrollment (majority Hispanic) and an estimated graduation rate of 80-89%. In Hardy County, there are an estimated 159 students in 12<sup>th</sup> Grade, 156 students in 11<sup>th</sup> Grade, 172 students in 10<sup>th</sup> Grade, and 212 students in 9<sup>th</sup> Grade.

### Hampshire County

Hampshire County was the first county established in West Virginia and is home to the Potomac Eagle Scenic Railroad, Indian Mound Cemetery, and Capon Springs Resort. The *Hampshire Review* is the local newspaper, with an estimated circulation of ~9,000. Hampshire County Schools include three high schools (Hampshire High School, WV School for the Deaf, and WV School for the Blind), two middle schools (Romney Middle School and Capon Bridge Middle School), and five elementary schools (Augusta Elementary, Capon Bridge, Elementary, Romney Elementary School, Springfield Elementary School, and Slanesville Elementary School). Hampshire High School serves 996 students, with a student-to-teacher ratio of 17:1 and an estimated graduation rate of 85-89%. In Hampshire County, there are an estimated 275 students in 12<sup>th</sup> Grade, 225 students in 11<sup>th</sup> Grade, 235 students in 10<sup>th</sup> Grade, and 255 students in 9<sup>th</sup> Grade.

### Mineral County

Mineral County is home to Jennings Randolph Lake and Potomac State College. The local newspapers are the *Mineral Tribune* and the *Cumberland Times-News*. Mineral County Schools include two high schools (Keyser High School and Frankfort High School), two middle schools (Keyser Middle School and Frankfort Middle School), and three elementary schools (Fountain Primary School, New Creek Primary School, and Burlington Primary School). Frankfort High School serves 518 students, with a 14:1 student-to-teacher ratio and a graduation rate of 95-99%. Keyser High School serves 637 students, with a 16:1 student-to-teacher ratio and a graduation rate of 90-94%.

### Pendleton County

Pendleton County is home to many tourist attractions, including Seneca Rocks, Seneca Caverns, Spruce Knob, Nelson Rocks, and many others. Pendleton County Schools include one high school (Pendleton County High School), one middle school (Pendleton County Middle School), and three elementary schools (Brandywine Elementary School, Franklin Elementary School, and North Fork Elementary School). Pendleton County High School serves 411 students, with a 12:1 student-to-teacher ratio, a graduation rate of 90-94%, and an estimated 55 students in 12<sup>th</sup> Grade, 65 students in 11<sup>th</sup> Grade, 65 students in 10<sup>th</sup> Grade, and 85 students in 9<sup>th</sup> Grade.

### Tucker County

Tucker County is home to numerous tourist attractions, including Blackwater Falls, Canaan Valley, Dolly Sods, and more. Tucker County Schools include one high school (Tucker County High School) and two middle and elementary schools (Davis Thomas Elementary/Middle School, and Tucker Valley Elementary/Middle School). Tucker County High School serves 303 students, with a student-to-teacher ratio of 11:1 and a graduation rate of 95-99%. There are an estimated 80 students in 12<sup>th</sup> Grade, 65 students in 11<sup>th</sup> Grade, 65 students in 10<sup>th</sup> Grade, and 85 students in 9<sup>th</sup> Grade.

### SWOT Analysis

Dr. Tom Striplin, Eastern's president, led and conducted a rank-order SWOT analysis in the fall of 2021. Data was collected from students, faculty, staff, Board of Governors, and community partners via a Formstack survey process. Participants who completed the rank-ordered survey scored college priorities from highest to lowest, including qualitative feedback on each section. This information was collated into a comprehensive report and shared with the same groups that participated in the survey to gain additional feedback, comments, and concerns. Focus group meetings were held by Zoom and on campus to allow additional input opportunities into the strategic development of college priorities.

Every effort was made to ensure the strategic planning process was inclusive. After completing the focus groups, the data collected was used to develop a draft plan developed by the cabinet that highlighted the institutional priorities collected from the SWOT analysis. Four themes emerged from the SWOT analysis: Educational Access, Student Success, Strategic Partnerships, and Institutional Effectiveness. These four areas became the *cornerstones* of the

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 · Strategic Partnerships · Institutional Effectiveness*

### **I. Educational Access**

Eastern's mission is grounded in providing affordable and accessible learning 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.

## **II. Student Success**

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 serve the College 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 graduation rates, 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.

## **III. Strategic Partnerships**

Community colleges are strategically positioned to address regional workforce needs associated with evolving career paths and high-demand careers. Additionally, the community college is an affordable first-step option where students earn a college degree that can help lead to more advanced degrees and greater opportunities in life. Eastern has set a goal by implementing this strategic plan to increase engagement with industry and community partners, other academic institutions, and build foundation capacity. Eastern has established strategic goals and objectives targeted at strategic partnerships that include increasing transfer and

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.

#### **IV. Institutional Effectiveness**

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 as the Higher Learning Commission (HLC), have established criteria for determining if institutions effectively achieve their stated mission, vision, and goals. Assessing institutional effectiveness encompasses a holistic review of the systematic processes that help a college attain its mission. This strategic plan cornerstone sets a path for assessing institutional effectiveness on every level. Eastern has established strategic goals and objectives targeted at institutional effectiveness that includes establishing an institutional assessment plan (master document) consisting of all assessment processes and cycles at the college, establishing published KPI's for the college and benchmarks of excellence, creating a 3-year fiscal plan, revising/updating the student learning assessment plan, revising/updating capital improvement and technology plans, and developing an academic master plan that helps create a roadmap for academic quality and program offerings.



### **Discover Eastern**

Affordable tuition is closer than you think!  
Eastern offers small classes, personalized attention,  
flexible scheduling, and custom solutions.



## I. Educational Access

### *Goal 1: Stabilize and Increase Enrollment*

#### Strategic Objectives:

- [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 [Appendix A](#).*

		
<p><b>Transient and Early Entrance Courses</b></p>	<p><b>Degrees and Certificates</b></p>	<p><b>Workforce Education</b></p>
<p>Take general education classes or earn an Associate's Degree at the lowest in-state tuition rate in West Virginia! Then transfer your courses or degree to one of our many partners. High school students may be admitted as early entrance students if they are recommended by their school's officials.</p>	<p>Eastern offers rigorous and relevant programs at the associate degree level, including Customized Degree Programs, certificates, and skill sets. Programs are offered on and off campus, at work sites, in public schools, through distance learning, at times that are convenient.</p>	<p>Eastern offers short-term workforce education training to meet employment needs and prepare students to enter the workforce through trainings, workshops, and seminars. Delivered in a traditional classroom setting or online, programs range from Medical Assistant, Pharmacy Technician, Welding, CDL, and more!</p>



## II. Student Success

### *Goal 2: Increase Student Retention & Success*

#### **Strategic Objectives:**

- [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 more aligned with students' programs 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 [Appendix B](#)*



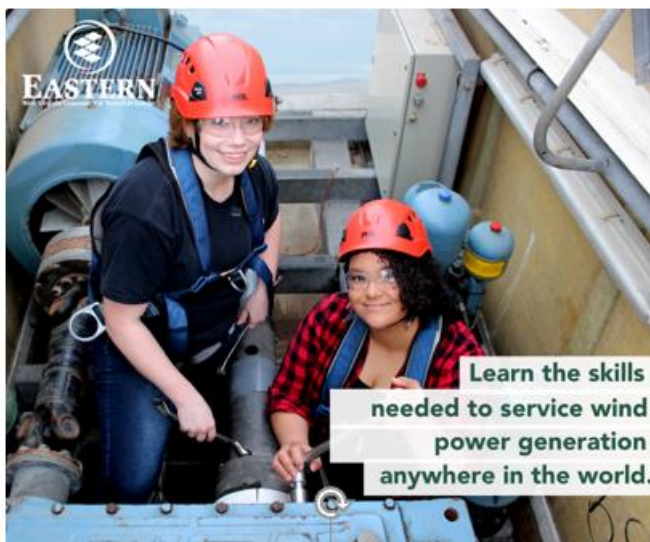
## II. Student Success

### *Goal 3: Build Academic Quality*

#### **Strategic Objectives:**

- [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.

*Tactics, Targets, Measures, Timelines, and Assignments for this goal are outlined in [Appendix C](#).*



### III. Strategic Partnerships

#### *Goal 4: Increase Number and Type of Strategic Partnerships*

##### **Strategic Objectives:**

- [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] Develop a permanent endowment to benefit both academic and workforce students by programmatic need.
- [4.6] Develop an annual giving strategy with solicitation of regular giving among area businesses and donors.

*Tactics, Targets, Measures, Timelines, and Assignments for this goal are outlined in [Appendix D](#).*



## IV. Institutional Effectiveness

### *Goal 5: Enhance Institutional Effectiveness*

#### **Strategic Objectives:**

- [5.1] Develop an institutional assessment plan.
- [5.2] Establish college-wide KPIs with targeted benchmarks.
- [5.3] Create a three-year fiscal plan.
- [5.4] Update and revise all existing planning documents.
- [5.5] Establish a budget oversight committee.
- [5.6] Establish the Office of Institutional Effectiveness with a director.
- [5.7] Conduct annual employee climate survey
- [5.8] Implement a bi-annual Board of Governors Effectiveness Survey.

*Tactics, Targets, Measures, Timelines, and Assignments for this goal are outlined in [Appendix E](#).*

**Office of  
Institutional  
Effectiveness**

## Appendix A- Educational Access

### *Goal 1: Stabilize and Increase Enrollment*

- [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.

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	2022-2026	PR/Marketing
[1.4]	Offer three new high-demand programs.	Research feasibility of implementing high-demand career programs and certificates.	Numbers of new programs as compared to Fall 2021	2022-2026	DAS, DACE
Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment

[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.	Research programs and services that help promote inclusiveness and diverse lifestyles and beliefs.	Numbers of new programs as compared to Fall 2021	2022-2026	DSS



## Appendix B- Student Success

### *Goal 2: Increase Student Retention & Success*

#### **Strategic Objectives:**

- [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 more aligned with students' 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 management systems to build foundation capacity.

## Appendix B- Student Success

### *Goal 2: Increase Student Retention & Success*

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[2.1]	Implement a Strategic Enrollment & Student Success Plan (SESSP).	Investigate and develop a plan based on best practices.	Completion of the plan	Spring 2023	DSS, OIE, CC, President
[2.2]	Increase from 45% to 56%.	Student retention and success plan followed by all faculty and staff.	Retention and Success statistics	By Fall 2026	CC, DSS, DAS
[2.3]	Increase from 45% to 55%.	Student retention and success plan followed by all faculty and staff.	Retention and Success statistics	By Fall 2026	CC, DSS, DAS
[2.4]	Increase from 55% to 31%.	Student retention & success plan followed by all faculty and staff.	Graduation Measures	By Fall 2026	CC, DSS, DAS
[2.5]	Increase from 138 to 152 (10% over baseline).	SEMP Plan.	Enrollment Statistics	By Fall 2026	DSS, PR/Marketing, Faculty & Staff
[2.6]	Annual improvements on survey results.	Distribute surveys and respond to concerns by making changes.	Survey results	End of each spring through 2026	OIE
[2.7]	Reduce from 14 & to 9% (35% decrease).	Increased faculty development, increased advising referrals, early intervention with high-risk students.	Academic warning system, number of referrals, faculty advising	By Fall 2026	DAS, DSS, CC, OIE
[2.8]	0% to 95%.	Retention & Success Plan. Career	Percentage of students	By Fall 2026	CC, DSS, OIE

Counseling Services strategies.	participating in career counseling services
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Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[2.9]	Increase by 25% over baseline. Baseline determined in 2024.	Faculty development, advising referrals for high-risk students, career counseling.	Academic pass rates in select gateway courses	By Fall 2026	DAS, DSS, CC
[2.10]	Increase by 8% over three-year rolling average.	Recruitment, retention, and intrusive advising services.	Tuition Income	By Fall 2026	DAS, DSS, CC, OIE
[2.11]	100% of all students attend intrusive advising sessions.	Retention and Student Success Plan and Career Counseling Services.	% of students attending each year	Through Fall 2026	DSS, CC
[2.12]	To be determined.	Review all career programs.	Number of changes to existing programs	Through Fall 2026	DAS, DACE, DSS, CC
[2.13]	Full implementation of Element 451.	Collaborative work between key departments to get software fully operational.	The full operational capacity of Element 451	End of Spring 2024	DSS, CIO

## Appendix C- Student Success

### *Goal 3: Build Academic Quality*

#### Strategic Objectives:

- [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

## Appendix D- Strategic Partnerships

### Goal 4: Increase Number and Type of Strategic Partnerships

#### Strategic Objectives:

- [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] Develop a permanent endowment to benefit both academic and workforce students by programmatic need.
- [4.6] Develop an annual giving strategy with solicitation of regular giving among area businesses and donors.

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[4.1]	Increase by 25%.	Increase outreach to industry and community partners.	Number of partners as compared to Fall 2021	By end of Fall 2026	President, DACE, DNP, Board of Governors
[4.2]	Increase by 25%.	Increase outreach to other colleges and career & technical centers.	Number of transfer agreements/articulations as compared to Fall 2021	By end of Fall 2026	DAS, DSS, DACE
[4.3]	Increase by 25%.	Market early entrance programs and expand course offerings.	Number of early entrance students as compared to Fall 2021	By end of Fall 2026	DAS, DSS



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, Foundation Board Board of Governors

## Appendix E- Institutional Effectiveness

### *Goal 5: Enhance Institutional Effectiveness*

#### Strategic Objectives:

- [5.1] Develop an institutional assessment plan.
- [5.2] Establish college-wide KPIs with targeted benchmarks.
- [5.3] Create a three-year fiscal plan.
- [5.4] Update and revise all existing planning documents.
- [5.5] Establish a budget oversight committee.
- [5.6] Establish the Office of Institutional Effectiveness with a director.
- [5.7] Conduct annual employee climate survey
- [5.8] Implement a bi-annual Board of Governors Effectiveness Survey.

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[5.1]	Operational institutional effectiveness plan (IEP).	Compile all current plans and strategically align within the IEP.	Completion of the IEP	By end of Spring 2023	OIE, President
[5.2]	Adopted KPIs with benchmarks.	Review currently reported KPI's and determine what new KPIs need developed.	Number and type of KPI's reported as of fall 2021	By end of Spring 2023	OIE, President
[5.3]	Adoption of a three-year fiscal plan.	Review best practices for financial plans.	Completion of Fiscal Plan	By end of Fall 2022.	President, CFO, Board of Governors

Strategic Objectives	Targets	Tactics	Measures	Timeline	Assignment
[5.4]	All planning documents reviewed and updated.	A systematic review of all planning documents.	Evidence that all documents have been reviewed and updated	By end of Spring 2023	OIE, President, responsible party for each planning document
[5.5]	Functioning Budget Oversight Committee (BOS).	Convene BOC committee members comprised of faculty and staff.	Active participation and oversight of BOC	By end of Fall 2022	CFO, faculty, staff
[5.6]	Functioning Office of Institutional Effectiveness (OIE) with Director.	Review qualified applicants.	Director hired; office fully functional.	By end of Spring 2022	Search committee, President
[5.7]	Conduct annual employee climate survey	Design & Deploy survey	Employee Survey Results	Start spring of 2023 Spring 2024 Spring 2025 Spring 2026	Director of Institutional Effectiveness
[5.8]	Implement a bi-annual Board of Governors Effectiveness Survey.	Develop a BOG Self-Assessment Survey	Review results with Board of Governors.	Spring 2023 Spring 2025 Spring 2027	Director of Institutional Effectiveness

## Appendix F- Abbreviations

- Dean of Student Services (DSS)
- Dean of Academic Services (DAS)
- Dean of Advancement & Continuing Education (DACE)
- Chief Information Officer (CIO)
- Chief Finance Officer (CFO)
- Director of Non-Profits (DNP)
- Office of Institutional Effectiveness (OIE)
- Manager of Computer Services (MCS)
- Career Counselor (CC)