



STRATEGIC PLAN (2016-2019)

**Helping to Build the British Virgin Islands Community by Providing
Excellence in Tertiary Education**

Revised August, 2016

MESSAGE FROM THE PRESIDENT

This Strategic Plan represents a process of defining the College's strategies for its direction in the three-year period ahead, and for making decisions concerning allocation of its capital, financial and human resources to pursue that direction. The initial 2012-2013 process that resulted in a Plan for the 2013-2018 period, called for an examination of the institution's strengths and weaknesses in relation to current and emerging changes in its global, regional and local environments. Central to the development of these directions was an examination of the Mission and the Values that have guided the College. A Statement of Vision was also articulated. These all had the input of the College's faculty, staff, students, alumni, government and community leaders, employers and alumni. Indeed, the assessments and perceptions of these internal and external stakeholders have, and will continue to represent important touchstones to maintain a community college that offers relevant programmes, and that serves the community in the most meaningful manner.

The College family is indeed grateful for the participation and input that resulted in its Strategic Plan. It is likewise grateful for the opportunity, both during its self-study for accreditation, and subsequent to that time, to continue to take a close look at its success in implementing the Plan, and to affirm and revise the Plan based on these reviews and other changes that have occurred since it was approved by the College's Board of Governors in 2014. The revised Plan for the 2016-2019 period is designed to better position the College to achieve a limited number of strategic objectives that, on the one hand are aimed at preparing young people for advance studies abroad, but also to increase training opportunities for adults entering or already in the workforce to meet the employment needs of the public and private sectors. The Plan also seeks to continue to strengthen the infrastructure of the institution – its human resource, financial, physical and organizational systems. Continuous review, while continuing to implement the Plan, will represent an important responsibility throughout the implementation process.

Janet D. Smith, Ph.D.
President

THE STRATEGIC PLANNING COMMITTEE

Dr. Janet D. Smith, President (Chair)
Mr. Fidel Captain, President – Faculty Association and Faculty - Business & Computer Studies (Vice Chair)
Ms. Denise James, (Secretary)
Ms. Emma K. Baker, Director – Planning and Institutional Effectiveness
Dr. Richard Georges, Chair, Humanities, Social Sciences and Communication Department
Mr. Earle Henry, Faculty – Mathematics and Sciences
Dr. Patricia Johnson, Faculty, Teacher Education/Technical Support Staff - Student Outcomes Assessment
Mr. Steve Lennard, Deputy Director - Virgin Gorda Centre / Coordinator of Distance Learning
Ms. Bernadine Louis, Dean – Workforce Training Programmes
Mr. Carvin Malone, Community Representative
Ms. Italia Penn, Bursar
Ms. Lorna Smith, OBE, Board of Governors' Representative

THE MISSION, VISION AND VALUES OF THE COLLEGE

Beginning in the 2011-2012 academic year, review of the Statement of Mission and input to the development of a Statement of Vision for the College were accomplished primarily through focus groups with the broad range of the College's stakeholders. The groups were comprised of students, faculty, staff and administrators, the President's Cabinet, the Board of Governors, political leaders, employers and community leaders. The revised Statement of Mission defines why the College exists. The Vision defines its desired future state. These statements of purpose and aim were approved by the Board of Governors on July 10, 2012.

THE MISSION

"The H. Lavity Stoutt Community College provides (high) quality education and lifelong learning that is responsive to changing community needs, a global economy and evolving technology. The College's offerings promote individual growth, economic, social and cultural development."

THE VISION

"The H. Lavity Stoutt Community College will be a regional college of choice for higher education and lifelong learning. It will contribute to the improvement of life, a vibrant economy and nation building."

CORE VALUES

A third cornerstone in the form of Core Values that represent current and desired beliefs that are shared among the employees of the College were also identified. These ideals are expected to guide the behavior of all College employees in the day-to-day course of carrying out their responsibilities. The Core Values are:

| | |
|-----------------------|------------------------|
| Student centeredness | Integrity |
| Responsiveness | High standards |
| Respect and tolerance | Decisions by data, and |
| Accountability | Cooperation |

These Core Values were approved by the Board of Governors on May 14, 2014.

CONSIDERATIONS IN DEVELOPING THE PLAN

The process of developing the Strategic Plan necessarily dealt with such key questions as “What do we do?” For whom do we do it?” and “How do we excel?” The process sought to determine where the College would be going in the future. To do so, it was important to know exactly where the institution currently stood, then determine where it wanted to go and how it will get there.

The Strategic Priorities, Strategic Objectives and the Implementation Strategies or actions that make up the Strategic Plan will be implemented in the context of the College’s Mission, its Vision and its Core Values. In order to identify these three levels of actions - strategic priorities, objectives and implementation strategies – analyses of the strengths and weaknesses of the College, as well as of external opportunities and threats to its Mission and Vision were essential. The external areas that were considered included such factors as the economy, labour market, community demographics, technology, competition from other education and training institutions and the like.

Review of the Strategic Plan at the end of its second year confirmed most of the internal and external factors that had been identified in 2012. These factors that were taken into account in making the 2016 revisions to the Plan include the following;

I. INTERNAL STRENGTHS AND WEAKNESSES

College Strengths:

- Strengthened policy, student outcomes assessment, financial accountability and governance systems that meet stringent standards defined for accredited institutions;
- High quality transfer curricula that result in student transfer success at British, American, Canadian and Caribbean universities;
- Niche programmes such as financial services and maritime studies that provide training in critical areas of the local economy;
- Exemplary performance, and recognition of students and faculty of the College’s Phi Theta Kappa Honorary Society among by international counterparts;
- Relationships with high schools in the territory that encourage and support the dual enrolment of students and that introduces young people to emerging career fields that benefit the local economy.
- Advisory Committees made up of employers who provide input to the development and evaluation of instructional programmes, particularly those in the workforce area;
- Highly qualified and committed full-time faculty with a minimum of a Master’s degree, and who continue to pursue advanced degrees in the fields in which they teach;

- Advanced teaching and learning technological capabilities, and strong technological support for faculty;
- Library and archival resources and services designed to provide an accurate and broader knowledge of the history and heritage of the people of the territory; and foster national pride among students and residents of the community;
- Physical facilities ~~that~~ with space that is available for expansion.

College Weaknesses

- Limited growth and expansion in the number of degree programme offerings in career ~~fields~~ that reflect emerging growth areas within the territory (e.g. small business development, health careers, construction and architecture, tourism etc.)
- Limited effort to solicit and analyse data and information concerning the post graduate experiences of students (whether ~~it be~~ those who transfer or ~~those who~~ enter the workplace) or of employers, as a means of improving programmes and services;
- Inadequate availability and quality of data appropriate to objective administrative decision-making;
- Limited provisions and opportunities available for the continuing education and development of administrators and staff;
- Physical facilities that, over the years, have been less than adequately maintained to ensure an optimum work or learning environment;
- Less than optimum scheduling and flexibility in the delivery of courses – particularly those that meet the needs of adults and working persons.
- Absence of objective and reliable information concerning the perceptions and level of community support for the College.

II. EXTERNAL CONSIDERATIONS

The Global and Regional Environments

- Rapid growth of information and communications technologies;
- Competition from the growth of, and increasing use of “external” and on-line institutions of higher education;
- Increasingly higher level of dependence throughout the region on other countries for goods and services;
- Increasing rate of migration of persons from one island to another;
- Ready access of training in all but a small number of career fields throughout the region;
- Continuing trend among students to study outside the region.

The British Virgin Island Environment

- **Population & Social Trends:**
 - * A growing diversified and international population;
 - * Increase in the population, particularly the younger sector;
 - * Decline in the proportion of BVI Islanders in the population;
 - * Increased interest among natives and new residents in information and the preservation of local history and culture;
 - * Increasing need for social service supports for families
- **Health Services**
 - * Expansion and modernization of health care facilities;
 - * Increased government investment in health, wellness and care of the population.
 - * Increasing numbers of health service facilities and access to medical specialists.
- **Tourism Sector**
 - * Increased government investment and numbers in passenger arrivals – particularly by sea;
- **Financial Services Sector**
 - * Increase in registered incorporations
 - * Decline in the number of company dissolutions;
 - * Increase in external scrutiny and the number of external regulations and requirements related to BVI financial systems.
- **Education**
 - * Increased government investment in elementary and secondary school improvement;
 - * Decline in government support for statutory bodies, including the College;
 - * A clearly articulated government agenda for tertiary education.
- **Labour Market**
 - * Significant increase in the number of foreign nationals in the local workforce;

- * Under-representation of BVI nationals in the private sector (e.g. financial services, hospitality, marine, Hospitality)
- * Increased competition from non-local sources relative to the marine industry.

- **The Local Economy**

- * Significant growth in the number of small businesses;
- * Continued attraction of off-shore financial and marine related interests;
- * Decline in the construction and real estate markets;

III. EDUCATION AND TRAINING OPPORTUNITIES AND CHALLENGES

Institutional Opportunities:

- Use of an advisory committee structure and programme requirement that can be maximized to provide feedback concerning the performance of graduates, participate in curriculum development that is relevant to their needs, and provide bridges to employers related to customized training of employees;
- Ready access to College television programming that can be used both to improve community awareness concerning College programmes and services, and build community support for the College by providing educational programmes of interest to various groups of citizenries.
- Stringent legislated requirements and labour laws that govern the import of needed occupational and professional skills, and that give preference to the hiring of qualified BVI Islanders by the public as well as private sectors;
- Substantial improvements in the full range of College systems and processes that have resulted in accreditation of the College, thereby helping to improve public perception concerning the quality of the institution, ~~as well as~~ ensuring the confidence of universities accepting its graduates for further study.
- Emerging areas of local interests and opportunity for employment that require the training and certification of employees as well as services that respond to the leisure and continuing education needs of young people and adults (e.g., health and wellness services, tourism related services, preservation of culture and the environment, personal safety and security and personal care).

Institutional Challenges:

- Stabilizing, as well as increasing the level of financial support that is available both to maintain College programmes and services as well as achieve the broader vision to which the College aspires.
- Improving the level of student enrolment, both by attracting and meeting the needs of a larger number, and broader range of adult students as well as improving the perception of the College as a flexible partner that is capable of meeting the needs of employers.
- Improving the overall leadership and management of the College in a manner that is designed to assure high standards of performance at all levels, assure a healthy and safe environment for students and employees alike, and improve the shared ownership of the success of the institution among employees.

**STRATEGIC PRIORITY #1:
IMPROVE OPPORTUNITIES FOR STUDENT LEARNING & SUCCESS**

Enable students to succeed in accomplishing their educational and career goals by (a) offering relevant programmes, and (b) providing them with high quality education and training and support services that meet their needs.

A. STRATEGIC OBJECTIVES

Strategic Objective 1.1: Ensure the effective participation of advisory committees, employers and agencies in the identification of new offerings and the delivery of such services, as well as in curriculum development, career programme review and feedback concerning the performance and continuing education needs of graduates. (Assessment measures 1b, 1c, 1d)

*****Strategic Objective 1.2:** Develop programmes that can be offered locally and jointly with other institutions that best fit the specific needs of a modern Virgin Islands economy. (Assessment measures 1b, 1d, 1e)

*****Strategic Objective 1.3:** Expand dual enrollment educational opportunities by offering early career building opportunities for students enrolled in secondary schools. (Assessment measure 1a)

B. ASSESSMENT MEASURES

*****Measure 1a:** By Fall, 2017, increase by %, the number of high school students dually enrolled at the College, including at least 20% of whom are enrolled for the purpose of completing one or more CAPE (A-level) subjects; and % of whom complete their high school requirements within one year.

*****Measure 1b:** By Fall 2017, increase by a minimum of 3 over Fall, 2015, and by Fall, 2018 an additional minimum of 2, the number of new and/or revised technical and career programmes or other training experiences offered alone or in partnership with other institutions or training organizations to meet local employment needs.

Measure 1c: By Spring 2017, report results, and provide recommendations for improvement based on the satisfaction of (a) employers and (b) graduates in the workforce for at least two years, concerning the quality of the education and training that was provided.

Measure 1d: At the end ~~en-of~~ their first year of transfer, at least 80% of graduates will report feeling appropriately prepared for University study, and those enrolled at 2+2 partnership universities will perform academically comparable to native students at the completion of the number of credits that define their senior status.

*****Measure 1e:** By Spring 2017 and Spring 2018, increase by at least 2 each year, the number of agreements and/or partnerships with education and other training organizations that are intended to increase access to degrees and certificates aimed at meeting specific needs of the local economy.

IMPLEMENTATION STRATEGIES

The implementation strategies, together with their proposed implementation schedules and the lead executive officer for implementation and accomplishment of the outcomes are contained in Table 1a.

Table 1

**IMPLEMENTATION STRATEGIES, RESPONSIBILITIES AND SCHEDULE
FOR ACHIEVING THE OBJECTIVES OF PRIORITY 1**

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #1 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---|---|--|--|---------------------|--|
| 1.1: Ensure the effective participation of advisory committees, employers and agencies in the identification of new offerings and the delivery of such services, as well as in curriculum development, career programme review and feedback concerning the performance and continuing education needs of graduates. | 1.1.1 Every three years, conduct a survey of the employers of graduates and completers to determine employer perceptions concerning the preparation and performance of graduates, employment opportunities for graduates of degree and certificate programmes offered, and the current and emerging training needs of their businesses and organizations. | 1b, 1d, <u>1c</u> | Director, Planning and Institutional Effectiveness | 2016/17 | The 2016 Employers' Survey was completed and results summarized. The survey is to again be deployed in Fall 2019. Perceptions in terms of the general education of HLSCC alumni are summarized in Standard V. It is unsure if results have been otherwise used. |
| | 1.1.2 Every two years, evaluate the effectiveness of Programme Advisory Committees being certain to document the level of their effectiveness in relation to new curricula identification, development, and evaluation. | 1ab | Dean, Workforce Programmes | 2016/17 | It is unsure if this 2-year assessment of Programme Advisory Committees takes place. |
| *** 1.2: Develop programmes that can be offered locally and jointly with other institutions that best fit the specific needs of a modern Virgin Islands economy | 1.2.1. ***Expand the available City and Guilds and/or other external certifications that are offered to include additional areas relevant to the needs of the local economy | 1b, 1e | Dean, of Workforce Programmes | 2017/18 | In the Spring 2017 semester, the first of four courses in the City and Guilds Level 2 Certificate in Marine Construction, Systems Engineering, and Maintenance was offered. A follow-up to this is needed, as well as to determine if the certification had been extended to other programmes and offered. If other similar programmes are being offered needs to be determined. |
| | ***1.2.2. In cooperation with local agencies and industries, design and offer courses, certificates and/or degree programmes (in cooperation with other institutions as needed) that would introduce and/or prepare students with the qualifications to enter employment in occupations in such fields as health care, marine, fishery and agriculture. | 1e | Dean, of Workforce Programmes | 2016/17 | |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #1 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---|---|--|-----------------------------------|---------------------|---|
| <p>1.3 Expand dual enrollment educational opportunities by offering early career building opportunities for students enrolled in secondary schools.</p> | <p>***1.3.1 Strengthen the bridge between secondary and tertiary education by offering CAPE (A Level) subjects for students enrolled in Grade 12 of secondary schools across the territory.</p> | <p>1a</p> | <p>Vice President,</p> | <p>2016/17</p> | <p>With the addition of a 6th year to the public secondary school year in Fall 2016, this was accomplished with dual enrollment College math and English courses for one tier of students, and CAPE courses for another tier of students. In Fall 2019, CAPE courses were offered at the HLSCC campus only.</p> |
| | <p>***1.3.2 Develop and implement a strategy aimed at providing comprehensive career information designed to promote interest in agriculture and fishing as economically viable and productive occupations and/or small businesses.</p> | <p>1e</p> | <p>Dean, Workforce Programmes</p> | | <p>How this has been done needs to be indicated.</p> |

**STRATEGIC PRIORITY #2:
IMPROVE THE FINANCIAL STRENGTH OF THE COLLEGE**

To attract public and private resources and manage these in a manner that enables the College to thrive in a continuously changing economic and educational environment.

A. STRATEGIC OBJECTIVES

Strategic Objective 2.1: Strengthen financial cost controls and cost recovery throughout the College (Assessment measure 2b, 2c).

Strategic Objective 2.2: Collaborate with government entities in the identification and development of policies and procedures appropriate to funding the College. (Assessment measure 2e)

Strategic Objective 2.3: Identify and target funding from a variety of sources (not including local government) in the context of clearly identified priorities for student access and success and for institutional development and improvement (Assessment measure 2a)

Strategic Objective 2.4: Develop and implement strategies to increase student enrollment and retention (Assessment measure 2d)

B. ASSESSMENT MEASURES

Measure 2a: By Fall, 2017, based on a clearly defined supplemental funding strategy and agenda, the following minimum increased and new revenues will be obtained annually from a variety of sources as follows:

i) \$75,000 from fundraising; ii) \$10,000 in private giving; iii) \$10,000 from corporate sponsorships; iv) \$50,000 from grant applications; v) \$50,000 in capital/special projects vi) \$25,000 for the College's endowment fund; vii) \$1,000 in unrestricted monetary donations; viii) \$5,000 in in-kind donations.

Measure 2b: By Fall, 2017, College expenditures for the following services (utilities, bookstore, custodial, performing arts) will be reduced by at least 10% each compared to the average of the preceding three years, and by an additional 5% by Spring, 2018.

Measure 2c: By Spring, 2017, a decline in expenditures of between 5 and 10% in at least 60% of budget units compared to the 2015 year, and an additional average across the board decline of between 2 and 5% in 2017-2018.

Measure 2d. By Fall, 2017, enrolment of full and part time students will reflect changes to the demographics of the student body estimated as follows: Full time students (recent high school graduates) – ___%; part time adult students (aged 25? +) - ___% and full-time adult students (aged 25? +) - ___%

Measure 2e: By FY 2018, a clearly defined formula for funding the College will be articulated, and will reflect an annual level of government funding for operations of at least 60% of expenditure for the previous year).

IMPLEMENTATION STRATEGIES

The implementation strategies, together with their proposed implementation schedules and the lead executive officer for implementation and accomplishment of the outcomes are contained in Table 2.

Table 2

IMPLEMENTATION STRATEGIES, RESPONSIBILITIES AND SCHEDULE FOR ACHIEVING THE OBJECTIVES OF PRIORITY 2

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #2, ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---|--|---|--|---------------------|---|
| 2.1: Strengthen financial cost controls and cost recovery throughout the College | 2.1.1 Strengthen financial management and cost controls through the development, approval and implementation of financial policies that ensure transparency and consistency in the financial operations of the College | 2b | Bursar | 2016/17 | In Spring 2017, then President Janet Smith sent out standardized forms relative to the <i>Policy on Management of Accounts Payable</i> , and activated the Task Force on Cost Containment chaired by the Bursar. |
| | 2.1.2 Develop and implement a workshop series for Budget Unit Heads that is designed to increase their understanding and improve their appreciation of budget management policies and procedures. | 2c | Bursar | 2016/17 | In Spring 2019, a series of these workshops was carried out from _____ to _____ by Mr. Kevin Dawson, Accountant, Fiscal Services Department. Check for other implementation periods in other fiscal years, and for feedback from the participants. |
| 2.2 : Identify and target funding from a variety of sources (not including local government) in the context of clearly identified priorities for student access and success and for institutional development and improvement | 2.2.1 Identify and pursue grant funding from organisations and other entities based on the funding history, targeted groups and giving patterns of such organisations. | 2a | Director, Fund Raising / Grants, Planning and Management | 2016/17 | The grant – funding request schedule for the 2016 – 2019 academic years (indicating the success or non-success of each grant request submission) is needed. |
| | 2.2.2 Solicit designated donations, gifts and financial support from private sources (including vendors, contractors, alumni individuals etc.) in support of specific College programmes, projects and initiatives | 2a | Director, Fund Raising / Grants, Planning and Management | 2016/17 | The 2016, 2017, and 2018 <i>Fundraising Overview and 2019 – 2020 Fundraising Plan</i> document has results. Total income for the stated years: \$69,533, with expenses of \$5,537. |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #2, ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---|--|---|--------------------------|---------------------|---|
| 2.3: Develop and implement strategies to increase student enrollment and retention. | 2.3.1. Develop and implement an aggressive marketing strategy designed to (a) better familiarise employers and organisations with the College's desire and capacity to meet their training needs in a customised, flexible and cost-effective manner; (b) promote the College as the "College of First Choice" for non-traditional students (working adults) throughout the territory. | 2d | Director, Communications | | <p>The HLSCC television marketing schedule from 2015 to 2017 is as follows:</p> <ul style="list-style-type: none"> HLSCC News Report for the week ending 24th June, 2017 (https://www.youtube.com/watch?v=WoPqijwjaCw&feature=youtu.be) HLSCC New Update, February 2018 (https://www.youtube.com/watch?v=iKZlxu-diYI) The CPDCE Enrichment Courses Update, March 2018 (https://www.youtube.com/watch?v=p8Y_552tSs0) JTV broadcast to the College's Advance-ELearning initiative in May 2019 <p>Note that the College's TV operations were disrupted by the September 6th, 2017 storm. (Check)</p> <p>Note that the effectiveness of each of these activities were not measured (Check)</p> |
| | 2.3.2 Beta test the expansion of class scheduling to include a variety of community-based sites and a non-traditional (Monday to Friday) class schedule. | 2d | Vice President | | <p>The non-traditional schedule was introduced, with a listing of courses taught in this way provided for the 2018 – 2019 academic year (Note the 2019 Standard III accreditation draft.). The non-traditional delivery methods included one-session courses in which the full week's contact time was achieved, blended courses, in which one session was on campus with the remainder of the delivery being online,</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #2, ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---------------------|---|---|--------------------------|---------------------|--|
| | | | | | <p>and one-day weekend delivery (on either Saturday or Sunday <i>(Determine if this involved online delivery.)</i>).</p> <p><i>The expansion to community-based sites needs to be determined.</i></p> |
| | <p>***2.3.3 Increase the number of on-line programmes and services that are available to current and prospective students.</p> | 2d | Registrar | | <p>Some delivery of blended courses occurred in the 2018 - 2019 academic year, with Humanities courses (Fall 2018: ENG 051 A, PSY 100 A, PSY 215 A, SOC 100 A, and SOC 104 A; Spring 2019: PSY 205 A, SOC 110 A, SOC 120 T, ASOC 200 A, and SOC 205 A. A formal plan to guide this type of course delivery, however, was created by the E-Learning and Technology Manager in Spring 2018. Resources, guiding policies, and technology & equipment to make for a proper roll-out, as given in the plan, still need to be put in place. Currently (as of Fall 2019 (Check), no online or blended courses are being offered on the academic programme side of the institution. The online courses being offered are through the CPDCE unit using ED4Online (Check).</p> |
| | <p>***2.3.4: Market the College as the premier knowledge centre and college of first choice for customized and on-line training in financial services throughout the region.</p> | 2d | Director, Communications | | <p><i>How this has been done needs to be indicated.</i></p> |

**STRATEGIC PRIORITY #3:
STRENGTHEN COMMUNITY RELATIONS AND ASSIST IN NATION BUILDING**

Strengthen ties with the community by providing information concerning the College as well and by serving as a resource for information and as a facilitator for discussions concerning issue and activities related to the educational, social, political, economic, cultural and natural environment of the Virgin Islands.

A. STRATEGIC OBJECTIVES

Strategic Objective 3.1: Serve as a focal point for research and collaboration aimed at developing, sharing and providing opportunities for discussions concerning the history, culture and arts; as well as issues facing the Virgin Islands. (*Assessment measure 3a*).

Strategic Objective 3.2: Increase the level of the College's participation in the civic, cultural or other non-political affairs of the community (*Assessment measure 3b*).

A. ASSESSMENT MEASURES

Measure 3a: From a survey of the community related to their perceptions of the College, indication of an overall favorable response that acknowledges: "a better understanding of the College", "more inclined to support its activities", "better understanding of issues facing the territory", "a greater sense of national identity" and "more likely to encourage others to register for classes" than in the past.

Measure 3b: At least 15% of college administrators and 12% of faculty will be actively engaged in community organizations and/or would provide service to one or more organizations in a manner that reflects their capacity and/or professional responsibilities and expertise at the College.

IMPLEMENTATION STRATEGIES

The implementation strategies, together with their proposed implementation schedules and the lead executive officer for implementation and accomplishment of the outcomes are contained in Table 3.

Table 3

**IMPLEMENTATION STRATEGIES, RESPONSIBILITIES AND SCHEDULE
FOR ACHIEVING THE OBJECTIVES OF PRIORITY 3**

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---|--|---|---|----------------------------|---|
| <p>3.1: Serve as a focal point for research and collaboration aimed at developing, sharing and providing opportunities for discussions concerning the history, culture and arts; as well as issues facing the Virgin Islands. (Assessment measure 3a).</p> | <p>3.1.1 Build and make use of a searchable database capable of providing public access to information, and that facilitates collaboration with community members and organisations on research and analyses concerning the historical and cultural matters related to the Virgin Islands.</p> | 3a | <p><u>President Director,</u> <u>Virgin Islands Studies</u></p> | | <p>How this has been done needs to be indicated.</p> |
| | <p>3.1.2 Expand the content of the Virgin Island History and Culture collection at the Learning Resource Centre in a manner that complements the holdings of the Government Archives.</p> | 3a | Vice President | 2016/17 | <p>How this has been done needs to be indicated.</p> |
| | <p>3.1.3 Review the content, purpose and circulation of the <i>Virgin Islands Studies Magazine</i> in order to make this publication concerning the history, customs and changing culture of the territory available, by subscription, to persons living in the BVI as well as British Virgin Islanders and others living abroad.</p> | 3a | <p><u>President Director,</u> <u>Virgin Islands Studies</u></p> | 2016/17 | <p>An edition of the <i>Journal of Virgin Islands Studies: Heritage Alive</i> was produce and sold in the 2017- 2018 academic year after having been unpublished for some time. For this edition, various business and public and private sector entities were approached for distribution. Another edition of the <i>Journal</i> was also published in the 2018 – 2019 academic year, with 200 copies also being distributed to various businesses for sale.</p> |
| | <p>3.1.4 Provide support to community organisations engaged in the restoration of historical Virgin Islands sites and related initiatives.</p> | 3a | <p><u>President Director,</u> <u>Virgin Islands Studies</u></p> | 2016/17 | <p>In the 2017 – 2018 academic year, Dr. Katherine Smith represented the Virgin Islands' Studies Institute in various activities or tours with the Afrikan Studies Klub, First Impressions School, Bregado Flax High School, and Cedar</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|--|--|--|---------------------|---------------------|--|
| | | | | | <p>International School. She also was appointed to the Culture Committee within the Ministry of Education and Culture.</p> <p>Mr. Georfey Brooks, Curator of the Museum, complete a catalogue of Virgin Islands Maritime Museum collections</p> <p>Dr. Michael Kent served as a member of the Board of Directors of the Museum at Government House and also twice ran a marine-focused heritage tourism course.</p> <p>In the 2018 – 2019 academic year, Dr. K. Smith worked with the Cultural and Musical Food Fair's role-play presentations, supported activities of the Afrikan Studies Klub, Tola Radio, 284 Media News, and the Cedar International School. She also served as the HLSCC representative on the Virgin Islands Climate Trust Fund Board and Communications Sub-Committee, having done so before. Training for their "cultural Assessment/Virgin Islands History" sessions with police recruits were also conducted by Dr. K. Smith.</p> <p>In his capacity on the Board of Directors of the Museum at Government House, Dr. Michael Kent included his effort in a fundraising event in support of restoring and reopening the museum.</p> |
| 3.2: Increase the level of the College's | 3.2.1 Develop and provide ready access by organizations to a | | | | How this has been done needs to be indicated. |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
|---|--|--|--|---------------------|---|
| participation in the civic, cultural or other non-political affairs of the community (Assessment measure 3b). | database of College employees and alumni willing to share their specialized knowledge and expertise with civic and community groups. | 3b | <u>President/Director</u> , Marketing & Communications | | |
| | 3.2.2 Increase the College's representation in the membership of civic and community organizations and its involvement in community and service activities. | 3a 3b | Consultant | 2016/17 | <p>The College was present at the following civic, cultural or other non-political affairs of the community functions from 2015 to the present:</p> <ul style="list-style-type: none"> • The activities listed on the schedule of <i>Public Service and Community Outreach Activities</i> from September 2016 to Spring 2017 on p. 37 of the institution's Annual Report 2016 – 2017; • Buy BVI Trade Show: 29th and 30th April 2017; • Hire BVI Career Expo: 31st May, 2019; and the • BVI Cultural Food Fair: 2nd August, 2019. <p>The activities of the Green/Renewal Energy and Environmental Club are also of note here and can be found in the 2019 Standard IV draft document.</p> <p>Check for participation in other such events and for membership in civic and community organizations.</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | 3.2.3 Implement a process for building relationships with stakeholder groups as a means of strengthening or gaining financial and other support for the College. | 3a | President | | What this process is and how it has been implemented needs to be indicated. |
| | | | | | |

**STRATEGIC PRIORITY #4:
ORGANISATIONAL AND MANAGEMENT SYSTEMS**

Ensure effective and efficient organizational practices grounded in professional standards and expectations.

A. STRATEGIC OBJECTIVES

Strategic Objective 4.1: Continue to document the maintenance and improvement of systems and processes that were achieved in the pursuit of institutional accreditation. **(Assessment measure 4a)**

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Strategic Objective 4.3-2 Improve the nature and quality of training and development supports that are available to College employees in order to carry out their responsibilities in the most effective manner.

(Assessment Measure 4b)

Strategic Objective 4.33 Improve mechanisms and processes designed to ensure the health and safety of the College environment (**Assess using measure 4a**).

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B. MEASURES (Level 1) FOR ASSESSING THE LEVEL OF ACCOMPLISHMENT RELATED TO PRIORITY

#4:

Measure 4a: In Spring, 2020, the College's performance on the standards for accreditation will result in a recommendation by the Review Team for reaffirmation of its accredited status by the Middle States Commission on Higher Education in 2020.

Measure 4b: By Spring, 2018, at least ___% of faculty, ___ of administrators and ___ of staff would indicate that they are better prepared to carry out their responsibilities as a result of the professional development opportunities that have been made available to them.

Measure 4bc: Improved levels of student and employee satisfaction with the quality of the learning and work environment.

Measure 4ed: Improved public perception of the College as a safe, healthy, effective and efficient organization.

IMPLEMENTATION STRATEGIES

The implementation strategies, together with their proposed implementation schedules and the lead executive officer for implementation and accomplishment of the outcomes are contained in Table 4.

Table 4

IMPLEMENTATION STRATEGIES, RESPONSIBILITIES AND SCHEDULE FOR ACHIEVING THE OBJECTIVES OF PRIORITY 4

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| <p>4.1: Continue to document the maintenance and improvement of systems and processes that were achieved in the pursuit of institutional accreditation. <i>(Assessment measure)</i></p> | <p>4.1.1 Use the results of instructional and non-instructional student outcomes assessments to improve programmes and services.</p> | <p>4a 4b</p> | <p>Vice President</p> | <p>2016/17</p> | <p>The implementation of general education assessment in the 2016 - 2019 assessment period using direct and indirect measures and in both general education and programme courses is recorded in the general education and programme reports for the period. <i>Using this data for improvement is still ongoing, as some work in directly and continually doing so is needed. Making this so should be an objective of the 2019 - 2020 period of review of the learning outcomes assessment cycle.</i></p> |
| | <p>4.1.2. Improve the implementation and use of abbreviated and in-depth programme reviews as a means of improving the quality of instructional programmes.</p> | <p>4a</p> | <p>Registrar</p> | <p>2016/17</p> | <p>The most recently re-designed programme review process that was put into effect in 2018 - 2019 incorporates program goals; student learning outcomes; the success indicators of headcounts, FTE statistics, full-time and part-time counts; student profile data categories of gender and age ranges; persistence rates and numbers of completers for the previous 5 academic years; graduation rates and completion numbers for the previous 5 academic years; transfer and job placement rates of graduating students who sought employment in the field of study, gained employment in the field of study, or transferred to a four-year institution; curriculum planning and review information; student and academic support information, student performance indicators; faculty statistics, and cost and funding data.</p> |
| | <p>4.1.3: Monitor, assess and communicate with the college and community concerning the outcomes of implementing the Strategic Plan as a means of</p> | <p>4ad</p> | <p>Director, Planning and Institutional Effectiveness</p> | <p>2016/17</p> | <p><i>If this has been done needs to be indicated.</i></p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | improving and building support for the College. | | | | |
| | 4.1.4 Implement the recommendations from the human resource audit for the purpose of ensuring that practices are appropriate and in keeping with the needs of the College, and that these are implemented in a consistent and equitable manner. | 4b 4c | <u>President</u> <u>Human Resources Administration Coordinator</u> | 2016/17 | <p>From the 2016 Human Resources Audit:</p> <p>Recommendation 1.1, p. 18: It is unsure if this was carried out.</p> <p>Recommendation 1.2, p. 19: A listing of policies that require reviewing was sent to the Vice President in June 2019. The recommendation suggests that the Board Secretary “could also play an important role in monitoring the schedule for review of each approved policy”. Contact the Board Secretary to note if this is done.</p> <p>Recommendation 1.3, p. 19: The <i>Internal Job Transfer</i> (22nd May, 2018), <i>Work from Home</i> (8th November, 2016), and <i>Compensation for Educational Achievement</i> (22nd May, 2018) policies were the related documents found. A general employee compensation policy has not been found, nor policies on career and succession planning, continuing professional development, and for managing periods of financial exigency. (Check)</p> <p>Recommendation 3.1, p. 47: Peer faculty members already form a part of the interview team when individuals are being recruited. If the inclusion of other peer faculty input has been carried out needs to be determined.</p> <p>Recommendation 3.2, p. 47: It needs to be indicated if a leadership and management recruitment team has assisted with the identification and selection of senior College positions within the 2016 – 2019 active period of this Plan.</p> <p>Recommendation 3.3, p. 48: It needs to be determined from the Humans Resources Unit if</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | | | | | <p>there is a formal process for obtaining and reviewing professional reference checks for job applicants.</p> <p>Recommendation 3.4, p. 48: The institution has a management organizational chart that is updated annually. Schedules of training are also available in various report such as those of the Academic Dean's Office and in an appendix to the 2019 Standard III report. The next Employee Climate Survey Analysis is to be carried out in Fall 2019. The subsections of the Faculty Activity Report (Teaching, Advising, Committees, and Community Service) are what are covered in the faculty evaluation by department head. The Faculty Activity Report would then be a compilation of these. It is to be determined from the Human Resources Unit if this is carried out.</p> <p>Also to be ascertained from the Human Resources Department is if it periodically, such as in annual reports, compiles the following analytics:</p> <ul style="list-style-type: none"> Employee demographics Compensation analytics Leave Benefits analytics Recruitment analyses and trends Training analytics Incidence reports <p>Recommendation 3.5, p. 48: If a three-Five Year Staffing Plan has been developed as a part of a Human Resource Plan (Did the College develop this Plan?) needs to be ascertained.</p> <p>Recommendation 3.6, p. 48: It needs to be ascertained if the College's staffing levels have been examined for efficiency relative to meeting the needs of transfer students and in increasing</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | | | | | <p>the number of programmes in response to local workforce needs.</p> <p>Recommendation 3.7, p. 49: The College's core values have been on Employee Newsletters of 2016 to 2017 (The Employee NewsInsider). Additionally, the nomination form for the <i>Employee of the Month</i> initiative, which has been in effect from 2017, has each of these core values as the criteria for selection, with sub-sections that provide defining characteristics, and a rating scale.</p> <p>Recommendation 3.8, p. 49: Although the College's Facebook page is active with recent posts and nearly 2000 followers (currently), the most used method of communicating with faculty is the WhatsApp Messenger App (which happens to be owned by Facebook).</p> <p>Recommendation 4.1, p. 70: It needs to be indicated if there is a centralized means of evaluating the College's investment in the training and development of employees.</p> <p>Recommendation 4.2, p. 70: The development and implementation of an agenda for organizational development needs to be ascertained.</p> <p>Recommendation 4.3, p. 70: The Office of Planning and Institutional Research in October 2019 will be hosting a SCUP (Society of College and University Planners) trainer who will be educating member of the administration, faculty, and staff on the planning process.</p> <p>Recommendation 4.4, p. 71: Determine how departments/Human Resources minimizes duplication in improving faculty skills while ensuring growth and development.</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | | | | | <p>Recommendation 4.5, p. 71: <i>The criteria for approval or disapproval for conference attendance need to be indicated</i> (Check if they have been stated.)</p> <p>Recommendation 4.6, p. 71: <i>The means by which knowledge gained at conference attendances needs to be indicated.</i></p> <p>Recommendation 4.7, p. 71: <i>The participation of College employees in government-sponsored training needs to be indicated.</i></p> <p>Recommendation 5.1, p. 94: <i>A Compensation Policy might not have been created</i> (Check).</p> <p>Recommendation 5.2, p. 94 <i>A recent review of the salary scale, with special attention to the increasing the salary paid to full-time faculty, has not been completed by the Board.</i></p> <p>Recommendation 5.3, p. 94: Check with HR about the simplifying of the number of leave categories.</p> <p>Recommendation 5.4, p. 94: The provision regarding the accrual of vacation leave is currently being enforced.</p> <p>Recommendation 5.5, p. 95: The Employee of the Month Award has been implemented since _____ to recognize employees who perform at an exemplary level.</p> <p>Recommendation 5.6, p. 95: <i>The review of approval of all hires, internal promotions, salaries, salary increases, and justifications in ensuring fiscal accountability and equity for all employees has not been carried out by the</i></p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | | | | | <p>Board or by the Human Resource Committee of the Board (Check).</p> <p>Recommendation 5.7, p. 95: Check if provisions have been outlined regarding the pay structure for salary increments and criteria for them, such as cost of living increases, and merit increases. A <i>Compensation for Educational Achievement Policy</i> was approved on 22nd May, 2018, and is scheduled for review in June 2020.</p> <p>Recommendation 5.8, p. 95: An improvement process for evaluating faculty by revising the faculty evaluation form was started in Spring 2018 (Check). Check if a similar process occurred for members of staff.</p> <p>Recommendation 5.8, p. 95: Determine if the provision of post-retirement benefits to College retirees who served for an extended period of time has been implemented.</p> <p>Recommendation 5.9, p. 95: Determine if the provision of post-retirement benefits to retirees who have served the College for an extended period of time (with the minimum number of years to be specified), as well as other special offers to senior BVIslander and citizens in the community has been made.</p> <p>Recommendation 6.1, p. 110: Indicate if the College's governance model has been evaluated for effectiveness with the goal of improving relationships between employees and the organization.</p> <p>Recommendation 6.2, p. 110: The College has outlined <i>Disciplinary Procedures</i> for violations to policies and other expected rules (https://hlscc.sharepoint.com/sites/allstaffandfacultygroup/Shared%20Documents/General/Pol</p> |

| STRATEGIC OBJECTIVE | IMPLEMENTATION STRATEGY | RELATED PRIORITY #3 ASSESSMENT MEASURE | LEAD RESPONSIBILITY | IMPLEMENTATION YEAR | IMPLEMENTATION |
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| | | | | | <p>cies/Employee Grievance Disciplinary Procedures Due Process.pdf). An <i>Employee Dress Code</i> Policy was shared in May 2018, and the <i>Employee Relationship with the Media</i> Policy was approved by the Board of Governors on June 20th, 2017. Check for the recent review of other employee behavioral expectations.</p> <p>Recommendation 6.3, p. 110: Determine if the review of practices of long standing, particularly those in relation to disciplinary practices and grievances, as taken place if/when in the process of developing policies related to employee behavior.</p> <p>Recommendation 6.4, p. 111: In encouraging Board members to re-channel privy communications and solicitations for favor by employees to the appropriate chain of command within the institution, The <i>Code of Ethics and Standards of the Reasonable Practice for the Board of Governors</i> was approved by the Board of Governors on 17th July, 2017, with reference to Point # 9, and with a scheduled review planned for 2018.</p> <p>Recommendation 6.5, p. 111: Clearly defined documentation is given for employees to follow in reporting grievances (https://hlsc.sharepoint.com/sites/allstaffandfacultygroup/Shared%20Documents/General/Policies/Employee Grievance Disciplinary Procedures Due Process.pdf). Related timeframes need to be stated.</p> <p>Recommendation 6.6, p. 111: Determine if the Human Resource Department has plans to take a more active role in keeping employees better informed and feeling a part of the College by, as suggested:</p> |

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| | | | | | <p>Scheduling faculty and staff meetings on a regular basis;</p> <p>Preparing a monthly newsletter focus on Human Resource matters; and</p> <p>Creating and encouraging employees to share an informal space for such daily activities as eating lunch.</p> <p>Along with the In Spring 2019 (exact date needed) a Staff Appreciation Day, complete with lunch and karaoke, was held. Also, on 27th June, 2019, an end-of-semester barbecue was held, and a similar event was held at the end of the Fall 2018 semester.</p> <p>Recommendation 7.1, p. 123: <i>"It is important that the administration demonstrate an empathetic response to the concerns of employees by engaging them in inter-personal communication designed to educate and inform them concerning the nature of the problem, together with possible precautions that they themselves can take; as well as the challenges, plans, schedule and progress of efforts to improve their work environment."</i></p> <p>Examples of this type of response needs to be stated.</p> <p>Recommendation 7.2, p. 123: The <i>Work From Home</i> Policy was approved by the Board on November 8th, 2016, with a scheduled review date of November 8th, 2019.</p> <p>Recommendation 7.3, p. 124: The <i>Health and Safety Committee</i> functioned actively from 2015 to 2018 with its <i>Fitness Tips</i> email to faculty and staff at various times throughout the relevant semesters. It also arranged a fire drill exercise on June 2nd, 2017 and a tsunami drill</p> |

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| | | | | | <p>exercise on March 14, 2019. Request minutes of the Committee's meetings to determine other accomplishments between the 2016 – 2019 period of this Strategic Plan.</p> <p>Recommendation 7.4, p. 124: In a September 5th, 2016 email to all faculty and staff members, then President Janet Smith outlined the requirements for employees and visitors to access the campus. During the registration process, students are required to acquire/update their IDs. The level at which student, faculty, and staff are currently (September 2019) required to use them needs to be determined.</p> <p>Recommendation 7.5, p. 124: In Fall 2016, electronically-controlled barriers were put at the Paraquita Bay Campus' entrance and exit points with a procedure for gaining entry, which involved showing the employee or student ID.</p> <p>The structure was damaged after the September 6th, 2017 storm, and the process has not been continued since then.</p> <p>Recommendation 7.6, p. 124: Nurse Patricia Hanley carried out training sessions on October 28th, 2016 on the <i>Content and Use of First Aid Kits</i>, which involved the content of each kit and their locations around campus. (Check if this training occurred at the Virgin Gorda Centre.)</p> <p>Recommendation 7.7, p. 124: It needs to be determined if advanced provisions have been made for identifying and accommodating persons with disabilities in planning for the unscheduled evacuation of buildings.</p> <p>Recommendation 8.1, p. 131: Between ____ and _____, the Associate Vice-President position was not active. (Check if the</p> |

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| | | | | | <p>suggestion to combine the Human Resources responsibilities of the Associate Vice President with those of the Manager of Human Resources to become the Director of Human Resources was carried out. Currently (September, 2019), the Associate Vice President position has been reactivated.</p> <p>Recommendation 8.2, p. 131: It needs to be determined if employee records are maintained in a locked location at all times, and if record-keeping related to access to employee files is also maintained.</p> <p>Recommendation 8.3, p. 131: The PeopleTrak software has not been in use since 2016. Indicate, if possible, the reason(s) why and any plans to begin its use again.</p> <p>Recommendation 8.4, p. 131: It needs to be determined if the College is making effective use of human resource reporting to address problems related to the costs of operating the institution.</p> |
| | <p>4.1.5 Review, develop and revise fiscal policies in an effort to ensure the effective management and use of financial and other resources.</p> | <p>4a</p> | <p>Bursar</p> | <p>2016/17</p> | <p>The <i>Purchase Requisition Form, Purchase Order Form, Check Request Template, and Check Signer</i> documents, and an instruction document with procedures for making purchases, are to be used in conjunction with the <i>Policy on Management of Accounts Payable</i>.</p> |
| <p>4.2 Improve the nature and quality of supports that are available to College employees in order to carry out their responsibilities in the most effective manner.</p> | <p>***4.2.1. Expand opportunities for faculty development, including a closer relationship with the University of the West Indies in order to further explore (in addition to CUTL) programmes and opportunities to enhance the skills of faculty.</p> | <p>4b</p> | <p>Vice President</p> | <p>2016/17</p> | <p>Faculty development (within the institution) from --- to ---- are in an appendix to Standard III. The provision of CUTL and other similar UWI programmes need to be explored.</p> |

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| | ***4.2.2 Develop the capacity of senior officers, administrators and staff by providing continued professional training and organizational development opportunities designed to improve performance of their responsibilities. | 4b 4c | <u>President Director,</u> <u>Center for Teaching and Learning and Professional Development</u> | | Recent Budget Unit training sessions and the upcoming October 2019 SCUP training on planning are examples. |
| 4.3 Improve the physical health and safety of the work environment | 4.3.1. Develop and implement a comprehensive plan to both repair and maintain the facilities of the College in a manner that assures the health and safety of students and employees. | 4e <i>d</i> | <u>President Director,</u> <u>Buildings and Grounds</u> | 2016/17 | Extensive repairs were completed to buildings after Hurricane Irma and Hurricane Maria in 2017. <i>It needs to be determined if a maintenance plan has been put in place.</i> |
| | 4.3.2. Develop procedures to improve the physical safety of students and employees while on College premises. | 4e4 <i>d</i> | <u>President Director,</u> <u>Buildings and Grounds</u> | 2016/17 | Fire and tsunami drill procedures have been put in place, and first aid kits are in various locations around the campus (<i>Check if these are still properly stocked and in designated locations.</i>) |

IMPLEMENTING THE REVISED STRATEGIC PLAN

The experience of the past three years points to a number of areas that call for attention in order to ensure that the College's use of a strategic planning approach is successful. Revisions are not unusual for institutions new to strategic planning. The following changes, together with provisions for implementing the Plan, are designed to address matters related to leadership, manageability, implementation planning, monitoring and support, and evaluation and reporting.

Emphasis in the content of the Plan (shown by multiple asterisk preceding strategic objectives) indicate College priorities that support tertiary education interests identified by the Ministry for Education and Culture for the territory.

Improving Leadership:

- Coordination and Evaluation: While the Strategic Plan remains a high priority for the College President, and consistent with the recommendation of the 2015 accreditation review team, executive responsibility and oversight for implementation and evaluation of the Strategic Plan has been assigned to a single individual – the Director of Planning and Institutional Effectiveness. Based on the measures prepared for assessing the outcomes of implementing the strategies, a format for annual reporting concerning the success of implementing the Plan has been prepared. The format takes into consideration the measured outcomes of implementing both the strategic objectives and related objectives included in the long-range plans for departments.
- Accountability for Implementation: For the purpose of ensuring that executive accountability for implementing each strategy is clear, a single executive officer is identified for implementation. A number of additional persons will often be involved in the implementation process. Who will be involved, and their specific role will be evident in the detailed plan that is prepared or approved by the officer accountable for implementing each strategy.

Improving Manageability:

- Same Priorities, Fewer Objectives: These have been selected on the basis of three criteria: (a) Does the objective reflect the Mission (i.e. is it our business)? (b) Can we do it (i.e. what is the likelihood that the resources needed to accomplish the activity successfully be made available)? and (c) Should we do it? (i.e. is this the best use of available resources)? Many of the additional strategies are indeed worthwhile to accomplishing the outcomes that are identified, but may not meet the criteria of 'strategic.' These activities now form part of long range plans for major divisions of the College, and will be assigned to the appropriate departments for annual planning and implementation.
- Implementation Planning: Instructions that describe the relationship among the Implementation Strategies the preparation of the Annual Department Planning and Assessment Records (DPARs) and the personnel goals for individual employees are documented in *Instructions for Implementing and Reporting* and in the *Annual Planning, Budget Development and Resource Allocation Calendar*. A format for preparing detailed implementation plans has also been prepared to support the implementation and monitoring process.

Monitoring and Support:

- A Strategic Planning Committee, the purposeful membership and representation of which is clearly articulated, has been appointed to meet on a monthly basis. Made up of faculty, administrators and staff, as well as representatives of the community and the Board of Governors. The Committee is chaired by the President and is co-chaired by the Bursar. The responsibilities of the Strategic Planning Committee are:
 - 1) to ensure that strategies are implemented as scheduled in the Plan;
 - 2) to actively monitor and support the implementation of the strategies;
 - 3) to review the progress of implementing the strategies based on the detailed implementation plans that are prepared by staff who have been assigned by the Executive Officers;
 - 4) to assist in resolving hindrances to successful implementation of the strategies that are beyond the scope or ability of the Executive Officer who is responsible for the strategy;
 - 5) to review the *Annual Progress and Outcomes Report Concerning the Strategic Plan*; and
 - 6) to evaluate the overall effectiveness of the Plan in order to make any needed changes to its implementation or the aspect based on such factors as the progress being made, changes in the internal or external environment etc.

Assessment and Reporting:

Annual Reporting: The Director of Planning and Institutional Effectiveness and the faculty responsible for technical support for student outcomes assessment (both of whom are members of the Strategic Planning Committee) are expected to work closely with executive officers responsible for implementing the strategies to assist them in evaluating the outcomes related to the measures that are defined. Templates for presenting the extent to which each of the Strategic Priorities has been achieved, and identifying the impact of contributing strategies that are the basis for annual reporting should be used by the Director of Planning and Institutional Effectiveness for annual reporting concerning the progress of implementing the Strategic Plan in July of each year of the Plan.

- Evaluation: How the internal and external environments change, and what opportunities and/or challenges will occur will continue to be important. In this regard, it is not surprising that feedback by the accreditation review teams have repeatedly encouraged the College to remain abreast of the changing environment. The monitoring of implementation and review of outcomes related to strategies, together with periodic review of internal and external changes will, from time to time, indicate the need for changes to the Plan – modifications to the strategies, adjustments to resource requirements, expected times to completion etc. This evaluative function is also the responsibility of the Strategic Planning Committee in cooperation with the Cabinet Officers that are assigned with *lead* responsibility for implementation of the Plan.



