

**STRATEGIC PLAN 2013/18 MODIFIED (PRIORITY 1 STUDENT LEARNING & SUCCESS)
WITH IMPLEMENTATION STRATEGIES AND MEASURES &
INSERTIONS DIRECTLY RELATED TO THE ACADEMIC PLAN & FUNDAMENTAL ELEMENTS
(RE: ORIGINAL ACADEMIC PLAN GOALS & OBJECTIVES)**

NOTE: Information related to the KEY below all relates to MSCHE’S book “Characteristics of Excellence”. Also, new inserts into the Strategic Plan 2013/2018 (SP 2013/18) related to Priority 1 in the table below are in blue font. All black font material is original material from SP 2013/18.

KEY:

Std.= Standard

FE= Fundamental Element

Std. 13 Cert. Prog. FE1= Fundamental Element #1 re: Standard 13- Certificate Programme Section

STRATEGIC OBJECTIVE	IMPLEMENTATION STRATEGIES	Related Priority (Level 1) Measure	FUNDA-MENTAL ELEMENT COM-PLIANCE STATUS	STRATEGY ASSESSMENT MEASURE(S) (Level 2)	LEAD EXECUTIVE RESPONSIBILITY	INITIAL IMPLEMENTATION YEAR				
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1.1: Develop and implement procedures for identification and confirmation of training and continuing education needs of local and regional employers, and	1.1.1. Develop relationships with Human Resource professionals in the public and private sectors, surveys (etc.) as a means of identifying emerging training and education needs and the preferred means of delivering such services..	1c	Std. 11 FE1	By June, 2015, a data base representative of local public and private organizations and industries capable of being aggregating by actual and projected vacancies by occupational titles will be available. By June, 2015, data from training needs surveys will also reflect the preferred means of delivery of training	Vice President	✓				

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the delivery of such services.				by various organizations and industries, and content areas.						
	1.1.2. Design and implement a web-based training needs assessment survey, to continually collect data and information to be used in the development of workshops and short-courses	1c	Std 11 FEs 4 & 13 Std. 13 Certificate Prog. FE1	For purpose of developing and providing opportunities for continuing education using workshops and courses, training needs monitoring reports will be available that continually document the level of interest in a broad range of public interest as well as occupational training areas.	Dean of Workforce Programmes	✓				
	1.1.3 Every three years, implement a graduate follow-up study designed to provide information concerning job placement and transfer and performance relative to concentrations	1d	Std 11 FE4 & F13	By Fall, 2014, a follow-up of students who graduated two years earlier, and who entered or continued in the work place will yield at least a 30% response rate per graduating major, and will minimally reflect student performance in such areas as placement in the field of study, employed in the public	Director, Planning and Institutional Effectiveness with the Vice President	✓				

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	offered by the College.			<p>and private sectors, average salaries and continuing training needs perceived by graduates.</p> <p>By Fall, 2014, a follow-up of students (or a parent) who graduated or left the College at least one year earlier, and who were admitted to a University will yield at least a 25% response rate, and will minimally reflect such areas as the number of credits accepted, grade point average after the completion of 2 semester credits (approximately 24 credits), major being pursued, academic challenges during their first semester and level of satisfaction with their preparation at HLSCC.</p>						

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	1.1.4. Every three years, initiate a labour market survey to determine employer perceptions concerning employment opportunities for graduates of degree and certificate programmes.	1d	Std 11 FEs 4 & 13	By Spring, 2014, results of a labour market survey with a response rate of at least 25% from local medium and large sized employers and representatives of the major local industries will provide feedback concerning employment demands, opportunities available to graduates, and emerging needs relative to College offerings.	Director, Planning and Institutional Effectiveness with the Vice President		✓			✓
	1.1.5. Contribute to the development of a high-skilled, high-wage workforce through the establishment of new education and training programmes that lead to employment in emerging	1c	Std 11 Fes 1, 2, 5, 6, 7, & 11	By Fall, 2016, at least 10% of new degree or certificate programmes will reflect occupations with average starting monthly salaries at or above \$4,000 (high wage technical occupations).	Vice President with Deans	✓				

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	technological, innovative and knowledge-intensive fields.									
	1.1.6. Expand the College's curriculum improvement focus beyond the work of the Curriculum Review Committee to include, curriculum sequencing and rate issues at the classroom level, and curriculum alignment between the College and secondary level of the Territory.	1a	Std 11 FEs 1, 6, & 8	<p>By the Fall of 2015, the process to validate and/or empower faculty to effectively align, and sequence the textbook curriculum with the College's approved curricula (as opposed to following the textbook's curriculum), and best control the rate at which the curriculum is implemented.</p> <p>By the Fall of 2015, ensure that the draft of a written plan is in place to directly address the alignment of the College's entry level curriculum and that of the upper level of the Territory's secondary levels, Form 5, in particular.</p>	Vice Presidents, Deans, HOD's, CRC and SDC		✓		✓	

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				By the Fall of 2016, ensure the alignment of the College's entry level curriculum with that of the Territory's upper secondary levels, Form 5 in particular.						
	1.1.7 Sustainably enhance the College's ability to recruit and retain productive faculty.	1h	Std 10 FEs 1, 3, 7, 8 & 10	<p>In conjunction with the Human Resources Department, review the College's faculty recruitment and retention policy, plan and practice for effectiveness by the Spring of 2016.</p> <p>In collaboration with the Human Resources Department, establish a faculty-recognition and reward plan by the end of the Spring of 2016.</p> <p>In collaboration with the President's Office, and Human Resources Department establish a policy</p>	Vice Presidents, Deans, HOD's, HR Dept., HR Committee			✓		

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				<p>that will offer quality faculty members greater job security by the end of Spring 2016.</p> <p>In collaboration with the Registry and Human Resources Departments, revisit the College's marketing plan for optimal effectiveness by the Spring of 2016.</p>				✓		
1.2: Enhance students' transfer experience and rate of success.	1.2.1 Create and maintain relationships with a limited number of carefully selected senior institutions aimed at improving curricular bridges, improving student orientation to universities and locations abroad, obtaining information concerning aggregate student performance	1g	<p>Std 11 FEs 2, & 9</p> <p>Std 12 FEs 4</p> <p>Std. 13 Cert. Progs. FEs 1 & 5.</p> <p>Std. 13 Branches, Additional</p>	By Spring, 2014, Identification of primary HLSCC graduate receiving senior institutions and agreement with the Minister of Education concerning universities recognized for the quality of their professional education in areas important to the development and advancement of the territory.	Vice President and the Director, Planning and Institutional Effectiveness	✓				

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	for the purpose of enhancing student transfer success and facilitating the government-sponsored scholarship programme.		Locations.. FE 1, 4 Std. 13 Distance Ed. FE 2	Number of articulation agreements (since 2013-14) with primary receiving and approved universities that include language related to such areas as (a) student orientation (while at HLSCC), (b) feedback concerning student performance based on completion at the end of their seconds semester and (c) advise of major changes in general education curricula.						
	1.2.2 Increase the number of students participating in the Phi Theta Honours Programme as a means of facilitating student acceptance by, and financial support from universities that are	1g	Std 11 FEs 2, & 9 Std 12 FEs 4 Std. 13 Cert. Progs. FEs 1, & 5.	By Spring, 2016, an increase of at least 10% over Fall, 2012-13 in the membership of the Phi Theta Honors programme. An increase of at least 10 % in the number of Phi Theta graduates accepted at	Vice President			✓		

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	recognized internationally.		Std. 13 Branches, Additional Locations etc. FE 1, 4 Std. 13 Distance Ed. Fes 2	universities recognized internationally.						
1.3. Design and implement an aggressive plan for the comprehensive review of new and continuing degree, certificate and non-credit programmes.	1.3.1. Examine the existing design and schedule for review of degree, certificate and non-credit programmes to ensure that (a) appropriate types of information are considered (e.g. advisory committee input, abbreviated programme review data, graduate and	1f	Std. 13 Non-Credit Offerings FEs 1, 2, & 4	Starting Spring 2014, 100% of Abbreviated Programme Reviews completed at least at a 90% level for all degree and certificate programmes. Beginning in 2013-14, an increase of at least 3 over the number of degree and certificate programme completed in 2012-13 recommendations for improvement. (Where relevant, each report should minimally contain information	Vice President and Deans	✓				

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	employer feedback, instructional and non-instructional outcomes data) (b) content and design considerations appropriate to workforce programmes vs. academic disciplines.			<p>and analyses related to objectives, student demographics and retention, graduation rates, market conditions (job placement rates and employer feedback), quality - based on student performance and outcomes, resources, costs and verification of programme value).</p> <p>By Spring, 2014, evidence that documents changes implemented as a result of the 2010-11 evaluation of the General Education curriculum.</p> <p>By June, 2015, evidence of documented reviews of each non-credit (not including basic skills) programme completed.</p>						

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1.4: Expand and implement training and education programmes in cooperation with regional and international institutions and organizations as a means of improving access to opportunities that meet the needs of the territory.	1.4.1. Expand the available City & Guilds and/or other external certifications to include additional areas relevant to the needs of the local community. (E.g. Small Business Administration, Customer Service).	1e	Std. 13 Non-Credit Offerings FEs 1, 2, & 4	By Spring, 2015, increase, by at least 2 over 2013-14, the number of occupational areas of certification offered by the College in cooperation with external professional and training organization such as City and Guilds.	Deans with Department Heads		✓			
	1.4.2. Based on local training needs, identify and initiate relationships with appropriate regional institutions to provide Associate degree and certificate level training not available at HLSCC.	1e		By Spring, 2016, agreements or other formal relationship with at least 2 regional educational institutions showing need-based courses or programmes to be offered, level of instruction, instructional delivery method, tuition and fee costs (e.g. per credit), student targets, actual or estimated beginning	Vice President			✓		

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				schedule of offerings and HLSCC responsibilities..						
1.5: Ensure the effective use of advisory committees, employers and agencies in the identification of new offerings, curriculum development, career programme review and feedback concerning the performance and continuing education needs of graduates.	1.5.1. Review and revise, as needed, the selection, orientation, charge, decision-making supports and incentives for Programme Advisory Committees as a means of improving the interest and participation of members in identifying new curricular areas, curriculum development and programme evaluation activities.	1d		By the end of 2014-15, an average attendance rate of 85% of members attending per meeting for each programme advisory committee. By 2014-15, documented increase in the range of activities that reflect input or participation by advisory committee members in at least 60% of programmes over 2012-2013 levels.	Deans	✓				
	1.5.2. Evaluate the effectiveness of	1d		Starting Fall, 2016 documented evaluation	Deans					

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	Programme Advisory Committees (every 2 years) being certain to document the level of effectiveness in relation to new curricula identification, development, and evaluation activities of College programmes.			results with recommendations concerning advisory committees that minimally reflect such information as average frequency of meetings, duration of member participation, areas of input and participation, examples of changes or decisions from use of such committees and benefits and challenges of using these committees.			✓			
1.6: Assist students in mapping an effective and efficient pathway to successful completion of their educational goals, including	1.6.1. Review, revise and implement academic advising policies and procedures to reflect considerations related to such areas as timeliness of assignments and initiation, frequency, regularity, and	1a 1b	Std. 11 FEs 10, & 11	For first-time degree-seeking students entering the College in Fall 2013 and Spring, 2014, at least 75% will have been assigned to an academic advisor prior to completing their first registration. Based on notes entered in their SONIS (or other) files, by the end of their first semester, at least 60% of Associate	Deans with Registrar	✓				

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university transfer of job placement.	documentation of advising activities.			<p>degree seeking students have had at least 1 advisory session.</p> <p>For first-time Associate degree seeking students entering the College in Fall, 2013, by the end of their second semester, at least 60% will have a tentative educational plan leading to graduation that includes available academic supports in relation to disclosed challenges that may affect their progress, high risk classes and career assessment, information and development.</p>						
	1.6.2. Improve the early identification and provision of personal and academic support	1b	Std. 9 FEs 1, 2, 3, 4, & 10	For first time students entering the College in Fall, 2013, who are required to enroll in one or more basic skills courses, by Spring,	Deans with Director, Student Success	✓				

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	services for students at high risk in order to decrease the likelihood of interruption in reaching their educational goals.			2014, at least 80% will have a tentative educational plan leading to completion of their educational goal at the College that also includes recommended personal and academic support services in relation to high risk classes, career assessment, information and development and other self-disclosed challenges that may affect their progress.	Centre and Registrar					
	1.6.3. Improve the use of ETS Profile results and of related non-instructional student outcomes to improve curriculum and student preparation in required general education courses.	1f	Std. 11 FEs 4,	By Spring, 2014, analysis of recommendations based on patterns of student performance on the ETS Profile and of related non-instructional student outcome findings (e.g. student retention studies) assessed over the preceding year.	Dean. Arts, Sciences and General Studies with Faculty	✓				

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				By Spring, 2015, documentation of curricular changes completed, underway and proposed that reflect the use of ETS profile results and non-instructional outcomes of the preceding two years.						
1.7: Foster a teaching/learning environment that encourages innovation, incorporates appropriate technology, considers the views of students, and supports continuing professional	1.7.1. Facilitate active learning through the use of such teaching strategies as project-based teaching, learning communities, service learning and teaching with technology.	1h	Std. 10 FEs 1, 3, 4, 5, & 8 Std. 11 FEs 6, & 7	By the Fall of 2015, establish a policy that strongly favours the use of active teaching methods to complement the College's position on developing the higher order skills of students and learning for depth, and address the relevant deficiencies many entering students bring. By the Spring of 2016, directly integrate into the faculty's performance management/evaluation	Vice President with Deans and the Director, Centre for Teaching and Learning				✓	

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development for faculty.				<p>instrument provisions for using active teaching methods and developing higher order skills.</p> <p>By the Fall of 2015, share the pertinent entry level placement data with the MEC, DOE and various secondary schools, towards the end of having them focus on consistently developing the higher order skills of our students from Kindergarten.</p> <p>By Spring, 2017, number and level (credits completed successfully) of students participating in a variety of department- approved 'active learning' strategies.</p> <p>Level of faculty participation in information sessions and access to information concerning the nature,</p>						

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				applicability, advantages and disadvantages of using a variety of active learning strategies.						
	1.7.2 Improve the College's capability to deliver on-line courses in an efficient and effective manner.	1h	Std. 13 FEs 1, 2, 4, 5, 6 & 7	By June, 2014, availability of, and executive response to a detailed analysis of the quality and efficiency of hard and software currently available in relation to state-of-the-art on-line instructional systems together with recommendations concerning options, associated costs, and a suitable timetable for implementing improvements in the College's capability for distance learning.	Vice President with Director - Information Technology	✓				
	1.7.3 Complete the student and faculty evaluation of distance between the Paraquita Bay	1f	Std. 13 FEs 1, 2, 4, 5, 6 & 7	By December, 2014, completed evaluations of distance learning from the perspective of both students and faculty that includes	Vice President with the Assistant Director, Virgin Gorda Centre	✓				

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	Campus and the Virgin Gorda Centre learning and implement recommendations designed to improve the process.			recommendations for improving this method of instructional delivery. By Spring, 2014, documented review and an action plan to improve distance learning systems and procedures.						
	1.7.4. Increase the number of on-line programmes and services that are available to current and prospective students.	1h	Std. 13 FEs 1, 2, 4, 5, 6 & 7	By Spring, 2013, at least a 12% increase in the number of (a) on-line courses and (b) on-line administrative and support services that are available to students over those offered in Fall, 2012.	Deans with the Director, Student Success Centre and Registrar	✓				
	1.7.5. Identify and provide access to literature, discussions and other resources that reflect best practices in teaching and learning in community colleges as a means of	1h	Std. 10 FEs 3, 4, 5, 7, & 8	By Fall, 2015, a quarterly newsletter of the Centre for Teaching and Learning that is distributed to all faculty to introduce and inform them concerning best practices in teaching and learning in community colleges.	Vice President with the Deans and the Director, Centre for Teaching and Learning		✓			

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	encouraging and supporting continuing faculty professional development.			At least 30% of faculty will report, when asked about their use of available teaching and learning resources, that they have participated in discussions, used other resources, or attempted to use at least one 'best practice' while at least 10% of faculty will report attempts to incorporate more than two best practices during the preceding year.						
	<i>1.7.6. Improve the levels of relevance, rigor, integration and learner centeredness of the College's educational offerings.</i>	1h	Std. 11 FEs 1, 2, 3, 4, 5, 8, 10, 11 & 13	By Spring, 2014, collaboratively establish a best practice educational plan. By the Spring of each academic year, ensure that at least 10 faculty members receive training in active teaching, with an emphasis on the use of assessment to	Vice President and Deans	✓	✓			

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				<p>improve learning, and the attainment of Blooms level of creating.</p> <p>By the Spring of 2016, modify the faculty evaluation instrument to be in alignment of the AP listed criteria for excellence, the use of assessment to inform instruction improvement, and the attainment of Bloom's top level learning (creating).</p> <p>By the Fall of 2016, ensure that the CUTL programme is adapted to provide for the needs of adjunct lecturers.</p>				✓		
	<i>1.7.7. Establish a culture of evidence-based teaching and learning and ever improving student outcomes.</i>	1h	<p>Std. 11 FE 13</p> <p>Std. 12 FE 6</p>	<i>By Spring, 2016, ensure that all departments and lecturers are at least consistently using student outcomes data to improve instruction and curriculum.</i>	<i>Director, Student Outcomes, Deans, Heads of</i>					

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			Std. 14 FEs 1-10	<p><i>By Fall, 2013, significantly improve the capacity of students to evaluate their lecturers and programmes for effectiveness.</i></p> <p><i>By Fall, 2016, complete the first round of reviews of all instructional programmes.</i></p> <p><i>By the Spring of 2016, establish a policy that requires the use of multiple direct and indirect assessment means in determining student outcomes.</i></p> <p><i>By the Spring of 2015, establish a policy that requires the use of differentiated teaching and learning methods designed to empower students to learn through their respective dominant learning style(s).</i></p>	Departments, Vice President and Director, Planning and Institutional Effectiveness			✓		

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	<i>1.7.8. Improve the College's capacity to offer more professional development opportunities for faculty.</i>	1h	Std. 10 FEs 3, 4, & 7	<i>By Fall, 2015, provide the teaching and learning division with the requisite additional human and resources needed.</i>	<i>Director, Teaching and Learning with the Deans, Director, Human Resources and the Vice President</i>			✓		
	<i>1.7.9. Facilitate active learning through the use of such teaching strategies as project-based learning, learning communities, and service learning.</i>	1h	Std. 10 FEs 1, 3, 4, Std. 11 FEs 2, 6, 7, 8, 10, 11 & 13	<i>By Spring, 2017, increase by 20% the number and level (credits completed successfully) of students participating in a variety of active learning experiences.</i>	<i>Deans with the Director, Centre for Teaching and Learning</i>	✓				
	<i>1.7.10 Improve the College's capacity to bring more equity to its programmes and</i>	1h	Std. 13 Branch & Additional Locations FEs 1-4	<i>By Fall, 2016, ensure that the Virgin Gorda Centre has a full complement of programmes and services commensurate</i>	<i>Director- Virgin Gorda Center, Director of Student Success and</i>					

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	<i>services delivered across its campus.</i>			<i>with need and the availability of resources.</i>	<i>the Vice President</i>					