

Report to the  
Faculty, Administration, Trustees, Students  
Of  
H. LAVITY STOUTT COMMUNITY COLLEGE  
Road Town, Tortola, British Virgin Islands  
By  
An Evaluation Team representing the  
Middle States Commission on Higher Education  
Prepared after study of the institution's self-study report  
And a visit to the campus on March 22-25, 2015

The Members of the Team:

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Bette M. Simmons; Vice President of Student Development and Enrollment Management, County College of Morris, Randolph, NJ

Christine A. Valuckas; Vice President of Finance & Administrative Services, Cecil College, North East, MD

Working with the Team:

Sean McKittrick, Vice President; Middle States Commission on Higher Education

AT THE TIME OF THE VISIT

President/CEO:

Dr. Karl Dawson

Chief Academic Officer:

Dr. Bryan Penn

Chair of the Board of Governors:

Dr. Charles H. Wheatley 2

## **I. Content and Nature of the Visit**

H. Lavity Stoutt Community College was founded in 1990 and was approved for candidacy with the Commission in 2012. It is a two-year public institution in the British Virgin Islands with an adjusted enrollment of 696 students. It is the only public institution of higher education in the British Virgin Islands.

The institution is seeking a grant of accreditation by the Middle States Commission on Higher Education. The Team reviewed the self-study document, accompanying supporting documentation, and interviewed students, staff, administrators, faculty, members of the Board of Governors and the Minister of Education and Culture of the Government of the British Virgin Islands.

## **II. Affirmation of Continued Compliance with Requirements of Affiliation**

Based on a review of the self-study interviews, the Certification Statement supplied by the institution and other institutional documents, the Team affirms that the institution meets the Requirements of Affiliation in *Characteristics of Excellence*.

## **III. Compliance with Federal Requirements; Issues Relative to State Regulatory or Other Accrediting Agency Requirements**

The institution provided documentation enabling the Commission to review the institution's policies and procedures as they related to credit hour, transfer of credit, and online course offerings (although the institution does not currently offer distance education programs). Because the institution is not located in the United States and therefore is not subject to rules and regulations of the United States Department of Education, the institution's cohort default rate and other Title IV policies were not evaluated during the time of this review.

## **IV. Evaluation Overview**

The Team visit included a large number of individual and group interviews and a comprehensive review of documents. Additionally, several members of the Team visited the Virgin Gorda instructional site to interview students and staff there as well as tour the facility.

## **V. Compliance with Accreditation Standards**

### **Standard 1: Mission and Goals**

**The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.**

*In the Team's judgment, the institution appears to meet this Standard.*

#### **Summary of Evidence and Findings:**

H. Lavity Stoutt Community College has clearly defined its mission and vision which are consistent with aspirations of higher education. Further HLSCC has identified eight core values that guide employee behavior. These values include student centeredness, responsiveness, respect and tolerance, accountability, integrity, high standards, decisions by data, and cooperation. Again, many of these values are consistent with aspirational goals for higher education.

Based on a review of the self-study, other institutional documents, and interviews with administration, the Board of Governors and Ministry of Education, the Team developed the following conclusions relative to this Standard:

- As part of the process that supported the adoption of the College's Mission and Vision, H. Lavity Stoutt has adopted the *2013 – 2018 Strategic Plan*. This Plan was developed with input from both internal and external stakeholders and is used to guide operations. The Plan includes four Strategic Priorities: Student Learning and Success; Financial Strength; Strengthen Community Relations and Assist in Nation Building; and Organizational and Management Systems. In support of these priorities, all areas of the College develop strategic objectives and implementation strategies to move the Strategic Plan forward. These plans are layered and have, in some cases, multiple year implementations.
  
- Budget development and allocation, individual and department performance plans, and subsequent plans for improvement are all linked to the Strategic Plan.
  
- Evidence of an appropriate Mission and Goals can be found in:
  - The Annual College Level Goals document;
  - Annual department level planning and assessment records;
  - Minutes of the Board of Governors meetings regarding establishment and adoption of the Mission and Goals.

**Significant accomplishments, significant progress, or exemplary /innovative practice:**

The College’s movement from use of Board-approved statements of Institutional Priorities to adoption of a comprehensive Strategic Plan that was developed with both internal and external stakeholder participation represents a significant accomplishment.

**Non-binding Suggestions for Improvement:**

The Team endorses the following recommendations in the Self-Study:

To provide a context for formal planning at the start of each year, significant changes in the local and broader external environment, as well as changes within the College, together with the opportunities and challenges which these present should be described. This should help administrators and their staffs understand reinforcements or changes to the Strategic Plan, and, hence, assist them with planning their goals and assessments for the year ahead.

The Strategic Plan is designed, in part, to ensure effective management of institutional resources, particularly when these are scarce. The College should enhance its process of identifying the resources, both for the life of the Plan and annually, that will be dedicated to implementing the strategies contained in the Strategic Plan.

If the Strategic Plan is to be implemented effectively, responsibility for all its aspects should be identified and oversight responsibility for its success assigned to a Cabinet Officer. With the necessary training provided to understand this new planning approach, this individual should assist budget units with resource planning and be capable of providing technical support for assessment and evaluation. This individual should champion resource allocation for the Plan, and with the assistance of the Strategic Plan Monitoring and Evaluation Committee, should report annually concerning the Plan as part of the College’s Annual Effectiveness Report. This individual should provide staff support to the President with regard to communication with constituent groups, particularly those that have participated in development of the Plan.

The Team further suggests:

Progress towards achieving strategic priorities should be shared with the campus community on a prescribed basis.

**Recommendations:**

None.

**Requirements:**

None. 5

## **Standard 2: Planning, Resource Allocation, and Institutional Renewal**

**The institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain the institutional quality.**

*In the Team's judgment, the institution appears to meet this Standard.*

### **Summary of Evidence and Findings:**

H. Lavity Stoutt conducts ongoing planning based on its mission and goals and uses these plans to guide the operations, budget development and improvement processes of the College as evidenced by the following conclusions:

□ The 2013-2018 Strategic Plan was developed with input from faculty, staff, administration and the Board of Governors and serves as the primary planning tool for the organization. The Plan includes new Vision and Mission statements along with four strategic priorities. These priorities are broken down into strategic objectives, implementation strategies and department goals.

□ The success of the Strategic Plan is guided by the Strategic Planning Committee which reports to the President on the Plan's implementation and results. An Annual Retreat is held mid-year to review progress toward the strategic priorities.

□ In Standard 7 it was stated that "many of the implementation strategies of the Strategic Plan 2013-2014 had not been considered in preparing department goals and that no action had been taken on a number of the strategies." According to staff interviewed, the budget for 2014 was essentially completed prior to the release of the Strategic Plan. Therefore, the full impact of the Plan was not evident until the development of the 2015 Budget.

□ Due to changes in funding and decreases in enrollment, both financial and human resources are limited to implement many of the strategies defined in the Strategic Plan. The Strategic Plan Monitoring and Evaluation Committee is aware of these constraints and relies on the Resource Allocation Committee to establish funding priorities.

□ Procurement of a Strategic Planning Online (SPOL) software system in 2014 should enable the College to plan, budget, measure outcomes and monitor progress more consistently. Training was started in December 2014 and full implementation is expected in Spring/Summer 2015.

□ An Annual Administrative Retreat, Planning Day and Budget Kick-Off Meeting facilitate the planning process and provide the foundation for the allocation of funding during the budget process.

**Significant accomplishments, significant progress, or exemplary/innovative practice:**

HLSCC is to be commended for the development of the three-year Resource Allocation Plans which staff claim have changed the way they perceive the College's resources. This planning effort results in more accurate cost estimates, clear justifications for funding and improved budget preparation/presentations.

Year-end reports are required from College units which include results of assessments and how the results, although limited at this time, are used to improve effectiveness. These reports are consolidated into the Annual College Performance Report and encourage accountability and consistency.

**Non-binding Suggestions for Improvement:**

Overall the Strategic Planning process is new to the institution and, therefore, on-going training is suggested for faculty and staff to ensure the implementation of strategies. Specifically, the Team affirms the College's recommendation that the President's Cabinet would benefit from training on how to determine assessment measures, preparation of goals, methodologies for the collection of assessment data and how to develop cost estimates. Acquisition of these skills will enhance the success of the Strategic Plan.

HLSCC would benefit by consolidating their planning efforts and the number of initiatives in order to focus their efforts, time and fiscal resources on the goals, objectives and initiatives or key performance indicators that will have the greatest impact on the institution and its students.

**Recommendations:**

None.

**Requirements:**

None.

**Standard 3: Institutional Resources**

**The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.**

*In the Team's judgment, the institution appears to meet this Standard.*

**Summary of Evidence and Findings:**

H. Lavity Stoutt's mission and goals are supported through the institutional resources that provide human, financial, technical and physical resources. While the College has established 7

strong, robust financial plans, they are challenged by the recent declines in funding which have impacted their ability to adequately develop their human, technical and facilities resources. Their financial planning and budget processes are clearly defined and are a collaborative process linked to the mission which is evidenced by the following:

- The Resource Allocation Committee (RAC) is charged with reviewing and prioritizing all budget requests for consideration of the President. Each budget holder is provided the opportunity to present the unique needs of their budget requests orally to the RAC and respond to questions.

- The Board of Governors reviews the College's Budget Estimate prior to submission to the Minister of Education and Culture (Government). The final approved budget is often less than the College's request and therefore adjustments are necessary. Ultimately it is the responsibility of the Bursar, working with the President's Cabinet, to achieve a balanced budget.

- In 2013, Government support accounted for 85% of the College's funding (subvention appropriation and Tuition Assistance Program (TAP) allocation). However, since 2009, the Government has withheld TAP revenue and, as of October 2014, the Government owed the College \$5.2M in tuition payments for students. Current regulations do not permit the College to charge tuition to BVI natives and Belongers.

- Since 2012, the Government grant (subvention) has declined approximately \$1.5M or 15%. This decline in funding has led to the deferral of critical building maintenance, replacement of equipment and other capital building projects.

- Although the College has experienced serious reductions in funding in the past two years, actual expenditures have not exceeded revenues, indicating strong controls over expenses.

- The Fixed Asset Acquisition and Replacement Plan is comprehensive and serves as a planning tool for technology and existing facilities replacements for budget purposes.

- Other planning documents such as the Facilities Master Plan and Technology Plan, which are designed to support the mission and strategic plan of the organization, are in development at this time. However, College staff are working towards completion of these plans.

**Significant accomplishments, significant progress, or exemplary/innovative practice:**

- The development of three-year Resource Allocation Plans enables the College to plan for the reduced allocation from the Government and begin developing alternative methods to enhance revenue. Establishing an Endowment Fund, expanding Workforce Training opportunities and tapping into Alumni as additional sources of revenue are strongly supported by the President and Board of Governors.

**Non-binding Suggestions for Improvement:**

- The 2011 and 2012 audited financial statements present *qualified* opinions from the audit firm, BDO, due to the lack of complete records of fixed assets. The College should make every effort to correct this deficiency and any other management letter recommendations prior to the completion of the 2014 audit in order to obtain an *unqualified* opinion.
- Although the College has departmental goals for Human Resources, the College would benefit from developing an institutional-wide Human Resources Plan that addresses major issues such as succession planning, diversity, employment benefits, employee recognition and the adequacy or allocation of faculty, staff and administration positions to support the College's mission and available resources.

**Recommendations:**

- It is essential that the College President and Board of Governors aggressively move forward to develop and implement strategies to address the new funding reality as this directly impacts the human, technology and physical resources of the institution.
- Although the College provided two fiscal years of independently audited financial statements (2011 and 2012), the College should provide the audits of the most recently completed fiscal years (2013 and 2014) to the MSCHE.
- Given the importance and prominence of technology in the learning environment, the College should create a comprehensive Technology Plan that defines major goals and initiatives for administrative and academic technology. The College should also complete the Facilities Master Plan, particularly the section regarding the condition of current facilities to enable the College to adequately project the critical maintenance needs of existing facilities and plan for the long-term capital needs of the campus.

**Requirements:**

- None.

**Standard 4: Leadership and Governance**

**The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.**

*In the Team's judgment, the institution appears to meet this Standard. 9*

### **Summary of Evidence and Findings:**

Based on a review of the self-study, other institutional documents, and interviews with administration, the Board of Governors and Ministry of Education, the Team developed the following conclusions relative to this Standard:

- The Board of Governors acts as a policy-level body that approves the College Mission, Vision and Strategic Plan and sets high-level objectives for the College. The Board of Governors operates with a committee/sub-committee structure. Sub-committees chaired by various Board members provide oversight in areas of Academics, Finance, Human Resources and Development (Buildings & Grounds). Although the Board of Governors is appointed by the British Virgin Islands central government, no Board members expressed concern that they could not operate with sufficient autonomy and in manners serving the best interest of the College.
  
- The President of the College has the responsibility for the overall functioning of the institution and reports directly to the Board of Governors. His vitae presents a well-qualified individual for these responsibilities.
  
- According to the organizational chart, six individuals report directly to the President with three positions representing the senior leadership team; these positions include the Vice President, Associate Vice President and Bursar. The President and President's cabinet have the necessary backgrounds and qualifications to carry out their roles.

### **Significant accomplishments, significant progress, or exemplary/innovative practice:**

- The efforts towards accreditation, led by Dr. Dawson with the support of the Board of Governors and entire college community, are commendable.
  
- The College's decision to open a portion of one Board of Governor's meeting per year is commendable. As allowable by law, the College should consider opening more meetings of the Board of Governors to the public as a means of promoting transparency and fostering better overall communications regarding College-level priorities.

### **Non-binding Suggestions for Improvement:**

- The Board of Governors acknowledges its role as a policy level body. To ensure clear understanding of roles and responsibilities, the Board should ensure all Board sub-committees operate at this level too.
  
- In the 2013 Climate Survey, less than half of the respondents agreed that administrators regularly shared information with them. This should be reviewed and a plan to improve communications across campus constituents should be implemented. 10

College administrative leadership should develop a calendar of reporting to be presented to the Board of Governors. Some areas the administration may include are regular updates on:

- Quarterly financial reporting;
- Annual facilities and critical maintenance updates;
- Enrollment trend analysis;
- Progress towards Strategic Plan priorities.

**Recommendations:**

None.

**Requirements:**

None.

**Standard 5: Administration**

**The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.**

*In the Team's judgment, the institution appears to meet this Standard.*

**Summary of Evidence and Findings:**

Based on a review of the self-study, other institutional documents, and interviews with the President, administrators and staff, the Team concurs that the HLSCC administrative team has clearly defined roles and responsibilities and a thorough understanding of the institutional mission, goals and objectives. Therefore, the Team developed the following conclusions relative to this Standard:

The President of the College has the responsibility for the overall functioning of the institution and reports directly to the Board of Governors. His vitae presents a well-qualified individual for the responsibilities of the presidency. In his absence, the Continuity of Institutional Leadership policy defines responsibilities and succession within the administrative team: the Vice President, Associate Vice President and Bursar.

The College's administrative structure and leadership responsibilities are clearly defined. Details of administrative functions by title are included in the Human Resource Handbook for Faculty and Staff.

Administrators of the College are supported by the Office of Planning and Institutional Effectiveness which provides leadership for annual department-level planning and serves as a source for institutional data and technical support.

HLSCC has initiated a systematic review of administrative units which supports institutional assessment and provides practical feedback for improvement to the units.

In the 2013 Climate Survey, less than half of the respondents agreed that administrators regularly shared information with them, yet there is no suggestion or recommendation for improvement noted in this Standard.

**Significant accomplishments, significant progress, or exemplary/innovative practice:**

The Office of Planning and Institutional Effectiveness provides leadership for annual planning and is essential in assisting units to understand how plans impact the mission and goals of the College. The dissemination of annual reports related to the implementation, assessment and use of results of assessments including goals related to the Strategic Plan encourages the sharing of this information with faculty, staff, the Board of Governors and the community.

**Non-binding Suggestions for Improvement:**

Review the Climate Survey results to determine if there are other communication issues and develop routine mechanisms for sharing information with faculty and staff.

The Team affirms the College's recommendation to continue the administrative unit review process and to use the results to improve the quality of administrative services. Developing a realistic schedule for these reviews would enable the College to manage this process and assist the units in planning for these reviews.

**Recommendations:**

None.

**Requirements:**

None.

**Standard 6: Integrity**

**To be in compliance with this Standard, in the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.**

*In the Team's judgment, the institution appears to meet the Standard. 12*

### **Summary of Evidence and Findings:**

The concept of ethics and integrity is critically important to the HLSCC community. There is great pride and dedication as members of the institution strive to demonstrate fair and impartial processes through their policies, procedures, hiring practices, publications, and dissemination of information about the institution. Based on the review of the self-study, institutional documents, and interviews with faculty, staff, and students, the Team developed the following conclusions relative to the Standard:

- HLSCC has clearly stated policies that guide the interests and actions of college employees. There is an institutional policy review cycle of three-years in an effort to ensure that policies are current and relevant, and accessible in print and online formats. Many of the more significant and required policies are distributed broadly to appropriate constituent groups.
- Hiring practices are articulated with clearly delineated procedures for the evaluation of all employees, the reaffirmation of employment, addressing employee grievances as well as the imposition of disciplinary procedures against employees, if necessary.
- The institution has job descriptions for all positions on-campus allowing staff to be aware of their stated responsibilities. There is a prescribed process through Human Resources that guides the dissemination of position descriptions and infusing a process for the regular review of these descriptions so they remain current.
- Standards for rights, responsibilities, and expectations for acceptable student behavior, academically and socially, are well defined. There is a process for student grievances that is described in various medium and calls for expedient action on the part of the institution. The institution is fortunate in that there are few – if any – grievances filed. However, it was apparent that students were aware of the steps they needed to take in the event they had a dispute with any employee on-campus.
- Based upon the 2013 Climate Survey results, it appears that communications and expectations between administration and college staff need improvement. 40% of employees felt that the College is inconsistent in adhering to institutional procedures. And, while the institution has identified transparency as an issue to be improved, in comparison to two other issues (air quality and communication), the conversation regarding improving awareness of organizational processes has not been made a top priority.
- The College is intentional in its attempt to make profile information available to the external community through various sources. In some cases, the Team found this information on the website and in other cases, it was not accessible as it was password protected. Some of this information was dated and, in some cases, the means of accumulating the data – such as transfer rates – were based on incorrect means of tracking.

**Significant accomplishments, significant progress or exemplary/innovative practices:**

- None

**Non-binding Suggestions for Improvements:**

- The Team endorses the recommendation in the Self-Study that HLSCC needs to strengthen its commitment to communication between the administration and employees, in particular faculty, taking advantage of the recently formed Faculty Association to improve communication.
  
- HLSCC should reevaluate the process by which information is disseminated regarding policies and associated procedures, establish professional standards for the adherence to these policies and consistency in implementing procedures, and ensure accuracy in the availability of information broadly distributed.
  
- The institution should institute a process to ensure the accuracy, completeness, and accessibility of public information available about the College. In particular, consumer information needs to be easily accessible and enrollment information needs to be accurate and current.

**Recommendations:**

- None

**Requirements:**

- None.

**Standard 7: Institutional Assessment**

**The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. *In the Team's judgment, the institution appears to meet this Standard.***

**Summary of Evidence and Findings:**

HLSCC has established a pattern of institutional review and renewal through their Model for Assessment of Institutional Effectiveness. It defines the relationships among the strategic priorities of the Strategic Plan, the related strategic objectives, the implementation strategies and their assessment per objective which are further expressed through department-level goals and the resulting employee goals to demonstrate accountability. Companion activities undertaken are the assessment of administrative services, systems, and processes, and the assessment of student learning and academic programs. 14

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the Team developed the following conclusions relative to the Standard:

□ In 2012, the College Board of Governors revised the Strategic Plan framework from implementing three-year Institutional Priorities with annual goals to a five- year Strategic Plan with four Strategic Priorities. The model established for assessment of institutional effectiveness builds on the Strategic Plan with a more prescriptive approach than the previous Plan. The 2013-2018 Strategic Plan development also resulted in a revised Statement of Mission and new College Vision and Core Values. The Strategic Priorities reflect how the College chooses to implement the mission.

□ Institutional effectiveness is, in part, evaluated through the assessment of student learning outcomes. Since 2009, the College has developed a student learning outcomes plan, with involvement and oversight by a Director of Outcomes Assessment and a Student Outcomes Assessment Committee. Some programs have external licensure or certification assessment requirements, and they have implemented a comprehensive general education assessment plan and enacted it for some of the elements.

□ Assessment of all degree and certificate programs is also conducted on an annual basis, with a more in-depth review accomplished on a five-year cycle. The annual reviews provide trend analysis related to program market conditions, enrollment, and job placement, primarily for the workforce-related programs. With the necessary data collected, they could further provide additional perspective on the impact of the programs on the lives of graduates and the workplace, and have plans to take this next step. Also, while abbreviated annual reviews are compiled per academic program, the College intends to create an annual overview of all academic offerings to give a more comprehensive view for planning and improvement.

□ The five-year reviews, with oversight from the Instructional Program Review Committee, are more detailed and result in an Action Plan prepared by the Dean, with recommendations reviewed by the President's Cabinet. This cycle of five-year reviews based on data collection and analysis, with resulting actions to improve the quality of the programs, demonstrates how the Program Review process contributes to the overall institutional effectiveness process.

□ The College began comprehensive reviews of administrative units in 2012, similar to the five-year instructional program reviews in that they are self-studies completed over a several month period, with recommendations for improvement articulated by the department staff. At this point, three units have been assessed and more are planned. All administrative units assess their annual goals, use such assessments to improve their functioning, and report on the results.

□ In summary, the institutional effectiveness process of the College is in place with written institutional and unit-level goals with wide involvement of the College community,

identified objectives and strategies to achieve the goals, assessment of the goals, and the results used to make improvements to the associated programs and services. The College has not assessed the new Strategic Plan, but such inaction is understandable given its recent launch.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

Significant progress has been made in developing a culture of assessment that enables the College to determine its effectiveness in fulfilling its mission and achieving its goals.

**Non-binding Suggestions for Improvement:**

The Team endorses the recommendation provided in the self-study to fully train the faculty and staff on assessment practices and the new online planning and assessment system.

The Team endorses the recommendation provided in the self-study to collect and analyze data related to public and private sector needs for workforce preparation as well as the performance of graduates to inform the further development and planning of academic programs.

**Recommendations:**

While a fully developed institutional effectiveness program is in place, the Team recommends persistence of the College's work to continually improve the process. The Team encourages the College to pare down the large number of goals to a manageable set of key performance indicators as a more efficient means to provide meaningful assessment and renewal.

**Requirements:**

None.

**Standard 8 – Student Admissions and Retention**

**To be in compliance with this Standard, the institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.**

***In the Team's judgment, the institution appears to meet the Standard.***

**Summary of Evidence and Findings:**

Members of the HLSCC have a true commitment to providing quality education to all those who seek advanced studies and career training of residents in an effort to contribute back to the territory in support of rapid and expanding economic development. Based upon the review of 16

the self-study, institutional documents, and interviews with faculty, staff, and students, the Team developed the following conclusions relative to this Standard:

- There is clear evidence that HLSCC maintains an open access admissions process that includes clear instructions for application, testing, acceptance, enrollment and registration procedures. This process is articulated on the College's website and in various printed publications. There appears to be very personalized assistance given to shepherd students through the admissions process.
  
- Based upon profile data, HLSCC has maintained a very traditional student population. While there has been little change in the overall number of applications received or the number of students admitted, it is apparent that the student population has gotten younger over the past five (5) years. Given the institution's Strategic Plan, they recognize that it is critical to determine if this student demographic will continue to grow, or if they need to give consideration to other constituent groups, especially the adult population, that may help to stabilize the College's enrollment over time. In doing so, the institution understands the need to give thought as to how to go about marketing to and recruiting these different population segments.
  
- The 2011-2014 Enrollment and Retention Management Plan was not implemented due to upgrades to the SONIS system and lack of institution-wide ownership. This should be a concern for the institution, especially given the changes in the enrollment and economic challenges affecting the territory. With more students electing to attend part-time and the average credit load at 10 credits per semester, the stability and/or potential growth of the institution's enrollment must be guided through a well-designed plan that details strategies, timelines, needed resources, and owners. Currently, the institution has developed a draft of the 2015-2018 Enrollment and Retention Management Plan to move this agenda forward.
  
- Through the variety of programs and services offered, it is evident that the institution strives to meet the needs of students and the community it serves. Procedures are in place to assess students' level of college readiness and/or to place them in appropriate courses if developmental work is required. And, student learning outcomes are succinctly included in program sheets. There is an advising function that is relegated to faculty advisors with support from Student Success Center staff. The advising steps are outlined in respective manuals for students and faculty and focus on providing guidance to students throughout the life of their enrollment.

**Significant accomplishments, significant progress or exemplary/innovative practices:**

- Based upon data provided, HLSCC boasts an 85% fall-to-fall retention rate and a 42% graduation rate. These are outstanding statistics that demonstrate the commitment of the institution to maintain a very well-structured enrollment process that sets students on a clear path to completion and provides them with information and resources that guide them to continue their enrollment in a successful way. The fact that students interviewed by the Team rated the advising process most favorably and believed that faculty advisors

really cared about ensuring their success to completion was an extremely impressive endorsement.

**Non-binding Suggestions for Improvements:**

The institution should be more purposeful in disseminating realistic and accurate data of where students go upon completion of their time at the College. In particular, basing transfer rates on the number of transcripts requested and not gathering information about career placement of graduates does not generate the information that can be beneficial for recruitment and marketing efforts.

**Recommendations:**

Given the institution's acknowledgment of the changes to the territory's demographics and economies, and recent changes to the primary and secondary educational systems, HLSCC needs to complete the process of revising its Enrollment and Retention Management Plan and provide the opportunity for admissions personnel to have established goals, timelines, and progress to completion assessments. Taking into consideration community demographics as well as institutional retention initiatives will help establish realistic institutional and programmatic enrollment goals. This plan should be linked clearly with the institution's overall Strategic Plan as well as connect with any other plans that address admissions, marketing, and outcomes.

**Requirements:**

None.

**Standard 9 – Student Support Services**

**To be in compliance with this Standard, the institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.**

***In the Team's judgment, the institution appears to meet the Standard.***

**Summary of Evidence and Findings:**

Successful students require support that helps guide them in achieving their intended educational goals and offers them a well-organized and appropriate array of services, complemented by strong staff leadership, and opportunities to engage in learning outside the classroom that complements the actual academic learning. Based upon the review of the self-study, institutional documents, and interviews with faculty, staff, and students, the Team developed the following conclusions relative to this Standard:

There is a clearly-stated purpose and mission of the Student Success Center, which offers a wide array of broad-based services available to meet student needs from the point of admission through to graduation. These services focus on encouraging student success,

student engagement, and student satisfaction. They appear to be in compliance with the institution's overall mission and vision.

□ The Student Services staff is composed of an exceptional group of individuals who are more than committed to supporting the comprehensive development of the student for the benefit of their positive learning experience. However, there remain vacancies in critical areas, for example the Counselor position, that have resulted in few individuals assuming responsibility for a number of vitally important functions in support of students.

□ A mandatory orientation is offered that provides opportunity for students to become familiar with the various segments of the campus, get to know key individuals who will be available to assist them, familiarize them with the campus environment, determine how they can be engaged as active students, and become aware of the various services available to support their academic aspirations.

□ General education in core competencies is embedded in programs and services to reinforce knowledge, skills, and proficiencies of students. A sample of students who were interviewed revealed that they were aware of these general education requirements and the importance for their inclusion in their programs of study.

□ Efforts are made to maintain equity in the availability of support services at both campus locations and/or provide opportunities for Virgin Gorda students to take advantage of services and programs at the Paraquita Bay campus. While students interviewed at the Virgin Gorda campus did not see this as a serious issue, it is obvious that more emphasis needs to be placed on this endeavor to strengthen the total experience for students at the Virgin Gorda location, both academically and socially.

□ Transfer articulation agreements are available for student information in print and online formats.

□ In terms of the assessment of student support services, there are measures that the institution takes through the use of feedback cards. However, recognizing that this is not adequate enough to gather valuable information about the student experience, currently, plans are in place for review of support services every semester for immediate improvements, with the intention of putting this assessment process on a three-year cycle.

**Significant accomplishments, significant progress or exemplary/innovative practices:**

□ HLSCC is fortunate to have an internationally-recognized Chapter of Phi Theta Kappa Honor Society. This is a tremendous accomplishment for the institution, is a testament to the commitment of the faculty advisors who work with the PTK student leadership team, and a recognition that should be marketed broadly throughout the territory. This is a student engagement activity that should be replicated among other student organizations.

□ The review of the Student Success Center has led to the development of a Peer Mentorship Program that provides additional academic and personal support for students

and assists them with their transition to the college experience. It is probable that this exemplary program has a direct impact on the success, retention, and graduation of students, and the current effort to assess this program should be completed.

**Non-binding Suggestions for Improvements:**

- The institution recognizes that its population of students with disabilities is increasing and, as a result, there needs to be more attention placed on ensuring that appropriate policies and procedures are in place for identifying, accommodating, and guiding these students. Additionally, the institution recognizes that it needs to provide greater and more comprehensive training and awareness to faculty and staff in order to support these students more effectively.
  
- As part of its effort in assessing non-academic areas, the institution should be more intentional in assessing the various student support services. This needs to be in a structured and consistent format, with established timelines that are staggered in an effort to make the process manageable, include an analysis of steps for improvements, and be able to demonstrate how changes have been made to programs and services as a result of this evaluation.
  
- The planned assessment of the Virgin Gorda location needs to be completed.
  
- The transfer agreements appear to be current, but should have dates added to them to confirm their currency and/or need for review.

**Recommendations:**

- Given the changes to the College's student population that include younger, perhaps less-mature students, as well as the increase in enrollment of students with disabilities, it is recommended that the institution formalize a plan of action for filling the vacant counselor position, whether on a full-time or part-time basis, with an individual who has the proper credentials, qualifications and experience to provide needed support to students along with proper training for faculty and staff.

**Requirements:**

- None.

## **Standard 10: Faculty**

**The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.**

*In the Team's judgment, the institution appears to meet this Standard.*

### **Summary of Evidence and Findings:**

The College has a highly qualified faculty who are actively engaged in teaching, curriculum development, assessment, and student advising. Based upon the review of the self-study, institutional documents, and interviews with faculty, staff, and students, the Team developed the following conclusions relative to this Standard:

- At the time of the self-study report, H. Lavity Stoutt Community College employed 36 full-time faculty, 4 part-time faculty, and 47 adjunct faculty. Although there has not been a lot of turnover in recent years nor the addition of many new full-time faculty positions, the College has well established processes for recruiting faculty. While all positions at the College are advertised on the College's website and in the local newspapers, full-time positions are often advertised regionally or even internationally.
  
- Faculty at the College are well qualified for their positions, with almost all full-time faculty possessing at least a master's degree in their discipline. Many of those without master's degrees are working towards additional credentials.
  
- The College has an environment that fully supports learning and growth, with 25 faculty earning the Certificate in University Teaching and Learning from the University of the West Indies through a College-supported program. In addition, HLSCC's study leave program allows faculty to take extended leaves to obtain advanced degrees through the economic support of the College.
  
- The ratio of full- to part-time and adjunct faculty varies widely from one department to another. While the Business and Computer Studies Department relies quite heavily upon adjunct faculty, other departments find that almost all of their courses are taught by full-time faculty. Since full-time faculty are primarily responsible for program review and assessment, as well as student advisement, departments that are heavily staffed by adjunct faculty have experienced particularly challenging non-course workloads. A concern expressed in the self-study is that part-time and adjunct faculty are often not in attendance at department meetings, although many department heads reported the use of a variety of techniques to support adjunct faculty and integrate their perspectives into departmental planning and assessment.
  
- In 2013, the Faculty Association was created to create a voice for faculty. As faculty meetings were infrequent at the time, many faculty felt uninformed about the decisions made at the College and were concerned that they lacked a voice within the administrative structure. The Faculty Association meets regularly, engaging in

discussions about effective teaching as well as everyday concerns, such as air quality. Communication with the College's administration appears to be an on-going issue, although faculty meetings have been scheduled more frequently of late.

**Significant accomplishments, significant progress or exemplary/innovative practices:**

The College supports faculty through the Centre for Teaching and Learning. In recent years, the College has encouraged 10-15 faculty per year to participate in the Certificate in University Teaching and Learning through the University of the West Indies.

Faculty appear to be very committed to student success and actively engaged in advisement, although it has been difficult to obtain an accurate list of current advisees through the College's data system.

Most academic departments at the College are very actively engaged in the process of student learning outcomes assessment, with the support of the Director of the Teaching and Learning Centre and the Director of Outcomes Assessment.

Most departments have an active, on-going process of self-evaluation where department heads regularly meet one-on-one with faculty to discuss the appropriateness and effectiveness of assessment instruments as well as student performance.

**Non-binding Suggestions for Improvement:**

The College should work to refine the process of assessment of faculty evaluation, both evaluation of faculty by students and department heads. As the College migrates towards the use of an online student assessment tool, it will be helpful to develop practices to encourage a high level of student participation.

While faculty play a key role in the mission of the College, there is a perception that they lack a voice in administrative decisions. In addition, there is a desire for more information about decisions made by administration. The addition of more regular faculty meetings, as well as various modes of electronic communication could help improve this situation.

As a small college with very ambitious goals, faculty are expected to perform at a high level both inside and outside the classroom. In addition to excellent teaching and student learning outcomes assessment, faculty are often members of many committees and advise students. The College will benefit from the development of strategies for recognizing faculty that go above and beyond expectations. Although opportunities for professional development outside the territory have been highly valued, more immediate and low-cost appreciation may help to sustain the high level of faculty enthusiasm.

While the faculty handbook has a very clear description of the faculty ranking and promotion process, it does not appear to be well understood among faculty. It would be

helpful to regularly share this information with faculty during their employment at HLSCC.

**Recommendations:**

None.

**Requirements:**

None.

**Standard 11: Educational Offerings**

**The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.**

*In the Team's judgment, the institution appears to meet this Standard.*

**Summary of Evidence and Findings:**

H. Lavity Stoutt Community College offers certificate and associate's degree programs consistent with its mission. The faculty have developed student learning goals and objectives and have established policies and procedures to assure a high level of rigor. Based upon the review of the self-study, institutional documents, and interviews with faculty, staff, and students, the Team developed the following conclusions relative to this Standard:

The College offers 26 associate of arts degrees and 15 certificate programs that include Business, Accounting, Automotive Technology, Natural Sciences, and General Studies.

The College appears to have a thoughtful program review process that evaluates considerable descriptive data, as well as engaging faculty in strategic analysis and goal setting. Each academic program is responsible for completing a comprehensive program review every five years, with annual updates. The abbreviated annual review ensures that each program continues to work towards departmental and institutional goals and identifies opportunities and threats as soon as possible. However, the self-study expresses a concern that HLSCC does not have data on local market conditions, employment statistics and trends, employer feedback, and graduate performance and this limits the ability of the departments to fully evaluate the effectiveness of their programs. Many programs also use data collected from student internship experiences to refine their program design and assessment.

Many students complete certificate and associate degree programs and continue their education outside of the territory. The College has articulation agreements with several colleges in the Caribbean, the United States, and Canada, although it is not yet clear how many students attend these institutions or how well the articulation agreements work. 23

**Significant accomplishments, significant progress or exemplary/innovative practices:**

- None.

**Non-binding Suggestions for Improvement:**

In the future, the College may wish to assess the extent to which these articulation agreements assist students in the transfer process. Furthermore, the College only indirectly tracks where graduates transfer through transcript requests. Although difficult to collect, more accurate data on transfer could undoubtedly be helpful in the future.

**Recommendations:**

- None.

**Requirements:**

- None.

**Standard 12: General Education**

**The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.**

*In the Team's judgment, the institution appears to meet this Standard.*

**Summary of Evidence and Findings:**

The H. Lavity Stoutt Community College General Education (GE) curriculum focuses on ten proficiency areas. The full General Education program is required of associate degree recipients. The General Education offering is purposeful, coherent and engaging; thus it offers a successful college experience and is consistent with the programs and mission of the institution. This is evidenced through curriculum structure, course content, and assessment.

Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the Team developed the following conclusions relative to the Standard:

The General Education curriculum contains 32-33 credits and includes oral and written communication, foreign language communication, scientific and quantitative reasoning, critical analysis and reasoning, ethical reasoning, historical and cultural awareness, information literacy and technological competency.

Courses which contain the General Education competencies have been identified from disciplines including English, art history, social sciences, mathematics, and science. For

example, the technological competency is met with the satisfactory completion of Microcomputer Applications Software (CSC 104) which introduces the student to software programs used in business, the internet, and the operating system. Scientific reasoning is a competency included in any of the introductory chemistry, biology or physics classes.

□ Several student support services including community service, discipline-based clubs, leadership training, field trips and travel abroad supplement the proficiencies of the General Education core.

□ For most of the associate degree programs, the General Education courses are introduced at the beginning of the first year. The GE courses are spread out through the students' academic program. Some of the General Education courses, such as English, mathematics, social sciences and sciences are prerequisites for upper-level courses.

□ Student and faculty surveys indicate that the GE program is understood and valued. The General Education curriculum is published on the web site, in the college catalog and in the student handbook. Intellectual inquiry is encouraged; thus enhancing student's intellectual growth by incorporating knowledge, cognitive abilities and an understanding of values and ethics.

□ The General Education requirements are listed in the catalog. Course descriptions for classes mapped to the ten General Education proficiencies can also be found in the catalog.

□ Faculty described how the General Education proficiencies have added to the intellectual experience on campus, particularly with the ethics, historical and cultural awareness proficiencies. The study of ethics, culture and the other general education proficiencies provide a foundation for additional understanding of these topics in upper-level, program-specific courses.

□ There is an assessment process for GE student learning outcomes. The assessment process is achieved through the use of internally and externally developed instruments. For some proficiencies, such as ethics, there is assessment in the General Education courses and in academic program-specific courses such as business.

□ Written and oral communication are emphasized as learning objectives in the General Education courses. Writing process and style are introduced in a progressive manner. Assessment of writing skills of students includes classroom evaluations and the use of the external test, Measures of Academic Proficiency and Progress (now the ETS Proficiency Profile).

**Significant accomplishments, significant progress or exemplary/innovative practices:**

- None.

**Non-binding Suggestions for Improvement:**

Continue the integration of the General Education curriculum into the new programs in Culinary Arts, Construction Technology, Architecture, Electrical Engineering, Auto and Mechanical Engineering and Marine Technology. For these programs, explore cross-disciplinary approaches to meet the general education proficiencies. Consider that some of the General Education proficiencies could be met in program-related courses.

Consider distinguishing the courses included in the General Education program in course descriptions in the catalog and on the web.

**Recommendations:**

- None.

**Requirements:**

- None.

**Standard 13: Related Educational Activities**

**The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery or sponsorship meet appropriate standards.**

*In the Team's judgment, the institution appears to meet this Standard.*

**Summary of Evidence and Findings:**

HLSCC offers related educational activities which align to the mission and institutional goals to enhance student learning and support students needing additional assistance to achieve academic success. These include programs that assist academically underprepared students, certificate programs serving traditionally-aged and older adults seeking workforce-related skills and non-credit courses for professional development at the Paraquita Bay and Virgin Gorda instructional sites. Based on a review of the self-study, other institutional documents, and interviews with faculty, staff, students, and others, the Team developed the following conclusions relative to the Standard:

*Fundamental Elements of Basic Skills*

HLSCC has a systematic procedure for assessing a student's foundational skill level in General Education knowledge and understanding (i.e., reading, writing and mathematics), which informs academic placement. This assessment prior to 2012 used ACCUPLACER. Currently high school performance and single subject Caribbean Examination Council

(CXC) examination results and criteria developed by faculty for English and Mathematics are used.

□ Quantitative results of basic skills and placement testing coupled with HLSCC's published criteria for evaluation of these scores, ensures students are appropriately placed in collegiate level or remedial courses. Placement test scores help identify deficiencies in students' abilities in reading, writing, mathematics, and computer and science skills. Students who are underprepared in mathematics may be placed into the non-credit courses MAT 050 (Pre-Algebra) or MAT 051 (Beginning Algebra). Both courses are delivered as three-credit classes but do not count as academic credit. Faculty interviewed stated that the new procedure to evaluate the basic skills of all incoming students has helped keep the skill levels within a class appropriate for the course.

□ The College provides skills enhancement courses to address students' academic deficiencies. These skill enhancement and tutoring services are offered through the Student Success Center and the Learning Resources Center.

#### *Fundamental Elements of Certificate Programs*

□ HLSCC offers certificate programs in Business Administration, Office Assistance, Supervisory Management, Computer Studies, Disaster Management, Human Services, Marine Studies, Automotive, Construction and Electrical Engineering, Land Surveying and Culinary Arts. Courses completed in these certificate programs fully transfer to the corresponding associate degree programs. Additionally, certificate students take advantage of the academic and career support services that the College provides.

□ Certificate programs align to the College's mission and goals. Programs are listed in the College catalog and are described by clearly stated student learning objectives and program requirements.

□ The certificate programs prepare students for employment opportunities in the geographic area around the British Virgin Islands.

#### *Fundamental Elements of Non-credit Offerings*

□ The H. Lavity Stouff Community College Professional Development and Community Education (CPDCE) program offers 34 courses in 8 fields.

□ Non-credit offerings, professional development courses and community education classes are designed and delivered by appropriately credentialed College faculty. These classes meet various needs of the community. Examples of these offerings include classes in Marine Studies, Financial Services and Chartered Management. Several of these non-credit courses follow curriculum developed by agencies in the United Kingdom.

□ The College and the Ministry of Education and Culture jointly provide non-credit Technical and Vocational Studies classes for students who did not complete their

secondary school education. This joint endeavor between the College and the Ministry provides information regarding career options and the academic requirements needed to meet the career goals of students.

#### *Fundamental Elements of Experiential Learning*

- The College does not currently offer credit for prior learning.
  
- The programs in Culinary Arts, Business, Teacher Education, and Computer Science offer internship credit that may be applied toward meeting Associate Degree requirements. Internship experiences are identified with stated goals and objective measurements of student performance.
  
- Department policies and procedures for evaluating internship programs at the College are published. Internships are designed to offer students credit-based, experiential learning in the professional world which contribute to preparing students for eventual entry-level employment. Final internship grades are based on reports from sponsoring employers on students' performance, attendance, related projects and written assignments.

#### *Fundamental Elements of Distance Learning Courses and Instructional Sites*

- HLSCC is expanding its online course offerings to serve the student needs at the Virgin Gorda Center located on an island approximately 16 miles from the main campus in Tortola and the student population unable to take traditional campus classes.
  
- Online and branch campus instruction utilize hybrid and webinar-type instructional modalities. College students on the Virgin Gorda campus indicated that the courses were offered frequently enough to meet their academic needs. Faculty have been trained to use Smart board, Moodle and two-way camera and voice technology to make the academic classes on the Virgin Gorda campus comparable to the face-to-face instruction on the main campus.
  
- To help keep the standards consistent for students at both locations, all courses regardless of modality are taught by appropriately credentialed faculty who use the same textbooks, course outlines, and final exams.
  
- The Virgin Gorda location has a Learning Resource Center managed by the Director of Learning Resource Center on the main campus. This Center contains a collection of books, audio-visual materials, computers, printers and copies that students may access.

#### **Significant accomplishments, significant progress or exemplary/innovative practices:**

- The certificate and CPDCE programs prepare students for entry-level employment opportunities consistent with the mission and values of the institution. H. Lavity Stoutt Community College should be commended on this accomplishment and continue to maintain its achievement of student learning outcomes.

The training provided by the Teaching and Learning Center and the Information Technology Department has prepared the faculty with the technology tools to provide quality distance-learning instruction.

**Non-binding Suggestions for Improvement:**

In the skills enhancement courses, incorporate ways to help students understand the connection between their completion of these courses with institutional learning objectives, program objectives, course completion, and their personal achievement.

H. Lavity Stoutt Community College should explore the potential of offering its students more online offerings in General Education to promote student persistence, especially for nontraditional students.

Students enrolled in online courses should be encouraged to take advantage of online tutoring to support their studies.

**Recommendations:**

None

**Requirements:**

None.

**Standard 14: Assessment of Student Learning**

**Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.**

*In the Team's judgment, the institution appears to meet this Standard.*

**Summary of Evidence and Findings:**

HLSCC has made an explicit commitment to the assessment of student learning through a Board-approved policy on the expectations for systematic and sustained assessment of student learning outcomes. Each department has developed statements of expected learning outcomes and learning outcomes assessment plans. In addition, assessment of non-instructional student learning has begun. Faculty and department heads are responsible for developing the student learning outcomes, and those at the course level are included on all course outlines. As a result, department heads and the faculty have primary responsibility for all aspects of the student outcomes. Based on a review of the self-study, other institutional documents, and interviews 29

with faculty, staff, students, and others, the Team developed the following conclusions relative to the Standard:

□ Standardized, formalized, recurring evaluation of student learning by assessing outcomes is in place, and such data are being used to make improvements to teaching, courses, and programs. Full-time faculty are substantially engaged in these activities and the involvement of adjunct faculty is expanding. A comprehensive assessment of the student learning outcomes assessment program has been conducted at the completion of their first cycle ending in 2012, and assessment of the second cycle is underway.

□ The College has a documented, organized and sustained assessment process to evaluate and improve student learning outcomes assessment, led by the Student Outcomes Assessment Committee and the Director of Outcomes Assessment. As evidence of this, the Committee revised the process in 2012 in order to provide a less cumbersome output that allows for improved ability to analyze how the programs are performing overall. These revisions are now embedded in the 2012-2015 Student Outcomes Assessment Plan. It not only includes summary performance data but also the steps and responsibilities needed to accomplish improvements based on results. To facilitate the process, program assessment coordinator duties have been assigned to individual faculty members in each department.

□ Evidence from a full-time faculty survey demonstrates they have been actively involved in the student learning outcomes process by being involved in developing implementation plans, using assessment results to improve teaching and learning, making curricular changes, and collaborating with other faculty, among other beneficial activities. Ways to improve the process and involvement of the faculty were also identified.

□ A college-wide assessment (representative sample of 32 faculty, academic heads, and administrators) of the student outcomes assessment processes was recently undertaken using a questionnaire developed from the Middle States Commission on Higher Education materials. Results were positive in most areas. Two areas in need of improvement were identified as using assessment results to improve planning and budgeting and sharing results more broadly.

**Significant accomplishments, significant progress, or exemplary/innovative practices:**

□ The Team finds the student outcomes assessment process to be particularly well-established, embraced by the faculty and administration, rigorous, sustainable and pervasive, and considers it a significant achievement of the College. We encourage the College to develop a consistent level of engagement in all academic units.

**Non-binding Suggestions for Improvement:**

□ The Team endorses the recommendation made in the self-study to apply these assessment methods and planning to the workforce development (non-credit) teaching and learning activities of the College.

While in its fledgling stages, the Team suggests that a plan to assess non-instructional student outcomes be fully developed and implemented.

Recognizing the key role performed by adjunct faculty members, and the indication in the self-study that the College would like to improve the participation of the part-time and adjunct faculty in activities beyond the administration of assessment instruments, the Team endorses the suggestion made to have more adjunct faculty involved in utilizing the data to improve course and program effectiveness.

**Recommendations:**

None.

**Requirements:**

None.