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Greetings from the President

Dear Members of the Community,

It is with great pleasure and enthusiasm that I present to you West Shore Community College's new strategic plan. I am honored to work with a Board of Trustees and a team of dedicated faculty, staff, and administrators who are committed to shaping the future of our community.

At our core, we believe in the transformative power of education and its ability to empower individuals, families, and communities. It is our unwavering commitment to providing accessible, affordable, and high-quality education that has propelled the College to be a leader in our region.

The purpose of this strategic plan is to outline our vision and direction for the coming years. It is a roadmap that guides our decisions and actions, ensuring that we continue to meet the evolving needs of our students and the community at large. This plan is the result of extensive collaboration and input from all stakeholders, including students, faculty, staff, community leaders, and industry partners. Together, we have identified key areas of focus that will enable us to build upon our successes and address the challenges of the ever-changing educational landscape.

Our strategic plan encompasses a comprehensive set of goals and initiatives that align with our mission to make the community a better place to learn, live, work, and prosper. We achieve our mission through exceptional education, fostering student success, promoting inclusivity, and contributing to the economic development of our region. Our goals include enhancing student support services, expanding educational programs to meet workforce demands, cultivating partnerships with local businesses and industries, and promoting a culture of innovation and excellence.

We recognize that every student deserves an equal opportunity to succeed, regardless of their background or circumstances. We will continue to foster diversity, create a welcoming and supportive environment, and implement strategies to ensure that all students have access to the resources and support they need to thrive academically and personally.

As we embark on this journey together, we are mindful of the challenges that lie ahead. The rapidly changing global landscape, technological advancements, and shifting educational paradigms require us to be agile, adaptive, and forward-thinking. Our strategic plan embraces these challenges and positions us as leaders in community college education, ready to embrace the opportunities that lie before us.

I invite you to join us on this exciting endeavor as we work collaboratively to transform lives, strengthen our community, and shape the future. Together, we can build a stronger, more prosperous society through education.

Sincerely,

Scott Ward
President
Strategic Plan Development Process

This strategic plan represents a collaborative effort between West Shore Community College (WSCC) employees, the Board of Trustees, and a wide variety of community stakeholders from WSCC’s service region. During the Fall 2022 semester, the Institutional Effectiveness Team facilitated a data-gathering campaign that included holding focus groups with various community boards and organizations, administering a community-wide survey, and collecting internal student and employee feedback. A total of 13 focus groups were held and 85 survey responses were received, resulting in hundreds of individuals contributing to WSCC’s vision for the next five years. Additionally, the Personal Assessment of the College Environment (PACE) survey was administered to gather employee feedback about the WSCC culture, strengths and weaknesses of the organization, and priorities for the future.

The development of this plan occurs during Year One of the five-year strategic planning cycle depicted below. This process operates on a continuous improvement model with each year including data collection and analysis (including curricular and co-curricular assessment data), reflection on results, and adjustments to goals and improvement initiatives. Year Four includes a mid-cycle refresh and update to the strategic plan, which involves reaffirming the institution’s mission, vision, and values and making any needed changes to strategic objectives and targets.
Vision, Mission, and Values

Upon completing the development process described in the preceding section, the College is pleased to recognize that our vision, mission, and values continue to serve as accurate reflections of our purpose, aspirations, and beliefs. We, therefore, reaffirm the following vision, mission, and values statements.

Vision

Our vision statement creates a conceptual image of our preferred future.

*Our vision is to be one of America’s premier community colleges, driven by a passion for:*

- Assuring student success;
- Serving our entire community; and
- Pursuing greatness.

Mission Statement

Our mission statement is our reason for being and a commitment to our stakeholders.

*West Shore Community College’s mission is to make our community a better place in which to learn, live, work, and prosper.*

Core Values

The core values are principles that guide and direct our attitudes, decisions, and behavior.

*West Shore Community College values people first. As we pursue greatness, we are guided by these values:*

**Learning:** Creating opportunities for gaining core abilities, workplace skills, and lifelong personal growth.

**Integrity:** Honoring our commitments and promises with openness and mutual respect.

**Excellence:** Striving for greatness through a positive attitude and continuous improvement.

**Inclusiveness:** Building community through teamwork, collaboration, and outreach.

**Creativity:** Opening our minds and the minds of our students to infinite possibilities.
Four Pillars of Success

West Shore Community College is dedicated to excellence in education and the support of our students as they pursue personal and professional goals. We strive to provide a robust and dynamic educational environment and learning experience leading to success in college, work, and life. Every faculty and staff member at West Shore has an important role in delivering an outstanding experience to our students. We embrace the principles of inclusiveness, collaboration, transparency, and continuous improvement. We will work together to provide our communities with an inspiring, innovative, and positive environment and base our academic and operational decisions on fulfilling our commitment to student success.

Our strategic plan is developed around four primary areas of strategic focus, otherwise known as our four pillars of success:

Foster Student Success
We believe all students will benefit from West Shore’s high-quality learning experience and earning a degree or certificate from our College. Student success is a continuum that must be addressed at each stage along a student’s journey: initial inquiry, entry, progress, and completion. Improving measurable outcomes at West Shore requires intention and focus. We strive to identify the most effective ways to ensure that college navigation processes are seamless while also strengthening engagement and rigor in the learning process.

Innovate and Collaborate
We believe innovation and collaboration are essential to the way we accomplish our goals. To keep pace with advancements in knowledge, we must work and dream together to design solutions for current problems and create new possibilities for the future. West Shore recognizes that continuous improvement can be incremental or transformational. We seek to create a culture that promotes and rewards innovation and collaboration around systems, processes, procedures, practices, and traditions. We will actively encourage experimentation and risk-taking, acknowledging failures as opportunities to learn and grow.

Serve Our Community
We dedicate ourselves to serving the individuals, businesses, and communities in our region. Within the context of our mission, we strive to meet the needs of our diverse constituencies and audiences. We are committed to providing the best service, removing barriers to success, and aiding in the achievement of personal and professional goals. We not only play an academic role in our communities but also serve as a center for workplace development and training, recreational services, and cultural enrichment opportunities. As individuals and a collective, we seek to be active participants in the lives of our communities, contributing to personal, economic, and community vitality.

Strengthen Our Organization
We believe our ability to deliver on our goals and strategies is dependent upon excellent infrastructure, services, planning, and the care of our human and capital resources. To provide the best possible education for West Shore students, we must ensure that our faculty, staff, and administrators have the tools and resources necessary to excel in their roles. As we evolve, we must align our planning, financial, and assessment functions with our strategic priorities and meet our students’ and employees’ working and learning needs.
Due to the limited availability of housing, many students struggle to find affordable and safe housing near the college campus. This can cause transportation and financial difficulties, as well as hinder their ability to focus on their studies. The lack of suitable housing options can also discourage potential students from enrolling.

**Housing**

**Childcare**

Without access to affordable and reliable childcare, many students may struggle to balance their academic responsibilities with their parental duties, causing them to drop out of school or delay their academic progress. Moreover, the cost of childcare can cause significant financial difficulties and affect their academic success. Childcare solutions can help support the academic success and overall well-being of community college students who are also parents.

**Accessibility & Programming**

Improving access and offering more programming are key strategies for promoting student success and recruitment. Through a range of academic programs, career pathways, and support services, the college can attract and retain a diverse student population and help students achieve their educational goals. Improving access and offering more programming can help the college create a supportive and engaging learning environment that promotes student success and contributes to the economic and social well-being of the community.

**Transportation**

Transportation is a significant challenge for many community college students, especially those who do not have access to reliable options. Limited public transportation can make it difficult for students to commute to campus or travel to internships, jobs, or other educational opportunities. Moreover, many community college students work part-time or full-time jobs to support themselves while attending school. This can make it challenging to balance school and work responsibilities, especially if they rely on public transportation that may not align with their work schedules. Lack of transportation can also limit the ability of students to engage in extracurricular activities and attend campus events, which can impact their overall college experience.

**Engagement**

Engagement is a crucial factor in the success of community college students. When students feel engaged with their college and their academic programs, they are more likely to stay motivated, persist in their studies, and ultimately achieve their educational goals. Engagement can take many forms, including participation in extracurricular activities, involvement in student organizations, and interaction with the faculty and staff. When students are engaged, they are more likely to feel connected to the college community, which can provide a sense of belonging and support. Through engagement the college can prioritize creating a welcoming and inclusive campus environment where students feel valued and supported.

**Inclusiveness**

Inclusiveness is a critical factor for the success of college students and is crucial for engagement. When a community college is inclusive, it creates an environment where all students feel valued, respected, and supported, regardless of their backgrounds or identities. As part of inclusiveness, intentionally incorporating diversity, equity, and inclusion (DEI) into the college will help promote understanding and awareness of different perspectives and experiences.
### Strategic Focus
#### Foster Student Success

<table>
<thead>
<tr>
<th>Objective</th>
<th>Measurement</th>
<th>Goal</th>
<th>Results</th>
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</table>
| Retain students at WSCC from their first fall semester to the winter semester | Percentage of credential-seeking students who continued enrollment or earned a credential at WSCC | 84% | Fall 2022 Cohort: 83.0%  
Fall 2021 Cohort: 83.9%  
Fall 2020 Cohort: 72.5%  
Fall 2019 Cohort: 82.8% |
| Help students to persist in higher education from their first fall semester to their second fall semester | Percentage of credential-seeking students who continued enrollment, earned a credential, or transferred | 70% | Fall 2022 Cohort: TBD  
Fall 2021 Cohort: 69.0%  
Fall 2020 Cohort: 56.9%  
Fall 2019 Cohort: 69.5% |
| Have students earn a credential from WSCC within three years of their first fall semester | Percentage of credential-seeking students who completed a degree or certificate at WSCC | 36% | Fall 2020 Cohort: TBD  
Fall 2019 Cohort: 35.4%  
Fall 2018 Cohort: 26.7%  
Fall 2017 Cohort: 30.1% |

#### Innovative & Collaborative

<table>
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</table>
| Help students to successfully progress through a gateway English course within their first year of enrollment | Percentage of credential-seeking students who pass ENG 111 (English Composition) with a grade of "C" or better or otherwise earn credit | 68% | Fall 2022 Cohort: TBD  
Fall 2021 Cohort: 58.8%  
Fall 2020 Cohort: 56.5%  
Fall 2019 Cohort: 62.7% |
| Help students to successfully progress through a gateway math course within their first year of enrollment | Percentage of credential-seeking students who pass a gateway math course* with a grade of "C" or better or otherwise earn credit (*MTH 121, 123, 125, 151, or TMA 114) | 40% | Fall 2022 Cohort: TBD  
Fall 2021 Cohort: 36.5%  
Fall 2020 Cohort: 39.4%  
Fall 2019 Cohort: 38.6% |
| Improve student skills in creative and critical thinking, effective communication, and acting professionally | Percentage of core abilities assessment metrics evaluated as having met learning standards | 89% | 2022-2023: TBD  
2021-2022: 87.4% |

*Continued on the following page…*
### Strategic Plan Objectives and Goals

**Serve Our Community**

<table>
<thead>
<tr>
<th>Strategic Focus</th>
<th>Objective</th>
<th>Measurement</th>
<th>Goal</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serve Our Community</td>
<td>Increase community engagement</td>
<td>Number of individual connections to members of our communities through events on-campus, off-campus, virtually, and with partner organizations</td>
<td>11,000</td>
<td>2022-2023: 11,626, 2021-2022: 9,611</td>
</tr>
<tr>
<td>We will build new partnerships and enhance existing relationships with individuals and community, academic, business, and governmental organizations.</td>
<td>Meet emerging workforce demands through education and training programs</td>
<td>Offer academic courses and programs that align with community needs, as well as workforce development trainings that advance necessary skills sets</td>
<td>Qualitative</td>
<td>A qualitative report of the college's efforts in this category will be produced each year and linked to here</td>
</tr>
<tr>
<td></td>
<td>Facilitate conversations with community partners to address common challenges and opportunities</td>
<td>Address the areas of community need presented earlier in this strategic plan by collaborating with community partners and improving our community services</td>
<td>Qualitative</td>
<td>A qualitative report of the college's efforts in this category will be produced each year and linked to here</td>
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</tbody>
</table>

### Strategic Focus

**Strengthen Our Organization**

<table>
<thead>
<tr>
<th>Strategic Focus</th>
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<th>Goal</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strengthen Our Organization</td>
<td>Ensure successful implementation of multiple stages of continuous improvement initiatives</td>
<td>Number of continuous improvement initiatives that were implemented</td>
<td>40</td>
<td>2022-2023: TBD, 2021-2022: 36</td>
</tr>
<tr>
<td>We will enhance our operational efficiency and effectiveness</td>
<td>Improve student and staff support systems for wellness</td>
<td>Improve physical spaces, training opportunities, and events that encourage mental and physical health</td>
<td>Qualitative</td>
<td>A qualitative report of the college's efforts in this category will be produced each year and linked to here</td>
</tr>
<tr>
<td></td>
<td>Increase opportunities for staff and student inclusiveness and belonging</td>
<td>Provide training opportunities, host events, remove barriers, and provide support to encourage greater inclusiveness, diversity, and belonging</td>
<td>Qualitative</td>
<td>A qualitative report of the college's efforts in this category will be produced each year and linked to here</td>
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</table>
Curricular and cocurricular assessment of student learning at WSCC has a far-reaching influence that goes beyond its direct impact on students. As a key component of the college’s strategic plan, core abilities assessment is an institutional priority as well as a performance measure. Throughout the academic year, monitoring of student learning outcome attainment provides data which can lead to changes in curriculum, pedagogy, programming, and purchasing. Assessment is at the core of WSCC’s institutional culture, providing critical data for informed decision making and continuous improvement.

Throughout the year, activities relating to these various organizational functions overlap and interact, influencing one another as insights and decisions from one process impact those from another. In effect, these seemingly disparate activities are actually part of one cohesive process of continuous quality improvement. By considering how these activities fall on an annual timeline, the interactions between these organizational functions can be visualized.

Each academic year, a beginning-of-year assessment report is completed by all academic programs during fall in-service in August. This provides faculty and administrators with an opportunity to evaluate last year’s results and plan for the coming year. As these plans are implemented and formative data and assessment results are collected throughout the semester, curriculum changes are planned and submitted. The college budget may later be adjusted to accommodate needed equipment or personnel to enact these curriculum modifications and additions. A mid-year assessment report is also completed, which asks faculty to anticipate any budget or capital requests for the coming year based on their analysis of assessment results thus far.

Program reviews are conducted for all occupational programs and general education categories on a five-year rotation. These reviews are typically finalized in April and include sections dedicated to evaluating past performance data, analyzing assessment results, planning for future budgetary needs, and making recommendations for program improvements. In effect, the program review ties all of these functions together for each individual academic program and provides them with a strategic roadmap for the coming years.
End-of-year assessment reports are then completed in May, along with the finalization of the capital equipment request process and departmental budgetary adjustments. Assessment data for the year is reviewed alongside formative and summative data from the strategic plan by the President’s Leadership Team, thus setting the stage for executive-level planning discussions as the new academic year approaches.

- **Beginning-of-Year Assessment Reports**
- **Curriculum changes are submitted**
- **Mid-Year Assessment Reports w/ anticipated budget requests**
- **Program Reviews**
- **End-of-Year Assessment Reports**
- **Budget/Capital Process Concludes**

**August - December**

**January - April**

**May - July**

Assessment data is reviewed alongside formative and summative data; strategy adjustments are made as needed.