



## INTRODUCTION

The T.A. Marryshow Community College (TAMCC) is the sole national public educational institution offering post secondary, tertiary and further education in Grenada. Established by the Government of Grenada on July 1, 1988, TAMCC merged eight of the existing post secondary and further education institutions under a single institution:

- The Grenada Teachers' College
- The Grenada Technical and Vocational Institute
- The Institute for Further Education
- The National Institute of Handicraft
- The Mirabeau Agricultural Training School
- The Domestic Arts Institute
- The Continuing Education Programme
- The School of Pharmacy

Almost ten years later, the School of Nursing, which was under the Ministry of Health, and the St. Patrick's Multipurpose Center (Technical and Vocational Institute), were moved to the TAMCC.

In April 1995, the Upper Chamber of Grenada's Parliament passed the T.A. Marryshow Act establishing the T.A. Marryshow Community College as a statutory body governed by a council, making the College a fully fledged legally-unified educational institution serving the post-secondary, tertiary and further educational needs of the Grenadian population.

The Act was amended in 1996 but not officially proclaimed until March 1, 2001. Hence, by any measure – and certainly in comparison to other colleges in the region, TAMCC is a very young institution. During its short history, the College has had (four) wholly new Governing Councils, five different principals and a succession of senior managers. This constant change of “players” has been problematic for – and, no doubt impeded – the development of the College.

The 1996 Act stopped short of allowing the College to become fully “statutorised”. Lands and buildings (with the exception of the Tanteen Campus) were not vested to the College. Also, the Act allowed members of the Public Service Commission (PSC) and Ministry of Education (MOE) to retain their status as government employees while working at the College. Both of these provisions have served to restrict the autonomy of the College. Recently, however, the College has gained title-in-trust to its lands and buildings at the Tanteen Campus, and both the Ministry and the College are engaged in initiatives aimed at reconciling the status of PSC and Ministry employees.

In 1996/97 TAMCC had a total enrolment of 872 students in combined A Level/Associate Degrees, secretarial/commerce studies, technical/engineering studies, hospitality studies, teacher training and agricultural/food science studies. More than half of the students were enrolled in combined A Levels/Associate Degree programmes. Over the ensuing decade, student numbers swelled to 2056 – an increase of 237%. This trend continues in 2010/2011 when the total enrollment was recorded as two thousand two hundred and thirty six (2,236) in all three Schools of the College demonstrating the increasing value of the college to the nation. Within the last two academic years, however, the student population experienced gradual declines for various reasons, including but not limited to, the strict compliance of the matriculation requirements to the various programmes, difficult economic environment, removal of the Government transportation subsidy for students coming from the outer parishes, students moving from the secondary schools directly to other tertiary institutions and competing training programmes by the Government that pays a stipend to students pursuing training programmes under the New Imani Initiative. In this regard, at the commencement of the new 2013-2014 academic year, student enrollment at the College *stands at 1,468*.

The diversification of programme offerings and the burgeoning growth of the Associate Degree and Bachelor's programmes also indicated the imperative for TAMCC to adapt to meet the changing demands of the Grenadian population as well as a new emerging paradigm shift.

The College is organised into three Schools:

1. The School of Applied Arts and Technology (SAAT),
2. The School of Arts, Sciences and Professional Studies (SASPS) and
3. The School of Continuing Education (SCE).

Currently programmes from these Schools are offered from five campuses:

1. the major site at Tanteen, St George's,
2. the Nursing Programme housed on the St. George's General Hospital grounds,
3. the Mirabeau Campus in the Parish of St. Andrew offering Agriculture,
4. a small multi-programme facility in Carriacou, and
5. In the northernmost Parish of St. Patrick under SCE offering one year programmes, and three (3) Associate Degrees (Business Studies, Social Sciences and Hospitality Management Studies)

Each School is administered by a Dean and Associate Dean. The programmes offered by each School are coordinated within departments which are supervised by Chairs.

There are seven (7) Departments within the School of Arts, Sciences and Professional Studies (SASPS). They are:

- i. Natural and Related Sciences (Environmental Studies, Applied Physical Sciences, Pharmacy, Horticulture, Agriculture, Physical Education and Sports)
- ii. Arts ,Humanities and General Studies, (Modern Languages)
- iii. Business Studies,
- iv. Office Administration and Information Technology,
- v. Social Sciences
- vi. Nursing, and
- vii. Teacher Education (Early Childhood, Primary, and Secondary)

Through these departments, SASPS provides programmes leading to Associate Degrees, (so far, one Bachelor's degree), as well as certificates in Further Education, Caribbean Advanced Proficiency Examination (CAPE) qualifications, and City and Guilds certification.

The School of Applied Arts and Technology (SAAT) has a complement of five (5) departments:

- i. Tourism & Hospitality,
- ii. Electrical/Electronic Technology,
- iii. Building Technology, and Mechanical Engineering
- iv. General Education.

These departments offer twelve (12) programmes, namely:

- a. Building Technology,
- b. Building Trades and Services
- c. Electronic Engineering Technology,
- d. Computer Systems Engineering Technology,
- e. Fabrication Engineering Technology
- f. Hospitality Studies,
- g. Food and Beverage Operations,
- h. Culinary Arts
- i. Nutrition and Food Management,
- j. Electrical Engineering Technology,
- k. Refrigeration and Air Conditioning Technology,
- l. Automotive Service Technology,

Students enrolled in programs offered in these departments graduate with Associate Degrees, and Level I/Level II/Level III certificates.

The School of Continuing Studies (SCE) caters to the outreach programmes of the College. This is accomplished through programmes offered by the departments of:

- i. Access & Professional Studies,
- ii. Technical and Vocational Education and Training (TVET)
- iii. Business Services
- iv. Building and Related Engineering Services

In addition to acquiring qualifications for access to the Associate Degree programmes (Business Studies, Media Studies, Marketing, Social Work), students within this School also acquire competency-based Certificates (Accounting Clerk, Data Operations, General Office Administration, Paralegal Studies, Modern Management, Parenting Facilitation Certificate), and industry-tailored programmes.

### **Enrollment History:**

For the academic year 2009-2011, two thousand, three hundred and nineteen (2319) full time, for 2011-2012 the student population was 2500, in 2012-2013 the student population was 1949. It is to be noted that these students have been registered pursuing various programmes leading to the Associate Degrees, Certificates of Competence, Certificates in Further Education, Caribbean Advanced Proficiency Examination (CAPE) certification, and City and Guilds certification. The data indicate that the majority of students currently studying at TAMCC fall within the 17-24 year-old age cohort and twice as many females to males.

Student enrolment has increased from under 1000 in 1996 to 2000 in 2005 to 2319 in 2010 showing a slowing of the growth due to limited space caused by the damage of hurricane Ivan. Growth between 1996 and 2005 occurred most noticeably in the SASPS. The rapid growth of the period between 1996 and 2005 has placed tremendous strain on all resources of the College – staff, finances and facilities.

*In 2000 CARICOM established a target of 15% of the secondary school graduating cohort in member states to be enrolled in tertiary education by 2005 as part of its commitment to the United Nations Millennium Development Goals (MDGs). TAMCC seeks to do this by providing both fulltime and part time education and training opportunities. In addition to the fulltime programmes offered by the SAAT and SASPS, TAMCC through the SCE has a rich history of partnering with other agencies locally, regionally and internationally in the delivery of training for young people through its School of Continuing Education. This is complemented by the legal authority to issue nationally recognized certificates for the training it provides, and the quality assurance of the qualifications issued based on the regional standards of the Caribbean Vocational Qualifications (CVQ).*

The following provides a list of some of the more significant partnerships in which the College was involved during the last four years.

- Grenada Youth Education And Training Programme (GYETP)
- Grenada Business and Agriculture Revitalization Project (GBAR)
- Caribbean Disaster Emergency Response Agency (CDERA) - “Safer Building”
- Diploma Programme in Technical and Vocational Teaching (University of Technology, Jamaica)
- Grenada Rural Enterprise Project (GREP)
- Grenada Training and Employment Project (GTEP)
- Caribbean Youth Empowerment Program (CYEP)
- National Water and Sewerage Authority (NAWASA)
- Basic Needs Trust Funds (BNTF)
- Skills for Inclusive Growth
- Ministry of Health
- Ministry of Social Development
- Ministry of Finance (NOU-National Ozone Unit)
- Regional Security Systems (RSS)
- The Crane Residential Resort
- CARICOM Education for Employment (C-EFE)
- Nova Scotia Community College

The training process includes:

1. Apprenticeship
2. Job Placement Experience

### 3. Life Skills

#### Open and Distance Learning

TAMCC is assessing the advantage of broadening its reach through establishing outreach centers elsewhere in the state to offer courses part-time and in the evenings. The introduction of new technologies in the teaching and learning process has expanded over the last five years 2005-2010. The use of ICT technologies has the potential to significantly increase access to the college's programmes both by student's at a distance from the main campus and those who want to access the College programmes anytime and anyplace. This can significantly expand the reach of the college, not only to Grenadians living in Grenada, but also to Grenadians living in other countries. The annual fees are considerably less than most tertiary institutions.

TAMCC staff members have also participated in formative activities supporting the establishment and operation of the Caribbean Knowledge and Learning Network (CKLN) which was set up by the governments of the region to develop a regional electronic network to link National Research and Educational Networks (NREN) for the social and cultural service institutions.

In September 2010 the College established a Unit to develop and implement the use of technology to reach the students and potential students who are at this time unable to access all programmes offered by TAMCC through the main campus. The college is in the process of developing the capacity to provide access to all programmes either part time or full time, through a synchronous or asynchronous mode to all nationals no matter where in the tri island state they reside.

#### TAMCC ADMINISTRATION

The college administration consists of the following departments: The Office of the Principal, and Deputy Principal, the Finance Department, The Office of the Registrar and Records Department, Human Resources Department, Learning Resource Centre, Admissions, Information Technology Services, Facilities Management, and Student Services which includes health and counseling services.

#### STUDENT AFFAIRS

Within the College, there is a Student Affairs Director who is responsible for providing the following services to students:

- Financial Aid
- Counseling, health and disability services, including career and personal counseling and assistance with health issues

- Educational and academic services, including information on higher educational institutions, scholarship and loan programmes, etc.
- Judicial services, including the handling of disciplinary issues for students
- Student life programmes, including extra-curricular activities, student government, College celebrations, etc.
- Student sports, including both inter-mural and intra-mural sports activities

As part of its strategic direction for the next decade, TAMCC is planning to strengthen and enlarge this office so that it can carry out its mandate more fully.

## **STRATEGIC PROFILE**

How the T.A. Marryshow Community College defined its business:

The T.A. Marryshow Community College (TAMCC) prides itself on providing accessible quality educational and training opportunities to help individuals achieve their personal and professional goals and prepare for the changing needs of the labour market.

The College seeks to serve the needs of:

- High school graduates and school leavers ambitious for further education to prepare for further studies, and/or the job market,
- Working adults wanting to raise their level of education and training on a part time basis,
- Business and industry by providing a diversity of accessible and affordable academic and technical post-secondary and tertiary programmes and opportunities for secondary school completion through continuing education,
- Public sector by providing custom designed training programmes for specific job requirements as required by the public sector.

## **Market Opportunity**

Given its singularity in the public post secondary and tertiary marketplaces in Grenada, TAMCC has an apparent market advantage – and a captive audience. Certainly, for the majority of Grenadian secondary school graduates, TAMCC is the only viable choice, because the Government deliberately caps the fees at a low level to enable as many students as possible to attend the College.

However, in light of the advent of the Caribbean Single Market and Economy (CSME), the global market changes over the last five years, the College is in the process of reassessing its offerings and updating its curricula, to ensure that they remain relevant not only to the needs of Grenada but also to the larger Caribbean economic environment.

### **Social Responsibilities**

Ideally, TAMCC as an institution should take a proactive leadership role in preparing graduates who are active, positive and productive citizens contributing to the larger community, be it local, regional or international based on the CARICOM description of the ideal Caribbean citizen. Based on interviews and focus groups conducted during the development of the Organisational Audit that is complementary to the Strategic Development Plan, there is, in fact, a significant espoused acknowledgement among students and staff alike about the importance of TAMCC's contribution to, and role in, both social and national development.

A review of existing TAMCC programmes and its planned expansion of programme offerings for the next decade reflect TAMCC's cognizance of its social and national responsibilities and its commitment to the CARICOM definition of the Ideal Caribbean citizen.

TAMCC currently provides useful directions to its students in preparing them for the world of work and in developing the basic social skills required for meaningful participation in society. There are perceptions among employers and students themselves that a TAMCC credential provides the graduate with an advantage in the workplace. However, there should be increased efforts to strengthen relationships and linkages between TAMCC and business, both in terms of practical on-the-job training opportunities that internships offer, as well as exploring opportunities for engaging employers as lecturers at the College.

The College's image is enhanced by its ability to operate in a socially responsible manner. TAMCC's social responsibility is not only to its students, but also to the wider community and the nation. TAMCC has also expanded its programmes by requiring that all full-time students participate in community service initiatives.

Currently, there is a requirement that students' involvement in community service activities in the wider community must be completed before graduation; TAMCC requires all students to undertake a community service project within their programmes. In the context of regional tertiary developments, where community service is becoming an increasingly important component of young people's preparation to take their place in the society and the world of work, this programme needs to be assessed and strengthened where necessary.

## **Institutional Competence**

In order to fulfill its mandate of providing access to quality tertiary education, and the indicated mandate articulated in the SPEED 2005 document<sup>1</sup>, the College will have to ensure that it has adequate levels of administrative, academic and other support staff with the relevant certification and experience. The physical plant and outreach locations (current and planned) will need physical upgrading and refurbishment to provide and support the services the College offers. At present, proposals have been developed to refurbish buildings of the Tanteen campus to meet the needs of the expanding intake of students. Adequate financial support and ability to generate funds to augment the available government subvention and student fees are critical to institutional competence. To build on this aspect of the college, an Office of Resource Mobilization was established in 2009.

Also critical are the implementation of effective management systems based on a balance between centralized and decentralized decision-making, the development of relevant policies, regular evaluation of the entire system and the effective operation of a performance management system that not only holds persons accountable for their actions, but also rewards success.

TAMCC is also an active member of the Association of Caribbean Tertiary Institution (ACTI) and participates in the Organisation of Eastern Caribbean States (OECS) Educational Reform Unit (OERU) initiatives. TAMCC is also an active member of the American Association of College Registrars and Admission Officers (AACRAO).

### **How TAMCC Defines its Competitive Posture:**

TAMCC needs a competitive posture in order to plan and design suitable programmes to offer, to attract more students and other clients and to increase its earnings. The curriculum must be innovative and relevant to its client communities nationally and regionally, and TAMCC certification must be recognized nationally, regionally and internationally. The College's competitive posture is influenced by the nature of the competitors, the trend in business and industry projection of labour market directions, corporate employment policy and the students' perspectives.

Since it is the sole public tertiary institution in Grenada that offers a cross-section of programmes alternatives, in many respects there is no current competition: it is the sole choice for those seeking economical, readily available educational alternatives to enable them to proceed to further education. There are, however, a plethora of competitors in the local and

regional landscape to which TAMCC must pay due attention, and with whom it would be advisable to develop collaborative relationships.

### **The Nature of the Competitors**

TAMCC has identified the fact that there are gains to be made by collaborating with its current competition, especially in view of the fact that current existing tertiary opportunities in Grenada are few.

In 2005, the only national public institution offering post-secondary and tertiary education is TAMCC. The regional University of the West Indies, which considers Grenada a non-campus territory, conducts a limited number of programmes part-time either through blended offerings or by distance education through its Center in St George's, but programmes are directed to working adults or adult learners – either practicing teachers or adults enrolled in a Bachelor's degree in Business subjects. The enrolment in these programmes is small; only 10 students graduated from the Business programme up to 2006, and 30 students were enrolled in that programme. Approximately 20 students per year were enrolled in the Associate Degree in Business through the School of Continuing Studies.

Approximately 40 students graduated from the part-time Teacher Education programme. TAMCC collaborated with the UWI by offering a teaching certificate on its Tanteen campus that was connected to the UWI's Caribbean Centers of Excellence in Teacher Training (CCETT).

St George's University (SGU), a private university that has a current enrolment of 3,413 students, caters primarily to US students, and charges very high fees, making it unavailable to the majority of Grenadian high school graduates, although there are a limited number of scholarships available for Grenadian and CARICOM students. At present there are approximately 300 Grenadian students attending SGU, enrolled in either full-time or part-time programmes. However, the costs for attending St George's – even under the need-based fee structures – are prohibitive for most Grenadians.

TAMCC lecturers had been used to offer Year 1 and 2 courses in the SGU Arts and Science degree programmes and, in return SGU made an annual financial contribution to the operation of TAMCC.

### **Regional Tertiary Institutions:**

There are several choices for public tertiary education in the Region. There are national Community Colleges and Teachers' Colleges in all Caribbean countries. The Regional University of the West Indies (UWI), as well as operating a non-campus center in St George's and 12 other Caribbean countries, has campuses in Jamaica, Trinidad and in Barbados. Guyana has well-respected national university, the University of Guyana (UG). There are also two Technical Universities in the English-speaking Caribbean: the recently-established University of Trinidad and Tobago (UTT), and the University of Technology, Jamaica (U Tech). However, attendance

at all of these institutions, with the exception of enrolment in part-time evening and blended offerings through the UWI, and one distance programme offered by U Tech, currently requires the students from non-campus countries to travel and reside abroad.

A number of students who want to take CAPE subjects without pursuing an Associate degree at the same time (as they currently must at TAMCC) travel to Barbados or St Lucia to study at the national Community Colleges in those countries. Again, however, to do so requires the financial capability to travel and live outside Grenada for the two-year duration of the programmes.

It is difficult to determine how many students are currently enrolled in direct cross-border distance education programmes in Grenada. However, the lack of evidence about students enrolled in such programmes (e.g. through the University of Phoenix, Jones International University, or University of Leicester and University of London, or programmes offered totally on line from Australia, the United States, England or Canada) suggests that if there are students enrolled in such programmes they are still few in number.

An examination of the operation of cross border educational opportunities in other Caribbean countries suggests that if this phenomenon is not yet much of a visible phenomenon in Grenada, it soon will be, because of the opening up of the educational tertiary marketplace through the General Agreement on Trade in services (GATS).

### **The Student's Perspective:**

Students overwhelmingly believe that they are in a better position to get a higher paying job with a TAMCC credential than without one. Following are the areas in which the students have indicated that they believe the College has added to their skills and competencies:

- skills and experience in subject areas other than their specialisation
- written communication skills
- awareness of social problems and challenges
- extra-curricular activities
- life skills (coping with people, family problems, social issues, pressure related to drugs and alcohol, personal survival, independence)
- personal communication and socialization skills
- critical thinking
- appreciation of life
- responsibility, respect, discipline, personal adaptation
- leadership skills, work ethics
- labour market, life and challenges, business management skills

However, the fact that the provision and indication of the social skills and competencies identified currently fall to an under-staffed Student Services Office indicates an area in need of urgent attention in planning for the future of the institution over the next decade.

## T.A. MARRYSHOW COMMUNITY COLLEGE STRATEGIC MISSION AND VISION

### MISSION STATEMENT

The T. A. Marryshow Community College is a public tertiary institution committed to providing accessible quality education and training opportunities to help individuals achieve their personal and professional goals, and to effectively cater to the dynamic needs of the domestic, regional and global communities.

### THE VISION STATEMENT

The T. A. Marryshow Community College is the principal provider of tertiary level training, education and human resource development in our Tri-island State. It aspires to develop and nurture the creativity and productivity of the citizenry and to prepare individuals to fill the training gap needs as they become evident. It prepares individuals for fulfilling lives, rewarding careers and lifelong learning while being an advocate for the enhancement of communities.

As a tertiary institution, it will promote intellectual discourse, the development of well-informed citizens who critically analyze and respond to the challenges facing our society. It will produce research, scholarship, innovation and educational excellence.

The College will provide a wide range of excellent programmes leading to various levels of certification through the effective utilization of resources, science and technology, and high quality committed faculty and staff.

### T.A. MARRYSHOW COMMUNITY COLLEGE STRATEGIC GOALS:

1. Adopt a programme of strategic human resource development to meet the goals of the college;

2. Institute a culture of quality management;
3. Improve the financial viability of TAMCC through the development of additional/alternative revenue generating strategies;
4. Build a student centered institution with enhanced student support services which encourages students to make positive lifelong contributions to the sustainability of the communities in which they live, work and learn;
5. Strengthen the institutional capacity for research and information dissemination related to the cultural, social and economic development of Grenada;
6. Enhance the capacity of the college to efficiently improve teaching, learning, and administration by upgrading the facilities and infrastructure at the College;
7. Enhance institutional efficiency and effectiveness by incorporating ICT into work processes and teaching and learning;
8. Increase student enrolment in courses and programmes which have the potential to contribute to Grenada's social, economic and cultural development.

#### **Strategic Objectives:**

#### **STRATEGIC GOAL 1: Adopt a Programme of Strategic Human Resource Development**

##### **STRATEGIC OBJECTIVES:**

1. Strengthen College governance, management and operations to enable the achievement of the strategic goals of the next five years;
2. Establish an industry-based professional development system for academic staff;
3. Strengthen the Human Resources Office of the college.
4. Explore means of improving staff remuneration and benefits.
5. Review and revise HRD structure and aggressively implement a programme to upgrade qualifications of teaching staff.
6. Develop and implement a Human Resource Development plan for TAMCC.
7. Implement and continuously improve an annual performance appraisal system that includes a student evaluation component.

#### **What has been achieved:**

1. **The Cabinet has consistently appointed a College Council as stipulated by Act 41 of 1996 for the purpose of, inter alia, "formulate the policy for the College." The most recent appointment of a new College Council was made in June 2013.**
2. **The Appointments Committee, Finance Committee and the Academic Board have all been functioning on a regular basis and meets on a minimum basis of once per month.**

3. A Senior Administrative Team, under the leadership and guidance of the Principal has been duly established to effectively manage the day to day operations of the College. This SMT meets regularly on a fortnightly basis.
4. The College has entered into formal associations with a range of industry bodies such as ACTI, ACHEA, AACRAO, ACURIL, CANQUATE and NACUBA.
5. The Office of Human Resources has been strengthened with the appointment of a Staff Development Officer and an Executive Assistant and the creation of the established position of Quality Assurance Officer. The post of Quality Assurance Officer has been vacant with the transfer of the incumbent to the Mireabau Campus as Director. Some of the functions of Quality Assurance have been performed by the Curriculum Committee, Academic Board and the Office of Human Resources.
6. Staff Remuneration and benefits are considered and reviewed within the context of submissions to the Appointments Committee in full collaboration with input from the Trade Unions representing Faculty and Staff at the College. Salary adjustments have historically been made by the Council pursuant to collective Agreements arrived at between the Government of Grenada and the Public Sector Unions and endorsed by the College Council.
7. Salary Scales were contracted, and the College Establishment was changed to bring Faculty in line with Administrative Staff and it became mandatory for Faculty to possess a minimum of a First Degree. This had a direct positive impact on the quality of staff in SAAT. The College no longer employs "Tutors".
8. The College Council has approved an "Employment Policy Manual". It is envisaged that a "Faculty Manual" would be developed to treat specifically with Faculty issues.
9. A new Performance Appraisal Instrument is currently being developed for Faculty.
10. A new "Orientation Manual for Faculty and Staff" is to be developed and presented to the College Council for approval.
11. A new "Sabbatical and Study Leave Policy" is to be developed and presented to the College Council for approval.

## **STRATEGIC GOAL #2: Institute a Culture of Quality Management;**

### **STRATEGIC OBJECTIVES:**

1. Strengthen curriculum development and review system;
2. Increase application of learner centered instructional strategies;
3. Strengthen testing and assessment strategies;
4. Implement a standard programme approval system;
5. Offer CAPE courses separately from Associate Degree programmes;
6. Develop/activate Advisory Committees for all programmes;
7. Establish Internship system for all Associate Degree programmes;

8. Increase understanding of the National Training Agency and Caribbean Vocational Qualifications (CVQ) frameworks and the potential expanded role for TAMCC as a deliverer of training for national and regional development;
9. Participate in regional institutions (ACTI, OERU, AACRAO, ACHEA, Caribbean Area Network for Quality assurance in Tertiary Education (CANQATE, CROSQ));
10. Develop articulation arrangements with national, and regional colleges and universities;

**What has been achieved:**

1. **There is a functioning Curriculum Committee of the Academic Board that, inter alia, considers, reviews and recommends all new Courses and Programmes at the College. Final approval is with the Academic Board whose principal objectives are, inter alia, “monitor and make arrangements to maintain academic and teaching standards...”, “keep under review and develop curriculum content and teaching methods...”, “devise and develop Course Programme Requirements...” and “be responsible for moderation, accreditation and certification of academic achievement...”**
2. **There is a structured form of Faculty Evaluation undertaken by students on a semester basis to provide feed-back on the teaching/learning process for the benefit of both the Administration and Faculty.**
3. **There is an approved “Examinations Policy” to guide the administration of all Examinations at the College. This Policy has been widely circulated and is published on the College’s website.**
4. **There are approved Academic Integrity and Records Policies.**
5. **Students are permitted to pursue studies leading to CAPE certification independent of certification leading to Associate Degrees in the School of Arts, Science and Professional Studies.**
6. **The School of Applied Arts and Technology has established structured Advisory Committees for Programmes being delivered at the School. The membership is drawn largely from Industry and curriculum is fashioned to meet industry requirements for the world of work.**
7. **There is a functioning “Internship Committee” at the College whose primary purpose is to ensure that all students are provided with internships for those Programmes that have a mandatory internship requirement. This process is administratively facilitated through the appointment of an “Internship Coordinator” at the College.**
8. **The GCTVET Council has granted approval to the College as an approved Training Centre for the delivery of CVQ’s and now is authorized with the responsibility to conduct the Assessment of Prior Learning (APL) for Industry. In this regard, the College obtained certification through the NTA for 63 persons to be certified at levels I - III at the NVQ and 16 persons were certified at level III in Parenting Facilitation.**
9. **While the College has active membership in a number of Regional and International Organisations, participation has been constrained by limited financial resources.**

**STRATEGIC GOAL #3: Improve the Financial Viability of TAMCC through the Development of Additional/Alternative Revenue Generating Strategies:**

**STRATEGIC OBJECTIVES:**

1. Implement a Cost Center Management system in the College;
2. Acquire an integrated budget administration system that links to student records system;
3. Establish a TAMCC Alumni Association;
4. Establish a Resource Mobilization, Development and Consultancy Office;
5. Explore means of improving staff remuneration and benefits;
6. Establish an Endowment Fund for the College for sustainable financing.

**What has been achieved:**

1. **An Office of Resource Mobilisation and Institutional Development has been established and Staffed by a Resource Mobilisation Coordinator. The work of this Office is supported by an internal Committee of the Registrar, Accountant and Human Resource Manager. There is a vacancy for an Administrative Assistant in this Office.**
2. **The Office of Student Affairs is currently finalizing plans for the formal launch of a TAMCC Alumni Association in November 2013.**
3. **Significant work has been done for the creation of an Endowment Fund. Legal framework has been established after extensive consultation with a financial institution (Grenada Cooperative Bank Limited)**
4. **The Finance Committee of the College has oversight responsibility for the financial affairs of the College as well as “to review financial plans and budgets for the College”, as well as to “...make rules to regulate the financial transactions of the College...and to supervise expenditure and approve variations within the approved budget...”**
5. **The College has implemented a Cost Centre Management System within the Bursar’s Office for all the Schools and Programmes including the Administrative Department.**

**STRATEGIC GOAL #4: Build a student centered institution with enhanced student support services which encourages students to make positive lifelong contributions to the sustainability of the communities in which they live, work and learn;**

**STRATEGIC OBJECTIVES:**

1. Strengthen the Student Services Office.
2. Infuse health and values issues into TAMCC campus environment and curricula.
3. Strengthen Community service in TAMCC.
4. Participate in development of national student Loan Scheme for tertiary students.
5. Strengthen career counseling/placement counseling.

6. Expand leadership and decision-making opportunities for students in TAMCC “family”.
7. Establish a profile of graduate attributes that link to curricula in all programmes.
8. Introduce an “earn and study” system to enhance student income.
9. Strengthen security at TAMCC.

**What has been achieved:**

1. **A Director of Student Affairs has been appointed.**
2. **A Sick Bay has been established and furnished with the minimum basics. A full time experienced Qualified Nurse is urgently required to staff this facility.**
3. **A new Safety and Health Policy for Staff and Students is currently being developed for consideration and approval of the College Council.**
4. **A transparent “Student Aid System” has been developed by the Office of Student Affairs. Students requiring financial aid are required to make formal application and these applicants are assessed through a structured process of due diligence.**
5. **A structured Programme of Counseling has been established for all Campuses.**
6. **A Community Service Policy has been approved.**
7. **A Leadership programme has been established.**
8. **Work has commenced on the “earn & study” policy.**
9. **The issue of Credit Authorization.**

**STRATEGIC GOAL # 5: Strengthen the institutional capacity for research and information dissemination related to the cultural, social and economic development of Grenada;**

**STRATEGIC OBJECTIVES:**

1. Develop a research culture at TAMCC with a focus on national development priorities.
2. Include a research component in all Associate Degree programmes not linked to CAPE.
3. Develop a recognition/reward system for successful completion of research studies.
4. Develop Memoranda of Understanding (MOU) with overseas institutions to broker advanced programmes, exchange staff and students, collaborate in research initiatives.

**What has been achieved:**

1. **As part of the Course Work requirement, most programmes have instituted a research component in the assessment process.**
2. **MOU’s have been signed with a number of tertiary institutions and agencies (both private and public). The most recent MOU’s were signed with Nova Scotia Community College and the Ministry of Economic Development specifically, regarding the Economic Partnership Agreement (EPA) with the European Union.**
3. **Faculty and Staff have been encouraged to do research and some have been publishing articles and books.**

4. The College has formal Memoranda of Understanding with a number of Regional and International Institutions such as UWI, UG, University of Technology, Florida State University, Illinois Institute of Technology (IIT), etc.
5. The exchange of staff and students has commenced with Nova Scotia Community College (NSCC).

**STRATEGIC GOAL #6: Enhance the capacity of the college to efficiently improve teaching, learning, and administration by upgrading the facilities and infrastructure at the college;**

**STRATEGIC OBJECTIVES:**

1. Implement a Master Plan for TAMCC.
2. Refurbish Tanteen campus facilities to pre-Ivan standard and improve on them according to Master Plan.
3. Expand campus facilities in the sister island of Carriacou and St. Patrick's Parish to accommodate minimum 3000 full-time students in all campuses.
4. Refurbish Mirabeau campus to facilitate expansion of instructional and agricultural research capacity for up to 300 students.
5. Rehabilitate Carriacou campus for face-to-face instruction and expand on-line and videoconference DE capability for up to 300 students.
6. Establish and equip each of four outreach centers to serve up to 75 students each in selected parishes.

**What has been achieved:**

1. **New Campuses have been established at Six Roads, Carriacou and St. Patrick's. Both Campuses have been lined to Tanteen through Video Conferencing Facilities.**
2. **Projects have been presented to Corporate Grenada to complete the Mechanical Engineering Building and a new TVET Campus at Six Roads, Campus in Carriacou.**
3. **The Project for the completion of the Science Block to be funded by the European Union will be pursued with the Ministry of Education.**
4. **The rehabilitation of the Mirabeau Campus to be partly funded from resources with the European Union, is currently receiving active attention by the Ministries of Finance and Education.**
5. **The School of Continuing Education has worked with several local and foreign agencies and obtained funding to provide training to citizens of Grenada. These agencies include, the International Youth Foundation with funding from USAID (IYF/USAID), FAO, BNTF, PAHO, GYTEP. Through these partnerships, the College has facilitated training for close to 1000 persons during the last three (3) years and the funding received by the College was in excess of \$1.3 million. Training focused essentially in soft skills, Modern Management, Parenting Facilitation, Fibre Glass Boat Building in Palmiste, St. John's as well as outreach Programmes in St. Patrick's (Woodcraft)and Carriacou (Woodcraft). Other partnerships including, Grenada Youth**

Education And Training Programme (GYETP), Grenada Business and Agriculture Revitalization Project (GBAR), Caribbean Disaster Emergency Response Agency (CDERA) - "Safer Building", Diploma Programme in Technical and Vocational Teaching (University of Technology, Jamaica), Grenada Rural Enterprise Project (GREP), Grenada Training and Employment Project (GTEP), Caribbean Youth Empowerment Program (CYEP), National Water and Sewerage Authority (NAWASA), Basic Needs Trust Funds (BNTF), Skills for Inclusive Growth, Ministry of Health, Ministry of Social Development, Ministry of Finance (NOU-National Ozone Unit), Regional Security Systems (RSS), The Crane Residential Resort, CARICOM Education for Employment (C-EFE) and Nova Scotia Community College were concluded.

- 6. Work was done on the wooden buildings at the St. Patrick's campus and an additional room was built to accommodate the Receptionist.**
- 7. Use of students and staff to refurbish furniture and facilities.**

### **STRATEGIC GOAL #7: Enhance efficiency and effectiveness by incorporating ICT into work processes and teaching and learning;**

#### **STRATEGIC OBJECTIVES:**

1. Obtain and implement automated student administrative system.
2. Improve College communications system to increase efficiency and create greater staff involvement in College activities.
3. Assess prospective demands, requirements and student needs for DE.
4. Train selected academic staff as DE champions to initiate and implement a DE plan.
5. Build institutional technological capacity to deliver DE effectively.
6. Design/implement instructional development plan for DE.
7. Identify and acquire appropriate IT systems to support DE instruction.
8. Introduce pilot DE courses in selected disciplines.
9. Establish a Distance Education Unit at TAMCC.
10. Market DE potential with business/industry.
11. Implement database system for college efficiency.

#### **What has been achieved:**

- 1. An Open and Distance Learning Education Coordinator has been appointed.**
- 2. With the assistance of CKLN, the College was able to secure State of the Art Video Conferencing Equipment to facilitate teaching/learning at Tanteen, Carriacou and St. Patrick's.**
- 3. There has been the appointment of a Corporate Communications Officer and the enhancement of the College's Website. The College has a weekly GIS Programme to highlight the activities of the College. The Annual Report and audited Financial Statements are prepared and laid in Parliament.**

4. Students are being offered a few Courses in a blended mode with a few IT Courses being delivered fully online.
5. Faculty has been trained in the use of the Learning Platform, Moodle as well training on how to teach online. These were facilitated by CKLN and COL.
6. The College has five labs to deliver the training, as well as a learning platform to facilitate online education.
7. Distant Education Policies have been developed for both Faculty and Learners.
8. Introduction to Computers (CSI 101) is fully delivered online. There are a few other courses within the Associate Degree programme that are being delivered in a blended mode.
9. A new Student Management Records System has been developed locally and is now fully being used.

**STRATEGIC GOAL # 8: Increase student enrolment in courses and programmes which have the potential to contribute to Grenada's social, economic and cultural development.**

**STRATEGIC OBJECTIVES**

1. Improve/expand the physical infrastructure of all three existing campuses of the College and identify new site to meet expansion needs.
2. Broaden target clientele for College programmes beyond secondary school graduating and school leaving cohort.
3. Develop outreach and DE programmes accessibility at additional locations in parishes outside St George's and /or distant from new campus site.
4. Improve financial and social supports for students.
5. Improve output from secondary schools (especially Mathematics and English Language) for TAMCC entry.
6. Broaden programme offerings to meet a range of student need /market conditions and skills requirements.

**What has been achieved:**

1. A structured programme for marketing our programmes to the Secondary Schools is in place.
2. There has been greater use of the print, electronic and social media in the marketing of our Programmes.
3. Support for student assistance through Corporate Contributions, JJ Robinson Foundation, Carriacou and Petite Martinique 2000 Inc.NY, Fund raising by the Office of Student Affairs, Ministry of Youth, Ministry of Social Development, Ministry of Education, GRENCODA etc.

4. **New Competency Based Programmes have been introduced at Tanteen and St. Patrick's as well as new Associate Degree Programmes in Media Studies and Marketing.**
5. **The College has been significantly constrained owing to budgetary constraints to significantly improve the physical facilities at all the Campuses. For example, the mechanical Engineering Building, which was destroyed by Hurricane Ivan is yet to be refurbished. This has significantly hindered the School of Applied Arts and Technology from delivering a number of Programmes linked to this facility. Moreover, the commercial kitchen is still not in full use by the Department of Tourism and Hospitality, as the School awaits procurement of small equipment and installation of adequate ventilation for the facility. The electronics, electrical, refrigeration and air conditioning and carpentry laboratories require significant enhancement and capital equipment. The new Science Block for the School of Arts Science and Professional Studies remain in a state of abeyance despite numerous interventions with the Ministry of Education to ensure the completion of this externally funded project.**
6. **The College Administration, over the past three years have developed, and submitted a number of Project Proposals to such private sector entities as Grenlec, LIME, Republic Bank to secure part funding aimed at undertaking the critical infrastructural enhancement listed at (5) above. The College Administration continues to engage these partners on a sustained basis.**
7. **The College was however able to develop proposals and obtained financial assistance to undertake critical infrastructure improvement from DIGICEL to rehabilitate the IT Services Centre at the Tanteen Campus and the Student's dormitory at the Mirabeau Campus. Assistance was also received by the Government of Japan for infrastructural enhancement of classrooms at Mirabeau. Additionally, the College Administration received support from the Embassy of the Republic of Germany and Austria for the provision and installation of a Solar Photovoltaic Electric System at the IT Services Department.**
8. **The College through the SCE has had effective collaboration to train persons in areas of Geriatric Care, Early Childhood, Literacy training, Live Skills in Carriacou, Modern Management training with both private and public sector persons and Construction Managers in Costing and Estimating and with such agencies as, Bullen & Sons Company, GRENLEC (Carriacou), NAWASA, and other industry partners.**