ALLEGANY COLLEGE *of* MARYLAND

EDUCATIONAL MASTER PLAN:

A Roadmap for Success

2022 - 2025

ALLEGANY COLLEGE of MARYLAND

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MESSAGE FROM THE SENIOR VICE PRESIDENT OF INSTRUCTIONAL AND STUDENT AFFAIRS

May you live in exciting times. The origin and the sentiment of this statement is still often debated: whether it was an English well-wish or an ancient Chinese curse. Either way—these *are* truly unprecedented times. Sometimes it feels like we are cursed, sometimes it feels like we were presented with an opportunity, and sometimes it feels like we are experiencing both simultaneously. These mixed sensations ground the college as we look into the recent past and influences our glimpse towards the future as we embark on our next Educational Master Plan 2022-2025.

COVID-19 changed everything. The world seemed to stop in an instant, the defining moment of a generation of human beings that will be captured in history. We are proud as a college in how we navigated the sociohistorical conditions of living through a once-in-a-generation global pandemic. Even though there were no blueprints or strategic plans to prepare for any of this, Allegany College of Maryland's (ACM's) distinctive quality—what we refer to as the longstanding ***culture of care***— ensured we got through this crisis and got through it together.

Moving forward, we will build upon the successes of the previous three years while identifying new areas for academic growth. This next Master Plan must provide a new academic vision for the subsequent three years and will include the following educational and instructional priorities.

Mental Health - We discovered that our work to create a *Holistic Mental Health Network* for students and employees prior to COVID better positioned the college to get through the pandemic in one piece. Before March 2020, we were convinced of the importance of mental health services for retention of our students. After, we are even more convinced of its importance for the ongoing success of our students and the work/life balance of our employees. This essential work will continue.

Technology - Prior to COVID, we had talked about how ACM will have to intentionally navigate the digital transformation caused by technology. The pandemic created an inflection point in which we all had to quickly embrace technology in order to maintain continuity of teaching and support services

for learning. The result was a collective embrace of technology and growing comfort and expertise in its use. By necessity, we quickly increased the technological competence of our faculty and staff, and we learned that students want flexibility in their learning opportunities. Our students' life challenges demand the flexibility that only technology can afford, and we aim to meet this exigency without losing the crucial human connection. We must expand our flexible learning, hybrid, and online classes to meet the current and future needs of our students. We must also keep our focus on the far technological horizon. We must intentionally leverage technology to improve learning and to increase the success of our students. We must explore emerging instructional technologies now, instead of waiting. We must also address the digital divide by assisting students' access to devices and high-speed internet. We must strive for digital literacy and digital fluency of our students (in addition to content mastery), while simultaneously striving for digital transformation of the college. However, in all of this, we must not lose the human aspect to the equation.

~~**Diversity, Equity, Inclusion, and Justice —** We must eliminate any equity gaps in achievement by race, socioeconomic status, and first-generation status. We must focus on those students who are most at-risk, under-served, under-represented, Pell-eligible, and post-traditional to ensure they succeed at the same levels as their peers. It is not just an imperative du jour from higher education pundits: we have a moral imperative. Additionally, program, institutional, state, and federal accreditors forecast this importance . We must ensure that these most at-risk students not only have full, robust, and welcoming opportunities for access, but that we provide equally stellar opportunities for them to succeed.~~

Regionality — Even though we are preparing students for a global reality, we must simultaneously ensure preparation for a regional job market with strong and relevant programs. We have learned that strong collaboration and partnership is needed in rural areas due to the necessity of sharing access to limited resources. ACM must be instrumental in bringing together institutions of higher education during a time of increased competition. The imperative for collaboration is clear.

Academic Integrity— As a college, we must reckon with a downside of technology that was exacerbated by the pandemic: online services that produce original papers for a fee (contract cheating), the integrity and security of any online assessment, and quickly emerging AI that can produce papers that elude detection. We must clarify our approach as an institution to one that balances accountability while maintaining relationships with students; that assists students in understanding that academic integrity is more about the learning and the mastery of the knowledge, and less about the enforcement and punitive practices. Ironically, we must explore whether technology can be the solution to the problem.

Blueprint for Education — Maryland's legislative imperative will transform PK-12 education in Maryland to rival the best in the world: universal PK-3 and PK-4, more early college offerings, career and college ready by 10th grade, eliminate equity gap in education, increased professional development for teachers, and more. ACM will continue to be an educational partner of choice with Allegany County Public Schools and assist and expand offerings to meet the demands of this once-in-a-generation funded mandate.

Community and Civic Engagement—
"We believe in democracy as a way of life, and in both the freedoms and responsibilities inherent in a democracy. We believe in preparation for active participation in a democracy. "

This stated ACM institutional value demonstrates the need to create spaces where students can attain civic knowledge but also be given opportunities for civic action. We must foster their sense of agency—that they can make a difference in their communities and what they do matters. We must continue to provide students with opportunities to work with *others* who are different from them but encourage them to build bridges across this difference. Upon their founding, community colleges were referred to as "democracy's schools." We must continue to be reminded of this civic mission and live up to this noble call.

In conclusion, I have hopefully been adequate to the task in describing where we have been and where we are academically going as an institution. The college must continue to maintain its role as being a "steward of place," meaning we will continue to be responsive to our community and its citizens, to our local culture, to our businesses and industry. But even though some may consider us *only* a community college, we also have an innovative role in leading and transforming our community to a more hopeful and prosperous future. Given our amazing faculty and staff, our deeply held ethos of a culture of care, and our commitment to the learning centered mission—it is clear that Allegany College of Maryland is up to the challenge as we "engage our future."

Sincerely,

Dr. Kurt Hoffman
Senior Vice President
of Instructional and Student Affairs

ALLEGANY COLLEGE OF MARYLAND INSTITUTIONAL STATEMENTS

Our Vision: We will be the college of choice where lives are transformed, communities strengthened, and learners are the center of everything we do.

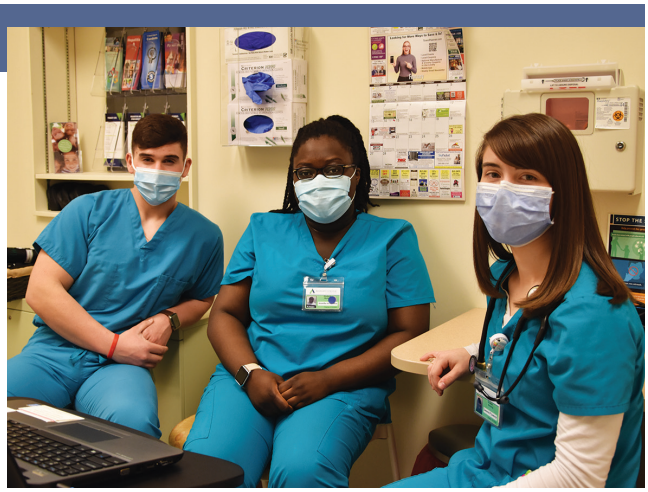
Our Mission: We deliver diverse and relevant education centered around student success in a supportive and engaging community.

Our Values:

Quality	We improve through assessment.
Integrity	We promote honesty and trust.
Respect	We foster dignity and worth.
Opportunity	We provide innovative choices.
Wellness	We promote healthy lifestyles.

Instructional and Student Affairs Mission

The mission of Instructional and Student Affairs is to provide responsive educational and administrative support, guidance, and leadership to promote innovative and enriching learning.



PURPOSE OF THE EDUCATIONAL MASTER PLAN

At Allegany College of Maryland, we believe that the highest aspirations for education are liberation of minds and transformation of lives. Being educated is not solely a matter of being knowledgeable about certain subject material, but about how we understand one another and the world around us. Beyond promoting learning that opens the mind to new information, institutions of higher education are able to facilitate discussion and collaboration among their members, thereby fostering a sense of local, national, and global community.

- Our challenge is to meet these lofty ambitions while simultaneously preparing students for real-world vocations that provide family-sustaining wages. We accept that balancing the philosophical understanding of the purpose of education with its concrete purpose— namely empowering students with the skills necessary to be successful in their chosen careers— is essential to the college's mission.

Generally, the aim of Allegany College of Maryland's 2022–2025 Educational Master Plan is to provide an educational vision of the college as well as establish priorities that aim to enhance learning and teaching. The writers of the Educational Master Plan intend that this document will be used as guidance for other planning processes across the college, including but not limited to the Strategic Plan and ISA Annual Objectives, the latter of which will function as the dynamic action plan for this document. But, perhaps more importantly, the Educational Master Plan aims to cultivate a culture that embraces the learning college model and encourages educational innovation that will transform the college.

INSTITUTIONAL PLANNING 2022-2025

The Strategic Master Plan and the Educational Master Plan (EDMP) are the primary planning documents of the institution: each will inform and be informed by the other. The Instructional and Student Affairs Annual Objectives will supply the action plan for the EDMP and provide necessary linkages to the institution's Strategic Plan. Likewise, the EDMP will inform and require alignment by the other major institutional plans, including the Fiscal Plan, the Facilities Plan, the Technology Plan, the Strategic Enrollment Management Plan, and the Marketing Plan. This document will be an evolving document to show where we are and where we need to grow. The solid arrows in the graphic reveal a direct connection between the EDMP and the other plans, signifying the bi-directional influence. Multiple arrows between the plans intimate a strong connection, as seen between the EDMP and the Strategic Plan. The dotted arrows reveal a more indirect relationship between the plans.

1. Fiscal Plan – The Fiscal Plan is an operational plan that falls under Finance. This Allegany College of Maryland operational document is informed by the Budget Advisory Committee, which has bylaws. The Budget Advisory Committee ensures that resource allocations are appropriately aligned with the ACM Strategic Plan and other institutional master plans (Education, Technology, Facilities, Fiscal, etc.) and that evidence-based decisions are employed effectively in financial planning, budgeting, and resource allocation. There is a budget request form that requires requests to be linked to data and planning documents, and they must tie to the college's strategic goals and mission.

2. Facilities Plan – The Facilities Plan is an operational plan that falls under Finance. This operational plan is not informed by any ACM committee; however, there is a budget request form that requires facilities requests to be linked to data and planning documents, and they must tie to the college's strategic goals and mission.

3. Technology Plan – The Technology Plan is an operational plan that falls under Finance. This operational plan is informed by the Institutional Technology Advisory Committee. This committee's bylaws and procedures require proposals and requests to be aligned with the ACM Strategic Plan and other institutional master plans.

4. Strategic Enrollment Management Plan (SEMP) – The Strategic Enrollment Management Plan is ideally an operational plan that is a collaboration among multiple stakeholders to maximize college growth. The stakeholders work collaboratively to ensure that the college is strategically preparing to meet the future enrollment, financial, and academic needs of students. The college has invariably created a Strategic Enrollment Management Plan but chose to currently replace the SEMP with the Strategic Plan Priority One: Student Success and Access. The Strategic Plan Priority One therefore functions as the SEMP in addition to the Enrollment Management Workgroup that meets regularly prior to the start of semesters. Additionally, Instructional and Student Affairs (ISA) has targeted Online Nursing LPN to RN, Athletics, and Career and Technical Education, and Workforce Development enrollments for growth potential.

5. Marketing Plan - The Strategic Marketing Plan is an operational plan that falls under the Advancement Division. It is an internal, confidential document that is linked to the ACM Strategic Plan and is consistent with the Educational Master Plan and the overall mission of ACM. It includes the marketing of Learning, Teaching, Programs and Courses, Educational Support Services, and Resources. Room for growth would be to have a process and procedure to document evidence of linkages between such marketing strategies and the ACM Strategic Plan and other institutional master plans. This could happen under the Enrollment Management [Operational Assistance] Committee if it was restructured to have bylaws and a process to review the Educational Master Plan linkages.

Educational Master Plan – Recap from 2018 plan and COVID Impact

The Educational Master Plan 2019-2022 and the corresponding ISA Annual Objectives were dedicated to the advancement of three broad objectives:

- Student Success improvement
- Ensuring quality faculty and staff experience
- Improvement of student experience

Each of the objectives were targeted by initiatives each year with an end of year report produced by the Senior Vice President of Instructional and Student Affairs (ISA). Also, during this period (notably 2020-2022), the COVID pandemic directly affected all institutional operations including the Annual Objectives, some of which were necessarily delayed or modified. From the previously identified Initiatives, this section highlights key successes, shows works still in progress, and identifies projects adversely affected by COVID.

STUDENT SUCCESS IMPROVEMENT

Successes:

- Determine & Address Mental Health Issue Impacts: Considerable progress built upon past enhancements to mental health services to students during this time. The Office of Student & Legal Affairs created the new position of Student Support Coordinator who is responsible for overseeing the student counseling program, alcohol and drug education/ compliance, and working across the college to identify and develop intervention plans for high-risk students. The Mental Health Retention Task Force developed and published the Holistic Mental Health Network Graphic (one each for the Cumberland Campus and for the Bedford County Campus); and members presented the Holistic Graphic at Professional Development Day and Rotary Radio Day. The Student Support Coordinator continued organizing Mental Health First Aid training for interested employees. Counseling (on-campus and off-site) for students enrolled in credit courses continued thanks to the ongoing partnership with UPMC-Western Maryland. Mind-Body skills have been integrated into several Allied Health Curriculums, and the one-credit course is available to all students as an elective. Noncredit groups and activities are available on a regular basis and upon request. ACM boasts 23 trained facilitators of which seven are certified in Mind-Body Medicine by the Center for Mind-Body Medicine. Three of ACM's employees serve as the Center's National Faculty.

In progress:

- Navigate: Seven employee teams continued their work on the implementation and use of this software platform with emphasis on specific operational tasks. Targeted student communications (emails and texts), student scheduling, and retention alerts have been the primary functions of this platform with more in development and more education of faculty and staff to maximize the College's investment.

- Guided Pathways: ISA identified Meta Majors then completed and published an informational Graphic for students and advisors. Additional features can/will utilize Navigate. Strategic scheduling remains to be addressed.

- Student Services Student Learning Outcomes: operational units continue developing, implementing, and tracking learning outcomes for experiences and activities outside the classroom.

COVID impact:

o Enrollment Priority Task Force + Title III Consultant recommendations: These will be carried over with a goal to create a Transfer Plan and to create a transfer identity for the College

o Institutionalize Learning-Centered culture: In FY20 and FY21, the TLC and LC-TLC necessarily slowed down; both projects are actively renewed starting in FY22 with demonstrably positive outcomes including reduced feelings of faculty isolation, greater understanding that advising is teaching, higher student-centeredness in course syllabi among TLC graduates, improved understanding of services, and how work impacts students, greater camaraderie with colleagues.

ENSURING QUALITY FACULTY AND STAFF EXPERIENCE

Successes:

- Increased progress towards Technological Competence HEERF funds provided stipends to faculty to prepare for virtual instruction, IT's Technology Plan and BYOD (Bring Your Own Device) reviewed by ISA; Professional Development Day had 12 technology tracks with 35% of all attendees

- Professional Development Day: Crowd sourcing and leveraging internal expertise at ACM, along 4 presentational tracks (Learning College, Technology, Assessment, and Worklife Balance). May 2022—32 sessions averaging 4.62/5.0. May 2021—35 sessions averaging 4.77/5.0.

- Staff mentoring: A mentoring model was created and implemented with Human Resources for new employees to be welcomed and given a trained mentor for campus tours, introductions, lunch, and ongoing guidance/support for the first six months of employment.

- Improve work-life balance: Multiple initiatives focused on this important institutional priority; they included mind-body groups, "Let's Talk About it" sessions; Professional Development Day (i.e., 7 sessions devoted to work-life balance); and Faculty Workload Group addressed responses from faculty (specifically career program directors) to the annual employee satisfaction survey (e.g., modified release time criteria)

In progress:

- Determining instructional Quality metrics: The foundation of this initiative was successful, but full implementation is still pending. Key Performance Indicators and a "report card" with aggregate student evaluation scores were developed; however, use of the KPIs and report card for faculty evaluations was placed on hold due to COVID

- Implementing model for faculty advising: Work from the NACADA task force remains to be implemented, although an advising syllabus and plan were created; this project was placed on moratorium due to pending Navigate implementation.

COVID impact:

o Fully implemented mentoring model: Volunteers were solicited from faculty, but a meeting was impossible; instead, faculty development coordinators provided mentoring connections.

IMPROVEMENT OF STUDENT EXPERIENCE

Successes:

- Increased access opportunities: HEERF and CARES Act funding assisted students and continues assisting students in numerous, important ways. Cash reimbursements, housing refunds, computer loan programs, and outside wi-fi access helped students access their education at ACM.

- Become a culturally competent college: In addition to the campus-wide work reflected in the annual Diversity Report, the DEIJ Committee successfully designated non-gender specific bathrooms in each building (except the Athletic Building which has no single occupancy bathrooms), awarded the first DEI Initiative Award for the use of "real world" social justice issues [in Math 109 – Probability & Statistics to], encouraged students to think critically, and participated in many webinars/trainings over the cycle. Institutional talks occurred with neighbor colleges and EAB to explore "Moonshot for Equity"; however, it was not successful due to withdrawal of our intended regional partners.

- Fully institutionalized civic engagement: ISA renamed the former "Service Learning & Civic Engagement Office" to "Campus to Community Center"; the CCC Director collaborated with campus partners to submit a successful application to Carnegie Classification for Community Engagement. These efforts yielded great success; during this cycle, service learning/civic engagement doubled (i.e., the number of courses, students, and hours).

In progress:

- Increasing progress toward technological competence: HEERF funds allowed stipends to be paid for faculty and their professional development for virtual instruction during Covid which resulted in overall improvement of technological skills by anyone teaching courses. Drafts of the Technology Plan from IT and their BYOD (Bring Your Own Device) initiative were reviewed by ISA; connections between the IT plan and the EDMP and ISA Annual initiatives remain to be made in upcoming planning documents. The concept of Digital Transformation was developed with introductions beginning via Professional Development Day and was identified as an ISA goal.

COVID impact:

o Create alternative credentialing in workforce development: Continuing Education was significantly affected by the pandemic with most workforce development offerings being cancelled, losing nearly 40% of Workforce Training between 2020 and 2021 The exception to the rule that kept Continuing Education from completely tanking was the closure of the Verso Mill in 2019 and the retraining of nearly 70 displaced workers during the pandemic. 2022 saw an increase in FTEs with 2023 expected to return to near pre-pandemic levels. This goal will be continued.

o Identify and accomplish SSLOs in all student service units: professional development was offered, but all student services were in flux during the pandemic rendering the creation and/or tracking of most SSLO's moot – until normal (or new normal) operations resume across the College.

2022-2025 Themes

The 2022 – 2025 EDMP is guided by four themes, which represent the organizational framework of work in ISA. Any initiative must address one or more of these themes: learning, teaching, relevant & professional curricula standards, and resources & support. Each theme will be assessed, and the results of the analysis of the assessment data will be communicated to those directly interacting with students, to the unit or academic program, and to the college community.

LEARNING: *ACM assists students in their educational success in preparation for transfer, work, or life in a diverse and global society while providing infrastructure that is accessible, supporting student retention, and enhancing the learning success for the student.*

The core theme of *learning* focuses on assuring that students leave ACM with the preparation that they need for their next step which may be career, transfer, or achieving a personal enrichment goal. Through the learning that can occur in every interaction with students, in both academic and non-academic settings, ACM empowers students to succeed in twenty-first century society. ACM promotes diverse learning opportunities, intellectual curiosity, and critical thinking to provide students with the necessary skills to become lifelong learners.

Assessment: data obtained through program review, student learning assessment, evaluation of general educational goals, and unit reviews from areas under the ISA office, RISC surveys, and data from LC-TLC.

TEACHING: *ACM cultivates a climate that supports every employee, fosters the learning centered college, and enhances diverse learning opportunities in teaching and learning.*

The core theme of *teaching* focuses on maintaining ACM's learning-centered culture while becoming an innovator in that space, overcoming the challenges of a post-Covid academia. We recognize that teaching can occur in every interaction with students, in academic and non-academic settings. This includes access to relevant educational and technological resources, counseling, and academic support services, correlating student activity with success, retention, and completion.

Assessment: data obtained from teaching evaluations, faculty KPI's, DFW rates, student service learning/civic engagement reflections, and in satisfaction surveys of employees and students. LC-TLC, data obtained through student services student learning outcomes (SSSLO's), and correlation with success, retention, and completion.

RELEVANT & PROFESSIONAL CURRICULA STANDARDS: *ACM ensures quality and academic integrity of courses and curriculum.*

The core theme of *relevant and professional curricula standards* focuses on delivering innovative and successful programs in the academic and continuing education arena. As appropriate, curricula will be aligned with COMAR, professional, third-party accrediting criteria, economic needs, and industry standards. Alignment of the general education outcomes with all courses and curricula promote program offerings that require all graduates of ACM to obtain these goals. The College serves as a community cornerstone and emphasizes excellence through regular assessment, evidence-based teaching practices, and a commitment to academic rigor and academic integrity. ACM is dedicated to creating a culture of integrity with ethical standards among students, faculty, and staff to ensure quality courses and curriculum.

Assessment: data obtained from external accreditors of programs, program review, RISC, advisory committee input, surveys of area employers, transfer data, and success of transferring students. In addition, internal surveys of student and employee satisfaction will contribute valuable information.

RESOURCES & SUPPORT: *ACM seeks to ensure quality educational programs while maintaining fiscal responsibility and allocating resources to support the Institutional Priorities.*

The core theme of *resources* focuses on the responsible use and stewardship of all resources, including fiscal, personnel, and natural resources. This requires ensuring that programs have adequate resources to effectively deliver educational programs. Furthermore, the College is committed to providing support to students and employees that will foster a culture of success and personal wellness.

Assessment: data obtained through program review and unit assessments.

Development of the "Educational Master Plan 2022-2025"

This first-ever Educational Master Plan was created in 2015 to guide the College's Instructional and Student Affairs decision-making and budget processes. That three-year planning document and the following version of the EDMP have guided all the educational aspirations of the college. Like the previous versions, the "Educational Master Plan 2022-2025" is designed as a living document that includes Annual Objectives that will be assessed and updated each year based on implementation successes and changes in priorities. The goal of the EDMP is for ISA to have a strong planning document that is flexible enough to be responsive.

Over the summer of 2022, the Educational Master Planning Committee finished the final assessment for the 2019-2022 Educational Master Plan Annual Objectives and discussed changes that should be made in the next Master Plan for the following three years. While the Committee finalizes the three-year planning document that will guide the College from 2022-2025, ISA leadership will be gathering the next set of Annual Objectives from all academic programs and administrative units that are part of ISA. Each program and unit will contribute goals or objectives they will be assessing in the coming year to the overall ISA Annual Objectives plan. The "Educational Master Plan 2022-2025" is expected to be finalized and published April 2023, and the Annual Objectives will be renewed every August.

Development of ISA Annual Objectives (August 2022, 2023, and 2024)

The organizational structure of ISA is described in more detail in [another section] of the "Educational Master Plan 2022-2025." Eight ISA Area Leaders play a key role in developing ISA Annual Objectives in consultation with their staff: Dr. Mihaela Wood, Dean of Arts & Sciences; Dr. Bill Rocks, Dean of Career Education; to be named Dean of Enrollment and Educational Services; Dr. Renee Connor, Dean of Student & Legal Affairs; Rebecca Ruppert, Dean of Continuing Education & Workforce Development; Rick Cooper, Associate Dean of Nursing Programs; Jennifer Engelbach, Executive Director of Enrollment Services and Advising; and Tara DeVore, Director of TRIO: Pathways for Success. These eight Area Leaders report directly to the Senior Vice President of Instructional and Student Affairs and are responsible for overseeing multiple units and functions within ISA.

- Eight ISA Area Leaders meet with their Administrative Unit and Academic Program directors to discuss their own assessment plans and determine which, if

any, of the unit/program objectives they have selected for the coming year fit within the established EDMP Goals. For administrative units, goals and the objectives which operationalize those goals are derived from Comprehensive Unit Review, which is a five-year cycle; additional initiatives can be developed apart from Unit Review and/or as additional needs are identified. Area leaders will insert program- or unit-specific objectives into ISA Annual Objectives under the goal that each support.

- After the overall ISA Annual Objectives have been compiled, the eight ISA Area Leaders share them with their staff. Potentially provide forums for questions and discussion.
    - o Publish ISA Annual Objectives 2022-2023 to Employee Portal on ISA SharePoint
- All ISA areas and ISA-led committees begin implementing ISA Annual Objectives

Preparing for year-end progress reporting (April 2023, 2024, and 2025)

- SVPISA and representatives from EDMP Committee consult with the Executive Director of Institutional Planning and Effectiveness to plan for end-of-academic year data collection.
    - Eight ISA Area Leaders communicate to their unit/program staff what data will be needed and the deadline.

Preparing End-of-Year Progress Chart for ISA Annual Objectives (May through June 2023, 2024, and 2025)

- Program and Unit directors submit data (in format requested by EDMP Committee) to ISA Area Leader.

- Each Area Leader will report progress on goals and objectives by typing directly into the End-of-Year Progress Chart for ISA Annual Objectives.
    - SVPISA reviews and finalizes End-of-Year Progress chart, seeking additional input from ISA Area Leaders as necessary.
    - SVPISA Shares "End-of-Year Progress Report for ISA Annual Objectives" with EDMP Committee to determine the following:
        - o Each summer, discuss progress toward reaching that year's ISA Annual Objectives (Complete; In-Progress; Ongoing; Not Started)
        - o Determine whether to include unfilled objectives in next year's ISA Annual Objectives

July 2025—Start next round for new ISA Annual Objectives and preparation of the "Educational Master Plan 2025-2028"

EDMP 2022-2025 Goals

The following overarching goals were established in consideration of the College's Mission, Vision and Values, in alignment with Allegany College of Maryland's Strategic Plan~~, and emerging Equity Framework~~.

~~1. Support **Diversity, Equity, Inclusion, and Justice** (DEIJ) efforts and endeavors in ISA areas.~~
2. Foster student academic success.
3. Broaden student experience, growth, and resilience.

ISA ANNUAL OBJECTIVES: 2022-2023

~~Goal #1: Support DEIJ efforts and endeavors in ISA areas~~

~~Objective~~	~~Program/Unit~~	~~Assessment~~	~~Progress/Outcomes~~	~~Status~~
~~**1.0** AADR staff will pursue collaborative interactions with ACM Early College staff, Early College instructors, high school counselors, and Special Education personnel in order to provide Early College students with disabilities comparable services and resources as those available to fully matriculated students. Tactics: Cheer Program; AADR director attend IEP meeting for ACPS high school seniors; Presentations to high school counselors and parents of high school seniors on differences between accommodations and services in high school and college; pre-registration with AADR for ACPS seniors who have IEP or 504 Plan (Goal: AADR will **promote equitable access** to educational opportunities and activities by building and strengthening partnerships with various other ACM academic and student services programs and with community partners.)~~	**AADR**	~~• Number/percentage of early college students registered with AADR • Frequency of early college students' contacts with AADR • Pass rates of early college students who have disabilities. • Number/percentage of early college students who matriculate at ACM after high school~~		~~Not Started ☐ In Progress ☐ Completed ☒ Ongoing ☐~~

Allegany College of Maryland does not discriminate based on the federally protected classes. The College complies with all federal, state, and local laws and regulations which prohibit unlawful discrimination.

We are committed to complying with all Executive Orders, Dear Colleague Letters, and other federal directives.

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
1.1 AADR staff will pursue collaborative interactions with student services directors, ACM testing center personnel and other accommodation providers in order to ensure consistency in the provision of accommodations across campuses and other educational sites. Tactics: Presentations to large programs that provide their own proctoring (i.e., online nursing; nursing); monthly meetings with Learning Commons Testing Services and BCC Student Services Personnel	**AADR**	• Number/percentage of SWDs who accessed various accommodations • Student satisfaction with the provision of accommodations • Survey or interview questions with accommodation providers as follow-up after training		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
1.2 *To ensure that the library space and learning environment meet user needs for diverse study spaces, updated technologies, and appropriately located service points*	**Learning Commons**	• User-identified reasons for in-person visits to the library/coming to the library; rooms/specific areas usage (headcount); laptop circulation; printer count; interactions (number and type) at the reference and circulation desks		Not Started ☒ In Progress ☐ Completed ☐ Ongoing ☐
1.3 Allow transgender students to be recognized by their preferred name within College information systems in respect of their identity. Tactic: Within ACM's SIS, Ellucian, configure and test the storage of a Preferred Name for students	**Enrollment and Advising Services**	• Successful implementation, including preferred name appearing in BrightSpace discussion boards		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
1.4 Implement the launch of Brightspace course for Title IX including specialized content for student-athletes and Willowbrook Woods residents.	**Student & Legal Affairs**	• Review and update draft course content from FY22. • Create messaging to students with tracking • # of students who take the course • # of students who successfully complete the course • Results from next RISC • Results from next campus climate survey		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒
1.5 SDEV 106: Reflect on behaviors that impact success. Self-evaluate to gain awareness of choices, habits, and attitudes that impact success.	**Academic Development**	**Write a journal entry that explores your experiences about a time when you felt disrespected** Journals are evaluated for completion (all questions are answered) and evidence that the student has thought deeply about the questions.	70% of students provide a detailed description of this experience.	Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
1.6 (PLO 4) Race, Social Class, Ethnicity, Age, and Gender 4a) Students will define and apply the concepts of Race, Ethnicity, Gender, Age, and Social Class.	Division Wide (History, Political Science, Psychology, Sociology, and Geography)	Program Assessment Project. Artifacts are drawn from selected students with at least 45 credits completed at ACM who are either Division AOCs or have completed at least 3 classes within one discipline. Artifacts are scored using a rubric created by the Division.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
1.7 Increase the number and frequency of contacts with high school, homeschools students, non-traditional public/private schools, cyber, charter, and at-risk students to encourage them to enroll in early college courses in order to increase college enrollments and profitability of the program.	**Early College**	Work with Luanne Cook, the college recruiter and retention specialist, to increase the number of special populations students enrolled in the EACO program.		

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
1.8 Revise Philosophy course descriptions with inclusive language. (Reported in 2020 Program Review Report.)	**Arts & Humanities Department Chair and faculty**	Task, not an assignment.		Not Started ☐ In Progress ☐ Completed ☒ Ongoing ☐
1.9 Foster student competency in interpersonal skills and cultural literacy. a. Program Learning Outcome 3: Identify and describe personal connections to themes in fine arts and humanities. General Education Assessment PCR 2021	**Arts and Humanities** **Art studio courses, Music 112, Art 101, Philosophy**	College Outcome: Cultural Awareness: 66%, an increase of 25%, so did not hit benchmark of 70%.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒
1.10 Introduce and Reinforce skills in critical thinking, synthesize and evaluate demonstrations of oral/written/artistic human expression. a. Program Learning Outcome 2: Students will evaluate and analyze forms of expression, written/oral/artistic, to make judgements, draw inferences, recognize bias. b. Program Learning Outcome 4: Students will demonstrate competency in the foundation of discipline specific skills in humanities. Reported in Arts and Humanities Annual Program Assessment 2022	Arts and Humanities Intro to Philosophy: **Original Position Group Activity: Reflection** Philosophy 199: **Personal Reflection Essay** Philosophy 101: **Comparison of W.E.B DuBois Of the Coming of John and Plato's Allegory of the Cave.**	PLO 2: Scored with Division Writing Rubric: Purpose and Meaning: 70% proficiency. PLO 4: Scored with Arts and Humanities Inquiry Rubric: Knowledge and Application 65% Awareness of Human Expression 80% Critical Analysis 75%		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒ Will conduct AHI assessment with new rubric in spring 23.

Goal #2: Promote/increase student academic success

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2.0 Seventy-five percent (75%) of all SSS/TRIO participants served in the reporting year will persist from one academic year to the beginning of the next academic year or earn an associate degree or certificate at ACM and/or transfer to a four-year institution by the fall term of the next academic year. Tactics = Early planning with TRIO advisor and pre-planning	**Pathways for Success**	• Fall to fall persistence rate • Graduation Rate • Transfer Rate		Not Started ☐ In Progress ☐ Completed ☒ Ongoing ☐
2.1 Ninety percent (90%) of all enrolled SSS/TRIO participants served will meet the performance level required to stay in good academic standing at ACM. Tactics: D/F midterm grade triggers alert meetings; intensive academic advising and tutoring for those not meeting the 2.0 status	**Pathways for Success**	• Mid-term grades • Final grades		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.2 Thirty-five percent (35%) of new SSS/TRIO participants served each year will graduate from ACM with an associate degree or certificate within four (4) years. Tactics: Intrusive advising; planning for graduation date from the semester they enter program; transfer and career advising; assisting all students with graduation and progression planning.	**Pathways for Success**	• 200% graduation rate		Not Started ☒ In Progress ☐ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2.3 Eighteen percent (18%) of new SSS/TRIO participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a 4-year institution. Tactics: Transfer advising; trips to 4-year colleges	**Pathways for Success**	• 200% graduation rate • 200% transfer rate • ClearningHouse data to track students post graduation		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.4 *eLETS will continuously improve professional development for faculty who teach electronically delivered eCourses through the creation of new training and updating of existing training.*	**eLets**	• Measure: Review existing professional development offerings to identify any needed additions and or revisions.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒
2.5 *In collaboration with Instructional and Student Affairs and other stakeholders, eLETS will ensure adequate preparation of faculty who teach electronically delivered classes through the monitoring and facilitation of required professional development offerings and revision of policy and procedures pertaining to the development and teaching of electronically delivered courses.*	**eLets**	Measure: Successful completion of the ACM professional development specific to teaching online, blended, and flex eCourses.		

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2.6 eLETS unit goal #4: With the support of Instructional and Student Affairs, eLETS will ensure quality design and continuous improvement of online and blended courses through the implementation of a systematic program to regularly review all online and blended courses with respect to Quality Matters Standards.	**eLets**	Measure: Level of attainment of the Quality Matters (QM) Essential Standard		
2.7 To increase the integration of library information resources and services into the College's new Learning Management System Brightspace (D2L)	**Learning Commons**	Measure: Library course created in D2L; LTI integrated library resources added every AY to a yet to be determined number of courses; LibGuides in place; include a user experience question in a future survey		
2.8 DEV 103 and SDEV 106: Improve academic skills for success in college and beyond. Demonstrate improved academic skills, including organizational strategies, reading strategies, note-taking, test-preparation, and test-taking strategies	**Academic Development**	**Assignment:** **Practice with a variety of note-taking strategies, annotations, organizational strategies, and test prep** Assessment: Students are required to practice each of these skills and strategies, and then write a reflection on their experience. Student work is evaluated for completion and a thorough reflection on their experience.	70% of students provide evidence of improvement in academic study skills	Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2.9 ENG 92 and ENG 95: Demonstrate reading comprehension strategies: • Identify author's purpose • Paraphrase • Annotate • Build vocabulary • Write a response that summarizes key points with major supporting details.	**Academic Development**	Assignment: Annotate articles from the database for an argument essay. Student chooses topic. Assessment: Students are evaluated for complete annotations, vocabulary development, and ability to summarize main points.	70% of students provide evidence of critical thinking in their annotations, notes, and summary.	Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.10 ENG 92 and ENG 95: **Write a well-developed, thesis-driven academic essay. Use appropriate academic conventions.**	**Academic Development**	**Assignment: Use the writing process to focus on purpose, audience, and content in an essay. Edit for correct grammar, punctuation, and mechanics with attention to varied sentence structure and correct usage** Assessment: Student essay is evaluated for format, content, organization, and academic conventions.	70% of students demonstrate proficiency in writing an academic essay.	Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.11 PLO 4) Race, Social Class, Ethnicity, Age, and Gender 4a) Students will define and apply the concepts of Race, Ethnicity, Gender, Age, and Social Class.	Division Wide (History, Political Science, Psychology, Sociology, and Geography)	Program Assessment Project. Artifacts are drawn from selected students with at least 45 credits completed at ACM who are either Division AOCs or have completed at least 3 classes within one discipline. Artifacts are scored using a rubric created by the Division.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2.12 Research Skills Student Outcomes: a) Students will develop and defend with evidence a thesis, b) Students will use discipline-specific citation, formatting, and referencing for written work.	Division Wide (History, Political Science, Psychology, Sociology, and Geography)	Program Assessment Project. Artifacts are drawn from selected students with at least 45 credits completed at ACM who are either Division AOCs or have completed at least 3 classes within one discipline. Artifacts are scored using the GELO rubric for Written and Oral Communication.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.13 Psychology 101 Course Assessment 8. Students will use basic psychological terminology, theories, and concepts to explain behavior and mental processes.	Psychology 101 classes	All Psychology 101 classes are contributing data as part of a pre-test and post-test assessment on of Sensation and Perception		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.14 Political Science 101 Course Assessment Final Exam analysis	Political Science 101	101 All questions on the final have been aligned with course level outcomes. The final has been standardized for all sections.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
2.15 History 105 Course Assessment Course Goals 4.Define and describe the effect of Totalitarianism, Communism, Socialism, Fascism, and Racism; 7. Explore and analyze the growth of genocide in the 20th Century.	History 105 Section	Artifacts are drawn from exams essay questions, discussion board assignments, and paper assignments		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2.16 Create learning environments that can effectively host athletic study halls. Tactic: Equip one of our classrooms with a laptop cart and 15 laptops that students can use.	Athletics	Establish an area within the Phys Ed building that can be used as part of our mandatory study halls.		Not Started ☒ In Progress ☐ Completed ☐ Ongoing ☐
2.17 Revise and fully implement the SSAAP Tactics: Revise materials, on-board coaches, seek electronic service, provide necessary resources to achieve this task.	Athletics	100% of athletic programs and student-athletes participate in the program.		Not Started ☐ In Progress ☐ Completed ☐ Ongoing ☒
2.18 Collaborate with Learning Commons to expand services. Tactics: Programming via the Learning Commons, on-boarding, data collection, consequences for failure to achieve set expectations.	Athletics	50% of student athlete population meeting the requirements set forth by their coaches.		Not Started ☐ In Progress ☐ Completed ☐ Ongoing ☒
2.19 Increase the use of Navigate to help students be more successful. (Link to Strategic Plan Goal 1.2 and 2.1)	Early College	Early College staff will participate in Navigate training.		
2.20 1. Faculty Development: Improve instructor/ course evaluation in the following course evaluation criteria: a. Teaching effectiveness b. Provides useful and timely feedback c. Concerned about my progress Reported in 2020 Program Review	**Arts and Humanities**	Course Evaluation Feedback		Not Started ☐ In Progress ☐ Completed ☐ Ongoing ☒

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
2. Improve the number of instructor observations by 2 per semester Reported in 2020 Program Review	Arts and Humanities Chair and Asst. Chair	Number of instructor evaluations.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
3. Department Assessment Project: English 101 Assessment: PLO 1 English SLO 1: Students will write effectively for academic, creative and career contexts. 2022-2023 student learning assessment project assessing artifacts from English 101 sections-web, campus, and Early College.	Pre and post test: Students evaluated a poorly written essay for areas needing correction: style, correctness, organization, purpose/ meaning.	70% of students will demonstrate proficiency in mechanics of English		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐

Goal #3: Broaden student experience, growth, and resilience

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
3.0 Students with Disabilities (SWDs) and other referred students will employ **interdependence** by seeking and/or accepting assistance from those who can help them achieve their academic and personal development goals.	**AADR**	• *Percentage of applications to AADR who complete registration.* • Percentage of registered students within each disability classification • *Follow-up percentage for students *referred to AADR* • Referred for strategic learning assessment • Referred for help accessing community or college resources • Follow-up percentage to AADR Outreach Campaigns or other staff-initiated contacts • Satisfaction of faculty/staff with follow-up consultation after referral		Not Started ☐ In Progress ☐ Completed ☐ Ongoing ☒
3.1 SWDs will employ **self-awareness** and **self-management** by utilizing their approved accommodations and a full range of relevant College services to improve their overall performance and success.	**AADR**	• Percentage of student body registered with AADR • Comparison of use of tutoring services between students with disabilities and the rest of the student body • Frequency of contacts with AADR · *Utilization of various accommodations • Graduation /Transfer Rates • Persistence Rates · Pass Rates • Student satisfaction with interactions with AADR staff		Not Started ☒ In Progress ☐ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
3.2 In collaboration with Instructional and Student Affairs, Information Technology, and other stakeholders, eLETS will contribute to ACM's planning for, maintenance of, and provisioning of technologies that support teaching, learning, and innovation.	**eLets**	Measure: The increased number of classrooms and instructional spaces that are equipped with technologies that support teaching, learning, and innovation.		Not Started ☒ In Progress ☐ Completed ☐ Ongoing ☐
3.3 Students taking the Student Development Courses (103 and 106) will be able to successfully analyze semester grades to determine their satisfactory academic Progress. Tactic: Financial Aid staff shall present to each class during the fall 2022 and spring 2023 semesters	**Financial Aid**	• Financial Aid Staff will administer a 5- question quiz at the end of the class sessions		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
3.4 Increase the number of student adopters of the Navigate App Tactics: Include as a "to do" in an Advising Sessions, increased communications through Navigate, and a text blitz campaign with the app information.	**Enrollment and Advising Services** (Admissions, Registration, Advising)	• Percentage increase of student adopters		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒
3.5 Increase participation in student clubs as a means of increasing engagement and connection to ACM.	**Student Life**	• Numbers of students participating in club • Attendance sheets at events		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
3.6 SDEV 103 and SDEV 106: Self- evaluate to gain awareness of choices, habits, and attitudes that impact success.	Academic Development	**Final Essay and Capstone Project: Describe your experience with 8 different Mind-Body Skills designed to improve resilience, emotional self-regulation, and stress management.** Written reflections provide evidence that the student has practiced the Mind-Body Skills and has reflected fully on the effectiveness.	70% of student provide evidence of their direct experience with Mind-Body Skills, including a reflection on the effectiveness of these skills and strategies.	Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐
3.7 Recognize achievements of EACO students at their high school graduation	Early College	Providing graduation cords for EACO students to display at their high school graduation. (criteria for earning the cords TDB: no. of credits, college GPA)		

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
3.8 Arts and Humanities Program Goal: Foster student competency in interpersonal skills and cultural literacy. a. Program Learning Outcome 3: Identify and describe personal connections to themes in fine arts and humanities. General Education Assessment PCR 2021	Arts and Humanities	70% Proficiency in General Education PCR assessment.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒
3.9 Increase fine arts presence and opportunities for students on campus. Reported in Program Review 2020	Arts and Humanities	No formal assessment of activities.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒
3.10 Academic Integrity Task Force: a. Update current Plagiarism and Cheating language. b. Update policies and procedures for repeat offenders. c. Train faculty in strategies to minimize incidents of academic dishonesty and to implement an ethical "growth mindset" for students.	Academic Integrity Task Force	No formal assessment of activities.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☐

Objective	Program/Unit	Assessment	Progress/Outcomes	Status
3.11 Arts and Humanities Program Goal: Foster student competency in interpersonal skills and cultural literacy. a. Program Learning Outcome 3: Identify and describe personal connections to themes in fine arts and humanities. General Education Assessment PCR 2021	Arts and Humanities faculty assessed an artifact from selected courses by the Gen. Ed. Committee.	College Outcome: Cultural Awareness: 66%, an increase of 25%, so did not hit benchmark of 70%.		Not Started ☐ In Progress ☒ Completed ☐ Ongoing ☒

Timeline for Educational Master Plan and Annual ISA Objectives

March 2022 through March 2023

- EDMP Committee was expanded to bring in new voices
- The committee met regularly to plan how to move forward with drafting the "Educational Master Plan 2022–2025"
- Committee decided which sections of the Educational Master Plan 2019-2022 should be kept, deleted, or revised and what sections should be added.
- People Responsible: EDMP Committee

March 2022

- Members of the EDMP Committee chose or were assigned sections of the last Plan to review/revise or new sections to write for the "2022-2025 Educational Master Plan." Section drafts were due in SharePoint by Oct. 14. Committee meets to discuss Oct. 21st
- Eight ISA Area Leaders each meet with their staff to discuss where their program/unit goals fit within the ISA Planning Themes and which serve the new ISA goals
    - o Exec. Dir. of Enrollment Services & Advising
    - o Dean of Student & Legal Affairs
    - o Dean of Career Programs
    - o Dean of Educational Services
    - o Dean of Arts & Sciences
    - o Dean of Continuing Education & Workforce Development
    - o Director of Pathways for Success
    - o Associate Dean of Nursing
- Area Leaders provide list to SVPISA of unit goals/objectives that relate to ISA Planning Themes and ISA Goals
- People Responsible: EDMP Committee; Eight ISA Leaders; SVPISA

Last week of October 2022

- EDMP Committee provides feedback on the "2023-2026 Educational Master Plan."
- SVPISA and ISA leadership team drafts ISA Annual Objectives 2022-2023 based on information gathered from the seven ISA Area Leaders
    - o Distinguish between plans for "doing our jobs" versus specific Objectives for improving outcomes for a specific population.
    - o Include within the ISA Annual Objectives only big new objectives that involve multiple ISA units/programs and require resources beyond a single unit/program.
    - o Include only Objectives for which implementation is largely within ISA's realm of control, unless ISA wants to take the lead on college-wide issues that won't get addressed otherwise. SVPISA forward/suggest proposals for other college-wide objectives to the appropriate planning committee
        - ■ VP Finance (Fiscal Plan, Facilities Master Plan, Technology Plan)
        - ■ VP of Advancement and Community Relations (Marketing and Recruitment Plan)
        - ■ President (Strategic Plan)
        - ■ Executive Director of Enrollment & Advising Services (Strategic Enrollment Management Plan)
- People Responsible: SVPISA; Eight ISA Leaders

November 2022 (Delayed to March 2023)

- Eight ISA Area Leaders share ISA Annual Objectives with their staff. Potentially provide forums for questions and discussion.
- SVPISA publishes ISA Annual Objectives 2022-2023 to Employee Portal on ISA SharePoint
- All ISA areas and ISA-led committees begin implementing ISA Annual Objectives.
- SVPISA compiles a complete draft of EDMP 2022-2025 and sends it to the EDMP Committee for Feedback.
- SVPISA incorporates feedback and shares finalized master plan with EDMP committee and all college via portal.
- People Responsible: SVPISA; Eight ISA Leaders; EDMP Committee

December 2022 (Delayed to April 2023)

- SVPISA presents "Educational Master Plan 2022-2025" to Board of Trustees for feedback and approval.
    - o SVPISA Publishes EDMP 2022-2025 to Employee Portal on ISA SharePoint
- People Responsible: SVPISA

February 2023

- SVPISA and representatives from EDMP Committee consult with the Executive Director of Institutional Planning and Effectiveness to plan for end-of-academic year data collection.
- Eight ISA Area Leaders communicate to their unit/program staff what data will be needed and the deadline.
- People Responsible: SVPISA; EDIPE (Scott); Seven ISA Area Leaders

May through June 2023

- Program and Unit directors submit data (in format requested by EDMP Committee) to ISA Area Leader.
- Each Area Leader will report progress on goals and objectives by typing directly into the End-of-Year Progress Chart for ISA Annual Objectives 2022-2023.
- SVPISA reviews and finalizes End-of-Year Progress chart, seeking additional input from ISA Area Leaders as necessary.
- SVPISA Shares "End-of-Year Progress Report for ISA Annual Objectives 2022-2023" with EDMP Committee to determine the following:
    - o Discuss progress toward reaching ISA Annual Objectives 2022-2023 (Complete; In-Progress; Not Started)
    - o Determine whether to include unfilled objectives in next year's ISA Annual Objectives.
- People Responsible: All ISA program and unit directors; Eight ISA Area Leaders; SVPISA; EDMP Committee

ACTIONS YEAR TWO

July 2023

- Eight ISA Area Leaders meet with staff to discuss where their program/unit goals fit within the ISA Planning Themes and which serve the three ISA goals. (Identify emerging program goals and corresponding Objectives.)

- Area Leaders provide list to SVPISA of goals/objectives that relate to ISA Planning Themes and ISA Goals.

- People Responsible: Eight ISA Area Leaders

August through September 2023

- SVPISA and ISA leadership team drafts ISA Annual Objectives 2023-2024 based on End-of-Year Progress Report and new goals/objectives gathered from the Eight ISA Area Leaders

- Eight ISA Area Leaders share draft of ISA Annual Objectives with their staff. Potentially provide forums for questions and discussion.

    - SVPISA revises Annual Objectives and SVPISA publishes ISA Annual Objectives 2023-2024 to Employee Portal on ISA SharePoint

- People Responsible: SVPISA; Eight ISA Area Leaders

September 2023

- All ISA areas and ISA-led committees begin implementing ISA Annual Objectives.

- People Responsible: All ISA program and unit directors and ISA-led committee chairs

February 2024

- SVPISA and representatives from EDMP Committee consult with the Executive Director of Institutional Planning and Effectiveness to plan for end-of-academic year data collection.

- Eight ISA Area Leaders communicate to their unit/program staff what data will be needed and the deadline.

- People Responsible: SVPISA; EDIPE (Scott); Eight ISA Area Leaders

May through June 2024

- Program and Unit directors submit data (in format requested by EDMP Committee) to ISA Area Leader.
- Each Area Leader will report progress on goals and objectives by typing directly into the End-of-Year Progress Chart for ISA Annual Objectives 2023-2024.
- SVPISA reviews and finalizes End-of-Year Progress chart, seeking additional input from ISA Area Leaders as necessary.
- SVPISA Shares "End-of-Year Progress Report for ISA Annual Objectives 2023-2024" with EDMP Committee to determine the following:
    - o Discuss progress toward reaching ISA Annual Objectives 2023-2024 (Complete; In-Progress; Not Started)
    - o Determine whether to include unfilled objectives in next year's ISA Annual Objectives.
- People Responsible: All ISA program and unit directors; Eight ISA Area Leaders; SVPISA

ACTIONS YEAR THREE

July 2024

- Eight ISA Area Leaders meet with staff to discuss where their program/unit goals fit within the ISA Planning Themes and which serve the three ISA goals. (Identify emerging program goals and corresponding Objectives.)
- Area Leaders provide list to SVPISA of goals/objectives that relate to ISA Planning Themes and ISA Goals.
- People Responsible: Eight ISA Area Leaders

August through September 2024

- SVPISA and ISA leadership team drafts ISA Annual Objectives 2023-2024 based on End-of-Year Progress Report and other information gathered from the eight ISA Area Leaders
- Eight ISA Area Leaders share ISA Annual Objectives with their staff. Potentially provide forums for questions and discussion.
    - o SVPISA revises Annual Objectives and SVPISA publishes ISA Annual Objectives 2023-2024 to Employee Portal on ISA SharePoint
- People Responsible: SVPISA; Eight ISA Area Leaders

September 2024

- All ISA areas and ISA-led committees begin implementing ISA Annual Objectives.
- People Responsible: All ISA program and unit directors and ISA-led committee chairs

February 2025

- SVPISA and representatives from EDMP Committee consult with the Executive Director of Institutional Planning and Effectiveness to plan for end-of-academic year data collection.
- Eight ISA Area Leaders communicate to their unit/program staff what data will be needed and the deadline.
- People Responsible: SVPISA; EDIPE (Scott); Eight ISA Area Leaders

May through June 2025

- Program and Unit directors submit data (in format requested by EDMP Committee) to ISA Area Leader.
- Each Area Leader will report progress on goals and objectives by typing directly into the End-of-Year Progress Chart for ISA Annual Objectives 2023-2024.
- SVPISA reviews and finalizes End-of-Year Progress chart, seeking additional input from ISA Area Leaders as necessary.
- SVPISA Shares "End-of-Year Progress Report for ISA Annual Objectives 2023-2024" with EDMP Committee to determine the following:
    - o Discuss progress toward reaching ISA Annual Objectives 2023-2024 (Complete; In-Progress; Not Started)
    - o Determine whether to include unfilled objectives in next year's ISA Annual Objectives.
- People Responsible: All ISA program and unit directors; Eight ISA Area Leaders; SVPISA

July 2025

- EDMP Committee begins process of drafting "Educational Master Plan 2025-2028."

The Educational Master Plan 2022-2025 team includes:

- John Bone, Associate Professor/Program Director, Multimedia Technology
- June Bracken, Director, Academic Access & Disability Services
- Gilbert Cochrum, Assistant Professor, English and Developmental Education
- Rachel Katherine Cofield, Associate Professor, English
- Renee Conner, Dean, Student and Legal Affairs
- Joanna DuVall, Executive Associate to Senior VP, ISA
- Cassie Foster, Assistant Professor, Biology
- Carolyn George, Assistant Professor, Biology
- Steven Gibson, Professor/Division Chair, History
- Tammy Miller, Director, eLearning & Education Technology Services
- Tracy Reese, College and Career Coach
- Bill Rocks, Dean, Career Education
- Stacey Rohrbaugh, Professor, Medical Laboratory Technology
- Rebecca Lynn Ruppert, Interim Dean, Continuing Educaton and Workforce Development
- Mihaela Wood, Dean, Arts & Sciences
- Kurt Hoffman, Senior Vice President, Instructional & Student Affairs
- Jeff Kirk (retired before completion)
- Connie Clifton (retired before completion)

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Bedford County Technical Center
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