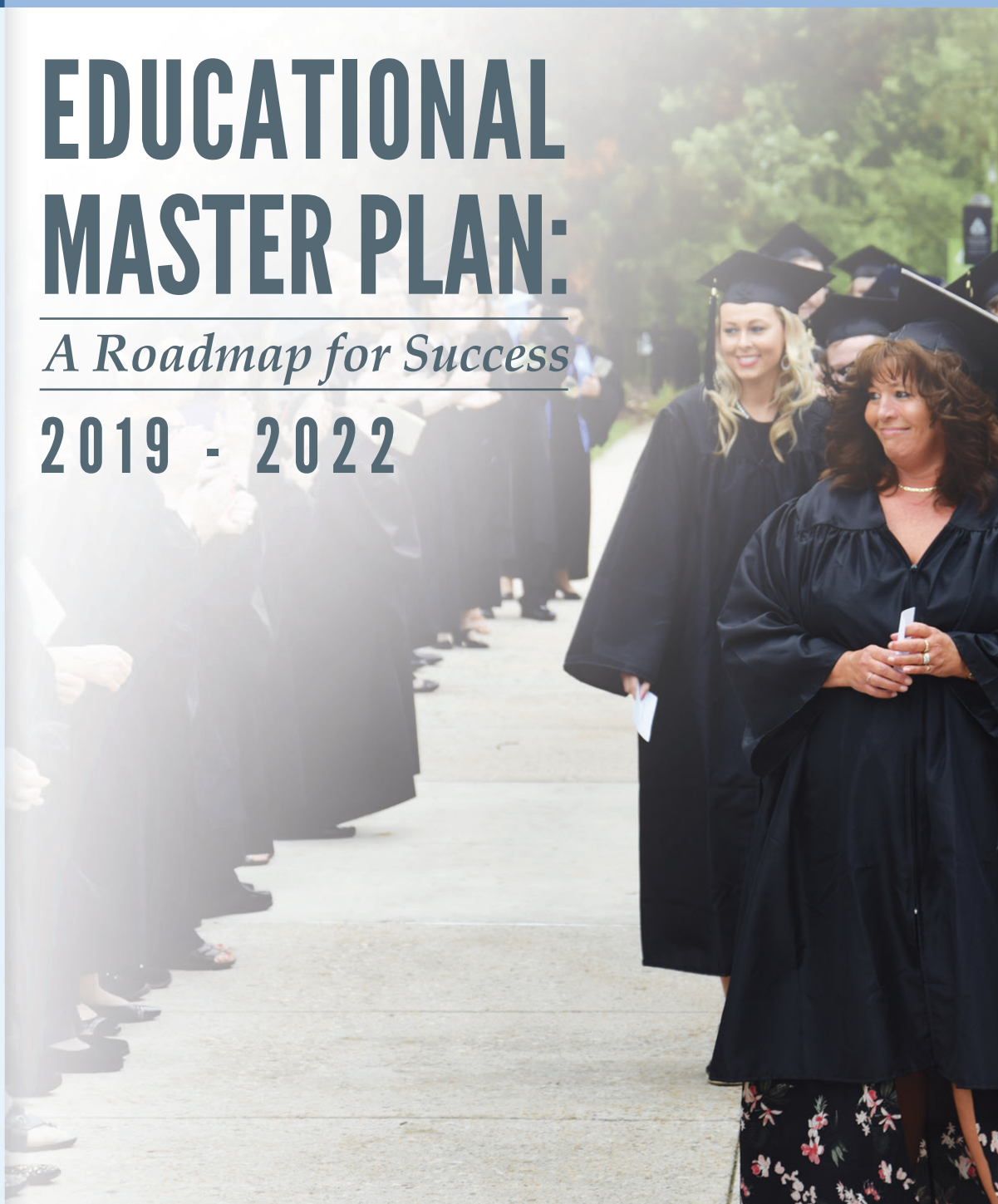
ALLEGANY COLLEGE *of* MARYLAND

EDUCATIONAL MASTER PLAN:

A Roadmap for Success

2019 - 2022



ALLEGANY COLLEGE of MARYLAND

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MESSAGE FROM THE SENIOR VICE PRESIDENT OF INSTRUCTIONAL AND STUDENT AFFAIRS

For the first time in nine years, our Fall 2019 enrollment is level to last years. The college, county, and state have invested in the hope of ACM's future. For academic year 2018/2019 we received $2.45 million in grants.

Currently, we are midway through renovations of the Technology Building that will be a technological beacon for our community, with new tech programs that will draw and retain the community's best and brightest. Ground will soon be broken for a new building for Western Correctional Institute training center, which will also allow for expansion of police compliance training. In spring 2020 Western Maryland Works, an industrial makerspace in partnership with the county, will open containing our relocated Advanced Manufacturing and Industrial Maintenance programs. We have new soccer and softball fields, drawing more local athletes. Finally, through the Maryland Governor's grant we were awarded $440,000 to be an anchor institution in the community effort to create an answer to the opioid crisis affecting our area residents, by fostering a "community of resilience."

The college recently invested in Navigate, a mobile-ready student success management software that promises to increase retention and completion of students through a coordinated care network of advisors, faculty and staff. This software will aid our student demographic that tends to be lower socio-economic status, first-generation, financial aid recipient, working, placed into at least one developmental class, and who will take more than two years to earn their certificate or degree. We are hopeful this software is a game-changer for all of our students.

Additionally, Instructional and Student Affairs has focused on educational innovations to increase student success. The goal of promoting a learning-centered culture—in which learning is at the center of everything we all do—is well underway. We have intentionally focused on professional development that leverages the learning potential of all our personnel. We have increased the breadth and scope of service learning and civic engagement of our students, but also for our staff. We have made strides to increase our cultural competence. We have institutionalized a culture of

assessment at the college, so that we may continuously improve.

In 2015, the first comprehensive and visionary academic planning document was created in the 54-year history of the college: *Educational Master Plan: A Roadmap to Success 2015-2018*. The plan before you—*Educational Master Plan 2019-2022*—carries the same intention of its' originator of providing a guiding document for innovation and successful in setting the educational vision for the college.

These are challenging times for higher education. Colleges must navigate the tectonic shifts affecting higher education: greater competition, decreased public funding, disruption of new technology, rising student debt, and greater accountability and oversight by governmental agencies. Nationally, lower birth rates are projected to create a "looming enrollment crisis" at colleges and universities. According to Harvard Business School, as many as half of all universities will close or go bankrupt in this higher education "apocalypse." I know this seems dire, but this is not *our* story.

Given the challenges we have already overcome as an institution and the hope we are on the cusp of an upward trajectory, this document is no less timely or critical than its predecessor. The goals contained within are no less audacious: student success improvement, ensuring quality faculty and staff experience, and improve the student experience. As a college, we are now primed to *engage our future*. And that future looks bright.

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: Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

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.

General Education Goals for Students

Allegany College of Maryland's General Education Goals and Outcomes have been developed in conjunction with Allegany College of Maryland's mission, vision, values and institutional priorities. All degree graduates of Allegany College of Maryland will be able to demonstrate proficiency at the time of graduation (or at other key points) in each of the following Goals and Outcomes:

Written and Oral Communication	Use reading, writing, speaking, and listening to communicate effectively.
Scientific and Quantitative Reasoning	Use fundamentals of scientific investigation and/or mathematical concepts to explain or to solve problems.
Critical Analysis and Reasoning	Analyze, synthesize, and evaluate data and text.
Technological Competency	Use discipline-specific technologies effectively.
Information Literacy	Locate, evaluate, and use information ethically and effectively.
Personal and Civic Responsibility	Explore and develop understanding for oneself and others, the community, and other cultures, and engage with issues of local, national, and global significance.
Arts and Humanities Inquiry	Explore and interpret expressions of human ideals, values, and creativity across cultures.

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.

INSTITUTIONAL PLANNING

The Educational Master Plan will inform and be informed by the Strategic Plan. The Instructional and Student Affairs Annual Initiatives will provide 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: Fiscal Plan, Facilities Plan, Technology Plan, Strategic Enrollment Management Plan, and the Marketing Plan.

Strategic Plan

Allegany College of Maryland's current Strategic Plan runs from 2015-2020. The new Strategic Plan will be active starting in Fall 2020. Strategic Priorities at the institution are developed through the collection of data internally and externally, analysis of strategic opportunities available to the College, and guidance from the College's Mission, Vision, and Values. Institutional Strategic Priorities are in turn used to develop institutional Strategic Goals which provide the direction for how to progress the College's Mission. As a component of renewing the Strategic Plan, the College is also reviewing its Mission statement. This is to ensure that the Mission statement is current, meaningful, and measurable given the College's present operations and service.

The College's Strategic Plan serves as the primary guidance document on campus, centralizing all the other planning documents into an overarching, demonstrable mechanism for progressing the Mission and enacting the Goals. It is, however, informed by and heavily influenced by the needs and direction of the Educational Master Plan as it lays out the direction and needs of academic and student-facing areas on campus. Just as the Strategic Plan informs all other institutional planning documents, the Educational Master Plan will be a primary document to inform and guide these plans as well. By having the Educational Master Plan and Strategic Plan renew in offsetting years, this allows each of them to be informed by the direction and intent of the other. Additionally, as each of these documents is updated and implemented on a continual basis throughout each academic year, when new and necessary initiatives arise in one, they can be discussed and incorporated into the other as appropriate.

Educational Master Plan and ISA Annual Objectives

Five core themes of the EDMP remain from its inaugural inception. These five themes represent the organizational framework of work in ISA. Any initiative must address one or more of these themes: learning, teaching, programs and courses, educational support services, and resources. 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.*

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

PROGRAMS AND COURSES: *ACM ensures quality and academic integrity of courses and curriculum.*

EDUCATIONAL SUPPORT SERVICES: *ACM seeks to ensure quality educational services and infrastructure that are accessible, support student retention, and enhance the learning success for the student.*

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

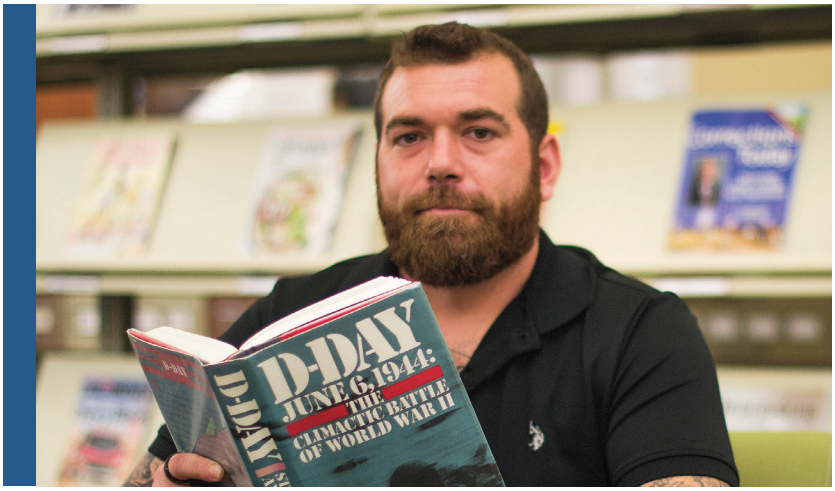
The core theme of *learning* focuses on assuring that students leave ACM with the preparation that they need for their next step which may be career, transfer, or achieving a personal enrichment goal. *Assessment:* data obtained through program assessment, student learning assessment, evaluation of general educational goals, and unit reviews from areas under the ISA office.

The core theme of *teaching* focuses on creating the cultural shift of becoming a learning centered college: that learning occurs in every interaction with students, in academic and non-academic settings. *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.

The core theme of *programs and courses* focuses on delivering innovative and successful programs in the academic and continuing education arena. As appropriate, curricula will be aligned with 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. *Assessment:* data obtained from external accreditors of programs, program assessments, surveys of area employers, transfer data, and success of transferring students. In addition, internal surveys of student and employee satisfaction will contribute valuable information.

The core theme of *educational support services* focuses on access to educational resources; correlating student activity with success, retention, and completion. *Assessment:* data obtained through student services student learning outcomes (SSSLO's), and correlation with success, retention, and completion.

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. *Assessment:* data obtained through program and unit assessments.



Annual Objectives 2015-2018

The *ISA Annual Objectives* from 2015-2018 were three annual plans that contained the same four goals: *develop rich and challenging learning opportunities for students, faculty, and staff; increase service learning and civic engagement, increase cultural competence, and create a culture of assessment.* Within each objective, there were numerous tactics and initiatives that were identified to advance the work, measures of success, identified leads, resources needed, and timeline for completion. Please consult the year-end progress summary document—Instructional and Student Affairs Annual Objectives Fall 18/Spring 19—which can be found on the ISA page of the college website.

Over the past three years, the first goal—*developing rich and challenging learning opportunities for students, faculty and staff*—contained the most initiatives. First, advancing Learning Centeredness occurred across the campus: created and delivered 5 years of Teaching and Learning Community (TLC) for faculty, and 3 years Learning College Teaching and Learning Community (LC-TLC) for staff and faculty, institutionalized a learning centered syllabus template, included a learning centered statement in faculty job descriptions and job postings, and made learning centered part of faculty promotion and tenure.

Secondly, a renewed effort to better create professional development opportunities: created a new process and digital forms for the annual professional development plan (PDP), addressed professional development gaps identified in program review, required post-conference report out/back to magnify institutional impact, and created a Teaching and Learning professional development day held at the end of the academic year. Finally, this objective included work on educational innovations: created institutional definition of teaching excellence, created new faculty mentoring model, created a definition of technological competence, and began institutional discussions on Open Educational Resources, stackable credentials and digital badges.

The second goal—to *increase service learning and civic engagement*—was also a success. Over the three years we saw increased student and faculty participants, increased service hours, and an increased number of community partners. In 2015, 5 faculty and 100 faculty worked with 25 community partners. By 2018, 22 continuing plus 43 new faculty and staff worked with 68 community partners. Total hours over the three-year period more than doubled, to 5500 hours in academic year 2018/2019.

The third goal of the plan was to *increase cultural competence* at the college. The Diversity Committee worked over the three years to create an institutional definition of cultural competence, created a student/faculty/staff survey, established and placed HR diversity experts for each hiring committee, and through a strategic micro grant supported the creation of Aspiring Young MENtors—African American Male mentoring group that would address the achievement gap.

Finally, the fourth goal was to *create a culture of assessment*. Over the past three years we have created a committee on assessment, programs regularly use learning assessment data to inform decisions, program viability gives programs data on the overall health of their programs, and assessment data is now required as justification for all budgetary requests. This goal was deemed successful with the determination that a culture of assessment has been fully institutionalized at the college.

Annual Objectives 2019-2022

Since the first Educational Master Plan, great institutional effort has been devoted to concentrate on the retention and success of our students. It has been recognized that new enrollment populations are unlikely, so greater attention must be focused on increased retention and completion of our existing student population. In order to help achieve this goal, we must also simultaneously assist the college employees who interact with and impact student success. They will be on the success frontline, and assessment data, Key Performance Indicators (KPI's), and professional development are a wise and strategic investment. Finally, we must also attend to the student experience that students have while attending our institution. We must consider high impact practices and intentionally foster student "belongingness": which research has demonstrated to be influential in student success.

For these reasons, the *Educational Master Plan 2019-2022* and the corresponding ISA Annual Objectives, will be dedicated to the advancement of the three broad objectives over the next three years:

Student success improvement,

Ensuring quality faculty and staff experience, and

Improvement of student experience.

Details on specific institutional initiatives that are furthering these three goals each year, please consult the most recent ISA Annual Objective plan.

TIMEFRAME	ACTION: YEAR ONE	PERSON(S) RESPONSIBLE
June 2019	Educational Masterplan Plan Committee reviews last years plans and identifies areas for edits. Edit and re-write duties assigned to members.	EMPC
September 2019	Initial Draft of Educational Master Plan by SVPISA (EMP)- sent to Educational Master Plan Committee (EMPC).	SVPISA
October 2019	Feedback of draft sent back to SVPISA For consideration of changes. Second draft for consideration. Shared with Committee, and all college via portal.	SVPISA & EMPC
November 2019	Presented to ACM Board of Trustees for feedback and approval. • Publish master plan • Begin roll-out of annual objectives	SVPISA
December 2019	Strategic Planning Alignment of EDMP goals with other college plans. * VP Finance (Fiscal Plan, Facilities Master Plan, Technology Plan) * VP of Advancement and Community Relations (Marketing and Recruitment Plan). * President (Strategic Plan) * Strategic Enrollment Management Plan	SVPISA

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TIMEFRAME	ACTION: YEAR ONE	PERSON(S) RESPONSIBLE
February 2020	Consultation with Committee on Assessment for alignment with report-out data from program review or administrative unit review. Solicit data from vice presidents, deans, program directors/division chairs on Annual Objections.	EMPC & SVPISA
June 2020	Conduct an assessment of academic and student services and program goals for the year's Annual Objectives. • Data analysis and dissemination to program directors, division chairs, and deans. • Discussion of gaps between program and unit goals and data. • Unfilled goals are analyzed to determine whether to include in next year's annual objectives.	Committee on Assessment EMPC SVPISA
July 2020	Identify unfilled annual objectives. Identify emerging program goals and corresponding initiatives Write end-of-year progress report for Annual Objectives 2019/2020 Draft Annual Objectives 2020/2021	SVPISA EMPC

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TIMEFRAME	ACTION: YEAR TWO	PERSON(S) RESPONSIBLE
August 2020	Annual Objectives 2020/2021 progress report presented to Board of Trustees and President. Annual Objectives 2020/2021 progress report presented to college. Alterations and corrections to Annual Objectives plan based upon feedback from Board of Trustees, president's staff, and college at large.	SVPISA
September 2020	Consultation with VP of Finance concerning changes/alterations in Fiscal Plan, Facilities Master Plan, and Technology Plan. Consultation with VP of Advancement and Community Relations concerning changes/ alterations in Marketing and Recruitment plan. Consultation with President concerning changes/alterations in the Strategic Plan.	SVPISA SVPISA SVPISA
December 2020	Strategic Planning Alignment of EDMP goals with other college plans. * VP Finance (Fiscal Plan, Facilities Master Plan, Technology Plan) * VP of Advancement and Community Relations (Marketing and Recruitment Plan). *President (Strategic Plan) *Strategic Enrollment Management Plan	SVPISA

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TIMEFRAME	ACTION: YEAR TWO	PERSON(S) RESPONSIBLE
February 2021	Consultation with Committee on Assessment for alignment with report-out data from program review or administrative unit review Solicit data from vice presidents, deans, program directors/division chairs for Annual Objectives.	EMPC & SVPISA
June 2021	Conduct an assessment of academic and student services and program goals for the year's Annual Objectives. • Data analysis and dissemination to program directors, division chairs, and deans. • Discussion of gaps between program and unit goals and data. • Unfilled goals are analyzed to determine whether to include in next year's annual objectives.	Committee on Assessment EMPC SVPISA
July 2021	Identify unfilled annual objectives. Identify emerging program goals and corresponding initiatives Write end-of-year progress report for Annual Objectives 2020/2021 Draft Annual Objectives 2021/2022	SVPISA EMPC

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TIMEFRAME	ACTION: YEAR THREE	PERSON(S) RESPONSIBLE
August 2021	Annual Objectives 2021/2022 progress report presented to Board of Trustees and President. Annual Objectives 2021/2022 progress report presented to college. Alterations and corrections to Annual Objectives plan based upon feedback from Board of Trustees, president's staff, and college at large.	SVPISA
September 2021	Consultation with VP of Finance concerning changes/alterations in Fiscal Plan, Facilities Master Plan, and Technology Plan. Consultation with VP of Advancement and Community Relations concerning changes/ alterations in Marketing and Recruitment plan. Consultation with President concerning changes/alterations in the Strategic Plan.	SVPISA SVPISA SVPISA
December 2021	Strategic Planning Alignment of EDMP goals with other college plans. * VP Finance (Fiscal Plan, Facilities Master Plan, Technology Plan) * VP of Advancement and Community Relations (Marketing and Recruitment Plan). *President (Strategic Plan) *Strategic Enrollment Management Plan	SVPISA

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TIMEFRAME	ACTION: YEAR TWO	PERSON(S) RESPONSIBLE
February 2022	Consultation with Committee on Assessment for alignment with report-out data from program review or administrative unit review Solicit data from vice presidents, deans, program directors/division chairs for Annual Objectives.	EMPC & SVPISA
June 2022	Conduct an assessment of academic and student services and program goals for the year's Annual Objectives. • Data analysis and dissemination to program directors, division chairs, and deans. • Discussion of gaps between program and unit goals and data. • Unfilled goals are analyzed to determine whether to include in next year's annual objectives.	Committee on Assessment EMPC SVPISA
June 2022	Educational Master Plan Committee reviews last year's plans and identifies areas for edits. Edit and re-write duties assigned to members.	EMPC
July 2022	Identify unfilled annual objectives. Identify emerging program goals and corresponding initiatives Write end-of-year progress report for Annual Objectives 2021/2022 Initial Draft of Educational Master Plan by SVPISA (EMP)- sent to Educational Master Plan Committee (EMPC).	SVPISA EMPC

ALLEGANY COLLEGE *of* MARYLAND

Cumberland Campus

12401 Willowbrook Road, SE • Cumberland, MD 21502-2596
301-784-5000

Bedford County Campus

18 North River Lane • Everett, PA 15537-1410
814-652-9528

Somerset Education Site

707 Georgian Place, Suite 315 • Somerset, PA 15501-4300
814-445-9848

Bedford County Technical Center

195 Pennknoll Road • Everett, PA 15537-6946
814-623-2760

School of Hospitality Management and Culinary Arts

The Culinaire Café / Gateway Center
110-114 Baltimore Street • Cumberland, MD 21502-2302
301-784-5410

Allegany College of Maryland does not discriminate against any individual for reasons of race, ethnicity, color, sex, religion or creed, sexual orientation, gender identity or expression, national origin, age, genetic information, familial status, disability or veteran status in the admission and treatment of students, educational programs and activities, scholarship and loan programs, or to terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leave of absence, compensation and training. Allegany College of Maryland complies with applicable state and federal laws and regulations prohibiting discrimination and Maryland prohibits retaliation in any form against any person who reports discrimination or who participates in an investigation.

Allegany College of Maryland prohibits sexual misconduct and sex discrimination by or against all students, employees, and campus guests. If you have any questions or concerns or if you need to make a complaint, contact ACM's Title IX Coordinator, Dr. Renee Conner in CC-152, by email at rconner@allegany.edu, or by phone at (301) 784-5206. For detailed information about policy, procedures, and prevention education, see www.allegany.edu/titleIX.