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Tectonic shifts are occurring in higher education. Skyrocketing student debt coupled with the emergence from the historic recession has students and parents laser-focused on college completion, job preparation, and “return on investment” metrics. Politicians and their educational policies view a highly educated workforce as a means to rejuvenate the middle class. Yet, decreased public funding of higher education paradoxically reveals that a college degree is no longer viewed as a public good and for the collective betterment of our society.

Historically, two-year open access colleges, or community colleges, were referred to as democracy’s schools for their open access policies and willingness to accept all who apply. Community colleges have possessed dual public missions: a civic mission devoted to educating students for participation in democracy and an economic one in which students are prepared for their future vocations. Currently, the economic mission has come to dominate to the detriment of the civic.

In graduate school, one of my professors admonished his students who were educational professionals not to lose focus on the ultimate purpose of our work despite these strong gravitational forces: “it’s all about the learning.” Despite the instability and change that also affects the college; a strong commitment to the educational needs and goals of our students at Allegany College of Maryland remains paramount. ACM is an institution comprised of faculty, staff and administrators that place students at the center of all they do. An institution committed to meaningful interactions with students in order to prepare them for transfer, work, or life. An institution reconciling the historical dual public missions of community colleges: educating for work as well as educating for democratic participation and engagement. Simply put, we are in the business of helping people to positively transform their lives as well as their communities. And we take this charge very seriously. We collectively and constantly remember that “it’s all about the learning.”

This document aims to provide the educational roadmap for these ultimate successes of our students and stands as the educational aspirations for the institution. We have identified five planning themes for this document and for the next three years of the institution’s educational efforts:
• **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.

Sincerely,

[Signature]

Dr. Kurt Hoffman
Senior Vice President
of Instructional and Student Affairs
EDUCATIONAL MASTER PLAN:
A Roadmap for Success
2015 - 2018
INTRODUCTION

This Educational Master Plan: A Roadmap for Success 2015-2018 is the first comprehensive academic planning document created in the 54-year history of Allegany College of Maryland (ACM). Until recently, the Strategic Plan and the Annual Initiatives—which included academic aspects—functioned as the primary planning documents for the college. The institution recognizes the importance of a separate plan that solely focuses on the long-term educational goals. The purpose of this Educational Master Plan is to identify the instructional priorities of the college, assist the college in making decisions that support student learning for the present, and serve as a guide in setting the academic direction for the future. Ultimately the Educational Master Plan will inform the decision making and resource allocation of the college.
INSTITUTIONAL PLANNING

The Educational Master Plan will obviously align with 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 Fiscal Plan, Facilities Plan, Technology Plan, Strategic Enrollment Management Plan, and the Marketing Plan.

Discussion of the operational linkages to the Educational Master Plan is beyond the scope of this document and they can be found within the numerous plans themselves.
Strategic Plan

The College’s strategic planning decision making process is based on the Vision, Mission, Values, and Guiding Principles of the College as well as input collected from internal and external constituencies. This data are used to develop the Institutional Priorities and Strategic Goals to guide the college’s planning. As described in greater detail below, the Educational Master Plan is symbiotic with the Strategic Plan – along with other planning documents which are reviewed regularly and updated appropriately. These visionary documents are implemented both operationally and strategically via the Annual Initiatives. The Vision, Mission, Values, Guiding Principles, and Institutional Priorities are reviewed periodically for relevancy. External trends and internal data information are used in Strategic Goal development. Annually there is a review of various planning documents and changes are made as appropriate. A companion document, the Annual Initiatives, gives a more detailed depiction of important initiatives and operational activities during a particular year; initiatives are driven by the Strategic Priorities and Goals.

The Strategic Plan Institutional Priorities are:

1. Student Success and Access
2. Organizational Development and Support
3. Community
4. Resource Management
5. Planning and Assessment

It is important to note that the EDMP themes do not stand alone and are interconnected to the Strategic Plan priorities. The following table illustrates the connection between the Strategic Plan and the Educational Master Plan.

<table>
<thead>
<tr>
<th>EDMP Core Themes</th>
<th>ACM Strategic Plan Institutional Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEARNING: ACM assists students in their educational success in preparation for transfer, work or life in a diverse and global society.</td>
<td>IP One: Student Success and Access. ACM develops and delivers quality academic offerings, services and activities that are accessible, affordable and flexible to help students achieve their goals.</td>
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</tbody>
</table>

- Strategic Goal One: foster a learner-centered culture throughout the College.
- Strategic Goal Three: identify and diminish barriers that impede student success.
- Strategic Goal Four: maximize financial opportunities and resources for students who attend ACM.
- Strategic Goal Five: increase employability of graduates within today’s regional and global economy.
- Strategic Goal Six: enhance quality instruction, academic support and student services for all delivery methods.

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### EDMP Core Themes

<table>
<thead>
<tr>
<th>IP Two: Organizational Development and Support. ACM enhances the learning and working environment by valuing, supporting and recognizing a diverse and highly qualified faculty and staff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic Goal Two: invest in hiring and retaining a diverse and highly qualified faculty and staff.</td>
</tr>
<tr>
<td>• Strategic Goal Five: increase the cultural competency within the College community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IP Three: Community. ACM leads and collaborates with business, educational, non-profit and governmental agencies to enhance student opportunities and contribute to workforce development for the region and the global economy.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic Goal One: expand educational, governmental and community partnerships that strengthen educational solutions for local economic and social issues.</td>
</tr>
<tr>
<td>• Strategic Goal Two: support service and civic engagement of students, faculty and staff.</td>
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<tr>
<th>IP Four: Resource Management. ACM prudently applies resources to enhance teaching, learning, and working.</th>
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<tr>
<td>• Strategic Goal Two: proactively plan for the infrastructure needs of the college.</td>
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<tr>
<td>• Strategic Goal Three: utilize data to align resource allocation with institutional plans.</td>
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### Teaching: ACM cultivates a climate that supports every employee, fosters the learning centered college, and enhances diversity in teaching and learning.

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<th>EDMP CORE THEMES</th>
<th>ACM STRATEGIC PLAN INSTITUTIONAL PRIORITY</th>
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| **IP Two:** Organizational Development and Support. ACM enhances the learning and working environment by valuing, supporting and recognizing a diverse and highly qualified faculty and staff. | • Strategic Goal One: promote positive employee engagement, wellness and work-life balance.  
• Strategic Goal Two: invest in hiring and retaining a diverse and highly qualified faculty and staff.  
• Strategic Goal Three: expand and promote professional development opportunities.  
• Strategic Goal Five: increase the cultural competency within the College community. |
| **IP Three:** Community. ACM leads and collaborates with business, educational, non-profit and governmental agencies to enhance student opportunities and contribute to workforce development for the region and the global economy. | • Strategic Goal Two: support service and civic engagement of students, faculty and staff. |
| **IP Four:** Resource Management. ACM prudently applies resources to enhance teaching, learning, and working. | • Strategic Goal Two: proactively plan for the infrastructure needs of the college.  
• Strategic Goal Three: utilize data to align resource allocation with institutional plans. |
| **IP Five:** Planning and Assessment. ACM integrates planning and assessment of programs, services, and resources to continuously improve student learning, student success and institutional effectiveness. | • Strategic Goal One: expand strategic planning process to ensure systematic and sustainable planning, using student learning assessment and institutional effectiveness data. |

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<td>• Strategic Goal Three: complete the assessment cycle of student learning outcomes following the guidelines of the Academic Assessment Plan and ensure the information collected is analyzed and used for decision-making, resource allocation and initiative development.</td>
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### Programs and Courses: ACM ensures quality and academic integrity of courses and curriculum.

**IP One:** Student Success and Access. ACM develops and delivers quality academic offerings, services and activities that are accessible, affordable and flexible to help students achieve their goals.

- • Strategic Goal One: foster a learner-centered culture throughout the College.
- • Strategic Goal Five: increase employability of graduates within today’s regional and global economy.
- • Strategic Goal Six: enhance quality instruction, academic support and student services for all delivery methods.

**IP Two:** Organizational Development and Support. ACM enhances the learning and working environment by valuing, supporting, and recognizing a diverse and highly qualified faculty and staff.

- • Strategic Goal Two: invest in hiring and retaining a diverse and highly qualified faculty and staff.
- • Strategic Goal Three: expand and promote professional development opportunities.
- • Strategic Goal Five: increase the cultural competency within the College community.

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**IP Four:** Resource Management. ACM prudently applies resources to enhance teaching, learning, and working.

• Strategic Goal Two: proactively plan for the infrastructure needs of the college.

• Strategic Goal Three: utilize data to align resource allocation with institutional plans.

**IP Five:** Planning and Assessment. ACM integrates planning and assessment of programs, services, and resources to continuously improve student learning, student success and institutional effectiveness.

• Strategic Goal One: expand strategic planning process to ensure systematic and sustainable planning, using student learning assessment and institutional effectiveness data.

• Strategic Goal Three: complete the assessment cycle of student learning outcomes following the guidelines of the Academic Assessment Plan and ensure the information collected is analyzed and used for decision-making, resource allocation and initiative development.

### 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.*

**IP One:** Student Success and Access. ACM develops and delivers quality academic offerings, services and activities that are accessible, affordable and flexible to help students achieve their goals.

• Strategic Goal One: foster a learner-centered culture throughout the College.

• Strategic Goal Two: optimize enrollment.

• Strategic Goal Three: identify and diminish barriers that impede student success.

• Strategic Goal Four: maximize financial opportunities and resources for students who attend ACM.

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

**IP One:** Student Success and Access. ACM develops and delivers quality academic offerings, services and activities that are accessible, affordable and flexible to help students achieve their goals.

• Strategic Goal Six: enhance quality instruction, academic support and student services for all delivery methods.

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Instructional and Student Affairs

Annual Initiatives

The Educational Master Plan sets the strategic focus of Instructional and Student Affairs (ISA). Each year, specific strategies towards the advancement of the goals in the Educational Master Plan are identified and written as the Annual Initiatives plan. These initiatives are connected to the priorities of the college’s Strategic Plan. The initiatives are informed by the College planning documents as well as through the program and administrative unit assessment results and recommendations. Other sources which may inform the ISA Annual Initiatives are recommendations of committees across campus such as the Learning Design Team, Advising Steering, Diversity, Completion Agenda, and Academic Innovations Committee (previously known as the Academic Master Planning Committee).

The Annual Initiatives are developed at the start of each academic year in order to inform the various committees and task forces which may be charged with execution of the initiatives throughout the year. The annual timeline of the development of the ISA Annual Initiatives allows the previous assessment cycle to be completed in order to provide an evidenced-based foundation for further identification of necessary strategies (please consult timeline below). Such strategies will then be included in the Annual Initiatives to remain focused on achievement of the ISA goals outlined in the Educational Master Plan.

The annual ISA initiatives are aligned to budget and resource allocation in order to advance the Educational Master Plan goals as well as those initiatives collected through the assessment process. The annual initiatives are developed ahead of the College’s budget process and reflect the practical implementation of the strategic goals of ISA in advancing the College’s mission.

Previously, the president and the seven vice presidents produced a college-wide document containing Annual Initiatives which functioned as a yearly action plan to advance the Board of Trustees’ and the President’s goals which demonstrated progress toward the five year Strategic Plan. The current “Annual Initiatives Spring 2016 to Spring 2017” will be the first time Instructional and Student Affairs will produce its own document which aligns, instead, with the inaugural Educational Master Plan. Due to the extensive Educational Master Planning process, Instructional and Student Affairs Annual Initiatives were delayed in their creation and implementation until Spring 2016; thus necessitating the plan to extend for one calendar year ending with Spring 2017.
WHO WE ARE

Setting

Appalachian Maryland consists of the state’s three westernmost counties: Allegany, Garrett, and Washington. The physiographic setting of this area has been critical in influencing its economic development, and it continues to be fundamental to understanding Appalachian Maryland’s barriers to, and opportunities for, future growth.

Allegany County has a population of 75,087 as of the 2010 Census. This represents an increase of 0.2% from the 2000 Census. Cumberland is the county seat and is the largest city, with a population of 20,859 in 2010. The Cumberland Metro area in which Allegany College of Maryland resides has been designated by various media outlets as one of the top ten poorest cities in the country: one quarter of the population is below the poverty line, with a median household income less than $40,000, an unemployment rate over the national average, and a population decrease of 50% since the 1950’s. The outmigration over the previous decades from the area has resulted in a youth drain and a greying of the local population: the county has one of the highest percentages of population 65 years or older (18.4%) compared to the rest of Appalachia. Paradoxically, Cumberland has also been listed by numerous media sources as one of the ten most affordable places to live in the United States. The comparison of Allegany County to Bedford and Somerset counties reveals a similar story.
The College offers comprehensive continuing education, workforce development, and lifelong learning opportunities through its Continuing Education Division. ACM’s academic programs include more than 40 credit programs, offering 22 associate degrees and 21 certificate choices. ACM also offers six statewide-designated associate degree and certificate programs, including 16 degree and certificate curricula that are part of Maryland’s Health Manpower Shortage Programs effort. There are 21 transfer programs and 18 letters of recognition. The College strives to provide high-quality higher education at a reasonable cost for the residents in the tri-state area (Maryland, Pennsylvania and West Virginia).

### Student Profile

Located in Cumberland, Maryland, the main campus enrolls two-thirds of the students, with Bedford and Somerset Pennsylvania campuses an hour-drive away that enroll the other third. Most students live within 30 miles of their local campus. The Cumberland campus offers student housing in which 236 students live in on-campus residence halls. Students residing in the student housing are primarily African-American drawn from urban areas of Maryland and Washington D.C. and include a significant African diaspora population (approximately 10% of student housing depending on the semester). Student housing is the primary source of racial and ethnic diversity on campus; 14% in 2014 which was the College’s highest rate ever. The student population of all three campuses is comprised predominantly of Caucasian/white students with 83% of the total student population.

Forty-three percent of ACM students currently enrolled are first generation—the first in their families to attend an institution of higher education. Females comprise about 68% of enrollees, and over 89% of students have a documented collective financial need in excess of $11 million.

An overview of the educational attainment statistics for individuals over 25 years of age in the American Community Survey reveals similar statistics among the three counties that ACM serves: an average of 14% do not have a high school diploma, less than two-thirds have graduated from high school, and less than 10% have earned an Associates or Bachelor’s degree.

### Statistics by County

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>POPULATION IN 2014</th>
<th>% OF POP. CHANGE IN 5 YRS.</th>
<th>MEDIAN INCOME</th>
<th>% OF PERSONS 18+ UNDER POVERTY</th>
<th>UNEMPLOYMENT RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegany</td>
<td>72,952</td>
<td>-2.8%</td>
<td>39,293</td>
<td>24.5%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Bedford</td>
<td>48,946</td>
<td>-1.6%</td>
<td>43,290</td>
<td>17.4%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Somerset</td>
<td>76,218</td>
<td>-2.0%</td>
<td>43,597</td>
<td>18.6%</td>
<td>6.7%</td>
</tr>
</tbody>
</table>
Educational attainment remains a real and pressing regional need. Inherent in the economic situation is the critical necessity to create a skilled, globally competitive workforce, and to develop the area into a geographic region that attracts new and growing businesses. Education remains a critical priority in all the counties ACM serves.
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.
Instructional and Student Affairs Mission

The mission of Instructional and Student Affairs is to support and promote student and faculty engagement in a culture of learning and service to help students meet their educational goals.

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.
An Overview of the Original “Academic” Master Plan

Academic Master Planning (AMP) has taken a very circuitous route at Allegany College of Maryland. Even though the work has been constant, some efforts diverged from true academic master planning; some accidental and some by design. Additionally, numerous changes in leadership further complicated the focus of the AMP work. Yet, all of this labor would eventually become the foundation for this current document. A brief history will help illustrate this path.

Since 2011, four individuals have held the position of Vice President of Instructional Affairs (VPIA), with two as interim. Over the last two years the position title has changed twice: in 2014 to Senior Vice President of Instructional Affairs (SVPIA) and to Senior Vice President of Instructional and Student Affairs (SVPISA) in 2015. The latter change a reflection of an administrative restructure with a reduction of college vice presidents from seven to three. Two positions were eliminated, while two were reclassified as deans within the new structure. The Instructional Affairs (IA) office was renamed the Instructional and Student Affairs (ISA) office to reflect the inclusion of Continuing Education, Student and Legal Affairs, Admissions, Financial Aid, Registration, Library, Information Technology and Multi-Media Services (ITMMS), and Student Services areas. It is important to note this incredible turnover in leadership and its obvious overall hindrance upon the master planning process.

Discussions concerning the creation of an Academic Master Plan at the college began in the fall of 2009. Faculty and staff in the Instructional Affairs area held forums and collected surveys concerning the needs of the college, and a SWOT analysis was completed. The data were discussed and analyzed during numerous meetings of the steering committee, and four themes emerged that would provide the framework for this early AMP process:

- **Faculty**: recruitment and retention, salary, job responsibilities, professional development, division chairs, adjuncts, mentoring.
- **Programs and Courses**: new programs, student learning assessments, early college, developmental education, modes of delivery, program review system, scheduling, marketing.
• Academic Support Services: instructional technology, library, tutoring and testing, disability services, advising, counseling.

• Technology: academic or instructional.

In 2011 work proceeded on initiatives within the four original themes listed above as five teams were created and directed to deeply examine the issues within the themes in order to develop recommendations that would be vetted by the AMP Steering Committee. Successful initiatives would be forwarded to the president for implementation. The five teams mirrored the four themes above with an additional team concerned with faculty pay and workload issues. In 2012 the steering committee added students as a theme. The theme of faculty pay and workload issues was dropped due to a successful recommendation that had already been written, vetted and submitted to the president.

The efforts of these original AMP teams resulted in other noteworthy innovative initiatives: the creation of an Advising Center with Title III grant monies, implementation of on-campus counseling services, a program review coordinator, an updated faculty evaluation survey, blended course trainings and offerings, a pilot of a Teaching and Learning Community, and dedicated tutoring spaces for reading, math, writing, and science. Though successful, the work did not reflect true academic master planning. Efforts continued in this vein until spring 2015, with a true planning document never having been completed.

In the fall of 2015 a new committee for AMP was charged with creating a true academic master plan document. This group proceeded with an ambitious goal to have a visionary document by December 2015. The committee decided AMP work must occur along two tracks: a newly titled Academic Innovations group that would continue the work in faculty-generated new college initiatives, and the second special committee that would create a true academic master plan document.

The focus of the plan would reflect an emerging cultural shift at ACM to a learning college model. The committee deliberated and titled the current document an Educational Master Plan (EDMP) to reflect these changes: to include the unification of instructional affairs and student affairs, and to reflect the cultural shift at the college of becoming a learning centered institution where “students are the center” of all we do. This current EDMP document is the result of this new group’s work, which was built upon their AMP colleagues’ years of work, and sustained through the institution’s perseverance in the process.
**WHERE WE ARE**

**Long-Term Institutional Initiatives**

In the past five years, faculty and staff have created ground-breaking initiatives that have influenced the culture of the College. For the purpose of this document, it is assumed that these initiatives will continue and be supported by the institution through the Office of Instructional and Student Affairs. Mentioning these initiatives in the Educational Master Plan acknowledges their impact upon the college. However, as they are “in-progress” and have achieved various levels of success, they will not specifically be referred to in the EDMP goals which look three years ahead.

**Learning Centered College**

Currently, work is being done to take a statement found in numerous SWOT analyses that Allegany College of Maryland promotes “the personal touch” in its “student first focus” and operationalize these sentiments into a cultural shift of becoming a *learning centered college*: that learning occurs in every interaction with students, in academic and non-academic settings, during curricular and co-curricular presentations. This shift necessitates that the college will embrace Dr. John Roueche’s philosophy that “student success is everyone’s business.” The entire Educational Master Plan is couched in this vision of ACM creating a culture of a dedicated *learning centered college*. ACM’s institutional guiding statements are established on a student centered mission of preparing individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. By making learners the center of everything we do, we are also emulating the philosophy of Terry O’Banion who states: “The learning college places learning first and provides educational experiences for learners anyway, anyplace, anytime. The model is based on the assumption that educational experiences are designed for the convenience of learners rather than for the convenience of institutions and their staffs.” A student at ACM will receive educational experiences not only in the classroom but in every interaction with faculty, staff, and administration.

A learning college:

- Creates a substantive change in individual learners.
- Engages learners as full partners in the learning process assuming primary responsibility for their own choices.
• Creates and offers as many options for learning as possible.
• Assists learners to form and participate in collaborative learning activities.
• Defines the roles of learning facilitators by the needs of the learners.
• Succeeds when improved and expanded learning can be documented for learners.
• Encourages all employees to identify their role in supporting learning at all levels.
• Builds a strong sense of community and connection.
• Utilizes ongoing assessment to guide decision-making and continually improve.

At the heart of a learning centered college, ACM is a community of faculty and staff focused on student success and teaching excellence. Honoring the value of what each of us in that community contributes to the successful learner, faculty and staff professional development is a key driver for ensuring that the vision for student success becomes a reality. Assessment results will guide decisions about where changes need to be made and then strategically designed professional development initiatives are essential to make this happen.

The learning centered college will also necessitate numerous infrastructural changes that will need to be identified as it continues to unfold. Learning centered practices and policies concerning hiring, orientation, evaluation, and promotion will have to be constructed for all employees. These new practices and policies will have to be integrated with the current ones. Additional assessments to capture excellence in teaching through these new instructional methodologies will also have to be created. In addition to individual evaluations completed by supervisors, peer review and peer based teams will need to be utilized. Instead of operating in silos, collaborative cross-unit, cross-departmental, and cross-constituency initiatives will be necessary and the support of leadership is required. Finally, it must be acknowledged that the continuance of this paradigm shift to the learning centered college will require multiple years for full implementation. Though the Annual Initiatives will regularly focus on and advance the cultural change, it is still expected that the learning centered efforts will most likely continue into the subsequent educational master plan.
**Teaching and Learning Community (TLC)**

In the fall of 2015 a year-long experiment began in fostering the learning centered culture with the start of an inaugural cohort for the *Teaching and Learning Community (TLC)*. The TLC was designed to establish a “community of practice” (learning community) focused on teaching and learning in the classroom. Sixteen faculty members applied and thirteen were able to commit to the year-long process. Five principles are guiding participants in distinguishing between the learning centered vs. instruction centered framework, with three outcomes expected from the TLC cohort:

<table>
<thead>
<tr>
<th>FIVE GUIDING PRINCIPLES</th>
<th>THREE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The creation of community to provide a safe place for students to grow, experiment, and collaborate.</td>
<td>Promote and support a college wide shift to a learner-centered culture.</td>
</tr>
<tr>
<td>Active, transformative experiences that engage students in reflection, critical thinking, and the application of learning to solving real world problems.</td>
<td>Use and evaluate learning practices to facilitate continual improvement in student success in order to maximize the learning and personal potentials of students.</td>
</tr>
<tr>
<td>The sharing of power and decision-making to foster creativity, learner autonomy, and student motivation.</td>
<td></td>
</tr>
<tr>
<td>Ongoing assessment to improve student learning outcomes and curriculum design.</td>
<td></td>
</tr>
</tbody>
</table>

The TLC model of building open, supportive relationships and cross-disciplinary connections will be examined for all-college adoption of learning communities of practice that would include staff and administrators for academic year 2016/2017.
The Democracy Commitment (TDC)  
Service Learning/Civic Engagement Center (SL/CE)

In the fall 2011, Allegany College of Maryland became one of the original signatories of The Democracy Commitment (TDC). The TDC is a national consortium of community colleges dedicated to civic and democratic engagement of community college students to their local communities. From the fall 2013 to the present, the TDC at ACM has conducted 29 co-curricular events for close to 1200 attendees. Research has demonstrated that these presentations have increased participants’ civic attitudes, civic behaviors, global understanding—and to a lesser extent—political engagement. Proud of its institutional value of preparing students for participation in democracy, ACM remains one of only three rural colleges in the TDC network.

In conjunction with the TDC, a curricular pathway for service learning and civic engagement has been promoted by the Service-Learning/Civic Engagement Center. Originally the center was staffed with ever-changing AmeriCorps volunteers who supported three faculty and 30 student volunteers. Currently the center is staffed part-time by a faculty member and a full-time AmeriCorps volunteer. The most recent statistics reveal greater institutionalization of civic engagement: 245 students through 24 faculty performed 1664 hours of service learning at eight community partner sites and during four campus charity events during the 2014-15 academic year.

Advising Center

The Advising Center is a result of the U.S. Department of Education. Title III, Part A, Strengthening Institutions Program project called “Centralized Academic Advising in Rural Appalachia: Ensuring Student Success and Completion.” Advising is an individualized teaching and learning experience dedicated to the achievement of a student’s educational, career and life goals. ACM recognizes advising to be an essential component of the educational experience. The Advising Center embraces the philosophy that advising is teaching. The Center is transforming advising from a transactional process to a relational practice based on research and current trends in advising.

All College Formation

Formation reinforces a core component of the learning centered college – building community across disciplines and roles. As a form of professional development, Formation emphasizes “we teach who we are,” providing the opportunity for self-reflection on one’s practice and the renewal of passion for teaching excellence and student success, whether one is faculty or not. This approach recognizes that while continual improvement in our skills and knowledge is vital, we must also “refill our cup” and reconnect to ourselves, our students, and our profession in order to fulfill the mission of a learning centered college. Learning involves the whole person-- which is the core of Formation practice. Formation began at the college in 2003 initially as a faculty professional development activity. All academic departments and programs have had faculty attend a formation retreat. In 2014, formation became open to all employees and achieved the goal of being truly all-college formation. Since 2003, approximately 450 employees have participated in 32 retreats and formation events.
Academic Innovations

As mentioned previously, this work was initially done by the original AMP steering committee. In its current incarnation, this is a group of faculty and staff who are working to research, analyze and offer recommendations to the SVPISA for presentation to the president for approval. Current projects “in-progress” for this group include:

Course Material Affordability
Investigate ways in which ACM faculty may find alternatives to current course materials with the intent of lowering the cost of attending ACM for students. The outcome/goal is to lower costs of course materials for students attending ACM.

Education Advisory Board (EAB) Research
Assess the research services to determine whether they match the needs of the institution and whether EAB subscription is an efficient use of resources by conducting a cost/benefit analysis.

The outcome/Goal is to recommend whether to continue the purchase of EAB membership for another three years.

LMS Review
Review current Learning Management System (Blackboard) to ascertain the degree to which it meets current needs. Investigate three other LMS’s and make a recommendation for change/upgrade. The outcome/goal is to use an LMS that gives ACM the best student/faculty experience at an affordable cost.

Service Learning/Civic Engagement Institutionalization Committee
Investigate ways to integrate and embed service learning and civic engagement opportunities in all aspects of college life. To include integration in: student activities and clubs, class outcomes, curriculum development, faculty applications, independent study, transfer goals, student success objectives, developmental activities, and internships. The outcome/goal is to develop service learning and civic engagement best practices at ACM, increase engagement and assessment of engagement, create a civic pathway for students transferring to Frostburg State University, develop a transcript designation for civic engagement scholars.

Faculty Mentoring
As stated in the original SWOT analysis of “AMP” and the Team Report from Middle States Self Study, explore the current system and research other mentoring systems used in community colleges. The outcome/goal is to use the most effective faculty mentoring system that fits our culture at ACM.

Common Meeting Time / Scheduling
As stated in the original SWOT analysis of “AMP,” explore a dedicated common meeting time for ACM employees. The outcome/goal is to establish a common meeting time for faculty/staff to schedule meetings.

Classroom Technology
Explore affordability, usage, and technological usability of emerging classroom technologies. The outcome/goal is to use current and/or emerging technologies in the classroom that will allow ACM students/faculty to be globally-prepared for the new-knowledge economy.

Teaching Excellence
Define “teaching excellence” for ACM. This important outcome/goal is to create an institutional definition of teaching excellence that can be measured, is understood by all ACM employees, and fits the culture at ACM.
WHERE WE ARE GOING

Educational Master Plan (EDMP) 2015-2018

The Educational Master Plan 2015-2018 is the visionary document that sets the instructional priorities of the College, assists the College in making decisions that support student learning for the present, and serves as a guide in setting the academic direction for the future.

The Educational Master Plan provides a three-year framework for decision-making and resource allocation in instruction and student services areas of the College which link both directly and indirectly with other institutional units. Functionally, this plan aligns with and supports the College’s Strategic Plan 2015-2020. Other institutional plans align with the Educational Master Plan and assist in achieving its stated purposes and goals.

Thus, the framework will be used to achieve the following purposes across the College:

- Cultivate a climate that supports the learning centered college and enhances diversity in teaching and learning.
- Establish priority initiatives that enhance and expand instruction and student learning to meet the needs of the region.
- Align work and resources across the college with the priority of student learning as the college’s central purpose.
- Provide a focus for planning in academic programs of the college.
- Provide guidance for developing the college budget.

The committee that participated in the development of the EDMP recognizes that it, like all strategic plans, will always be a “work in progress” as new trends emerge and future events occur. Out of necessity, midcourse corrections will have to occur. As such, this Educational Master Plan will be a living document that will change and grow with the needs of the institution and our students. Nevertheless, the plan should provide the College with a framework to continue and expand its leadership position in the delivery of quality educational services to the citizens, businesses, and agencies of our tri-state service area.

As a three-year plan it is expected that some aspects will necessarily be implemented after the first year. In years two and three, we anticipate adding the following purposes to further define the EDMP:
• To guide other units of the College to develop plans that support achievement of the Educational Master Plan where their responsibilities link to learning.

• To provide ongoing assessment, accountability, and continuous improvement measures that will guide all future decisions affecting student learning at every level throughout the college.

The EDMP committee examined the work from the previous AMP groups. Numerous SWOT analyses were consulted. Extensive discussions were held within the group in order to synthesize the previous work with the current work and to encapsulate current college initiatives. New themes were identified that reflected these initiatives and changes in the administrative structure at the college. Finally, from this work four goals emerged that will guide the college educationally for the next three years.

### EDMP Themes

Five core themes were identified in the original SWOT analyses and in the original work done with AMP. These five themes remained unchanged until this current committee. The changes may appear minor and editorial in nature, but reveal a more substantive modification.

<table>
<thead>
<tr>
<th>ORIGINAL THEMES</th>
<th>CURRENT THEMES</th>
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<tbody>
<tr>
<td>Students</td>
<td>Learning</td>
</tr>
<tr>
<td>Faculty</td>
<td>Teaching</td>
</tr>
<tr>
<td>Programs and Courses</td>
<td>Programs and Courses</td>
</tr>
<tr>
<td>Academic Support Services</td>
<td>Educational Support Services</td>
</tr>
<tr>
<td>Technology</td>
<td>Resources</td>
</tr>
</tbody>
</table>

The change from “students” to “learning” reflects that the focus is less about the role or person and more about the process of learning itself. The point is that learning can occur no matter the role: students, teachers, staff, and administrators can find themselves in learning situations and as learners. Likewise, “faculty” are not the only ones who are responsible for instruction. At a learning college, anyone can be a source of “teaching”—even students. While “programs and courses” remained unchanged, “academic support services” was expanded to “educational support services” to reflect the change in structure and the inclusion of student services with academic affairs, and the fact that not all teaching and learning occur in an academic setting of a classroom. Finally, “technology” became “resources” in the updated list. Technically, “resources” should be included in all the other themes as it is crucial to each one and necessary to ensure that resource allocation is directed towards educational priorities.

These core themes will drive the Instructional and Student Affairs area in organizing and planning for the future. The description statements are as follows:
<table>
<thead>
<tr>
<th>Core Theme</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning</strong></td>
<td>ACM assists students in their educational success in preparation for transfer, work or life in a diverse and global society.</td>
</tr>
<tr>
<td><strong>Teaching</strong></td>
<td>ACM cultivates a climate that supports every employee, fosters the learning centered college, and enhances diversity in teaching and learning.</td>
</tr>
<tr>
<td><strong>Programs and Courses</strong></td>
<td>ACM ensures quality and academic integrity of courses and curriculum.</td>
</tr>
<tr>
<td><strong>Educational Support Services</strong></td>
<td>ACM seeks to ensure quality educational services and infrastructure that are accessible, support student retention, and enhance the learning success for the student.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>ACM seeks to ensure quality educational programs while maintaining fiscal responsibility and allocating resources to support the Institutional Priorities.</td>
</tr>
</tbody>
</table>

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 of this theme will come from data obtained through program assessment, student learning assessment, evaluation of general educational goals, and unit reviews from areas under the ISA office. Additional data from external sources such as Maryland Higher Education Commission and Maryland State Department of Education will be reviewed.

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. Allegany College of Maryland’s mission statement describes that we are preparing individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. A variety of learning experiences and/or service learning and civic engagement opportunities are promoted to enhance diversity in the educational process. This requires ongoing professional development for faculty and staff. Assessment of this theme will come from data obtained from employee performance evaluations, 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. This requires professional development for faculty to implement best practices in the classroom setting. Assessment of this theme will come from 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 of this theme will come from data obtained through the use of student services and correlation with success, retention, and completion. The results of the analysis of the assessment data will be communicated to the college community with the expectation that feedback will be utilized to evaluate the effectiveness and provide direction for revision of the educational master plan and the annual initiatives.

The core theme of resources focuses on the responsible use and stewardship of all resources, including fiscal, personnel, and natural resources with the goal of supporting a learning centered college. This requires ensuring that educational programs and administrative units have adequate resources to function effectively with the priorities of educational excellence and student learning as our primary foci. Assessment of this theme will come from data obtained through program and functional unit assessments. The budget process will be tied to strategic goals and program needs.

The results of the analysis of the assessment data for all five themes will be communicated to the college community with the expectation that feedback will be utilized to evaluate the effectiveness and provide direction for revision of the Educational Master Plan and the annual initiatives.
This first-ever Educational Master Plan is designed to guide the College’s academic and student affairs decision making and budget processes. This document will also guide all the educational aspirations of the college. The Educational Master Plan is designed to be a living document, and as it grows through its implementation, changes and alterations will be necessary. The plan will be reviewed and updated on a periodic basis to address feedback from students, faculty and staff. The goal is to have a strong planning document, yet flexible enough to be responsive.

As an institution of higher learning, an employer and a training provider for new and incumbent workers, Allegany College of Maryland is one of the region’s most significant economic engines. As new information becomes available and as needs in the region change, the College’s Educational Master Plan will be revised to reflect such changes, address any additional challenges, and take advantage of new opportunities.

To this end, the three year implementation and planning cycle for the Educational Master Plan from Fall 2015 to Spring 2018 follows.
<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>ACTION: YEAR ONE</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2015</td>
<td><strong>Educational Master Plan (EDMP) Committee Convened</strong>&lt;br&gt;Review of previous ACM AMP documents, research of other institutions AMP reports, extensive discussions amongst the committee.&lt;br&gt;Draft preparation:&lt;br&gt;• data from original SWOT from the original AMP were examined,&lt;br&gt;  ◇ original themes from AMP were examined,&lt;br&gt;  ◇ initial drafts of original AMP were examined,&lt;br&gt;• drafts of current EDMP were reviewed by all members of the committee&lt;br&gt;  ◇ all members either authored sections of the plan or offered detailed editing suggestions&lt;br&gt;• dissemination of the plan for feedback by the college consisted of the plan being emailed to employees and four follow-up focus groups on all three campuses.</td>
<td>SVPI SA EDMP Committee EDMP Committee EDMP Committee</td>
</tr>
<tr>
<td>December 2015</td>
<td><strong>Conducted a report-out of academic and student services program goals by deans, program directors, program coordinators and chairs.</strong></td>
<td>SVPI SA</td>
</tr>
<tr>
<td>January 2016</td>
<td><strong>Consulted with VP of Finance (Fiscal Plan, Facilities Master Plan, Technology Plan)</strong>&lt;br&gt;&lt;br&gt;Consulted with VP of Advancement and Community Relations (Marketing and Recruitment Plan)&lt;br&gt;&lt;br&gt;Consulted with President and the Strategic Master Plan concerning plan alignment.&lt;br&gt;&lt;br&gt;Obtained faculty and staff feedback by email concerning final draft of EDMP</td>
<td>EDMP Committee and the SVPI SA</td>
</tr>
<tr>
<td>February 2016</td>
<td><strong>Presented to ACM Board of Trustees for feedback and approval.</strong></td>
<td>SVPI SA</td>
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<tr>
<td>TIMEFRAME</td>
<td>ACTION: YEAR ONE</td>
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<tr>
<td>February 2016 (continued)</td>
<td>Published Educational Master Plan December report-out of academic and student services program goals by deans, program directors, program coordinators and chairs will be used to inform the Annual Initiatives. Consultation with Committee on Assessment for alignment with December report-out and data reported by programs and units. Create the Annual Initiatives Document Spring 2016-Spring 2017 Obtain faculty and staff feedback on draft of Annual Initiatives through open forums, and personal conversations. Publish Annual Initiatives Spring 2016-Spring 2017.</td>
<td>EDMP Committee</td>
</tr>
<tr>
<td>June 2016</td>
<td>Conduct an assessment of academic and student services program goals for the semester that address the Annual Initiatives. • Data dissemination to program directors, program coordinators, division chairs and deans. • Data analysis by program directors, program coordinators, division chairs and deans. • Discussion of gaps between program and unit goals and data. • Unfulfilled goals are analyzed to determine whether to include in next Annual Initiatives • Recommendations for any alterations or additions to the current Annual Initiatives based upon this data offered by deans, program directors, program coordinators and division chairs. Annual Initiative progress report created.</td>
<td>Committee on Assessment EDMP Committee SVPISA and the Division ofInstructional and Student Affairs EDMP Committee</td>
</tr>
<tr>
<td>TIMEFRAME</td>
<td>ACTION: YEAR TWO</td>
<td>PERSON(S) RESPONSIBLE</td>
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<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>August 2016</td>
<td>Previous <em>Annual Initiative</em> Progress Report given to Board of Trustees and to the president. Previous <em>Annual Initiative</em> Progress Report to the college. Alterations and corrections to the <em>Annual Initiatives</em> based upon feedback from Board of Trustees, the president, president’s staff, and the college at large.</td>
<td>SVPISA and the Division of Instructional and Student Affairs</td>
</tr>
<tr>
<td>September 2016</td>
<td>Consultation with VP of Finance concerning changes/alterations in Fiscal Plan, Facilities Master Plan, 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 Master Plan. Review of previous <em>Annual Initiatives</em> • Unfulfilled goals from previous plan are analyzed. • Data from the Committee on Assessment are examined. • Recommendations from June are considered.</td>
<td>EDMP Committee</td>
</tr>
<tr>
<td>December 2017</td>
<td>Progress report on <em>Annual Initiatives</em> to the president, Board of Trustees, the president’s staff, and the college at large.</td>
<td>SVPISA</td>
</tr>
<tr>
<td>June 2017</td>
<td>Conduct an assessment of academic and student services program goals for the semester that address <em>Annual Initiatives</em>. • Data dissemination to program directors, program coordinators, division chairs and deans. • Data analysis by program directors, program coordinators, division chairs and deans. • Discussion of gaps between program and unit goals and data.</td>
<td>Committee on Assessment</td>
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<tr>
<th>TIMEFRAME</th>
<th>ACTION: YEAR TWO</th>
<th>PERSON(S) RESPONSIBLE</th>
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<tbody>
<tr>
<td>June 2017</td>
<td>Unfulfilled goals are analyzed to determine whether to include in next Annual Initiatives</td>
<td></td>
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<tr>
<td>(continued)</td>
<td>Recommendations for next year’s Annual Initiatives Fall 2017-Spring 2018 based upon the data.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final assessment of data for Annual Initiatives Spring 2016-Spring 2017</td>
<td></td>
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<tr>
<td></td>
<td>Final report created.</td>
<td></td>
</tr>
<tr>
<td>July 2017</td>
<td>Identify unfulfilled Annual Initiatives goals.</td>
<td>SVPISA and the Division of Instructional and Student Affairs</td>
</tr>
<tr>
<td></td>
<td>Identify emerging program goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draft Annual Initiatives Fall 2017-Spring 2018</td>
<td></td>
</tr>
<tr>
<td>TIMEFRAME</td>
<td>ACTION: YEAR THREE</td>
<td>PERSON(S) RESPONSIBLE</td>
</tr>
<tr>
<td>August 2017</td>
<td>Begin work on Educational Master Plan for fall 2018</td>
<td>SVPISA</td>
</tr>
<tr>
<td></td>
<td>• Create new EDMP committee.</td>
<td>EDMP Committee</td>
</tr>
<tr>
<td></td>
<td>• Consider 3 year or 5 year plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review previous EDMP document.</td>
<td></td>
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<tr>
<td></td>
<td>Previous Annual Initiative Progress Report given to Board of Trustees.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Previous Annual Initiative Progress Report to the college.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alterations and corrections to the Annual Initiatives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty and staff feedback Draft Annual Initiatives Fall 2017-Spring 2018</td>
<td></td>
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<table>
<thead>
<tr>
<th>TIMEFRAME</th>
<th>ACTION: YEAR THREE</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
</thead>
</table>
| September 2017 | Review of previous *Annual Initiatives*  
• Unfulfilled goals from previous plan are analyzed.  
• Data from the Committee on Assessment are examined.  
• Recommendations from June are considered.  
Consultation with VP of Finance concerning changes/alterations in Fiscal Plan, Facilities Master Plan, 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 Master Plan | EDMP Committee |
| January 2018   | Examine previous EDMP  
Solicit data from vice presidents, deans, program directors, program coordinators, division chairs.  
Solicit data from the president and the Board of Trustees.  
Write draft EDMP document. | EDMP Committee  
SVPISA |
| April 2018     | Obtain faculty and staff feedback through forums, focus groups, and personal communications.  
Incorporate suggestions into final edits. | EDMP Committee  
SVPISA |
| May 2018       | Final draft of EDMP is ready for implementation in fall 2018 | EDMP Committee  
SVPISA |
| June 2018      | Conduct an assessment of academic and student services program goals for the semester that address *Annual Initiatives*.  
• Data dissemination to program directors, program coordinators, division chairs and deans. | EDMP Committee  
Committee on Assessment  
SVPISA |

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<table>
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<tr>
<th>TIMEFRAME</th>
<th>ACTION: YEAR THREE</th>
<th>PERSON(S) RESPONSIBLE</th>
</tr>
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</table>
| June 2018       | • Data analysis by program directors, program coordinators, division chairs and deans.  
                  • Discussion of gaps between program and unit goals and data.  
                  • Unfulfilled goals are analyzed to determine whether to include in next Annual Initiatives  
                  • Recommendations for next year’s Annual Initiatives Fall 2017- Spring 2018 based upon the data.  
                  
                  Final assessment of data for Annual Initiatives Fall 2017- Spring 2018  
                  Final report created.                                                                                                                                  | Division of Instructional and Student Affairs                                           |
| July 2018       | Identify unfulfilled Annual Initiatives goals  
                  Identify emerging program goals  
                  Draft Annual Initiatives Fall 2018-Spring 2019                                                                                                        | EDMP Committee  
                  SVPISA  
                  Division of Instructional and Student Affairs                                                                                                         |
Special thanks go out to the Educational Master Plan committee for all their hard work in creating this document.

Dr. Renee Conner, Dean of Student and Legal Affairs

Mr. Scott Harrah, Associate Dean of Institutional Effectiveness, Planning, and Research

Ms. Thea Hosselrode, Associate Professor, Office Technologies

Mr. Jeff Kirk, Dean of Continuing Education and Workforce Development

Ms. Fran Leibfreid, Associate Dean of Instruction

Ms. Stacy Rohrbaugh, Faculty Senate Vice Chair

Dr. Kurt Hoffman, Senior Vice President of Instructional and Student Affairs
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301-784-5000

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814-652-9528

Somerset County Campus
6022 Glades Pike, Suite 100 • Somerset, PA 15501-4300
814-445-9848

Bedford County Technical Center
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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

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