

Frederick Community College

Learning Division

Academic Plan

March 3, 2011 Draft

This draft of the Academic Master plan reflects the goals, objectives, and priorities of the Learning division. It was developed over an eighteen-month period and involved a team representing each area of the Learning Division. Furthermore, all members of Learning were actively involved in creating and revising the plan at two learning retreat/ professional development events in January and again in August of 2010.

The Academic Master Plan is essentially a list of priorities determined through a participatory process and informed through analysis of internal workshops, conversations and surveys of Learning's faculty and staff, focus group conversations with students, and external data. It represents what Learning sees as important initiatives, practices, and modifications to how The Learning Division operates. Fully recognizing that the College operating under extreme financial hardship, we realize that many of these priorities will have a significant fiscal effect and may not be achieved in the near term. However, as the financial situation improves and funding becomes available, these are the issues, concerns, innovations, and augmentations we found to be most important and should receive funding priority.

This current draft is submitted for review, comment, revision, and approval as it moves through the Frederick Community College governance procedure. Individuals outside of Learning who are seeing this for the first time should not be concerned or offended that they were not consulted on a goal or objective that affects their area. Our drafting process involved only members of the Learning Division. This is the time when comment and revision is sought from others outside of Learning.

Further, this draft reflects some revisions suggested after review by the Learning Leadership Council, President's Advisory Staff, Learning Management Council, the Learning Support Management team, and Environmental Scanning Consultant, Joel Lapin. These revisions involve some changes to ambiguous wording, some explanation for inclusion of some objectives, and revision of some goals so that the areas responsible for implementing the plan operational have flexibility in making something happen.

As you review this draft, the Academic Master Planning Council is asking you to do two things. First, comment on any ambiguities, omissions, or suggestions for improving it. Second, consider if any of the objectives will fall under an area you are responsible for. Once the Academic Master Plan's goals and objectives are approved, it will be the responsibility of the people under whose areas these initiatives fall to craft a plan to make them happen.

Academic Master Plan Goals and Objective

Goal 1. Learner Success – Challenge learners from both existing and emerging student populations to succeed.

Objective 1— Student success

- a. Provide an environment that supports and encourages goal achievement and life-long learning.
- b. Identify courses within general education and the majors, as well as developmental education, which are limiting students' ability to complete and achieve goals in order to explore new methods of teaching that may improve student success.
- c. Build culturally-competent learning skills and techniques to assist all students to be successful.
- d. Support placement practices that will enable students' success. *(Students often report that they were unaware of the implications of placement testing and uninformed about options regarding retest.)*
- e. Assist students in setting and achieving realistic goals for success. *(Many students cannot articulate an immediate, short term, and/or long-term goal. Unless a goal can be identified, it cannot be achieved.)*
- f. Create a culture of completion that ties student learning to goal achievement.

Goal 2. Staffing -Faculty and Staff – Ensure staffing levels within the Learning Division support college growth while continuing to promote excellence.

Objective 1 Full-Time Faculty

- a. Develop a plan to restore the FT/PT faculty ratio to a minimum of 50:50.
 - a. Develop a specific time line for implementation.
 - b. Establish annual audit protocols to ensure that once the minimum is achieved, it can be maintained.
- b. Establish clear expectations of faculty workload and tie levels of expectations to academic rank and promotion.
- c. Survey faculty to appraise appropriate incentives and make recommendations for incentives.
- d. Provide incentives for faculty to accept duties beyond teaching their classes. Recognize and reward significant effort and contributions.
 - a. Review and update existing criteria / documents related to faculty job descriptions for accuracy, inclusiveness, and performance appraisal.
 - b. Assess management of workload during the faculty self-evaluation process. (Annual self-evaluations and 5-year/promotion/continuous-contract portfolios are due at the busiest time of the semester.)
- e. Develop a plan to review and adjust faculty compensation based on a regular schedule.
 - a. Regularly assess regional compensation parameters to ensure competitiveness with peer colleges.

Objective 2 Staffing

- a. Perform a needs assessment and develop support staffing appropriately for the Learning Division, to include for example grant writing, technical support, communication streamlining, office support, and assessment.
 - a. Develop a time line to implement appropriate staff changes.
- b. Establish clear expectations for learning staff.

- a. Review and update existing criteria / documents related to staff job descriptions for accuracy, inclusiveness, and performance appraisal.
- b. Assess management of workload during the annual evaluation process. (For example, these take place at the busiest times year for staff —the start and end of the semester.)

Goal 3. Curriculum – Provide programs and coursework designed to meet the learning goals and needs of students and the community.

Objective 1 - Implement a program review process that reinforces a wide variety of students' completion goals such as personal enrichment, continuing education, certification, degree attainment, transfer, and/or employment.

- a. Review and revise, as appropriate, the content of all programs to ensure the goals and outcomes are supported by the prescribed courses and requirements within the program.
- b. Ensure that the learning outcomes of the courses and requirements support and agree with the program goals and outcomes and revise as appropriate.
- c. Determine any new and emerging programs that may be needed by area employers and our graduates and assess these programs for their viability prior to implementation.
- d. Assess current programs for their viability and revise as appropriate.
- e. Establish specific criteria for program advisory boards: their purpose, ideal make-up, reporting structure, criteria for membership, and role within the college.

Objective 2 – Strengthen campus-wide understanding of course, curriculum, and program goals.

- a. Clearly articulate program expectations and outcomes for students during the admissions, advising, and student service processes.
- b. Use classroom, program, and campus initiatives to reinforce the benefits of goal achievement such as personal enrichment, continuing education, certification, degree attainment, transfer, and/or employment.

Objective 3 - Promote opportunities that reinforce learning outcomes and lifelong learning.

- a. Develop campus-wide efforts to support and enhance co-curricular offerings, service learning, internships, leadership development, experiential learning, international education, and undergraduate research.

Goal 4. Pedagogy –Promote excellence and student engagement

Objective 1 Active Learning: Integrate active learning strategies in all courses.

- a. Identify, share, and integrate effective methods for active student learning within specific courses and programs.
- b. Integrate, as appropriate, current learning opportunities that reinforce course, program and curricular learning outcomes and engage students in applying and transferring their knowledge beyond the classroom, including co-curricular offerings, service learning, internships, leadership development, experiential learning, and undergraduate research.

Objective 1. Professional Development: Create and provide professional development courses for faculty to support the goals and objectives identified in the AMP.

- a. Develop and implement a plan for efficient and effective full-time and part-time professional development that models best practices and uses multiple learning delivery systems.
 - a. Identify strengths and opportunities for multiple professional development delivery methods.
 - b. Support current full-time faculty professional development requirements as delineated in the faculty self-evaluation process.
 - i. Implement 3-credit equivalent alternative courses related directly to the priorities of the Academic Master Plan and reflected in the College’s Strategic Plan, Diversity Plan, and Program Review Plan.
 - ii. Create internal and external opportunities for professional development, course development, cross-collaboration, presentations and publication.
 - iii. Support and strengthen the orientation and professional development of new faculty.
- b. Offer discipline-based and interdisciplinary professional development opportunities that reflect best practices in the academic disciplines, general education, workforce development and continuing education.
- c. Support and enhance professional development opportunities for new and existing adjunct faculty to ensure pedagogical excellence.
 - a. Redefine the adjunct pay scale so that those completing professional development are compensated and recognized.
 - b. Expand the adjunct mentoring program .

Goal 5. Learning Environments - Provide appropriate learning environments

Objective 1: Appropriate Learning Environments that allow for flexible learning opportunities and experiences while ensuring students, faculty, and staff have adequate support to implement and access learning opportunities afforded by current and emerging technologies.

- a. Provide on-campus and satellite-campus learning environments that allow for the flexible delivery of learning opportunities and experiences.
 - a. Develop and implement a plan which will bring all campus learning facilities up to the technology level of H-building standards.
 - b. Enhance opportunities for learning outside the formal classroom (i.e., interdisciplinary and co-curricular activities, service learning, and distributed learning).
- b. Provide technologically advanced online learning environments that allow students to interact with faculty, peers, course content, and academic support services in formats and at times that suit their learning needs and preferences.
 - a. Expand the availability of courses that use learning technologies to facilitate diverse learning modes (such as on campus, online, hybrid) and different time constraints (such as asynchronous, synchronous, 15-week, 8-week)

Objective 2: Adequate Support

- a. Incorporate ongoing assessment of learning spaces into institutional effectiveness planning.
- b. Provide professional development opportunities, delivered in flexible formats, on incorporating current and emerging technologies’ unique affordances into teaching practices.
- c. Provide training on how to utilize and troubleshoot FCC-supported technology.
 - Train a member of each academic department as a technology resource expert to help solve technical minor problems prior to calling the Help Desk. This would be recognized as meeting that persons’ college service requirement similar to serving on a major committee.