CREATING AN ACADEMIC MASTER PLAN
COMMUNITY COLLEGES

Often considered the gateway to the middle class, community colleges offer open access that allows all students opportunities for postsecondary education.

Community colleges provide an affordable education to almost half of undergraduate students in the United States and often offer the impetus and access to provide a lifetime of economic stability and educational attainment (American Association of Community Colleges. (2014).

Yet, for many in the United States, college completion remains an elusive goal - particularly for adults in the 25-34 age group.
GOAL

The goals articulated in the Elementary Secondary Education Act (ESEA) Blueprint for Reform and Oregon’s 40-40-20 establish a priority that embraces preparation, alignment and support for all students. It also underscores a focus on improving teaching and learning to compete globally.

The goal of the Academic Master Plan is to ensure that the mission, vision and core themes of Mt. Hood Community College are strategically fulfilled through careful planning and implementation.
CHALLENGES

Changes in demographics and economic needs require more postsecondary training, and this demand challenges community colleges to re-evaluate their mission and re-constitute their approach to student learning to ensure that all students have equal access in attaining postsecondary education or training.

Careful planning must occur to ensure both open access as well as institutional supports to increase student persistence, retention, completion and job readiness.
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<tr>
<th>Age (average)</th>
<th>Not Retained</th>
<th>Retained</th>
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<tr>
<td>under 21</td>
<td>520 28.1%</td>
<td>2053 38.4%</td>
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<tr>
<td>21-30</td>
<td>760 41.1%</td>
<td>1865 34.8%</td>
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<tr>
<td>31-40</td>
<td>320 17.3%</td>
<td>879 16.4%</td>
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<tr>
<td>40+</td>
<td>246 13.3%</td>
<td>554 10.4%</td>
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### MHCC DEMOGRAPHICS

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<td>%</td>
</tr>
<tr>
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<td>22,068</td>
<td>6%</td>
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<td>50,670</td>
<td>14%</td>
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<tr>
<td>Multi-Race</td>
<td>15,283</td>
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<td>14,141</td>
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EVIDENCE OF BARRIERS

• To be properly placed into classes, new students must take a college placement test (CPT). This test, which covers reading, writing and math, helps assess students’ academic readiness and will help them choose classes that fit their present skill levels.

• One of the biggest obstacles to minority student success in higher education is getting through basic math, reading and writing courses successfully.
The goals articulated in the *Blueprint* and Oregon’s 40-40-20 establish a priority that embraces preparation, alignment and support for all students. It also underscores a focus on improving teaching and learning to compete globally.

Those individuals who complete college – or attain even some level of postsecondary training – have a greater lifetime income earning potential than those who do not, leaving the income and social strata inequality (Lumina, 2013).
PURPOSE

The purpose of the Academic Master Plan is to provide a well-integrated system of learning opportunities for students and the community as well as meeting the ever-changing needs of Industry and Workforce community.

The shift from access only to access, persistence, retention and student success is often difficult, requiring shift in institutional policies, practices and priorities.
We cannot improve the outcomes for students unless we change instructional practice to better meet the needs of a changing student population. O’Banion suggests that we need to “place learning and the learner first” (1997, p. 19).

Creating conditions (institutional strategies) that matter for student success on college campuses is insufficient.

One strategy with strong evidence of supporting student learning/retention is participation in learning communities (Knight, 2003; Pike, 1999; Pike, Shroeder & Berry, 1997; Price, 2005; Zhao and Kuh, 2004).
ADDED CHALLENGES

More than 60% of entering students into community colleges, are placed into remedial/developmental education before they can begin credited programs or transfer options.

MISSION SHIFT

Mullins and others state the shift in higher education from access only to one that supports student success for all students may require a rebalancing of the community college mission to one that "emphasizes less the curriculum that is offered and more the objectives that students seek to complete."

(Mullins, 2010; Engstrom & Tinto, 2008; Kuh, Kinzie, Schuh & Whitt, 2005; Kuh, 2008).
MT. HOOD COMMUNITY COLLEGE (MHCC) ACADEMIC MASTER PLAN (AMP)

The AMP provides a framework for the work underway at MHCC to reinforce a learning environment that is rigorous, guided by contemporary industry needs, and fueled by institutional practices that support student access, persistence, retention and completion.

The development of the AMP involved a thorough review of processes and practices campus wide:

- including instruction,
- student services and
- workforce development.
The Plan reaffirms the Northwest Commission on Colleges and Universities (NWCCU) Accreditation standards 3.B. of creating an integrated system of delivery that places the mission, vision and core themes at center of all planning and implementation.

Beginning in the spring of 2014, MHCC began working on an Academic Master Plan.

- Comprehensive
- Inclusive
- Broad-based
A college wide taskforce was formed:

- Five Full time faculty members
- Five administrative representatives (Instruction and Student Development)
- Representatives from Academic Advising
- Director of Accreditation
- PT Faculty President
- AIR (Institutional Analytics)
- Three members from Workforce Development/Community Education
Taskforce members reviewed more than 10 different campus master plans:
  • Madison Technical College
  • Austin Community College
  • Community College of Philadelphia
  • North Idaho College
  • Kalamzoo College
  • Northwest Technical College

Several meetings spent establishing the breadth and scope of an Academic Master Plan, its meaning and use for a college.

Sub-groups identified, with leads to investigate sections of the Plan for review, drafts and recommendations
Lattuca & Stark define undergraduate curriculum as the “formal academic experience of a student pursuing a baccalaureate degree or less (2011, p. 3).

Curriculum is a very specific set of learning experiences and identified learning outcomes.

A comprehensive view of curricula, instructional offerings and student learning supports through a lens of critical decision points, that if addressed effectively and strategically, will enhance the student experience.
STRATEGIC BUDGETING

Dickeson captures the financial challenges of community colleges, stating (2010):

“institutions typically attempt to make budget ends meet on the expense side by not filling positions, curtailing or deferring certain expenditures and implementing across-the-board cuts in operating budgets for departments (p. 3)

Across-the-board cuts are largely short-term fixes, designed to simply meet budget restrictions for another year.

Cuts are not designed to support institutional program changes to better support student learning and completion.
The Academic Master Plan provides a current view of MHCC curriculum, planning and needs.

It provides a roadmap of where we currently are and where we need to go in order to meet the changing needs of students, community, industry partners,
DECISION POINTS IN ACADEMIC PLANNING

Lattuca & Stark assert that an AMP compels course and program planners to “put students’ educational needs rather than subject matter, first.”

• Purposes
• Content
• Sequence
• Learners
• Instructional processes
• Evaluation
• Modification/adjustment

(Lattuca & Stark, 2009, p. 4)
PLANNING

- Strategic Plan – broad, inclusive;
- Mission, Vision and Core Themes guide our direction, review and planning
- President’s Goals to operationalize the vision

PROCESS AND SECTIONS

Institutional Overview:
- District partners
  - K12’s
  - Business/industry
  - University partners
- Enrollment Trends and patterns
- Institutional Demographics
FACILITIES AND SCHEDULING OF COURSE OPTIONS

- MHCC has approx. 52,330 sq. ft. of classroom space
- 58 classrooms available from 7 am -10 pm
- More than 60% of courses are scheduled at peak hours (between 9:00 – 2:00).
- Courses are generally scheduled Monday through Thursday with some Friday classes

RECOMMENDATIONS

- Schedule courses to meet the needs of students
- Schedule in identified blocks of time
ACADEMIC AND INSTRUCTIONAL

- Degrees and General Education
- Career Pathways
  - This is a college entry-level certificate program consisting of two terms of accredited courses. Students with a limited amount of time or funds can get started right now in this practical, cost-effective program.
Equity for Academic Plan

Based on changing demographics of the MHCC district, the college engaged in an equity audit. From the data presented below, it is evident that the achievement gaps of racially and ethnically diverse students must be addressed with purposeful action that will help MHCC reach the completion goals of Oregon’s 40-40-20 initiative. Initial ‘vital sign’ data on equity at MHCC reveal unsettling achievement gaps for students of color.

Enrollment averages disaggregated by race and ethnicity, show that MHCC is becoming increasingly diverse.
• Restricted entry programs offer an example of achievement gaps
• 83 percent of restricted entry program graduates are White
• Students of color test into developmental education courses at a significantly higher rate than their rate of overall enrollment
ONLINE LEARNING

• Online learning is dedicated to training and supporting faculty and students using Blackboard and Jenzabar eLearning
• Online learnings strategic plan focuses on the college mission and core themes.
• Online learning is delivered over the internet, in either a fully online (web) format or a hybrid format, and which is a blend of scheduled on-campus class time and online (web) time. MHCC’s online courses have 24/7 access. The college’s Online Learning Center offers students an array of available courses in both online and hybrid formats and provides support and answers. The Online Learning Center also provides training and support for faculty in creating effective online learning courses. The college is committed to continuous quality improvement in online learning and reviews instructional design and delivery to ensure ongoing quality and effectiveness.
WHAT MATTERS TO STUDENT SUCCESS

During spring of 2014 a college work team researched best practices and developed a Student Success and Completion Plan (SSP), presented to President’s Council and the Board in June 2014.

Under the guidance of the Council of Instruction and Student Success (CISS)

Kuh, Kinzie, Buckley, Bridges and Hayek, 2007, p. 11
STUDENT SUCCESS PLAN PRIORITIES

• Student College preparation
  • Using current and target data
  • Incremental improvement

• Student support
  • Increase term-to-term persistence; increase year-to-year persistence with target data
  • Develop First Year Experience for all students

• Student goal attainment
  • Increase stackable credential and degree awards for applicability, employability and transferability
  • Increase student participation in career services

• Institutionalize Registration week
  • Secure Online Orientation software

• Establish Summer Bridge pilot with TRIO-SSS and AVID
• Scale and sustain Future Connect Scholarship program
• Develop First Year Experience for all students
STUDENT SUPPORT SERVICES

• Academic Advising
• Admissions, Records, Registration
• Advancement via Individual Determination (only postsecondary AVID site in the state of Oregon)
• Career Planning and Counseling Center (CPCC)
• Disability Services
• Diversity Resource Center
• Future Connect
• Financial Aid
• Learning Success Center/AVID
• Orientation Center
• Specialized Student Support Services
  (Future Connect, SEED, TriO, Transitions)
• Student Conduct
• Student Life
• Student Recruitment
• Testing Services
• Veterans Services
INFORMATION TECHNOLOGY
The technological infrastructure includes the areas of mobile devices, hardware, software, networks and phones.

IT supports 70+ third-party software systems; 51 computer labs, programming, business intelligence, client services and IT project management.

• Proactive updates to computer hardware and software are planned annually and occur on a year-round basis.
• Forward: pursue electronic tools to track retention and student enrollment management (early warning system).
• Leverage/support the technology that students already have.
• Create mobile compute labs;
• Increase Smart Boards vs. Chalk/white boards
WORKFORCE AND INDUSTRY PARTNERSHIPS

A strong workforce is characterized by a combination of capability and flexibility.

Understanding workforce capability is done through educational or industry-recognized credentials.

State of Oregon set an ambitious goal for educational attainment called the 40-40-20 goal.

Achieving this ambitious goal will require an increase in the number of certificates, credentials and degrees in the next ten years.

It will require many Oregonians to return to school, find ways to balance the demands of schooling/training and work/family to attain a meaningful postsecondary credential.
## The Columbia-Willamette Regional Workforce Collaborative Industry Engagement Framework

<table>
<thead>
<tr>
<th>Phase</th>
<th>Goal</th>
<th>Phases</th>
<th>Description</th>
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</table>
| I: Investigate | Determine target industries | | - Determine growth sectors to investigate
- Ensure relevance in two or more WIB regions
- Evaluate industry against 10+ considerations relating to growth, relevance to economic development activities, and other key factors
- Make a recommendation to the Regional Competitiveness Committee (RCC)
- Pursue approved industries using the 5-phase approach |

| II: Inventory & Analyze | Vet growth trends, produce industry report | | - Conduct a baseline review of demand-side (employer) and supply-side (labor pool) data
- Analyze industry trends, review existing research/reports
- Conduct employer workforce survey to gather primary, local data
- Analyze gathered intelligence
- Produce a brief industry report focused on local issues, trends, and labor shed data |

| III: Convene | Prioritize potential workforce initiatives | | - Present potential workforce initiatives and investments to industry
- Collate input from industry about how to prioritize potential strategies
- Identify industry stakeholders who commit to guiding implementation of identified priorities
- Convene industry panel(s) targeted toward specific strategies
- Develop preliminary action plans for selected initiatives |

| IV: Act | Implement workforce initiatives | | - Develop an operational plan for WIB staff
- Execute plans, monitor progress
- Provide Industry Panels and Collaborative leadership with status reports at agreed-upon intervals
- Identify roadblocks or barriers and address them in a timely manner
- Continue to re-evaluate industry trends in real time as initiative(s) are carried out |

| V: Evaluate | Produce a final report, identify next steps | | - Conduct quantitative and qualitative data collection through a variety of methods from project participants and stakeholders
- Analyze data and vet initial findings
- Prepare reports targeted to industry employers and consortia, public officials, and media
- Present findings, where appropriate, to targeted groups in web-based or in-person forums
- Convene Industry Panel for close-out meetings to articulate a final recommendation to the RCC regarding next steps with the industry |
State of Oregon set an ambitious goal for educational attainment called the 40-40-20 goal. Achieving this ambitious goal will require an increase in the number of certificates, credentials and degrees in the next ten years.

It will require many Oregonians to return to school, find ways to balance the demands of schooling/training and work/family to attain a meaningful postsecondary credential.

The state of Oregon has considerable work to do to increase the level of educational attainment for the middle 40 group.

- Significant gaps in academic achievement and regional graduation rates, particularly for low-income, under-represented youth.

Community Colleges are shifting from a largely transfer two-year degree location to a two-year degree program and an industry training site.
MASTER PLAN ALIGNMENT WITH INDUSTRY

- Community Colleges must be labor market responsive;
- Build purposeful program assessment that includes measurable factors;
- Create a formal process for bringing new programs forward
- Create work experience/internships
STRATEGIC PROGRAM ASSESSMENT

• Educational Assessment Oversight Committee (EAOC) created a 5 year cycle of program review in 2010.
• Process includes narrative descriptors and end of term assessments (pass rates).
• Did not factor in authentic (formative) assessments to guide teaching/learning.
• In 2015, created a new assessment template that identifies course objectives, student learning outcomes, general education outcomes, assignments and assessments.
• This creates both a formative and summative assessment process for Program review and improvement.
WORKFORCE INVESTMENT ACT (WIA), ABS, WIOA

2014 Workforce Innovation and Opportunity Act (WIOA Title II) and WIOA replaces WIA

• Increases focus on serving the most vulnerable workers (low-income adults with limited skills)
• Expands education and training options to help participants access good jobs and advance in their careers.
• Helps disadvantaged and unemployed adults and youth earn while they learn through support services
• Aligns planning and accountability policies across core programs to support more unified approaches.
Bailey, Jaggars & Jenkins (2015) suggest an emerging strategy with promising outcomes is a shift from “cafeteria colleges” (self-service, student choice) to a “Guided Pathways” model that implement guided curriculum maps (pathways) in a coherent, complementary fashion that lead to a completion pathway.

Cafeteria-style education, combined with the unwillingness of our schools to place demands on students, has resulted in a steady diminishment of commonly shared information between generations and between young people themselves.

— Edward Hirsch —
SUMMARY AND RECOMMENDATIONS

Community Colleges provide postsecondary education to over 10 million students in the country every year, roughly half of the nation’s undergraduate population.

Yet, only about half of the students who enter postsecondary complete kind of degree or certificate within six years.

New studies suggest that part of the problem around increasing student completion is that institutions continue to offer services in siloes with fragmented approaches.

While student demographics have changed rapidly in the last decade, instructional practices remain focused on content delivery, rather than on facilitation of learning for students.
Clearly community colleges are struggling to meet student needs with demographic and industry changes, when roughly only half of all students who enter, complete within six years.

1. What is the solution or recommendation?
2. How do we better support students to complete programs?

Bailey, Jaggars & Jenkins (2015) recommend a more prescriptive approach to student programs and supports.

The Guided Pathway model is an intentional, strategic and collaborative model that builds guided pathways (a curriculum map) for students when they enter.
RECOMMENDATIONS:

• Use strategic budgeting process to focus on intentional interventions for student success.
• Put students and student learning at the center of all we do.
• Create an accessible, inclusive learning environment for diverse learners.
• Use data and evidence to make decisions about programs and services.
• Investment in programs that are industry-driven, relevant and current.
• Deepen relationships with district partners to support college-readiness and create seamless transitions.
• Reduce rigid DE sequences, increase systemic supports and reduce barriers.
GUIDED PATHWAYS:
ROAD MAP TO COMPLETIONS

October 2015