2023 – 27 ACADEMIC MASTER PLAN

The 2023-27 Academic Master Plan (AMP) contains action projects that align with the goals of the 2023-27 COCC Strategic Plan (SP). In an effort to not duplicate the SP action projects, Academic Affairs has developed the following action projects based on a variety of sources, including the following:

- student survey data (CCSSE, SENSE, Hope Center report)
- CTE advisory board surveys
- three years of academic program reviews (2021-2023)

The tables below list the SP goals and action projects for the AMP that align with these goals. A separate working document contains methods for measuring success as well as indicators of which units of the Academic Affairs division will be involved in moving those projects forward.

These action projects also support Academic Affairs' vision to create pathways for equitable and transformative education through responsive partnerships and teamwork.

Action Projects
Student-ready college: COCC welcomes all students by addressing their individual needs and helping them achieve their goals.
Increase faculty training on how to foster inclusive, welcoming classrooms and sense of belonging among students
Develop strategy guidelines, best practices around AI in instruction (including evaluation of student work and testing)
Increase faculty familiarity with support services for students: library, eLearning, tutoring and testing, disability services, basic needs services, counseling, FYE
Increase training and resources to improve online and hybrid instruction and other professional development including compliance with ADA/UDL

Access: COCC expands access by providing students with equitable opportunities and the resources needed to achieve their goals.
Facilitate discovery, evaluation, and implementation of diverse learning resources (textbooks, video, audio books, library collections etc.) for students (OER, other low-cost options, diversity of voice)
Provide students with workforce training using up-to-date curriculum, equipment, materials, facilities, Oregon employability skills

Increase opportunities for undergraduate research and workforce training to prepare students for transfer and jobs

Create pathways from non-credit to credit programs with particular focus on underserved populations

Establish base-line best practices for LMS use for every class, including ADA/UDL compliance

Enhance inclusivity in digital learning environments, using universal design principles to accommodate the needs of all learners

Community Engagement: COCC engages with and responds to the needs of the communities we serve.

Maintain strong relationships with advisory boards

Strengthen partnerships with middle schools and high schools to further develop college-going culture

Maintain and further develop relationships with community partners throughout our service district, focused on adult learners

Workforce Development: COCC develops and aligns educational opportunities with regional workforce needs and industry standards.

Offer instruction in employability skills (state guidance on employability skills) that respond to workforce needs

Increase non-credit training opportunities (e.g. software usage, communication/writing skills, leadership, etc.) that responds to workforce needs

College Sustainability: COCC creates processes and systems to foster a high-quality and operationally sustainable work, learning, and natural environments.

Create voluntary accessible course material repositories within departments for use by new faculty and faculty teaching new courses; Canvas Commons may be an option

Improve new faculty (full time and part time) onboarding for greater retention, professional development, and training

Academic Master Plan 2023-27 (proposed)

The 2023-27 Strategic Plan (SP) contains action projects, several of which are already within the purview of Academic Affairs. Because these plans already lay out a strong agenda for Academic Affairs' work over the period of the plan, the Academic Master Plan (AMP) subcommittee sought ways to supplement the SP projects with meaningful projects that emerged from other sources.

The subcommittee researched three sets of documents in order to develop suggested goals or action projects for the 23-27 AMP:

- student survey data (CCSSE, SENSE, Hope Center report)
- CTE advisory board surveys, and
- three years of academic program reviews (2021-2023)

From analysis of those sources, we developed a set of themes, some of which overlapped with existing Strategic Plan action projects. Those that did not overlap were distilled into potential goals (action projects?) for the AMP. The tables below lists the Strategic Plan goals and possible goals or action projects that the subcommittee recommends for consideration in the AMP. Columns on the right list the existing SP Action project and notations in those columns indicate that the AMP goal/action project relates to that project.

Subcommittee members: Scott Dove, Kiri Simning, Annemarie Hamlin

Existing Strategic Plan Action Projects (SPAP) that include Academic Affairs as a whole. Some of the projects in the AMP will weave into or inform the SPAPs

- Guided Pathways
- Strategic Scheduling
- Online Programs
- Madras Campus Expansion
- Workforce Infrastructure
- MATC Revitalization

Student-Ready College: COCC welcomes all students by addressing their individual needs and helping them achieve their goals.													
		Who might drive or be involved in this work											
Action project	Measurement	CAFE	eLearning	CBIPD	CTE program directors/Chairmoot	Academic Departments	ABS/ELL	Branch campuses	Credit for Prior Learning	Office of High School Partnerships	Disability Services	Human Resources	Library
Increase faculty training on how to foster inclusive, welcoming classrooms and sense of belonging among students	Measured qualitatively in campus climate survey, course evaluations; number of trainings, participants, formats offered	X	X				X						
Develop strategy guidelines, best practices around AI in instruction (including evaluation of student and testing)	Measured in completion and publication of strategy/guidelines; qualitative measures: CCSSE or graduate survey	X	X	X		X							
Increase faculty awareness of support services for students: eLearning, tutoring and testing, disability services, basic needs services, counseling, FYE	Measured by tracking use of services, retention data; inclusion in faculty syllabi; inclusion in faculty training materials	X			X	X	X						

| Increase training and resources to improve online and hybrid instruction and other professional development including compliance with ADA/UDL | Measured in online course evaluations, CAFE attendance/participation; stipend tracking; LMS report to analyze accessibility | X | X | | | X | | | | | X | | |

Access: COCC expands access by providing students with equitable opportunities and the resources needed to achieve their goals.														

		Who might drive or be involved in this work												
Action project	**Measurement**	CAFE	eLearning	CBIPD	CTE program directors/Chairmoot	Academic Departments	ABS/ELL	Branch campuses	Credit for Prior Learning	Office of High School Partnerships	Disability Services	Human Resources	Library
Facilitate discovery, evaluation, and implementation of diverse learning resources (textbooks, video, audio books, etc.) for students (OER, other low-cost options, diversity of voice)	Measured by tracking textbook orders, OER grants, faculty self-reporting, library services data	X			X								X
Provide students with workforce training using up-to-date curriculum, equipment, materials, facilities, Oregon employability skills	Measured through advisory board feedback, DPR reporting; graduate survey; alumni survey (if these exist)			X	X	X							X
Increase opportunities for undergraduate research and workforce training to prepare students for transfer and jobs	Measured through number of courses offering these opportunities; number of activities outside of courses	X				X							

Goal	Measurement												
Create pathways from non-credit to credit programs with particular focus on underserved populations	Measured through CPL data, matriculation from ABS/ELL into credit classes, IETs, documentation of pathways, pre-appr to appr programs			X			X		X				
Establish base-line best practices for LMS use for every class, including ADA/UDL compliance	Measured through eLearning audits and reviews that capture whether courses include baseline expectations (specifics to be determined).	X	X	X	X	X	X						
Enhance inclusivity in digital learning environments, using universal design principles to accommodate the needs of all learners	Measured through recorded progress via OTC, distance learning stipends, and other initiatives; student feedback, disability services complaints	X	X	X	X	X	X						

Community Engagement: COCC engages with and responds to the needs of the communities we serve.													
		Who might drive or be involved in this work											
Action project	Measurement	CAFE	eLearning	CBIPD	CTE program directors/Chairmoot	Academic Departments	ABS/ELL	Branch campuses	Credit for Prior Learning	Office of High School Partnerships	Disability Services	Human Resources	Library
Maintain strong relationships with advisory boards	Measured qualitatively through advisory board attendance, surveys, other partner feedback				X								
Strengthen partnerships with middle schools and high schools to further develop college-going culture	Measured through number contacts made, number of students engaged in on-campus (COCC) opportunities, dual credit and expanded options participation; number of students who matriculate to COCC after completing dual credit			X	X	X				X			
Maintain and further develop relationships with community partners throughout our service district focused on adult learners (e.g. COIC, ECW, Worksource, etc.)	Measured through qualitative feedback from partners; number of partnerships			X	X		X	X					

Workforce Development: COCC develops and aligns educational opportunities with regional workforce needs and industry standards.													
		Who might drive or be involved in this work											
Action project	**Measurement**	CAFE	eLearning	CBIPD	CTE program directors/Chairmoot	Academic Departments	ABS/ELL	Branch campuses	Credit for Prior Learning	Office of High School Partnerships	Disability Services	Human Resources	Libtary
Offer instruction in employability skills (state guidance on employability skills) that respond to workforce needs	Measured through advisory board survey results and program reports of employer partners' input; number of badges awarded				X								
Increase non-credit training opportunities (e.g. software usage, communication/writing skills, leadership, etc.) that responds to workforce needs	Measured through courses offered and enrollment in these courses compared with baseline (22-23) data			X									

College Sustainability: COCC creates processes and systems to foster a high-quality and operationally sustainable work, learning, and natural environments.

		Who might drive or be involved in this work											
Action project	**Measurement**	CAFE	eLearning	CBIPD	CTE program directors/Chairmoot	Academic Departments	ABS/ELL	Branch campuses	Credit for Prior Learning	Office of High School Partnerships	Disability Services	Human Resources	Library
Create accessible course material repositories within departments for use by new faculty and faculty teaching new courses; Canvas Commons may be an option	Measured by reporting from department chairs on progress toward creating repositories	X	X	?	X	X							
Improve new faculty (full time and part time) onboarding for greater retention, professional development, and training	Measured through exit interviews and stay-interviews; CAFE training attendance; surveys that follow onboarding/orientations; GCTWF survey data; HR wellness survey data	X	X									X	