



ACC Instructional Plan

2021-2023

ACC INSTRUCTIONAL PLAN 2021 - 2023

Instructional Vision

Empower students to be lifelong learners and engaged global citizens.

Instructional Mission

Embrace current and emerging educational practices that inspire faculty and staff to engage all individuals pursuing learning opportunities and facilitate successful goal completion. Transform students' lives by providing unparalleled learning experiences in a supportive and accessible environment.

Beliefs

Accessibility

Address the learning needs of all students.

Collaboration

Cooperate synergistically with internal and external constituents.

Diversity

Provide proactively inclusive, safe, and respectful learning environments.

Integrity

Honor ethical values and principles in attitudes, words, and actions.

Quality

Uphold observable standards of excellence in support services and instructional programs.

Relevancy

Integrate community responsive, market valued, and continuously emergent instructional outcomes.

Rigor

Focus on academically challenging curriculum utilizing recognized standards and expectations.

Trust

Demonstrate honesty, reliability, and integrity in all relationships.

Purpose

Our purpose is to implement instructional programming and services designed for student success and aligned with college goals. Success is evidenced by improved student retention, increased number of degrees and certificates awarded, and enhanced satisfaction levels for faculty and staff.

ACC Strategic Directions & College Goals

Student Success

Student success is core to the mission of ACC, and each employee at ACC contributes to the success of our students.

College Goals:

Create a student-ready college to enable all populations of students to be successful at ACC.

Increase student enrollment, retention, transfer and completion rates.

ACC students are afforded full range of holistic resources to support their academic and career goals.

Continue to create innovative ways to provide college and skill building affordability and convey the transparency of costs to our students.

Excellence in Teaching and Learning

Provide quality teaching and learning through high impact practices, technology integration, and ongoing faculty professional development to foster a caring and welcoming environment for each student.

College Goals:

Course content will reflect the multiple social identities of students, including but not limited to race, ethnicity, gender, sexual orientation, religion, military status, ability status, socio-economic status, gender identity, age, and their intersections.

Expand high impact learning practices, including but not limited to service learning, study abroad, work-based learning, undergraduate research programs, learning communities, writing intensive courses, collaborative assignments and projects, diversity/global learning experiences, ePortfolios, community-based learning, internships, capstone courses and projects, and first-year experiences.

Ensure all students, faculty and instructors have access to the leading technology necessary to be successful in learning, teaching and the workforce.

Engage ACC instructors in shared governance and provide opportunities for them to participate in a variety of campus activities.

Equity and Inclusion

A climate of equity and inclusion is fostered through a welcoming and supportive environment for each student, employee and guest. College initiatives support the closing of equity gaps through differentiated learning practices and individual student support structures.

College Goals:

Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.

Demonstrate commitment to Culturally Responsive Pedagogy and college policies that are accessible for all students (prospective, current, and alumni).

Recognize and reward employee professional development and training in equity mindedness that results in institutional knowledge and action.

Climate of Innovation

Encourage the pursuit of novel and innovative approaches to teaching and learning, student support, college direction and partnerships

College Goals:

Develop accessible innovative academic programs that match student and workforce needs to prepare students for successful transfer or entry into the workforce.

Identify and expand reciprocal external and internal collaborative partnerships.

Pursue external funding through public and private sources to support innovative college projects including new academic programs, new/enhanced technologies, development of pre-apprenticeship and apprenticeship programs, service learning, work-based learning alternatives, financial resources for students, student support systems, and among other projects that align with ACC's mission and strategic directions.

Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing and controlling energy and water usage.

Quality Workplace

Maintain a workplace environment that focuses on employee strengths and provides opportunity for ongoing professional development and enrichment.

College Goals:

Ensure a quality workplace by offering robust and meaningful professional development.

Provide all ACC employees with options to promote a positive work-life balance.

Provide clear and transparent communication through multiple modalities to all members of the ACC community.

Ensure alignment between college budget and the ACC Strategic Plan

INSTRUCTIONAL GOALS | STUDENT SUCCESS

College Goal #1: Create a student-ready college to enable all populations of students to be successful at ACC.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
<p>Implement Supplemental Academic Instruction for gateway courses in English and Math.</p>	<p>Decrease percentage of students diverted to developmental math and English from standardized testing.</p> <p>Increase the proportion of students that complete college-level math and English in their first year at ACC.</p> <p>Reduce equity gaps in college-level math and English.</p>	<ul style="list-style-type: none"> • Keep SAI Plan updated • Collect and analyze data to track the closure of equity gaps, retention, and completion rates • Update placement language • Develop CCR 094 curriculum • Implement ENG SAI • Develop Pathway-specific corequisite math curriculum • Implement Math SAI Fall 2022 • Continue with SAI Task Force meetings 	<p>Student demographics, success data, and other Pathways KPIs will be collected for students enrolled in ENG 121 and the gateway math courses during AY 2018, 2019, and 2020 to establish a benchmark.</p> <p>Ongoing collection of data will occur to compare student success and closure of equity gaps pre- and post-SAI implementation.</p>	<p>Implement SAI and default placement for ENG by SP2020 (completed).</p> <p>Implement SAI and default placement for MAT by Fall 2022.</p> <p>Less than 10% of ACC students will be placed in developmental mathematics and English by Summer 2022.</p> <p>Longitudinally assess the closure of equity gaps and improved student completion over the next 5 years.</p>
<p>Expand the use of OER to additional courses across all seven academic Pathways and enable more students on the college and high school campuses to save money, continue their education, and achieve their goals.</p>	<p>Improved affordability of college, expanded access, and improved equity.</p> <p>Increase student learning and retention via day one access.</p>	<ul style="list-style-type: none"> • Ongoing OER grant work • Review cost savings data • Review student success data in OER courses compared to non-OER courses • Continue subcommittee work (communication/marketing, 	<p>Collect the number of courses converted to OER.</p> <p>Track the dollar amount saved in textbook costs as courses convert to OER.</p>	<p>Expand the number of courses using OER by 2% per year.</p> <p>Expand the number of CE courses using OER by 2% per year.</p>

INSTRUCTIONAL GOALS | STUDENT SUCCESS

College Goal #1: Create a student-ready college to enable all populations of students to be successful at ACC.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	<p>Lower withdrawal and higher course completion rates for courses using OER materials. (Feldstein, A., Martin, M., Hudson, A., Warren, K., Hilton, J., & Wiley, D. (2012). Open textbooks and increased student access and outcomes. <i>European Journal of Open, Distance and E-Learning.</i>)</p>	<p>professional development, and incentive funding)</p> <ul style="list-style-type: none"> Expand OER to a greater degree in concurrent enrollment courses Ensure OER materials are accessible 		<p>Save 8,000 students \$1 million in textbook costs by AY 2022.</p>
<p>Refine and continually improve the Pathways work at ACC.</p>	<p>Improved clarity for students and staff of available academic and career pathways at ACC.</p> <p>Reduce the number of undeclared and undecided majors on ACC campuses.</p> <p>Matriculate more Concurrent Enrollment students to ACC degree seeking students.</p> <p>Academic plans will map a plan that ensures students can complete their degree in two years and better reflect available courses that align with the academic path.</p>	<ul style="list-style-type: none"> Launch the Pathways Review Task Force to research and analyze the current Pathways at ACC, collect data on Pathways infrastructure at colleges nationwide, and seek input from a variety of stakeholders Convene a task force to evaluate and assess the Academic Plan process Revise the current Pathways and associate programs within each one to be student success centered Continue to have Pathways Co-leads develop curricular and co-curricular activities to support students 	<p>Percent/proportion of undeclared majors.</p> <p>Matriculation rate for CE students.</p> <p>Instructional operations annual audit of academic plans.</p>	<p>Decrease the number of undeclared majors by 2% per year.</p> <p>Increase the matriculation rate for CE students by 2% per year.</p> <p>Update academic plans annually to reflect the strategic scheduling decisions.</p>

INSTRUCTIONAL GOALS | STUDENT SUCCESS

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Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	Increased cross-curricular collaborations to ensure strategic scheduling of courses reflected on the academic plans.	<ul style="list-style-type: none"> Implement a career or work-based learning opportunity into each of ACC's Pathways Continue to expand on the extension of Pathways into concurrent enrollment course and credential planning 		

INSTRUCTIONAL GOALS | STUDENT SUCCESS

College Goal #2: Increase student enrollment, retention, transfer and completion rates.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Create new programs and partnerships to increase student enrollment.	Through collaboration with industry and our current existing partners, develop in-demand programs to raise enrollments and respond to the needs of our business communities.	<ul style="list-style-type: none"> Collaborate with regional industry-sector partners Strategically plan for signature program offerings at Parker and Sturm campuses that align with regional and service-area needs Create new academic programs that are in high demand and employment-ready Create new apprenticeship and workforce programs 	Use data from relevant sources such as BLS and websites such as Indeed and similar ones to ascertain need for new programs. Garner input from program advisory boards on the need for new programs. Adhere to a clear timeline in the launch, development and implementation of new programs.	Identification of needs for new programs one in each semester Completion of new program at the end of each semester

INSTRUCTIONAL GOALS STUDENT SUCCESS				
College Goal #2: Increase student enrollment, retention, transfer and completion rates.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		<ul style="list-style-type: none"> Formalize the program prioritization process Explore opportunities for additional BAS degrees 	Focus on launching two programs during each calendar year.	
Expand on opportunities to increase enrollment, retention, and completion rates at the extended campuses and online.	Increased enrollment, retention, and completion rates	<ul style="list-style-type: none"> Identify and improve marketing of ACC Online degrees and certificates Continue to pilot student-success strategies at the extended campuses <ul style="list-style-type: none"> Student-centered scheduling Navigators Identify signature programs Continue to innovate with unique partnerships, pathways, and practices Outreach to students who registered for 3-6 credits and recommend additional classes. Proactive advising for Cybersecurity and Secure Software cohorts. 	Increase total Sturm FTE to meet or exceed 45 for high school students and 255 for adult students AY21-22. Increase average number of credits completed per student to meet or exceed the ACC average of 8.79 credits for AY21-22.	Incorporate strategies beginning Spring 2021. Review data for AY21-22 at the end of Spring 2022 semester.
Set strategic goals for diverse delivery options: <ul style="list-style-type: none"> Parts of Terms New and existing delivery modalities 	Students and faculty will have choice of delivery modalities to meet their teaching and learning and scheduling objectives	<ul style="list-style-type: none"> Align course offerings with student completion goals Coordinate cross-curricular activities for credential completion 	<ul style="list-style-type: none"> Parts of term offerings are available to meet major degree plan schedules, with at 	Analysis of needed delivery options for each major degree to meet student needs.

INSTRUCTIONAL GOALS | STUDENT SUCCESS

College Goal #2: Increase student enrollment, retention, transfer and completion rates.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		<ul style="list-style-type: none"> Identify the course sequences with the most needed new delivery options for student completion and learning success 	least two delivery modalities available for major course offerings	Completed by Spring 2021. Faculty selection of modality development and work to begin Spring 2022. Major course sequences have been enriched with diverse delivery options Spring 2023.
Continue to develop articulation agreements with four-year partners.	Students will have an opportunity to complete an AFA and transfer to at least one BFA program. Students have additional DwD options. Students completing a BAS/BSN at ACC will have an opportunity to transfer into a graduate program.	<ul style="list-style-type: none"> Develop and implement the AFA degree with MSU-Denver Launch and promote new DwDs Ensure academic plans support student transfer success through ongoing analysis Explore post-baccalaureate opportunities for BAS/BSN graduates 	AFA is launched by Fall 2021. Student enrollment in DwDs increases by 2% each year. Transfer rates increase by 2% each year. Complete one articulation agreement with a university for graduate level transfer of a BAS/BSN degree	Review academic plans every fall semester for accuracy. Each spring, during comprehensive program review, identify opportunities for transfer and new BAS degrees.

INSTRUCTIONAL GOALS STUDENT SUCCESS				
College Goal #3: ACC students are afforded a full range of holistic resources to support their academic and career goals.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Ensure tutors tailor their academic assistance to each student's unique needs and abilities	Increase the number of students using tutoring services. Increase the number of students of color, first generation students, and students with disabilities using tutoring services. Tutors have received the appropriate training to support diverse students.	<ul style="list-style-type: none"> • Provide training opportunities for enhanced assistance • Work with Disability Access Services to provide tutoring for Elevate students • Create an evaluation form for students receiving tutoring in order to implement feedback and improve services. 	Increase the number of students using tutoring by 10% by Fall 2023. Close the gap to within 5% for the number of underrepresented students (students of color, first generation, and students with disabilities) who use tutoring services. All tutors will participate in training to learn how to address individual differences in tutoring.	Provide training at the beginning of each semester for all tutors. Include inclusive excellence training. Student evaluation survey created during Spring 2021. Evaluation sent to students April and November of each year for feedback.
Continue to coordinate between all academic support centers to provide consistency and ease of access for students	All tutoring services will be located in a single location. Tutoring hours are aligned with the needs of students. Appropriate technology is in place to support student learning in tutoring centers and remotely.	<ul style="list-style-type: none"> • Navigate scheduling • Develop a Learning Commons area to bring services to a single location • Expand the hours of operation align with student schedules • Incorporate additional technology tools to expand access to services 	All tutoring services are located in a single location by AY22-23. Students have access to tutoring 24/7. Student evaluations of tutoring services are reported out each semester and show improved satisfaction. Navigate reports are produced each semester to analyze student usage.	Move Academic Support Services to the Learning Commons Summer of 2021. Navigate reports pulled May and December of each year and shared with tutoring coordinators, AVP, and VPIP.
Align Workforce and Community Programs services with ACC Career and Transfer Center	A seamless database of employers is created. Departments across the college have access to the list of employers.	<ul style="list-style-type: none"> • Employ a workforce navigator to bridge industry partners with the Career and Transfer Center 	Technology is in place (Purple Briefcase or other) to create a database of workforce partnerships available to	Navigator hired by March 2021. Database complete by end of 2021.

INSTRUCTIONAL GOALS STUDENT SUCCESS				
College Goal #3: ACC students are afforded a full range of holistic resources to support their academic and career goals.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	New employers connect to ACC and partnerships are launched regularly.	<ul style="list-style-type: none"> Connect workforce with education through industry sector partnerships Continue to work closely with ADWorks to develop programming and identify employment needs 	WCP and Career and Transfer Center. At least two partnerships with employers and ADWorks are developed each year.	
Work with ACC Foundation to raise scholarship funding through COSI matching grants and private Foundations	COSI grants are available to all students with financial need.	<ul style="list-style-type: none"> Explore infrastructure funding to support large-scale projects at ACC Increase scholarship funding 	Employer match of COSI grants increases by 10% each year.	Instructional leaders (deans and AVPs) work with Foundation to identify employers and provide list each year.

INSTRUCTIONAL GOALS STUDENT SUCCESS				
College Goal #4: Continue to create innovative ways to provide college and skill building affordability and convey the transparency of costs to our students.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Expand the number of courses offering OER to save 8,000 ACC students \$1M by Spring 2022.	Students attending 2 OER courses per term will have a 15% higher retention rate than the general population	Continue to provide faculty professional development and support to implement OER in their courses	# of OER courses at ACC in 2020-21 relative to previous years and evaluate student performance in OER courses relative to general ACC courses	<p>Apply for third and final round of OER Funding January 2021.</p> <p>Implement faculty and instructor incentives for 2021-2022 academic year.</p> <p>Develop sustainability plan by Fall 2021</p>

INSTRUCTIONAL GOALS | STUDENT SUCCESS

College Goal #4: Continue to create innovative ways to provide college and skill building affordability and convey the transparency of costs to our students.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Increase direct entry into college-level Math and English courses	ACC students who take Math or English in their first semester will increase 10% over average of 2015-2020	Place English and Math in first semester sequences for ACC Pathway scheduling. Continue to provide multiple measures for placement to increase gateway course or SAI course participation without remediation	Evaluate the # of ACC students taking Math or English before their 30 th credit at ACC (and compare that to previous ACC years)	Analyze academic plans annually in Fall semester to ensure English and Math are in the first 30 credits. Include English and Math courses in Navigate Success Marker implementation by January 2021 Review completion rates annually.
Faculty support students within courses and through one-on-one meetings to develop a complete plan in Navigate.	10% increase in students having complete Navigate plans due to increased faculty usage and support	<ul style="list-style-type: none"> CCR and Math faculty will emphasize program planning within developmental courses CTE program chairs will ensure a completion plan is up-to-date in Navigate 	At least 50% of students have a complete plan in Navigate	Provide training for program chairs in Navigate planning by Fall 2021 Review Navigate reports for the number of students with plans in place.
Investigate ways to make textbook costs and materials fees more transparent and implement a strategy.	Students will save money on textbook purchases. College bookstore website provides transparent information on textbook costs.	Encourage faculty in all disciplines to redesign courses using OER material Encourage faculty in all disciplines to incorporate eBooks from Follet in courses	Courses utilizing OER will increase 5% in 2021-23 At least one course each year will incorporate an eBook	Each spring, reach out to chairs and directors regarding course fees for eBooks Continue OER implementation (more

INSTRUCTIONAL GOALS STUDENT SUCCESS				
College Goal #4: Continue to create innovative ways to provide college and skill building affordability and convey the transparency of costs to our students.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
				information under OER goals)

INSTRUCTIONAL GOALS EXCELLENCE IN TEACHING AND LEARNING				
College Goal #1: Course content will reflect the multiple social identities of students, including but not limited to race, ethnicity, gender, sexual orientation, religion, military status, ability status, socio-economic status, gender identity, age, and their intersections.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
IEC Subcommittee on Inclusive Curriculum will work to ensure course content reflects multiple social identities	<p>Improved curriculum and course policies reflective of ACC’s commitment to maintain a climate of equity and inclusion.</p> <p>Increased student and faculty awareness, understanding, acceptance, and celebration of individuals from diverse cultures.</p> <p>Reduced equity gaps in student success data.</p>	<ul style="list-style-type: none"> Subcommittee members will participate in professional development, including but not limited to the Equity Toolkit and the CCA Faculty training Subcommittee members will become internal trainers and will distribute the training to faculty and instructors 	<p>Number of faculty/instructors that complete Equity Toolkit professional development.</p> <p>Number of faculty/instructors that participate as mentors and mentees to reflect, review, and revise course materials and policies.</p> <p>Ongoing monitoring of student success data and equity gaps, resulting in closure of equity gaps by AY 2025.</p>	<p>By AY 2021 10 faculty and staff will have completed the CDHE Equity Toolkit professional development.</p> <p>By AY 2022, 10 additional faculty and instructors will have completed the CDHE Equity Toolkit.</p> <p>By AY 2022 the IEC Inclusive Curriculum Subcommittee will begin serving as mentors for faculty and instructors to reflect, review, and</p>

INSTRUCTIONAL GOALS | EXCELLENCE IN TEACHING AND LEARNING

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Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
				revise course materials and policies.
Diversify course offerings to include additional courses that represent perspectives from diverse cultures	<p>Faculty will develop curriculum for new course offerings that will concentrate on exploring:</p> <ul style="list-style-type: none"> individual differences (ethnicity, gender, race, socio-economic, indigenous, religion, sexual orientation, disability) the cultural histories of traditionally underrepresented populations the dynamics of diversity (inclusion, exclusion, assimilation, integration, pluralism) social justice, injustice, and redress artistic and media representations of identities or groups intercultural relations; and exclusionary “isms” (such as racism, sexism, heterosexism, ageism, ableism, nationalism) <p>Increased number of students that complete 4 GT Diversity</p>	<ul style="list-style-type: none"> Strategically schedule a robust selection of courses focused on diversity, equity, and inclusivity (DEI) each year Market courses to students Recruit diverse faculty and instructors with expertise and required qualifications in the selected subject areas Celebrate students that partake in the in-depth education of DEI via a Diversity and Global Learning Designation presented annually at the Humanities Awards. 	<p>By 2023, 10 students will earn the Diversity and Global learning designation.</p> <p>Improve ratings on CCSSE survey by 5 percentage points for high impact practices and equity</p>	<p>Longitudinally assess the impact on student participation in DEI coursework, success, completion, and retention each Spring</p> <p>Review CCSS data pertaining to student belonging and comfort Climate survey results (pre- and post-survey). Pre-survey conducted Spring 2020.</p>

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Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	<p>and Global Learning designated courses before graduating from ACC.</p> <p>Increased student and faculty awareness, understanding, acceptance, and celebration of individuals from diverse cultures.</p>			
<p>Include professional development and embed into faculty goals the work towards inclusive excellence in content, assignments, and pedagogy</p>	<p>Increase the percentage of faculty who include equity-oriented goals in their annual performance plan.</p> <p>Reduced equity gaps in student success data.</p>	<ul style="list-style-type: none"> • Department Chairs, Directors, and Deans will work with faculty annually to encourage and recommend equity-oriented work/goals. • Edit Faculty of the Year and the Distinguished Faculty nominations to include DEI requirements 	<p>Percent of faculty that include equity-oriented goals in their annual performance plan.</p> <p>Ongoing monitoring of student success data and equity gaps.</p>	<p>By AY 2021, 80% of faculty will establish and complete a DEI annual performance goal.</p> <p>Closure of equity gaps by AY 2025.</p>
<p>Pursue grant opportunities to fund additional professional development</p>	<p>Increased funding to provide DEI professional development opportunities for faculty and instructors.</p> <p>Increased faculty and instructor participation, understanding, and commitment to DEI work.</p>	<ul style="list-style-type: none"> • Collaborate with the office of Institutional Effectiveness to identify and apply for DEI focused grants applicable to ACC 	<p>Number of grants applied for.</p> <p>Amount of grant dollars received.</p> <p>Ongoing monitoring of student success data and equity gaps.</p>	<p>Apply for at least one DEI grant annually.</p> <p>Receive at least one DEI grant in the next 3 years.</p> <p>Closure of equity gaps by AY 2025.</p>

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Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	Reduced equity gaps in student success data.			
Require the Inclusive by Design course for all new full-time faculty and encourage all faculty to participate over the next three years	<p>Improved curriculum and course policies reflective of ACC’s commitment to maintain a climate of equity and inclusion.</p> <p>Increased student and faculty awareness, understanding, acceptance, and celebration of individuals from diverse cultures.</p> <p>Reduced equity gaps in student success data.</p>	<ul style="list-style-type: none"> Beginning Fall 2020, all new full-time faculty will complete the Inclusive by Design course within their first year of employment. Department Chairs, Directors, and Deans will work with faculty annually to encourage and recommend non-provisional faculty complete the course each year. Begin offering Inclusive by Design in lieu of EDU 260 (Adult Learning and Teaching) for CTE credentialing requirements in Spring 2021 	<p>Number of faculty/instructors that complete the Inclusive by Design Course.</p> <p>Number of faculty/instructors that reflect, review, and revise course materials and policies after completion of the training.</p> <p>Ongoing monitoring of student success data and equity gaps.</p>	<p>Ongoing: All new full-time faculty will complete the Inclusive by Design course within their first year of employment.</p> <p>By AY 2023 80% of non-provisional faculty will complete the inclusive by Design course.</p> <p>Closure of equity gaps by AY 2025.</p>

INSTRUCTIONAL GOALS | EXCELLENCE IN TEACHING AND LEARNING

College Goal #2: Expand high impact learning practices, including but not limited to service learning, study abroad, work-based learning, undergraduate research programs, learning communities, writing intensive courses, collaborative assignments and projects, diversity/global learning experiences, ePortfolios, community-based learning, internships, capstone courses and projects and first-year experiences.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Expand professional development related to service learning for ACC instructor	All instructors will have access to discipline appropriate service learning professional development available on an annual schedule	Discipline appropriate service learning modules will be identified, developed and deployed for use during spring and fall all college development events.	Service learning professional development options are made available in each pathway.	Needed modules identified Spring 2021. Modules developed fall 2021. Deployment begins Spring 2022.
Ongoing evaluation of High Impact Practices to include focused assessments for service learning, study abroad, and the undergraduate research program to achieve effective practices	Each High Impact learning practice will be assessed semiannually against quality delivery and impact standards.	Each high impact practice will have an identified champion in the faculty. Each focused practice will be evaluated against a quality delivery and student learning impact rubric.	High Impact Practices are evaluated semiannually on a rotating schedule.	Champions identified Spring 2021. Evaluation rubrics developed Fall 2021. HIP evaluation cycle begins Spring 2022
Provide faculty with professional development to implement engaging, dynamic, high impact practices across all delivery modalities	Ensure faculty have access to a minimum of two professional development opportunities every semester addressing the stated goal	Collaborate with Megan Rector at Center for Professional Excellence to offer targeted trainings with specific dates	Survey effectiveness of the trainings Use faculty feedback to gauge intended impact and satisfaction	Professional Development plan in place by Fall 2021
In collaboration with faculty, navigators, and the Career and Transfer Center, provide a work-based learning opportunity within each pathway	Students will have access to practicums, clinicals and internships in their selected pathways	Collaborate with Career and Transfer Center to develop work-based learning database. Continue collaboration with current and future partners in enabling students have access to work-based learning opportunities.	Assess percentages of students engaged in work-based learning opportunities. Work toward increasing capacity for clinicals and practicums At least 10 employers added to the work-based database each year.	Develop work-based learning database by Fall 2022 Annually review the number of employers added to the database

INSTRUCTIONAL GOALS | EXCELLENCE IN TEACHING AND LEARNING

College Goal #3: Ensure all students, faculty and instructors have access to the leading technology necessary to be successful in learning, teaching and the workforce.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
In collaboration with ACC IT (Information Technology) Department, expand the number of classrooms equipped with audio/video tools for offering synchronous delivery of courses for remote learners	Any faculty member wanting to teach in a collaboration classroom has the opportunity.	Lecture classrooms will be equipped with audio/visual tools that will enable collaboration capability	50% of all ACC lecture classrooms will have collaboration capability (ability to offer synchronous delivery) by 2021-23	Evaluate the # of all lecture style classrooms at ACC relative to the # that have collaboration capability Install the necessary equipment by December 2021.
Ensure the necessary resources and training are made available to faculty and instructors using instructional technology.	Ensure that there are ample opportunities for technology training for faculty.	Increase the quantity and quality of professional development in the following areas: <ul style="list-style-type: none"> • Technology Academy • D2L • Library LibGuide • Center for Professional Enrichment offerings 	There will be a 25% increase in professional development opportunities for faculty relative to engage in technology training. Gauge how many faculty have enhanced courses through increased technology training.	Annually encourage Faculty to participate in professional development through the annual review process Ensure various tools for training are available through the Center for Professional Enrichment, Tech Academy, and Library by December 2021
eLearning to promote success of faculty, instructors, and students teaching and learning online and remotely through LMS support and administration, research and training related to inclusivity and educational technologies,	Faculty, instructors, and students will effectively use LMS tools and features, increase proficiency with educational technologies selected, implement educational technologies into inclusive designs, and develop	Offer webinars, self-paced trainings within LMS including a new workshop to train students how to implement accessibility guidelines, 1:1 support, documentation and instructional videos, professional development	Increase participation in eLearning professional development by 10%. Minimum of 80% of participations indicate a positive satisfaction rating	Collect quantitative data annually from Access database related to faculty assists, webinars/workshops attendance, and accessibility remediation and training;

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Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
and accessible design and implementation of technologies and materials	and apply web accessibility strategies.	related to new technologies and best practices.	with eLearning professional development Ensure a minimum of 80% of D2L content is accessible. Ensure 90% of faculty and 50% of instructors have basic accessibility skills	Develop new qualitative satisfaction survey for webinars and self-paced workshops by Fall 2021 Annually collect quantitative and qualitative data related to accessibility audits
Simulation software and project-based software is implemented and available for students in concert with ACC IT Department	Gamification and project-based learning through technology is increased by 10% in courses in 21-23	Evaluate courses and programs that could be enhanced with gamification or project-based learning through enhanced technology and provide a strategy to upgrade the courses.	Evaluate the number of courses identified for an upgrade through enhanced project-based learning or gamification through technology and evaluate the number of courses in the re-design process to enhance these tools.	Review opportunities for simulation software and project-based software by May 2022. Implement simulation and project-based tools by May 2023.
Align budgets to meet instructional priorities	Instructional goals will be aligned with the ACC budget. Budgeting and funding will be transparent for all employees within Instruction	<ul style="list-style-type: none"> • Work with Fiscal Services to receive monthly budget reports for Deans, AVPs, and VPs. • Associate Instructional goals with budgetary needs. 	All instructional goals with financial needs will be aligned to ACC budget.	Budget reports available to VPs by May 2022. Budget reports available to all org owners by December 2022.

INSTRUCTIONAL GOALS | EXCELLENCE IN TEACHING AND LEARNING

College Goal #4: Engage ACC instructors in shared governance and provide opportunities for them to participate in a variety of campus activities.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Investigate the opportunity to create a lecturer position that provides instructors with the opportunity to carry a full load and earn a full-time salary (livable wage).	CCCS colleges have an opportunity to review a new position. A lecturer position that falls in between full-time faculty and part-time instructor.	<ul style="list-style-type: none"> • Collaborate with CCCS, the systemwide Instructor Council and System Presidents to draft a lecturer job description and determine pay range. • Conduct a return on investment (ROI) analysis of hiring lecturers in large ACC departments. 	Job description and pay range for a lecturer position approved by Fall 2023. Analysis of ROI for large departments complete.	Dependent on CCCS timeline.
Encourage instructor participation in advisory board meetings and departmental meetings	Instructors are more involved at the department level and are participating in greater numbers in advisory board meetings and departmental meetings.	<ul style="list-style-type: none"> • Discuss instructor involvement at DCD Council meetings • Encourage department chairs and directors to include instructors in advisory board meetings • Encourage department chairs and directors to invite instructors to department meetings 	All industry advisory board meetings have at least one instructor in attendance. Department meetings have at least 10% of instructors present.	Reach out to department chairs Fall 2021 to set expectation of instructor involvement. Review attendance of instructors in advisory board meetings and department meetings annually.
Form an Instructor Advisory Council at ACC and elect a representative to participate in the CCCS Instructor Advisory Council	ACC Instructors will have an advisory board to participate in the shared governance of Instruction. ACC instructors will have a representative to voice concerns and serve as a liaison to CCCS.	<ul style="list-style-type: none"> • Solicit instructors from department chairs and directors • Create a founding group of instructors to launch an instructor council 	At least one representative from each department is actively participating in Instructor Council Instructor Council executive team is in place	An Instructor Advisory Council will be in place by Fall 2021. An instructor representative will be identified by December 2020.

INSTRUCTIONAL GOALS | EXCELLENCE IN TEACHING AND LEARNING

College Goal #4: Engage ACC instructors in shared governance and provide opportunities for them to participate in a variety of campus activities.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		<ul style="list-style-type: none"> Identify an instructor to serve as the ACC representative for the CCCS Instructor Advisory Council 	<p>Instructor Council meets monthly with at least 10% of instructors in attendance.</p>	
<p>Continue to evaluate and improve instructor employment experience to address:</p> <ul style="list-style-type: none"> Compensation for professional development and department meetings Competitive pay for all levels (Level I, II, and III) Benefit eligibility Sick leave Inclusive culture and access to resources 	<p>Instructors at ACC will feel connected to the institution. Instructors will have improved compensation and employment benefits.</p>	<ul style="list-style-type: none"> Work with fiscal services and Cabinet to align instructor pay with sister colleges in CCCS Implement compensation for instructors' participation in professional development and department meetings Implement state legislated requirement for sick leave for instructors Develop a mentoring program for part time instructors through the Center for Professional Enrichment Develop an instructor Capstone project for the Instructor Advancement Program 	<p>Instructor pay at ACC is aligned with sister colleges by Fall 2022. Employment practices directed by SP 3-10b are implemented by Spring 2021. Professional development enhancements for instructors through the Center for Professional enrichment are implemented by Spring 2022.</p>	<p>Timeline dependent on CCCS timeline.</p>

INSTRUCTIONAL GOALS | EXCELLENCE IN TEACHING AND LEARNING
College Goal #4: Engage ACC instructors in shared governance and provide opportunities for them to participate in a variety of campus activities.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Continue to integrate Concurrent Enrollment instructors into ACC	Concurrent Enrollment (CE) instructors feel more connection to ACC. CE instructors have greater access to ACC tools and technology. CE instructors participate in regular ACC professional development and meetings.	<ul style="list-style-type: none"> • Provide regular professional development • Create new CE instructor orientation • Add student evaluations to all CE courses • Provide opportunity for CE instructors to meet with liaisons and other department members annually 	<p>80% of all new CE instructors complete the New CE Instructor Orientation</p> <p>A minimum of 10% of CE instructors participate in ACC professional development.</p> <p>At least 75% of CE instructors participate in annual meeting.</p>	<p>A professional development schedule for CE instructors is in place by Fall 2021.</p> <p>All CE courses have student evaluations associated with them by Fall 2021</p> <p>A New CE Instructor Orientation in place by Spring 2022.</p>

INSTRUCTIONAL GOALS | EQUITY AND INCLUSION
College Goal #1: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
The LSAMP program and Englewood Scholars are models for recruiting and retaining underrepresented students. Sustain the programs through additional rounds of grants and post-grant funding.	Round three LSAMP funding will be secured. Faculty will be educated to be knowledgeable participants in the recruiting and student learning support of the LSAMP and Englewood Scholars student cohorts.	<ul style="list-style-type: none"> • Provide professional development for faculty designed to identify, recruit, retain, and support students 	Grants secured and faculty development options developed.	<p>Apply for round 3 LSAMP funding through NSF. Spring 2021.</p> <p>Provide professional development for faculty in LSAMP and Englewood Scholars recruitment and support participation beginning Fall 2021</p>

INSTRUCTIONAL GOALS | EQUITY AND INCLUSION

College Goal #1: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
<p>Improve access for underrepresented students via Supplemental Academic Instruction (SAI) initiatives</p>	<p>Decrease percent of students of color diverted to developmental math and English from standardized testing.</p> <p>Increase the proportion of students of color that complete college-level math and English in their first year at ACC.</p> <p>Reduce equity gaps in college-level math and English.</p>	<ul style="list-style-type: none"> • Implement default placement for college-level math and English (college-level course paired with a coreq course) • Keep SAI Plan updated • Collect and analyze data to track the closure of equity gaps, retention, and completion rates • Update placement language • Develop CCR 094 curriculum • Implement ENG SAI • Develop pathway specific corequisite math curriculum • Implement Math SAI Fall 2022 • Continue with SAI Task Force meetings 	<p>Student demographics, success data, and other Pathways KPIs will be collected for students enrolled in ENG 121 and the gateway math courses during AY 2018, 2019, and 2020 to establish a benchmark.</p> <p>Ongoing collection of data will occur to compare student success and closure of equity gaps pre- and post-SAI implementation.</p>	<p>Implement SAI and default placement for ENG by SP2020.</p> <p>Implement SAI and default placement for MAT by Fall 2022.</p> <p>Less than 10% of ACC students will be placed in developmental mathematics and English by Summer 2022.</p> <p>Longitudinally assess the closure of equity gaps and improved student completion over the next 5 years.</p>
<p>Increase work-based learning opportunities across all pathways to increase representation by underrepresented populations. Provides additional exposure to industry earlier in their pathway. (Work-based learning disproportionately supports</p>	<p>Increase work-based learning opportunities across all ACC pathways by 10% by 21-23. This includes internships, apprenticeships, pre-apprenticeships, and job shadow opportunities.</p>	<p>Career and Transfer and Workforce and Community Programs staff will work with Deans, Department Chairs, faculty, and industry to help convene and facilitate the co-creation of new WBL opportunities for ACC students.</p>	<p>Evaluate the current number of ACC WBL opportunities through the creation of a comprehensive database (which doesn't exist yet) and evaluate new additions or increases in WBL as more are created and added.</p>	<p>See Student Success, College Goal #1 for work-based learning timeline and milestones</p>

INSTRUCTIONAL GOALS EQUITY AND INCLUSION				
College Goal #1: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
underrepresented students to improve outcomes.)				
Expand student recruitment in middle schools and high schools with high populations of underrepresented students. Focus on programs such as Allied Health and Nursing where the representation of underrepresented students is low	ACC student population will be more diversified, especially in the Health Pathway. ACC underrepresented students will be more informed in making academic and career choices.	<ul style="list-style-type: none"> • Work with CE and Admissions to reach out to middle schools in Englewood and Sheridan School Districts • Develop pathway plans for Englewood and Sheridan School District high schools • Expand the Partners in Completion program to include Littleton High School and Sheridan High School • Develop a recruitment plan for the Health pathway that includes middle school and high school students in Englewood and Sheridan 	<p>Increase percentage of underrepresented students in Health pathways by 10%</p> <p>Increase matriculation of Englewood and Sheridan students by 10% each year.</p>	<p>A Health Pathway recruitment plan for middle school and high school students in Englewood and Sheridan is in place by Fall 2021.</p> <p>CE staff have regular meetings with middle school and high school counselors in Englewood and Sheridan—at least two meetings each semester.</p> <p>The Partners in Completion is present in Sheridan by Spring 2022.</p>
Review selective admissions policies for cultural competence and to remove barriers for underrepresented students	Ensure policies do not inadvertently hamper entry of underrepresented students to programs that utilize selective admissions	Evaluate selective admissions policies for each program utilizing data to measure progress in enhancing representation of underrepresented students. Periodic conversations with program chairs and directors in boosting representation of	<p>Increase the percentage of underrepresented students in the selective admissions programs.</p> <p>Term by term percentage increases of underrepresented students in the programs</p> <p>Periodic discussions with program chairs and</p>	<p>Conduct thorough evaluation by December 2021.</p> <p>Annually review selective admissions process.</p>

INSTRUCTIONAL GOALS | EQUITY AND INCLUSION

College Goal #1: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		underrepresented students in the targeted programs	directors in assessing progress through quantifiable data	
Formalize diverse delivery methods to include HyFlex and Real-Time Remote to better support underrepresented students, including parenting students, first generation, and Pell-eligible students	<p>Improved student satisfaction due to increased options and flexibility to meet education and career goals.</p> <p>Improved enrollment.</p> <p>Decreased rate of withdrawal.</p> <p>Increased course completion.</p> <p>Reduction in equity gaps.</p>	<ul style="list-style-type: none"> Academic leadership will collaborate to update the course section numbering and AP 9-30 Training will be provided to school assistants, program chairs, department chairs, and directors to streamline schedule production and the incorporation of new modalities Program chairs will collaborate with department chairs, directors, and deans to strategically schedule alternative delivery options for students. 	<p>Modality enrollment rate.</p> <p>Student withdrawal rate will decrease by 2%.</p> <p>Course success data will remain steady or slight increase.</p> <p>Equity gaps of pre- and post-new modality implementation will close by 3 percentage points.</p> <p>Student satisfaction on CCSSE will increase by 5 percentage points.</p>	<p>Perform analysis of courses for HyFlex and Real Time Remote by May 2021.</p> <p>Incorporate new modalities no later than AY 2022-2023.</p>
Partner with Sturm representatives of AD Works! to diversify student population	Increased recruitment of underrepresented and underserved students at the Sturm Collaboration Campus.	Sturm Campus Director and Senior Navigator meet monthly with AD Works, the WIOA Youth Workforce Specialist, and the Adult Literacy Specialist. Develop seamless transitions of clients served by these agencies	Increase recruitment of underserved and underrepresented students by 5% at the Sturm Collaboration Campus.	<p>Monthly meetings are initiated by Fall 2021.</p> <p>Plan for seamless transitions in place by May 2022.</p>

INSTRUCTIONAL GOALS EQUITY AND INCLUSION				
College Goal #1: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		into ACC programs of study and apprenticeship opportunities.		

INSTRUCTIONAL GOALS EQUITY AND INCLUSION				
College Goal #2: Demonstrate commitment to Culturally Responsive Pedagogy and college policies that are accessible for all students (prospective, current, and alumni).				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Require the Inclusive by Design course for all new faculty and add to faculty goals for returning faculty	All new faculty will be oriented to ACC's commitment to Inclusive Excellence by participating in the Inclusive by Design class. Student experience in ACC's courses will be more inclusive.	Address requirement for Inclusive by Design at Deans meeting. Notify all faculty supervisors of the new requirement for new faculty. Discuss equity goals at DCD Council meeting to include Inclusive by Design course.	All (100%) of new faculty will participate in the Inclusive by Design course. For existing faculty, at least 10% of them will take the Inclusive by Design class each Spring.	AY2021-22 faculty goals to include an equity goal. Communication on Inclusive by Design sent out to all Faculty and Instructors each December for Spring enrollment
Continue to support the implementation of the Equity Toolkit throughout disciplines and departments	Faculty will have a working knowledge of all elements of the equity toolkit.	Faculty professional development module created Deans continue to work with each department on implementing the Equity Toolkit Deans will document the implementation of Equity Toolkit usage within each department.	All departments will have explored the Equity Toolkit by December 2022.	Fall 2021—Launch a professional development module through the Center Each semester deans will identify at least 2 departments to support integration of the Equity Toolkit
Instruction to participate in the development of an Inclusive Excellence Plan in	The Inclusive Excellence Plan (IE Plan) will be developed with input from Instruction.	<ul style="list-style-type: none"> IEC to identify a faculty member to serve on the IEC Executive Committee 	A faculty member will serve on the IEC Executive Committee	Timeline determined by the Chief Inclusive Excellence Officer

INSTRUCTIONAL GOALS | EQUITY AND INCLUSION

College Goal #2: Demonstrate commitment to Culturally Responsive Pedagogy and college policies that are accessible for all students (prospective, current, and alumni).

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
collaboration with the Chief Inclusive Excellence Officer to create a strategy for faculty professional development		<ul style="list-style-type: none"> Executive IEC Committee to develop an Inclusive Excellence Plan Vice President of Instruction and Provost meets with Chief Inclusive Excellence Officer on a regular basis to discuss IE Plan. 	VIP and CIEO will document regular meetings	
Incorporate asset-based strategies in the classroom that focus on the unique strengths of the cultures of underrepresented students including diverse learning styles, sense of community, and strengths	Reduction in equity gaps. Improved student satisfaction and sense of belonging.	<ul style="list-style-type: none"> Provide professional development opportunities for faculty and instructors through the Center for Professional Enrichment Provide peer coaching and mentoring via the IEC Curriculum Subgroup 	Close equity gaps by AY 2025. Student satisfaction on CCSSE will increase by 5 percentage points.	Annual collection of data to compare student success and closure of equity gaps Implement peer coaching via IEC Fall 2021
Review student success data, disaggregated by race and gender, to identify courses that may need additional support for underrepresented students	Disaggregated data will be available to help identify equity gaps in learning outcomes at a granular level across the institutions	<ul style="list-style-type: none"> Provide faculty and instructors who teach these courses with data and professional development Develop modules that can be added to courses to provide scaffolding for students. 	Disaggregated data is made available and being used by faculty at the course level of granularity to identify areas where learning outcome gaps exist, and support is not available equal to the challenges posed for minoritized and underrepresented students.	Course level disaggregated data is made available to faculty fall 2021. Training of the use of data for equity gap analysis and appropriate learning support development training is made available for the Spring of 2022

INSTRUCTIONAL GOALS | EQUITY AND INCLUSION

College Goal #3: Recognize and reward employee professional development and training in equity mindedness that results in institutional knowledge and action.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Revise Distinguished Faculty criteria to reflect inclusive excellence practices	Distinguished faculty criteria will allow for representative faculty to be nominated and recruited including work on equity and diversity	Establish criteria for distinguished faculty process to include work in equity and inclusivity	More faculty will be nominated and evaluated based on equity and inclusive excellence work.	
Inclusive excellence and equity goals are a component of faculty and administrators' performance planning	All faculty and administrators incorporate inclusivity excellence and equity goals into their annual performance plan	IEE goals can be identified in the performance plan Supervisors review the plan for verification and appropriateness	Supervisors evaluation for achievement of the stated goals at the mid-point and end of the academic year Performance plan demonstrates concrete actions and/or examples taken to fulfill the stated goals Performance plan data are indicative of faculty and administrators' adherence to the stated goals	Update AP 3-31 to include an equity goal requirement (align with SP 3-31) by Fall 2021 Fall 2021 review equity goal strategies with faculty supervisors Each year, Deans to review faculty goals to ensure equity goals are included.
Expand on professional development opportunities for the creation of accessible documents and learning materials	All faculty and instructors will have access to professional development opportunities for accessible document auditing and creation and will integrate these opportunities and practices into their professional goals.	<ul style="list-style-type: none"> Create a train-the-trainer program to ensure there is expertise in accessibility in all departments. Integrate accessibility training into MTC and IAP programs for faculty and instructor advancement 	Faculty accessibility champions and train the trainer options will be available and active in all departments deploying professional development and assessment for document and learning material accessibility	Fall 2021 champions identified and train the trainer modules developed. Spring 2022 training and assessment practices begin.

INSTRUCTIONAL GOALS | CLIMATE OF INNOVATION

College Goal #1: Develop accessible innovative academic programs that match student and workforce needs to prepare students for successful transfer or entry into the workforce.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
<p>Ensure all OER materials are available in accessible formats to comply with ACC’s digital standards.</p>	<p>Students will benefit from accessible OER materials</p>	<ul style="list-style-type: none"> • Hire grant-funded OER accessibility specialist • Provide professional development opportunities for faculty to become more self-sufficient • Identify technology tools to aid in creating accessible documents 	<p>All (100%) OER materials in use by ACC faculty and instructors will be accessible by December 2023.</p>	<p>Grant-funded OER accessibility specialist hired by May 2021.</p> <p>Annual review of OER materials to ensure accessibility</p>
<p>Expand the types and number of degrees and programs available to our students</p>	<p>Increase the number of associate degrees to bachelor’s degree institutional articulation agreements to achieve or exceed one each year for AY21-22 and AY 22-23</p>	<ul style="list-style-type: none"> • Launch the new Associate of Fine Art (AFA) program—first in the system—and set the standard for additional programs. • Continue to develop and launch BAS degrees to meet industry needs • Identify programs that can be offered completely online and promote ACCOnline • Collaborate with CCCS institutions to develop DwDs as needed • Expand workforce (non-credit) opportunities such as 	<p>One new AAS approved for AY21-22 and AY 22-23. One new BAS degree approved by Fall 2023.</p>	<p>Analyze program reviews and labor market data to determine need for new programs annually.</p> <p>Monitor input from industry advisory boards each semester for programmatic needs.</p>

INSTRUCTIONAL GOALS CLIMATE OF INNOVATION				
College Goal #1: Develop accessible innovative academic programs that match student and workforce needs to prepare students for successful transfer or entry into the workforce.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		boot camps and flexible learning opportunities		
Increase prior learning assessment opportunities	<p>Shorter graduation times for students with applicable work, military, and tested experience.</p> <p>Increased enrollment, persistence, and degree completion for students with applicable work, military, and tested experience.</p>	<ul style="list-style-type: none"> • Provide PLA opportunities within each pathway • Diversify marketing approach to increase student awareness of opportunities. • Provide professional development outreach to faculty and instructors • Expand challenge exam offerings • Pathway leads will survey academic leads in pathway to collect PLA opportunities each fall during academic plan review 	<p>Number of credits of PLA awarded will increase by 10%.</p> <p>All pathways will have PLA opportunities by 2023.</p> <p>By AY 2023, PLA opportunities will be displayed on each Pathway webpage/academic plan</p>	<p>Analyze PLA opportunities Fall of 2021 and determine gaps.</p> <p>Implement new opportunities by Spring 2022.</p>

INSTRUCTIONAL GOALS CLIMATE OF INNOVATION				
College Goal #2: Identify and expand reciprocal external and internal collaborative partnerships.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Expand the number and quality of external partnerships to better serve our students and community	Engaged partnerships require WBL, financial or substantial equipment donations or guarantees to hire students as part of a larger talent pipeline	<ul style="list-style-type: none"> • Explore grant opportunities to establish pathways to our programs (e.g. Contact Tracing pipeline into Allied Health programs) 	Increase the amounts of engaged workforce and community partnerships by 10% in 21-23.	Fall 2021 - Evaluate current state of engaged workforce and community partnerships at ACC.

INSTRUCTIONAL GOALS | CLIMATE OF INNOVATION

College Goal #2: Identify and expand reciprocal external and internal collaborative partnerships.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	<p>strategy. Engaged community partnerships require a reciprocal agreement to leverage resources to help refer or serve students or community members that benefits both organizations (example is AD Works, k-12 partnerships, etc.)</p>	<ul style="list-style-type: none"> • Collaboration with local districts and cities to establish workforce training opportunities (e.g. Displaced Workers program) • Develop industry partnerships to fund and support apprenticeships (e.g. Allied Health Apprenticeships) • Partner with industry leaders and CCCS institutions to address CCCS goal to create workforce development Centers of Excellence (Green Energy, aerospace, and IT) 		<p>Spring 2022 create mechanism to evaluate net new partnerships created over 2021-2023</p> <p>Timeline for Centers of Excellence dependent on CCCS.</p>
<p>Align instructional employment and work-based learning strategies with the Career and Transfer Center to ensure increased student placement</p>	<p>A seamless database of employers is created. Departments across the college have access to the list of employers. New employers connect to ACC and partnerships are launched regularly.</p>	<ul style="list-style-type: none"> • Employ a Navigator who bridges Instruction and the Career and Transfer Center • Schedule regular meetings with multiple internal partners to discuss employment placement and student career exploration 	<p>Database is complete and includes all partnerships.</p> <p>Number of employers within database increases by 10% each year.</p>	<p>Navigator hired by March 2021.</p> <p>Technology is in place (Purple Briefcase or other) to create a database of workforce partnerships available to WCP and Career and Transfer Center. Database updated quarterly.</p>

INSTRUCTIONAL GOALS | CLIMATE OF INNOVATION
College Goal #3: Pursue external funding through public and private sources to support innovative college projects including new academic programs, new/enhanced technologies, development of pre-apprenticeship and apprenticeship programs, service learning, work-based learning alternatives, financial resources for students, student support systems, and among other projects that align with ACC's Mission and strategic directions.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Increase collaboration with ACC Grant Department and ACC Foundation to increase external funding through grants, donations, and industry financial support	Each department will identify and implement an annual Grant or other financial support project each year.	At the department level Chairs of Departments will integrate funding into their annual plans of work	All annual plans of work at the department level will include financial resource development plans with identified department participants.	Grant and funding training available for Chairs beginning Spring 2022. Funding integrated into all department and faculty level professional plans by Spring 2023.
Identify and expand external and internal collaborative partnerships to increase the number of students participating in work-based learning.	Increase the number of students participating in work-based learning opportunities Increase the number of partnerships with industry and community partners.	<ul style="list-style-type: none"> • Creation of apprenticeships in Computer Technology Pathway • Outreach to prospective students to fill existing apprenticeship positions • Continue to participate in job fairs at all campuses 	Students participating in work-based learning opportunities increases by 10% each year. Number of partnerships with industry and community increases by at least two new agreements each year.	Create Computer Technology apprenticeship by Spring 2022 Each year determine participation level in job fairs

INSTRUCTIONAL GOALS | CLIMATE OF INNOVATION
College Goal #4: Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing and controlling energy and water usage.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Promote sustainability in the classroom and co-curricular activities to engage students	Sustainability will become a part of the language and culture of the institution	A sustainability lexicon and audit rubric will be developed and implemented across the college	All community members will be educated and conversant in the language, principles and practices of institutional	Lexicon developed and presented Fall 2021.

INSTRUCTIONAL GOALS CLIMATE OF INNOVATION				
College Goal #4: Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing and controlling energy and water usage.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		at the department and course level or detail.	sustainability. Knowledge and language of sustainability will develop into actional plans and institutional transformation over a 36-month period.	Sustainability audit rubric developed Spring 2022. First sustainability audits and attending improvement plans developed Fall 2022. Implementation of sustainability best practices, language and culture will be evident across the institution by 2023

INSTRUCTIONAL GOALS QUALITY WORKFORCE				
College Goal #1: Ensure a quality workplace by offering robust and meaningful professional development.				
Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Increase use of LinkedIn Learning as a source of professional development for all employees	ACC students and employees have a wealth of professional development opportunities available to them through LinkedIn Learning.	Work with the following leaders to market and promote LinkedIn Learning as a professional development opportunity: <ul style="list-style-type: none"> • Administrative assembly president • Classified assembly president • Faculty Senate president • Director for the Center for Professional Enrichment 	LinkedIn Learning usage metrics increase by 2% each year.	Reach out to each assembly president in the Fall of each year to discuss LinkedIn Learning opportunities Center for Professional Enrichment includes LinkedIn Learning information in each calendar

INSTRUCTIONAL GOALS | QUALITY WORKFORCE

College Goal #1: Ensure a quality workplace by offering robust and meaningful professional development.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
		Run regular workshops on how to incorporate LinkedIn Learning during BCC and Summit Days.		
Add more flexibility to the Center for Professional Enrichment offerings via a variety of delivery methods including remote options	Increased participation by faculty and instructors in professional development. Increased employee satisfaction of professional development.	Associate Vice President of Instruction and the Director for the Center for Professional Enrichment will seek and incorporate faculty and instructor feedback to modality preferences and needs. Professional development offerings will be strategically scheduled in multiple modalities.	Number of participants annually. Participate ratings provided via survey after PD.	By Fall 2021, new faculty/instructor orientation will be offered by in person and remotely. By Fall 2022, 50% of professional development opportunities will be available remotely.
Encourage part-time instructors to participate in additional professional development with compensation incentives and scheduling options	Part-time instructors will be integrated into the professional colleague of each department as fully participating members of the teaching community.	Participation in all professional development and department level meetings and activities will be integrated into the compensated norms of each department. No instructor or faculty member will be uncompensated, marginalized, or left behind.	Instructor participation, integration, compensation and incentive use will improve 50% over baseline evaluation to be completed in Fall of 2021.	Baseline data collection instrumentation will be created and deployed in Fall 2021. Uncompensated and ineffectively incentivized department activities will be identified with steps for correction outlined Spring 2022. Full instructor integration plans implemented Fall 2022.

INSTRUCTIONAL GOALS | QUALITY WORKFORCE

College Goal #3: Provide clear and transparent communication through multiple modalities to all members of the ACC community.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Expand communication from Instructional leadership through each department	Faculty, staff, and external stakeholders at ACC will be more aware and informed about the key issues effecting the instructional operation at the college.	<ul style="list-style-type: none"> Improve distribution of DCD Council minutes to All Instruction Directors and Department Chairs to hold regular meetings with all faculty. Continue with regular communication from the VIP Collaborate with Student Affairs to continue distribution of student communications to the college. 	<p>Each Dean, Director, and Dept Chair evaluated on communication in annual performance evaluation.</p> <p>Documentation of regular department meetings</p> <p>VPIP Communique distributed at least once per month</p>	Each semester Learning Leadership to evaluate communication cycle and recommend improvements

INSTRUCTIONAL GOALS | QUALITY WORKFORCE

College Goal #4: Ensure alignment between college budget and the ACC Strategic Plan.

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
Align instructional goals and initiatives with budget requests and distributions	Instructional goals explicitly stated and prioritized in capital and operational budget discussions in cabinet; and subsequent budget reflects institutional priorities	Instructional needs are prioritized relative to budget asks and future strategy through instructional leadership group to cabinet.	Budget more accurately reflects stated instructional goals for ACC	Deans ensure all directors, department chairs, and faculty have input on budget priorities in early Spring each year.
Implement the Perkins V requirements for budget allocation to Perkins requests	Expanded career advising and development so each Colorado learner has access.	CCCS will provide a comprehensive needs assessment template and economic and	Each CTE program will undergo a comprehensive program review and program renewal with the CCCS every four years.	Provide training during BCC week each semester for new CTE Program Chairs

INSTRUCTIONAL GOALS | QUALITY WORKFORCE**College Goal #4: Ensure alignment between college budget and the ACC Strategic Plan.**

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
	<p>Improved instructor recruitment and retention in CTE programs.</p> <p>Maintenance and creation of transformational partnerships with workforce.</p> <p>Maintain and/or elevate the quality of CTE programs.</p> <p>Work-based learning opportunities for each CTE learner.</p>	<p>workforce data statewide and by region.</p> <p>Applicants will complete the CLNA template and align application to the CCCS needs assessment. This is a competitive process.</p>		<p>Each May, ensure all expiring CTE Programs have completed the required documentation and submitted program renewals.</p>