



ACC Instructional Plan
Prepared to Move Mountains
2014-2017

**MOVE
MOUNTAINS**

Message from the Vice President for Instruction

Congratulations on your accomplishment in designing the Instructional Strategic Plan. Your creative and reflective thought process for creating students' dreams, analysis of current and future demographic and educational trends, and overall recommendations guided the development of this forward-thinking plan. Our goal to be FIRST is reflected in the guiding principles statement and grounded in the college's vision, mission, and values.

A special thank you goes out to the task force that led in the creation of this purposefully articulated plan. The task force included Jo Ann Beine, Lee Christopher, Samuel DeVries, Anita Lodico, Tracy Lawrence, and Martha Thayer. Their dedication to the process and the commitment to the outcomes exemplify our promise in providing continued quality educational opportunities for all. Thanks also to Josie Mills for lending her editing expertise.

The written word will remain just that, simply words on paper, if we don't act deliberately. It is important that we garner all of our resources and work together to move forward and achieve these written goals. Let's challenge each other to embrace our beliefs as we are prepared to move mountains.

Thanks for your inspiration in achieving this plan.



Diane L. Hegeman

Background and Context

Although Arapahoe Community College (ACC) has always had an existing direction in instruction, there had been no purposefully articulated instructional strategic plan in recent years. The Vice President for Instruction determined that a formal instructional plan would demonstrate instruction's commitment to the needs of our students, faculty, staff, and greater community. This plan is an evolving document that defines our goals, expected outcomes, and recommended staff to lead each initiative.

Beginning in the spring of 2013, all instructional faculty and staff offered input that served as the foundation for this plan. Opportunities to provide input included an initial survey, several group meetings, written feedback requests, and multiple presentations concluding in the fall of 2013. An ad-hoc task force convened in October of 2013 continued the data analysis which the Instructional Deans began in the summer of 2013. Groups within the task force were created representing each of the College's strategic directions: student success, communication, partnerships, technology, and sustainability. These groups drafted goal statements and recommendations on how to achieve the goals. The task force work was completed in December of 2013 with a presentation of the plan in January of 2014.

This plan is global in nature and requires instruction to work in concert with others across the institution in order to achieve the stated goals. Individual instructional units may develop parallel plans to further meet the goals on a more local scale. This plan has been developed to continue the spark for instructional innovation, commitment to meaningful change, and foster entrepreneurial thinking. The implementation of this plan will ensure that instruction is FIRST.

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.

Guiding Principles

Instruction upholds best practices identified through **research** to inform our instructional planning process. Our plan provides a common direction by linking instructional goals to the college's strategic directions and overall goals. **Successful** execution and continual assessment allows for changes as needed keeping us at the forefront of instructional excellence.

We believe in **future-oriented** thinking that encourages innovative and entrepreneurial approaches to delivering instruction. Our plan's foundation is based upon a unified **commitment** to supporting our stated goals and outcomes. We promote an evidence-based culture that requires ongoing review and analysis of our practices and processes to continually improve. The plan's design incorporates **strategic** principles. We provide opportunities for enhanced learning experiences for our students, faculty, and staff by working **together** with partners and our community. Our plan is girded in rigor, supports realistic and achievable outcomes, and ensures **sustainability** of our resources.

Future-oriented
Instructional commitment
Research-based
Strategic, Sustainable, and Successful
Together with Partners and Community

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.

Strategic Directions

Student Success

Expand professional development opportunities for faculty and staff fostering continual improvement in delivering rigorous instruction that enhances student learning.

- a. Employ the Center for Professional Enrichment as a central source to plan, coordinate, and present employee learning experiences.
- b. Promote internal and external professional development opportunities including general education concepts, discipline specific content, and teaching/learning strategies.
- c. Develop and support a culture of collegial, cross-disciplinary learning through scholarly dialogues and focused communities of practice.

Ensure rigor and integrity across the curriculum through intentional course/program design and assessment of effectiveness.

- a. Create learning experiences and foster outcomes that incorporate general education/life skills throughout all instructional offerings.
- b. Establish consistency in integrating learning outcomes while honoring differences in delivery.
- c. Use analytical tools to assess, improve, and promote excellence in program quality and student achievement.
- d. Develop and communicate pathways to continued education and/or employment guiding students from entry to goal completion.

Bolster students' learning and success by integrating support throughout instructional areas and increasing relational access to available resources.

- a. Research and employ current and emerging student support services, resources, activities, and methods of delivery and accessibility.
- b. Incorporate appropriate services and resources into classroom experiences.
- c. Provide students with timely information about support resources, emphasizing awareness, accessibility, and connection.
- d. Assess support effectiveness as part of a continual process to revise and update.

Generate awareness and integrate creative and innovative methods for instructional delivery that enhance student learning.

- a. Capture assessed best practices into an accessible repository.
- b. Advance new instructional delivery methodologies through resources and training.
- c. Create innovative student learning spaces.
- d. Cultivate collegial development and sharing of best practices, new strategies, and technological advancements.

Recommendation: Engage the Center for Professional Enrichment, Program Assessment Committee, and Learning Leadership Team to execute and assess Student Success goals.

Communication

Communicate with intent, purpose, and clarity to enrich learning, improve internal and external engagement, facilitate collaborative relationships, and support instructional goals.

- a. Design and utilize multiple, well-differentiated, and innovating messaging strategies, delivery methods, and feedback channels.
- b. Manage and organize communication for easy access, storage, and retrieval.
- c. Develop and improve external communication protocols for the general public, industry, and higher education audiences.

Recommendation: Create a Knowledge Management/Communications Task Force to execute and assess communication goals.

Partnerships

Expand relationships with internal and external partners to create and enhance student learning opportunities.

- a. Incorporate experiential learning pedagogy into instructional offerings.
- b. Increase pre-professional and off-campus learning experiences to support attaining competencies and outcomes.
- c. Engage community partners in on-campus events and course activities.
- d. Foster collaborative relationships within and between instruction and instructional support areas to augment student learning and promote success.

Research current and emerging employment skills and competencies to strengthen students' development and improve pathways into the workforce.

- a. Align credit and non-credit programs with community and industry workforce needs.
- b. Increase exposure to diverse world views and cultivate life skills that enhance employability.
- c. Seek information, feedback, and recommendations from community partners to assess program effectiveness, implement appropriate revisions, and facilitate ongoing responsiveness to change.

Recommendation: Create a task force to explore experiential learning opportunities, develop community connections, design assignment ideas, and share opportunities with faculty. Engage the Foundation, Work Force Development, CTE Department Chairs, Advisory Committees, Career and Transfer Center, and Marketing in collaborating as appropriate to achieve partnership goals.

Technology

Provide access to current and innovative technology resources encompassing the needs of all learners.

- a. Equip learning environments and users with appropriate and relevant technology.
- b. Expand internal and external training and support for faculty, staff, and students.
- c. Enhance resources to meet the needs of diverse student populations.

Integrate technology in course design to provide accessibility and acknowledge multiple learning styles and individual differences.

- a. Ensure availability of knowledge and resources necessary to support course-specific needs of faculty and students.
- b. Expand resources to prepare students for online coursework.

Recommendation: Engage Online Standards Committee, Information Technology (IT), and eLearning to facilitate Technology goal completion.

Sustainability

Cultivate human capital, create opportunities for garnering additional fiscal resources, and design spaces that enhance learning.

- a. Assess and strengthen internal processes to assure opportunities for developing faculty and staff.
- b. Adjust staffing patterns meeting discipline, program, and instructional changes.
- c. Support efforts valuing the contributions of all instructional personnel.
- d. Create agile structure and collaborations to meet future fiscal challenges by exploring grant opportunities, nurturing external partnerships, and developing new revenue-generating models that promote entrepreneurial activities.
- e. Foster opportunities to research and create innovative physical and virtual learning spaces.

Recommendation: Collaborate with Vice President for Instruction, Instructional Deans, and faculty incorporating comprehensive program review findings and other evaluative methods to plan for ACC's current and future instructional needs.