



2020 - 2025 STRATEGIC PLAN REPORT

Arapahoe Community College

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2020-2025 ACC Strategic Plan

Executive Summary

The 2020-2025 ACC Strategic Plan was developed during fall 2019 and spring 2020. The plan was implemented in the fall 2021. To facilitate the achievement of the ACC Strategic Plan, ACC departments developed goals aligned with the ACC Strategic Directions. The 2021 ACC Strategic Plan Report is comprised of a review of the strategic planning process as well as the ACC Vision, Mission, Values, and Strategic Directions. The departmental goals are included.

Subsequent annual reports will include progress reports on the departmental goals and an institutional summary of the ACC Strategic Plan progress.

Introduction

Arapahoe Community College (ACC) is a member of the Colorado Community College System (CCCS) and is representative of the CCCS mission: To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional, and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity, and innovation. In alignment with the CCCS mission, the mission of ACC is: To provide innovative and responsive educational and economic opportunities in an accessible, inclusive environment that promotes success for the students, employees and the communities we serve.

Purpose

To facilitate the accomplishment of the ACC mission, the 2020-2025 ACC Strategic Plan was created. The purpose of the ACC Strategic Plan is to:

- Guide decision making
- Direct resource allocation
- Serve students, employees and the community

ACC Strategic Planning Process

The ACC Strategic Planning Coordinating Council (SPCC) was formed fall 2019 to represent all areas of the college. The SPCC in collaboration with the ACC Leadership Team (LT) was charged to oversee and review the strategic planning process.

The Strategic Planning process began with a look at the internal and external environment via a Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis. The SWOT was conducted during the fall 2019 involving input from Faculty, Adjunct Instructors, Administrative Staff, Classified Staff, Littleton Campus Students, Sturm Collaboration Campus Students, Parker Campus Students, ACC Online Students, as well as external groups including the ACC Foundation and the ACC Advisory Council. The SWOT Analysis data was organized into emerging trends that eventually became the ACC Strategic Directions of Student Success, Excellence in Teaching and Learning, Equity and Inclusion, Climate of Innovation, and Quality Workplace.

The 2015-2020 Vision, Mission and Value Statements were reviewed internally by the Classified Estate, Administrative Estate and Faculty. The various internal groups were asked to reflect and offer input for the 2020-2025 Vision, Mission and Value Statements. External stakeholder input was gathered from the ACC Advisory Council. The SPCC conducted a review of the feedback regarding the Vision, Mission and Values from the internal and external ACC community. The results of the SPCC review were sent to the ACC Cabinet and the 2020-2025 Vision, Mission and Value Statements were approved.

With the 2020-2025 ACC Strategic Plan now containing the vision, mission, values and strategic directions, task forces for each strategic direction were created to develop goals for the strategic directions. College wide representation was ensured by volunteers and solicited individuals forming the Strategic Direction Task Forces. The Task Forces were charged with developing goal recommendations for each of the strategic directions. Task Force meetings began on campus and transitioned to remote meetings due to the COVID-19 situation. Deliverables by the task forces included goals for each strategic direction.

The strategic direction goal recommendations by the Task Forces were then forwarded to the Strategic Planning Coordinating Council (SPCC). The SPCC review was done by a desk review due to the COVID-19 adjustments. Input from the SPCC was compiled and forwarded to and approved by the ACC Cabinet.

Implementation

The 2020-2025 ACC Strategic Plan was implemented in fall 2020 and will sunset summer 2025. To facilitate the ACC Strategic Direction Goals, each division and department formulated goals, implementation strategies, evaluation criteria and a timeline aligned with aligned with the ACC Strategic Plan.

Vision, Mission, Value Statements, Strategic Directions

ACC Vision

To be a leader in innovative community college education.

ACC Mission

To provide innovative and responsive educational and economic opportunities in an accessible, inclusive environment that promotes success for the students, employees and the communities we serve.

ACC Values

Life-Long Learning

We uphold the highest academic standards and support the growth and success of each individual we serve.

Collaborative Partnerships

We foster trusting relationships and respectful communication through collaboration with our students, employees and external stakeholders.

Integrity

We encourage an ethical environment that embraces honesty, respect and personal responsibility.

Inclusion

We encourage the free exchange of ideas and an open dialogue in a brave environment that embraces individual differences.

Strategic Directions, Goals, and Expected Outcomes

Strategic Direction: Student Success

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

Student Success Goal #1

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

Expected Outcome: Create a welcoming community at ACC that is a brave environment for students to learn, express themselves and to feel a sense of belonging.

Expected Outcome: Develop programs and accessible resources, and create a culture to meet students where they are academically to provide opportunities for success.

Expected Outcome: Eliminate the equity gaps for traditionally underserved students by increasing the course success, retention, and completion rates of all groups.

Student Success Goal #2

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

Expected Outcomes: Increase student enrollment, transfer and completion rates each year by the designated annual percentages identified by the State Board for Community Colleges & Occupational Education (SBCCOE) strategic plan matrixes.

Student Success Goal #3

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

Expected Outcome: Increase use of academic support services by students (Disability Access Services, Writing Center, Tutoring, Math Support Center, Online Tutoring, etc.).

Expected Outcome: Expansion of whole-student services such as counseling, addressing food and housing securities, and mental health resources.

Expected Outcome: Design academic support services with student input to meet student needs.

Student Success Goal #4

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

Expected Outcome: Increased enrollment, retention and completion.

Expected Outcome: Increased development and use of O.E.R.

Expected Outcome: Increased financial literacy of students and family members.

Expected Outcome: Increased use of scholarship monies at ACC.

Expected Outcome: Increased FAFSA application rates.

Expected Outcome: Reduce excess credits toward completion – illuminate hidden pre-requisites in all degree plans.

Expected Outcome: Listing of all course fees and related costs for all programs in an accessible way for students.

Strategic Direction: 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.

Excellence in Teaching and Learning Goal #1

Goal: 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.

Expected Outcome: Course content will reflect diverse voices, imagery, and viewpoints.

Expected Outcome: Course syllabi will contain equity and inclusivity references.

Expected Outcome: Development of alternative assessment options and practices.

Excellence in Teaching and Learning Goal #2

Goal: 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.

Expected Outcome: Provide at least one service learning class in each of the seven pathway programs.

Expected Outcome: Provide appropriate study abroad programs that are accessible to students and facilitated by well-trained instructors and faculty.

Expected Outcome: Expand opportunities for internships and apprenticeships.

Expected Outcome: Expand the opportunities for students to participate in undergraduate research.

Excellence in Teaching and Learning Goal #3

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

Expected Outcome: Classrooms will be equipped to meet the technology needs of students, faculty and instructors.

Expected Outcome: Students, faculty and instructors will have the necessary hardware and software to be successful.

Expected Outcome: Students, faculty and instructors will have access to remote technology.

Excellence in Teaching and Learning Goal #4

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

Expected Outcomes: Increased retention and work satisfaction of ACC instructors.

Expected Outcome: Succession plan for instruction—opportunities for instructors to advance into full time faculty positions.

Expected Outcome: Compliance with System Policy – SP 3-10b.

Strategic Direction: 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.

Equity and Inclusion Goal #1

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

Expected Outcome: Expand diverse recruitment efforts by capturing underserved and underrepresented students.

Expected Outcome: Promote efforts to engage potential students, current students, alumni and employees in campus events.

Expected Outcome: Create a campus climate that values, respects, and celebrates members of the ACC community.

Expected Outcome: Ensure ACC can respond to shifts and events in our society, including outreach to at risk populations at ACC.

Equity and Inclusion Goal #2

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

Expected Outcome: Eliminate equity gaps in recruitment, retention, and completion rates.

Expected Outcome: All students, regardless of self-identify and background, attain college credentials at the same percentage as every other ethnic, cultural and economic population group.

Equity and Inclusion Goal #3

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

Expected Outcome: Shift in institutional culture that incentivizes participation in equity work resulting in increased participation in professional development.

Strategic Direction: Climate of Innovation

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

Climate of Innovation Goal #1

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

Expected Outcome: Development of bachelor degrees aligned to our mission, with a strategic focus, and in line with select ACC associate degrees and workforce demand to ensure we contribute to a highly skilled workforce in our communities and beyond.

Expected Outcome: Ensure support and resources to create accessible Open Educational Resources that include equity, rigor and quality.

Expected Outcome: Create and blend both credit and non-credit programs that provide work-based learning across the learner and talent pipeline continuum to match industry needs.

Expected Outcome: Develop prior learning assessment models that validate skills and crosswalks to courses to create more efficient paths to degrees and industry for students.

Expected Outcome: Create 2+2 programs that allow students to build upon ACCs existing programs of study.

Climate of Innovation Goal #2

Goal: Identify and expand reciprocal external and internal collaborative partnerships.

Expected Outcome: Increase the number of partnerships with industry and the community.

Expected Outcome: Increase the number of internal collaborative partnerships.

Expected Outcome: Expand employment opportunities for graduates.

Expected Outcome: Increased positive community perception for ACC from outside entities.

Expected Outcome: ACC will be able to better identify its value proposition to community, industry, and amongst internal departments.

Climate of Innovation Goal #3

Goal: 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.

Expected Outcomes:

By identifying external funding options, ACC has the opportunity impact the following outcomes:

- Increase student retention rates
- Increase student completion and transfer rates
- Reduce the equity gap
- Increase enrollment levels
- Reduce student loan debt
- Increase underrepresented individuals across a variety of ACC programs

Climate of Innovation Goal #4

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

Expected Outcome: Conservation of natural resources.

Expected Outcome: Energy efficiency and cost savings.

Expected Outcome: Role model for environmental responsibility.

Strategic Direction: Quality Workplace

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

Quality Workplace Goal #1

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

Expected Outcome: Higher functioning ACC workforce.

Expected Outcome: Increased participation in professional development opportunities.

Expected Outcome: Increased use of “best practices” in the workplace.

Quality Workplace Goal #2

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

Expected Outcome: Maintain a culture of acknowledgement and recognition for employee achievements at ACC.

Expected Outcome: Increased employee job satisfaction.

Expected Outcome: Increased job performance by ACC employees.

Quality Workplace Goal #3

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

Expected Outcome: ACC employees and the community have deeper overall knowledge of the college.

Expected Outcome: Creation of an inclusive, transparent environment.

Expected Outcome: Provide opportunities for open communication and dialogue for all ACC stakeholders.

Quality Workplace Goal #4

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

Expected Outcome: Ensure compensation commensurate to qualifications, education, skills and experience across the college.

Expected Outcome: Ensure alignment between the college budget and the needs of the college.

2021 ACC Strategic Plan Report

The 2021 ACC Strategic Plan Report is a summary of the departmental goals developed during fall 2020. Each department developed goals aligned with the ACC Strategic Directions. Subsequent yearly reports will provide updates on the progress of the departmental goals and an executive summary of institutional progress.

Student Affairs Division Goals

Admissions Goals

Department	Admissions
Student Success Goal	Increase student enrollment, retention, transfer and completion rates.
Expected Outcome	Increase student enrollment in SEM target populations including adult learners and underrepresented populations.
Implementation Strategy	Redesign territory assignments within the department to address the lack of strategic direction towards this population. Create goals related to recruitment. Create education & marketing opportunities
Evaluation Criteria Metrics	Increase application yield for each of the SEM target populations by 5% by 2025

Department	Admissions
Excellence in Teaching and Learning Goal	Provide accurate & accessible information regarding ACC via presentations and print materials
Expected Outcome	Staff will have the appropriate knowledge, tools and materials to provide accurate information about ACC to prospective students and their families.
Implementation Strategy	Review, evaluate and create strategic marketing materials from videos, social media plans and PDF or print materials with an measured ROI
Evaluation Criteria Metrics	Based on feedback with knowledge base measurable we will be able to ascertain the effectiveness of the communications and information provided.

Department	Admissions
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Equity and Inclusion Goal	Increase enrollment in SEM target populations that include areas of focus for our TRIO funnel enrollment as well as to increase enrollment for students that identify as Latin/Hispanic in order to
Expected Outcome	Increase enrollment with a funnel pipeline to TRIO. Increase enrollment of Hispanic students to at least 25% of total FTE. If due to other parameters, we are unable to qualify as an HSI, increase
Implementation Strategy	Partner with Director of TRIO SSS in order to funnel prospects from certain identified territories. Increase outreach and partnerships with schools, districts,
Evaluation Criteria Metrics	Application to enrollment yield will increase for TRIO as well as for student identified as Hispanic. Goal enrollment would be 25% of FTE whom identify as Hispanic.

Department	Admissions
Climate of Innovation Goal	Embrace the utilization of efficient and useful technology when connecting with students through the use of virtual synchronous and asynchronous presentation. Reaching more prospective.
Expected Outcome	Providing information to prospective ACC students and their families via virtual presentations which allows them to make informed decisions about enrolling in ACC.
Implementation Strategy	Create and advertise revised and visually appealing presentations. Assess and review presentations regularly to ensure accuracy in
Evaluation Criteria Metrics	Based on feedback with knowledge base measurable we will be able to ascertain the effectiveness of the communications and information provided.

Department	Admissions
Quality Workplace Goal	Support the Admissions experience at all campuses through increased training and physical presence at Parker & Castle Rock
Expected Outcome	Streamlined messaging to prospective students and increase awareness and utilization of internal tools (such as Recruit, Navigate, Salesforce).
Implementation Strategy	Regularly scheduled collaboration meetings, training opportunities and shared and open access to resources.

Evaluation Criteria Metrics	Focus Groups, Training notes & Blind surveys dictate a positive feeling of support from the Admissions & Navigator staff at all campuses
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Advising and Career Services Goals

Department	Advising and Career Services
Student Success Goal	Create a student-ready college to enable all populations of students to be successful at ACC.
Expected Outcome	<p>Expected Outcome: Create a welcoming community at ACC that is a brave environment for students to learn, express themselves and to feel a sense of belonging.</p> <p>Expected Outcome: Develop programs and accessible resources and create a culture to meet students where they are academically to provide opportunities for success.</p> <p>Expected Outcome: Eliminate the equity gaps for traditionally underserved students by increasing the course success, retention, and completion rates of all groups.</p>
Implementation Strategy	<p>AAA 101: Enrollment for current semester, student overall registration for future term, course completion rates, required advising appointments and the creation of a two-semester Academic Plan in Navigate</p> <p>Equity Gap: Four personalized communications from Advising annually to traditionally underserved students with information on academic support programs to assist in academic success</p> <p>Advising and Registration: 75% attendance by Part I Completers with a 2% increase annually. End of session survey, successful registration of courses</p> <p>Peer Advisors: Number of calls related to outreach before Advising and Registration sessions (80% of students reached annually), reducing the number of drop/no-shows, drop-in Advising (# of students served in sessions)</p>
Evaluation Criteria Metrics	Assessment of this goal will be on a monthly basis as the survey results following each Advising and Registration sessions are completed, as well as a semester-by-semester longitudinal assessment. We would like to see a 50% completion rate of the survey with 60% meeting the expectations of the A&R sessions, increasing by 2% each semester.

Department	Advising and Career Services
Student Success Goal	Increase student enrollment, retention, transfer and completion rates.

Expected Outcome	Expected Outcome: Increase student enrollment, transfer and completion rates each year by the designated annual percentages identified by the State Board for Community Colleges & Occupational Education (SBCCOE) strategic plan matrixes.
Implementation Strategy	Collaboration and partnerships with 4-year institutions to create transfer pathways, guides, and degree planning Create access and awareness to transfer and career partners for concrete opportunities for all students Utilize reverse transfer if student is not planning on completing at ACC
Evaluation Criteria Metrics	Assessment of this goal will be determined by the number of students participating in Transfer Fairs and increasing the number of participants by 5% annually 5% annual increase of students enrolled in the Bridge to Bachelor's Degree Program
Department	Advising and Career Services
Student Success Goal	ACC students are afforded a full range of holistic resources to support their academic and career goals.
Expected Outcome	Expected Outcome: Increase use of academic support services by students (Disability Access Services, Writing Center, Tutoring, Math Support Center, Online Tutoring, etc.) Expected Outcome: Expansion of whole-student services such as counseling, addressing food and housing securities, and mental health resources Expected Outcome: Design student academic support services with student input to meet student needs
Implementation Strategy	Academic and Career & Transfer Advisors include quick links to resources strategically throughout semester in already existing campaign messaging Identify opportunities and integrate support of these services during AAA 101 classes and general advising appointments Administer survey to assess academic advising services for students with earned credits between 15-30
Evaluation Criteria Metrics	Advisors will communicate the academic support services to students prior to each semester in a targeted "welcome message" to their caseload. We will track semester reports on check-in rates for services such as tutoring, math center, writing center, counseling, on-line tutoring, Disability Access Services appointments etc., and compare numbers to previous semesters, with a goal of increasing overall participation by 2% annually Conduct a survey for students with earned credits between 15-30 credits to assess their experience with academic advising, including suggestions for improvement, and compare results each semester with a 2% increase in overall satisfaction annually

Department	Advising and Career Services
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Excellence in Teaching and Learning Goal	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.
Expected Outcome	Expected Outcome: Provide at least one service learning class in each of the seven pathway programs. Expected Outcome: Provide appropriate study abroad programs that are accessible to students and facilitated by well-trained instructors and faculty. Expected Outcome: Expand opportunities for internships and apprenticeships. Expected Outcome: Expand the opportunities for students to participate in undergraduate research.
Implementation Strategy	Implement and train Work-based Learning Coordinator Survey faculty of current CTE courses and internships Survey students in internship classes
Evaluation Criteria Metrics	3% annual increase in growth of internship participation

Department	Advising and Career Services
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Expected Outcome: Expand diverse recruitment efforts by capturing underserved and underrepresented students. Expected Outcome: Promote efforts to engage potential students, current students, alumni and employees in campus events. Expected Outcome: Create a campus climate that values, respects, and celebrates members of the ACC community. Expected Outcome: Ensure ACC can respond to shifts and events in our society, including outreach to at risk populations at ACC.
Implementation Strategy	IEC training for Academic Advisors and Career & Transfer Advisors Specific outreach and campaigns to underrepresented students to meet with pathway advisor throughout semester/year Pathway advisor to determine further resources: career counseling, tutoring, writing center, etc.
Evaluation Criteria Metrics	Current persistence rate for students of color for AY 2019 was 77.2%. Over the course of five years, we plan to bring the persistence rate up to 83.2% Yearly evaluation – 1% increase – appointments made versus attended Five-year evaluation – 5% increase – appointments made versus attended

Department	Advising and Career Services
Climate of Innovation Goal	Identify and expand reciprocal external and internal collaborative partnerships.

Expected Outcome	<p>Expected Outcome: Increase the number of partnerships with industry and the community.</p> <p>Expected Outcome: Increase the number of internal collaborative partnerships.</p> <p>Expected Outcome: Expand employment opportunities for graduates.</p> <p>Expected Outcome: Increased positive community perception for ACC from outside entities.</p> <p>Expected Outcome: ACC will be able to better identify its value proposition to community, industry, and amongst internal departments.</p>
Implementation Strategy	<p>Identify current partnerships</p> <p>Identify new community partnerships</p> <p>Plan 2 outreach and application events a year with partnerships regarding ACC degrees and certificates</p>
Evaluation Criteria Metrics	<p>Increase the number of new partnerships by 5% annually</p> <p>Track quantitative data on attendance at events as well qualitative data from partnerships through surveys and event feedback each semester</p> <p>Track GED Enrollments, retention and completion rates with an increase of 1% annually</p>

Department	Advising and Career Services
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	<p>Expected Outcome: Higher functioning ACC workforce.</p> <p>Expected Outcome: Increased participation in professional development opportunities.</p> <p>Expected Outcome: Increased use of “best practices” in the workplace.</p>
Implementation Strategy	<p>Use of professional development budget to offer professional development to staff</p> <p>Train student workers to streamline the front desk procedures and contribute to consistent quality messaging to all ACC students</p> <p>Hire student workers and peer advisors and train them at the beginning of each semester; provide them the technology needed to do the jobs; develop tracking methods to consolidate the data; set goals; collect all the individual emails and phone call information and add to the notes section on navigate; showcase challenges and solutions at bi-monthly meetings for the front staff and at the weekly staff meetings for the academic advisors</p>
Evaluation Criteria Metrics	<p>Phone logs will be tabulated each week and tracked per month</p> <p>E-mail messages will be sorted monthly in the common ACC Advising folder</p> <p>Procedures will be developed by the beginning of Fall 2021, and used to train all new front desk staff</p>

Dean of Students Office Goals

Department	Dean of Students Office
Student Success Goal	Implement and support the Single Stop Program implemented through the Dean of Students Office. (Grant date: August 2020 – DATE)
Expected Outcome	Outcome 1: Increased student access to basic needs supports through ACC – increased counseling appointments, student emergency fund, and food pantry/gift card assistance. Outcome 2: Increased referrals to off campus agencies or support services external to ACC.
Implementation Strategy	Step 1: Chandell lead efforts to learn about Single Stop program and case management process for students accessing Single Stop program. Tanya led assessment project related to Single Stop. Step 2: Chandell lead and coordinate Single Stop implementation on all three campuses with the support of campus navigators at Parker and Sturm. Step 3: Complete grant related expectations.
Evaluation Criteria Metrics	<ol style="list-style-type: none"> 1. Complete assessment items related to Single Stop grant program. 2. Increased student access to basic needs supports at ACC and in the community. 3. Retention and Degree Completion rates of students accessing services.

Department	Dean of Students Office
Student Success Goal	Increase student counseling capacity and service to all campuses and students.
Expected Outcome	Outcome 1: Increased counseling appointments Outcome 2: Increased referrals to off campus agencies or support services external to ACC.
Implementation Strategy	Step 1: Design improved advertising. Develop marketing plan. Consider website presence for counseling services. Step 2: Move appointment process to Navigate. Step 3: Plan for support for Parker and Sturm students access to counseling services. Step 4: Implement plan for Parker and Sturm student access to counseling services.
Evaluation Criteria Metrics	<ol style="list-style-type: none"> 1. Track student usage of counseling services through Maxient. Report out number of unduplicated student numbers annually. Track average number of appointments utilized by students. 2. Consider surveying students who use counseling services regarding the impact and value of the campus resource.

Department	Dean of Students Office
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Excellence in Teaching and Learning Goal	Work with Instruction and IT to help students understand the technology requirements for their classes and have access to needed devices to support their academic achievement
Expected Outcome	Outcome 1: Students will understand the technology needs for the classes they plan to enroll in. Outcome 2: Students will have access to the technology necessary to be successful in their courses.
Implementation Strategy	Step 1: Plan to sustain the laptop loaner program to provide students with laptops, ipads or other necessary technology for classes. Step 2: Explore establishing a program to allow students to purchase laptops, ipads or other needed technology through ACC.
Evaluation Criteria Metrics	The Dean of Students office will implement a student survey to understand 1) how students know the technology requirements needed for their classes 2) do students have the needed technology devices to be successful and 3) would students utilize a program through ACC to purchase technology.

Department	Dean of Students Office
Excellence in Teaching and Learning Goal	The Dean of Students Office will lead the delivery of cutting-edge awareness, prevention, and education programming with a focus on compliance areas of Title IX, and the Drug Free Schools Act.
Expected Outcome	Outcome 1: Students will know where to go for support and resources related to Title IX and sexual misconduct concern. Outcome 2: Students will understand that ACC has a drug and alcohol prevention program and know the resources and support available through ACC.
Implementation Strategy	Step 1: Continue compliance programming initiatives such as sexual assault awareness month programming, Culture of Respect work and AOD awareness programming with Student Life. Step 2: Assess needs and effectiveness of AOD survey and how to better assess students use and perceptions of alcohol and other drug use.
Evaluation Criteria Metrics	The Dean of Students Office will continue the annual sexual misconduct survey that provides insight into our students' knowledge of the resources through ACC. It will be goal to improve the percentage of students who know the resources related to reporting these concerns.

Department	Dean of Students Office
Equity and Inclusion Goal	The Dean of Students Office will continue to operationalize inclusive excellence in our daily work by annually reviewing the data available and disaggregating data by race, ethnicity and gender for student conduct, 'refer a concerns', and extenuating circumstances appeals. Additionally, the department will disaggregate data for services provided (food insecurity, technology insecurity and counseling).

Expected Outcome	The Dean of Students will be able to identify and address any gaps or areas of concern based on the data.
Implementation Strategy	Create plan to address areas of concern identified in the data. Review procedures from an equity lens.
Evaluation Criteria Metrics	Annually, The Dean of Students will review the disaggregated data available via Maxient reporting and create benchmark goals to improve equity gaps.

Department	Dean of Students Office
Climate of Innovation Goal	Reimagine Food Pantry Assistance in COVID-19 and a post-COVID-19 environment.
Expected Outcome	ACC students will have improved access to basic needs support through ACCs Dean of Students Office, which will increase retention of these vulnerable populations.
Implementation Strategy	Step 1: Research best practices and resources available locally for food assistance. Step 2: Determine community partnerships that may have a benefit for our student population who can assist with basic needs support.
Evaluation Criteria Metrics	Through the results from the Real College Survey. ACC will begin to understand the basic needs resources needed to be able to support some of our more vulnerable populations.

Department	Dean of Students Office
Quality Workplace Goal	The Dean of Students Office will annually develop a professional development plan for each individual in the Dean of Students Office team.
Expected Outcome	Dean of Students Office staff members will understand and be able to use best practices in working with and supporting students. Dean of Students Office staff will then create professional development opportunities for ACC to share information back to the ACC employees.
Implementation Strategy	Step 1: DOSO employees will annually work with their supervisors to determine professional areas of growth and possible professional development opportunities available for the employee. Step 2: A Professional development plan will be developed as part of the goal setting process and regularly revisited by the supervisor and employee. Step 3: The Dean of Students Office will determine presentation ideas based on student trends and best practices being learned through professional development.
Evaluation Criteria Metrics	The Dean of Students Office will maintain a record of the professional development plans for each team member through the annual evaluation process. The Dean of Students Office team will annually present at Summit Day events.

Department	Dean of Students Office
Quality Workplace Goal	The Dean of Students Office will conduct a CAS assessment on the operations and activities of the Dean of Students Office.
Expected Outcome	This will lead to a higher functioning work environment in the Dean of Students Office.
Implementation Strategy	Step 1: Review the CAS self-study process and determine timeline, process and resources needed. Step 2: Determine needed personnel resources and focus groups. Step 3: Identify evidence and documentation for the assessment. Step 4: Conduct the assessment and review outcomes. Step 5: Determine action items from the outcomes.
Evaluation Criteria Metrics	This goal is an assessment process the results will be determined by the process and the implementation of action items and improvement areas will be the metrics, after the assessment.

Disability Access Services Goals

Department	Disability Access Services
Student Success Goal	Ethically prepare students with disabilities to be successful both during and after their time at ACC.
Expected Outcome	<ul style="list-style-type: none"> • Increase technological proficiency • Increase enrollment, retention and completion • Increase in self-advocacy for persons with disabilities to the rights and privileges granted to them for existing. • Increase Disability-Awareness within the Greater ACC Community • Increase networking opportunities for both students and the ACC Community. • Increase practices that holistically serve students with disabilities.

<p>Implementation Strategy</p>	<ul style="list-style-type: none"> • Streamline Technology Usage through new and innovative technology, native OS and iOS operating systems, and standards for the disabled community. • Increase technology training for students and faculty on campus. • Increase outreach to the greater ACC Community (both internal and external stakeholders) via classroom visits, departmental meetings, community events, and establishing a student affinity group. • Increase the awareness of disability through campus events, practices and institutional behaviors. • Establish and maintain working relationships with internal and external stakeholders. Cross Promote and Sponsor events that benefit the disabled community. • Promote a culture of justice and fairness/equity through modifying and updating current practices, policies and procedures within DAS. This includes evaluating our intake and maintenance processes surrounding student contact. • Increase collaboration with all departments within Student Affairs and Instruction.
<p>Evaluation Criteria Metrics</p>	<ul style="list-style-type: none"> • End of 20/21 AY: Number of students actively using Assistive Technology displays growth over previous semester/year • End of 20/21 AY: Number of Students utilizing services provided by DAS • End of 20/21 AY: Creation and Participation of Disability Rights Training Module. • End of 20/21 AY: Number of Events that are sponsored or managed through DAS. • End of 20/21 AY: Reduction of Inaccessible Spaces on Campus • End of 20/21 AY: Increase of Areas of Improvements that are dis/ability based. • End of 20/21 AY: Number of External Connections for our Students to Connect during and after their time at ACC. • End of 20/21 AY: Adoption of new policies, procedures and practices that now have measurable outcomes.

<p>Department</p>	<p>Disability Access Services</p>
<p>Excellence in Teaching and Learning Goal</p>	<p>Promote an inclusive and accessible learning experience for students</p>
<p>Expected Outcome</p>	<ul style="list-style-type: none"> • Increase in student success. • Increase enrollment, retention and completion • Decrease in student complaints regarding non-inclusive course practices • Increase in Disability Awareness and Understanding

Implementation Strategy	<ul style="list-style-type: none"> Actively and Passively supporting eLearning, Instruction and Institutional goals of access and accessibility through sharing our voices and experiences both openly and through action. Collaborate on staff and student training with IT and eLearning to promote best practices for teaching in inclusive higher education. Create meaningful programming. Engage in dialogue surrounding outdated or ableist policy
Evaluation Criteria Metrics	<ul style="list-style-type: none"> End of 20/21 AY: Increase in student metrics related or correlated to student success (grades, attendance, decrease in complaints) End of 20/21 AY: Increase or Decrease in Enrollment, Retention and Completion for DAS students. End of 20/21 AY: Decrease in student complaints regarding non-inclusive course practices End of 20/21 AY: Attendance for programmed events. End of 20/21 AY: Positive changes in policy.

Department	Disability Access Services
Equity and Inclusion Goal	<ul style="list-style-type: none"> Increase the holistic service of students with disabilities
Expected Outcome	<ul style="list-style-type: none"> Increase in overall well-being of students with disabilities Increase in enrollment, retention and completion Increase in Disability Awareness Increase in inclusive practices that also include PWD
Implementation Strategy	<ul style="list-style-type: none"> Modify and Update Intake Process Modify and Update Maintenance Strategies Follow up and check in with students to help establish a culture of care. Create meaningful programming. Engage in dialogue surrounding outdated or ableist policy and practices, like creating SMART Goals
Evaluation Criteria Metrics	<ul style="list-style-type: none"> End of 20/21 AY: Increase of Verbal Reporting from Students End of 20/21 AY: Increase or Decrease in Enrollment, Retention and Completion for DAS students. End of 20/21 AY: Attendance for programmed events. End of 20/21 AY: Positive changes in policy.

Department	Disability Access Services
Climate of Innovation Goal	<ul style="list-style-type: none"> Increase the level of connections both internally and externally through networking and workshare.
Expected Outcome	<ul style="list-style-type: none"> Increase and improve the connection between DAS and other internal departments and external stake holders. Provide Students and Staff with Networking Opportunities that could lead to

	<p>employment or professional growth.</p> <ul style="list-style-type: none"> • Increase Disability-Based education.
Implementation Strategy	<ul style="list-style-type: none"> • Meet with every director or above level player at ACC • Create meeting opportunities for local schools, workforce centers and organizations that serve people with disabilities.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • End of 20/21 AY: A 50 percent increase in collaborative partnerships • End of 20/21 AY: The beginnings of shifting from a support service to a resource center.

Department	Disability Access Services
Quality Workplace Goal	<ul style="list-style-type: none"> • Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	<ul style="list-style-type: none"> • A more skilled workforce • An increase in awareness of accommodation trends and practices • An increase in justice and equity practices
Implementation Strategy	<ul style="list-style-type: none"> • Provide additional opportunities through a variety of professional and relational connections • Embrace the new AHEAD membership and the Prof Dev opportunities presented • Engage in Social Justice Trainings specifically.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • End of 20/21 AY: 100 percent increase in Professional Development participation. • End of 20/21 AY: 5-10 smaller training opportunities attended by each member of the team

Elevate Goals

Department	Elevate
Student Success Goal	Refine and enhance Elevate at ACC's four tiers (Academic, Independent Living, Vocational, Social) to increase student success for individuals with intellectual and developmental disabilities (IDD).

Expected Outcome	<p>Elevate at ACC was established to provide inclusive higher education (IHE) for students with intellectual and developmental disabilities (IDD) to foster academic growth, prepare for gainful employment, develop needed skills for independent living & engage socially with the broader campus community.</p> <p>Until 2016, Colorado was one of five states in the nation that did not provide IHE. As the leader in innovative community college education, ACC continues to have the only IHE program in the CCCS system. In an effort to improve the experience and outcomes for students with IDD, we will enhance and refine each of the four tiers of the Elevate at ACC program.</p>
Implementation Strategy	<p>Academic: To provide greater access for people with IDD, Elevate staff will adjust the way modifications are created for students on the Comprehensive Higher Education Certificate track. Adjustments to course content will be made individually based on where students are at academically, while still providing healthy challenge and maintaining academic rigor. Implementation Fall 2020</p> <p>Independent Living: Create Person Centered Plans (PCP) with each student that include short- and long-term SMART goals that encompass life during and after college. Implementation Fall 2021</p> <p>Vocational Preparation: Increase work-based learning opportunities for Elevate students. Coordinate on-campus work experiences, integrating community-based internships in the final year of the program. Implementation Spring 2022</p> <p>Social: The Elevate students are embedded in our ACC campus community. The students in the first cohort created the Elevate Club with a mission of providing disability awareness and promoting inclusion. We will aid the club in organization and in the promotion of activities to allow them to spread awareness to the broader campus community. Implementation Spring 2022</p>
Evaluation Criteria Metrics	<p>Elevate was created based on the Inclusive Higher Education Act (SB16-196). As a stipulation of the Act, external evaluation is conducted through JFK Partners of CU Anschutz and is designated as Colorado's University Center of Excellence in Developmental Disabilities (UCEED).</p> <p>Evaluation is ongoing throughout the academic year and includes both qualitative and quantitative data.</p>

Department	Elevate
Excellence in Teaching and Learning Goal	In order to promote best practices for people with intellectual disabilities, we will be integrating high quality, researched based independent living curriculum in the Elevate at ACC Workshop.

Expected Outcome	As a community college, many of our students still live at home with their families, so as our students embark on a path of personal growth and self-discovery, we will guide each Elevate at ACC student to create an personal action plan for their future life beyond ACC.
Implementation Strategy	Facilitate and teach Person Driven Planning curriculum during Elevate Workshop, developed by Speak Up Colorado specifically for people with intellectual disabilities. Implementation Fall 2021
Evaluation Criteria Metrics	The Colorado Department of Health Care Policy & Financing (HCPF / https://www.colorado.gov/hcpf) contracted with the Office of Inclusive Services at University of Colorado, Colorado Springs (UCCS) to develop Person Driven Planning curriculum. External evaluation will be completed by HCPF.

Department	Elevate
Equity and Inclusion Goal	Provide high school students with intellectual disabilities the opportunity to prepare for and experience college.
Expected Outcome	As stated above, until 2016, Colorado was one of only five states in the nation that did not offer inclusive higher education to people with intellectual disabilities. Students in this population did not meet the admission criteria for universities and could not access the additional support, including modified curriculum, they needed from a community college.
Expected Outcome	The Elevate at ACC staff will provide high school students with intellectual disabilities the opportunity to experience college by providing information and education on college readiness, increasing opportunities for IHE enrollment.
Implementation Strategy	The Elevate at ACC staff will create an Inclusive Higher Education Summer Institute for high school students with intellectual disabilities interested in pursuing college, as college readiness is essential for all students. This institute will be designed to prepare students with IDD for the expectations and rigors of college, in partnership with DPS and other local school districts. Implementation Summer 2022
Evaluation Criteria Metrics	Track data identifying students with IDD that complete the Summer Institute and go on to pursue an Inclusive Higher Education program in Colorado.

Department	Elevate
Climate of Innovation Goal	Expand collaborative partnerships to increase vocational outcomes for Elevate at ACC students.

Expected Outcome	<p>By partnering with the Division of Vocational Rehabilitation (DVR), the Elevate at ACC program will receive support to provide eligible students with individualized pre-vocational training and support during their time at ACC.</p> <p>During the final semester of the program, DVR will collaboratively create a plan for employment with each eligible student that includes necessary supports (job coaching, supplies) to obtain and maintain competitive, integrated employment.</p>
Implementation Strategy	<p>Each Elevate at ACC student will apply for services and be assigned a DVR counselor, Elevate has two designated counselors in the Denver Metro area. Elevate staff will support the students and counselor throughout the length of the program.</p> <p>This partnership was implemented in Fall of 2020.</p>
Evaluation Criteria Metrics	<p>Elevate staff submit monthly progress reports to DVR for each eligible student throughout the length of the program. In the final semester, DVR will create a transition plan for permanent employment based on the student's employment goals. We will track employment outcomes for graduates.</p>

Department	Elevate
Quality Workplace Goal	Develop an annual professional development plan for each Elevate team member.
Expected Outcome	Each Elevate staff member will understand and utilize best practices in working with and supporting students with intellectual disabilities. Elevate staff will create professional development opportunities for ACC employees by sharing information.
Implementation Strategy	<p>Elevate employees will work with their supervisor to determine professional areas of growth and possible professional development opportunities available for the employee. A Professional development plan will be developed as part of the annual goal setting process and regularly revisited by the supervisor and employee.</p> <p>The Elevate team will determine presentation ideas based best practices learned through professional development.</p>
Evaluation Criteria Metrics	<p>The Elevate team will maintain a record of the professional development plans for each team member through the annual evaluation process.</p> <p>The Elevate team will present annually at BCC, Summit Days, or as part of ACC's Professional Development series.</p>

Financial Aid Goals

Department	Financial Aid
Student Success Goal	Increased FAFSA and CASFA application rates.

Expected Outcome	An 20% increase in FAFSA and CASFA applications by 2025 4% annually
Implementation Strategy	Deliberate outreach and events planned to create more opportunities for assistance in completion. Leverage CE and Admissions partnerships with high schools as well.
Evaluation Criteria Metrics	Number of FAFSAs submitted vs previous years.

Department	Financial Aid
Excellence in Teaching and Learning Goal	Training provided to faculty and staff to assist with knowledge of financial aid principles for assisting students with
Expected Outcome	Increased student knowledge of financial aid resources and considerations by way of instruction and other high-contact staff having the knowledge to assist.
Implementation Strategy	Participate in and provide series of trainings at Summit Day events to teach usable financial aid information to staff and faculty who are regularly in touch with students.
Evaluation Criteria Metrics	Number of trainings provided that are attended by faculty and non-Office of Financial Aid staff.

Department	Financial Aid
Equity and Inclusion Goal	Update processes and policies within the office to address issues of equity in retention and completion of financial aid processes.
Expected Outcome	Increased use of financial aid by students and successful completion of processes to use aid that is in line with ACC's student population.
Implementation Strategy	Working with CIEO to evaluate policies and processes to see where equity gaps exist and updating them. Monitoring gaps for change and updating as needed.
Evaluation Criteria Metrics	Racial and first-generation percentages for each of the policies and processes that are updated.

Department	Financial Aid
Climate of Innovation Goal	Early disbursement of financial aid to students

Expected Outcome	Increased retention and success of students using financial aid.
Implementation Strategy	Set up system to disburse aid up to 10 days prior to the first day of each semester. Ensure continued ability to do this by keeping default rates low.
Evaluation Criteria Metrics	Retention and completion rates of students who have received early disbursements compared to previous student populations using financial aid.

Department	Financial Aid
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development
Expected Outcome	Retention and growth of staff members into positions of leadership within the school and financial aid community.
Implementation Strategy	Actively provide opportunities for professional development both in and outside of ACC. Encourage participation in volunteer opportunities for professional growth (e.g. CAFAA board).
Evaluation Criteria Metrics	Participation rates of individuals in the office in outside training and volunteer opportunities each year.

Fitness Center Goals

Department	Fitness Center
Student Success Goal	Increase student enrollment, retention, transfer and completion rates
Expected Outcome	Increase student <u>success</u> and student <u>retention</u> rates among students who use the Fitness Center and other offered ACC fitness options such as PED classes and virtual fitness.
Implementation Strategy	<ul style="list-style-type: none"> • Offer and market all options available to students, beginning with the virtual fitness option starting in Spring 2021. • Once students are back on campus, increase marketing efforts for PED classes and in person options in the Fitness Center. • Beginning in Spring 2022, offer and market virtual classes that can also be utilized on campus. • These virtual classes offered on campus can be used if a PED instructor is unable to obtain a substitute hence avoiding class cancellations.

Evaluation Criteria Metrics	<ul style="list-style-type: none"> • Annual reporting of academic success comparing Fitness Center/virtual fitness platform student users' academic success to students that are non-users of the Fitness Center or the virtual fitness platform. • A baseline was established in 2019 for academic success of students using the Fitness Center versus those not using the Fitness Center. • In 2021, establish a baseline of retention rates of the same above group and both areas (success and retention). • 2022 and ongoing, continue monitoring the two areas of student success and student retention for continued progress, hoping to see a 1 to 2% or higher increase per year.
Department	Fitness Center
Excellence in Teaching and Learning Goal	Ensure all students, faculty and instructors have access to the leading technology necessary to be successful in learning, teaching and the workforce.
Expected Outcome	Classrooms will be equipped to meet the technology needs of students, faculty and instructors.
Implementation Strategy	<ul style="list-style-type: none"> • 2021, work with Media to update the Fitness Center Studio to convert it to a Collaboration Classroom to include video capability and a screen to use for virtual fitness options also. • Require PED instructors to learn how to use Yuja , providing accessibility for those not able to physically come to class regardless of the reason. • 2022, begin creating video libraries of PED classes for students to access when needed.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • Annually, track methods used of the above, including frequency of use and user usage. • 2022 will be the Benchmark year • Years following will assess for increased utilization by 1 to 2%.

Department	Fitness Center
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Promote efforts to engage potential students, current students, alumni and employees in campus events.
Implementation Strategy	Disaggregate data collected annually for student academic success and for data collected on retention rates all based on comparisons between students using the Fitness Center/virtual options versus those who do not use these options, using Fall to Spring data.

Evaluation Criteria Metrics	<ul style="list-style-type: none"> • 2021 will be the Benchmark year for collecting and disaggregating this data. • Once acquiring this data, consult with Quill Phillips on ways to create a useful plan. • 2022 and following years, continue to analyze current data on above metrics to see if efforts are creating positive outcomes by 1 to 5% increases in academic success/retention among underserved and underrepresented students.
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Department	Fitness Center
Climate of Innovation Goal	Identify and expand reciprocal external and internal collaborative partnerships.
Expected Outcome	Increase the number of internal collaborative partnerships.
Implementation Strategy	<ul style="list-style-type: none"> • Create working partnerships internally to take advantage of the ACC Fitness Center assessment options offered such as Metabolic Testing, Body Composition Testing, Fitness Testing, etc. with <ul style="list-style-type: none"> - HWE/Nutrition classes - Biology classes • Utilization of equipment and space for the Physical Therapy Assistant program • Create and continue partnership with Student Life to host events in the Fitness Center areas <ul style="list-style-type: none"> - Collaborate with Community and Workforce Programs for offering to benefit their outreach to the community such as TaiChi, partnering with our PED classes and providing space for other community offered programs as appropriate • Work with the BTD committee on upcoming events • Collaborate with other campus personnel such as faculty, staff who have need of our gym and studio areas.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • 2021 will be a Benchmark year to chart all internal collaborative partnerships • 2022 and following years, improve upon collaborative partnership offerings by implementing a Satisfaction Survey among these internal users. • Develop strategies for areas of greatest need/weakness to improve customer satisfaction among these partnerships.

Department	Fitness Center
Quality Workplace Goal	Provide all ACC employees with options to promote a positive work-life balance.
Expected Outcome	Increased employee job satisfaction.

Implementation Strategy	<ul style="list-style-type: none"> • Offer free 2-week complimentary ACC Fitness Center passes to all new ACC employees • Offer virtual fitness options, some free, some at reduced cost with ACC Fitness Center membership • Offer some free classes for employees based upon requests • Send fitness/wellness information through ACC's 360Wellness newsletter
Evaluation Criteria Metrics	<p>2021, establish a Benchmark for each of the above items</p> <p>2022 create and extend an Employee Satisfaction survey as appropriate covering the above strategies</p> <p>2023, track and compare the metrics between the Benchmark year of 2021 and the resulting data collected during 2022 to analyze for future strategies.</p>

Marketing Goals

Department	Marketing
Student Success Goal	Increase student enrollment, retention, transfer and completion rates.
Expected Outcome	Increased student enrollment, transfer and completion rates each year by the designated annual percentages identified by the SBCCOE strategic plan matrixes.
Implementation Strategy	Use of print and digital graphics on ACC campuses along with social media messaging aligned with the annual strategic marketing plan of the SEM and ES group's goals to achieve retention and graduation goals.
Evaluation Criteria Metrics	<p>>Google Analytics showing increased visits/usage of advising, tutoring and transfer services webpages during key enrollment time periods. (October – January & May – August)</p> <p>>Engagement/Impressions of social media retention messages and click throughs to associated webpages.</p> <ul style="list-style-type: none"> • Persistence (first semester to second semester) rate equals the national average of 82% • Retention (year one to year two; Fall to Fall) rate equals the national average of 57% • Three-year graduation rate equals the national average of 22%

Department	Marketing
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Excellence in Teaching and Learning Goal	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.
Expected Outcome	Expand opportunities for internships and apprenticeships.
Implementation Strategy	Provide work study opportunities for students to apply what they are learning in the classroom in a real-world work experience. Reaching out to students studying Business, Entrepreneurship, MGD, Web Design, and Marketing.
Evaluation Criteria Metrics	Autonomous projects completed by work study students that contribute to marketing department goals and contribute to the student's portfolio, capstone or class projects.

Department	Marketing
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college
Expected Outcome	Expand diverse recruitment efforts by capturing underserved and underrepresented students.
Implementation Strategy	Top of Funnel Paid Media campaigns with targeted audiences based on SEM and ES directives. AY 21-22: Outreach to low-income households in Sheridan, Englewood, Littleton, and Douglas County communities, displaced workers, Hispanic and African American students. Emphasis on Bachelor's degrees and STEM degrees. Targets will be based on behavior, geofencing, retargeting, zip code, search keywords, and interests. AY 22-23 and beyond TBD based on college/CCCS directives
Evaluation Criteria Metrics	Advertising Click-through Rate, Video Completion Rate, Unique Clicks, Swipes, google analytics. <ul style="list-style-type: none"> • SEM/ES Enrollment growth in credit and non-credit courses and programs by 1.5% annually. • Conversion (inquiry to application) rate equals the national average of 52% • Yield (admittance to enrollment) rate equals the national average of 67%

Department	Marketing
Climate of Innovation Goal	Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing and controlling energy and water usage.

Expected Outcome	Conservation of natural resources.
Implementation Strategy	Move to more digital collateral material such as digital graphics, social media messages, MMTD and Navigate messages vs. printed materials.
Evaluation Criteria Metrics	Decrease in year over year internal and external print costs of brochures, flyers, handouts, posters.

Department	Marketing
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development Provide all ACC employees with options to promote a positive work-life balance.
Expected Outcome	Higher functioning ACC workforce. Increased participation in professional development opportunities. Increased use of “best practices” in the workplace. Maintain a culture of acknowledgement and recognition for employee achievements at ACC. Increased employee job satisfaction. Increased job performance by ACC employees.
Implementation Strategy	>Provide professional development options from sources outside of the college that relate to the employee’s job responsibilities and skill growth. >Provide flexible remote work to accommodate employee’s ability to complete projects and manage family functions.
Evaluation Criteria Metrics	>Each marketing department employee will participate in an outside professional development workshop, group or event each year. >Annual employee performance evaluation form overall performance evaluation.

Records and Enrollment Goals

Department	Records & Enrollment Services
Student Success Goal	Goal: Increase student enrollment, retention, transfer and completion rates.
Expected Outcome	Increase student completion rates each year by the designated annual percentages identified by the State Board for Community Colleges & Occupational Education (SBCCOE) strategic plan matrixes.

Implementation Strategy	<p>Step 1: Review the last five years of ACC graduation data (both as reported to IPEDS)</p> <p>Step 2: Outreach to ACC Navigate Administrator and ACC COSI Grant Representative to identify appropriate target student populations</p> <p>Step 3: Research systems capabilities to ascertain how to identify students who are near completion of their program</p> <p>Step 4: Develop outreach process (communication modality, communication content, timing, etc.)</p> <p>Step 5: Craft communication content</p> <p>Step 6: Launch the outreach campaign</p> <p>Step 7: Gather data to monitor results</p>
Evaluation Criteria Metrics	<p>End of AY20/21: Review graduation data</p> <p>End of AY20/21: Connect with ACC Navigate Administrator and ACC COSI Representative</p> <p>End of AY20/21: Identify three target programs</p> <p>End of AY20/21: Identify process to identify students in the target programs</p> <p>End of AY21/22: Develop outreach campaign process (to include communication content, modalities, etc.) to those students who are near graduation, encouraging them to complete their program and apply for graduation</p> <p>End of AY 21/22: Launch outreach campaign</p> <p>End of AY22/23 and Beyond – Review graduation data, ascertain if any changes are needed to the campaign, continue campaign in alignment with process document</p>

Department	Records & Enrollment Services
Excellence in Teaching and Learning Goal	<p>Goal: 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.</p>
Expected Outcome	Develop one additional Challenge Exam or Industry Certification annually.
Implementation Strategy	<p>Step 1: Gather data (last five years) regarding credits awarded through Challenge Exams and Industry Certifications</p> <p>Step 2: Outreach to Instruction to ascertain industries/areas that may be viable candidates for Challenge Exams and/or Industry Certifications</p> <p>Step 3: Identify two – three area/courses that are appropriate to have a Challenge Exam or Industry Certification developed</p> <p>Step 4: Select one area/course for development in AY20/21</p> <p>Step 5: Collaborate with Instruction to develop the Challenge Exam or Industry Certification</p> <p>Step 6: Review data to determine if additional credits are being awarded through Challenge Exam and/or Industry Certification</p> <p>Step 7: Repeat these steps annually</p>
Evaluation Criteria Metrics	<p>End of AY20/21 - Historical data is reviewed</p> <p>End of AY20/21 - Outreach to Instruction completed</p> <p>End of AY21/22 - One new Challenge Exam or Industry Certification developed</p> <p>End of AY22/23 and Beyond – one new Challenge Exam or Industry Certification is developed</p>

Department	Records & Enrollment Services
Equity and Inclusion Goal	Goal: Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Outreach to students from Sheridan HS and Englewood HS regarding their collegiate academic record; educate them about what it is, how to monitor it, and the impact their academic record can have on their future academic and career pursuits.
Implementation Strategy	<p>Step 1: Gather feedback from current students regarding their knowledge about their academic record</p> <p>Step 2: Determine data points and information that will be gathered in the future, to determine the effectiveness of the outreach</p> <p>Step 3: Develop a draft Academic Record Notification letter for the target population of students</p> <p>Step 4: Develop process to send the letter (timing and modality)</p> <p>Step 6: Assess the effectiveness of the letter</p>
Evaluation Criteria Metrics	<p>End of AY20/21 - Student Feedback gathered</p> <p>End of AY20/21 - assessment data points and information determined</p> <p>End of AY21/22 - process to send letter is developed</p> <p>End of AY21/22 - first notification letter is launched</p> <p>AY22/23 and Beyond – assessment completed, letter adjusted as appropriate, letter is sent to students in accordance with the process document</p>

Department	Records & Enrollment Services
Climate of Innovation Goal	Goal: Develop accessible innovative academic programs that match student and workforce needs to prepare students for successful transfer or entry into the workforce.
Expected Outcome	Develop effective and efficient processes for prior learning assessment models that validate skills and crosswalks to courses to create more efficient paths to degrees and industry for students.

Implementation Strategy	<p>Step 1: Gather feedback from appropriate constituents regarding the current Prior Learning Assessment processes and information on the ACC website</p> <p>Step 2: Conduct a thorough review of the current Prior Learning Assessment processes and information on the webpage</p> <p>Step 3: Redesign the Prior Learning Assessment processes so they are more effective and efficient</p> <p>Step 4: Update and/or create new content for Prior Learning Assessment webpage</p> <p>Step 5: Gather feedback from the same constituents for post- implementation assessment; ascertain if any additional changes are needed to information and/or process.</p>
Evaluation Criteria Metrics	<p>End of AY20/21 - Connect with appropriate contact(s) in Instruction and at CCCS</p> <p>End of AY20/21 - Conduct thorough review of current information on ACC Prior Learning Assessment webpage</p> <p>End of AY20/21 - Identify changes needed to Prior Learning Assessment process(es) and webpage content</p> <p>End of AY21/22 - Update and/or create new content for Prior Learning Assessment webpage</p> <p>End of AY21/22 - Update Prior Learning Assessment processes</p> <p>End of AY21/22 - Launch new model for Prior Learning Assessment</p> <p>End of AY22/23 and Beyond – continue to gather data regarding Prior Learning Assessment credits awarded and use data to inform decisions regarding any potential need for future changes.</p>

Department	Records & Enrollment Services
Quality Workplace Goal	Goal: Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	Staff will participate in meaningful professional development opportunities.
Implementation Strategy	<p>Step 1: Staff will complete a pre-assessment regarding a particular development topic</p> <p>Step 2: Design professional development plan</p> <p>Step 3: Staff will participate in the professional development activities</p> <p>Step 4: Staff will complete a post-assessment regarding the topic</p> <p>Step 5: A process will be developed that allows staff the opportunity to share what they have learned with their colleagues in the RES department</p>
Evaluation Criteria Metrics	<p>End of AY20/21 - pre-assessment is completed</p> <p>End of AY20/21 - professional development plan is created</p> <p>End of AY21/22 - process by which staff can share what they have learned is developed</p> <p>End of AY21/22 - staff participate in professional development activities</p> <p>End of AY21/22 - post-assessment is completed</p> <p>AY22/23 and Beyond – ascertain effectiveness of the professional development; repeat the process for other professional development topics</p>

Student Affairs Operations Goals

Department	Student Affairs Operations
Student Success Goal	Create a student-ready college to enable all populations of students to be successful at ACC.

Expected Outcome	<ul style="list-style-type: none"> • Develop programs and accessible resources and create a culture to meet students where they are academically to provide opportunities for success. • Eliminate the equity gaps for traditionally underserved students by increasing the course success, retention, and completion rates of all groups.
Implementation Strategy	<ol style="list-style-type: none"> 1. Identify practices in the Navigate platform to provide opportunities for success and communication for student needs 2. Identify data needed for course labeling in Navigate Student platform 3. Collaborate with Instruction on further development in Navigate Student for Academic Plans (ways to search for classes, use of specialization plans). 4. Identify data needed for assessment for Success Markers; collaborate with Instruction to identify Success Markers 5. Identify data needed for assessment for Predictive Analytics 6. Research implementation “Auto-Loader” of student schedule 7. Test and validate data 8. Implementation of practices
Evaluation Criteria Metrics	<p>AY20/21: Implement course labeling (i.e., Service Learning, Zero Cost Textbooks, GT course, etc.) in Navigate Student platform</p> <p>AY20/21: Gather data for implementation of Success Markers and Predictive Analytics</p> <p>End of AY20/21: Implementation of Success Markers; train staff on use AY21/22: Implementation of Predictive Analytics, “Auto-Loader”, enhanced Academic Plans; train staff on use</p> <p>AY21/22 and Beyond: Review data to evaluate impact on retention and completion, ascertain if changes are needed, continue alignment with student success initiatives.</p>

Department	Student Affairs Operations
Student Success Goal	ACC students are afforded a full range of holistic resources to support their academic and career goals.
Expected Outcome	Expansion of whole-student services such as counseling, addressing food and housing securities, and mental health resources.
Implementation Strategy	<p>Step 1: Review data from the #RealCollege survey</p> <p>Step 2: Assess data from ENG121 and AAA101 courses to collect student feedback</p> <p>Step 3: Collaborate with the Dean of Students Office and the RAND Corporation to implement Single Stop for ACC students</p> <p>Step 4: Collaborate with the English department to include Single Stop survey in English 121 courses</p> <p>Step 5: Launch Single Stop outreach campaign</p> <p>Step 6: Gather data to monitor results</p>

Evaluation Criteria Metrics	<p>AY20/21: Review #RealCollege survey data</p> <p>AY20/21: Review ACC ENG121 and AAA101 student demographic data</p> <p>AY20/21: Launch Single Stop survey in ENG121</p> <p>End of AY20/21: Evaluate responses and use of Single Stop platform</p> <p>AY21/22: Launch Single Stop survey in ENG121</p> <p>AY21/22: Evaluate responses and use of Single Stop platform</p> <p>AY21/22 and Beyond: Dean of Students Office will evaluate continued use and outreach.</p>
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Department	Student Affairs Operations
Excellence in Teaching and Learning Goal	Ensure all students, faculty and instructors have access to the leading technology necessary to be successful in learning, teaching and the workforce.
Expected Outcome	<ul style="list-style-type: none"> • Students, faculty and instructors will have the necessary hardware and software to be successful. • Students, faculty and instructors will have access to remote technology.
Implementation Strategy	<ol style="list-style-type: none"> 1. Navigate Student and Staff platforms are web-based programs that can be accessed through SSO via any browser. 2. Navigate Student platform is available via a mobile app through SSO. 3. Increase utilization of the Navigate platform for students and staff 4. Professional development will be provided for the appropriate employees in order to enhance interactions with students and provide timely intervention across all student groups
Evaluation Criteria Metrics	AY20/21: Continue development of training opportunities for employees AY20/21 and Beyond: Establish a “Knowledge Base” site for training materials; assess utilization through data, number of trainings provided

Department	Student Affairs Operations
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Ensure ACC can respond to shifts and events in our society, including outreach to at risk populations at ACC.
Implementation Strategy	<ol style="list-style-type: none"> 1. Identify data points for Success Marker assessment 2. Identify data points for Predictive Analytics assessment 3. Gather historical data needed for assessments 4. Train the analytics, develop training for staff 5. Implementation of analytics 6. Develop initiatives that will allow for targeted student-support mechanisms. 7. Assess the effectiveness of initiatives
Evaluation Criteria Metrics	<p>End of AY20/21 – Gather data points for assessments</p> <p>End of AY20/21 – Train analytics; develop training for staff</p> <p>AY21/22 – Implementation and training of analytics in Navigate site</p> <p>AY21/22 – Develop outreach and initiatives that will empower staff to identify equity gaps and uncover hidden academic risk using Navigate data.</p> <p>AY22/23 and Beyond – assess data on effectiveness of initiatives by reviewing retention and completion rates</p>

Department	Student Affairs Operations
Climate of Innovation Goal	Identify and expand reciprocal external and internal collaborative partnerships.
Expected Outcome	<ul style="list-style-type: none"> • Increase the number of partnerships with industry and the community. • Increase the number of internal collaborative partnerships. • Increased positive community perception for ACC from outside entities. • ACC will be able to better identify its value proposition to community, industry, and amongst internal departments.
Implementation Strategy	<ol style="list-style-type: none"> 1. Continue to leverage partnership with EAB to provide support to students through implementation and development of the Navigate platform. 2. Leverage partnerships within CCCS to develop best practices to support respective student populations through the Navigate platform. 3. Leverage partnerships within ACC to further enhance collaboration on use of the Navigate platform to support student success.
Evaluation Criteria Metrics	AY20/21 and Beyond: Work with EAB Strategic Leader to evaluate development and implementation of Navigate platforms. Collaborate with EAB and within CCCS to consider best practices to support student populations.

Department	Student Affairs Operations
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	<ul style="list-style-type: none"> • Higher functioning ACC workforce. • Increased participation in professional development opportunities. • Increased use of “best practices” in the workplace.
Implementation Strategy	<ol style="list-style-type: none"> 1. Collaborate with EAB Strategic Leader to evaluate development and implementation of best practices in Navigate platforms. 2. Collaborate across ACC divisions to identify needs to support student success 3. Create and continue professional development opportunities to enhance employee interactions with students that provide timely intervention
Evaluation Criteria Metrics	AY20/21 and Beyond: Work with EAB Strategic Leader to evaluate development and implementation of Navigate platforms. Collaborate with EAB and within CCCS to consider best practices to support student populations. Staff participates in professional development, ascertain effectiveness of the professional development; repeat the process for other professional development topics

Student Life Goals

Department	Student Life
Student Success Goal	In support of a welcoming community, the Student Life Office will create opportunities to enhance school spirit and encourage increased engagement from the student body at the start of each semester. Engagement efforts will continue throughout the semester.
Expected Outcome	Outcome: Students will be aware of and able to participate in pre-semester and start-of-semester welcome programs. Outcome: Students will be aware of and able to participate in an annual calendar of mascot-related activities. Outcome: Students will be able to articulate ways to stay informed about and get involved in engagement opportunities at ACC.
Implementation Strategy	Step 1: Pre-semester and start-of-semester welcome programs will be mapped from two weeks before the start of the semester through the first two weeks of the semester, to include promotion of opportunities to get involved as well as information on ACC's mascot. Demographic/Program- specific activities will be included, i.e. student veterans welcome and collaborations with TRIO. Step 2: Mascot-related activities will be mapped out through the semester. Step 3: A calendar of student activities, including items from Step 1 and Step 2, will be developed for each semester. Step 4: Programs will be reviewed by the Student Government Association for student feedback. Step 5: Implement programs. Step 6: Utilize assessments for program enhancement in subsequent years.
Evaluation Criteria Metrics	Assessments of student activities will be reviewed on an annual basis to determine activity elements to continue, to restructure, to add, and to remove.

Department	Student Life
Excellence in Teaching and Learning Goal	The Student Life Office will create co-curricular learning grants to support work being done within all Pathways.
Expected Outcome	Outcome: One co-curricular learning grant program will be completed in each Pathway during each academic year.
Implementation Strategy	Step 1: Review Student Life budget to determine funding limits for the grant program. Step 2: Create a process for grant application and promotion. Step 3: Ask the Pathways Co-Leads for feedback. Step 4: Promote the grants to faculty and instructors. Step 5: Implement programs. Step 6: Utilize assessments for grant program enhancement in subsequent years.

Evaluation Criteria Metrics	Assessments of co-curricular learning grant programs will be reviewed on an annual basis to determine program elements to continue, to restructure, to add, and to remove.
Department	Student Life
Equity and Inclusion Goal	The Student Life Office will annually develop and implement a calendar of multicultural programs. The Student Life Office will collaborate throughout the institution in the creation and facilitation of these programs.
Expected Outcome	Outcome: Students will be aware of and able to participate in a calendar of multicultural event. Outcome: Student leaders will demonstrate an increased skill in cultural competency, by completing activities to be included in student leadership trainings each semester. Outcome: Students will have the opportunity to form and join student organization affinity groups, which will be promoted each semester.
Implementation Strategy	Step 1: Identify multicultural celebrations, observances, and historical events to include in programming. Step 2: Determine modes of implementation for each item in Step 1; active programming, passive programming, active promotion, passive promotion, etc. Determine potential collaborators for all programs listed. Step 3: Ask for the list to be reviewed by the Dean of Students, the Inclusive Excellence Council, the Student Government Association, and any other entities determined by those groups. Step 4: Implement the programs. Step 5: Utilize assessments for program enhancement in subsequent years.
Evaluation Criteria Metrics	Assessments of multicultural programs will be reviewed on an annual basis to determine program elements to continue, to restructure, to add, and to remove.

Department	Student Life
Equity and Inclusion Goal	The Student Life Office will develop a plan to annually collect and review engagement data and disaggregate by all available student demographics.
Expected Outcome	Outcome: The Student Life Office will be able to identify and address any gaps in engagement based on the data.
Implementation Strategy	Step 1: Create a plan to collect engagement data for all student activities and for student organization participation, and enter this data in Navigate. Step 2: Review all collected data and compare it to institutional student demographics. Step 3: Determine areas of concern to address in the following year, as well as areas of success to maintain.
Evaluation Criteria Metrics	Engagement data will be reviewed on an annual basis to determine areas of concern and success. The initial year will serve to provide a baseline upon which benchmarks can be made.

Department	Student Life
Climate of Innovation Goal	The Student Life Office will determine ways to engage students in other modes beyond in-person activities (<i>based on insights gained through COVID-19</i>).
Expected Outcome	Outcome: Students will be able to engage in college experiences in modalities other than in-person activities.
Implementation Strategy	Step 1: Research best practices for remote and offline engagement. Step 2: Determine ways to incorporate these practices throughout the annual calendar of events, to include attendance/engagement metrics. Step 3: Programs will be reviewed by the Student Government Association for student feedback. Step 4: Implement remote and offline programs. Step 5: Utilize assessments for program enhancement in subsequent years.
Evaluation Criteria Metrics	Assessments of remote and offline activities will be reviewed on an annual basis to determine activity elements to continue, to restructure, to add, and to remove.

Department	Student Life
Quality Workplace Goal	Each member of the Student Life Office will develop an annual plan to engage in professional development, on campus and in the broader professional community.
Expected Outcome	Outcome: Each member of the Student Life Office will engage with 2 professional associations related to their work in student engagement efforts on an annual basis, and share knowledge gained with the team. Outcome: Each member of the Student Life Office will keep track of professional development completed on an annual basis, to be included in annual review narratives.
Implementation Strategy	Step 1: Each year, every member of the Student Life Office will identify areas of growth, areas of interest in development, and professional associations and developmental experiences of interest. Step 2: Elements in Step 1 will be drafted as an individual professional development plan, to be submitted to the appropriate supervisor. Step 3: Experiences will be mapped out, budgeted for, and tracked. Step 4: Experiences will be shared with the team, as they occur.
Evaluation Criteria Metrics	Each member of the Student Life Office will include their professional development activities in their annual review narratives, to include ways in which the experiences were utilized to enhance work done at ACC. Knowledge gained and shared within the team will be incorporated in broader presentations within the institution, where possible and relevant.

Testing Center Goals

Department	Testing Center
Student Success Goal	Create a student-ready college to enable all populations of students to be successful at ACC.
Expected Outcome	Develop programs and accessible resources and create a culture to meet students where they are academically to provide opportunities for success.
Implementation Strategy	<p>Step 1: Ensure all placement-related staff resources are current and distributed to Testing Center staff; hold refresher training regarding the resources and processes as needed</p> <p>Step 2: Create effective and efficient business processes regarding High School transcript evaluation, data entry, and document retention</p> <p>Step 3: Create effective and efficient business processes for department placement exam administration (e.g. Biology, foreign language, etc.)</p> <p>Step 4: Annually evaluate all existing processes and update as appropriate</p>
Evaluation Criteria Metrics	<p>End of AY20/21: Review all current placement-related resources are accurate for the current AY and future AY (based on known information)</p> <p>End of AY20/21: Collaborate with Records & Enrollment Services staff to make any needed updates to documents/resources maintained by that office (e.g. Multiple Measures Placement document)</p> <p>End of AY20/21: Create new and/or review existing departmental business process documents regarding the High School Transcript evaluation process</p> <p>End of AY20/21: Create new and/or review existing departmental business process documents regarding departmental placement exam administration</p> <p>End of AY21/22: Repeat the review/creation process annually for both placement-related resources and business process documents</p>

Department	Testing Center
Excellence in Teaching and Learning Goal	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.
Expected Outcome	Expand the opportunities for students to participate in a work-based learning opportunity (work-study) relevant to their career goals

Implementation Strategy	Step 1: Craft and/or review Testing Center work-study position description Step 2: Follow appropriate process and procedure to post work-study position Step 3: Interview candidates and determine their career goals as part of interview Step 4: When finalist is selected, conduct an onboarding interview with the student and create a professional development plan for their work-study position so they can gain relevant and appropriate skills during their time as a Testing Center work-study student
Evaluation Criteria Metrics	End of AY20/21: Create and/or review current Testing Center work-study position description End of AY20/21: Post work-study position for hire in AY21/22 End of AY21/22 and Beyond: repeat the process to post work-study position, hire person, create professional development plan (maximum work-study positions available will be dependent on funding)

Department	Testing Center
Equity and Inclusion Goal	Demonstrate commitment to Culturally Responsive Pedagogy and college policies that are accessible for all students (prospective, current, and alumni).
Expected Outcome	Contribute to the elimination of equity gaps in recruitment, retention, and completion rates by ensuring that all information regarding the Testing Center services and processes/procedures are accessible and culturally responsive.
Implementation Strategy	Step 1: Conduct research to increase awareness of accessibility issues and inclusivity, bias, and cultural responsiveness in policies Step 2: Solicit feedback from appropriate stakeholders (students, faculty, staff, external testing partners, etc.) regarding the information currently available in all sources regarding Testing Center services Step 3: Review the information available in all sources regarding Testing Center services
Evaluation Criteria Metrics	End of AY20/21: Conduct research to increase awareness of accessibility issues, and inclusivity, bias and cultural responsiveness in policies End of AY20/21: Identify appropriate stakeholders to provide feedback End of AY20/21: Develop a guiding document to solicit feedback from the stakeholder group End of AY21/22: Identify the needed changes to the information regarding Testing Center services in all sources End of AY21/22: Update all information in all sources

Department	Testing Center
Climate of Innovation Goal	Identify and expand reciprocal external and internal collaborative partnerships.
Expected Outcome	Increase the number of partnerships with industry and the community. Increase the number of internal collaborative partnerships.

Implementation Strategy	<p>Step 1: Collaborate with WCP and Department Chairs/Directors to determine which exams and certifications would benefit students in their programs.</p> <p>Step 2: Research requirements to administer those exams and certifications</p> <p>Step 3: Identify one new exam/certification to offer each year</p> <p>Step 4: Update materials to promote the availability of the exam/certification</p>
Evaluation Criteria Metrics	<p>End of AY20/21: Meet with WCP Programs staff and the CIS Department Chair to discuss available exams/certifications that would be valuable to industry</p> <p>End of AY20/21: Identify and research one exam/certification that will be used by ACC</p> <p>End of AY21/22: Develop and offer an outreach campaign (in collaboration with Instruction and other staff as appropriate) to the target population of students</p> <p>End of AY22/23 and Beyond – track data regarding the number of these exams/certifications offered and ascertain if any changes to the outreach campaign are needed; repeat the process to determine the next exam/certification to be offered</p>

Department	Testing Center
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	Staff will participate in meaningful professional development opportunities.
Implementation Strategy	<p>Step 1: Staff will complete a pre-assessment regarding a particular professional development topic</p> <p>Step 2: Design professional development plan</p> <p>Step 3: Staff will participate in the professional development activities</p> <p>Step 4: Staff will complete a post-assessment regarding the professional development topic</p> <p>Step 5: A process will be developed that allows staff the opportunity to share what they have learned with their colleagues in the Testing Center</p>
Evaluation Criteria Metrics	<p>End of AY20/21 - pre-assessment is completed</p> <p>End of AY20/21 - professional development plan is created</p> <p>End of AY21/22 - develop process by which staff can share what they have learned</p> <p>End of AY21/22 - staff participate in professional development activities</p> <p>End of AY21/22 - post-assessment is completed</p> <p>AY22/23 and Beyond – ascertain effectiveness of the professional development; repeat the process for other professional development topics</p>

TRIO Student Support Services Goals

Department	TRIO Student Support Services
Student Success Goal	Increase student retention, transfer, and completion rates.

Expected Outcomes	<p>Increase student transfer/completion rates each year to meet TRIO SSS grant goals:</p> <ul style="list-style-type: none"> • 48% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate/and or transfer from a two-year to a four-year institution during the academic year • 80% of all enrolled participants served by the SSS project will meet the performance level to stay in good academic standing at ACC • 27% of new participants served each year will graduate from the grantee institution with an associate’s degree or certificate within 4 years • 10% of new participants served each year will receive an associate’s degree or certificate from the grantee institution and transfer within 4 years
Implementation Strategy	<p>Step 1. Recruit students into the TRIO SSS program Step 2. Have student’s complete application, needs assessment, and intake conversation with Success Advisor Step 3. Once admitted to the program students will participate in a TRIO SSS orientation and create a student success plan Step 4. TRIO SSS personnel will implement proactive interventions Step 5. TRIO SSS personnel will provide holistic advising, Financial Aid Advising, Financial Literacy Education, and Career Advising Step 6. TRIO SSS personnel will provide Cultural/Transfer tours (when able), Economic exposure, skills workshops, and tutoring Step 7. TRIO SSS personnel will support students as the move toward graduation, the workforce, and transfer</p>
Evaluation Criteria Metrics	<p>These objectives will be assessed annually in our Annual Performance Review (APR) for each cohort of TRIO SSS students</p>

Department	TRIO Student Support Services
Excellence in Teaching and Learning Goal	<p>TRIO SSS Project educational 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.</p>
Expected Outcomes	<ul style="list-style-type: none"> • Project educational content will reflect diverse voices, imagery, and viewpoints.

Implementation Strategy	<p>Step 1. Hire TRIO SSS employees that have a demonstrated commitment to inclusive excellence</p> <p>Step 2. Provide professional development opportunities in the areas of inclusive excellence for all TRIO SSS employees</p> <p>Step 3. Build an evaluation process for staff to identify if the content they developed reflects the multiple social identities of students and their intersections</p> <p>Step 4. Make sure all TRIO SSS educational content is accessible</p> <p>Step 5. Implement UDL best practices when designing workshops and educational opportunities for students</p> <p>Step 6. Have multiple TRIO SSS staff members, including peer mentors and student employees and potentially other ACC offices when appropriate, review educational content for accessibility and inclusivity before it is provided to the students</p> <p>Step 7. Build in opportunities in content development for previous TRIO SSS students to share their views and perspectives</p> <p>Step 8. Build in consistent opportunities for student feedback on educational content</p>
Evaluation Criteria Metrics	<p>Annually from 2020-2025 conduct surveys and focus groups to examine the strengths and weaknesses of TRIO SSS programming with specific questions to address students feeling welcomed, represented, supported and able to access TRIO SSS educational content.</p>

Department	TRIO Student Support Services
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Reduce equity gaps in retention, persistence, and completion rates for low-income, first-generation, and students with disabilities.
Implementation Strategy	<p>Step 1. Recruit students into the TRIO SSS program</p> <p>Step 2. Have student's complete application, needs assessment, and intake conversation with Success Advisor</p> <p>Step 3. Once admitted to the program students will participate in a TRIO SSS orientation and create a student success plan</p> <p>Step 4. TRIO SSS personnel will implement proactive interventions Step 5. TRIO SSS personnel will provide holistic advising, Financial Aid Advising, Financial Literacy Education, and Career Advising</p> <p>Step 6. TRIO SSS personnel will provide Cultural/Transfer tours (when able), Economic exposure, skills workshops, and tutoring</p> <p>Step 7. Create and open and welcoming space to dialogue about current events and their impact on students and our communities</p> <p>Step 8. TRIO SSS personnel will support students as they move toward graduation, the workforce, and transfer</p>
Evaluation Criteria Metrics	<p>Annually work with IR to get impact measures of the Project's intervention. This will include performance levels between SSS participants served as well as a comparison group of SSS-eligible students who were not served.</p>

Department	TRIO Student Support Services
Climate of Innovation Goal	Identify and expand reciprocal internal collaborative partnerships.
Expected Outcomes	Increase the number of internal collaborative partnerships.
Implementation Strategy	Step 1. Director of TRIO SSS project will meet with a representative of each internal partner and review their institutional commitment Step 2. Director and department representative(s) will work to develop an implementation plan for their institutional commitments to the grant Step 3. Department representatives will fulfill their institutional commitment to the grant by following the implementation plan
Evaluation Criteria Metrics	Annually the Director and department representatives will evaluate the efforts and commitment to the TRIO SSS Project identifying if they have met their commitments.

Department	TRIO Student Support Services
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development to TRIO SSS employees.
Expected Outcome	Employees will participate in meaningful professional development opportunities.
Implementation Strategy	Step 1: Work with staff to identify areas of needed growth Step 2: Employees will receive professional development training throughout each Project year to remain informed of best practices in student retention, persistence, academic advising, coaching techniques, financial aid, TRIO legislation and regulations, Blumen Procedures, FERPA, and Schools Against Violence in Education. Step 3: Employees will provide feedback to their supervisor regarding professional development opportunities they attended Step 4: Employees will share what they have learned with TRIO personnel that were unable to attend the professional development
Evaluation Criteria Metrics	Annually 2020-2025 identify areas for growth and development with each employee Find opportunities to match these needs Reflect and evaluate the effectiveness of the professional development in meeting department and staff goals Repeat for other areas of needed growth and development

Administrative Services Division Goals

Campus Police Goals

Department	Campus Police
Student Success Goal	Provide support for a welcoming community at all ACC campuses, empowering students the ability to achieve their academic mission. Ensure students can accomplish their goals, secure in personal safety and safety of the campus infrastructure.
Expected Outcome	Reduce student concerns in personal safety and create a broader understanding of the role campus police has in the communities' safety and well-being. This expectation can also be communicated through police officer direct involvement in community policing contacts, open discussion groups, and community forums. Expected Outcome: Eliminate the equity gaps for traditionally underserved students by increasing the course success, retention, and completion rates of all groups.
Implementation Strategy	Communication with ACC stakeholders including Students, Employees, Visitors, and the local communities served by ACC. The use of marketing surveys, personal contacts with encouraged feedback. Using the statistics of available campus police records to assist in evaluating crime trends, measuring potential weakness points of safety concerns. The continual evaluation of crime prevention through environmental design. Enhanced partnership with the ACC Student Government for valuable input and recommendations from the student body.
Evaluation Criteria Metrics	Community, employee, and stakeholder comments and feedback to the feel of a welcoming campus environment coupled with a sense of security in the safety of the campus environment.

Department	Campus Police
Equity and Inclusion Goal	Employee recognition to acknowledge exemplary performance in contacts with the service population.
Expected Outcome	A measurable shift in the culture at ACC and the community as exhibited by positive contacts with our police personnel. Also recognizing positive contributions from the public.
Implementation Strategy	Internal rewards and recognition program as developed within department policy. The development and maintenance of programs designed to recognize positive citizen involvement in providing safety tips, resources, etc. benefiting campus and personal safety.
Evaluation Criteria Metrics	Evaluation of campus police Records Management Systems to determine crime trends and reduction, community issues and programs designed to secure a safer campus environment. Evaluation of community input on the perceived presence or reduction of crime through community partnership initiatives. Informal community contacts and survey use.

Department	Campus Police
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Quality Workplace Goal	The recruitment and compensation for qualified candidates in open positions for the campus police department
Expected Outcome	Employee compensation and merit raises within the established guidelines of the CCCS requirements.
Implementation Strategy	As part of our internal process as guided by the CCCS HR evaluation process, complete employee semi-annual and annual (end of year) evaluations on employee performance and reflect both positive areas and those in need of improvement.
Evaluation Criteria Metrics	Use of the CCCS Performance system and measure employee's performance as meeting or needing improvement in measurable goals and required position responsibilities.

Facilities Goals

Department	Facilities
Student Success Goal	Create a student-ready college to enable all populations of students to be successful at ACC. Provide well-maintained and safe campuses to deliver the ultimate learning experience for all students.
Expected Outcome	Increase the overall use of all buildings providing a welcoming appearance, functionality, and safe atmosphere.
Implementation Strategy	Monitor work orders to address physical campus needs. Plan and complete preventive maintenance and summer cleaning activities. Plan and implement area improvement forms depending on budget available.
Evaluation Criteria Metrics	Provide and document follow up for area improvement forms and work order tracking forms.

Department	Facilities
Excellence in Teaching and Learning Goal	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.
Expected Outcome	Expand the opportunities for students to participate in undergraduate research.
Implementation Strategy	Assist instruction in setting up outdoor research events such as astronomy night and eclipse viewing. Work collaboratively with Facility Rentals.
Evaluation Criteria Metrics	Facility setup activity for Instruction. Pre-event and post-event setup check; document in shared folder.

Department	Facilities
Equity and Inclusion Goal	Recognize and reward employee professional development and training in equity mindedness that results in institutional knowledge and action.
Expected Outcome	Shift in institutional culture that incentivizes participation in equity work resulting in increased participation in professional development.
Implementation Strategy	Encourage all staff to participate in professional development and training in equity mindedness by sending emails and posting events. Provide translators for professional development and training. Allow participation during work hours. Set a percentage participation goal and post progress monthly. Provide pizza or cookout each fall and spring semester based on participation percentage.
Evaluation Criteria Metric	Participation goal percentage.

Department	Facilities
Climate of Innovation Goal	Promote institutional sustainability by reducing ACC's carbon footprint through recycling, reducing and controlling energy and water usage.
Expected Outcome	Role model for environmental responsibility.
Implementation Strategy	Determine and implement a strategy in energy and water savings. Continuing on the growth of updating our mechanical systems to ensure all buildings are efficient and reliable, along with bringing cost savings to ACC.
Evaluation Criteria Metrics	Continuously improve overall water usage and costs.

Department	Facilities
Quality Workplace Goal	Ensure alignment between college budget and the ACC Strategic Plan.
Expected Outcome	Ensure alignment between the college budget and the needs of the college.
Implementation Strategy	Monitor budget use and balance. Request controlled maintenance and capital construction funding from State.
Evaluation Criteria Metrics	Submission of controlled maintenance request for HVAC improvements and capital construction fund request for Annex remodel.

Fiscal Goals

Department	Fiscal
Student Success Goal	Continue to create innovative ways to provide college and skill building affordability and convey the transparency of costs to our students.

Expected Outcome	Listing of all course fees and related costs for all programs in an accessible way for students.
Implementation Strategy	Work with bookstore vendor to provide e-books at a price less than retail. Automate manual processes with CCCS IT assistance. Add communication regarding e-book availability to ACC bookstore website.
Evaluation Criteria Metrics	Success rate and retention rate of students in classes with fees for e-books and/or digital material. Automated refund process.

Department	Fiscal
Excellence in Teaching and Learning Goal	Ensure all students, faculty and instructors have access to the leading technology necessary to be successful in learning, teaching and the workforce.
Expected Outcome	Classrooms will be equipped to meet the technology needs of students, faculty and instructors.
Implementation Strategy	Implement Phase two information technology installation at new campus utilizing Sturm grant. Update faculty desktops to laptops ahead of refresh cycle. Purchasing to facilitate purchase and receipt; Fiscal to tag equipment.
Evaluation Criteria Metrics	Updated laptops for faculty. Phase two implementation over two-year period. Grant goals met.

Department	Fiscal
Equity and Inclusion Goal	Recognize and reward employee professional development and training in equity mindedness that results in institutional knowledge and action.
Expected Outcome	Shift in institutional culture that incentivizes participation in equity work resulting in increased participation in professional development.
Implementation Strategy	Encourage 100% participation in IEC training. Recognize participation in IEC training in Fiscal newsletter. Fiscal member of IEC Committee to participate in IEC training and present to Fiscal staff. Reward 100% participation with lunch when able to return to campus.
Evaluation Criteria Metric	Participation by all Fiscal staff in IEC training. Completion of IEC Committee Fiscal member. Presentation of IEC Committee training to all Fiscal staff. Recognition in Fiscal newsletter.

Department	Fiscal
Climate of Innovation Goal	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.

Expected Outcome	By identifying external funding options, ACC has the opportunity impact the following outcomes: <ul style="list-style-type: none"> • Increase student retention rates • Increase student completion and transfer rates • Reduce the equity gap • Increase enrollment levels • Reduce student loan debt • Increase underrepresented individuals across a variety of ACC programs
Implementation Strategy	Hire and train Staff Accountant to assist Sr. Grant Accountant in the recording and monitor grants (currently 34 active grants). Assist in budget preparation for grant proposals.
Evaluation Criteria Metrics	No audit findings for grant reporting. Timely budget preparation assistance.

Department	Fiscal
Quality Workplace Goal	Provide clear and transparent communication through multiple modalities to all members of the ACC community.
Expected Outcome	ACC employees and the community have deeper overall knowledge of the college.
Implementation Strategy	Reconfigure Mailroom/Reprographics for social distancing and secure access over two-year period. Communicate changes to campus community.
Evaluation Criteria Metrics	Installation of half-door and doorbell. Removal of wall barriers. Improved access for mail and packages. Safe workplace environment for Mailroom/Reprographics employees.

Information Technology Goals

Department	Information Technology
Student Success Goal	Create a technology-forward environment where students have easy access to technology that enables their success, regardless of whether the technology is provided by students or by ACC (E3/O3).
Expected Outcome	Increased anytime/anywhere access to services, software, and other technologies for students; hardware and software solutions aligned with students' educational and personal needs; hardware checkout/redistribution programs for providing technology to students; distribution of technology services through BYOD model; and comprehensive training and assistance programs covering all aspects of student technology use.

Implementation Strategy	<ul style="list-style-type: none"> ▪ Continuous assessment of student usage patterns and needs via survey and monitoring data ▪ Build-out of device management solutions allowing BYOD and other access to technology resources ▪ Build-out of technology fleet and coordinate with Student Affairs to place technology in hands of students ▪ Create multiple modes of training, with curriculum for assisting student access to technology
Evaluation Criteria Metrics	<ul style="list-style-type: none"> ▪ % software solutions available for student use on personal devices ▪ ## various devices available for student check-out/distribution ▪ % onsite classroom technology deliverable through VDI/remote access ▪ ## training modules available for helping students with technology

Department	Information Technology
Excellence in Teaching and Learning Goal	All ACC classrooms will incorporate instructional technology capable of continuous evolution, providing hyflex and remote real time technologies, with flexible, convertible spaces that allow for the maximum flexibility in teaching and learning styles and preferences (A1/E1).
Expected Outcome	Flexible, upgradeable AV instructional technology in each classroom with multiple delivery software solutions; multiple delivery solutions for ACC technology and faculty BYOD; and instructional origination capabilities onsite and remote.
Implementation Strategy	<ul style="list-style-type: none"> ▪ Evaluate, acquire and install hyflex instructional technology with frequent refresh upgrade cycle ▪ Partner with Instruction and E-Learning to evaluate and maintain catalog of cutting-edge instructional technology ▪ Build out Technology Showcase with revolving inventory of new technologies for faculty evaluation and training ▪ Empanel Faculty Tech Advisory group to drive technology implementations
Evaluation Criteria Metrics	<ul style="list-style-type: none"> ▪ ## of classrooms capable of hyflex instruction meeting or exceeding contemporary industry standards ▪ ## of technology solutions for faculty to choose from for instruction ▪ % technology implementation resulting from initiatives driven by Instruction

Department	Information Technology
Equity and Inclusion Goal	Engage a diverse, growing group of students able to provide support and effectively engage with students, faculty and staff of varying experience levels while offering jobs, apprenticeships and other opportunities to participate in our technology organization.
Expected Outcome	An expanded number of students serving in apprenticeships and paid work- study within IT; larger representation of various student populations; leveraging this resource to expand support services to general student population; and engage this group of students in 100% front-line staffing of the help desk

Implementation Strategy	<ul style="list-style-type: none"> ▪ Expand student recruitment efforts beyond traditional computer science majors ▪ Design tiered staffing structure providing growth opportunities for students ▪ Increase number of work study positions available in technology for students
Evaluation Criteria Metrics	<ul style="list-style-type: none"> ▪ IT employs 15-30 student workers, apprentices, and interns ▪ ## technology training resources available to students facilitated by students ▪ % Help Desk coverage provided by student team

Department	Information Technology
Climate of Innovation Goal	Expand access to technology resources for faculty and staff with mobile and lightweight access, cloud-based solutions, and remote, self-service support of ACC-owned devices and BYOD (E3/O3).
Expected Outcome	Remote, zero-touch support, updating, imaging and software maintenance for all ACC-owned devices; self-service setup, installation and access to ACC resources for users on both ACC-owned devices and BYOD; and anytime/anywhere secure and managed access to ACC data, technology services and software via multiple modes and devices through increased usage of cloud-based solutions.
Implementation Strategy	<ul style="list-style-type: none"> ▪ Full implementation and leveraging of Microsoft O365, Apple and Jamf (or like) technologies for infrastructure support ▪ Build-out BYOD procedures and empowerment technologies ▪ Expand VDI options for utilization of high-end campus resources ▪ Use cloud-first strategy for acquiring and implementing technology solutions
Evaluation Criteria Metrics	<ul style="list-style-type: none"> ▪ ## of ACC-owned devices distributed and managed through self-service processes ▪ % reduction in support time for device distribution and hygiene year over year ▪ % of technology solutions offered available via BYOD ▪ % software solutions offered through cloud and other SaaS models ▪ % reduction in our on-premise data center resources

Department	Information Technology
Quality Workplace Goal	Embrace solution flexibility for faculty and staff, providing personal choice in software and hardware to meet the teaching and work styles of each individual (E2).
Expected Outcome	Faculty and staff will have more choice in hardware, OS, and software solutions when assigned technology at ACC; wide, effective usage of BYOD; and an increase in the diversity of operating systems, hardware platforms and software solutions available at ACC.

Implementation Strategy	<ul style="list-style-type: none"> ▪ Robust engagement with faculty/staff to identify preferences on regular cycles for refresh, upgrades and new acquisitions ▪ Build-out BYOD procedures and empowerment technologies ▪ Explore and implement cost-effective, sustainable purchasing and leasing models ▪ Expand training resources and expertise within IT to support broader range of technology solutions
Evaluation Criteria Metrics	<ul style="list-style-type: none"> ▪ ## of BYOD usages compared to ACC-owned device assignments ▪ %% distribution of vendor devices and solutions ▪ % of technology solutions offered available via BYOD ▪ % increase year to year of MacOS and iOS devices relative to surveyed preferences and usage monitoring ▪ Satisfaction metrics through surveys

President's Division Goals

ACC Foundation Goals

Department	ACC Foundation
Student Success Goal	Increase and expand scholarship opportunities and support for holistic resources for "whole-student" services.
Expected Outcome	Increase in scholarship and student emergency funding.
Implementation Strategy	Utilize donor management system to increase number of donors, donor retention and giving opportunities (President's Circle, Planned Giving). Continue to meet COSI and other matching challenges.
Evaluation Criteria Metrics	Scholarship and student emergency fund support to the college increases annually

Department	ACC Foundation
Excellence in Teaching and Learning Goal	Align mini-grant awards with these strategic direction goals to include significant investment (75% of budget) in high impact learning practices and technology
Expected Outcome	75% or more of the mini-grant budget will fund projects directly related to this goal
Implementation Strategy	Review these goals and outcomes during application review
Evaluation Criteria Metrics	75% of mini-grant budget will align with this strategic direction

Department	ACC Foundation
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Equity and Inclusion Goal	Create and maintain an ACC Alumni Linked In page to engage with ACC Alumni to support these strategic direction goals
Expected Outcome	ACC Alum page created with robust connections
Implementation Strategy	Work with ACC Marketing, Career Center, and Library/Archives to create content and engagement opportunities
Evaluation Criteria Metrics	Number of connections on Linked in page; number of conversations/engagements

Department	ACC Foundation
Climate of Innovation	Meet Sturm Collaboration Campus - Sturm Matching Grant Goals
Expected Outcome	Raise required matching for scholarship endowment, staff innovation and phase II
Implementation Strategy	Lift the Gift campaign
Evaluation Criteria Metrics	Matching challenges met

Department	ACC Foundation
Quality Workplace Goal	Align mini-grant awards with these strategic direction goals (25% budget)
Expected Outcome	25% or more of the mini-grant budget will fund projects directly related to this goal
Implementation Strategy	Review these goals and outcomes during application review
Evaluation Criteria Metrics	25% of mini-grant budget will align with this strategic direction

Human Resources Goals

Department	Human Resources
Student Success Goal	To promote student success, the Office of Human Resources develops and oversees consistent hiring practices to build diverse faculty and staff to ensure student support academically and holistically.
Expected Outcome	Create a welcoming community at ACC that is a brave environment for students to learn, express themselves and to feel a sense of belonging.
Implementation Strategy	ACC's Plan for an Inclusive and Diverse Campus: An Affirmative Action Plan for women, people of color, veterans, and individuals with disabilities. Human Resources will review all aspects of the ACC hiring procedures on a regular basis and bring forth any recommendations to the Leadership Team for further review

Evaluation Criteria Metrics	To better understand our cultural diversity and to establish future demographic targets, Human Resources has analyzed the demographic data of our active employees, applicants, new hires, and the ACC community. Integrated Postsecondary Education Data System (IPEDS) data from fall of 2019 was used in updating this affirmative action plan. This data provides consistency with other Arapahoe Community College (ACC) Human Resources reporting requirements. HR will review trend data of diverse candidates for ACC job openings on an ongoing basis and will make recommendation to Leadership Team for improving ACC hiring procedures on a regular basis.
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Department	Human Resources
Excellence in Teaching and Learning Goal	Engage ACC instructors in shared governance and provide opportunities for them to participate in a variety of campus activities.
Expected Outcome	Compliance with System Policy – SP 3-10b.
Implementation Strategy	HR and Instruction continue collaboration in the recruitment and selection process for instructors utilizing an applicant tracking system.
Evaluation Criteria Metrics	Recruitment and selection procedures for the employment of instructors to include provisions for evaluation of credentials and qualifications to teach.

Department	Human Resources
Equity and Inclusion Goal	Recognize and reward employee professional development and training in equity mindedness that results in institutional knowledge and action.
Expected Outcome	Shift in institutional culture that incentivizes participation in equity work resulting in increased participation in professional development.
Implementation Strategy	HR continues to review and improve processes necessary to attract, retain, develop, and engage a diverse workforce to fulfill ACC vision, mission, and values.
Evaluation Criteria Metrics	Create training opportunities on bias awareness for the faculty and APT employee recruitment and selection process and implement via an accessible online platform.

Department	Human Resources
Quality Workplace Goal	Provide clear and transparent communication through multiple modalities to all members of the ACC community.
Expected Outcome	Provide opportunities for open communication and dialogue for all ACC stakeholders.
Implementation Strategy	HR will create and maintain the Human Resource newsletter using MS Sway on a reoccurring schedule.
Evaluation Criteria Metrics	HR will provide information on a regular basis sharing employee topics such as benefits, pay, important deadlines, and other information with all employees.

Inclusive Excellence Goals

Department	Inclusive Excellence
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Student Success Goal	Create a student-ready college to enable all populations of students to be successful at ACC.
Expected Outcome	Create a welcoming community at ACC that is a brave environment for students to learn, express themselves and to feel a sense of belonging.
Implementation Strategy	Develop programs for students to engage in learning about social identity, power and privilege, and experiences and contributions of historically marginalized populations.
Evaluation Criteria Metrics	Collect survey feedback from students who participate in programs. Engage at least 10-20% of ACC student population in each program.

Department	Inclusive Excellence
Excellence in Teaching and Learning Goal	Expand high impact learning practices, including but not limited to service learning, study abroad, work-based learning, undergraduate research programs, learning communities,
Expected Outcome	Collaborate on professional development for service learning classes in each of the seven pathway programs.
Implementation Strategy	Provide professional development for teachers and students participating in service learning and study abroad programs to include training on diversity, equity, inclusion, and justice,
Evaluation Criteria Metrics	Students and teachers will have an increased understanding of savior complex and will be equipped with strategies to implement diversity, equity, justice, and inclusion practices into their classrooms.

Department	Inclusive Excellence
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Create a campus climate that values, respects, and celebrates members of the ACC community.
Implementation Strategy	1. Create a strategic plan for Inclusive Excellence for the college. 2. Develop Equity-Minded training for ACC employees to
Evaluation Criteria Metrics	All ACC staff will complete Equity-Minded training. 10 employees will be trained as facilitators for equity-minded

Department	Inclusive Excellence
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Climate of Innovation Goal	Pursue external funding through public and private sources to support innovative college projects including new academic programs, new/enhanced technologies, development of
Expected Outcome	<ul style="list-style-type: none"> • Increase student retention rates • Increase student completion and transfer rates • Reduce the equity gap
Implementation Strategy	Identify community partners dedicated to diversity, equity, & inclusion.
Evaluation Criteria Metrics	Increase retention rate of first-generation students by 1% each year and close equity gap by 2% each year. Increase transfer rate and close equity gap by 2% each year. Increase course pass

Department	Inclusive Excellence
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	Increased participation in professional development opportunities.
Implementation Strategy	Develop and support employee affinity groups by identifying leaders for each one and provide different models for how groups can be structured and function.
Evaluation Criteria Metrics	Employees who participate in affinity groups will have increased retention rates and increased sense of belonging indicated on the DEI and HR climate surveys.

Institutional Effectiveness Goals

Department	Institutional Effectiveness
Student Success Goal	The department will ensure student access to quality education at ACC by leading the college compliance responsibilities in accreditations and mandatory data reporting.
Expected Outcomes	<ul style="list-style-type: none"> • ACC will meet all accreditation standards by utilizing best practices that will result in students experiencing high quality educational opportunities leading to students being prepared to enter the workforce or continue their education by transferring. • ACC remains in good standing and continues its high-quality programs and services for students and the community.

Implementation Strategy	<ul style="list-style-type: none"> • The department will initiate regular and ongoing communication with internal and external compliance stakeholders. • The department will meet all due dates for compliance reports. • The department will develop a tracking instrument for all accreditation and data related reporting including what was reported, who reported, due date, and report submission date - January 2021. • Build a shared calendar/ schedule of various deadlines for mandatory data reporting & accreditation to be updated throughout the year beginning January 2021 through 2025.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • All deadlines will be met timely with quality compliance documents and accurate, robust data reports. • Continuing HLC and program-related third-party accreditation in good standing.

Department	Institutional Effectiveness
Excellence in Teaching and Learning	The department will contribute to excellence in teaching and learning by ensuring assessment practices result in the implementation of continuous improvement action plans.
Expected Outcomes	<ul style="list-style-type: none"> • All departments submit assessment reports and implement action plans according to the ACC Assessment Plan. • Increase student achievement levels. • Keep courses and programs current.
Implementation Strategy	<ul style="list-style-type: none"> • The department will collaborate with academic leaders to align student learning outcomes, assessment instruments and evaluation criteria on an ongoing basis through 2025. • The department will collaborate with academic leaders to adhere to the ACC Assessment Plan. • The department will build and maintain an assessment repository including assessment reports and action plans accessible to all ACC employees.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • All academic programs at ACC submit assessment reports and action plans as directed by the ACC Assessment Plan. • Action Plans are implemented as designed.

Department	Institutional Effectiveness
Equity and Inclusion Goal	The department will promote equity and inclusion by providing tools and resources to aid key stakeholders in identifying, addressing, and monitoring equity gaps within the ACC student population
Expected Outcomes	<ul style="list-style-type: none"> • Equity gaps at ACC will be clearly defined. • Initiatives to close the equity gaps will be developed and implemented. • Decrease in equity gaps.

Implementation Strategy	<ul style="list-style-type: none"> • Student performance data will be collected to establish current equity gaps each semester beginning fall 2020. • Equity gap data will be shared with the ACC Leadership Team, Pathways Executive Committee, Inclusive Excellence Council, and be available on a dashboard. • Collaborate with ACC stakeholders to develop strategic initiatives to close equity gaps. • Contribute to initiatives to close equity gaps.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • All data reports are accurate and formatted for the end user. • Increase in the number of reports built in Cognos which allow for analysis of equity gaps by a variety of demographics. • The number of data lists or reports compiled and reported to individuals/groups for the purpose of analyzing student success based on various demographics.

Department	Institutional Effectiveness
Climate of Innovation Goal	The department will pursue external funding through public and private sources to support innovative college projects that align with ACC's mission and strategic directions.
Expected Outcomes	<ul style="list-style-type: none"> • Additional funding secured to support ACC programs, services, and students. • Increased student enrollment, retention, completion, and transfer rates. • Increased number of underrepresented students across ACC programs and reduction of equity gaps. • Reduction in student loan debt.
Implementation Strategy	<ul style="list-style-type: none"> • The external funding process is in accordance with the ACC Pre-Award and ACC Post-Award Manuals. • Quarterly review of grants calendar beginning January 2021. • Regular meetings/updates regarding grant progress to institutional leadership beginning spring 2021. • Offer professional development sessions to ACC community annually.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • Increase in external funding by 2% annually. • All grant applications are complete and submitted by due dates.

Department	Institutional Effectiveness
Quality Workplace Goal	The department will promote a quality workplace by responding to indicators to promote staff job satisfaction.
Expected Outcome	<ul style="list-style-type: none"> • Increased work production by departmental staff. • Increased job satisfaction and reduced staff turnover rate. • Happy, educated employees that are committed to producing quality work for the college.

Implementation Strategy	<ul style="list-style-type: none"> • Development of the “Departmental Satisfaction Survey” by March 2021. • Administration of the Departmental Satisfaction Survey – April 2021. • Collect job satisfaction data and compile a baseline for future trend analysis by May 21, 2021. • Identify and implement initiatives based on the analysis of the Departmental Satisfaction Survey. • Continue administration of survey and implementation of job satisfaction initiatives through 2025.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • Yearly administration of job satisfaction instrument with results being benchmarked in the 90% satisfactory range.

Department	Institutional Effectiveness
Quality Workplace Goal	The department will contribute to a quality workplace by offering at least 4 professional development opportunities for the ACC community each year.
Expected Outcome	<ul style="list-style-type: none"> • Increased work efficiency of ACC employees. • Higher level of ACC community’s knowledge and skills associated with accreditation, institutional research, and sponsored project topic areas.
Implementation Strategy	<ul style="list-style-type: none"> • The department will develop a yearly schedule by January of each year offering at least four professional development opportunities meeting the needs of ACC employees. • The department will acquire information from ACC employees regarding the professional development needs and relevant topics each year. • Analyze professional development evaluations and create action plans to address concerns.
Evaluation Criteria Metrics	<ul style="list-style-type: none"> • Offer at least 4 professional development opportunities each year. • Professional development session evaluations score in the 90% range. • Survey distribution following professional development offerings. Analysis of surveys within two weeks following the professional development offering. At least 85% of workshop participants will report increased knowledge regarding the topic area.

Instruction Division Goals

ACCELS Goals

Department	ACCELS - Instructional Operations
Student Success Goal	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
Expected Outcome	Convene a task force to evaluate and assess the Academic Plan process.
Implementation Strategy	Instructional operations annual audit of academic plans
Evaluation Criteria Metrics	Update academic plans annually to reflect the strategic scheduling decisions

Department	ACCELS - eLearning
Excellence in Teaching and Learning Goal	Promote success of faculty, instructors, and students teaching and learning online and remotely through Learning Management System (LMS) support and administration, research, and training related to inclusivity and educational technologies and accessible design and implementation of technologies and materials.
Expected Outcome	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 and apply web accessibility strategies. -100% completion of HR-required D2L accessibility course for new employees -10% of faculty will complete the two accessibility courses: accessibility in Word and accessibility in PowerPoint -80% of faculty will use Yuja for their course videos
Implementation Strategy	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 related to new technologies and best practices
Evaluation Criteria Metrics	Collect quantitative data from Access database related to faculty assists, webinars/workshops, and accessibility remediation and training; develop new qualitative satisfaction survey for webinars and self-paced workshops; collect quantitative and qualitative data related to accessibility audits

Department	ACCELS - Tutoring and Academic Support Center
Equity and Inclusion Goal	Ensure tutors tailor their academic assistance to each student's unique needs and abilities
Expected Outcome	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.

Implementation Strategy	<ul style="list-style-type: none"> • 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.
Evaluation Criteria Metrics	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

Department	ACCELS - Library and Learning Commons
Climate of Innovation Goal	Expand the number of courses offering OER to save 8,000 ACC students \$1M by Spring 2022.
Expected Outcome	Students attending 2 OER courses per term will have a 15% higher retention rate than the general population
Implementation Strategy	Continue to provide faculty professional development and support to implement OER in their courses
Evaluation Criteria Metrics	Number of OER courses at ACC in 2020-21 relative to previous years and evaluate student performance in OER courses relative to general ACC courses

Department	ACCELS - Center for Professional Enrichment
Quality Workplace Goal	Add more flexibility to the Center for Professional Enrichment offerings via a variety of delivery methods including remote options
Expected Outcome	Increased participation by faculty and instructors in professional development. Increased employee satisfaction of professional development.
Implementation Strategy	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.
Evaluation Criteria Metrics	Number of participants annually. Participate ratings provided via survey after PD.

Concurrent Enrollment Goals

Sturm Campus Goals

Department	Sturm Campus
Student Success Goal #1	Increased enrollment, retention and completion for Cybersecurity AAS, Secure Software Development AAS, and Accounting AA.
Expected Outcome	<ul style="list-style-type: none"> • Increase degree-seeking persistence rate (term 1 to term 2) to achieve or exceed 82%. • Increase degree-seeking retention rate (fall to fall) to achieve or exceed 57%. • Increase 3-year associate degree graduation rate to achieve or exceed 22%. • Maintain partnerships with CSU Fort Collins and CSU Pueblo for four-year degrees at Sturm Campus by graduating a cohort of 12-15 students who will continue with a bachelor's program at Sturm Campus.
Implementation Strategy	<ol style="list-style-type: none"> 1. Sturm Campus Director and Senior Navigator will co-manage the cohorts in Cybersecurity, Secure Software Development, and Accounting through intensive advising and Navigate degree completion plans. 2. Both will work with ACC Marketing Department and ACC Admissions to align marketing and admissions goals to assist with achieving 250 prospective applicants for each program of study in order to achieve expected outcomes. 3. Both will meet with representatives from CSU Pueblo and CSU Fort Collins to ensure seamless transfer to their institutions. 4. Senior Navigator will work with IR for bi-monthly data pulls per program area to determine if on track to achieve outcomes. 5. Sturm Campus director will negotiate class schedules with representatives from CSU Pueblo and CSU Fort Collins.
Evaluation Criteria Metrics	Evaluate data to determine if successfully meeting outcomes; adjust strategy accordingly.

Department	Sturm Campus
Student Success	Increased enrollment, retention, and completion at Sturm Campus.
Expected Outcome	<ul style="list-style-type: none"> • Increase total FTE to meet or exceed 45 for high school students and 255 for adult students for AY20-21. • Increase average number of credits completed per student to meet or exceed the ACC average of 8.79 credits for AY20-21.

Implementation Strategy	<ol style="list-style-type: none"> 1. Conduct outreach to students who register for 3-6 credits (total for all 3 campuses) via calls, texts, and emails with recommendations on classes to add to their schedules. 2. Run A&R Sessions with 15 students and 4 navigators plus CE presence; have 1:1 appointments available when needed to ensure that students have stacked schedules that accommodate their work schedules with 7 or more credits; create better strategies to get students to submit ACT/SAT scores and transcripts for evaluation 3. Manage Secure Software Development AAS, Cybersecurity AAS, and Accounting AA cohorts to ensure progress in the programs using emails, Navigate, texting, and phone calls with recommended courses for each semester; audit cohorts to ensure registration completed each semester. 4. Conduct targeted marketing for self-pay option to DCSD high school students and parents; timely coordinate with DCSD administrators and the DCSD counselors regarding course offerings for students and modalities for AY21-22. 5. Edit Sturm Campus webpage; add video clips and photos of the campus and technology
Evaluation Criteria Metrics	Evaluate data to determine if successfully meeting outcomes; adjust strategy accordingly.

Department	Sturm Campus
Student Success Goal #3	Increased enrollment, retention, and completion at Sturm Campus.
Expected Outcome	<ul style="list-style-type: none"> • Decrease number of AGS (non-specific) majors at Sturm Campus by 75% every academic year (adult population). • Decrease number of Undeclared majors by 75% every academic year (adult population).
Implementation Strategy	<ol style="list-style-type: none"> 1. Conduct phone and text campaigns to connect with AGS and Undeclared students to schedule 1:1 appts. to determine a more defined career path and major change; use Career Cluster Survey to identify top three career clusters; narrow down to two after meaningful career conversations, looking at academic plans, and investigating careers in the clusters; narrow to one career and academic plan. 2. AAA 101 instructors at Sturm Campus will focus on this goal and will report data at the close of each semester re: AGS and Undeclared majors (zero as the goal).
Evaluation Criteria Metrics	Evaluate data to determine if successfully meeting outcomes; adjust strategy accordingly.

Department	Sturm Campus Concurrent Enrollment
Student Success Goal Concurrent Enrollment	<ul style="list-style-type: none"> • Increased DCSD student enrollment in CE on ACC Campuses, increased DCSD matriculation to ACC, increased student retention, and increased student completion. • Continue to create innovative ways to provide college and skill building affordability and convey the transparency of costs to our students.

<p>Expected Outcome</p>	<ul style="list-style-type: none"> • Increase number of DCSD high school students taking CE on any ACC Campus by 25% by F22. Data shows that students who take CE at ACC Campuses have a higher percentage matriculation rate (see Exhibit 1). <i>NOTE: The 25% would include CE paid for by DCSD, as well as self-pay (or dual enrollment).</i> • Increase the number of students matriculating to ACC from DCSD high schools by 25% by F23. <i>Note: This would include any DCSD graduate, including those who took CE at their high school, those who took CE at any ACC Campus, and those who took no CE or self-pay at all.</i>
<p>Implementation Strategy</p>	<ul style="list-style-type: none"> • Hire an Admin. I and a 9 Mo. APT employee for ACC CE Dept. to handle processing of DCSD CE at high schools and CE at ACC Campuses; this is necessary due to CE Specialist overtime issues (see Exhibit 2). • Divide DCSD high schools between two CE Specialists and one Sturm Navigator. • Assign in Navigate all DCSD high school students with ACC student numbers to Navigators for advising. • Focus CE Specialists and Sturm Navigators on the following strategic outreach tasks: <ol style="list-style-type: none"> 1. Registration management for DCSD CE at high schools. 2. Registration management for DCSD CE at Sturm, Littleton, and Parker Campuses. 3. Develop pathway entrance ramps for CE at ACC Campuses for DCSD counselors. 4. Utilize pathway cheat sheets prepared for each DCSD high school which show CE at high school and recommended CE at ACC Campuses by career / academic pathway. 5. Use pathway cheat sheets to work with individual high schools on additional, relevant CE to add to their “CE at high schools” offerings. 6. Do roadshows at each DCSD high school for parents and students, discussing: the school-specific pathway cheat sheets, CE offered at the high school, CE at Sturm Campus and all ACC Campuses, and self-pay options. 7. Conduct CE student presentations by pathway in DCSD high schools, e.g., students interested in a health career would attend a health pathway CE discussion to determine which CE classes at the high school and which CE at ACC Campuses should be taken toward a health career academic plan. 8. Attend all DCSD high school events; represent CE at ACC Campuses at these events; conduct career breakout sessions for students at family-focused high school events; 9. Set up industry panels by pathway for DCSD high schools to assist high schools with ICAP completion; conduct student outreach at these events. 10. Initiate “Declare a Major” campaigns to assist DCSD high school students with career advising, major selection, and major declaration to achieve both CE at ACC Campuses goal and matriculation goal.
<p>Evaluation Criteria Metrics</p>	<p>Evaluate data on DCSD students taking CE at Sturm Campus and other ACC Campuses and matriculation data for F21 and F22 to determine if strategy is working and goals being met; adjust strategy accordingly.</p>

Department	Sturm Campus
Excellence in Teaching and Learning Goal	Ensure all students, faculty and instructors have access to the leading technology necessary to be successful in learning, teaching and the workforce.
Expected Outcome	<ul style="list-style-type: none"> • Sturm Campus classrooms will be equipped to meet the technology needs of students, faculty and instructors. • Students, faculty and instructors will have the necessary hardware and software to be successful. • Community Room technology upgrades at Sturm Campus will be completed on or before F21. • MashMe technology upgrades in Terrace Room will be completed on or before F21. • Additional space for PTA and Nurse Aide instruction will be in place for F21 semester.
Implementation Strategy	<ol style="list-style-type: none"> 1. Howard Construction completing technology upgrades in November and December 2020 and January 2021 at Sturm Campus. 2. Complete plans and budget to convert Rooms 222/223 into PTA Classroom and Lab; get budget approved; schedule construction and room conversion to be completed before F21 semester. 3. Complete plans and budget to convert rental space on first floor to a general education classroom with technology and furniture; get budget approved; schedule construction and room conversion to be completed before F21 semester.
Evaluation Criteria Metrics	<p>Meet deadlines for technology upgrades.</p> <p>Meet deadlines for PTA Classroom and Lab conversion.</p> <p>Meet deadlines for Rental Space conversion to general education classroom.</p>

Department	Sturm Campus
Equity and Inclusion Goal	Enhance recruitment, retention, and support for underrepresented and non-underrepresented students across the college.
Expected Outcome	Expand diverse recruitment efforts by capturing underserved and underrepresented students.
Implementation Strategy	Sturm Campus Director and Senior Navigator currently meet monthly with the A/D Works! WIOA Youth Workforce Specialist, a representative of the Douglas County Employment First Program, a representative of the A/D Works! Youth Program, and the Adult Literacy Specialist for the Douglas County Libraries. We work on seamless transitions of clients serviced by these agencies to ACC programs of study and apprenticeship opportunities.
Evaluation Criteria Metrics	Maintain data on prospective students from these organizations whom we serve through apprenticeship opportunities, career and academic planning, and enrollment assistance.

Department	Sturm Campus
Climate of Innovation Goal	Develop accessible innovative academic programs that match student and workforce needs to prepare students for successful transfer or entry into the workforce.
Expected Outcome	Increase the number of associates degree to bachelor's degree institution articulation agreements to achieve or exceed one by F22.
Implementation Strategy	<ol style="list-style-type: none"> 1. Assist Doug Lundin, Secure Software Development faculty at Sturm Campus, in collaboration efforts with CSU Fort Collins regarding an articulation agreement for a Digital Science Technician AAS degree with transfer to CSU Fort Collins (possibly at Sturm Campus, if there is sufficient interest). 2. If a partnership with CSU Fort Collins does not evolve, evaluate other four-year institutions for partnership opportunities. 3. Schedule meetings and timelines to move initiative forward. 4. Assist with negotiating and developing an institutional articulation agreement; get signatures. 5. Work with marketing to advertise new degree. 6. Work with CE Dept. and Sturm Campus Navigators to push advertising in DCSD high schools, local Chambers of Commerce, and Talent Pipeline
Evaluation Criteria Metrics	Determine if partnership with four-year institution is moving forward with curriculum approval; determine if timelines are being met to implement by F22.

Department	Sturm Campus
Climate of Innovation Goal	Identify and expand reciprocal external and internal collaborative partnerships.
Expected Outcome	<ul style="list-style-type: none"> • Increase number of students participating in work-based learning opportunities by 25% by F22. • Increase the number of partnerships with industry and the community.
Implementation Strategy	<p>Sturm Campus Navigator dedicated to industry outreach and work-based learning opportunities for students is working on:</p> <ol style="list-style-type: none"> 1. Creation of apprenticeships with Doug Lundin and with tech industry for Secure Software Development students. 2. Creation of Zoom job shadows for intro. courses in Cybersecurity and Secure Software Development, e.g., CSC 119; provide data to Career & Transfer Center to track numbers. 3. Student outreach to fill water operator, medical assistant, property management, and community association manager apprenticeships that are already available. 4. Coordination with employers at job fairs to determine alignments with Sturm Campus pathways for apprenticeships. 5. Coordination with Career & Transfer Center to advertise and fill internship and apprenticeship opportunities and to collect data to track students participating in work-based learning opportunities. 6. Tracking students who obtain a job in their industry each semester.

Evaluation Criteria Metrics	Data collection and evaluation of students participating in work-based learning opportunities: job shadowing, internships, apprenticeships, and entry level jobs in their industry; data collected by Career & Transfer Center and Community & Workforce Programs
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Department	Sturm Campus
Quality Workplace Goal	Ensure a quality workplace by offering robust and meaningful professional development.
Expected Outcome	<ul style="list-style-type: none"> • Increased participation in professional development opportunities. • Increased <i>development and use</i> of “best practices” in the workplace.
Implementation Strategy	<ol style="list-style-type: none"> 1. Offer Navigators professional development opportunities. 2. Develop with Navigators and CE Specialists best practices for high school student outreach for CE on ACC Campuses and pathway advising.
Evaluation Criteria Metrics	Navigator participation in professional development opportunities. Evaluation of outcomes of outreach strategies and whether goals are being met in Student Success Goals categories.

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
Implement Supplemental Academic Instruction for gateway courses in English and Math.	Decrease percentage of students diverted to developmental math and English from standardized testing. Increase the proportion of students that complete college-level math and English in their first year at ACC. Reduce equity gaps in college-level math and English.	<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 	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. Ongoing collection of data will occur to compare student success and closure of equity gaps pre- and post-SAI implementation.	Implement SAI and default placement for ENG by SP2020 (completed). Implement SAI and default placement for MAT by Fall 2022. Less than 10% of ACC students will be placed in developmental mathematics and English by Summer 2022. Longitudinally assess the closure of equity gaps and improved student completion over the next 5 years.
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.	-Improved affordability of college, expanded access, and improved equity. -Increase student learning and retention via day one access. 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. European Journal of Open, Distance and E-Learning.)	<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, professional development, and incentive funding) • Expand OER to a greater degree in concurrent enrollment courses • Ensure OER materials are accessible 	Collect the number of courses converted to OER. Track the dollar amount saved in textbook costs as courses convert to OER.	Expand the number of courses using OER by 2% per year. Expand the number of CE courses using OER by 2% per year. Save 8,000 students \$1 million in textbook costs by AY 2022.

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>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. 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> <p>Increased cross-curricular collaborations to ensure strategic scheduling of courses reflected on the academic plans.</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 • 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 	<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

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

Instructional Goal	Expected Outcome	Implementation Strategy	Evaluation Criteria Metrics	Milestones & Timeline
<p>Create new programs and partnerships to increase student enrollment.</p>	<p>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.</p>	<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 • Formalize the program prioritization process • Explore opportunities for additional BAS degrees 	<p>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. Focus on launching two programs during each calendar year.</p>	<p>Identification of needs for new programs one in each semester Completion of new program at the end of each semester</p>
<p>Expand on opportunities to increase enrollment, retention, and completion rates at the extended campuses and online.</p>	<p>Increased enrollment, retention, and completion rates</p>	<p>--Identify and improve marketing of ACC Online degrees and certificates --Continue to pilot student-success strategies at the extended campuses o Student-centered scheduling o Navigators o 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.</p>	<p>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.</p>	<p>Incorporate strategies beginning Spring 2021. Review data for AY21-22 at the end of Spring 2022 semester.</p>

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
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 • Identify the course sequences with the most needed new delivery options for student completion and learning success 	Parts of term offerings are available to meet major degree plan schedules with at least two delivery modalities available for major course offerings	Analysis of needed delivery options for each major degree to meet student needs. 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	<ul style="list-style-type: none"> • Provide training opportunities for enhanced assistance • Work with Disability Access Services to provide tutoring for Elevate students 	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,	Provide training at the beginning of each semester for all tutors. Include inclusive excellence training.

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
	disabilities using tutoring services. Tutors have received the appropriate training to support diverse students.	<ul style="list-style-type: none"> • Create an evaluation form for students receiving tutoring in order to implement feedback and improve services. 	and students with disabilities) who use tutoring services. All tutors will participate in training to learn how to address individual differences in tutoring.	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. New employers connect to ACC and partnerships are launched regularly.	<ul style="list-style-type: none"> • Employ a workforce navigator to bridge industry partners with the Career and Transfer Center • Connect workforce with education through industry sector partnerships • Continue to work with ADWorks to develop programming and identify employment needs 	Technology is in place (Purple Briefcase or other) to create a database of workforce partnerships available to WCP and Career and Transfer Center. At least two partnerships with employers and ADWorks are developed each year.	Navigator hired by March 2021. Database complete by end of 2021.
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	--Apply for third and final round of OER Funding January 2021. --Implement faculty and instructor incentives for 2021-2022 academic year. --Develop sustainability plan by Fall 2021
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.	<p>Students will save money on textbook purchases.</p> <p>College bookstore website provides transparent information on textbook costs.</p>	<p>Encourage faculty in all disciplines to redesign courses using OER material</p> <p>--Encourage faculty in all disciplines to incorporate eBooks from Follet in courses</p>	<p>Courses utilizing OER will increase 5% in 2021-23</p> <p>At least one course each year will incorporate an eBook</p>	<p>Each spring, reach out to chairs and directors regarding course fees for eBooks</p> <p>--Continue OER implementation (more information under OER goals)</p>

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
<p>IEC Subcommittee on Inclusive Curriculum will work to ensure course content reflects multiple social identities</p>	<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 course.</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 revise course materials and policies.</p>
<p>Diversify course offerings to include additional courses that represent perspectives from diverse cultures</p>	<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) 	<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 	<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</p> <p>Climate survey results (pre- and post-survey). Pre-survey conducted Spring 2020.</p>

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
	<ul style="list-style-type: none"> • 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 and Global Learning designated courses before graduating ACC.</p> <p>>Increased student and faculty awareness, understanding, acceptance, and celebration of individuals from diverse cultures.</p>	<p>presented annually at the Humanities Awards.</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>

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
<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> <p>Reduced equity gaps in student success data.</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>
<p>Require the Inclusive by Design course for all new full-time faculty and encourage all faculty to participate over the next three years</p>	<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>	<p>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.</p> <ul style="list-style-type: none"> 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 including focused assessments for service learning, study abroad, and undergraduate research program to gain best 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
<p>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</p>	<p>Any faculty member wanting to teach in a collaboration classroom has the opportunity.</p>	<p>Lecture classrooms will be equipped with audio/visual tools that will enable collaboration capability</p>	<p>50% of all ACC lecture classrooms will have collaboration capability (ability to offer synchronous delivery) by 2021-23</p>	<p>Evaluate the # of all lecture style classrooms at ACC relative to the # that have collaboration capability --Install the necessary equipment by December 2021.</p>
<p>Ensure the necessary resources and training are made available to faculty and instructors using instructional technology.</p>	<p>Ensure that there are ample opportunities for technology training for faculty.</p>	<p>Increase the quantity and quality of professional development in the following areas:</p> <ul style="list-style-type: none"> • Technology Academy • D2L • Library LibGuide • Center for Professional Enrichment offerings 	<p>There will be a 25% increase in professional development opportunities for faculty relative to engage in technology training.</p> <p>Gauge how many faculty have enhanced courses through technology their increased training.</p>	<p>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</p>
<p>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, and accessible design and implementation of technologies and materials</p>	<p>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 and apply web accessibility strategies.</p>	<p>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 related to new technologies and best practices.</p>	<p>Increase participation in eLearning professional development by 10%. Minimum of 80% of participations indicate a positive satisfaction rating 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</p>	<p>Collect quantitative data annually from Access database related to faculty assists, webinars, workshops, accessibility remediation and training; --Develop new qualitative satisfaction survey for webinars and self-paced workshops by Fall 2021 --Annually collect quantitative and qualitative data related to accessibility audits</p>

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
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.

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
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 • Identify an instructor to serve as the ACC representative for the CCCS Instructor Advisory Council 	At least one representative from each department is actively participating in Instructor Council --Instructor Council executive team is in place --Instructor Council meets monthly with at least 10% of instructors in attendance.	An Instructor Advisory Council will be in place by Fall 2021. An instructor representative will be identified by December 2020.
Continue to evaluate and improve instructor employment experience to address: <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 	Instructors at ACC will feel connected to the institution. Instructors will have improved compensation and employment benefits.	<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 	--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 including an instructor Capstone project for the Instructor Advancement Program are implemented by Spring 2022.	Timeline dependent on CCCS timeline.

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>
Improve access for underrepresented students via Supplemental Academic Instruction (SAI) initiatives	<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>	<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 	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>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</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
	Reduce equity gaps in college-level math and English.	<ul style="list-style-type: none"> • 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 	Ongoing collection of data will occur to compare student success and closure of equity gaps pre- and post-SAI implementation.	mathematics and English by Summer 2022. Longitudinally assess the closure of equity gaps and improved student completion over the next 5 years.
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 underrepresented students to improve outcomes.)	Increase work-based learning opportunities across all ACC pathways by 10% by 21-23. This includes internships, apprenticeships, pre-apprenticeships, and job shadow opportunities.	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.	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.	See Student Success, College Goal #1 for work-based learning timeline and milestones
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 	Increase percentage of underrepresented students in Health pathways by 10% Increase matriculation of Englewood and Sheridan students by 10% each year.	A Health Pathway recruitment plan for middle school and high school students in Englewood and Sheridan is in place by Fall 2021. CE staff have regular meetings with middle school and high school counselors in Englewood and Sheridan—at least two meetings each semester. The Partners in Completion is present

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
		<ul style="list-style-type: none"> Develop a recruitment plan for the Health pathway that includes middle school and high school students in Englewood and Sheridan 		in Sheridan by Spring 2022.
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 underrepresented students in the targeted programs	Increase the percentage of underrepresented students in the selective admissions programs. Term by term percentage increases of underrepresented students in the programs Periodic discussions with chairs and directors in assessing progress through quantifiable data	Conduct thorough evaluation by December 2021. Annually review selective admissions process.
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	Improved student satisfaction due to increased options and flexibility to meet education and career goals. Improved enrollment. Decreased rate of withdrawal. Increased course completion. Reduction in equity gaps.	<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. 	Modality enrollment rate. Student withdrawal rate will decrease by 2%. Course success data will remain steady or slight increase. Equity gaps of pre- and post-new modality implementation will close by 3 percentage points. Student satisfaction on CCSSE will increase by 5 percentage points.	Perform analysis of courses for HyFlex and Real Time Remote by May 2021. Incorporate new modalities no later than AY 2022-2023.

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
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 into ACC programs of study and apprenticeship opportunities.	Increase recruitment of underserved and underrepresented students by 5% at the Sturm Collaboration Campus.	Monthly meetings are initiated by Fall 2021 Plan for seamless transitions in place by May 2022.

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

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
Instruction to participate in the development of an Inclusive Excellence Plan in collaboration with the Chief Inclusive Excellence Officer to create a strategy for faculty professional development	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 EIC Executive Committee • 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. 	--A faculty member will serve on the IEC Executive Committee --VPIP and CIEO will document regular meetings	Timeline determined by the Chief Inclusive Excellence Officer
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
Ensure all OER materials are available in accessible formats to comply with ACC's digital standards.	Students will benefit from accessible OER materials	<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 	All (100%) OER materials in use by ACC faculty and instructors will be accessible by Spring of December 2023.	<p>Grant-funded OER accessibility specialist hired by May 2021.</p> <p>Annual review of OER materials to ensure accessibility</p>
Expand the types and number of degrees and programs available to our students	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	<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 boot camps and flexible learning opportunities 	<p>One new AAS approved for AY21-22 and AY 22-23.</p> <p>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>
Increase prior learning assessment opportunities	Shorter graduation times for students with applicable work, military, and tested experience.	<ul style="list-style-type: none"> • Provide PLA opportunities within each pathway • Diversify marketing approach to increase student awareness of opportunities. 	<p>Number of credits of PLA awarded will increase by 10%.</p> <p>All pathways will have PLA opportunities by 2023.</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 #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
	Increased enrollment, persistence, and degree completion for students with applicable work, military, and tested experience.	<ul style="list-style-type: none"> • 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 	By AY 2023, PLA opportunities will be displayed on each Pathway webpage/academic plan	

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 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.)	<ul style="list-style-type: none"> • Explore grant opportunities to establish pathways to our programs (e.g. Contact Tracing pipeline into Allied Health programs) • 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) 	Increase the amounts of engaged workforce and community partnerships by 10% in 21-23.	<p>Fall 2021 - Evaluate current state of engaged workforce and community partnerships at ACC.</p> <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>

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
Align instructional employment and work-based learning strategies with the Career and Transfer Center to ensure increased student placement	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.	<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 	<p>Students participating in work-based learning opportunities increases by 10% each year.</p> <p>Number of partnerships with industry and community increases by at least two new agreements each year.</p>	<p>Create Computer Technology apprenticeship by Spring 2022</p> <p>Each year determine participation level in job fairs</p>

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 at the department and course level. Implementation of sustainability best practices, language and culture will be evident across the institution by 2023	All community members will be educated and conversant in the language, principles and practices of institutional sustainability. Knowledge and language of sustainability will develop into actional plans and institutional transformation over a 36-month period.	Lexicon developed and presented Fall 2021. Sustainability audit rubric developed Spring 2022. First sustainability audits and attending improvement plans developed Fall 2022.

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 Run regular workshops on how to incorporate LinkedIn Learning during BCC and Summit Days.	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
Add more flexibility to the Center for Professional Enrichment offerings via a variety of delivery methods including remote options	<p>Increased participation by faculty and instructors in professional development.</p> <p>Increased employee satisfaction of professional development.</p>	<p>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.</p> <p>Professional development offerings will be strategically scheduled in multiple modalities.</p>	<p>Number of participants annually.</p> <p>Participate ratings provided via survey after PD.</p>	<p>By Fall 2021, new faculty/instructor orientation will be offered by in person and remotely.</p> <p>By Fall 2022, 50% of professional development opportunities will be available remotely.</p>
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.	<p>Baseline data collection instrumentation will be created and deployed in Fall 2021.</p> <p>Uncompensated and ineffectively incentivized department activities will be identified with steps for correction outlined Spring 2022.</p> <p>Full instructor integration plans implemented Fall 2022.</p>

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	<ul style="list-style-type: none"> Improve distribution of DCD Council minutes to All Instruction 	Each Dean, Director, and Dept Chair evaluated on communication in	Each semester Learning Leadership to evaluate communication

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
	key issues effecting the instructional operation at the college.	<ul style="list-style-type: none"> • Directors and Department Chairs to hold regular meetings with all faculty. • Continue with regular communication from the VPIP • Collaborate with Student Affairs to continue distribution of student communications to the college. 	annual performance evaluation. Documentation of regular department meetings VPIP Communique distributed at least once per month	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 so each Colorado learner has access. --Improved instructor recruitment and retention in CTE programs --Maintenance and creation of transformational partnerships with workforce. Maintain and/or elevate the quality of CTE programs. --Work-based learning opportunities for each CTE learner.	CCCS will provide a comprehensive needs assessment template and economic and workforce data statewide and by region. Applicants will complete the CLNA template and align application to the CCCS needs assessment. This is a competitive process.	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 Each May, ensure all expiring CTE Programs have completed the required documentation and submitted program renewals.

