

INSTRUCTIONAL PRIORITIES for 2023 PROGRAM REVIEW

(Will be used for 2023 Program Review non-HAC resource requests intended for the 2024-2025 Budget)

The following specific instructional priorities were developed by the Instructional Priorities Taskforce of the Academic Affairs committee in April of 2023. The specific priorities were established with the understanding that the following overarching priorities will guide the implementation of the specifics: post-pandemic reengagement, equitable classroom practice through the principles established by the Guided Pathways Framework, that all decisions be informed by relevant data (i.e., enrollment data; fiscal data; financial need, completion, employment, and transfer data related to the Student Centered Funding Formula).

Enrollment Management: Providing opportunity and access for students to classes and programs that allow them to progress effectively toward their stated educational goals.

- Clarify pathways to optimize student progress and institutional efficiency as well as improve student understanding of progress and completion.
 - Learning and Professional Pathways
 - Program Mapping
- Develop innovative curriculum to address labor and transfer demands based on input from internal and external stakeholders
- Increase enrollment through outreach, marketing, Career and Technical Education program development
- Balance modes of instruction to support student needs
- Increase collaboration between credit and noncredit.
 - Student preparation and support
 - Facilitate registration between credit and noncredit

Student Support/Culture of Care: Providing relevant and evidence-based support for students' academic and basic needs to create a culture of care.

- Structure and develop academic support networks to meet the full range of student needs
 - Tutoring/ Co-requisites/ Supplemental Instruction
 - Early Alert
 - Non-cognitive skills
 - Noncredit support courses
- Continue development of Open Educational Resources
- Develop student sense of belonging
 - Success Teams
 - Collaboration among divisions in the same Learning and Professional Pathway
 - Events, programs, and spaces creating sense of belonging
- Continue to develop Equitable Classroom Practices
 - Modes of Instruction
 - High Impact Practices
 - Contextualized Learning
 - Non-Cognitive Support
 - Project and Problem-Based Learning
 - Inquiry-Based Learning
 - Culturally Responsive/Sustaining Pedagogy
- Develop Culture of Care across instruction, student services, and administrative services
- Optimize physical resources
- Optimize GCC website

Professional Development: Create resources and community to support faculty, staff, and managers in effectively implementing high-impact learning practices for all students.

- Provide resources and support to faculty to develop and implement equitable classroom practice
 - Scholarship of teaching and learning
 - Contextualized Learning
 - Psychosocial development (sense of belonging, metacognitive development, non-cognitive skills)
 - Project and problem-based learning
 - Inquiry-based learning
 - Assessing Learning
 - Open Educational Resources
 - DEIA
 - Distance Learning
 - Culturally Responsive/Sustaining Pedagogy
 - Maintaining subject matter currency
- Develop first-year support system for new faculty

Community Development: Support faculty, manager, and staff community around practices of equity and creating sense of belonging.

- Culture of Care for employees
- Relationship of credit and noncredit