

## 2022 - 2023 INSTRUCTIONAL PRIORITIES

The following specific instructional priorities were developed by the Instructional Priorities Taskforce of the Academic Affairs committee in June of 2022. The specific priorities were established with the understanding that the following overarching priorities will guide the implementation of the specifics: Pandemic Recovery, Equitable Classroom Practice through the principles established by the Guided Pathways Framework, and that all decisions be informed by relevant data.

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
- 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: 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
  - Early Alert
  - Non-cognitive skills
  - Supplemental Instruction
  - Noncredit support courses
- Continue development of Open Educational resources
- Develop student sense of belonging
  - Success Teams
- Continue to develop Equitable Classroom Practices
  - Modes of Instruction
  - High Impact Practice
    - Contextualized Learning
    - Non-Cognitive Support
    - Project and Problem-Based Learning
    - Inquiry-Based Learning
- Develop Culture of Care
- Optimize physical resources on campus
- Work with Communications and Community Development to optimize GCC website

Faculty Development: Create resources and community to support faculty in effectively engaging students and supporting high-impact learning practices.

- Provide resources and support to faculty to develop and implement equitable classroom practice
  - Contextualized Learning
  - Sense of belonging
  - Non-cognitive skills
  - Project and problem-based learning
  - Inquiry-based learning
  - Assessing Learning
  - Open Educational Resources
  - DEIA and Distance Learning

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

- Culture of Care
- Relationship of credit and noncredit