ESTRELLA MOUNTAIN
COMMUNITY COLLEGE

Estrella Mountain Community College
Instructional Plan
2011-2020
Institutional Planning Document No. 57

August 2011
(Updated with input from the August 12, 2011 Leadership Retreat)

I.   Instructional Plan Purpose:

The Instructional Plan is one of six long-term plans maintained by Estrella Mountain Community College. The other plans include:

- ➤ Campus Master Plan
- ➤ Learning and Technology
- ➤ Enrollment Management
- ➤ Financial Resources
- ➤ Student Academic Achievement

The purpose of the Instructional Plan is to set priorities and direction for quality programs and instruction at Estrella Mountain. The plan covers the ten-year period of 2011-2020 and is reviewed annually. The plan includes long-term goals for instructional programs and professional development of instructional faculty. Also included is the college process to introduce and sunset programs.

II.   Guiding Principles:

The development of the Instructional Plan was created using a set of guiding principles. These guiding principles will be used to review and update the plan on an annual basis.

- ➤ Be consistent with Estrella Mountain's Vision, Mission and Purposes, and Core Values
- ➤ Link to budget and strategic planning processes
- ➤ Emphasize learning, student success and responsibility
- ➤ Integrate meaningful assessment through student academic achievement and the institutional effectiveness efforts
- ➤ Promote the use of appropriate technology
- ➤ Maintain the highest academic standards
- ➤ Develop diverse teaching and learning environments
- ➤ Identify resources and services in support of student success
- ➤ Develop credit and non-credit offerings in response to community needs
- ➤ Foster collaboration and partnerships
- ➤ Support accreditation efforts and be consistent with the Higher Learning Commission Guidelines
- ➤ Connect to other planning efforts such as the College Master Plan
- ➤ Follow the United States Department of Education Compliance requirements
- ➤ Be reviewed and revised on an ongoing basis

III. Link to EMCC Vision, Mission, & Core Values:

All planning at Estrella Mountain is designed to advance the College toward its Vision, achieve the Mission and Purposes, and be consistent with the Core Values. For example, this plan includes explicit linkages to the Mission and Purposes of the institution. Long-term program growth and development goals are organized under each Mission and Purposes statement. Estrella Mountain's Vision, Mission and Purposes, and Core Values are listed here:

EMCC Vision:
We provide exceptional and creative learning experiences that prepare all learners to achieve their dreams and transform their lives.

EMCC Mission and Purposes:
Estrella Mountain is an innovative higher learning organization responding to the diverse needs of West Valley communities. Learners have an opportunity to successfully accomplish their educational and personal goals through the following college purposes:

Developmental Education: Building the academic foundation and providing learning support to prepare learners for collegiate success.

General Education: Expanding educational experiences for all learners while fostering core academic abilities.

Transfer Education: Offering transfer courses and programs that enable learners to achieve success at their institution of choice.

Learner Support Services: Supporting learners through exceptional educational services, programs and guidance.

Workforce Development: Responding to the community's dynamic workforce needs by establishing partnerships and creating relevant programs of study, training and services.

Community Education: Providing learning experiences that enhance the knowledge, skills and abilities of life-long learners.

Civic Responsibility: Creating opportunities and partnerships that provide a framework for learners to act responsibly in society.

Global Engagement: Engaging learners in the discovery, contribution and creation of local solutions in response to global issues.

EMCC Core Values:

We value learning and engagement through:

Integrity
- Being accountable to fulfill goals, objectives and responsibilities.
- Being truthful, respectful, sincere, and responsible in your interactions with others.

Diversity
- Considering the contributions and worldviews of others.
- Promoting an inclusive campus culture that supports social awareness.
- Committing to comprehensive inter-cultural learning and awareness.

Collaboration
- Growing partnerships and building relationships that enhance the learning environment.
- Practicing communication methods that engage all learners.

Innovation
- Committing to the continued exploration and development of successful learning practices.
- Encouraging creativity and professional exploration within our community of learners.

Sustainability
- Understanding how our actions impact the local and global community.
- Reducing negative effects on the environment through proactive and sustainable practices.
- Applying practices that encourage environmental, economic and social responsibility.

IV. Goals for Instructional Program and Course Development

All Estrella Mountain courses and programs will incorporate academic rigor and demonstrate student learning through achievement of one or more general education abilities. When possible, experiential learning and/or undergraduate research will be integrated into the curriculum.

For each of the following mission purposes, long-term program development goals are included for Estrella Mountain Community College and the SouthWest Skill Center. These goals will be achieved over the ten-year timeframe of the plan.

Developmental Education: Building the academic foundation and providing learning support to prepare learners for collegiate success.

- ➢ Institute comprehensive practices to prepare students for placement testing
- ➢ Expand alternative delivery methods (e.g., modular delivery, accelerated formats, e-learning) to improve successful completion in developmental education and decrease time to completion of degrees and certificates
- ➢ Develop, expand, and strengthen partnerships with K-12 and higher education institutions in math, reading, and writing to ensure college readiness
- ➢ Expand academic support services to meet the needs of a growing developmental student population
- ➢ Expand assessment of student learning in developmental courses

General Education: Expanding educational experiences for all learners while fostering core academic abilities.

- ➢ Expand the general education curriculum to become a comprehensive college
- ➢ Increase the relevancy of the general education curriculum through the use of contextual learning strategies

Transfer Education: Offering transfer courses and programs that enable learners to achieve success at their institution of choice.

- ➢ Expand programs to improve transfer rates for students identifying transfer as a goal
- ➢ Strengthen pathways to university degree programs (e.g., ASU MAPPS, NAU Connections, BAS at ASU, 3+1 connections with other universities, RN to BSN, and secondary STEM teachers)
- ➢ Expand fine arts course offerings to enable Maricopa AAFA degree completion in visual art, dance, and theater
- ➢ Increase the breadth of course offerings to enable the completion of STEM pathways (e.g. Engineering and computer science)
- ➢ Strengthen tracking of students to improve the creation of transfer pathways

Workforce Development: Responding to the community's dynamic workforce needs by establishing partnerships and creating relevant programs of study, training and services.

- ➢ Research and develop programs for emerging areas (e.g. alternative energy programs)
- ➢ Expand and develop Health and Allied Health programs to meet regional needs
- ➢ Increase the use of advisory boards in the development and improvement of occupational certificates and degrees
- ➢ Expand the use of internships to support existing and future workforce development programs

Community Education: Providing learning experiences that enhance the knowledge, skills and abilities of life-long learners.

- ➢ Explore and develop programs for specific cohorts (e.g., senior programs, alumni programs, etc.)
- ➢ Develop programs to fully utilize new facility development (e.g., Performing Arts Center)
- ➢ Investigate and implement models for embedding non-credit classes into credit programs
- ➢ Design future programing to ensure non-credit offerings are financially self-sustaining
- ➢ Develop systems to insure community needs are addressed in the expansion and development of new community education programs

V.   Professional Development for Instructional Goals

To ensure continued progress toward the instructional goals, the college will:

- ➢ Identify, support, and develop robust professional learning opportunities for all instructors with an emphasis on student success with underprepared populations
- ➢ Provide support to all faculty to maintain relevancy and currency in their fields

VI. New Program Development Process

To increase the relevancy and maintain high academic standards for new program and curriculum, Estrella Mountain has enhanced the program development process. The following four major steps will guide program development at Estrella Mountain beginning in the fall 2011.

Step 1: Initiation of a Program Proposal

A faculty member or administrator can initiate the development of a new program proposal. The initiator will conduct the preliminary analysis and facilitate key discussions. Each item below should be addressed:

a. The initiator should determine if the program or courses currently exists within the District and if the program has enough capacity to be replicated.
b. The initiator needs to consult with other residential faculty members within the discipline to arrive at a consensus on proposing a new program as appropriate.
c. The initiator must request approval to create a proposal with appropriate leadership, which includes the Program Director and/or Chair, Dean, and then Vice President in this order.
d. Before moving to the creation of a formal proposal, the initiator should consult with the Curriculum Development Facilitator (CDF).

Step 2: Create Proposal

The following process will be conducted to create the proposal:

a. The initiator will complete the New Program Development form that includes information supporting the need for the program, the goals of the program (enrollment, successful course completion, persistence rates, numbers of graduates, job placement rates, etc.), existing resources to support the program, and additional resources required to offer the program.
b. The program initiator will collaborate with the Office of Planning and Institutional Effectiveness and Business Services to obtain relevant data to support the proposal.
c. If the program requires a special or separate admission processes, the procedures and justification must be identified.
d. A recruitment and promotion plan must be included with the proposal.

The **data to support a new or replicated certificate or degrees** may include:

✓ Existence of similar or related programs at other Maricopa Colleges
✓ Total cost of the program to students (tuition, books, fees, supplies, and other costs to students – e.g., finger printing, background checks, etc.)
✓ List of occupational titles by name and Standard Occupational Category (SOC)
✓ Median wages for occupations entry and experienced levels

- ✓ Projected job openings for the next five years at the appropriate certificate/degree level in Maricopa County
- ✓ Industry trends
- ✓ Enrollment at other Maricopa Colleges for the last three years (if available)
- ✓ Additional requirements imposed by the Higher Learning Commission and the Department of Education
- ✓ The cost of staff and faculty required to run the program

The **data for substantial changes in program delivery** (modularization of courses or online delivery) will include a different set of variables. Substantial change represents 50% or more of the sections within a discipline. Again the program initiator will collaborate with the Office of Planning and Institutional Effectiveness and Business Services to obtain the following evaluative information:

- ✓ Literature to support the change focused on student success
- ✓ Data from exemplar institutions
- ✓ Results of any EMCC pilot projects
- ✓ Projected Full-time Teaching Equivalent (FTTE) & Full-time Student Equivalent (FTSE) resulting from the program delivery modifications
- ✓ Transferability of courses to the university and/or workforce certification programs
- ✓ Projected financial costs of the expanding or developing the new delivery program
- ✓ Specific needs of a university or workforce partner

STEP 3: Evaluation Process

Once the proposal has been completed, it must be vetted and approved by the college and the Maricopa District. New degree and certificate programs must also undergo a review by the Higher Learning Commission and the Department of Education. The following evaluation processes should be followed.

a. The initiator will consult with the Deans & Vice Presidents to determine if additional information is needed to support the analysis of the program.
b. The Initiator will present the proposed program to Curriculum Product Development(CPD) committee for additional feedback and recommendations.

STEP 4: Approval Process

The process requires obtaining approval from both internal and external entities. To obtain final approval, the following process must be followed:

a. The Vice Presidents will recommend approval or denial of the proposed program to the President.
b. Voting faculty members on the Curriculum Product Development (CPD) committee will be asked to vote on the approval of the program.
c. Pending successful votes from all required college and district committees (CPD, IC, DCC, Governing Board), the CDF representative will work with the program initiator to submit the program to the HLC and DOE processes if necessary. The program is not approved until all required processes are completed. After approval by the HLC and DOE, the effective start date of the program will be published on the Center for Curriculum and Transfer Articulation (CCTA) web site. Promotion of the new program should not start until the official start date is published on this web site.

VII. Process to Sunset Programs

The process to sunset (moratorium or deletion) a program can be introduced by a faculty member or an administrator. The following four major steps should be followed to sunset a program. The data to sunset a program is derived from the program review process.

STEP 1: Initiation of the Sunset Process

a. A faculty member or administrator can recommend a watch status or the sunset of a program. If a faculty member initiates the request, it must be sent to both the Division Chair and Dean. The Dean and Division Chair will collaborate to arrive at a decision if the proposal should be moved forward to the Vice President. If the Dean initiates the process, the Division Chair will be consulted first and then a recommendation to start the process would be sent to the appropriate Vice President. If a Vice President initiates the process, he/she will meet with the Dean and Division Chair to discuss the process. After this meeting, the Vice President will make a decision to place a program on watch status or sunset the program.
b. The faculty member or administrator needs to provide an analysis supporting the decision, including data appropriate to sunset a program. The data should be derived from current and historic program reviews.
c. Plans to assist existing full-time faculty and staff impacted by the closure of a program should be included with the analysis. This may include strategies such as retraining opportunities, teaching in another program, and transferring to another Maricopa College. In some cases it may not be possible to provide an alternative to staff or faculty member, but every option should be evaluated.
d. Plans to help student complete a program though enrollment at another college, independent study, or offering required program courses for a limited time should be completed.

STEP 2: Evaluate Data

a. The Dean and Vice President will evaluate the proposal data and may request additional information from the initiator to support her/his analysis of the program.
b. If the Dean and Vice President support the decision to enact the process, the initiator will schedule an initial review with the CPD committee. The initiator will collaborate with the CDF to present the reasons why a program should be deleted or placed on moratorium to the CPD committee. CPD will evaluate the proposed program deletion or moratorium and recommend a course of action to the Vice President of Academic Affairs and Vice President of Occupational Education.
c. When a decision has been made to present a proposal to the CPD committee, all full-time faculty teaching in the program will be notified of the proposal at least on week prior to the CPD meeting.

STEP 3: Decision Process

a. After reviewing information from the initiator and CPD committee, the Vice Presidents will make a recommendation to the Estrella Mountain President. Before moving forward, either may request further information from the initiator to support her/his analysis of the program.
b. If a decision needs to be expedited due to budget constraints, senior administration may initiate an emergency review by the CPD committee. After obtaining a recommendation from CPD, senior administration may expedite the closure of a program if no full-time facultyare currently teaching in the program. If the program has full-time faculty currently employed, the sunset of the program must follow the Residential Faculty Policies (RFP) related to notification and reduction in workforce. The first programs to evaluate would be those programs already on a "watch cycle."

STEP 4: Program Closure

a. If a program is to be eliminated, the CDF should be notified to allow for notification to the District Curriculum Office.
b. If closing the program requires a reduction in force for full-time faculty, the college President must notify the Chancellor by October 1st of the plans to close a program in the succeeding academic year. Upon recommendation by the Chancellor, the Governing Board will determine if the reduction in force is warranted.
c. Once the program has been closed or placed on moratorium by District Curriculum Office. The Division Chair will notify any students in the program of the decision with options for completing the program. If the program includes more than 10 students, the Chair will work with Student Services in contacting students.
d. Plans to transition employees and full-time faculty from the closed program will be implemented.
e. All references to the program will be eliminated from promotional materials and the Estrella Mountain website.

ESTRELLA MOUNTAIN COMMUNITY COLLEGE

STRATEGIC AND INSTITUTIONAL
PLANNING DOCUMENTS

DOCUMENT NUMBER	TITLE	DATE
No. 1	Planning Directions: A Conceptual Framework for Planning	August, 1989
No. 2	West Valley Community Education Needs Assessment	September, 1990
No. 3	Assessment of Business Programs and Computer Facilities	October, 1989
No. 4	Conceptual Phase Proposal: New Site for College Facilities	October, 1989
No. 5	Proposed Physical Education Report	November, 1989
No. 6	Strategic Planning Fact Book	March, 1990
No. 7	Report of the Teaching for Learning Subcommittees	April, 1990
No. 8	Child Care Options	May, 1990
No. 9	Master Plan Report	June, 1990
No. 10	PALS Lab Proposal	July, 1990
No. 11	Project C.Y.C. Final Report	July, 1990
No. 12	Community Planning Process	August, 1990
No. 13	Project CBLC Final Report	September, 1991
No. 14	Establishing a Community Based Literacy Program: Dreams, Realities, And Future Directions	November, 1991
No. 15	Adult Literacy Planning Committee Report	December, 1991
No. 16	Capital Planning for the Twenty-First Century	March, 1992
No. 17	Blueprints for Planning	November, 1996
No. 18	College Plans 1996: Strategic Plan, Student Academic Achievement Plan, and Institutional Effectiveness	November, 1996
No. 19	Environmental Scan and Fact Book 1997	January, 1997
No. 20	Environmental Scan and Fact Book 1999	June, 1999
No. 21a	Environmental Scan and Fact Book 2000	August, 2000
No. 21b	Strategic Plan 1999-2002	October, 2000
No. 22	Environmental Scan and Fact Book 2001	August, 2001
No. 23	Child Care Options '99	August, 1999
No. 24	Plan for Institutional Effectiveness 1999-2002	August, 1999
No. 25	Strategic Plan 2001-2004 (Update)	September, 2001
No. 26	Student Success Plan 2001-2005	June, 2001
No. 27	Student Academic Achievement Plan 2001-2011 (Update)	November, 2001
No. 28	Financial Resources Plan 2001-2004	December, 2001

No. 29	Academic Plan 2001-2006	January, 2002
No. 30	Information Technology Plan 2002-2006	February, 2002
No. 31	Environmental Scan & Fact Book 2002-2003	August, 2002
No. 32	Strategic Plan 2002-2005	November 2002
No. 33	Environmental Scan & Fact Book 2003-2004	August, 2003
No. 34	Strategic Plan 2003-2006 (Update)	October, 2003
No. 35	Instructional Programs Plan 2003-2008	February, 2004
No. 36	Academic Achievement Pan 2004	May, 2004
No. 37	EMCC Master Plan Update	May, 2004
No. 38	Environmental Scan and Fact Book 2004-2005	August 2004
No. 39	Strategic Plan 2004-2007 (Update)	October, 2004
No. 40	Environmental Scan and Fact Book 2005-2006	August 2005
No. 41	Strategic Plan 2005-2008 (Update)	September, 2005
No. 42	Environmental Scan & Fact Book 2006-2007	August 2006
No. 43	Strategic Plan 2006-2009 (Update)	October 2006
No. 44	Environmental Scan & Fact Book 2007-2008	August 2007
No. 45	Environmental Scan 2008-2009	August 2008
No. 46	EMCC Fact Book 2008-2009	August 2008
No. 47	Strategic Plan – Building a Learning College 2008-2011	September 2008
No. 48	Environmental Scan 2009-2010	August 2008
No. 49	EMCC Fact Book 2009-2010	August 2008
No. 50	Strategic Plan 2009-2010	August 2008
No. 51	Environmental Scan 2010-2011	August 2010
No. 52	EMCC Fact Book 2010-2011	August 2010
No. 53	Strategic Plan 2010-2014 Update	September 2010
No. 54	Enrollment Management Plan	October 2010?
No. 55	Strategic Plan 2011-2015 Update	April 2011
No. 56	Strategic Technology and Learning Plan 2011-2015	July 2011
No. 57	Instructional Plan 2011-2020	July 2011
No. 58	Student Academic Achievement Plan 2011-2020	August 2011
No. 59	Environmental Scan 2011-12	August 2011