

Vision 2020: Successful Students, Successful Communities

Mission: **At Front Range Community College, we enrich lives through learning.**

Vision: Our vision is that all students at Front Range Community College will accomplish their educational and career goals. We will be recognized for our singular focus on student success, our exceptional teaching, our strong commitment to diverse learners and communities, and our effective business and community partnerships.

Commitments: We are committed to:

- Collaboration
- Communication
- Fiscal sustainability
- Inclusiveness
- Operational efficiency
- Recognition and reward of employees
- Student-focused and data- informed decisions
- Transparency

Core Values: **We value students.**

We value them as people and as learners and for the diverse perspectives that they contribute.

We value teaching and learning.

We value exceptional teaching in a dynamic and varied learning environment.

We value community.

We value a sense of community and collaboration in partnerships. We identify ourselves as one college that supports many communities.

We value employees.

We value the commitment, knowledge, diversity, and uniqueness of our employees. We value the strengths of our employees, as well as their potential.

Introduction

At Front Range Community College, each part of this plan aims us toward our overarching goal: student success. Inspired by our students, grounded in research and our community partnerships, and cultivated by our employees, the goals and objectives represent our commitments for the next five years. The priority initiatives will guide most of our work in calendar years 2016 and 2017. After that point we will rely on our experiences and assessment to craft the next years' initiatives.

A Strategic Plan is only as influential as the culture that surrounds it. We are committed to creating an inclusive culture that supports excellence, innovation, and staff engagement and that recognizes that all employees at the college, both full-time and part-time, play an important role in helping students achieve success.

We know that students define success in many ways, and we strive to develop learner-centered environments that help students meet their individual goals. We also know that for most of our students, success includes graduating and/or transferring, so our concerted effort over the next five years will be to improve the percentage of students who achieve those milestones. One critical way we will do this is by implementing the 2015 recommendations of our Student Success Taskforce.

Student success is not just a credential; our students must have robust learning experiences that match the needs of our communities. Just as we are committed to student success, we are committed to strong partnerships with businesses, key community organizations, and other members of the community to ensure our graduates have the skills that will help them build successful careers and successful communities.

To fully support our evolving communities and adapt to the globalized world we live in we must respect and celebrate the diverse experiences, backgrounds, and perspectives of all of our students and employees. We are dedicated to creating a climate of inclusion and an environment that welcomes and respects our differences including but not limited to ethnicity, race, gender, age, sexual orientation, language, nationality, physical and mental abilities, and socio-economic status.

Goal 1: Create a Superior Student Experience

Student success requires a superior student experience in every step of each student’s journey. Building on clear and well-defined pathways for students to achieve a degree or transfer, we will infuse the whole college experience with an inclusive and robust support system. We will reduce barriers to success by expanding our support for students from diverse backgrounds throughout their journey with FRCC, from connection through completion. We will promote superior instruction in the classroom and online that is built on best practices and rigorous assessment and that actively engages students in rigorous yet flexible learning opportunities.

We will benefit from the creativity, expertise, and innovation of our employees, and we will promote collaboration among instruction, student services, and other departments.

FRCC will:



Objective 1.1	Objective 1.2	Objective 1.3	Objective 1.4
<p>Design coherent and intentional pathways to completion that provide flexibility in scheduling and delivery options.</p>	<p>Implement and measure instructional best practices that enhance student learning and foster an inclusive learning environment.</p>	<p>Ensure that all students experience a strong start by implementing a smooth and integrated process from on-boarding through the end of the first semester.</p>	<p>Establish robust, inclusive support systems and reduce barriers to completion to ensure students are steadily progressing towards their educational goals and successfully transitioning to the workforce or further education.</p>
Priority Initiatives 2016-17			
<p>1.1.A – <i>In progress</i> Prepare academic maps for each degree by January 2017, as recommended by the Student Success Task Force in Phase I. <i>Responsible: Gillian McKnight-Tutein, Academic Maps Student Success Committee (SSC) Subcommittee</i></p>	<p>1.2.A – <i>In progress</i> Implement Student College-wide Outcome Project Evaluations (SCOPEs) in at least two high-enrolled general education classes for each of the five college-wide Student Learning Outcomes (SLOs), and develop program outcomes and one or more SCOPE assignments in a minimum of 14 AAS programs by Spring 2017. [Updated September 2016] <i>Responsible: Stacey Hogan, Student Learning Committee</i></p> <p>1.2.B ✓ COMPLETE: Implement the mid-term progress report recommendations of the Student Success Task Force by January 2017. <i>Responsible: Therese Brown, Proactive Student Support SSC Subcommittee</i></p> <p>1.2.C – <i>In progress</i> Research, provide professional development on, implement, and assess, by Spring 2017, instructional techniques that use active learning pedagogies. <i>Responsible: Gillian McKnight-Tutein and campus VPs, all academic departments</i></p>	<p>1.3.A – <i>In progress</i> Implement the mandatory orientation recommendations of the Student Success Task Force by January 2017. <i>Responsible: Linda Curran, Orientation SSC Subcommittee</i></p> <p>1.3.B – <i>In progress</i> Implement the on-time registration recommendations of the Student Success Task Force by January 2017. <i>Responsible: Gillian McKnight-Tutein, On-Time Registration SSC Subcommittee</i></p> <p>1.3.C – <i>In progress</i> Implement the mandatory student success course recommendation of the Student Success Task Force by January 2018. [Timeline updated September 2016] <i>Responsible: Cathy Pellish, Student Success Course SSC Subcommittee</i></p>	<p>1.4.A – <i>In progress</i> Create a plan by December 2016 to implement the proactive student support recommendations of the Student Success Task Force. <i>Responsible: Cathy Pellish, Proactive Student Support SSC Subcommittee</i></p>

Goal 2: Embrace Organizational Excellence

Student success grows from a culture that fosters inclusivity, innovation, collaboration, and excellence. In all of our activities and dialog, we will strive to include and respect the diverse experiences, values and perspectives of our students and employees, and we will actively work to ensure that FRCC is a welcoming and inclusive environment. Because an investment in our employees is an investment in our students, we will recognize employee contributions and support training and professional development that help our employees, both full-time and part-time, grow. We will focus on agility and efficiency in our organizational processes since they ultimately affect our students' ability to navigate the college experience smoothly. We will invest in safe, accessible, and appealing facilities on all campuses that meet student and staff needs. We will also commit to fiscal responsibility and efficiency in all operations so that our resources can be focused on best assisting students, and we will invest in successful grant development and fundraising to broaden our funding sources. Finally, we will continue to assess our work and use data to make informed decisions.



FRCC will:

Objective 2.1	Objective 2.2	Objective 2.3	Objective 2.4	Objective 2.5
Foster a climate of inclusivity so that all students and employees, both full-time and part-time, are welcomed, supported, and valued for their contributions.	Promote an environment that supports and recognizes employee engagement, innovation, and collaboration, for both FT and PT employees.	Achieve greater agility and efficiency by streamlining processes and establishing clear organizational roles, responsibilities, and accountabilities.	Secure supplemental revenue streams that support key strategic initiatives.	Ensure that all employees and students can work and learn in safe, accessible, and appealing facilities.
Priority Initiatives 2016-2017				
<p>2.1.A – <i>In progress</i> Develop a college-wide inclusion philosophy by September 2017 that will guide campus-based and college-wide activities, including increased use of diverse perspectives in course and program curricula, to enhance the climate of inclusion. [Timeline updated September 2016] <i>Responsible: Cabinet, Campus Diversity Committees</i></p> <p>2.1.B – <i>In progress</i> Develop a plan by December 2016 that addresses hiring and retaining a more diverse workforce. <i>Responsible: Paul Meese</i></p> <p>2.1.C – <i>In progress</i> Develop a plan by November 2017 to achieve equity in outcomes for students from underrepresented groups, as compared to overall student outcomes. [Timeline updated September 2016] <i>Responsible: Jean Runyon, Campus Diversity Committees</i></p>	<p>2.2.A – <i>In progress</i> Review current practices and research strategies that support and recognize employee engagement, innovation, and collaboration by December 2016. <i>Responsible: Paul Meese</i></p>	<p>2.3.A ✓ COMPLETE: Identify a prioritized list of processes to streamline by June 2016, and begin plans to improve those processes. <i>Responsible: Joseph Harbouk & Gillian McKnight-Tutein</i></p> <p>2.3.A.2 – <i>In progress</i> Work with depts on improving 50 processes requested by the college community based on criteria set by process improvement taskforce, with goal of making go/no go decisions on improvements to each listed process by Nov. 2016, and completing implementation of each chosen to proceed by June 2017. <i>Responsible: Joseph Harbouk & Gillian McKnight-Tutein</i></p> <p>2.3.B ✓ COMPLETE: Establish functional org charts for each finance, administrative, and student services dept by Dec. 2016. <i>Responsible: Paul Meese & Dept Directors, Deans</i></p> <p>2.3.C ✓ COMPLETE: Implement class scheduling software by January 2017. <i>Responsible: Gillian McKnight-Tutein</i></p> <p>2.3.D – <i>In progress</i> Develop a revised management and financial model for online courses by Dec. 2016 that encourages more collaboration between Online Learning dept and campus depts. <i>Responsible: Cabinet</i></p>	<p>2.4.A ✓ COMPLETE: Prepare a competitive application for the next Title III grant cycle by Spring 2017. <i>Responsible: Stacey Hogan</i></p> <p>2.4.B – <i>In progress</i> Increase the number of grant awards we receive that are above \$500,000 by Spring 2017, and add staff in the grants department as necessary to develop additional proposals. <i>Responsible: Stacey Hogan</i></p>	<p>2.5.A – <i>In progress</i> Implement training on critical aspects of emergency preparedness and the standard emergency response protocol by Fall 2017, including full-scale exercises at each campus and regular table-tops and drills. <i>Responsible: Joseph Harbouk and campus VPs</i></p> <p>2.5.B – <i>In progress</i> Implement contingency planning and training for faculty and staff by June 2017, such that courses and critical services can be sustained in the event of an extended campus closure. <i>Responsible: Joseph Harbouk and campus VPs</i></p> <p>2.5.C – <i>In progress</i> Upgrade all exterior doors to electronic locks by Spring 2017. <i>Responsible: Joseph Harbouk</i></p>

Goal 3: Provide Dynamic Programming through Community Partnerships



Student success requires dynamic, current, and relevant programs that lead to sustainable employment at a living wage. We will work closely with our business and community partners to educate and train highly qualified employees, develop a strong regional workforce, and identify opportunities for appropriate and responsible program development. We will develop and maintain relevant programs and partnerships that educate students for viable careers, promote life-long learning, and improve the communities we serve. We will continue to strengthen our partnerships by effectively communicating our mission, values, and contributions to our stakeholders.

FRCC will:

Objective 3.1	Objective 3.2	Objective 3.3
<p>Strengthen relationships with local school districts and 4-year colleges and universities to create seamless pathways for students.</p>	<p>Engage community partners in developing effective and efficient credit and non-credit programs that support students' attainment of relevant skills.</p>	<p>Broaden our outreach and community connections to create greater awareness of the college's mission, values, programs, and contributions to the community.</p>
<p>Priority Initiatives 2016-17</p>		
<p>3.1.A ✓ COMPLETE: Develop and Implement a P-TECH partnership with at least one school district in 2016. <i>Responsible: Campus VPs</i></p> <p>3.1.B - In progress Develop specific plans for each campus to strengthen concurrent enrollment programs by December 2016. <i>Responsible: Campus VPs</i></p>	<p>3.2.A ✓ COMPLETE: Implement an enhanced regular, systematic career-technical program review process by Fall 2016. [Updated September 2016] <i>Responsible: Gillian McKnight-Tutein and campus VPs</i></p> <p>3.2.B ✓ COMPLETE: Develop specific plans by Dec. 2016 to increase by at least 50% by June 2018 the number of students trained in customized instruction programs through new partnerships. [Timeline updated September 2016] <i>Responsible: Lynn Vosler</i></p> <p>3.2.C ✓ COMPLETE: Evaluate advisability of expanding academic programming and student support services in Loveland by Dec. 2016. <i>Responsible: Jean Runyon</i></p> <p>3.2.D ✓ COMPLETE: Develop/implement sustainability plan for Machining program by Oct. 2016. <i>Responsible: Linda Curran and Gillian McKnight-Tutein</i></p> <p>3.2.D.2 - In progress By May 2017, research and present to Cabinet a proposal for addition of new manufacturing programs to be housed in a Center for Integrated Manufacturing. <i>Responsible: Linda Curran, Jean Runyon, and Gillian McKnight-Tutein</i></p> <p>3.2.E - In progress Create a strategy for expanding and reviewing programming in CIS and related fields, including a strategy for better integrating online and classroom offerings and programs by March 2017. [Timeline updated September 2016] <i>Responsible: Gillian McKnight-Tutein and Campus VPs</i></p> <p>3.2.F ✓ COMPLETE: Evaluate and develop, as appropriate, new programs in other high demand areas, including, healthcare, construction trades, manufacturing, and public safety by Dec. 2016. Whenever possible new programs will include both classroom and online or hybrid courses. <i>Responsible: Campus VPs</i></p>	<p>3.3.A ✓ COMPLETE: Develop focused, data-driven plans by August 2016 to fully use the capabilities of the new Recruiter module. <i>Responsible: Gillian McKnight-Tutein</i></p> <p>3.3.B - In progress Develop focused, data-driven outreach plans at each campus and for Online Learning by December 2016 that integrate with the college-wide Recruiter plan. <i>Responsible: Kris Binard and campus VPs</i></p>