

Instruction Framework 2024-2025

The Office of Instruction is committed to providing transformational leadership. As we navigate the evolving realities of our institution, higher education, and the future of work, we remain committed to collaborating with faculty, staff, and students to develop proactive, responsive strategies that benefit our college community. We will continue to follow and adapt the Guiding Principles for Instruction at COC for the 2024-2025 Academic Year that include:

- The physical, emotional, mental, and spiritual health, well-being, and safety of our students, employees and members of the community;
- A sustained commitment to diversity, equity, inclusion, accessibility, and antiracism by promoting equitable access, support, and success opportunities for all, implementing culturally responsive as well as trauma-informed pedagogies and andragogies in accordance with the institutional goals of Access, Engagement, and Success; and
- A commitment to innovative, future-focused, and agile strategies to address the issues of our time and the evolution of technologies across the instructional landscape and workplace in order to realize emerging opportunities for our institution and community.

The goals below build upon our 2023-2024 efforts with a focus on the following areas:

1. Learning and Teaching

- a. Create engaging instructional experiences that effectively integrate emerging technologies, digital connections, and applied learning experiences;
- b. Expand inclusive, human-centered, and integrative learning spaces to meet diverse student needs by increasing student engagement opportunities such as pre-apprenticeships, apprenticeships, project-based learning, internships, credit for prior learning, and competency-based education; and
- c. Promote the continued development of research-supported, culturally responsive and trauma-informed pedagogical and andragogical practices in learning and teaching.

2. Norms of New Expectations

- a. Model a culture of holistic and human-centric guidance for all.
- b. Utilize disaggregated data to analyze outcomes through critical reflection, contextualization, and meaning-making of the data in order to identify strategies to mitigate or close equity gaps;
- c. Create an understanding of new and evolving expectations and opportunities for institutional excellence;
- d. Emphasize the importance of holistic student support services and embed such resources into learning experiences both inside and outside of the classroom;
- e. Champion equitable syllabus practices for clarity and empathy with continuing trauma recovery; and
- f. Increase comprehensive assessment models that diversify methods to more authentically assess student mastery of outcomes.

3. Institutional Wellness

- a. Appreciate personal wellness and foster a supportive and nurturing work environment that promotes positivity, resilience, and an empathetic mindset; and
- b. Maintain fiscal wellness through the development of a deeper understanding by all stakeholders of the realities of internal and external constraints, and foster a commitment to sustainable fiscal health.