Standard 1.1

The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to assuring equitable educational opportunities and outcomes for all students.

I. What does the institution do to align with the standard?
   a. The courses offered, the supplies used, the equipment purchased, the decisions made are all centered around the mission of GCC.
      i. Talk about how the Mission Statement is recited before meetings (evidence: agenda of CGC, RPF, and BOT meetings that state "Recital of Mission Statement)
      ii. Describe the students we serve (evidence: Fact Book, student profile)
      iii. Describe the needs of the workforce (evidence: industry and stakeholders, advisory minutes)
   b. Describe how we create meaningful industry partnerships for the development of relevant curriculum and programs.
      i. To meet the mission, workforce development is dependent on industry feedback through advisory committee meetings with faculty (evidence: advisory committee meeting minutes, actual approved program documents)
      ii. Talk about Policy 161 and how our programs are developed following this policy. Talk about encouragement of diversity in non-traditional fields. (evidence: applications forms, registration forms, all student related forms)
      iii. Describe the bootcamps, certifications, apprenticeships, MOA agreements (evidence: press releases, signed MOA agreements, especially the ones that have our mission statement in them)

Standard 1.2

The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.

I. What does the institution do to align with the standard?
   a. Describe and introduce the Institutional Strategic Master Plan (ISMP)
      i. Describe how the ISMP goals are developed. Timeline and ISMP related events.
      ii. Describe how the ISMP is the general document that umbrellas the other institutional goals; Physical Master Plan, Information Technology Strategic Plan, Strategic Resource Plan, etc.
      iii. The ISMP is forward thinking and ambitious with all activities and plans centered around our mission.

II. What are the result? How effectively do these actions support equitable student success?
   a. Describe the assessment cycle of the ISMP goals. Yearly assessment based on AUO or SLO Group.

      i.   Provide examples of assessment reports that show a link to the ISMP (evidence)
     ii.   Describe the extraction of assessment reports linked to ISMP. The data is broken down to determine how each ISMP goal is assessed.
   iii.   The college continues to evolve with its modern and hardened facilities, its programs, student services, resources all geared towards equitable student outcomes.

b. Describe how the assessment reports that link to the ISMP has resulted in changes:
      i.   New academic programs
     ii.   Acquisition of new equipment
   iii.   New buildings/infrastructure
   iv.   Improvement in processes
    v.   Improvement in Planning

Standard 1.3

The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans for continued improvement and innovation.

I. Describe the Assessment Process of:
    a.   Assessment Plans
    b.   Data Collection

II. Describe how program and course SLO's are linked to ISMP

III. Evidence:
    a.   Assessment Plans
    b.   Data Collection

IV. Describe the Assessment Process of Data Analysis
    a.   Evidence:
        i.   Assessment reports with data analysis write ups.

V. Describe the Assessment Process of Use of Assessment Results
    a.   Describe how we are continuing to learn and make progress with more effectively linking budgets with assessment results to better achieve our mission.
    b.   Evidence:
        i.   Assessment reports that show Use of Assessment Results
       ii.   Provide examples of what has been implemented and/or purchased to demonstrate as a result of completed assessment reports that reflect the College's goal of achieving its mission.
            1.   Academics (LPN certificate to LPN Associates)
            2.   Administrative (Electronic Payroll)
            3.   Support Services (Update Employee/Student ID)

Standard 1.4

The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services.

I.   What does the institution do to align with the standard?
   a.   Describe how the college has institutional systems for planning that happen on a regular basis. Describe what each of these committees are tasked with overseeing and what they plan for, how often they meet, and describe the stakeholders who are in these committees.
      i.   Assessment cycle
         1.   Use of data supporting budget request
         2.   Completes assessment cycle
      ii.   Budget Cycle
      iii.   Resource, Planning and Facilities (RPF)
      iv.   College Governance Council (CGC)

II.   What are the results? How effectively do these actions support equitable student success? How do you know?
   a.   Verification (Evidence of your report)
      i.   RPF committee meeting minutes indicating approved projects, resource allocations, or changes.
      ii.   CGC committee meeting minutes indicating approved projects, resource allocations, or changes.
   b.   Implementation
      i.   Budget outcome – see budget request approval
      ii.   Completed projects
         1.   Citizen Centric Report
         2.   BOT minutes

Standard 1.5

The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional strengths, priorities, and areas for continued improvement.

I.   What does the institution do to align with the standard?
   a.   Describe the institutional events that occur on an annual basis that discuss institutional strengths, priorities, and areas for improvement.
      i.   GCC publishes reports (examples include GCC Factbook, Assessment Reports, and Campus Announcements)
      ii.   Press and social media releases
      iii.   GCC website

     iv.   GCC holds events that are open to campus community (College Fair, Meet with the President events, College Assembly, New Student Orientations, and New Employee Orientation, student led events, and New Faculty Orientation)

     v.   Instructional departments meet with their respective Advisory Committees to discuss any updates/proposed changes within the industry that may affect curriculum and industry standards. Advisory meeting minutes are attached to all program and course documents upon submission. **(Provide link for course and program documents)**

b. Describe the Curriculum Review Committee (CRC) process.
    i.   Advisory Committees
    ii.   Assessment Process
    iii.   Budget

c. Discuss the Student IDEA Survey.

II. What are the results? How effectively do these actions support equitable student success? How do you know?

a. Approval of curriculum documents
b. Budget request is reviewed and approved
c. Surveys are analyzed and results are published
d. Increased student feedback and involvement in decision making
e. Document feedback from campus community (Surveys, reports, and assessments); data analysis
f. Minutes from meetings held
g. Student involvement in various institutional committees such as, CGC, RPF, BOT, DAAPP (Drug Alcohol Abuse Prevention Program), Banner Core Team

Standard 2.1   Academic programs in all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.

Mariesha Cruz-San Nicolas & Marivic Schrage

Standard 2.2   The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support *equitable* attainment of learning outcomes and achievement of educational goals.

Marivic Schrage

Evidence of Meeting Standards

1. GCC follows the guided pathways model in which students choose a plan and complete programs aligned with their career and educational goals.
    > Evidence: GCC Catalog, Program Curriculum Document, DCAPs Document, Student Education Plan/Personalized Degree Works
2. GCC's curriculum design and development procedures encompass department and faculty oversight to continuously assess, monitor, and modify curriculum, aiming to address any observed gaps in student performance.
    > Evidence: Curriculum Manual, Departments'Meeting Minutes, Assessment Report
3. GCC defines student learning outcomes for course and academic programs (including degree and certificate programs).
    > Evidence: Program and Course Curriculum Documents, Syllabi
4. The development of learning outcomes takes into account feedback from relevant workforce and industry partners, aligning with GCC's mission and program focus as necessary.
    > Evidence: Advisory Manual, Advisory Meeting Minutes
5. GCC ensures that students receive precise, up–to-date, and uniform student learning otucomes for the course and programs in which they are enrolled.
    > Evidence: Online College Catalog, Syllabi

Standard 2.3   All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with diverse perspectives.

John Pereda

Standard 2.4   The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journey.
Chris Sison

Standard 2.5   The institution holds itself accountable for student's success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time.
Cathy Solidum

Evidence of Meeting Standards

1. The institution schedules classes in alignment with student needs and program pathways to ensure students have the opportunity to complete programs (including baccalaureate programs, if offered) within a reasonable period of time.
   Evidence: Master Class Schedule; Degree Works and Student Education Planner
2. The institution evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer.
   Evidence: Degree Works and Student Education Planner, College Catalog
3. The institution reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates
   Evidence: Nuventive Improve Assessment Report, Program Review

Possible Sources of Evidence Could Include:
• Documentation and/or narrative detailing how the institution's scheduling processes ensure programs can be completed in a timely manner
• Recommended sequencing or pathway maps, as published in the catalog or other student-facing documents
• Enrollment management plans that take into consideration time to completion and program pathways
• Analysis of student achievement and/or progression data that demonstrates how the institution evaluates the effectiveness of its scheduling, pathways planning, and enrollment management practices

Standard 2.6   The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote *equitable*
Marsha Postrozny-Torres

Evidence of Meeting Standards

1. GCC regularly evaluates modes of delivery and teaching methodologies.

   Evidence: IDEA student survey, Faculty classroom observations, and end-of-year evaluations

2. GCC offers various modes of delivery (i.e. F2F, clinicals, practicums, OL synchronous and asynchronous) ensuring curricular, student needs and equitability.

   Evidence: schedule, curricula documents, Policy 340.2022

   Student survey results are implemented by each department on preference of class modality, time, and course offerings. Data is collected and analyzed, DC's use data to develop a proposed schedule, and then submit to deans for approval.

3. Cyclical assessment requirements include goal(s) from IDEA surveys that identify areas needing improvement in regards to teaching methodology and/or delivery modes.

   Evidence: Nuventive Plans and Reports

4. GCC offers professional development in various areas to include teaching strategies, methodologies, online tools, engagement etc.

   Evidence: Professional Development and Initiative Committee (PDIC) faculty interest survey, PD days, Brown Bag session schedules, Peer Mentoring Program (Note: formerly PDRC)

5. GCC ensures equitable learning and achievement in all programs, courses, and modalities.

   Evidence:
   - GCC provides numerous associates, certificates, and industry credential programs which benefit from various articulation agreements (i.e. COM-FSM, Chaminade, UOG, Grand Canyon University, University of Hawaii).
   - Bootcamps, OL offerings, industry certifications
   - Technology such as laptops and mi-fis are available to students at no cost.
   - Textbook/material adoption processes and policies assure affordable and relevant material that promotes equity.
   - Academic advisors and counselors work closely with students to individualize plans and sequences of completion. DegreeWorks is accessible to all students and advisors which shows percentage of program completed and sequence to finish in a timely manner.
   - Student achievement is assessed on a cyclical basis with needs identified and improvements made.
   - GCC's Distance Education SOPs, 2017
   - GCC's Distance Education public website

Standard 2.7   **The institution designs and delivers equitable and effective services and programs that support students in their unique educational journey, address academic and nonacademic needs, and maximize the potential for success. Such services include library and learning resources, academic counseling and support and other services that the institution identifies as appropriate for its mission and student needs.**
Esther Rios

Standard 2.8   **The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively supports students' unique educational journey.**
Gerald Cruz

Standard 2.9   **The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of equitable student achievement.**
Cathy Solidum

Evidence of Meeting Standards

1. The institution follows established processes that include analysis of data related to student learning (i.e., outcomes assessment results) and achievement (e.g., course completions and degree/certificate completions), disaggregated for student subpopulations and/or learning modalities as appropriate.
   > Evidence: Curriculum Review Document, Program Review from Assessment, Factbook
2. Faculty and other educators engage in dialogue about learning and achievement data, disaggregated for student subpopulations and/or learning modalities as appropriate, in order to guide program improvement and curriculum development, address achievement gaps, and inform institutional goal setting.
   > Evidence:
3. The institution's dialogue about disaggregated learning and achievement data informs institutional goal-setting.
4. Possible Sources of Evidence Could Include:
   - Documentation of processes for design and evaluation of curriculum

- Documentation of processes for program review and outcomes assessment, including consideration of how disaggregated data are incorporated, analyzed, and used for improvement
- Examples of completed reviews and/or assessments outlining how results inform improvements in curriculum design, service delivery, and/or teaching and learning practices to support equitable achievement

3.1 The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve equity, diversity, and mission fulfillment.

What does the institution do to align with the Standard?
Discuss the recruitment process:
- Maintain an updated **Staffing Pattern** to determine available funding and vacant positions to be filled.
- References **Faculty, Administrator, Staff Job Specifications** for each position to determine qualifications for each position
- Reviews and Updates A**cademic Personnel job specifications** as needed
- Maintains **evaluation procedures for each classification (Faculty, Staff, Administrator)**
- **Determines Acceptance-Edu Diplomas, Degrees, Certificates**
- Completes **IPEDS Data and DOL Quarterly Reports** and CCR
- Reviews **BOT Policy 400 Series** for needed updates
- Search other **policies, procedures, Administrative Directives**, etc.
- Follows, reviews, updates **GCC Personnel Rules & Regulations and Faculty Agreement** in accordance with laws

3.2 The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting equitable student success and in meeting institutional   and employee needs.

What does the institution do to align with the Standard?
Discuss professional development opportunities available for employees and dependents:
- PDIC
- Staff & Administrator Professional Development
- Staff Evaluation (Training Needs)
- College Assembly Agenda
- Transformational Leadership Academy
- Ethics in Government PL36-25
- Procurement

3.3 The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

What does the institution do to align with the Standard?
Discuss the performance evaluation process for staff, administrators and faculty:
- Staff Performance Evaluation
- Administrator KPIs
- Faculty Rubrics

3.4   The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote equitable achievement of student success.

> **What does the institution do to align with the Standard?**
> **Discuss financial operational stability of the College:**
> - Financial and Compliance Audit
> - Budget Allocation
> - Budget Act
> - NAF Fund
> - BOT Policy Series 200
> - Federal grant

3.5   The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

> **What does the institution do to align with the Standard?**
> **Discuss transparency of financial information for better decision making:**
> - Business Office Mission
> - Banner Training
> - Budget Training and timeline
> - RPF, CGC, and BOT meetings
> - Grant Proposals and Awards
> - Local and NAF budget proposals

3.6   The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

> **What does the institution do to align with the Standard?**
> **Discuss the processes of spending funds; budget availability:**
> - Monthly BOT reports
> - Grant Proposals and Award
> - Local and NAF budget proposals
> - Procurement SOP and Flow Chart

3.7   The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability.

> **What does the institution do to align with the Standard?**
> **Discuss the budget projection process for future planning:**
> - Annual Budget
> - Audit Reports
> - 2023-2027 Strategic Resource Plan (SRP)

- Institutional Strategic Master Plan (ISMP)
- Feasibility Report

3.8   The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

What does the institution do to align with the Standard?
Discuss the process of construction projects and ensuring the safety of constituents before and while a building is occupied:
- Approved CIP Listing
- BOT Resolutions
- ISMP
- Facilities Master Plan
- Building codes (references)
- Preventive Maintenance SOP
- Work Order system SOP
- RPF process identifies funding for construction/maintenance

3.9   The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

What does the institution do to align with the Standard?
Discuss the importance of technology processes:
- IT Policies and Procedures
- ITSP, GCC Technology Assessment Report, GCC Enterprise Architecture
- Cyber Security Presentation at Employee Orientations
- Campus Announcements
- Employee/Student Satisfaction Survey
- IT Staff Professional Development Opportunities
- Student Handbook
- IT Annual Budget
- Bid on PC Standards, Media Equipment, Network Devices, Renewal of 3rd Party Support
- Individual Course Syllabi
- Need for multi-factor authentication process

3.10 The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial,   environmental, or technological emergencies and other unforeseen circumstances.

What does the institution do to align with the Standard?
Discuss the processes in the event of emergency and preventive measures:
- Financial
  - Need to find any Financial policy/procedure

- ○ Furlough Procedures - GCC Rules and Reg Appendix B1 & GCC Faculty Union/BOT Agreement Article XXI
  - ○ Workers Compensation Procedures
- Environmental
  - ○ Emergency Operations Plan & Procedures
  - ○ Pandemic Response Plan
  - ○ GCC Emergency Procedures
  - ○ Campus Storm Readiness/Assessment Plan
- Technological
  - ○ Data Breach Response Policy

STANDARD IV

GOVERNANCE & DECISION-MAKING

4.1 The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry.

The institution communicates:

its commitment,

clear expectations

and procedures.

What is Freedom of Inquiry? (need to address this, is this a college level term, mirrors the law of Freedom of Information Act?)

1. **The institution communicates its commitment to principles of academic freedom and freedom of inquiry to relevant stakeholders, including students**

There is a policy for Academic Freedom in the BOT Policy	Website, Student Handbook; BOT Union Contract
Where we can find it, historical info, how it came about?	ACCJC Standard; BOT Minutes
How does it communicate its commitment	Board Policy 460; Website?; Moodle; BOT Union Contract; Student Handbook? COPSA? Adjunct Faculty Handbook; Quality Program Commitment; Nursing Handbook
If teaching a class, does Instructor feel she has that freedom?; in syllabus, can make changes	Syllabus (now many do we need to collect?) Course Guides/Program documents?
Academic Freedom is the way we teach; what is the history of Academic Freedom	AAUP (American Association of University Professors)
Intellectual property	Union Contract

2.   **The institution communicates clear expectations for academic integrity and freedom of inquiry to relevant stakeholders, including students.**

Meet the President	MyGCC; flyers; FB; COPSA/CSI website
College Assembly	Evidence
COPSA General Membership meetings	
Advisory Committee meetings	

3.   **The institution follows clearly communicated procedures for addressing instances of academic dishonesty and violations of its principles of academic freedom and freedom of inquiry.**

Student Orientation	Student handbook; Syllabus/Syllabus checklist
	GCC Catalog (website)
Counselors? Internal Procedures for counselors when a student violates	
	Commitment form for students
	BOT; Ethics Law
What are the violations	
What does GCC plan to do differently to promote innovation.	
Do we have procedures; SOP	
During orientation is it communicated what happens	
Is it part of faculty orientation?	
Are LTAs under Union Contract? At will?	
What does at will mean, funding, no security	
What are the processes?	
What reason	

What is Freedom of Inquiry? (need to address this, is this a college level term, mirrors the law of Freedom of Information Act?)

Notes for Committee	College Catalog (previous to present?) 2018 for resources
INNOVATION: *(Kennylyn to list all)* Stakeholders: Faculty, Students, Staff, Advisory Committees; Boards-BOT, Cosmetology, Nursing;	Internal/External who are they?

Community Partners (industry/donors/government agencies; non-profits-SHRM, GHRA, etc.)	
What does GCC plan to do differently to promote innovation.	Social media; alternate resources for communication (Need to Lead conferences)
The institution communicates its commitment, clear expectations and procedures	