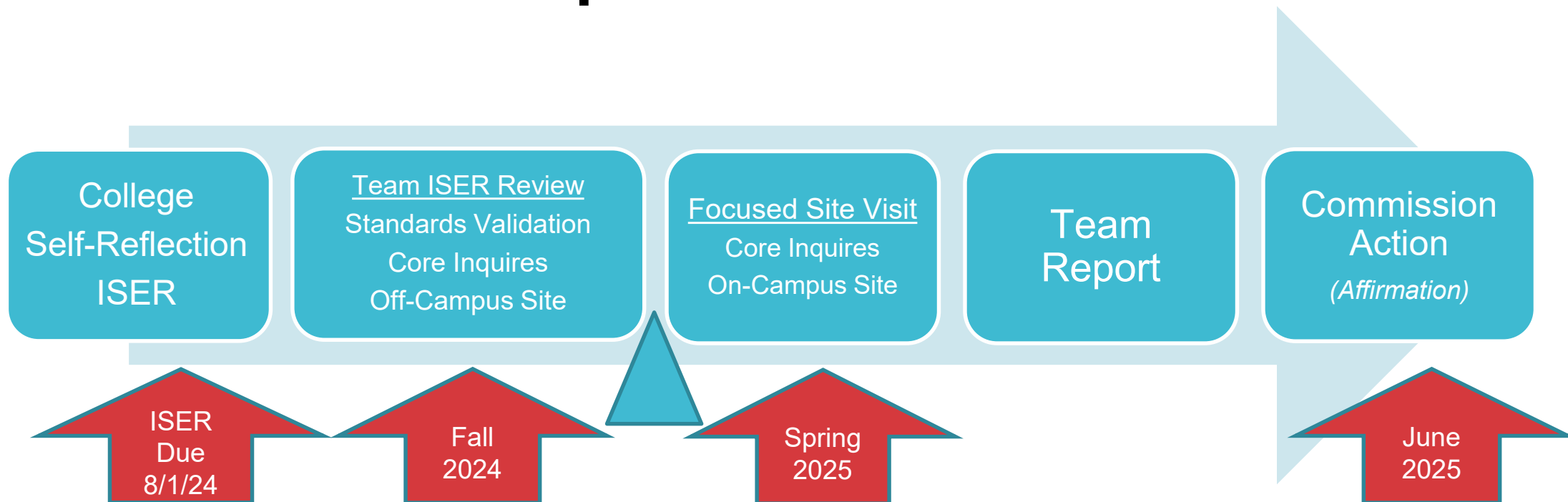


ISER Training

Standard 2

9.8.2023

Formative/Summative Comprehensive Peer Review



ISER

- The process of the comprehensive review begins with self-evaluation and self-reflection—looking at what the College is doing in relation to the accreditation standards. The College documents its work in the Institutional Self-Evaluation Report (ISER) and then submits the ISER to ACCJC.
- The ISER is developed through a collaborative effort from the College community.

Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.1

Academic programs at 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.

Review Criteria:

- Consistent with GCC's mission, academic programs are structured to lead to degrees, certificates, transfer, employment, or other similar credentials.
- GCC's processes for curriculum design and development ensure all academic programs align with GCC's mission.
- GCC's processes for curriculum design and development reflect generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction (e.g., associate or baccalaureate level) and across all modalities.

Postsecondary Unduplicated Enrollment By Primary Program-Fall

Bachelor of Science															
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Career and Technical Education ²	—	—	—	—	—	—	—	—	—	—	—	—	—	22	10
Subtotal	—	—	—	—	—	—	—	—	—	—	—	—	—	22	10
Associate of Arts															
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Culinary Arts	36	57	77	92	97	118	103	107	94	90	102	88	61	83	83
Education	87	92	116	127	143	155	198	222	199	162	124	101	88	70	75
Liberal Studies ³	76	107	137	148	182	194	206	198	173	158	168	142	105	61	66
Subtotal	199	256	330	367	422	467	507	527	466	410	394	331	254	214	224

Completers: Degree (Conferral)*

Associate of Arts																	
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total	
Culinary Arts	1	0	2	9	6	9	10	7	24	10	9	15	16	14	19	151	
Education	0	6	7	20	16	14	15	17	23	51	37	36	30	26	10	308	
Liberal Studies ³⁴	6	4	1	5	5	8	9	20	17	37	22	29	16	9	7	195	
Subtotal	7	10	10	34	27	31	34	44	64	98	68	80	62	49	36	654	

Completers: Certificate and Other Programs (Conferral)

Certificate																	
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total	
Accounting	0	6	0	1	0	—	—	—	—	—	—	—	—	—	—	7	
Automotive Service Technology (AST)	0	0	0	1	1	1	1	1	0	0	0	1	1	9	4	20	
Automotive Technology	2	1	—	—	—	—	—	—	—	—	—	—	—	—	—	3	
Computer Aided Design & Drafting ⁵¹	—	—	—	0	0	0	0	0	1	3	2	1	4	3	0	14	
Computer Science	3	2	1	0	1	0	0	3	0	1	0	1	0	2	0	14	
Construction Technology	1	0	0	0	0	0	0	1	2	1	4	6	6	0	21		
Cosmetology ⁵²	0	0	1	0	0	0	1	—	—	—	—	—	—	—	—	2	
Criminal Justice	2	11	35	11	7	9	4	9	8	14	20	25	8	9	15	187	
Early Childhood Education	3	2	3	3	27	1	1	4	2	0	2	18	21	21	16	124	
Education	0	2	8	2	1	1	1	2	0	2	1	1	0	2	0	23	
Emergency Management ⁵³	—	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Environmental Technician	—	—	—	—	—	—	—	—	—	0	0	0	1	1	0	2	
Family Services	—	—	—	—	—	—	0	1	1	1	0	3	2	1	5	14	
Fire Science	0	0	0	0	26	0	0	0	0	0	0	0	0	0	0	26	
Medical Assisting	10	14	6	9	13	8	1	21	21	16	22	13	21	19	20	214	
Medium/Heavy Truck Diesel Tech ⁵⁴	—	—	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Office Technology	0	0	0	1	0	0	1	0	0	0	0	0	0	5	2	9	
Practical Nursing ⁵⁵	0	14	19	32	34	20	18	17	21	22	18	17	—	—	0	232	
Pre-Nursing ⁵⁶	0	0	0	0	0	3	10	14	11	12	6	—	—	—	—	56	
Sign Language Interpreting	0	0	0	0	1	—	—	—	—	—	—	—	10	6	1	18	
Supervision & Management	0	1	0	0	0	0	0	2	0	0	0	2	2	0	0	7	
Surveying Technology	—	—	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Systems Technology	0	0	0	—	0	—	—	—	—	—	—	—	—	—	0	0	
Subtotal	21	53	73	59	112	43	37	75	66	73	72	86	76	84	63	993	

Other																	
Adult High School Diploma ⁵⁷	17	12	14	22	13	20	19	18	1	45	72	38	22	52	30	395	
Criminal Justice Certificate	1	2	30	0	0	0	0	0	0	0	2	2	0	0	0	37	
High School Equivalency	171	138	190	111	109	127	166	113	14	38	28	38	17	8	0	1268	
Industry Certificate in Cosmetology ⁵⁸	0	0	0	0	0	0	0	0	41	0	1	0	0	0	0	42	
Industry Certification	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Journeyworker Certificate	0	1	40	35	21	51	54	6	81	72	52	20	26	27	4	490	
Nursing Assistant Industry Certification	0	0	0	0	0	0	0	0	0	0	4	0	7	0	11		
Subtotal	189	153	274	168	143	198	239	137	137	155	155	102	65	94	34	2243	
GRAND TOTAL	270	284	412	344	381	349	405	367	420	495	466	482	374	416	337	5802	

Associate of Science																
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	Total
Accounting	4	11	7	9	8	5	10	7	15	14	11	18	11	10	4	144
Automotive Service Technology (AST) ³⁵	0	0	0	3	3	4	3	6	3	1	1	5	11	0	0	40
AST – General Service Technician ³⁶	—	—	—	—	—	—	—	—	—	2	7	0	0	4	3	16
AST – Master Service Technician ³⁷	—	—	—	—	—	—	—	—	—	0	2	0	0	3	4	9
Automotive Technology ³⁸	1	1	1	2	0	—	—	—	—	—	—	—	—	—	—	5
Civil Engineering Technology ³⁹	0	0	0	0	0	0	0	0	0	0	3	1	0	2	0	6
Computer Networking ⁴⁰	0	1	3	1	3	7	3	4	6	10	13	14	5	10	14	94
Computer Science	8	6	6	8	8	6	4	8	7	4	8	12	14	13	7	119
Criminal Justice	5	14	14	11	21	12	11	18	31	23	19	24	28	30	31	292
Early Childhood Education	9	6	10	17	20	13	15	22	27	29	21	37	25	29	30	310
Electronics Networking ⁴¹	0	1	—	—	—	—	—	—	—	—	0	0	0	0	0	1
Emergency Management ⁴²	—	0	0	1	0	0	1	1	3	0	1	0	0	0	0	7
Food & Beverage Management ⁴³	—	—	—	—	0	6	1	0	2	1	7	3	0	1	0	21
Foodservice Management ⁴⁴	—	—	—	—	—	—	—	—	—	—	—	—	—	—	7	7
Hospitality Industry Management	1	5	2	3	4	—	—	—	—	0	0	6	1	1	1	24
Hotel Operations & Management ⁴⁵	—	—	—	0	0	1	0	4	4	9	7	4	1	0	0	30
Human Services ⁴⁶	—	—	—	—	—	—	—	0	0	0	6	10	9	7	6	38
International Hotel Management ⁴⁷	—	—	—	—	—	—	—	—	—	—	—	—	2	6	2	10
Marketing	3	0	2	2	2	1	6	3	6	14	6	16	7	14	15	97
Medical Assisting	9	11	5	12	13	9	24	20	21	16	19	12	20	18	19	228
Office Technology	0	1	3	3	3	1	2	3	0	2	3	3	1	4	3	32
Practical Nursing	—	—	—	—	—	—	—	—	—	—	—	—	—	0	19	19
Pre-Architectural Drafting ⁴⁸	—	—	—	0	0	0	0	2	0	5	2	2	5	3	0	19
Supervision & Management	6	11	0	5	8	4	8	5	10	13	9	11	9	14	3	116
Surveying Technology ⁴⁹	—	—	0	0	0	0	0	0	1	1	0	0	1	0	0	3
Tourism & Travel Management ⁵⁰	—	—	—	3	0	2	1	1	5	11	13	18	6	15	17	92
Visual Communication	7	0	2	3	6	6	6	7	12	14	13	18	15	5	19	133
Subtotal	53	68	55	83	99	77	95	111	153	169	171	214	171	189	204	1912

*The Bachelor of Science in Career and Technical Education began in the fall semester of 2020. Completion is expected by Fall 2022.

Possible Sources of Evidence Could Include:

- Examples from the institution's curriculum development and approval process (including processes for distinguishing lower and upper division content, if applicable)
- Examples illustrating the curriculum review cycle and criteria by which existing courses are reviewed and updated to ensure breadth, depth, and rigor appropriate to the content level
- Catalog listings of academic programs outlining expected learning outcomes.

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.

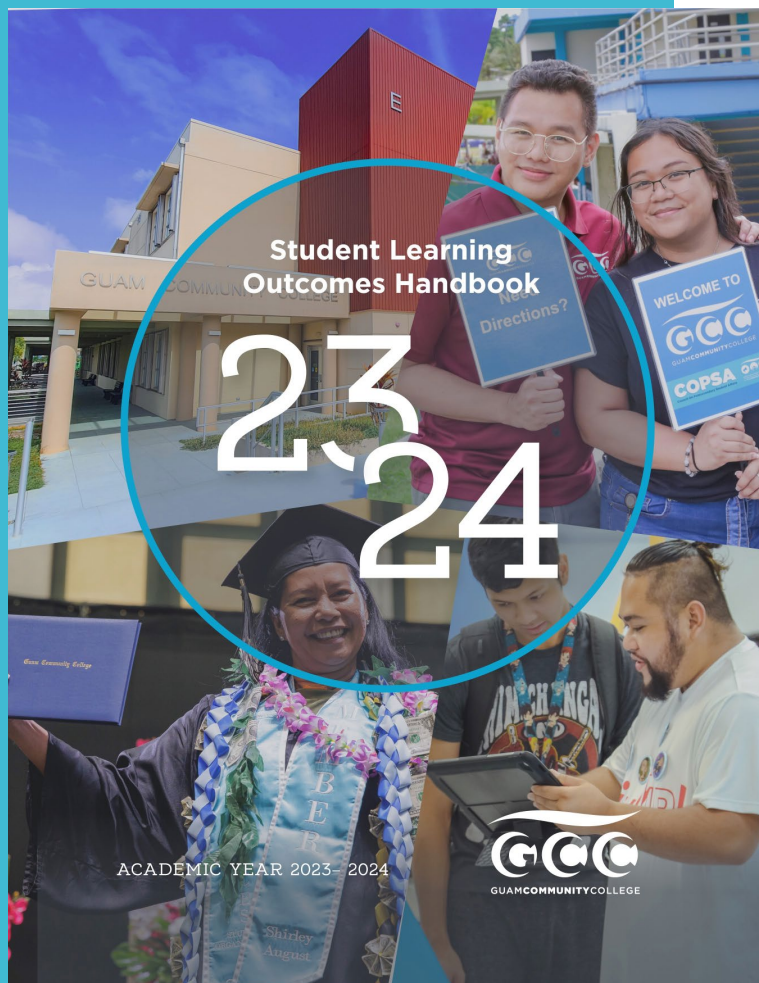
Review Criteria:

- GCC's processes for curriculum design and development include appropriate faculty oversight for ongoing review, monitoring, and revision of programs in order to close identified gaps in student achievement.
- GCC's processes for curriculum design and development includes dialogue around student equity and maximizing equitable student success outcomes.
- GCC defines student learning outcomes for courses and academic programs (including degree and certificate programs).
- Development of learning outcomes includes consideration of feedback from workforce/industry partners, as appropriate for GCC's mission and program discipline.
- GCC provides students with accurate, current, and consistent student learning outcomes for the courses and programs in which they are enrolled.

Possible Sources of Evidence Can Include:

- Examples of how student learning and achievement data inform ongoing curriculum design and development.
- Processes for establishing and maintaining currency and relevancy of learning outcomes (curriculum review, industry advisory discussions, etc.)
- Sample syllabi and corresponding course outlines.





GUAMCOMMUNITYCOLLEGE

POST SECONDARY COURSE REVISION AY 2021-2022

Post-Secondary Course Alpha and Number:

CM102

Post-Secondary Course Title:

Cosmetology II

Formerly (If Applicable include Alpha Number Course Title): N/a

College: TPS - Trades & Professional Services

Division: Education

APPROVED

Author 1: Janice Aguon

EFFECTIVE CATALOG: AY2022-2023



Author 2 (optional): Francine Taman

DATE APPROVED: 03/25/2022

Date Submitted to CRC: 12/11/2021

EFFECTIVE BANNER TERM: 202280

Date Reviewed by CRC: 02/15/2022

APPROVED BY	NAME	SIGNATURE	DATE
DEAN	Pilar P. Williams		3.21.2022
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		03.25.22

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.

Review Criteria:

- GCC has a rationale for general education, developed with appropriate input from faculty, which serves as the basis for inclusion of courses in general education and is listed in the catalog.
- GCC's general education philosophy reflects its degree requirements and is consistent with expected norms in higher education for lower division coursework (and upper division coursework, if applicable).
- GCC's general education offerings provide opportunities for students to engage with the arts and humanities, sciences, mathematics, and social sciences.

Possible sources of evidence

- General Education philosophy, as documented in institutional policy, catalogs, and/or other official publications.
- Documents and/or narrative detailing process for arriving at and reviewing philosophy for general education (including faculty input into general education).
- Documents and/or narrative outlining curricular processes that determine a course's inclusion in general education.
- Documents and/or narrative detailing expected learning outcomes of general education component indicating assessment results are used.
- Demonstration of GCC's commitment to global awareness and cultural competency
- Examples of how concepts named in the Standard are addressed throughout the curriculum and/or supported through student and learning support services.

2.4

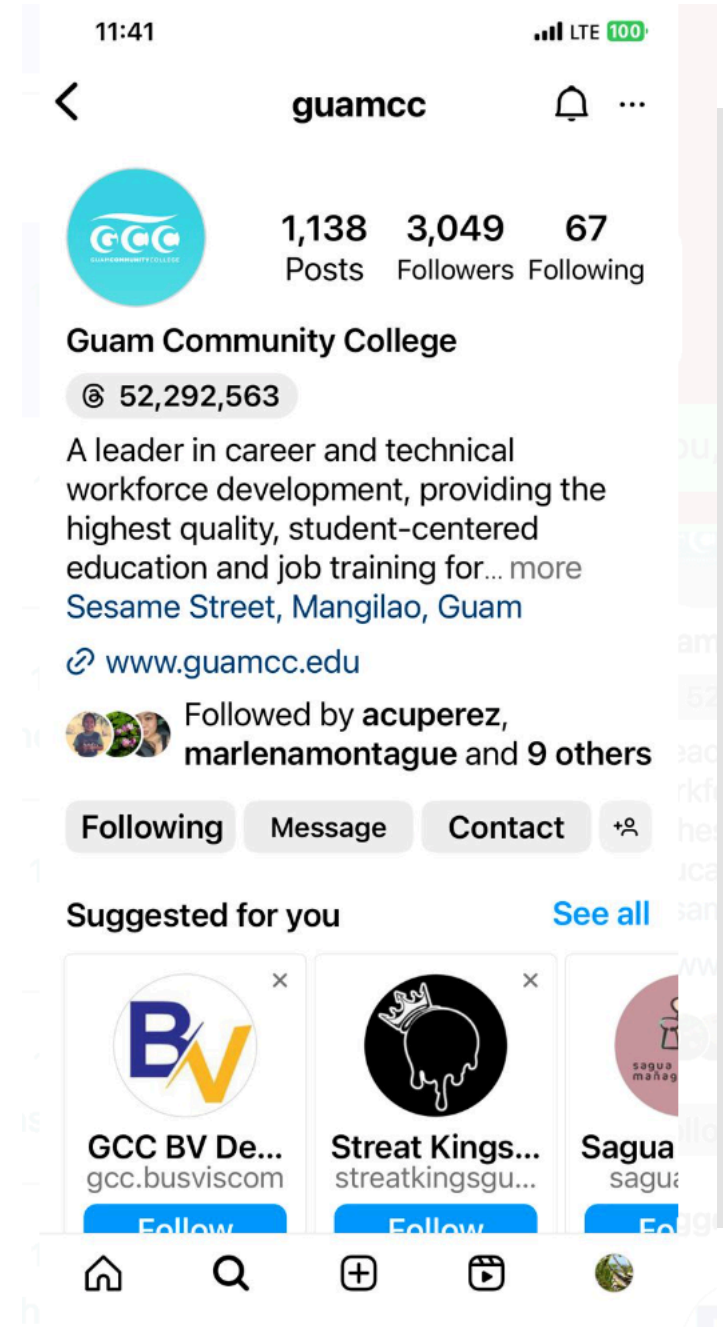
The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys.

Review Criteria:

- GCC provides students with accurate, current, and consistent student learning outcomes for the course and programs in which they are enrolled.
- GCC has mechanisms for ensuring effective communication with its students in multiple modalities regarding the programs, services, and resources available to support the student journey.
- GCC regularly review its communication practices, policies, procedures to ensure clarity, consistency, accuracy, and relevance.

Possible Sources of Evidence Could Include:

- Program information (from catalog, website, etc.) showing program learning outcomes for degree and certificate programs.
- Documents outlining GCC's processes for communicating learning outcomes to students.
- Sample syllabi and corresponding course outlines.
- Information (from catalog, website, etc.) regarding available student support services and learning support resources.
- Samples of student-facing communications in multiple formats, modalities, and (if applicable) languages, tailored to meet the needs of specific student populations.
- Examples of how the institution evaluates the effectiveness of its student-facing communications (communication survey results, website/social media analytics, processes for ensuring consistency of messages across multiple communication platforms, etc.)
- Examples of changes/ improvements in communication-in messaging, format, or modality resulting from evaluations.



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.

Review Criteria:

- GCC 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.
- GCC evaluates the degree to which scheduling facilitates timely completion of degrees, certificates, and transfer.
- GCC reflects on time-to-completion data in program review and institutional evaluation, and devises plans to improve completion rates.


[Advanced search](#)

Level Undergraduate **Classification** Sophomore **Major** Medical Assisting **Program** AS in Medical Assisting

College Trades & Professional Services **Academic Advisor** Barbara Mafnas, Katsuyoshi Uchima

Academic

What-If

View historic audit
07/12/2023 at 12:11 ... 

Format
Student View 

Degree progress



Requirements Credits

Overall GPA

2.84

☒ In-progress classes

☒ Preregistered classes

PROCESS

Audit date 07/12/2023 12:11 PM

[Collapse all](#) 

Possible Sources of Evidence Could Include:

- Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery.
- Examples of improvements to delivery modes and/or teaching methodologies that were made in order to address gaps in student learning and achievement.
- Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes and teaching methodologies.
- Local guidelines that establish expectations for effectiveness and quality in distance education and/or correspondence education (if applicable)

2.6

The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote equitable student learning and achievement.

Review Criteria:

GCC regularly evaluates the effectiveness of its delivery modes and teaching methodologies to supporting equitable student learning and achievement, and uses results to guide improvements.

GCC has practices in place to ensure ongoing alignment with federal requirements for distance education and correspondence education, as defined in ACCJC's Policy on Distance Education and on Correspondence Education (if applicable).

Distance Education Policy

Appendix B Distance and Correspondence Education Review Protocols

Adapt from existing Distance Education Review Guidelines -- see Guide for Peer Review Team Members, Guide to Institutional Self-Evaluation

DE Review Guidelines

Introduction

The Commission [Policy on Distance Education and on Correspondence Education](#) (in compliance with federal regulation [34 CFR § 602.3](#)) specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery.

In line with ACCJC's commitment to academic quality and continuous improvement, the review of distance education courses will follow the provisions outlined below. "Section 3. Consideration for Recommendations" includes questions related to the effects of the pandemic that peer review teams should take into consideration as part of their deliberations concerning any recommendations. These questions will provide peer review teams a broader context of the college's planning efforts and current situation and inform the team's review of the college's alignment with federal regulations and Standards concerning distance education.

Guidelines for Reviewing Distance Education

The guidelines below are suggested activities intended to promote consistency (1) in the way that institutions prepare for the peer review team, and (2) in the way that peer review teams observe distance education, especially online classes.

Guidelines for Institutions

- The college should inform distance education faculty that the peer review team will "observe" a randomly selected cadre of distance education classes from the semester prior to the comprehensive peer review.
- The college should work with the team chair and vice chair to provide a random sample of fully online distance education courses to observe. This sample should constitute 5% (not to exceed a maximum of 50) of the total number of distance education sections that were offered during the semester immediately preceding the semester of the comprehensive peer review.
- The college will provide peer reviewers with access to archived distance education classes from the semester immediately preceding the semester of the comprehensive peer review, affording them the opportunity to observe "regular and substantive" interaction through a full semester, quarter, or shortened term. Review of archived classes also ensures that the reviewers' presence in the online class will not interfere with instruction or course design.

Possible Sources of Evidence

- Program reviews that disaggregate student learning assessment data and student achievement data by mode of delivery.
- Examples of improvements to delivery modes and/or teaching methodologies that were made in order to address gaps in student learning and achievement.
- Institutional reports on diverse and changing needs of students and resulting plans for developing or improving delivery modes and teaching methodologies.
- Local guidelines that establish expectations for effectiveness and quality in distance education and/or correspondence education (if applicable)

2.7

The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

Review Criteria:

- GCC designs and delivers effective processes for identifying students' academic, non-academic, personal wellness, and basic needs.
- GCC designs and delivers effective intake and onboarding services such as orientation, registration, counseling, educational planning, financial aid workshops, and/or similar services that maximize preparation, success and retention.
- GCC designs and delivers effective learning support resources such as library collections, library instruction, learning labs, and tutoring services in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.
- GCC designs and delivers effective student support services such as counseling, academic advising, first year experience, veterans services, disability services, mental health services, etc. in a variety of modalities (face to face, hybrid, online, etc.) dependent on institutional mission and student need.
- GCC provides clear information and supports for students regarding transfer and career opportunities.
- GCC's documentation of and communication to students (catalogs, policies, procedures, etc.) regarding support services and expectations for their use are clear and consistent.
- GCC systematically collects and analyzes disaggregated data to evaluate the effectiveness of its support services and learning support resources in supporting equitable student success and uses the results for planning and improvement.

Library | Learning Resource Center (LRC)



Fall Semester 2023

Monday to Thursday: 8:00 am - 8:00 pm
Friday: 8:00 am - 4:00 pm
Saturday: 9 am - Noon

The Guam Community College Learning Resource Center (Library) opened its new doors in December 2010 to provide learning resources and services to assist students in attaining their academic, career and personal goals. The GCC Library collection consists of approximately 22,000 print books, 150,000 e-Books, 50 print periodical subscriptions, more than 5,000 EBSCO full-text e-Periodicals, and over 1,000 videos and other multi-media items.

The Library offers an array of services including reference, individual and group instruction, Internet access, book loans, video check-outs, photocopying, magazines and newspapers, video viewing, meeting areas, group study facilities, and interlibrary loans.

In addition to sustaining our students' research and reference needs, the Learning Resource Center is also the first government of Guam building to be certified as LEED (Leadership in Energy and Environmental Design) Gold by the U.S. Green Building Council. The 22,000-square-foot structure features photovoltaic solar panels, digital temperature controls, energy-efficient windows and lighting, and furniture made of recyclable materials.

Mission Statement:

The mission of the Learning Resource Center is to provide learning resources and services to support and enrich the educational mission of Guam Community College.

Click here to access:

- [GCCLIB Online Catalog](#) - Access to books and other media available in GCC Library.
- [EBSCO ePeriodicals & eBooks](#) - Full-text ePeriodicals and eBooks available online.
- [Library News](#) - The latest information about GCC Library.



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 journeys.

Review Criteria:

- GCC creates formal and informal opportunities for students to engage with the institution, programs, and peers (e.g., cultural, academic, clubs, political, ethnicity-based engagement, networking, athletics, internships, career trainings).
- GCC establishes co-curricular and/or student engagement activities based on the needs of the students and community it serves, including the needs of student populations that have been historically **under-resourced**.
- If these programs are offered GCC ensures the quality of such programs and frequently assesses activities and programs (qualitative/quantitative).

The **Council on Postsecondary Student Affairs (COPSA)** is your GCC student government. **COPSA** plans student activities, guides the work of GCC Student Organizations, and ensures that the College fully considers the needs and interests of students in its decisions and offerings.



Jennette Yara
COPSA President



Daniel Iriarte
COPSA Vice President



Katrina Lin Lupera
COPSA Secretary



Katarina Hernandez
COPSA Treasurer



Benjamin Hernandez Jr.
COPSA Parliamentarian



Kaitlin Bautista
COPSA Public Relations &
Social Media Officer

Section Menu



COPSA | Council On Postsecondary Student Affairs

The Council On Postsecondary Student Affairs (COPSA) is the recognized representative body for student governance for all officially registered Postsecondary and Adult High School students.

COPSA serves as a voice for which student concerns are addressed to the GCC Administration; plans student activities; approves student organization budgets, and ensures that the College fully considers the needs and interests of students in its decisions and offerings.

Board of Trustees Student Member

The GCC Board of Trustees ensures that students receive the highest quality education and job training. Your voting Student Member on the Board ensures that your voice is heard and your concerns are addressed.

Reporting Your Reflections in the Report

Major Sections in the Self-Evaluation Report	Suggested Length
Forward to the Institutional Self-Evaluation	1 page
A. Introduction: Institutional Context	2-5 pages
B. Institutional Self-Evaluation of Alignment with the Accreditation Standards	60-70 pages
C. Checklist: Required documentation	(no narratives)
D. Appendix: Additional Institutional Information	(no narratives)

Documenting Your Reflections in the Report

Forward to the Institutional Self-Evaluation Report:

- Overview of high-level themes that emerged from your self-evaluation
 - Areas of strength
 - Opportunities for improvement and innovation
- Provides readers with a sense of what you learned from the process
- 1 page maximum

PRO TIP: write this last, after the rest of the report has been finalized

Documenting Your Reflections in the Report

New prompt for the analysis of alignment with each Standard:

Provide a narrative response that analyzes your institution's alignment with the Standard. The narrative should address the review criteria and include supporting evidence/examples as appropriate. The narrative should also address any opportunities for innovation and areas for improving alignment that were identified during the self-evaluation process.

As you draft your response, it may be helpful to consider:

- What does the institution do to align with the Standard?
- What are the results? How effectively do these actions support equitable student success? How do you know?
- What did the institution learn?
- What will you do differently? How does your learning inform plans for action, improvement, and/or innovation?

Other Important Information

Appendix: Additional Institutional Information

- Organizational charts
- List of additional locations where >50% of a program can be completed (if applicable)

Important Links

[ACCJC Guides & Manuals](https://accjc.org/guides-and-manuals/)

<https://accjc.org/guides-and-manuals/>

[ACCJC Template](https://docs.google.com/document/d/17jkFrFhciPuFxNgP7dRG-hgnd95l_FPC/edit#heading=h.gjdgxs)

https://docs.google.com/document/d/17jkFrFhciPuFxNgP7dRG-hgnd95l_FPC/edit#heading=h.gjdgxs

[Accreditation Webpage-2025](https://mygcc.guamcc.edu/web/accreditation-2025)

<https://mygcc.guamcc.edu/web/accreditation-2025>

Standards Committee Tasks

- Selection of Chair & CoChair
- ISER Development Calendar
- Weekly Progress Reports