Governance Committee Feedback Form
Institutional Self-Evaluation Report (ISER)
Accreditation Standard 1
(Standard 1 consists of 5 individual standards, 1.1 – 1.5)

Committee Name: Professional Development Committee
Co-Chair Names: Victoria Rodriguez and Theresa Apodaca
Committee Member Names: **Academic Senate Reps:** Kristen Everhart & Michael Kelly **Classified Senate Reps:** Pat Palma & Theresa Apodaca **Administrators Association Reps:** Renee Nasori **Ex-Officio:** Karen Hern, Ernesto Rivera, & Adela Powers **Advisory:** Sheree Stopper & Agustin Albarran

All Participatory Governance committees will review and provide feedback for the Institutional Self Evaluation Report Standards 1 & 2 during Fall 2024.

Directions for Committee Co-chairs:

1. Distribute a copy of the Institutional Self Evaluation Report (ISER) Standard 1 Draft and this feedback form to committee members at your September meeting.
2. Ask committee members to read the Standard 1 draft and complete the feedback form prior to attending the October meeting.
3. Center your October agenda on discussing the committee's individual feedback on Standard 1.
4. Summarize the committee's feedback on one feedback form.
5. Return the feedback form with a summary of your committee's feedback to Denise.Schulmeyer@gcccd.edu by November 15.
6. **Next Step:** We are using this same process for Standard 2. You will be requested to distribute a draft of ISER Standard 2 at your October meeting for discussion at your November meeting. Feedback forms for Standard 2 will be due to Denise on December 15.

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 ensuring equitable educational opportunities and outcomes for all students. (ER 6)

Q1: Briefly describe what we do to align with this Standard. Note: we do not need to include everything we do, just 2-3 of our "best" examples.	We have Heritage Month groups that help identify and acknowledge specific student populations in which they put on events throughout the specific month. As for PD support learning and professional development during flex week workshops and meetings. We also have student services support programs and Gizmo's Kitchen to assist food insecurities, FYE, EOPS/CARE, UMOJA, PUENTE, Dream Center, ARC, Success Coaches, Tutors and more. Renee added the Refugee Career and Resource Fair for a very unique community. Classified Senate provides student pop-up events that provide food and games to promote student interaction and fun with prizes. (might be better for Standard 2).
Q2a: What are the results of the actions detailed in Q1?	Interest and acknowledgment of specific student populations as well as educating others.
Q2b: How effectively do the actions in Q1 support equitable student success?	They promote student identity and inclusion.
Q2c: How do we know the actions support equitable student success (i.e., what evidence or data do we have)?	Data provided from employee driven surveys.
Q3: What did we learn when examining the evidence/data?	
Q4: What will we or could we do differently as we move forward? Rank order the suggestions based on your group's assessment of importance and describe why.	

1.2 The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and equitable student outcomes.	
Q1: Briefly describe what we do to align with this Standard. Note: we do not need to include everything we do, just 2-3 of our "best" examples.	Currently working on a draft of a PD Plan. There is also a number of programming done throughout the semester including Thrive and wellness events on campus. These events are based off data received by the committee and PD department.
Q2a: What are the results of the actions detailed in Q1?	Thrive and wellness events for employees to promote physical and mental health as well as opportunities to come together outside the work environment.
Q2b: How effectively do the actions in Q1 support equitable student success?	
Q2c: How do we know the actions support equitable student success (i.e., what evidence or data do we have)?	
Q3: What did we learn when examining the evidence/data?	
Q4: What will we or could we do differently as we move forward? Rank order the suggestions based on your group's assessment of importance and describe why.	

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. (ER 3, ER 11)	
Q1: Briefly describe what we do to align with this Standard. Note: we do not need to include everything we do, just 2-3 of our "best" examples.	
Q2a: What are the results of the actions detailed in Q1?	
Q2b: How effectively do the actions in Q1 support equitable student success?	
Q2c: How do we know the actions support equitable student success (i.e., what evidence or data do we have)?	
Q3: What did we learn when examining the evidence/data?	
Q4: What will we or could we do differently as we move forward? Rank order the suggestions based on your group's assessment of importance and describe why.	

1.4 The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)	
Q1: Briefly describe what we do to align with this Standard. Note: we do not need to include everything we do, just 2-3 of our "best" examples.	
Q2a: What are the results of the actions detailed in Q1?	
Q2b: How effectively do the actions in Q1 support equitable student success?	
Q2c: How do we know the actions support equitable student success (i.e., what evidence or data do we have)?	
Q3: What did we learn when examining the evidence/data?	
Q4: What will we or could we do differently as we move forward? Rank order the suggestions based on your group's assessment of importance and describe why.	

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. (ER 19)	
Q1: Briefly describe what we do to align with this Standard. Note: we do not need to include everything we do, just 2-3 of our "best" examples.	
Q2a: What are the results of the actions detailed in Q1?	
Q2b: How effectively do the actions in Q1 support equitable student success?	
Q2c: How do we know the actions support equitable student success (i.e., what evidence or data do we have)?	
Q3: What did we learn when examining the evidence/data?	
Q4: What will we or could we do differently as we move forward? Rank order the suggestions based on your group's assessment of importance and describe why.	